

PROMOTING
**VEGETABLES,
FRUIT & WATER**



A school-based toolkit

SUPPORTING THE FOUNDATIONS FOR A HEALTHY SCHOOL



ML
BUREAU DE SANTÉ DE
MIDDLESEX-LONDON
HEALTH UNIT

PROMOTING VEGETABLES, FRUIT & WATER

Copyright © 2017 Middlesex-London Health Unit. All rights reserved. The use of any part of this publication reproduced, transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, or stored in a retrieval system, without the prior consent of the publisher is an infringement of the copyright law.

First edition, November 2016

Published by Middlesex-London Health Unit

50 King Street, London ON N6A 5L7

Phone: 519-663-5317

www.healthunit.com

Updated Summer
2019

Foundations for a Healthy School images have been reproduced with permission from
© Queen's Printer for Ontario, 2014.



Original Source: Ministry of Education, Foundations for a Healthy School:
A Companion Resource to the K-12 School Effectiveness Framework
(<http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>)

Strategies to Increase Vegetables, Fruit and Water Consumption: Elementary School Toolkit



of elementary and secondary school children have low water intake



of students meet the daily recommended servings of vegetables and fruit

Toolkit Purpose:

The purpose of this resource is to provide educators and parents with strategies to increase vegetables, fruit and water consumption among school-aged children. Strategies target multiple levels of influence including students' and parents' attitudes and knowledge, classroom and school level social and physical environments as well as school policies.

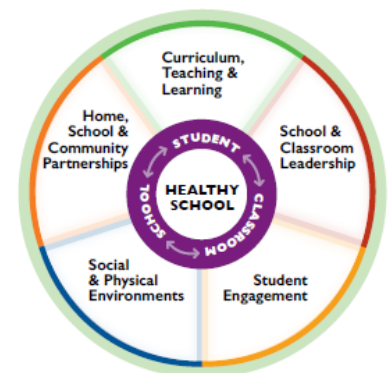
Highlights of the toolkit:

- Curriculum connected activities that can be used in the classroom and school to reinforce learning of healthy eating practices.
- Activities to support school and classroom leadership and student engagement.
- School level initiatives to create supportive nutrition environments.
- School announcements, recipes and newsletter inserts to send home.

How was this resource developed?

This toolkit was designed to support *The Foundations for a Healthy School* resource. It recommends that health topics are addressed across each of the components of the framework which include:

- curriculum teaching and learning;
- school and classroom leadership;
- student engagement;
- social and physical environment; and
- home, school and community partnerships.



For more information about the Foundations for a Healthy school visit <http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>

© Queen's Printer for Ontario, 2014.
Reproduced with permission.

The evidence clearly demonstrates that for an initiative in the school setting to be impactful, it has to be multicomponent and delivered over an extended period of time versus single component or "one off" programming. Therefore, to effectively address healthy eating the best action plan is to select various activities to implement from each component.

Why do we need to increase vegetables, fruit and water consumption?

Children and adolescents are not consuming enough water (Patel & Hampton, 2011). A recent study found that over half of children are not adequately hydrated (Kenney, Long, Cradock & Gortmaker, 2015). Furthermore, Park and colleagues found that over 60% of elementary and secondary school children had low water intake (Park et al., 2011). When it comes to vegetables and fruit intake, global, national and local data often illustrate that children and youth are falling short in terms of reaching their daily recommended intake. In Canada, 59% of children aged 2 – 17 years old eat vegetables and fruit less than five times a day (Shields, 2006). In Ontario, 42% of children aged 12 and older reported eating vegetables and fruit five or more times per day. In Middlesex-London this percent is lower - 38% (MOHLTC, 2008). Additionally, a study on vegetables and fruit intake examining children in 46 schools throughout Southwestern Ontario also found that only 38% of participants in the study were meeting the recommended daily servings of vegetables and fruit (Human Environments Analysis Laboratory, 2013).

The health impact of inadequate consumption of vegetables, fruit and water is significant. Insufficient water intake is associated with headaches, irritability, diminished physical performance, and reduced cognitive functioning among both children and adults (Benton & Burgess, 2009; Edmonds & Burford, 2009; Shirreffs et al., 2004). Studies have shown that insufficient water intake is associated with inferior performance on cognitive tests (Bar-David et al., 2005; Fadda et al., 2012). With respect to vegetables and fruit, in 2013 the WHO estimated that 5.2 million deaths were attributed to inadequate vegetables and fruit consumption (World Health Organization, 2015). Specifically, reports indicate an association of vegetables and fruit with healthier weights. Vegetables and fruit are also protective against certain non-communicable diseases, such as cardiovascular disease and certain types of cancers (Ontario Ministry of Health and Long-Term Care, 2008; Evans, 2012; Knai et al., 2006).

The link between vegetable and fruit consumption and mental health is also an area of interest. Greater fruit and vegetable consumption has been shown to be associated with lower odds of depression and of being distressed (McMartin, Jacka & Colman, 2013; Richard, Rohrmann, Vandeleur, Mohler-Kou & Eichholzer, 2015). Perception of poor mental health and previous diagnosis of a mood or anxiety disorder have been associated with lower vegetable and fruit consumption (McMartin et al. 2013).

In summary, the evidence illustrates a need to increase the intake of water, vegetables and fruit among children and youth for improved health.

Why should schools should play a role

Schools have been identified as an ideal setting to work with children and youth because of the universal enrollment of children in school and the consistent access to this target population. However, a more compelling reason aligns with *Ontario's Well-being Strategy for Education*. It is undisputed that healthy students are better prepared to learn. Studies demonstrate that promoting student health and wellbeing can help schools meet their educational goals, such as reduced absenteeism, fewer behavioural problems, and higher school-wide test scores and grades (http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf).

One component of the Ministry's well-being strategy is *Healthy Schools*.

“Healthy Schools are key to establishing the learning conditions necessary to help students reach their full potential. With these conditions in place, students are more likely to adopt healthy, active habits and continue with them throughout their lives” (source: <https://www.tvdsb.ca/en/students/resources/Documents/MEOWBFactSheet.pdf>)

A healthy school not only provides educational opportunities but creates a supportive environment for health and well-being. The *Foundations for a Healthy School* is an Ontario Ministry of Education resource that is designed to support student health and well-being. It emphasizes the importance of taking a comprehensive approach to address health-related topics that contribute to well-being. This approach demonstrates that multiple levels of influence determine individual behavior and recognize that no single factor can adequately account for why children and youth engage in health risk or health promotion behaviours. This toolkit was designed to support *The Foundations for a Healthy School*. Activities to increase vegetables, fruit and water consumption are described according to the foundations. The appendices (A, B, C, D, E & F) contain supplementary information to help with the implementation of the activities.

The Food Culture video created by York Region effectively demonstrates the need to tackle healthy eating from an ecological perspective and the role schools can play.



<https://www.youtube.com/watch?v=oynm-7CJJ0M>

Why is student engagement important?

Students are arguably the most important stakeholders in the education system and thus student engagement should be at the heart of a healthy school. The Foundations for a Healthy School defines student engagement as “*the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities*”. While student engagement is one of the five components of a healthy school, student engagement is best achieved when it is integrated into all of the Foundation’s components. When students are given the opportunity to be active contributors to their learning and their learning environments, they derive a sense of belonging and connectedness to the school community and gain feelings of competence and satisfaction from achievements in their work. The role of the adult is to empower students; give them the skills and confidence to contribute equally to decision making, leading meetings, organizing and implementing activities. See the Student Engagement section for ways to increase vegetable and fruit consumption by students.

Public Health’s Commitment to Schools

The goal of Middlesex London Health Unit’s (MLHU) Child and Youth Program Team is to improve the health of children and youth and contribute to a positive and healthy school climate. Specifically, our team works with school boards and/or staff of elementary and secondary schools, using a comprehensive health promotion approach, to influence the development and implementation of healthy policies and the creation or enhancement of supportive environments to address key topics. Each school in London and Middlesex County is assigned a Public Health Nurse (PHN). For a list of PHNs assigned to schools, visit <https://www.healthunit.com/public-health-at-your-school>. Contact your PHN to determine how they can support this resource and collaborate with your school to improve the health of children and youth.

Additional Notes

- **Resource:** *BrightBites* is a non-profit project that supports the improvement of school nutrition and was created by members of the *Ontario Society of Nutrition Professionals in Public Health (OSNPPH)*. Once you have completed activities in this toolkit, you can earn a badge at <http://brightbites.ca/>. Visit <http://brightbites.ca/> and go to ‘badge checker’ then click ‘join’. You can then claim your *specific badge*, by describing the activities that your school engaged in to improve the nutrition environment. Schools across Ontario are registering with *Bright Bites* and are earning badges and being recognized for their efforts!

- **Activity Modification:** Some families have challenges in providing enough nutritious food in the home environment therefore, some of the activities may need to be modified to ensure students have a positive experience with the lesson (e.g., students can record vegetables and fruit that they would like to try on the tracking chart vs. stating those they have tried).
- **Home Connections:** “Connections to the home are important. Students bring their learning home to their families and they have variable amounts of control over the food they eat at home and the food they bring to school. Teachers need to consider these realities and be aware of issues such as poverty, food allergies and sensitivities, disordered eating, and social and cultural practices in order to ensure that the learning is presented with sensitivity. Using a flexible and balanced approach and avoiding rigidity regarding food rules and guidelines can reduce potential triggers to body image and eating concerns.” (2015 Ontario Health and Physical Education Curriculum, pg. 37).
 - Based on this information children’s school lunches should not be policed or monitored. Policing lunches can be demoralizing and anxiety provoking for a child. There are many factors that affect what goes into a child’s lunch that the child may not necessarily be able to control.
- **Weight Sensitivity:** “Sensitivity regarding weight and shape and personal values regarding ‘what is healthy’ are important when considering instruction. What can always be stressed, however, is that healthy eating and regular physical activity are essential requirements for maintaining good health over the long term.” (2015 Ontario Health and Physical Education Curriculum, pg. 37).
- **Character Branding:** Children’s dietary choices are influenced by mascots and characters on a regular basis (Kraak & Story, 2015), taking a quick look down the cereal aisle shows how this powerful tool is used in marketing food. A review of experimental studies “suggest that cartoon media character branding can positively increase children's vegetable or fruit intake compared with no character branding use.” (Kraak & Story, 2015). With this in mind, we have developed the Healthy Heroes family, a group of superhero veggies and fruit to accompany our activities, you will see their image throughout this resource to increase brand recognition and help with increasing vegetables and fruit consumption.



References

- Bar-David, Y., Urkin, J., & Kozminsky, E. (2005). The effect of voluntary dehydration on cognitive functions of elementary school children. *Acta Paediatr*, 94(11), 1667-1673.
- Benton, D., & Burgess, N. (2009). The effect of the consumption of water on the memory and attention of children. *Appetite*, 53(1), 143-146.
- Edmonds, C.J., & Burford, D. (2009). Should children drink more water? The effects of drinking water on cognition in children. *Appetite*, 52(3), 776-779.
- Evans, C., Christian, M.S., Cleghorn, C.L., Greenwood, DC., & Cade, J.E. (2012). Systematic review and meta-analysis of school-based interventions to improve daily fruit and vegetable intake in children aged 5 to 12y. *Am J Clin Nutr*, 96, 889-901.
- Fadda, R., Rapinett, G., Grathwol, D., et al. (2012). Effects of drinking supplementary water at school on cognitive performance in children. *Appetite*, 59(3), 730-737.
- Government of Ontario. (2015). The Ontario Health and Physical Education Curriculum for Grades 1-8 (Revised). Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf>.
- Human Environments Analysis Laboratory. (2013). Healthy Neighborhoods for Children, All School. STEAM Project. Retrieved from http://theheal.ca/STEAMResults/STEAM_AllSchools_English.pdf
- Kenney, E., Long, M., Cradock, A., & Gortmaker, L. (2015). Prevalence of inadequate hydration among US children and disparities by gender and race/ethnicity: National Health and Nutrition Examination Survey, 2009–2012. *American Journal of Public Health*, 105(8), e113-e118. doi: 10.2105/AJPH.2015.302572.
- Knai, C., Pomerleau, J., Lock, K., & McKee, M. (2006). Getting children to eat more fruit and vegetables: A systematic Review. *Preventive Medicine*, 42: 85– 95.
- Kraak, VI & Story M. (2015). Influence of food companies' brand mascots and entertainment companies' cartoon media characters on children's diet and health: a systematic review and research needs. *Obesity Reviews*, 2015 Feb;16(2):107-26. doi: 10.1111/obr.12237.
- McMartin, S. E., Jacka F.N., & Colman, I. (2013). The association between fruit and vegetable consumption and mental health disorders: Evidence from five waves of a national survey of Canadians. *Preventive Medicine*, 56: 225-230.
- Ontario Ministry of Health and Long-Term Care. (2009). Initial Report on Public Health: Fruit and Vegetable Consumption. Retrieved From http://rnao.ca/sites/rnao-ca/files/PMWG_Initial_Report_2009.pdf
- Park, S., Sherry, B., O'Toole, T., & Huang, Y. (2011). Factors associated with low drinking water intake among adolescents: The Florida youth physical activity and nutrition survey, 2007. *Journal of the American Dietetic Association*, 111(8), 1211-1217. doi:10.1016/j.jada.2011.05.006.

References

- Patel, A. I., & Hampton, K. E. (2011). Encouraging consumption of water in school and child care settings: Access, challenges, and strategies for improvement. *American Journal of Public Health, 101*(8), 1370–1379. <http://doi.org/10.2105/AJPH.2011.300142>.
- Shields, M. (2006). Overweight and obesity among children and youth. *Statistics Canada Health Reports, 17*(3), 27-42.
- Shirreffs, S.M., Merson, S.J., Fraser, S.M., & Archer, D.T. (2004). The effects of fluid restriction on hydration status and subjective feelings in man. *Br J Nutr, 91*(6), 951-958.
- World Health Organization. (2015). Increasing fruit and vegetable consumption to reduce the risk of non-communicable diseases. Retrieved from http://www.who.int/elena/titles/fruit_vegetables_ncds/en/



Curriculum, Teaching and Learning

- [Advertising Challenge](#)
- [Amazing Veg and Fruit Chase](#)
- [Announce It!](#)
- [Are Your Super Senses Tingling?](#)
- [Bean Planting](#)
- [Buy It Map It!](#)
- [Eat in Colour](#)
- [Fruit Fear Factor](#)
- [Fruit in my Water!](#)
- [Grand Fruit Ninja!](#)
- [Heads Up!](#)
- [Parts of a Plant](#)
- [Taste It!](#)
- [The Power of Superheroes](#)
- [The Superheroes are Hiding](#)
- [Vegetable and Fruit Inquiry](#)
- [Vegetable and Fruit from Around the World](#)
- [Vegetable and Fruit Trivia](#)
- [What am I?!](#)



School and Classroom Leadership

- [Celebration Swap](#)
- [Healthy Lunches](#)
- [Sing/Act & Share](#)
- [Sugary Drink Kit](#)



Home, School and Community Partnerships

- [Create It Make It School Cookbook](#)
- [Families Increasing Vegetables and Fruit](#)
- [Family Meals](#)
- [Let's Get Cookin'](#)
- [Murray and Bird Storybook](#)
- [Newsletter Inserts and Recipes \(Appendix B\)](#)



Social and Physical Environments

- [Fantastic Fundraising](#)
- [Positive Classroom Eating Environment \(Appendix A\)](#)
- [Rethink Celebrations](#)
- [Rethink Rewards](#)
- [Water Works](#)



Student Engagement

- [Colours of the Rainbow](#)
- [Grow It in a Tower](#)
- [Grow It in the Classroom](#)
- [Pop-Up Let's Get Cookin'](#)
- [Tracking My Vegetables and Fruit](#)
- [Vegetables, Fruit and Water Beach Ball Trivia](#)
- [Water Fountain Mapping](#)

RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Digital or print magazines, flyers or newspapers advertisements of food
- [Name that Brand](#)
- [Examples Deceptive Food Advertisements](#)
- [Additional information on Kids and Food Marketing](#)

Advertising Challenge ... Does it Really Add Up?

ACTIVITY GOAL: To increase awareness of the impact of food advertising on the food choices that we make.

ACTIVITY INSTRUCTIONS:

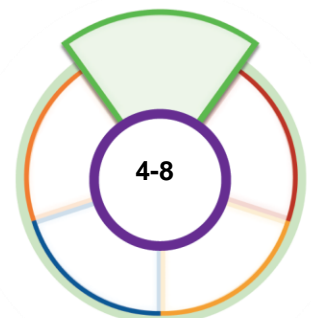
1. The 'Name that Brand' PowerPoint Activity, from FoodShare (~20 minutes) may be used as introduction to food marketing <http://foodshare.net/custom/uploads/2017/01/Name-That-Brand.-Name-That-Food..pptx>
2. Provide students with digital or print examples of different types of food advertising (ads) from magazines, flyers, or newspapers.
3. Use pictures from the ads in conjunction with the Advertising Challenge Handout (sample below).
4. Ask the students to classify the ads into two groups. Those that advertise vegetables or fruit and those of other foods or beverages.
5. Use prompts (below) to explore the impact of media on the food choices we make. This can be done individually, in small groups, or as a whole class.

Educator Prompts:

- Food manufacturers spend billions of dollars every year to convince people to buy their products. Farmers, on the other hand, don't make as much from selling their produce, and therefore cannot compete in advertising with food manufacturers.
- Food advertisements are used to make money. Advertising is designed to get your attention and make you want to buy the product. Ads can also introduce or reintroduce you to a product and make you aware of what a product provides.

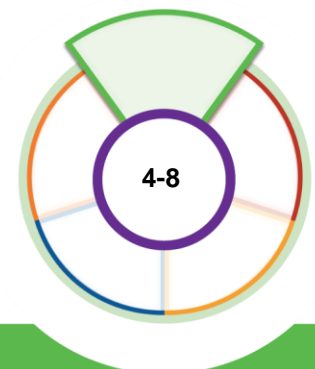
Curriculum Connections

- Grade 4: D2.1.2.1 Personal eating habits, D3.1 Healthier eating in various settings
- Grade 5: D3.1 Media influences-food choices
- Grade 6: D2.1 Influences on healthy eating
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: C3.1 Promoting healthy eating



Advertising Challenge ... Does it Really Add Up? - continued

- Companies make ads appealing by using: popular songs; catchy phrases; jingles; celebrities and attractive people; toys; contests; incentives and rewards for buying their product as well as misleading claims about the product. For examples of deceptive food advertisements visit:
<http://www.weightymatters.ca/2017/08/the-canadian-food-inspection-agency.html>
 - Food is advertised on TV, radio, billboards, websites, game apps, buses and bus shelters, etc. For additional information on Food Marketing and Children visit: <https://www.heartandstroke.ca/-/media/pdf-files/canada/2017-heart-month/heartandstroke-reportonhealth2017.ashx>
 - Food manufactures use techniques to influence people to buy their food products. It is important to understand the techniques they use so we can make informed food choices rather than responding to their marketing.
6. Challenge students to create an ad of their own to promote a vegetable or fruit.



Advertising Challenge Handout

Part A:

Have a look at food advertisements. Create a list, using the chart below, of the ads promoting vegetables and fruit and ads promoting other foods. Use the advertisements you find to answer the questions below.

Vegetables and Fruit	Other Foods

1. What is the purpose of food ads?
2. Why do you think there are fewer vegetables and fruit ads compared to other foods?
3. What techniques are used to make an ad appealing to you?
4. Where else have you seen ads for food?
5. How do ads affect your food choices?

Part B:

Create an effective ad for a vegetable or fruit using the information from Part A. See example below



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Clues, trivia and activities
- Copies of 'heads up' pictures
- Access to multiple locations in the school
- Washed vegetables/fruit for identification
- Blindfold

Amazing Vegetable and Fruit Chase

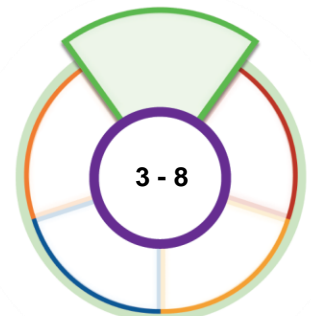
ACTIVITY GOAL: To increase knowledge about vegetables and fruit in a fun, active and engaging way.

ACTIVITY INSTRUCTIONS:

1. Divide students into teams of equal size.
2. Have teams move to designated stations in the school, based on the clues they are given. Answer the vegetable and fruit trivia questions at each station.
3. Establish ground rules that students must follow, when participating in the Chase. Ground rule examples: no running allowed – running will disqualify your team; no use of smart phones; and any other rules that are applicable to your school.
4. Each team will start the Chase at a different time (stagger the start time by a few minutes). At least one or two people must be assigned as a starter(s) e.g., teacher, older student etc. They will be responsible for telling teams when to start and record start times.
5. Each station of the Chase will have at least two student helpers.
6. At each station, participants will answer questions or complete an activity focused on vegetables and fruit.
7. The team that completes the Chase in the shortest amount of time while adhering to the ground rules is the winner.

Curriculum Connections

- Grade 3: D1.1 Food origins, nutritional value and environmental impact; D3.1 Local and cultural food, eating choices
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits
- Grade 5: D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating D3.1 Benefits of healthy eating / active living
- Grade 7: D2.1 Eating patterns and health problems; D3.1 Personal, external factors in food choices
- Grade 8 D2.1 Personal eating behaviours; D3.1 Promoting healthy eating



Amazing Vegetable and Fruit Chase Sample Clues:

Clue location = Library

If you're looking for a resource or maybe a book,
head over to this room to have a good look.

Clue location = Staff Room (set up table outside of staff room door)

Great job so far, so where's next on this chase?
When teachers need lunch they head to this place.

Clue location = Gym

This is a place to run and play, head there right now and get your activity in for today.

Clue location = Custodian Office

Who keeps our school clean? Where are they found?
If they're not in this place, they're usually around.

Clue location = Main Office

Next is a place where the principal and secretary have their space.
Get there quick, on the double, but be sure not to run, or you might get in trouble.

The Amazing Vegetable and Fruit Chase Activities/Questions:

(Note that these may need to be customized to meet the needs of the school. You can also choose the number of questions for each location that is best suited to your event)

Location: Library

Using library resources, answer the following questions:

1. I am traditionally used in Asian cuisine, come in full size and 'baby' varieties, and am part of the cabbage family. What am I? _____
2. I grow on trees in tropical regions, have orange flesh, and a pit inside me. I am very sweet! What am I? _____
3. I am in season in Ontario during the fall. I am dark orange inside, have seeds, and make a great soup or even filling for ravioli. What am I? _____
4. I am a deep red root vegetable and people typically eat me grilled, boiled, or roasted. Other people make me into a soup called 'Borscht'. What am I? _____
5. I am technically a fruit but you may not think of me as one. I am full of healthy fats and my green flesh is the main ingredient in a tasty dip. What am I? _____

Answers: 1. Bok choy, 2. Mango, 3. Butternut squash, 4. Beets, 5. Avocado

Location = Outside Staff Room

Vegetable and fruit identification

- Blindfold the participants and have them feel a vegetable or fruit, and working as a team, guess what they are. They must correctly guess at least two vegetables and/or fruit. Ideas of vegetables and fruit they could feel: avocado, parsnip, cucumber, kiwi, acorn squash. Wash vegetables/fruit prior to students trying to guess what they are.

Caution: Be aware of any allergies.

Location = Gym

Wheelbarrow race

- Set up a starting point and a finish point, such as one end of the gym to the other. Have students complete a wheelbarrow walk from one end to the other, where they will receive the next clue. A wheelbarrow walk is when one person walks on their hands and the other holds their legs up. For an example, click here: <http://www.youtube.com/watch?v=Pqp3cR1sqQQ>
All students should wash their hands following this activity.

Location: Custodian's Office (or a location of your choice)

Trivia: The team must successfully answer 5 trivia questions (or fewer) in order to receive the next clue.

Trivia questions:

Q: This food is very high in beta-carotene (vitamin A).

A: Carrot - The beta carotene in carrots delivers vitamin A to keep your vision sharp.

Q: This vegetable is one of the oldest foods known to humans (Hint: It starts with the letter A).

A: Artichokes have been eaten since ancient times, long before humans knew that the magnesium they contain contributes to bone strength.

Q: Name 2 foods that are commonly thought of as vegetables, but are scientifically classified as fruits.

A: Tomato, avocado, eggplant, squash, cucumber, peppers, cucumber, and zucchini. Botanically, a fruit is the fleshy part of a plant that surrounds the seeds. A vegetable is another edible part of the plant, such as the roots or leaves, for example, potato, carrot, spinach, and lettuce.

Q: True or false - You can use beet juice to measure acidity.

A: True. When beet juice is added to an acidic solution it turns pink, but when it is added to an alkaline solution it turns yellow.

Q: Red, yellow, and orange varieties of these are actually just further ripened versions of the green ones.

A: Bell peppers

Q: True or false - Yams and sweet potatoes are the same thing.

A: False – Yams and sweet potatoes are from different plant families and have different nutritional compositions. In our stores, sweet potatoes are often mislabelled as yams.

Q: Placing fruit, such as avocado, into a brown paper bag will do what to the ripening process?

A: Speed it up – the bag traps the ethylene gas given off by the fruit which makes the fruit ripen faster.

Location: Main Office (or a location of your choice)

Play Head's Up!

- Print out the included pictures of vegetables and fruit.
- Without looking at the picture a student on the team will hold a vegetable or fruit picture above their head and ask 'yes or no' questions to their group about what the vegetable or fruit is. They must try to guess their vegetable or fruit identity correctly.
- Repeat until each person in the group has guessed 1 to 2 items correctly.

Images for Heads Up:







RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- [Announce It!](#)
- [Appendix B](#)
- [Appendix C](#)
- [Middlesex London School Health](#)

Announce It!

ACTIVITY GOAL: To create awareness and increase knowledge and discussion about the significance of vegetables and fruit, healthy lunches, water and family meals.

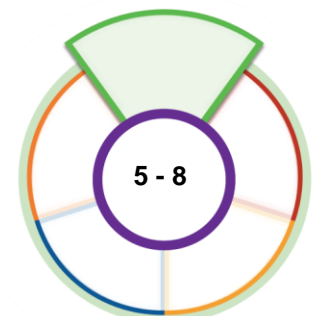
ACTIVITY INSTRUCTIONS:

1. The Announce it! section of the MLHU website www.healthunit.com/announce-it and Appendices B and C provide sample announcements, newsletter inserts and health wall examples. In addition check out our School Health Twitter account for sample tweets visit: <https://twitter.com/MLSchoolHealth>
2. Junior and intermediate students can use the announcements located on the Announce it! website and Appendix C to read on the morning announcements.
3. As an alternative, students (junior or intermediate) can develop their own announcements.
4. Assign junior and intermediate students with the task of researching information on vegetables and fruit, healthy lunches, water and family meals.
5. Use credible websites such as: MLHU website (www.healthunit.com), Unlockfood.ca (<http://www.unlockfood.ca>), or Dietitians of Canada (www.dietitians.ca) to source information for the announcements.
6. The announcements should be written in a fun and interesting way that appeals to students. The announcements can include a joke or trivia, but should also include factual information about the subject.
7. In schools where there are video announcements, skits could be created about the topics. For example, create a skit about the importance of eating a healthy balanced lunch or including vegetables and fruits in meals and snacks.
8. As appropriate, junior and intermediate classes could work with primary division classes to include young students in the skits.

Curriculum Connections

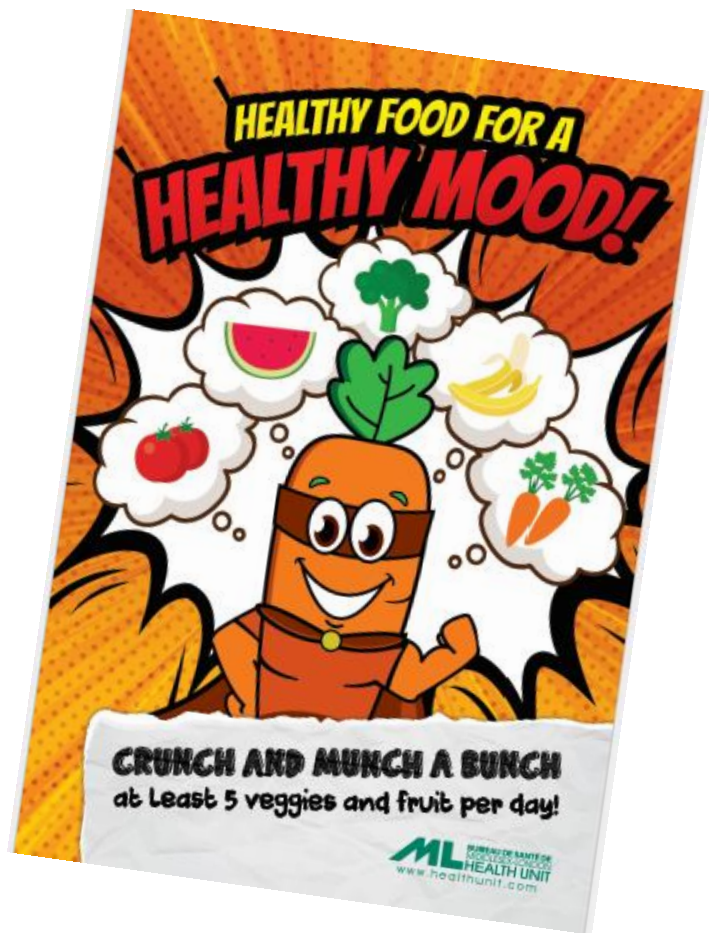
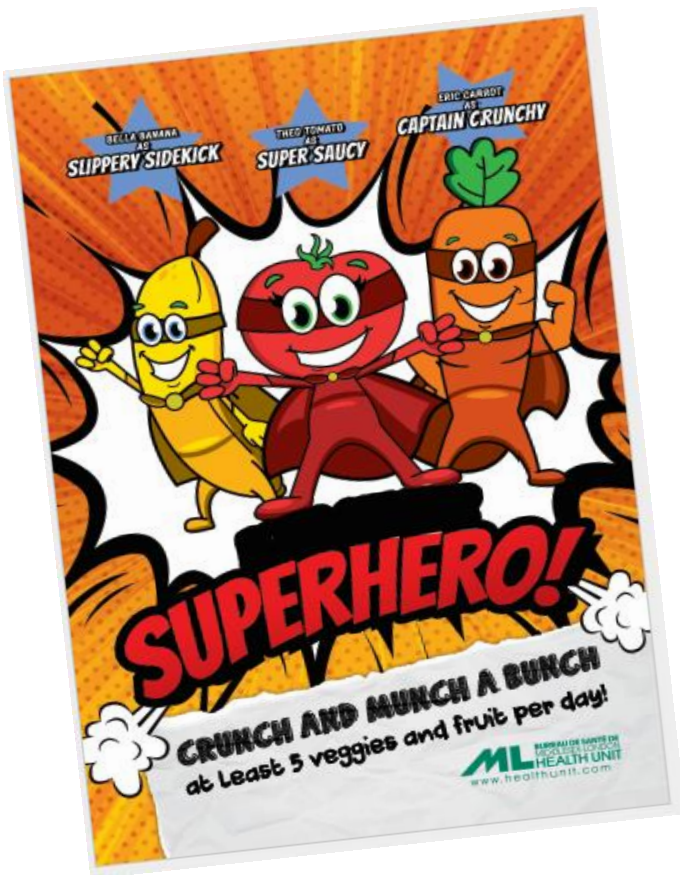
- Grade 5: D2.1 Nutrition facts tables, food labels
- Grade 6: D2.1 Influences on Healthy Eating
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D3.1 Promoting healthy eating

Other Connections: English, Literacy, Drama, Media



Vegetable and Fruit Health Walls

(Available for download at <https://www.healthunit.com/announce-it>)



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Sample food (apples or carrot sticks)
- [Optional Book: “No Ordinary Apple”](#)
- Optional laminated placemat
- [Family Meals Activity](#)
- [Creating a Positive Classroom Eating Environment](#) (Appendix A)

Are your “Super” Senses Tingling?

ACTIVITY GOAL: To introduce students to the idea of mindful eating through the use of their five senses.

ACTIVITY INSTRUCTIONS:

1. Optional introductory activity: Read the book “No Ordinary Apple” by Sara Marlowe, Check the school library system for availability <https://www.youtube.com/watch?v=YLCtTB6abRY>
2. Discuss with your class what the five senses are and how they are used when eating food.

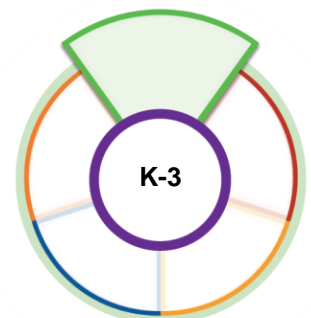
Educator Prompts:

- What do you think the term “mindful eating” means? (Eating mindfully is the art of enjoying our food fully by taking time to appreciate it and the people we enjoy eating it with. Using our five senses to experience food is a great starting point for mindful eating).
- What are the five senses and how can we use them when enjoying our food?
 - **Touch:** temperature, texture, is it juicy?
 - **See:** colour/texture, shape, can you determine temperature by what you see? (frost/steam)
 - **Hear:** does it make a sound when you eat it?
 - **Taste:** sweet, salty, bitter, sour?
 - **Smell:** does it smell with its’ skin on or after it’s peeled?
- Think about how cooking might change these characteristics of food.



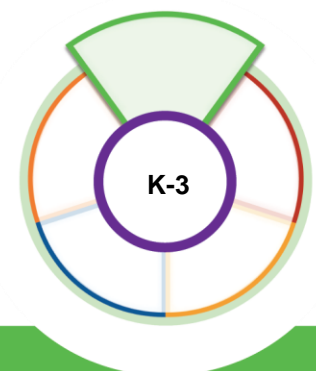
Curriculum Connections

- Grade 1: D1.1 Food for healthy bodies and minds; D2.2 Hunger and thirst cues
- Grade 2: D2.1 Healthy eating patterns D2.2 Food choices (snacks and meals)
- Grade 3: D3.1 Local and cultural foods, eating choices
- Other Connections: Social Studies, Science

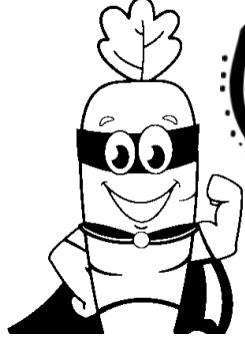


Are your “Super” Senses Tingling? - continued

- Does eating mindfully take more or less time than how we usually eat?
 - Part of eating mindfully is taking time to enjoy the experience and the people we are with; how can we eat more mindfully at home? (Family Meals)
 - What types of things might distract us from eating mindfully?
3. Practice eating mindfully by having the students use their senses to explore a vegetable or fruit e.g., apple or carrot sticks (ensure students wash their hands prior to activity and practice safe food handling techniques). Encourage discussion about what they see, feel, smell, hear and taste!
4. Activity Extension:
- Have the students explore mindful eating in more detail with the Veggie and Fruit Superheroes: Provide students with the included Superheroes Mindful Eating placemat below that encourages mindful eating during lunchtime or have students colour or create one of their own! (Placemats can be laminated for functionality).
 - Complete this classroom activity in preparation for [The Great Big Crunch](#), a school-wide event promoting local apples organized by the Ontario Student Nutrition Program.
5. See Appendix A for the “Creating a Positive Eating Environment in the Classroom” Resource.



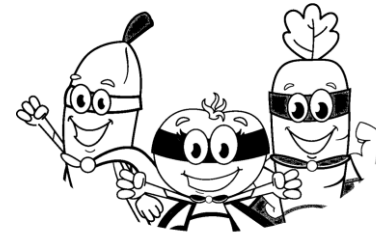
SEE!



What colour is it?
What shape is it?
Is it big or small?

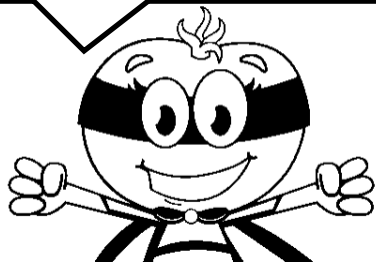
What is the texture?
Does it have a peel?

TOUCH!



SMELL!

What does it smell like?



Use your

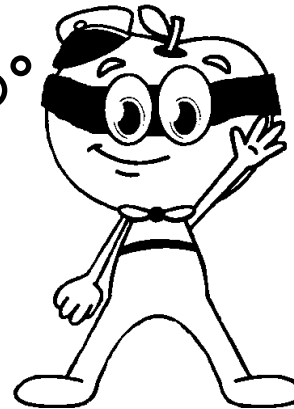
SUPER
Senses

to enjoy your lunch!

Lunchtime is fun time!
Using your senses as you eat makes your meal more fun and more enjoyable. Take time to crunch that carrot and smell that orange before you swallow!

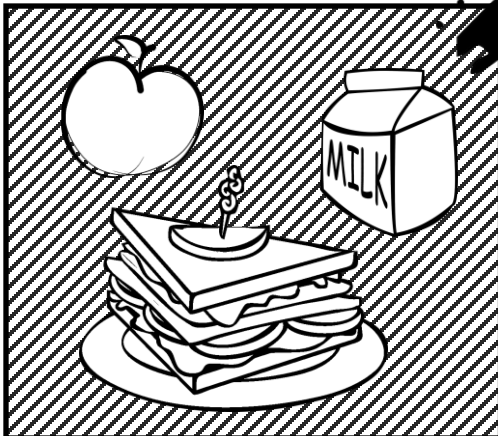
TASTE!

Is it sweet, salty or sour?
Does the taste change?



Does it make a sound?

HEAR!



SEE!



What colour is it?
What shape is it?
Is it big or small?

TOUCH!

What is the texture?
Does it have a peel?



SMELL!

What does it smell like?



Use your

SUPER

Senses

to enjoy your lunch!

Lunchtime is fun time!
Using your senses as you eat makes your meal more fun and more enjoyable. Take time to crunch that carrot and smell that orange before you swallow!

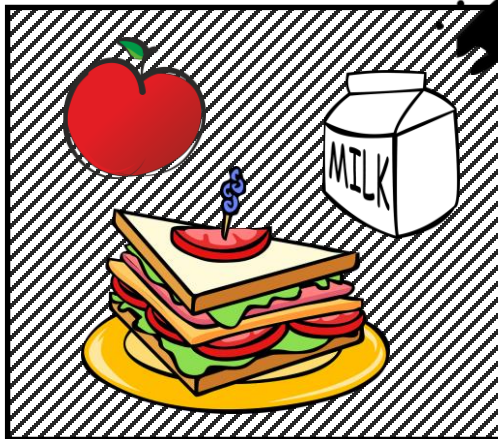
TASTE!

Is it sweet, salty or sour?
Does the taste change?



Does it make a sound?

HEAR!



RELATED FOUNDATIONS:

- Student Engagement
- Home, School & Community Partnerships

RESOURCES:

- Cups
- Bean Seeds
- Soil
- Calendar Template
- [Murray Bird Storybook Activity](#)
- [A Guide to Growing School Gardens in Alberta](#)

Bean Planting

ACTIVITY GOAL: To provide students with an opportunity to grow beans from seeds, and to learn how water and sunlight can impact growth.

ACTIVITY INSTRUCTIONS:

1. Demonstrate how to plant the seed according to the bean package.
2. Divide the class into small groups. Have each group plant their seeds in the cups. Be sure to have them wash their after the activity.
3. Create decorative 'name' labels for the cups and place plants where there is adequate sunlight to support growth.
4. Demonstrate how to water the seeds when the soil is dry.
5. Have each group make a calendar (or use template included) to record when the plant is watered, the sunlight conditions and track growth (e.g., roots developing, plant sprouts, height of plant).
6. Plant some additional seeds which will **NOT** be watered regularly and are located in an area where the sunlight is more variable.
7. As a class, monitor growth of all seeds.
8. Have the children predict what will happen to which seeds and discuss how sunlight and water help plants grow visit A Guide to Growing School gardens in Alberta

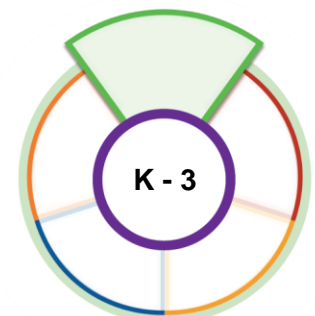
[http://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/aet15480/\\$FILE/get_growing_manual_revised_2015_post.pdf](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/aet15480/$FILE/get_growing_manual_revised_2015_post.pdf)

Educator Prompts:

- Why does the seed/plant need water?
- Why do our bodies need water? Visit: <http://www.unlockfood.ca/en/Articles/Water/Facts-on-Fluids-How-to-stay-hydrated.aspx> or http://brightbites.ca/wp-content/uploads/Water-at-school-toolkit_Rev_July_2016.pdf page 3-4.
- What are food sources of water (i.e., vegetables and fruit and healthy drink choices)?
- Why are vegetables and fruit good choices for meals and snacks?
- Discuss how vegetables and fruit grow from plants and trees, are harvested and purchased in grocery stores, etc. For instance, where do carrots, onions, and beets grow, how they are prepared, visit: <http://www.virtualfarmtours.ca/index.html>

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
 - Grade 1: D1.1 Food for healthy bodies and minds
 - Grade 2: D2.2 Food choices (snacks, meals)
- Other Connections: Science





Bean Planting Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
 Growth:	 Growth:	 Growth:	 Growth:	 Growth:
 Growth:	 Growth:	 Growth:	 Growth:	 Growth:
 Growth:	 Growth:	 Growth:	 Growth:	 Growth:
 Growth:	 Growth:	 Growth:	 Growth:	 Growth:



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- [Get Fresh ... Eat Local Middlesex London Local Food guide 4th Edition](#)
- [UnlockFood.ca Buying Local](#)
- [UnlockFood.ca Farming and Food Production](#)
- [UnlockFood.ca Eating Local](#)
- [Foodland Ontario](#)
- [UnlockFood.ca Understanding Organic](#)

Buy It and Map It!

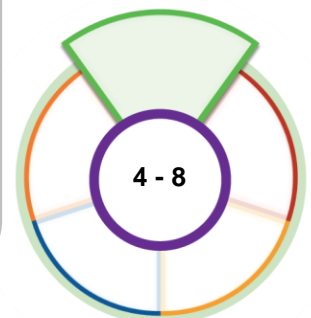
ACTIVITY GOAL: To provide students with the opportunity to learn about the benefits of eating locally produced vegetables and fruit and to be aware of locations where they can be purchased.

ACTIVITY INSTRUCTIONS:

1. Divide students into small groups.
2. Provide each group with a copy of the Get Fresh ... Eat Local Middlesex London Local Food Guide 4th Edition. Visit: <https://www.healthunit.com/eating-local>
3. Using the map, students will source local ingredients for each of the recipes provided.
 - The goal is to try to source all of the ingredients within the closest radius to the school.
 - Determine the approximate location of the school on the map.
 - Look at the recipes included below and the shopping list template below which lists the items to be sourced.
 - Students will need to be strategic to limit the travel distance. Some recipes call for the same ingredients; therefore, students can purchase these ingredients at once location to save distance but indicate the total amount they will need for all recipes on the template.
 - For each recipe students will fill out the template provided which lists: ingredient; where purchased; and rationale (see sample).
 - As an extension, google maps could be used to determine the distance from the school to the first purchase location, then from one location to another and back to the school, to attain the total distance travelled.

Curriculum Connections

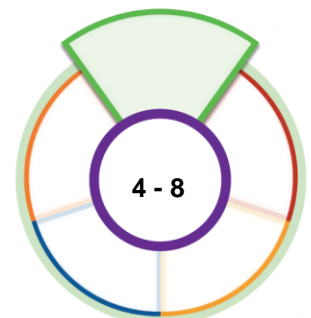
- Grade 4: D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating
- Cross Curricular Connections: social studies, geography, math
- Other Connections: Social Studies, Science, math, geography



4. Have the groups of students share where they purchased the ingredients and rationale for purchasing from each location.
5. Engage the students in a discussion about the benefits of eating local or have them research the following questions.

Educator Prompts:

- What are the benefits of buying local vegetables and fruit?
- What are some ways to buy local more often, given the climate we live in?
- Describe which vegetables and fruit are available in the different seasons.
- Are organically produced vegetables and fruit a healthier choice compared to conventionally produced?
- The following sites can be used to reference credible information:, <http://www.unlockfood.ca/en/Articles/Food-Production/Benefits-of-Buying-Local-Food.aspx>; <http://www.unlockfood.ca/en/Articles/Farming-Food-production/Celebrate-food%E2%80%A6from-field-to-table!.aspx> , <http://www.unlockfood.ca/en/Articles/Food-Nutrition-trends/10-great-ideas-to-help-celebrate-food!.aspx>, <https://www.ontario.ca/foodland/foodland-ontario><http://www.unlockfood.ca/en/Articles/Farming-Food-production/Organic-Foods-and-Growing-Methods-FAQ.aspx?gclid=CPCt0-nckNUCFdS1wAod2wYJxg>,



Recipes

Chicken, Peach and Snow Pea Stir-Fry

Preparation Time: 20 minutes

Cooking Time: 12 minutes

Servings: 4

Ingredients

- 1/4 cup (50 mL) cornstarch
- 1 tbsp. (15 mL) teriyaki sauce
- 1 clove Ontario Garlic, minced
- 2 boneless skinless Ontario Chicken Breasts, cut into strips
- 1-1/4 cups (300 mL) sodium-reduced chicken broth
- 1/3 cup (75 mL) teriyaki sauce
- 2 tbsp. (25 mL) vegetable oil
- 1 Ontario Onion, cut into wedges
- 1 tbsp. (15 mL) minced fresh gingerroot
- 1 cup (250 mL) Ontario Snow Peas
- 4 Ontario Peaches, peeled and sliced
- 4 cups (1 L) hot cooked noodles **or** rice
- Toasted sliced almonds



Preparation:

In medium bowl, combine 1 tbsp. (15 mL) of the cornstarch, 1 tbsp. (15 mL) teriyaki sauce, garlic and chicken; let stand 15 minutes.

Meanwhile, in medium bowl, combine remaining cornstarch, broth and 1/3 cup (75 mL) teriyaki sauce; set aside.

Heat 1 tbsp. (15 mL) of the oil in large non-stick skillet over high heat. Add chicken mixture and stir-fry for 3 minutes; remove to a plate. Add remaining oil to skillet; add onion and ginger, stir-fry for 3 minutes.

Add snow peas and stir-fry 1 minute. Add chicken, broth mixture and peaches to skillet. Cook, stirring, until sauce comes to a boil and thickens. Serve over noodles and sprinkle with almonds.



Recipe and photography courtesy of Foodland Ontario

Recipe adapted by the London Middlesex Health Unit

Grilled Eggplant Subs

Preparation Time: 5 minutes

Grilling Time: 10 minutes

Servings: 4

Ingredients:

- 4 oz. (125 g) creamy Ontario Goat Cheese (Chèvre), at room temperature
- 1 tsp (5 mL) finely chopped fresh Ontario Rosemary
- 1/2 tsp (2 mL) pepper
- 1 small Ontario Eggplant, cut crosswise in 1/2-inch (1 cm) thick slice:
- 1 tbsp. (15 mL) olive oil
- 2 10-inch (25 cm) long whole grain sandwich buns
- 1 large Ontario Tomato, thinly sliced
- 1/2 cup (125 mL) fresh Ontario Arugula Leaves



Preparation:

In small bowl, blend together goat cheese, rosemary and pepper. Lightly brush both sides of eggplant with oil. Place on greased grill over medium-high heat; close lid and grill, for 2 to 4 minutes per side or until lightly softened.

Meanwhile, split buns in half lengthwise. Lightly brush cut sides with oil and grill just until toasted.

Divide eggplant slices between bottom halves of buns; top each with goat cheese mixture.

Add tomato slices and arugula. Top with upper bun halves; cut in half.

*Recipe and photography courtesy of Foodland Ontario
Recipe adapted by the London Middlesex Health Unit*



Rhubarb Honey Crisp

Preparation Time: 15 minutes

Cooking Time: 10 minutes

Servings: 4-6

Ingredients:

- 5 cups (1.25 L) chopped Ontario Rhubarb (Greenhouse or Field)
- 1/2 cup (125 mL) Ontario Honey
- 1 tbsp. (15 mL) all-purpose flour
- 1 tsp (5 mL) cinnamon
- 1/2 tsp (2 mL) ground ginger (optional)

Toppings:

- 1-1/2 cups (375 mL) large-flake rolled oats
- 1/3 cup (75 mL) each packed brown sugar and Ontario Liquid Honey
- 1/4 cup (50 mL) butter, melted
- 1 tsp (5 mL) cinnamon
- 1/2 tsp (2 mL) salt



Preparation:

In mixing bowl, stir together rhubarb, honey, flour, cinnamon and ginger (if using) until well combined. Spoon into greased 8-cup (2 L) baking dish.

In same mixing bowl, stir together oats, sugar, honey, butter, cinnamon and salt; sprinkle evenly over rhubarb. Bake in 375°F (190°) oven 40 to 45 minutes or until fruit is tender and topping is browned.

*Recipe and photography courtesy of Foodland Ontario
Recipe adapted by the London Middlesex Health Unit*



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Collect your Colours Chart
- Colour Wheel
- [What's the Difference?](#) (Appendix A)
- [Where Does It Grow?](#) -Edible Plant Parts (Appendix A)
- [Vegetables and Fruit by Colour Category](#) (Appendix A)

Eat in Colour

ACTIVITY GOAL: To increase knowledge and awareness about the importance of eating a colourful variety of vegetables and fruit and to learn how often these foods are eaten.

ACTIVITY INSTRUCTIONS:

1. Lead a discussion about vegetables and fruits.

Educator Prompts

- Why are vegetables and fruit good for us?
- Why is it important to eat different colours of vegetables and fruit?
- What is the difference between a vegetable and fruit?
- Where does the vegetable or fruit grow (tree, bush, or in the ground)?
See the *Where does it grow?* resource.
- When is it in season? Visit <https://www.ontario.ca/foodland/page/availability-guide>
- Junior and Intermediate: Health benefits; nutrients; consumption; strategies to increase intake; create messaging; media class - advertising etc.

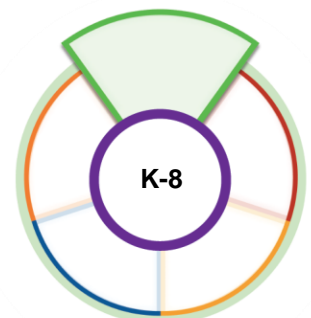
2. Assign one colour (green, yellow/orange, blue/purple, red, and white/brown) to small groups of students.
3. Have students list as many vegetables and fruit in their colour group as possible. Refer to the Vegetables and Fruit by Colour Category.
4. Share lists as a class and have students add to other groups' lists.
5. For primary division you can use or reinforce learning by completing the Colour Wheel Activity.
6. Distribute the Collect Your Colours Chart and the Vegetables and Fruit by Colour Category Chart for use in class.
7. Students can track their daily vegetable and fruit intake for one week, using the Collect Your Colours chart, by listing the names of the vegetable or fruit. Those in Grades K - 3 can draw their vegetables and fruit.

Note: The intent of this activity is to expose children to new vegetables and fruit that they might not have tried before. Avoid pressure to eat them, as this can have a negative impact. To record a vegetable or fruit on the chart, even a small taste counts! Children do not need to eat a full serving!

Resource Adapted with permission
from: Action Schools! BC Healthy
Eating Action Resource

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds; D2.2 Hunger and thirst cues
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D1 Food origins, nutritional value, and environmental impact; D23.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition facts tables, food labels; D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D2.1 Eating patterns and health problems; D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; C3.1 Promoting healthy eating



Collect Your Colours

Use this chart to keep track of the colours of vegetables and fruit you eat during the week. Eating from all of the colour groups is important to get the nutrition our bodies need. Try to collect all of the colours by the end of the week.

	Green	Yellow/ Orange	Blue/ Purple	Red	White/ Brown
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

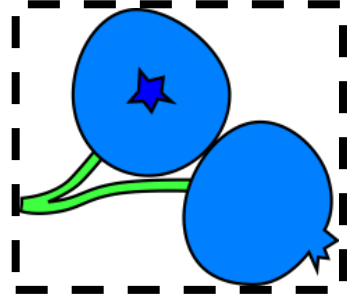
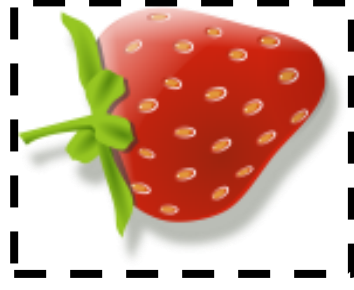
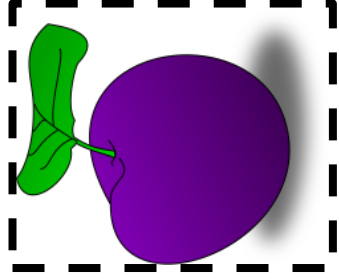
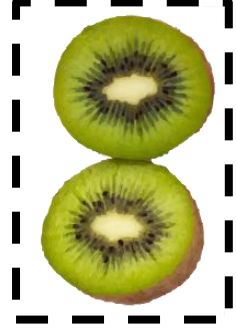
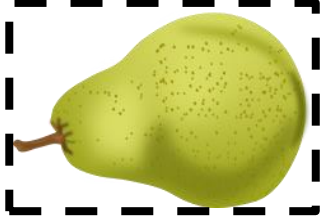


Children aged 4 to 8: Try to eat 5 a day. Children aged 9 to 13: Try to eat 6 a day.
Resource Adapted with permission from: Action Schools! BC Healthy Eating Action Resource.

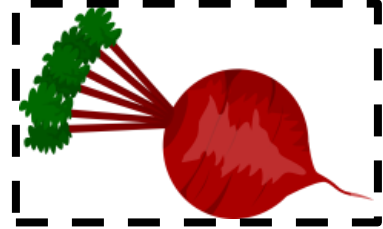
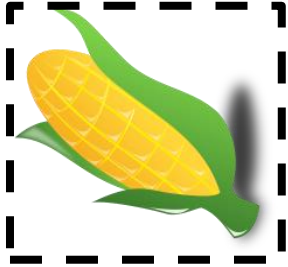
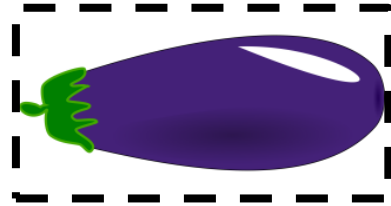
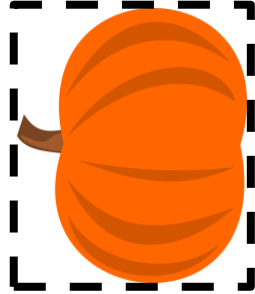
**Cut out the
vegetables
and fruit and
paste them on
the right
colour**






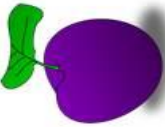




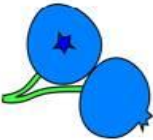


Fruit



Vegetables



<u>VEGETABLE AND FRUIT NAMES</u>			
	pumpkin		strawberry
	corn		pear
	eggplant		plum
	beet		kiwi
	broccoli		banana
			blueberries



RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- Fruit
- Serving Bowls
- Serving spoons
- Cutting board
- Knives
- Plastic spoons/forks
- Paper plates
- Napkins
- [Fruit fact sheets](#)
- [Foodland Ontario Availability Guide](#)
- [Half Your Plate](#)

Fruit Fear Factor

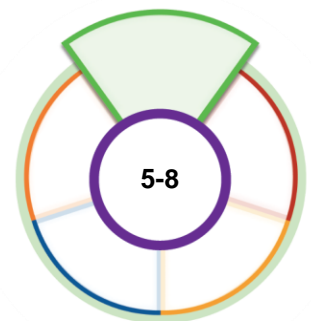
ACTIVITY GOAL: To provide an opportunity for students to taste test fruits that are new to them.

ACTIVITY INSTRUCTIONS:

1. Choose and purchase 4-5 different types of fruit that students may not commonly eat (e.g., dragon fruit, persimmons, mango, papaya, star fruit). Different varieties of fruit will be available throughout the year depending on the season. Some fruits are listed on Foodland Ontario's Availability Guide at <https://www.ontario.ca/foodland/page/availability-guide>
2. Wash, cut, and slice fruit into small sample size pieces using safe food handling guidelines (<http://befoodsafe.ca/>) and place in serving bowls.
NOTE: Display one piece of each fruit or have a colour photo, so students can identify it when in a store.
3. Place fact sheets beside each piece of fruit (or picture), for students to view while they are taste testing. Include nutrition facts, health benefits and seasonal availability. For information, visit Foodland Ontario at www.ontario.ca/foodland/page/availability-guide. To facilitate student engagement, you can have students design and create the fact sheets. Fact sheets are also available here: www.halfyourplate.ca/fruits-and-veggies/fruits-a-z/
4. It should be the student's decision whether they try the fruit. Tasting should never be mandatory. Also, be aware of allergies.
5. **OPTIONAL-** Students complete a questionnaire at the end of the taste testing, to identify their preference and likelihood of purchasing and consuming these fruits in the future.

Curriculum Connections

- Grade 5: D2.1 Nutrition facts tables, food labels
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Budget for fruit
- Frozen Fruit
- Large Jugs
- Large Spoon
- Cutting Board
- Knife
- Ice
- Serving Cups
- Fruit Infused Beverages Fact Sheet

Fruit in My Water!

ACTIVITY GOAL: To provide students with the opportunity to learn about beverage choices and to make and taste fruit infused water.

ACTIVITY INSTRUCTIONS:

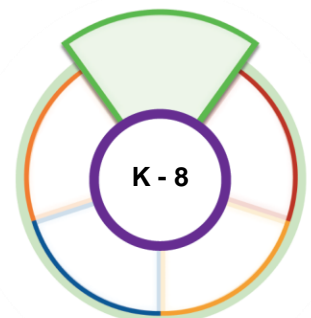
1. Ask the students what the best choices are for drinking every day and why. (e.g., white milk, unflavoured fortified soy beverages and water keep us hydrated and healthy by providing nutrients like calcium and vitamin D to keep our bones strong).
2. Discuss drink choices for special occasions. Often sugary drinks like pop and fruit drinks are served. Why should we limit these drinks? For more information visit: <http://www.unlockfood.ca/en/Articles/Child-Toddler-Nutrition/The-Juicy-Story-on-Drinks.aspx>
3. Discuss how fruit infused water (water with fruit in it) can be prepared and enjoyed as an alternative to sugary beverages. Neither are recommended for sipping on all day.
4. As a class, the students can prepare and taste fruit infused water using the recipes following. Messaging and food safety tips from the Fruit Infused Fact Sheet can also be reviewed.
5. To facilitate student leadership and learning, this initiative could be a school wide activity led by an intermediate class or a healthy school committee supervised by a teacher or public health nurse.

This activity can lead to further education regarding food safety about vegetables and fruit. For more information, visit:

<http://www.unlockfood.ca/en/Articles/Food-safety/Vegetable-and-fruit-food-safety-facts.aspx> and a video clip about washing vegetables and fruit at <http://www.unlockfood.ca/en/Videos/Kitchen-Tips-and-Food-Handling/Video-Everyday-tips-for-washing-vegetables-and-fr>

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada's Food Guide; D2.2 Hunger and thirst cues
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D2.1 Oral health, food choices
- Grade 4: D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition facts tables, food labels; C3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D3.1 Promoting healthy eating



Nutrition Facts

Fruit-Infused Water and Your Teeth

Fruit-infused water is tap water with pieces of fruit added to it. Fruit-infused water should only be enjoyed with meals or at special occasions because it may not be good for your teeth. Plain tap water is always the **best choice** to sip on throughout the day.

Q: I thought fruit-infused water was a healthy choice?

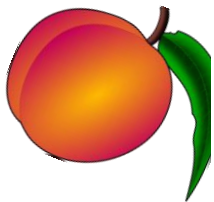
A: Fruit-infused waters are a *healthier* choice when compared to other sugary drinks like pop, sports drinks, energy drinks, carbonated drinks and sugar-sweetened coffees and teas because they have less sugar and provide less energy. All of these beverages, including fruit-infused water can be highly acidic, weaken teeth and lead to cavities. For more information about how to keep hydrated, visit <https://www.healthunit.com/drinks>

Follow these guidelines:

- Sipping on these beverages all day long is not recommended.
- Choose plain tap water to sip on throughout the day.
- Choose fruit-infused water at meal times and special occasions.
- Plain milk and unflavoured fortified soy beverages are also excellent choices at meals and will help to increase vitamin D and calcium intake.

Q: Do drinks that have artificial sweeteners harm your teeth?

A: Drinks with artificial sweeteners can still hurt your teeth because they also lead to high acid levels in the mouth. Enjoy these drinks at meal times or special occasions.



Fruit Infused Water Recipes

Cherry Berry Blast

Yield:

64 X 125 mL (1/2 cup) servings

Ingredients:

2 cups frozen cherries

2 cups frozen sliced strawberries

8 L cold tap water

Ice

Berries are Peachy

Yield:

64 X 125 mL (1/2 cup) servings

Ingredients:

2 cups frozen sliced peaches

2 cups sliced strawberries

8 L cold tap water

Ice



Q: Are there food safety tips to follow when preparing fruit-infused water at School or in the Community?

A: Follow basic food safety when preparing fruit-infused drinks to reduce the risk of food-borne illness:

1. When using fresh fruit, make sure that the fruit is not bruised or damaged. If there is any area that is bruised or damaged be sure to cut it out.
2. When using frozen fruit, keep it in the freezer until ready to use.
3. Before preparing any fruit or vegetable, wash your hands with soap and water and wash your hands, as needed during preparation.
4. Ensure all utensils, containers and counter surfaces are clean and have been thoroughly washed, rinsed and sanitized before starting any preparation.
5. When using fresh fruit, wash it thoroughly under cool running water using friction. A produce brush is recommended to wash vegetables and fruit with firm surfaces (e.g., melons). Herbs should also be washed.
6. Cut and prepare vegetables and fruit and keep cold (at or below 4 degrees Celsius) until use.
7. Prepare the drink according to directions.
8. Add ice to the fruit-infused water. It keeps for up to 4 hours, after this, throw it out.
9. Wash, rinse and sanitize the drink container before and after each use. A sign should be posted on the container to remind those using the container to follow this procedure.

RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- 5 fruit in quantities for Ninja and student tastings
- 4 blindfolds
- 2 tables & 4 chairs
- Cups for fruit samples
- [Be Food Safe](#)

Grand Fruit Ninja

ACTIVITY GOAL: To provide a taste testing opportunity for students that introduces them to new fruit.

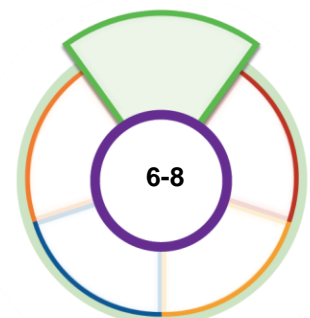
ACTIVITY INSTRUCTIONS:

1. Recruit 4 teachers or students who are willing to be blindfolded to taste test the fruit provided.
2. Advertise as the 'Grand Fruit Ninja Competition', introducing the staff (students) as "Ninja" prior to the event, during announcements and at the event.
3. Have students or Healthy School Committee under the direction of a teacher or parent prepare the fruit according to safe food handling guidelines. Visit: <http://befoodsafe.ca/>. The fruit should be served in individual containers/cups for ease of tasting and maintaining safe food handling standards.
4. Have teachers sit in a panel format, (in front of the audience) with a student 'assistant' for each one. Blindfold teachers and hand them one type of fruit to taste. Each teacher can whisper their guess of what the fruit is to the assistant. If all guess incorrectly, a student from the audience who has tasted the fruit can give them a hint. Points are earned for each correct guess by a teacher/student "Ninjas".
5. Have student helpers hand out samples of each fruit that the teachers are tasting to the students in the audience to promote tasting of the different types of fruit. It should be the student's idea if they want to taste. Tasting should never be mandatory. Also, be aware of any food allergies and plan accordingly.
6. The 'Grand fruit Ninja' is the teacher with the highest points.

Options: Teachers could compete against student volunteers in a second competition later in the school year to crown an Ultimate Grand Ninja. Vegetables could be used instead of fruit.

Curriculum Connections

- Grade 6: D 2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D2.1 Personal eating behaviours Promoting Healthy Eating



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- [Unlockfood.ca](http://unlockfood.ca)
- [Healthy Canadians](http://www.healthycanadians.ca)
- [BrightBites](http://www.brightbites.ca)
- [Half your Plate](http://www.halfyourplate.ca)
- [Freggietales](http://www.freggietales.ca)
- [Pictures of Vegetables and Fruit](http://www.picturesofvegetablesandfruit.ca)

Heads Up!

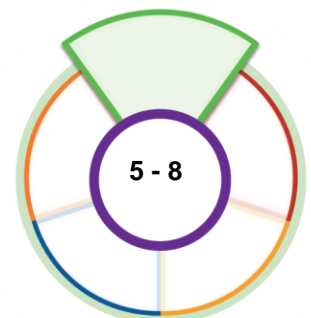
ACTIVITY GOAL: To increase student knowledge about vegetables and fruit.

ACTIVITY INSTRUCTIONS:

1. Students are assigned a vegetable or fruit to research using the research question template included.
2. Suggest students use reputable websites for research purposes such as: <http://www.unlockfood.ca>, <https://www.ontario.ca/foodland/foodland-ontario>, www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/vegetables-fruit/tips-fruits-vegetables.html, www.brightbites.ca/paint-plate-action-guide-schools/ or <http://www.halfyourplate.ca/>, www.freggietales.ca
3. Print out pictures of vegetables and fruit that students have researched. Pictures can be found under the in the link located in resources or can also be sourced from Pixabay <https://pixabay.com/>
4. Assign students to groups and provide a copy of the information on each vegetable and fruit researched. This will be used to answer the 'yes or no' questions.
5. One student in each group will hold a vegetable or fruit picture (that they have not looked at) above their head. Students ask 'yes or no' questions to their group about what the vegetable or fruit is. They must try to guess their vegetable or fruit identity correctly.

Curriculum Connections

- Grade 5: D3.1 Media influences food choices
- Grade 6: D 2.1 Influences on healthy eating; D3.1 Benefits of healthy eating/active living
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D2.1 Personal eating behaviour; D3.1 Promoting healthy eating



Research Question Template

- 1) Name of assigned Vegetable or Fruit _____
- 2) Am I a Vegetable or Fruit? _____
- 3) Where am I grown? (e.g., in a tree, etc.) _____
- 4) In what part of the world/climate do I grow? _____
- 5) What colour(s) am I? _____
- 6) Do I have a pit or seeds? If so, which one do I have? _____
- 7) Do people usually eat all of me or do they peel/cut my outer layer off? _____
- 8) Do I grow in Ontario? _____
- 9) When am I in season? (specifically, for Ontario season if grown here) _____
- 10) Name 2 nutrients that I have: _____
- 11) What health benefits do I have? _____
- 12) What are some common ways that you prepare me? _____

RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning

RESOURCES:

- Parts of a Plant Booklet
- [Where Does It Grow?](#) – Edible Plant Parts (Appendix A)
- [What's the Difference?](#) (Appendix A)
- [Bean Planting Activity](#)

Parts of A Plant

ACTIVITY GOAL: Students will learn the different parts of a plant, their functions and examples of ways we eat the different parts.

ACTIVITY INSTRUCTIONS:

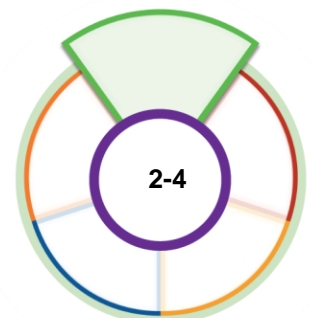
1. Consider the “Plant Progression” activity from http://foodshare.net/custom/uploads/2016/11/Roots-and-Shoots_NEW.pdf as an introductory activity that gets students moving.
2. Use the “Where does it Grow? - Edible Plant Parts” fact sheet in Appendix A to lead discussion about the different parts of a plant and what they do.

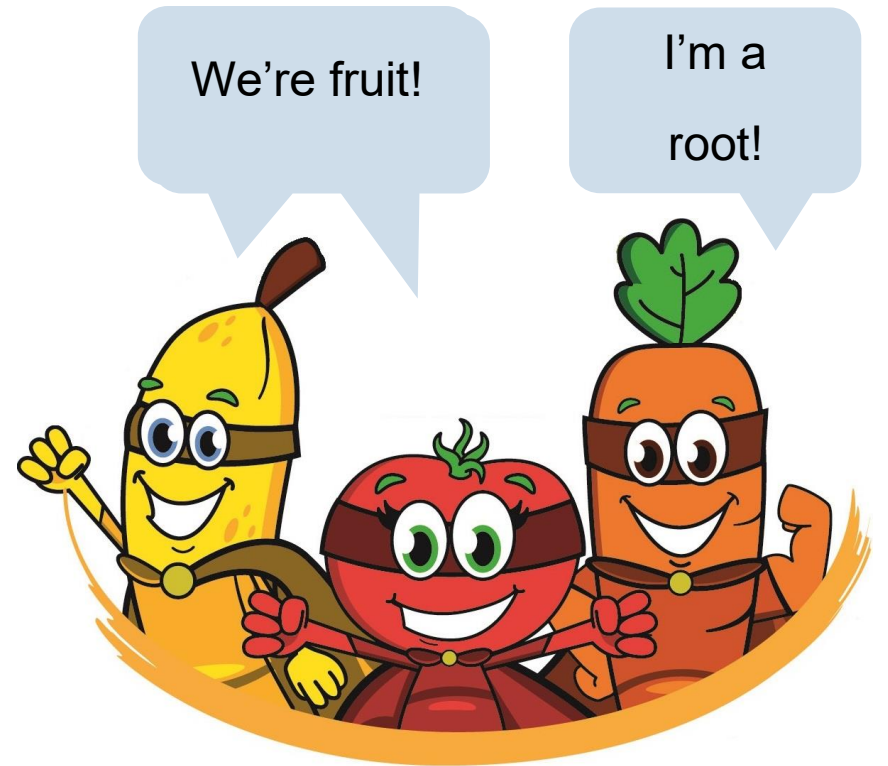
Educator Prompts:

- Why do you think plants have roots?
 - What other parts of a plant can you name?
 - What does a plant need to grow?
 - Have you ever eaten a root/stem/leaf?
3. Have students create their own “Parts of a Plant” booklet by completing the included template. Note: This booklet has been designed to print 2-sided, flip on the short edge.
 4. Consider linking this activity with Bean Planting activity.

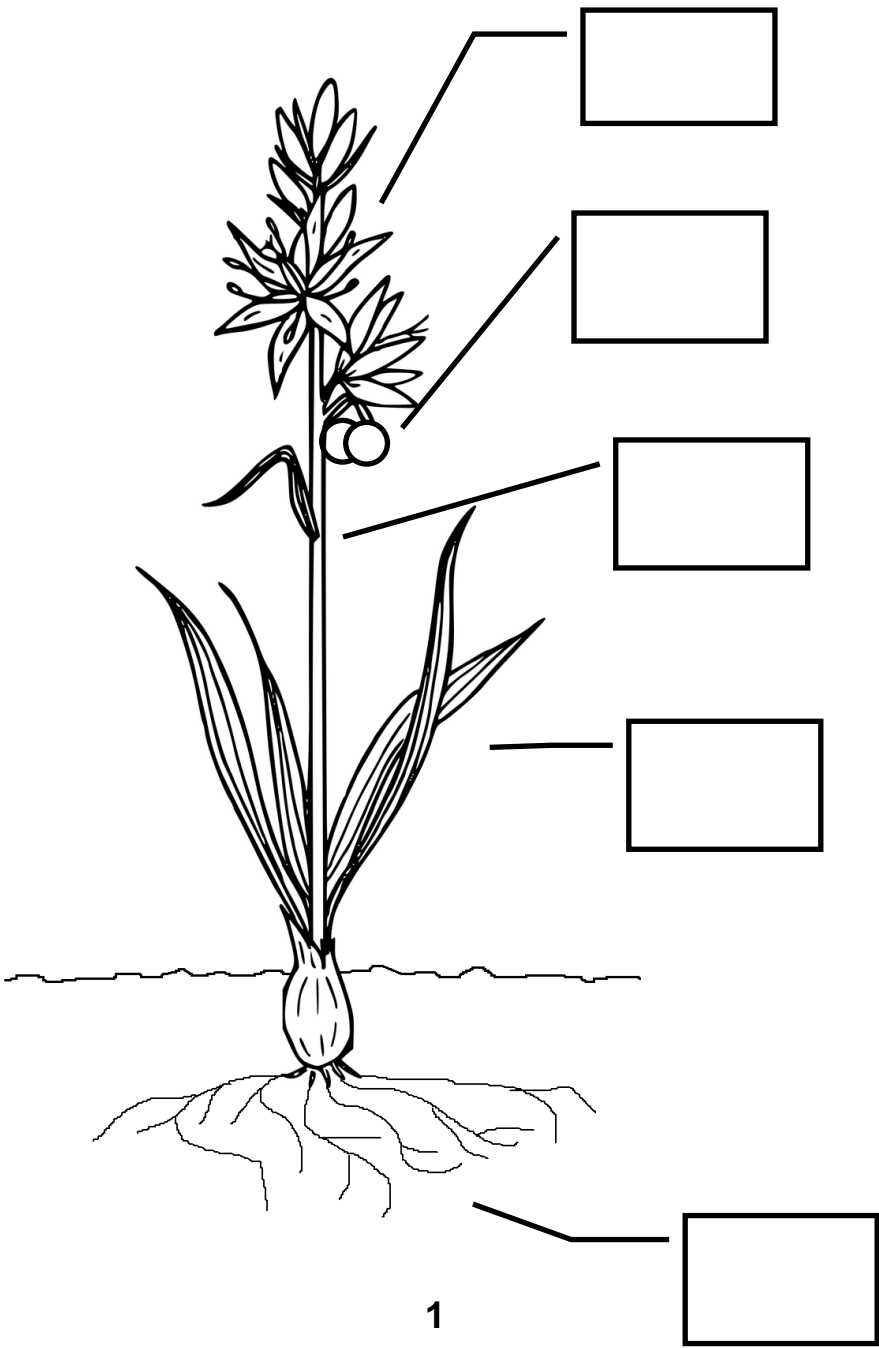
Curriculum Connections

- Grade 2: D2.1 Healthy eating patterns
- Grade 3: D1.1 Food origins, nutritional value and environmental impact; D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D3.1 Healthier eating in various setting
- Other Connections: Science and Technology





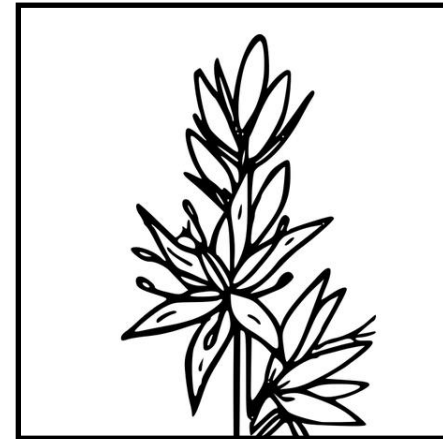
Parts of a Plant



The job of the _____ is to

Examples of _____

that we can eat are:



6



The job of the _____ is to



Examples of _____

that we can eat are:



3



The job of the _____ are to



Examples of _____

that we can eat are:



4

[Empty rectangular box for drawing]

The job of the _____ is to

Examples of _____

that we can eat are:

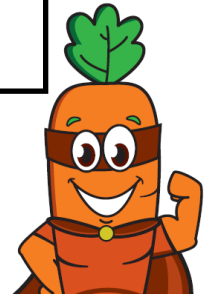
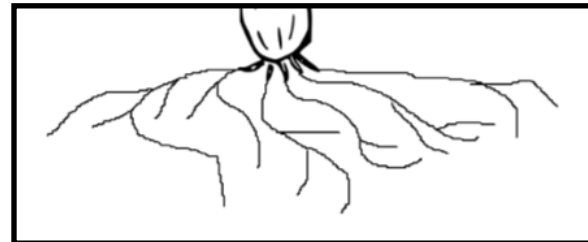


[Empty rectangular box for drawing]

The job of the _____ are to

Examples of _____

that we can eat are:



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- Budget to purchase vegetables and fruit. Purchase vegetables and fruits based on the season. To determine what is in season visit Foodland Ontario.
- Table or desk, cleaned and sanitized
- Cutting boards
- Vegetable peeler and knife
- Plates
- Paper towels
- Hand sanitizer

Taste It!

ACTIVITY GOAL: To increase students' exposure to vegetables and fruit and provide them with tasting opportunities.

ACTIVITY INSTRUCTIONS:

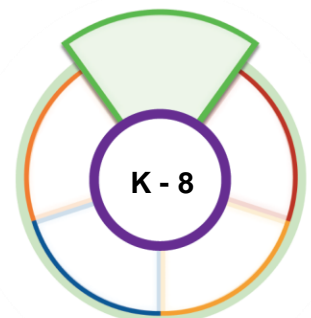
1. Lead a discussion about vegetables and fruit prior to sampling.

Educator Prompts:

- What is the name of this vegetable or fruit? What colour is it?
 - What shape is it when it is whole?
 - Does it grow in the ground, on a tree or bush or vine?
 - Have you tasted it before?
 - What is the difference between a vegetable and a fruit?
 - Why is it important to eat vegetables and fruit?
 - Do people generally eat enough vegetables and fruit?
 - To explore the farm to table connection for different vegetables and fruit visit: <http://www.aitcnl.ca/assets/PDFs/Eat-Canadian-English.pdf>
<http://allaboutfood.aitc.ca/article/agriculture-production-in-canada.php>
<http://www.oafe.org/Default.aspx?tabid=116>
 - To explore the difference between organic and conventionally grown produce visit: <http://www.unlockfood.ca/en/Articles/Farming-Food-production/Organic-Foods-and-Growing-Methods-FAQ.aspx>
 - Make a chart and list each vegetable or fruit that will be sampled and post the chart on the board.
2. Wash the produce. Cut and put vegetables and fruit on trays or plates.
 3. Have the children wash their hands.
 4. Invite the children to taste using proper taste testing techniques (i.e., use utensils supplied, no double dipping etc.).
 5. Using positive language, ask them to comment on taste and texture (sweet, sour, crunchy etc.).
 6. Count and tally checks to determine the classes' favourite vegetable and fruit.
 7. Classes can graph this information, or it could be graphed school wide.

Curriculum Connections

- FDK 2.2 Making Thinking and Learning Visible - demonstrate a willingness to try new experiences; 6.2 Investigate the benefits of nutritious foods
- Grade 1: D1.1 Food for healthy bodies and minds; D 2.1 Canada's Food Guide
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks and meals)
- Grade 3: D1.1 Food origins, nutritional value, and environmental impact; D3.1 Local and cultural foods, eating choices Grade 4: D 1.1 Nutrients; D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 7: D 2.1 Personal external factors in food choices Other Connections: Math, Geography; Science.
-



RELATED FOUNDATIONS:

- Home, School & Community Partnerships

RESOURCES:

- UnlockFood.ca
- Foodland Ontario
- Healthy Canadians
- Freggie Tales
- Half Your Plate

The Power of Superheroes

ACTIVITY GOAL: To increase knowledge and awareness about the key nutrients in vegetables and fruit through creative writing.

ACTIVITY INSTRUCTIONS:

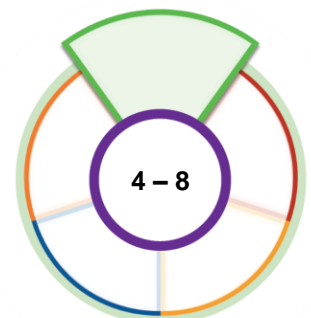
1. Lead a discussion about vegetables and fruit.

Educator Prompts:

- Why are vegetables and fruit good for us?
 - What is the difference between a vegetable and a fruit?
 - Where do vegetables and fruit grow?
 - Junior and intermediate students: health benefits; nutrients; consumption; strategies to increase intake.
2. Students will be creating short stories or comic strips that will incorporate facts on vegetables and fruit, with specific focus on their key nutrients.
 3. Consider the following ideas for the short stories or comic strips:
 - Assign or have students select a vegetable or fruit to research. Suggest reputable websites for research purposes such www.unlockfood.ca/en/default.aspx ; www.foodlandontario.ca, www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/vegetables-fruit/tips-fruits-vegetables.html, www.freggietales.ca, www.halfyourplate.ca
 - Have students share the vegetable and fruit facts with each other (e.g., through a shared drive, Think Pair Share, Learning Café, PowerPoint presentations, etc.)
 - Students to use the facts to create their own short stories or comic strips that feature the key nutrients in these vegetables or fruit as their superpower (e.g., X-ray vision as carrots' superpower).
 - Consider inviting a local author or artist to your classroom to discuss short stories and/or comic strip. Feature final creations at a fun and engaging event.

Curriculum Connections

- Grade 4: D1.1 Nutrients; D3.1 Healthier eating in a variety of settings
- Grade 5: D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D3.1 Promoting healthy eating
- Other Connections: Language



RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- Junior Division Shopping List
- Intermediate Division Shopping List
- [Taste It! Activity](#)
- [Flipp](#)
- [Reebee](#)

The Superheroes are Hiding ...

ACTIVITY GOAL: To provide students with the opportunity to explore buying vegetables and fruit on a budget and to increase knowledge about sourcing foods, price variation and price comparison to save money.

ACTIVITY INSTRUCTIONS:

1. Decide on a dollar amount that students will have to ‘spend’ on their trip to the grocery store.
2. Prepare a shopping list of vegetables and fruit with quantities for the students to purchase or use the junior or intermediate division template below.
3. If you would like to do the activity electronically, visit <https://flipp.com/> or <https://www.reebee.com/>, enter the postal code of the school and access the grocery flyers. Alternatively, have students bring in grocery flyers from home.
4. At the end of the allotted time, determine which student was able to purchase the most from their shopping list while staying within their budget and went to the fewest number of stores.
5. Engage students in discussion about their choices.

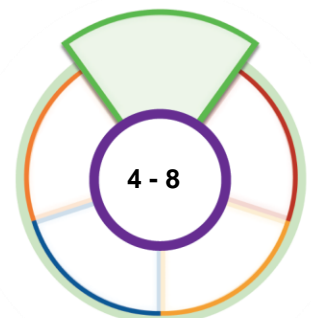
Educator Prompts:

- Identify the factors that influenced your choices e.g., the picture, the cost, the store.
 - What are other strategies that someone could use to increase their ability to get the most for their money e.g., buy in bulk, coupons, shop the specials, product location in stores, frozen vegetables and fruits in winter months, using root vegetables etc.
6. As an extension to this activity, taste testing some of the vegetables and fruit on the shopping list could be an option (see Taste It! activity).



Curriculum Connections

- Grade 4: D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating
- Other Connections: Math, Life Skills



Intermediate Division Shopping List Template

Total amount to purchase items = \$15.00

√	What to buy	Store	Cost advertised	Cost per unit (e.g., per pound, per kilogram)	Amount you spent
	1 pound of green pepper				
	1 cantaloupe				
	1 cucumber				
	½ kilogram of apples				
	1 bunch of broccoli				
	1 ½ pounds of bananas				
	10 pounds of potatoes				
	1 head of lettuce				
	1 pound of green grapes				
	1 squash				
			Total Spent		

How many of the items were you able to purchase? _____

Do you have any money left, if so how much? _____

How many stores did you have to go to? _____

RELATED FOUNDATIONS:

- Home, School & Community Partnerships

RESOURCES:

- Vegetables and Fruit or [Pictures of Vegetables and Fruit](#)

Vegetables and Fruit Inquiry

ACTIVITY GOAL: To increase knowledge about vegetables and fruit and to promote positive attitudes towards vegetables and fruit through inquiry-based learning.

ACTIVITY INSTRUCTIONS:

1. Have each student bring in a vegetable and fruit or a picture of a vegetable or fruit.
2. Lead a discussion about the importance of vegetables and fruit.

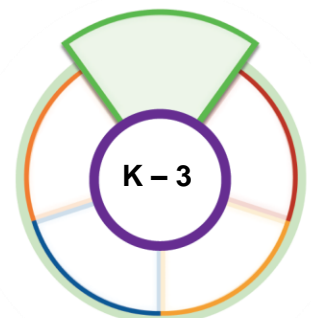
Educator Prompts:

- What are your favourite vegetables and fruit?
 - Why is it important for us to eat vegetables and fruit daily?
<http://brightbites.ca/paint-plate-action-guide-schools/> or <https://www.healthunit.com/fruits-and-vegetables>
 - Why is it important to eat a variety of different colours of vegetables and fruit?
 - Where do vegetables and fruit grow?
 - Have you ever grown any vegetables or fruit?
 - On average, how many vegetables and fruit should we eat each day?
 - Did you know most of us do not eat enough vegetables and fruit?
 - When do you eat vegetables and fruit during the day?
 - Can you think of ideas of how to eat more of them each day?
3. Taking turns, students identify vegetables and fruit and classify them according to colour and describe their shape and texture.
 4. Record observations according to colour.
 5. Count the number of vegetables and fruit in each category.
 6. Brainstorm other vegetables and fruit that fit into the colour categories.
 7. Discuss benefits of vegetables and fruit (older grades). visit <https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-vegetables-and-fruits/>Option: Have students try the vegetables and fruit brought in.

Resource Adapted with permission from: Action Schools! BC Healthy Eating Action Resource

Curriculum Connections

- FDK:OE6: Demonstrate an awareness of their own health and well-being;
 - 6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds;C2.1 Canada's Food Guide;D2.2 Hunger and thirst cues
- Grade 2: D2.1 Healthy Eating Patterns: D2.2 Food choices (snacks, meals)
- Grade 3: D1.1 Food origins, nutritional value and environmental impact; D2.1 Oral health, food choices; D3.1 Local and cultural food, eating choices



RELATED FOUNDATIONS:

- Home, School & Community Partnership

RESOURCES:

- Letter to parents/guardians
- [World Map](#)
- Fruit labels or PLU stickers

Vegetables and Fruit from Around the World

ACTIVITY GOAL: To increase students' knowledge about where different vegetables and fruit are commonly grown.

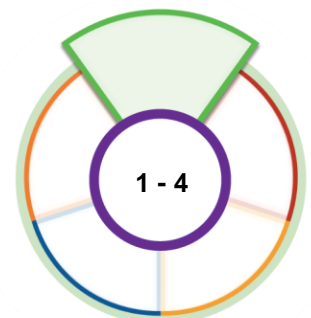
ACTIVITY INSTRUCTIONS:

1. Source a large map of the world (e.g., <https://pixabay.com/en/africa-america-antarctica-art-asia-1356784/>).
2. Send a letter home to parents/guardians requesting that they collect PLU stickers or labels from vegetables and fruit and have their children bring them to school for this activity (sample letter following).
3. Have extra PLU stickers available.
4. Assist the students with identifying where to attach stickers/labels to the world map.
5. As a class, tally stickers/labels by region or country and discuss patterns that emerge (i.e., type of produce by region).
6. Discuss seasonal and local production of vegetables and fruit and how different produce is available in different seasons. For seasonal vegetable and fruit listings visit: <https://www.ontario.ca/foodland/page/availability-guide>
7. Graph results and discuss different impacts on produce growth (i.e., environmental conditions and how produce is grown).
8. This is also an opportunity to discuss benefits of eating vegetables and fruit.

Curriculum Connections

- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada's Food Guide
- Grade 2: D2.1 Healthy Eating Patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D1.1 Food origins, nutritional value and environmental impact; D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D2.1 Personal Eating Habits; D3.1 Healthier eating choices in various settings

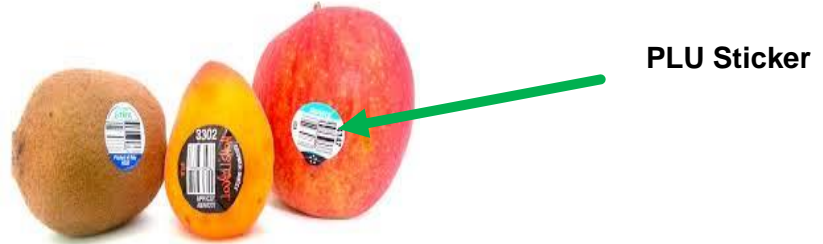
Other Connections: Mathematics, Social Studies



Vegetable and Fruit Map Activity

Dear Parent/Guardian,

Over the next _____ weeks, we will be doing a classroom activity using stickers (PLU stickers) that are on vegetables and fruit that you buy. This is what they look like:



Please save the stickers/labels that contain the name of a country or region where the produce was grown. Please send these stickers to school with your child. At school we will do an activity to learn where the produce that we eat is grown.

Students will place stickers that they bring in on a classroom map of the world. As a class, we will determine patterns and create a graph of the results. We will also discuss the benefits of eating vegetables and fruit, and the conditions needed to grow a variety of produce.

Thank you for your assistance with this activity.

Teacher Name



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- [Trivia](#) (Appendix F)

Vegetable and Fruit Trivia

ACTIVITY GOAL: To provide students with the opportunity to learn about the benefits of eating vegetables and fruit in a fun and engaging way through Classroom Trivia and/or Announcement Competition.

ACTIVITY IDEAS:

Classroom Trivia

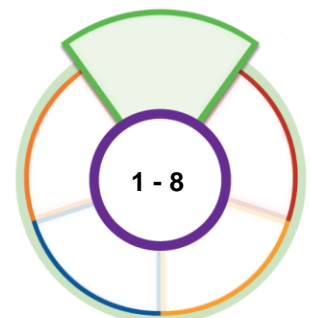
1. Divide the class into 2 groups and use trivia questions in Appendix F.
2. Assign a moderator to ask the questions, keep track of time and keep score for each group.
3. A specified amount of time is allotted for the group to decide on one answer to the question. This answer is given by a designated member of the group. Points are rewarded for each correct answer.

Announcement Competition

1. Healthy School Committee members or designates provide a daily trivia question over the announcements.
2. Classrooms discuss and submit their answer(s) to the questions. Correct answers are entered into a draw to win a classroom vegetable and fruit tasting experience or a vegetable or fruit snack.

Curriculum Connections

- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada's Food Guide
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D1.1 Food origins, nutritional value and environmental impact; D2.1 Oral health, food choices; D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits
- Grade 5: D Nutrition facts tables, food labels; D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; Benefits of healthy eating / active living
- Grade 7: C2.1 Food choices and health problems; C3.1 Healthy eating practices and routines



RELATED

FOUNDATIONS:

- Student Engagement

RESOURCES:

- [Vegetable and Fruit Colouring Pages](#) (Appendix E)
- Tape
- Crayons
- Scissors

What am I?

ACTIVITY GOAL: To learn the names of different vegetables and fruit and to improve awareness and knowledge about the importance of eating vegetables and fruit.

ACTIVITY INSTRUCTIONS:

1. Photocopy the vegetables and fruit cut outs in Appendix E . Colouring images can also be sourced from: <http://www.coloring.ws/fruit.htm> or http://www.coloringcastle.com/fruit_coloring_pages.html or <http://www.coloringpoint.com> or www.supercoloring.com
2. Give each student a vegetable or fruit to colour and cut out.
3. Have each student hold up the vegetable or fruit and tell the class what it is.

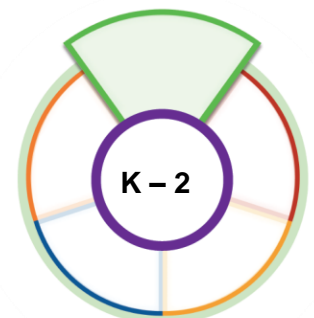
Educator Prompts:

- What colour is the vegetable or fruit?
 - [Is it a vegetable or a fruit?](#)
 - Why are vegetables and fruit good for us to eat?
 - [Where Does It Grow?](#) (on a tree, in the ground or on a bush)?
 - Have they tried it before? If yes, what is their favourite way to eat it? (hot/cooked, raw, in a sandwich etc.)
4. Collect the images and play “What am I?”
 - Ask a student to go to the front of the class.
 - The teacher tapes a vegetable or fruit image onto the back of the student without them seeing it.
 - Have the student ask the class questions, to help them identify the vegetable or fruit.



Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada’s Food Guide; D2.2 Hunger and thirst cues
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Home, School & Community Partnerships

RESOURCES:

- Unsweetened fruit sauce cups
- Craft items
- Food Grade Markers
- Vegetables & Fruit
- [Bright Bites on Pinterest](#)
- Letter to Parents/Guardians
- [Supplementary Information](#) (Appendix A)
- [Newsletter Insert](#) (Appendix C)



Celebration Swap

ACTIVITY GOAL: To promote the sharing of healthy foods as part of classroom celebrations.

ACTIVITY INSTRUCTIONS:

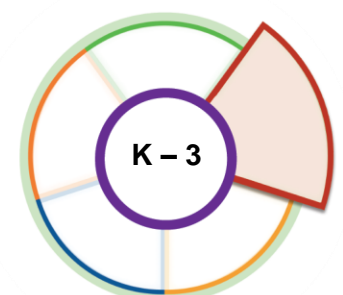
1. Have each child decorate an individual serving size of unsweetened fruit sauce. If using markers to decorate ensure they are food grade markers.
2. Decorations can be themed or uniquely decorated by each child.
3. Other swap ideas that involve some food preparation may include: Banana Santa or Grape Caterpillars.
4. Refer to the Celebration Swap Picture Collage (following) for ideas.
5. Send letter home requesting unsweetened fruit sauce cups. It may be handy to have some unsweetened fruit sauces on hand for students that are unable to bring on in or have forgotten this will allow everyone to participate.
6. This activity could be done with two classes that swap decorated foods.
7. Be sure that children wash their hands before eating. Also be aware of any allergies and take appropriate steps.

Educator prompts:

- How do you know when you are hungry?
- What are healthy foods that you can eat when you are hungry?
- Think about a time when you celebrated something. What was the celebration for and was food a part of the celebration? What kinds of foods were served? Were vegetables and fruit served too?
- What vegetables and fruit do you like?
- Why do we need to eat a lot of vegetables and fruit?

Curriculum Connections

- FDK: OE6 demonstrate an awareness of their own health and well-being; 6.2 investigate the benefits of nutritious foods and facilitating children's efforts to make the healthiest choices
- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada's Food Guide; D2.2 Hunger and thirst cue
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)



Celebration Swap Picture Collage



Image source: Pinterest

Letter to Parents/Guardians

Dear Parents/Guardians,

Classroom celebrations provide time for students to enjoy themselves and take part in fun activities. Often celebrations involve food. The Ministry of Education's School Food and Beverage Policy (P/PM150) applies only to foods sold at school. Although food provided during classroom celebrations are not sold, providing healthy food at classroom celebrations is another opportunity to role model healthy food choices and reinforce the lessons taught in the classroom.

Our class will be participating in a Celebration Swap with another class. We will decorate individual containers of unsweetened applesauce or fruit sauce. In turn, another class will do the same and we will *swap* the healthy treats. So that we are able to facilitate this activity, please send in one small plastic container of unsweetened applesauce or fruit sauce. Please send it in with your child by _____ (indicate date).

Here is an example of what we will be doing with the fruit sauce.



Thank you for your support.



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- School & Classroom Leadership

RESOURCES:

- [Healthy Lunches PowerPoint](#)
- [Sugary Drink App](#)
- [Taste it! Activity](#) with washed, prepared vegetables and fruit
- [Rainbow Activity](#): Supplies to create a rainbow and copies of the “I ate it!” stickers
- [Supplementary Information](#) (Appendix A)
- [Creating a Positive Eating Environment in the Classroom](#) (Appendix A)
- [Newsletter Inserts](#) (Appendix B)
- [Announcements](#) (Appendix C)
- [Tips for Enjoying Eating at School](#)

Healthy Lunches Presentations

ACTIVITY GOAL: To build student leadership and public speaking skills while demonstrating peer role modeling to increase student knowledge about how to pack a healthy, balanced lunch with emphasis on vegetables and fruit.

ACTIVITY INSTRUCTIONS:

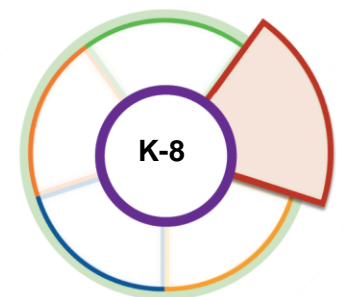
1. Before beginning this activity, it is recommended that you are familiar with tips for enjoying eating at school; <https://brightbites.ca/tips-for-enjoying-eating-at-school/>
2. To build student leadership skills, train a small group of intermediate students (could be a healthy school committee) to facilitate the Healthy Lunch presentation with the primary and junior division under the direction of an assigned adult champion/teacher.
3. Use the included PowerPoint Presentation for knowledge transfer and to guide the discussion.
4. Instruct the peer leaders to engage students through the use of the discussion questions included in the notes section of the PowerPoint.
5. Have the students engage in the lunch makeover activity individually, in groups or as a class.
6. When discussing healthy drink choices for lunch the Sugary Drink App www.healthunit.com/sugary-drinks-calculator can also be used to illustrate the sugar content of different beverages.

Ideas to complement this activity:

- Following the presentation, consider the Taste It! Activity or the included Rainbow Activity.

Curriculum Connections

- **K:** OE6 Demonstrate an awareness of their own health and well-being
- **Grade 1:** D1.1 Food for healthy bodies and minds; D2.1 Canada’s Food Guide
- **Grade 2:** D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- **Grade 3:** D3.1 Local and cultural foods, eating choices
- **Grade 4:** D1.1 Nutrients; D2.1 Personal eating choices; D3.1 Food choices in various settings
- **Grade 5:** D2.1 Media influences - food choices **Grade 6:** D2.1 Influences on healthy eating; D2.2 Eating cues and guidelines
- **Grade 7:** D3.1 Personal, external factors food choices
- **Grade 8:** D2.1 Personal eating behaviours; D3.1 Promoting healthy eating

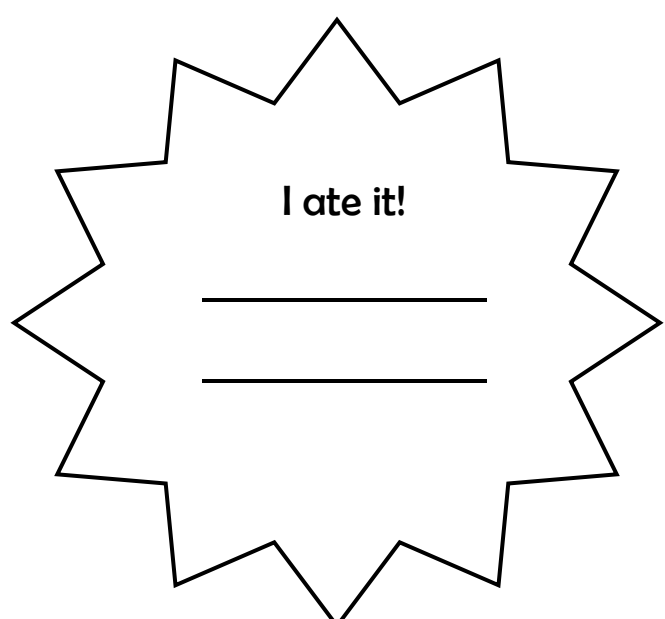
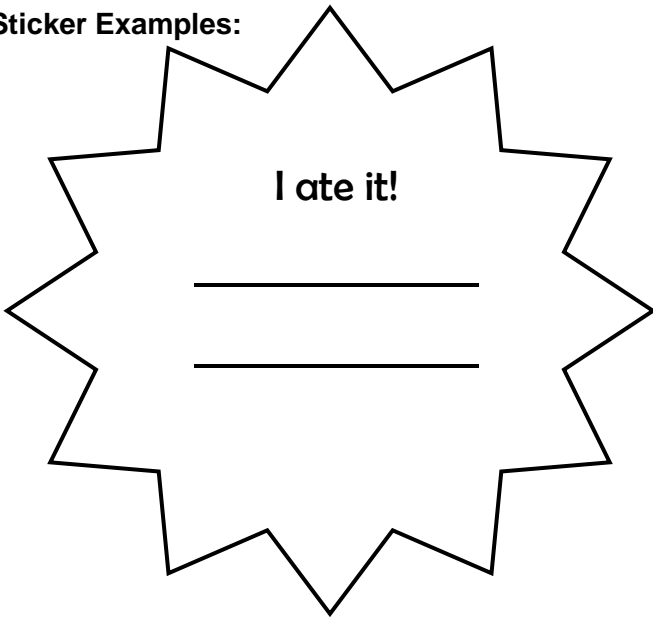


Rainbow Activity:

- The class paints or colours a large, colourful rainbow.
- Each day for a week, children will recall what vegetables and fruit they ate that day.
- Based on the colour of the favourite vegetables and/or fruit that they ate that day, they colour the “I ate it!” sticker(s) (below) the corresponding colour and write in the name of the vegetable or fruit eaten.
- The sticker can then be glued/taped to the corresponding colour on the rainbow.
- At the end of the designated time the class can then use their data management skills to review patterns e.g., rainbow colour with the most/least stickers, most common vegetable or fruit eaten.
- As a further extension students can research why vegetables and fruit are important for us using credible websites e.g., <http://www.unlockfood.ca/en/Articles/Cooking-and-Food/Vegetables-and-Fruit/> and investigate where they are commonly grown.

Rainbow:

Sticker Examples:



RELATED FOUNDATIONS:

- Student Engagement
- Curriculum, Teaching & Learning

RESOURCES:

- Props
- Costumes
- [Super Sproutz Veggie Lady YouTube Video](#)
- [HKCC County of Middlesex Veggie and Fruit Video](#)
- [Apples and Bananas Song](#)

<https://www.youtube.com/watch?v=70pkI0k6dSU> or
<https://www.youtube.com/watch?v=XvW-s4tQIPE&feature=youtu.be>



Sing/Act & Share

ACTIVITY GOAL: To provide fun and interactive activities to learn about vegetables and fruit and to contribute to a positive classroom and school environment.

ACTIVITY INSTRUCTIONS:

1. Sing & Share:

Check out this link for inspiration!

<https://www.youtube.com/watch?v=70pkI0k6dSU> or

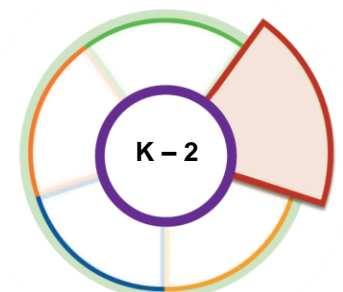
www.youtube.com/watch?v=XvW-s4tQIPE&feature=youtu.be

- Option:** Have the class practice and perform the Apples and Bananas song to kick off a school assembly (To hear the song visit <https://www.youtube.com/watch?v=OKEUAzzn-lq>). Students can make props and help choreograph actions to compliment the song.
- Option:** Teachers and students may select other songs to perform that emphasize vegetables and fruit (i.e., <http://www.songsforteaching.com/healthyhabits/foodnutritioneating/letsrootforrootvegetables.php>).
- Option:** Older students can work with small groups of younger students in a classroom to make their own jingle about vegetables and fruit. The groups can then perform their jingle to the class, at an assembly, or other school events.

- Act & Share:** Prepare and perform a Vegetable and Fruit Skit. Younger students can be the actors, while students in older grades can write and read the script. The scripts can contain messages important for all students in the school. The planning of the activity is a great leadership opportunity for older students and can facilitate connections between younger and older students.

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning

RESOURCES:

- Sugar Drink Kit (provided by MLHU)
- [Sugary Drink App](#)
- [Sugar Curriculum Activities and Resource Guide](#)
- [Sip Smart Do no Harm Approach](#)
- [Sip Smart Resource Guide](#)
- [Fruit In My Water Activity](#)

Sugary Drink Kit

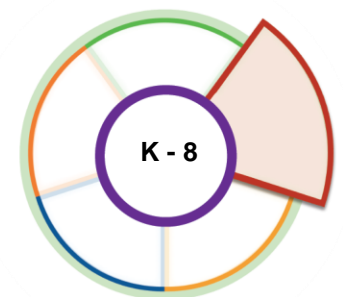
ACTIVITY GOAL: To provide students with the opportunity to learn about healthy beverage choices.

ACTIVITY INSTRUCTIONS:

1. Display the props from the Sugary Drink Kit.
2. Have the students describe what a “healthy option” looks like.
3. Discuss the differences between “everyday drinks”, “sometimes drinks”, and “stop and think drinks”. Refer to Middlesex Healthy Kids Community Challenge *Water Does Wonders!* Poster <https://www.middlesex.ca/healthy-kids-community-challenge/sugary-drinks>.
 - “Everyday drinks” can be enjoyed daily because they have no sugar added and provide the body with nutrients.
 - “Sometimes” drinks can be enjoyed sometimes because they have more added sugar and fewer nutrients than “everyday” drinks.
 - “Stop and think drinks” have more added sugar with little to no nutrients and can be enjoyed once in a while.
4. Have students work together to put the drinks into categories: “everyday drinks”; “sometimes drinks”; and “stop and think drinks”.
5. Review and discuss groupings.
 - The sugar jars can be used to show the added sugar in drinks like pop, etc. This activity is for awareness purposes only. Drinks sent in lunches should not be policed or monitored because there are many factors that influence what goes into the lunches. Universal messaging home to parents about healthy lunches could be sent home for education and awareness purposes. See Appendix A.
6. For more curriculum related activities for Grade 3 and up, visit the Sip Smart!™ Ontario Teacher Resource Guide Curriculum at <http://brightbites.ca/sip-smart-ontario-teacher-resource-guide/> and review the Sip Smart!™ Ontario *Do No Harm Approach* at <http://brightbites.ca/wp-content/uploads/Sip-Smart-Do-No-Harm-Backgrounder.pdf>

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada’s Food Guide; D2.2 Hunger and thirst cues
- Grade 2: D2.2 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D2.1 Oral health, food choices
- Grade 4: D1.1 Nutrients; D2. Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition facts tables, food labels; D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating
- Grade 7: D2.1 Eating patterns and health problems; D3.1 Personal external factors in food choices
- Grade 8: D2.1 Personal eating behaviours
-



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Home, School & Community Partnerships
- Social & Physical Environments

RESOURCES:

- Colouring Pages
- [Vegetables and Fruit by Colour Category](#) (Appendix A)
- [Recipes](#) (Appendix D)
- [Trivia Questions](#) (Appendix F)
- [Taste It! Activity](#)



Colours of the Rainbow: Veggie and Fruit Campaign

ACTIVITY GOAL: To enhance the school’s snack or breakfast program and to increase students’ exposure to vegetables and fruit in a fun way.

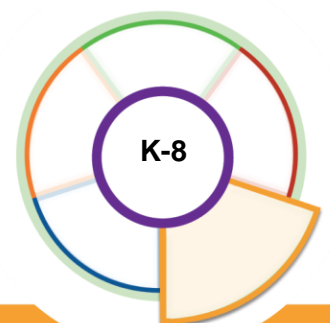
ACTIVITY INSTRUCTIONS:

Pick a colour of the rainbow for each month.

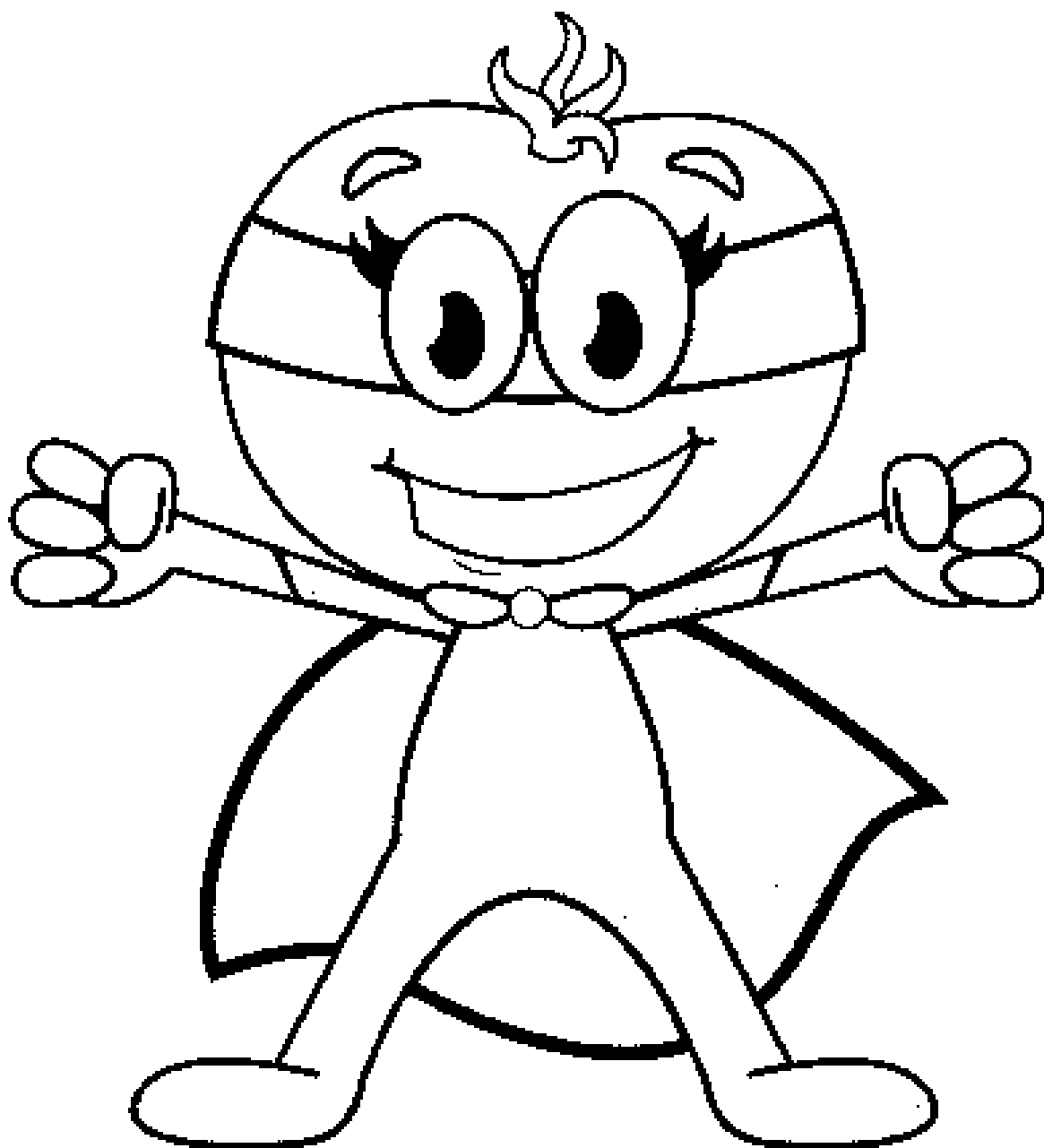
- Choose from the activities below or create your own.
- Work with the snack coordinator to have a new vegetable or fruit served in the chosen colour once or twice a month.
- Taste Testing Activity: Provide taste testing opportunities with vegetables and fruit in the chosen colour of the month. This can be done with the entire school or individual classroom.
- Colours of the Rainbow Competitions/Contests:
 - Vegetable and Fruit Colouring and Poster Contest: Primary students enter a colouring page (included) and junior/intermediate students develop a poster featuring vegetables and fruit in the designated colours of the rainbow. Participants are entered into a draw to win a prize. Display the posters/colouring pages throughout the school.
 - Classroom or Individual Trivia Competition: Have students provide a daily/weekly trivia question over the announcements themed in the designated colour of the rainbow. Answers are submitted and correct answers will be entered in a draw. Prizes could include a vegetable or fruit taste testing experience.
 - Colours of the Rainbow Announcements: Use the trivia questions & answers from Appendix F as daily/weekly announcements to feature vegetables and fruit in the colour of the month.
- Recipes can be featured monthly in the school Newsletter

Curriculum Connections

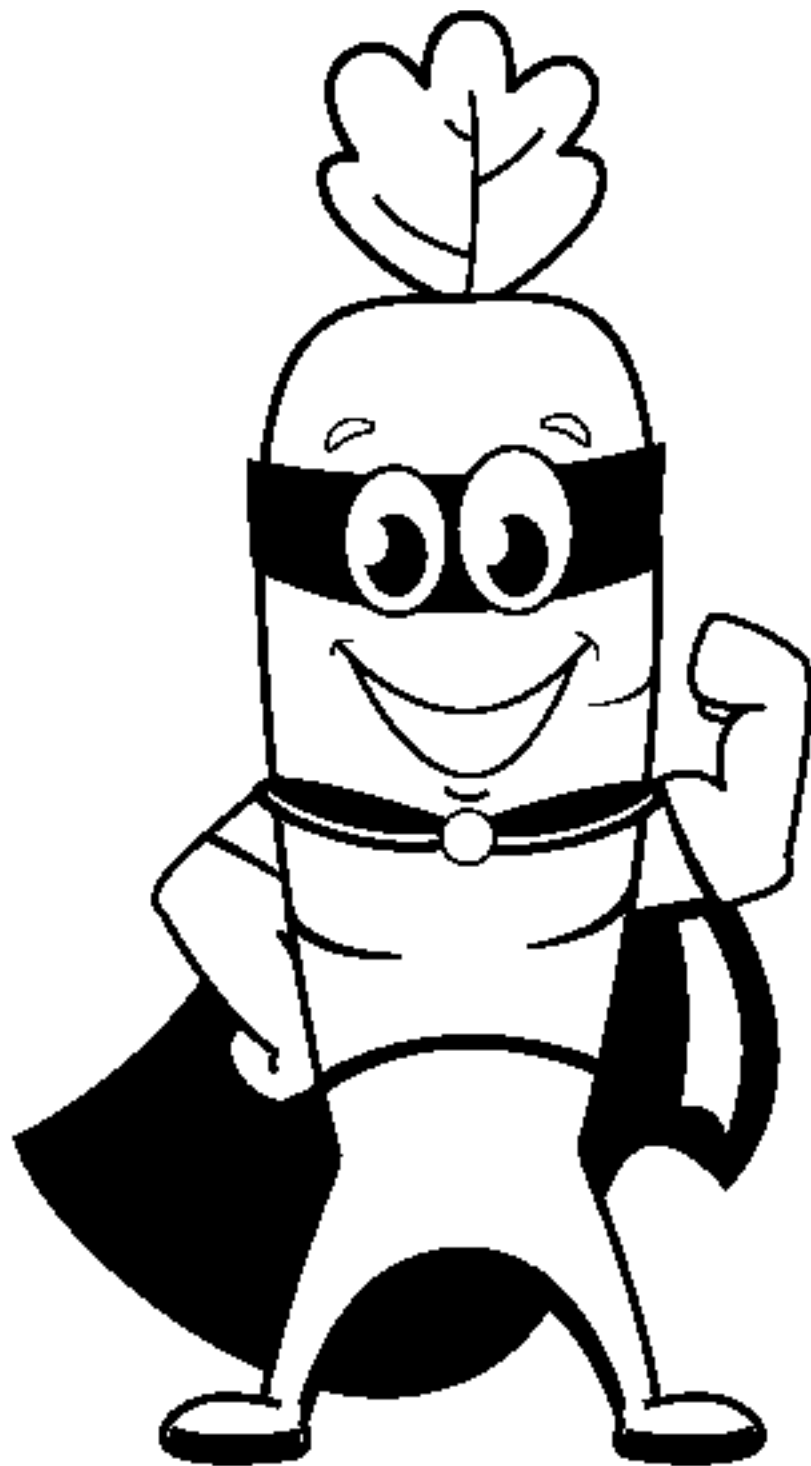
- FDK: 6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada’s Food Guide
- Grade 2: D2.2 Food choices (snacks, meals)
- Grade 3: D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits
- Grade 5: D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating



SUPERHERO

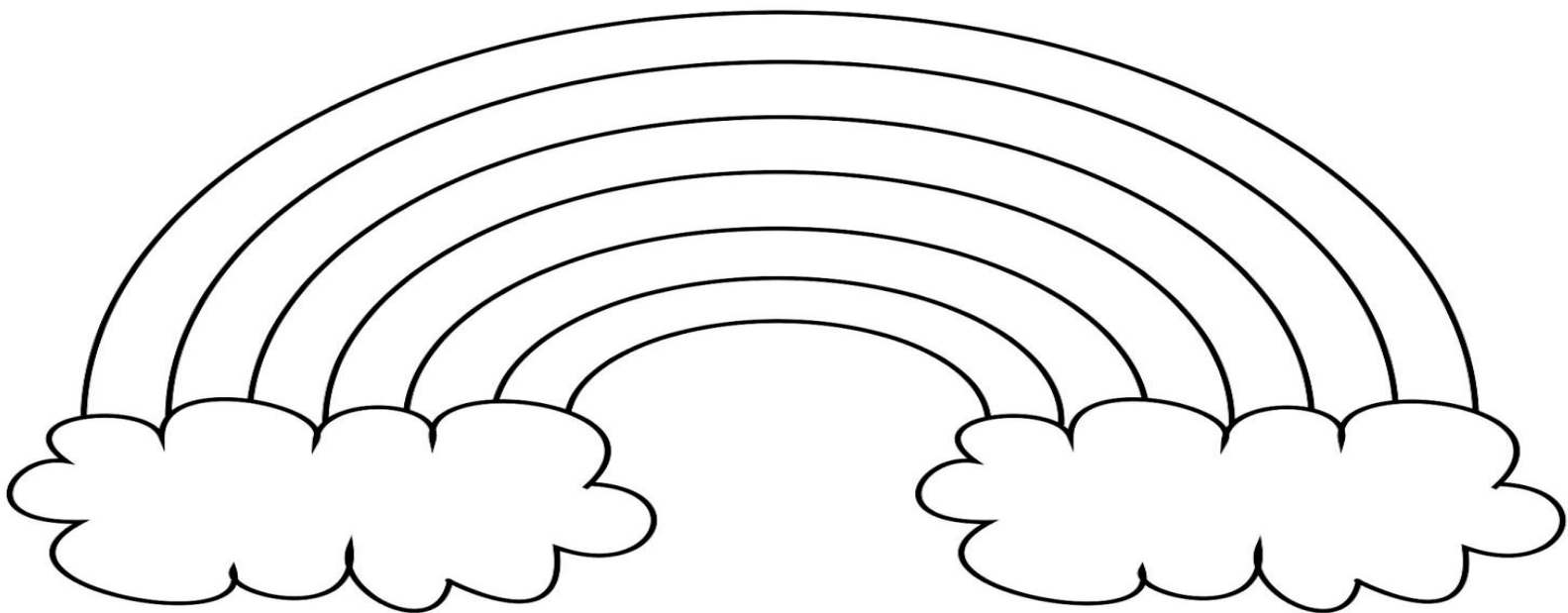


SUPERHERO

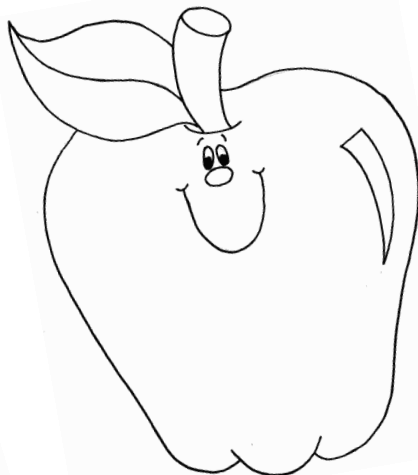
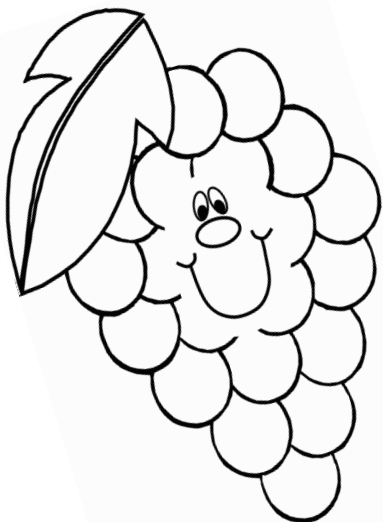
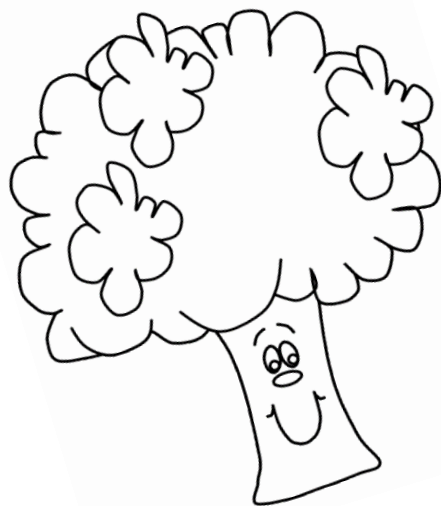


SUPERHERO





EAT IN COLOUR!



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning

RESOURCES:

- [Aeroponic Growing Technology](#)
- [Tower Gardens Enhancing Classroom Learning](#)
- Tower Garden + Accessories
- Tower Garden Progress Sheet
- Tower Garden Salad Recipe
- [Where Does It Grow?](#) -Edible Plant Parts (Appendix A)
- [UnlockFood.ca Food Safety](#)



GROW IT... In a Tower!

ACTIVITY GOAL: To learn where food comes from, how it grows and what is needed for healthy growth, by providing direct experience with planting, growing and harvesting using Tower Garden’s new aeroponic growing technology.

ACTIVITY INSTRUCTIONS:

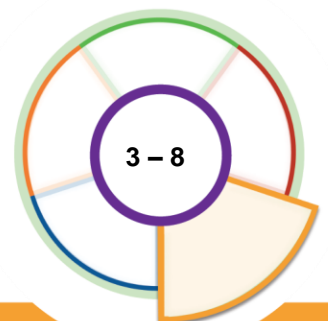
1. For price and information about purchasing a Tower Garden and supplies, contact Juice Plus 1-800-668-8980.
2. To explore how Tower Gardens can enhance learning experiences and engage students, visit:
<https://www.youtube.com/watch?v=RZ0phO6aKrA>
3. To explore aeroponic growing technology, visit:
<http://goodfoodmachine.towergarden.ca/aeroponics>
4. Once your Tower Garden has arrived, engage students in a discussion about our food supply.

Educator Prompts:

- Where does our food come from and why is this important?
 - What types of foods can you grow?
 - What do vegetables and fruit need to grow?
5. Assemble the tower, light system and adjust the water pH, with students’ help. This will increase their knowledge about how the Tower works.
 6. Use the accessories provided with the Tower Garden package to plant the seeds as a class.
 7. Transplant the seedlings to the tower, according to the instructions.
 8. Regularly check the pH of the tower using the test strips. Add nutrients as per instructions and also check the water level regularly. Have students prune as needed. Measure the growth of the plants and record this using the Tower Garden Progress Sheet.
 9. Have the class harvest the plants and make the Tower Garden Salad Recipe for a class party included below.


Curriculum Connections

- Grade 3: D1.1 Food origins, nutritional value and environmental impact; D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D2.1 Eating patterns and health problems; D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating
- Other Connections: Science and math



Tower Garden Progress Sheet

Name: _____ Plant: _____ Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><u>pH Level:</u> </p> <p><u>Height in cm:</u> </p> <p><u>Water Level Checked:</u> </p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Tower Garden Salad

The Tower Garden can grow many different types of vegetables. When the plants are ready for harvest, hold a class party and have the students combine all the different vegetables into a yummy salad! Alternatively, have the students create many different types of salad using the different lettuce leaves the class has grown. All Tower Garden salads will be different, depending on what the class has chosen to grow in the tower. Use The Ultimate Guide to Salad Dressing infographic to create a tasty dressing for your unique Tower Garden salad!

Use the ingredients grown in the Tower Garden to create a salad:

Example Salad:

- Bell peppers
- Cucumbers
- Tomatoes
- Different types of lettuce (arugula, kale, chard, lettuce)

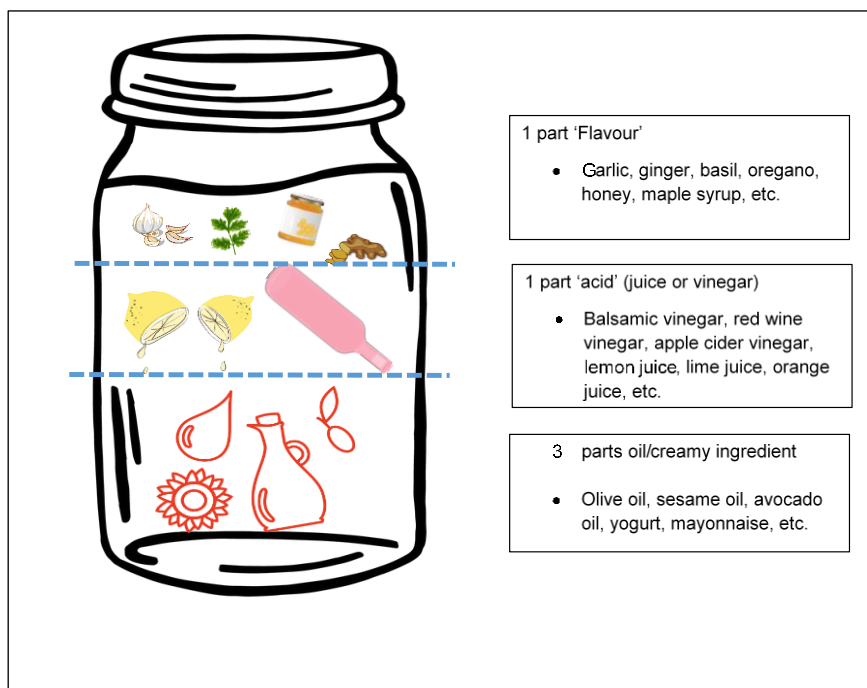
Use The Ultimate Guide to Salad Dressings to create one of the following types of dressing:

Vinaigrette Style Salad Dressing:

- 1/5 bottle of your favourite flavour
- 1/5 bottle of your favourite acid
- 3/5 bottle of your favourite oil

Creamy Style Salad Dressing:

- 1/5 bottle of your favourite liquid
- 1/5 bottle of your favourite flavour
- 3/5 bottle of your favourite creamy ingredient



Preparation:

Have the class harvest the vegetables and herbs from the Tower Garden. Wash all according to the safe food handling guidelines <http://www.unlockfood.ca/en/Videos/Kitchen-Tips-and-Food-Handling/Video-Everyday-tips-for-washing-vegetables-and-fr>

Add the different types of lettuce to one bowl, or to individual bowls if making separate salads. Chop the vegetables (e.g., peppers, cucumbers, tomatoes) into small pieces and add to the lettuce. To create the salad dressing, combine your chosen ingredients in a salad dressing bottle. Finely chop any herbs used into tiny pieces before adding to the bottle. Shake well, pour on top of the salad, and enjoy!

RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- School & Classroom Leadership
- Social & Physical Environments

RESOURCES:

- Watering and Plant Growth Tracking Sheet
- Aztec Salsa Recipe
- [A Guide to Growing School Gardens in Alberta](#)
- [Where Does It Grow?](#) -Edible Plant Parts (Appendix A)

GROW IT... in the Classroom!

ACTIVITY GOAL: To have children learn where food comes from, how food grows, and what is needed for healthy growth by providing direct experience with planting, growing and harvesting their own vegetable plants within their classroom.

ACTIVITY INSTRUCTIONS:

1. Engage students in a discussion about our food supply.

Educator Prompts:

- Where does our food come from?
 - Why is it important to know where our food comes from?
 - What types of foods can you grow?
 - What do fruits, and vegetables need to grow?
 - Helpful resources: A Guide to Growing School Gardens in Alberta visit: [http://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/aet15480/\\$FILE/get_growing_manual_revised_2015_post.pdf](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/aet15480/$FILE/get_growing_manual_revised_2015_post.pdf)
2. Use the Classroom Garden Guide to decide what plants to grow, the equipment required, and create a class planting schedule so that all plants can be harvested at the same time. For additional information about School Gardens visit: <https://www.durham.ca/en/health-and-wellness/resources/Documents/SchoolHealth/SchoolGardenGuide.pdf>
 3. Divide the class into groups and assign each group a different plant to grow, or complete planting as a class.
 4. Have the class create fun labels for the different plant containers.
 5. Remind your students to water their plants on a daily or as needed basis. Have students measure the progress of their plants with a ruler. Use the Watering and Plant Growth Tracking Sheet included below so students can record the growth progress of their plants.
 6. Have the class harvest the vegetables and make the included Aztec Salsa Recipe for a class party to celebrate healthy eating!

Curriculum Connections

- Grade 4: D1.1 Nutrients; D 2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition facts tables, food labels; D3.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating /active living
- Other Connections: Science and math



Classroom Garden Guide

1. Decide which plants to grow for the Aztec Salsa Recipe.

Recommended Plants:

Plant	Type	Planting Depth	*Time until Harvest
Tomato	Tiny Tim, Red Robin, or Pixie Hybrid	¼ inch deep	45-50 days
Green Onion	Any	¼ inch deep	20-30 days
Cilantro	Any	¼ inch deep	21-28 days

**** Cross reference harvest times with seed packages.**

You can choose to grow as many plants as you like. You can grow all three plants (i.e. tomatoes, green onions, and cilantro), or only one plant (e.g., green onions) – do what is best for your classroom.

2. Purchase the required equipment for your plants. You can do a class fundraiser or ask your students to bring in items from home to save money.

General Equipment to Purchase:

Item	Quantity	Cost	Locations
Watering can	1	Approx. \$3.99	Home Depot, Home Hardware, Canadian Tire, Lowes
Soil	1 bag	Approx. \$2.98	Home Depot, Home Hardware, Canadian Tire, Lowes
TOTAL			\$6.97
+ 13% HST			\$7.88

Equipment for Growing Tomatoes:

Item	Quantity	Cost	Locations
Tomato seeds	1 package	Approx. \$2.95	Home Depot, Home Hardware, Canadian Tire, Lowes OR order online from:
6 Gallon pot (14 inches deep)	1	Approx. \$9.48	Home Depot, Home Hardware, Canadian Tire, Lowes
TOTAL			\$12.43
+ 13% HST			\$14.05

Equipment for Growing Green Onions:

Item	Quantity	Cost	Locations
Green onion seeds	1 package	Approx. \$3.25	Home Depot, Home Hardware, Canadian Tire, Lowes OR order online from:
10 inches deep pot	1	Approx. \$7.48	Home Depot, Home Hardware, Canadian Tire, Lowes
TOTAL			\$10.73
+ 13% HST			\$12.12

Equipment for Growing Cilantro:


Item	Quantity	Cost	Locations
Cilantro seeds	1 package	Approx. \$2.50	Home Depot, Home Hardware, Canadian Tire, Lowes OR order online from:
10 inches deep pot	1	Approx. \$7.48	Home Depot, Home Hardware, Canadian Tire, Lowes
TOTAL			\$9.98
+ 13% HST			\$11.28

3. Determine the timing for planting each item in order for all of the plants to be harvested at the same time. Below is an example calendar to help guide your plan.



Each plant has a different amount of time until it is ready for harvest. The tomato varieties take 45-50 days until they are ready, so plant these first. The green onion takes 20-30 days, therefore plant it second. The cilantro only takes 14-21s days, so plant it last.

Example planting calendars below, be sure to adjust to match to the current year.


March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13 March Break 2019	14	15	16
17	18	19	20  Plant Tomatoes (50 days)	21	22	23
24	25	26	27	28	29	30
31						

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8  Plant Green Onion (30 days)	9	10	11	12	13
14	15	16	17	18  Plant Cilantro (21 days)	19	20
21	22	23	24	25	26	27
28	29	30				

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
			1	2	3	4	
5	6	7	8	 CLASS SALSA PARTY!	9	10	11
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

5. After your class has harvested the plants, have them make the *Aztec Salsa Recipe* and eat it as part of a class party to celebrate your students hard work!

Equipment for the Class Party:

- For the Aztec Salsa Recipe:
 - 1 can of black beans
 - Lime juice
 - Vinegar
 - Chili powder
 - (+ avocado and sriracha if desired)
- Whole wheat pitas for dipping in the salsa

Remember, if your class did not grow all 3 recommended plants, or the tomatoes don't ripen on time you will have to purchase the remaining items in order to make the salsa!

Watering and Plant Growth Tracking Sheet

Name: _____ Plant: _____ Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy
<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>
<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy
<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>
<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy
<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>
<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy	<u>Weather:</u> <input type="checkbox"/> Sunny <input type="checkbox"/> Cloudy
<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>	<u>Height in cm:</u>
<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Watered:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No

Aztec Salsa Recipe

Grow the vegetables as a class, and then use them in this delicious salsa recipe! Hold a class party, where the students will harvest their plants and then make this recipe. To promote healthy eating, dip into this yummy salsa with some whole wheat pitas.

Salsa Ingredients:

- 2 cups small diced tomatoes
- 2 tbsp chopped cilantro
- 3 tbsp finely chopped green onion
- 1/2 cup black beans, strained from any liquid
- 3 tbsp lime juice (or 1 ½ large limes)
- 2 tsp vinegar
- 1/2 tsp chili powder



Optional Ingredients:

- 2 tsp sriracha – OMIT if you don't like spicy foods
- 1 large avocado (or 2 medium avocados), peeled, pitted, and chopped

Preparation:

Mix everything except beans, tomatoes, (and optional avocado) in a bowl. Make sure there is no excess water in the chopped tomatoes and add to the bowl along with beans. Stir well. If adding avocado, add and gently mix. Add more cilantro, lime juice, or chili powder to taste! Enjoy with some whole wheat pitas on the side.

Recipe and photography courtesy of Super Sprowtz

Recipe adapted with permission by the Middlesex-London Health Unit

RELATED FOUNDATIONS:

- School & Classroom Leadership
- Home, School & Community Partnerships

RESOURCES:

- [MLHU Let's Get Cookin' Training Manual](#) – access facilitators portal
- Trained facilitators to facilitate the class
- Required food preparation equipment
- Budget and required food to support recipes
- Required resources for set-up, clean up and sanitation
- [Let's Get Cookin'](#)

'Pop-Up' Let's Get Cookin'

ACTIVITY GOAL: To showcase the Let's Get Cookin' Program through a Pop-up Cooking class.

ACTIVITY INSTRUCTIONS:

1. Consult with the Principal, applicable school administration and trained Let's Get Cookin' volunteers about hosting a Pop-Up Let's Get Cookin' class. The idea of hosting a Pop-Up Cookin' Class is to: create enthusiasm about cooking with students; allow staff to see the program in action and advocate for school volunteers to be trained.
2. Determine the date, time and location for the Pop-Up Let's Get Cookin' Class (e.g., could be held in a classroom, or at an existing school event etc.).

Classroom Pop-Up Cookin'

3. Determine the number of students that are in the class and arrange for trained volunteers to assist on that date (ratio trained volunteers to student = 1:5 respectively).
4. Discuss with the principal if consent to participate is required. If so, sample consent forms are available at <https://www.healthunit.com/lets-get-cookin>.
5. Plan for the event by selecting from the following recipes. The number of recipes that you select will depend on your budget and the number of students participating. See Let's Get Cookin' Manual for recipes <https://www.healthunit.com/lets-get-cookin>
 - Strawberry-Banana Smoothie
 - Cheddar Apple Wraps
 - DIY Pitas
 - Tortilla Wedges
 - Triple Bean Salad

Curriculum Connections

- Grade 5: D2.1 Nutrition Facts Tables, food labels
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting Healthy Eating



6. List groceries and equipment needed based on recipe selection(s).
7. Prior to the Pop-Up class ensure all required groceries have been purchased, room is sanitized and set-up with the required number of cooking stations.
8. Provide a brief introduction to the program, including information on knife safety and general food safety for student participants.
9. Divide students into small cooking groups and have them prepare the recipes under the supervision of a Let's Get Cookin' trained volunteer.
10. Once all of the recipes are prepared, provide an opportunity for all to sample what has been made.
11. Invite the principal, other staff and parents to attend and see the program in action, which hopefully will garner interest and support for Let's Get Cookin' in the school.

Event 'Pop-Up' Cookin'

1. Follow steps 1 - 4 as listed above.
2. Have students register to participate. Discuss with Principal the best strategy to engage students.
3. Inform parents about the event (see sample Parent Letter attached) and have them fill out the consent (as required) for their child to participate. See <https://www.healthunit.com/lets-get-cookin>.
4. Ensure that you have enough trained facilitators to assist with the Pop-Up class (1 trained facilitator: 5 students). Ensure when the event is taking place to have one trained facilitator at each station.
5. Follow steps 5-11 as outlined above.



Sample Parent Letter:

Our school will be hosting a one-time, 'Pop-Up' Let's Get Cookin' Class. The purpose of this Class is to create interest in and to showcase what the Let's Get Cookin' Program looks like and how it is facilitated in the school.

The actual Let's Get Cookin' Program series is 7 weeks long. Each week focuses on a different themed recipe (breakfast, lunch etc.). All recipes include a vegetable or fruit. A Let's Get Cookin' facilitator trains volunteers from school communities, so that they may continue to run this program in the school. A manual with all the recipes and necessary information to facilitate the program is available at the training. For information about Let's Get Cookin' visit <https://www.healthunit.com/lets-get-cookin>

Your child has indicated that they would like to participate in the 'Pop-Up' Let' Get Cookin' Class. This one-time class will be held on:

_____ Date
_____ Time
_____ Location

Please fill out the attached consent form (a sample is available in the Let's Get Cookin' manual if required).

You are welcome to come and see the program in action. If you would be interested in being trained to become a Let's Get Cookin' volunteer, please speak to the facilitator at the 'Pop Up event'.

Thank you

RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Home, School & Community Partnership

RESOURCES:

- [Vegetable and Fruit Inquiry Activity](#)
- My Vegetables and Fruit Journal

Tracking my Vegetables and Fruit

ACTIVITY GOAL: To improve students' awareness of their vegetables and fruit intake by having them keep track of their intake for one school week.

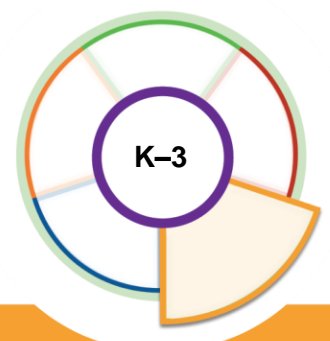
ACTIVITY INSTRUCTIONS:

1. Review the [Vegetable and Fruit Inquiry Activity](#) with students and refer to Educator Prompts.
2. Each student will receive a My Vegetables and Fruit Journal.
3. Have student's record the vegetables and fruit they eat for 1 week.
4. FDK and grade 1 students can draw the vegetables and fruit and write the first letter of the word beside each one.
5. Grade 2 and 3 students can write out the name for the vegetables and fruit.
6. Intermediate students can do a more in depth review of journal findings (e.g., serving sizes, serving recommendations, and establish goals).
7. Collect completed journals and as a class, graph the results of how many vegetables and fruit were eaten (in total), ensuring that students are not singled out in terms of their vegetable and fruit intake.
8. Discuss for the benefits of vegetables and fruits. Visit: <https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-vegetables-and-fruits/>
- 9.
10. Have students repeat this activity in subsequent weeks to see if their consumption has changed.



Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being
- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada's Food Guide
- Grade 2: D 2.1 Healthy eating patterns; D2.2 Food choices (snack, meals)
- Grade 3: D1.1 Food origins, nutritional value, and environmental impact; D3.1 Local and cultural foods, eating choices



NAME _____

My Vegetables and Fruit Journal

Monday

VEGETABLES

FRUIT

Tuesday

VEGETABLES

FRUIT

Wednesday

VEGETABLES

FRUIT

Thursday

VEGETABLES

FRUIT

Friday

VEGETABLES

FRUIT

Eat plenty of vegetables and fruit each day
with meals and snacks!



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Home, School & Community Partnerships
- School & Classroom Leadership

RESOURCES:

- Beach ball
- Permanent Marker
- [Trivia Questions](#) (Appendix F)

Vegetables, Fruit & Water Beach Ball Trivia

ACTIVITY GOAL: To develop student leadership skills in intermediate age students through their facilitation of this activity with the goal of promoting the benefits of eating vegetables & fruit and drinking water in a fun and interactive way.

ACTIVITY INSTRUCTIONS:

1. Designate students to lead activity and review instructions below.
 - Write the 3 category titles “Eating in Colour”, “Vegetables & Fruit General” and “Water Does Wonders” on different parts of the inflated beach ball.
 - Toss the beach ball into the group. Students/participants try to keep the ball in the air by hitting it to one another. The person who drops the ball or is the closest to the ball when it drops chooses a category from the beach ball.
 - Read a trivia question from the chosen category from Appendix F to the individual or group.
 - Continue until time is up or all questions are answered.

Curriculum Connections

- Grade 2:D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D1.1 Food origins, nutritional value, and environmental impact; D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D 2.1 Personal eating habits; D 3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition Facts tables, food labels
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2Personal eating behaviours; D3.1 Promoting healthy eating



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Social & Physical Environments

RESOURCES:

- School map
- [Bright Bites Website](#)
- [Unlock Food Website](#)
- [Supplementary Information](#)
(Appendix A)

Water Fountain Mapping

ACTIVITY GOAL: To increase water consumption by having students identify the locations of water fountains in their school, create a map, then promote their use using student designed posters and banners.

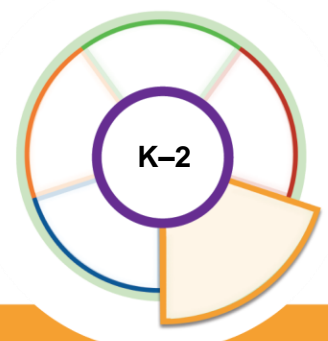
ACTIVITY INSTRUCTIONS:

1. Find or create a map of your school.
2. Photocopy the map so each student has a copy.
3. Have students identify and colour their classrooms and other important school areas (i.e., gym/library/office) on the school map.
4. Take a class trip around the school and locate all water fountains.
5. Plot water fountains on the school map using a symbol of their choice.
6. Have students create a legend that includes the coloured classrooms/school areas and identified water fountains.
7. Once all fountains are identified, assign students to a water fountain and have them count the number of footsteps it takes to get to their fountain and add this information to the map. Alternatively, ask students to count the number of footsteps it takes to get to a nearby fountain (e.g., using their classroom as a reference point) to determine which is closest.
8. Discuss with students the importance of drinking water and identifying thirst cues. Refer to Bright Bites (http://brightbites.ca/wp-content/uploads/Water-at-school-toolkit_Rev_July_2016.pdf pages 3-4) and Unlock Food (unlockfood.ca)
9. Have students work individually or in pairs to create a poster on the importance of drinking water.
10. Place posters above all water fountains for the rest of school to see.



Curriculum Connections

- FDK: OE6 demonstrate an awareness of their own health and well-being;6.2 investigate the benefits of nutritious foods and facilitating children's efforts to make the healthiest choices
- Grade 1: D1.1 Food for healthy bodies and minds; D2.2 Hunger and thirst cues
- Grade 2: D 2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Other Connections: Social studies, Math, Art



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- School & Classroom Leadership

RESOURCES:

- [PowerPoint presentation for onboarding school staff to implement food and drink policies](#)
- [Constructive Classroom Rewards](#)
- Letter to Parents/guardians
- List of beneficial (and inexpensive) rewards for children
- [Supplementary Information](#) (Appendix A)

Rethink Rewards

ACTIVITY GOAL: To acknowledge children’s successes by using creative, non-food related rewards.

POLICY IDEA:

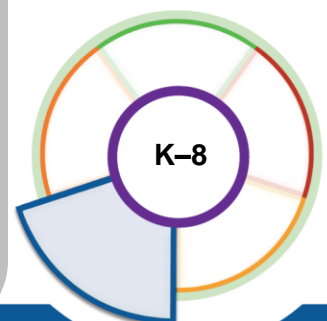
- **Policy Rationale:** Rewarding children with less healthy food choices can: undermine what is taught in the classroom about healthy eating; may foster a desire for sweets and/or may create an emotional link between food and accomplishment.
- **Example Policy Statement:** “Our school/classroom commits to acknowledging children’s successes by using praise and/or rewards such as pencils, erasers, physical activity breaks, teacher’s helper, principal’s helper, etc.”

To support the adoption of the policy:

- Provide staff with information or lead an in-service explaining the rationale for why food should not be used as a reward. Refer to:
 - Constructive Classroom Rewards; see <https://cspinet.org/resource/constructive-classroom-rewards-fact-sheet>
 - MLHU’s Non-food Rewards: Rationale and Strategies Presentation for Educators. For a copy contact your school public health nurse or email health@mlhu.on.ca.
- Send information home to parents explaining the rationale for the policy. Refer to example Parent Letter.
- For tips related to this policy refer to Appendix A.
- Keep a list of inexpensive rewards for children in your classroom.
- Have students think, pair and share their ideas for recognition without using food.
- Create a wall of “Recognition Ideas” in the classroom or school wide.
- Sign up for the Bright Bites Rewards and Incentive Honour Badge; see <http://brightbites.ca/badge/its-an-honour/>.

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being
- Grade 1: D1.1 c
- Grade 2: D 2.1 Healthy eating patterns; D2.2 Food choices snacks, meals
- Grade 3: D3.1 Local and cultural foods eating choices Grade 4: D3.1 Healthier eating in various settings
- Grade 5: D2.1 Media influences – food choices
- Grade 6: D2.1 Influences on healthy eating;
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D3.1 Promoting healthy eating



Example Parent/Guardian Letter Supporting Healthy Classroom Rewards

Dear Parents/Guardians,

Our school commits to acknowledging the successes of children by using creative, non-food related rewards such as behaviour-specific praise and/or rewards like pencils, erasers, physical activity breaks, teacher's/principal helpers, etc. Rewarding children in the classroom with non-food rewards contributes to healthy eating practices and reinforces the health teaching in classroom.

To positively recognize children in the classroom, we are making a treasure box. If you would like to donate any items to the treasure box such as pencils, pens, eraser, stickers etc., it would be greatly appreciated.

Thank you,



Examples of beneficial (and inexpensive) rewards for children

❖ Social rewards

- Involve attention, praise, smiles or thanks (often more highly valued by children than a toy or food)
- Affirm a child's worth as a person

❖ Recognition

- A ribbon, certificate in recognition of achievement or a sticker with an affirming message (e.g., "Great job")
- Recognizing a child's achievement on the school-wide morning announcements and/or the school's website
- A phone call, email, or letter sent home to parents or guardians commending a child's accomplishment
- A note from the teacher to the student commending his/her achievement

❖ Privileges

- Going first
- Sitting by friends or in a special seat next to or at the teacher's desk
- Helping the teacher
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- Choosing a class activity
- Going to the library to select a book to read
- Taking a walk with the principal or teacher

❖ Rewards for a class

- Extra recess
- Eating lunch outdoors
- Holding class outdoors
- Extra art, music, PE, or reading time
- A song, dance, or performance by the teacher or students
- A book read aloud to the class by the teacher
- "Free choice" time at the end of the day
- Listening to music while working
- Dancing to music
- Playing a game or doing a puzzle together

❖ School supplies

- Pencils, pens, erasers
- Notepads/notebooks, folders
- Crayons, chalk (e.g., sidewalk chalk)
- Rulers, pencil sharpeners
- Pencil grips
- Stamps
- Bookmarks
- Colouring books or downloaded pages

❖ Sports equipment and athletic gear

- Frisbees
- Water bottles
- NERF Balls
- Hula hoops
- Jump ropes
- Head or wrist sweat bands

❖ Fashion wear

- Temporary tattoos
- Bracelets, rings, necklaces
- Sunglasses

❖ A token or point system

- Children earn points that accumulate toward a bigger prize
- Possible prizes can include any of the above mentioned items

RELATED FOUNDATIONS:

- Home, School & Community Partnerships

RESOURCES:

- [PowerPoint presentation for onboarding school staff to implement food and drink policies.](#)
- [HKCC Birthday Celebration video](#)
- Letter to Parents/Guardians
- [Bright Bites Website](#)
- [Celebration Swap Activity](#)
- [Supplementary Information](#) (Appendix A)
- [Newsletter Insert](#) (Appendix B)

Rethink Celebrations

ACTIVITY GOAL: To serve healthy foods at classroom celebrations to create a positive nutrition environment at the school that compliments the Ministry of Education’s School Food and Beverage policy (P/PM 150).

POLICY IDEAS:

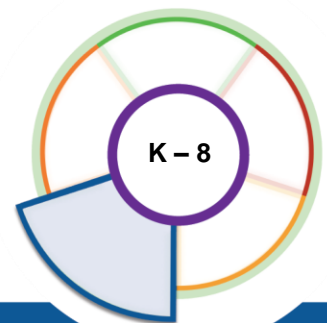
- **Policy Rationale:** When less healthy food choices are served at school (e.g., events or celebrations) it conflicts the health related lessons taught in the in the classroom. This may also send the message that in order to have fun ‘treats’ must be available.
- **Example Policy Statement:** “When celebrating with food, our school/classroom commits to using healthy snacks, with a strong emphasis on vegetables, fruit and water”.
- This strategy is most effective if implemented at the school level.

To support the adoption of the policy:

- Provide staff with information on the rationale of the policy. Refer to MLHU’s PowerPoint presentation for onboarding school staff to implement food and drink policies. For a copy contact your school public health nurse or email: health@mlhu.on.ca.
- Serve only water as the beverage at celebrations.
- Inform parents about the policy in a positive and engaging way and provide parents with healthy ideas for birthdays and other celebrations. Refer to the Classroom Celebration Parent Letter.
- Celebrate all birthdays for the month on a designated day.
- Recognize student birthdays by using birthday crowns, “star of the day” or a trip to a treasure box.
 - Watch a great video about how one school is leading the change with respect to Birthday Rewards - <https://www.youtube.com/watch?v=DC2ezZ7yyOg>
- Share fun and exciting ways to serve fruits and vegetables with parents/guardian.
 - See Bright Bites on Pinterest <https://www.pinterest.com/brightbitesca/celebrations/>
 - Refer to the Centre for Science in Public Interest Healthy Classroom Celebration Tip Sheet - <https://cspinet.org/resource/healthy-school-celebrations>

Curriculum Connections

- FDK: 6.2 investigate the benefits of nutritious foods and facilitating children’s efforts to make the healthiest choices
- Grade 1: D2.1 Food for healthy bodies and minds
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices snacks, meals
- Grade 3: D3.1 Food origins, nutritional value, and environmental impact
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition fact tables, food labels
- Grade 6: D2.1 Influences on healthy eating
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D3.1 Promoting healthy eating



Example Parent/Guardian Letter Supporting “Rethink Celebrations”

Dear Parents/Guardians,

Classroom celebrations provide time for students to enjoy themselves and take part in fun activities. Often celebrations involve food. The Ministry of Education’s School Food and Beverage Policy (P/PM150) applies only to foods sold at school. Although food provided during classroom celebrations are not sold, providing healthy food at classroom celebrations is another opportunity to role model healthy food choices and reinforce lessons taught in the classroom.

If you decide to send food with your child for the purpose of celebrating an event, holiday or birthday, please send him or her with healthy choices. Vegetables and fruit served in creative and fun ways are an excellent choice! You will be amazed to see that children quickly join in once they see their friends enjoying fruit kabobs or veggie sticks. For fun, creative and themed ways to serve up vegetables and fruit visit: <https://www.pinterest.com/brightbitesca/celebrations/>. Serving healthy food at classroom celebrations helps students to practice what they learn about healthy eating and makes it easier for the students to make a healthy choice.

When students are given the opportunity to learn about healthy eating and practice it by selecting and eating healthy foods, it allows for a more consistent and comprehensive message.

Thank you for your support



OPTION 2: Example Parent/Guardian Letter Supporting “Rethink Celebrations”

Dear Parents/Guardians,

Our school is adopting a healthier birthday initiative. Instead of traditional birthday snacks like cupcakes, students can celebrate with a special activity for their special day. Please read the options below and have your child decide which option they would like to celebrate his or her birthday at school.

Dance party

The birthday boy or girl brings in a favourite CD from home (ALL SONG LYRICS AND TOPICS MUST BE APPROPRIATE) or choose a classroom favourite to play while the class dances.

Extra recess

The class will enjoy 15 minutes of extra outside recess. (This choice may not be appropriate for students with winter birthdays.)

Game time

The birthday boy or girl brings in or decides on a special game for the class to play. The class will spend about 15 minutes playing the special game.

Guest read aloud

The birthday boy or girl may choose a special guest and/or a special book to be read aloud to the class. The guest reader could be a family member or a school staff member.

Indoor free time

The class will enjoy 15 minutes of extra indoor free time. This includes classroom toys, blocks, the home-living center, etc.

Lunch with the teacher

The birthday boy or girl may spend lunchtime eating in the classroom with his/her teacher. This is an opportunity for some special teacher time!

Teacher helper

“Teacher Helper” for the day and help with tasks like passing out papers, carrying clipboards, erasing whiteboards, and can even sit in the teacher’s chair!

Please return the birthday menu and your choice for your celebration within three days. Thank you!

Happy Birthday _____. My birthday is on _____.

I’d like to celebrate my birthday on (date): _____.

For my special day, I am choosing: _____.

My family will supply: _____.

I need you to supply: _____.

.

RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Home, School & Community Partnerships

RESOURCES:

- [PowerPoint presentation for onboarding school staff to implement food and drink policies.](#)
- Letter to Parents/Guardian
- [Supplementary Information](#) (Appendix A)
- [Newsletter Insert](#) (Appendix B)

Fantastic Fundraising

ACTIVITY GOAL: To create supportive nutrition environments at school and home by offering fundraising opportunities that sell healthy foods or non-food related items.

POLICY IDEA:

- **Policy Rationale:** A healthy approach to fundraising demonstrates that your school values and promotes healthy eating. Less nutritious food served for the purpose of fundraising undermines health teaching in the classroom.
- **Example Policy Statement:** “The school, for purposes of all fundraising, will sell healthy food items or non-food related items for all fundraisers”.

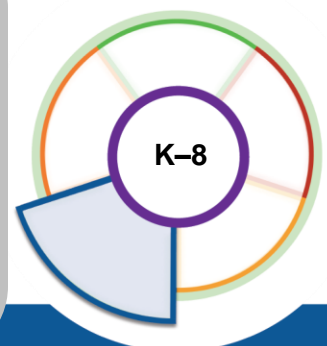
To support the adoption of the policy:

- Inform parents about your schools’ healthy approach to fundraising. Refer to the example Fundraising Parent Letter.
- Brainstorm potential fundraising opportunities. Here are some ideas:
 - Fresh from the Farm www.freshfromfarm.ca promotes vegetables and fruit intake
 - Fundscrip (<http://www.fundscrip.com>): magazines, plant sales, garden pots etc. could also be considered for fundraising
 - School created recipe book
 - Selling water bottles
 - Book sales
 - Fruit Grams (see appendix A for ready to use labels)
 - Direct donations from families once a year, where the family may receive a tax receipt. This method allows families to contribute what they can and not be bothered with other fundraisers throughout the year (the logistics of this would have to be discussed with the principal).
 - Consider reviewing the following resources:
 - Bright Bites about Fundraising: <http://brightbites.ca/badge/show-me-the-money/> and <https://www.pinterest.com/brightbitesca/fundraising/>
 - DASH BC Healthy Fundraising for Schools Guide: <http://healthyschoolsbc.ca/program/resources/47/en/20394/Healthy-Fundraising-For-Schools.pdf>

For more tips related to this policy refer to Appendix A for Supplementary Information.

Curriculum Connections

- FDK: 6.2 Explore ways of ensuring healthy eating
- Grade 1: D2.1 Food for healthy bodies and minds
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices snacks, meals
- Grade 3: D3.1 Food origins, nutritional value, and environmental impact
- Grade 4: D1.1 Nutrients; D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition fact tables, food labels
- Grade 6: D2.1 Influences on healthy eating
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D3.1 Promoting healthy eating
-



Example Parent/Guardian Letter Supporting Fantastic Fundraising

Dear Parents/Guardians,

Many schools fundraise to support the purchasing of education resources. Common types of fundraisers may include selling chocolate bars, cookie dough or having bake sales and cake raffles. This year we will be fundraising with healthy foods or non-food items. A healthy approach to fundraising supports our efforts to be a healthy school and to model our action with health teaching in the classroom.

Here are some fundraising ideas we are considering:

- Fresh from the Farm (promotes vegetables and fruit).
- Selling healthy food items like apples or citrus fruits.
- Selling non-food items like calendars, seeds/flowers/bulbs, greeting cards, stationary, mini first aid kits etc.
- Holding a silent auction featuring the products and talents of local businesses. For example, a round of golf, haircut, gift basket, car safety check-up, manicure etc.
- Ask a local store or popular sports team to donate a gift certificate or tickets to a game, then sell raffle tickets to win them.
- Partnering with a local nursery to sell hanging flower baskets and/or bedding plants.
- Plan a flea market, used book or sports equipment sale.
- Ask students to collect pledges for a basketball hoop-shooting event, read-a-thon, bowl-a-thon or walk-a-thon.
- Charge a small admission fee to watch a teacher versus students or parents' sports game.

Please let us know if you have any ideas. Please stay tuned this year's fundraising activities.

Thank you for your support.



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning
- Home School Community

RESOURCES:

- [Presentation for onboarding school staff to implement food and drink policies.](#)
- [Supplementary Information](#) (Appendix A)
- [Newsletter Inserts](#) (Appendix B)
- [Announcements](#) (Appendix C)
- [Unlock Food Website](#)

Water Works

ACTIVITY GOAL: To promote adequate, healthy hydration by ensuring greater access to drinking water and drinking fountains.

POLICY IDEA:

- **Policy Rationale:** Water is essential for good health. It is also a simple, convenient, and low-cost option for quenching thirst. Let's encourage kids and families to make water their first choice to drink throughout the day.
- **Example Policy Statement:** "Our school encourages students to drink water throughout the school day, and commits to providing cold drinking water at all events, programs or meetings".

To support the adoption of the policy:

- Provide staff with information explaining the rationale of the policy. For a copy of MLHU's food and drink policy presentation contact your school public health nurse or email health@mlhu.on.ca.
- Ensure that all existing water fountains are in good working condition.
- Consider installing fountains with water bottle filling capabilities or retrofitting current fountains so they have water bottle filling capabilities.
- Encourage students to keep a water bottle at their desk or in an easily accessible location.
- Encourage students to drink water throughout the school day.
- Do not offer any juices as part of the hot lunch program.

Ideas to complement the water policy to engage students and school community

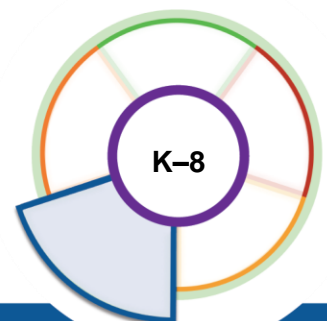
- Have students read water announcements. Refer to Appendix C.
- Send messages home about the importance of water and the related school policies (e.g., include a newsletter insert about water in your classroom or school newsletter). Refer to Appendix B.

For more information about water and hydration visit:

<http://www.unlockfood.ca/en/Articles/Water/Facts-on-Fluids-How-to-stay-hydrated.aspx>

Curriculum Connections

- Grade 1: D1.1 Food for healthy bodies and minds; D2.1 Canada's Food Guide
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices snacks, meals
- Grade 3: D2.1 Oral health, food choices
- Grade 4: D2.1 Personal eating habits; D3.1 Healthier eating in various settings
- Grade 5: D2.1 Nutrition fact tables, food labels
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating



RELATED FOUNDATIONS:

- Student Engagement
- Social & Physical Environments

RESOURCES:

- [Foodland Ontario Vegetables and Fruit Facts](#)
- [Unlock Food: Recipe Makeovers](#)
- [Health Unit Food Safety Information](#)
- [Be Food Safe](#)
- [Unlock Food: Food Safety](#)
- [Canadian Partnership for Food Safety](#)

Create it! Make it! School Cookbook

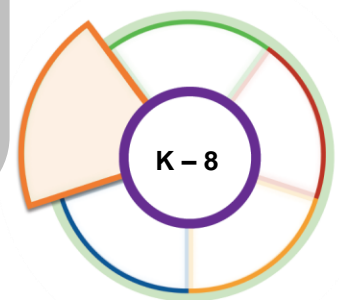
ACTIVITY GOAL: To increase knowledge and awareness of the importance of vegetables & fruit consumption through the engagement of the school community in the creation of a school cookbook.

ACTIVITY INSTRUCTIONS:

1. Assemble a team to develop a school cookbook (e.g., a Healthy Schools Committee may make this an initiative).
2. Develop submission criteria for the school cookbook. Examples of criteria may include:
 - A provided recipe template must be used for all submissions (example included below).
 - All recipes must include a vegetable, fruit or both.
 - Recipe must be original, and develop a creative name.
 - Healthier options e.g., higher in fibre, contain healthy fats/lower in fat, sugar and salt.
 - All should be original recipes e.g., not sourced from a cookbook or the internet.
 - If possible, submit a picture of the recipe once it is made, so it can be included with the recipe. May also request including a sentence or two why you like the recipe and what makes it healthy.
3. Consider assigning different meals to different grade levels. For example, students in grades K- 3 could submit breakfast recipes etc. to ensure that the different meals are represented in your cookbook.
4. Determine a deadline for submissions and provide instructions on how students and their families should submit their recipes.

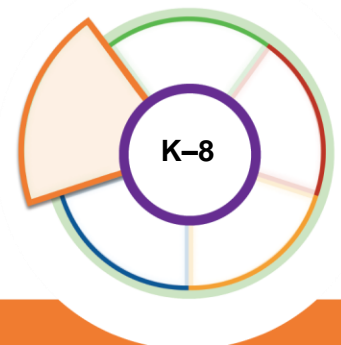
Curriculum Connections

- K: OE6 Demonstrate an awareness of their own health and well-being
- Grade 1: D1.1 Food for healthy bodies and minds; C2.1 Canada's Food Guide
- Grade 2: D3.2 Healthy eating patterns; D2.2 Food choices (snacks, meals)
- Grade 3: D1.1 Food origins, nutritional value, and environmental impact; D3.1 Local and cultural foods, eating choices
- Grade 4: D1.1 Nutrients; D2.,1 Personal eating choices;
- Grade 5: D2.1 Nutrition facts tables, food labels
- Grade 6: C2.1 Influences on healthy eating; C2.2 Eating cues and guidelines
- Grade 7: C3.1 Healthy eating practices and routines



Create it! Make it! School Cookbook - continued

5. Send home the submission criteria along with a parent/guardian letter explaining the initiative. Consider including educational materials such as [facts on vegetables & fruit](#).
6. Include safety tips and information in the cookbook e.g., food safety facts, internal cooking temperatures of foods etc. For credible food safety information visit www.healthunit.com/food-safety or <https://www.fightbac.org/tag/canada/>
7. You may include handy cooking tips and conversions in the cookbook. For ideas and information related to this, visit <http://www.unlockfood.ca/en/CookingAndFood.aspx>
8. Consider selling the cookbook as a healthy fundraiser.
9. Grade 7 or grade 8 students could design, proofread and compile the cookbook. As an alternative, find cookbook templates online that could be used to design the cookbook (sample design options included below).
10. This activity provides excellent cross-curricular opportunities. Have students read different recipes and create a lexicon of cooking terms (e.g., blending) and a list of different types of food preparation equipment (e.g., French knife). In addition to the recipe development, math skills can be incorporated by asking the students to change amount of ingredients based on the yield of the recipe and the number of people to be served.



Sample Recipe Template:

Recipe Name

Ingredients and Amounts

Preparation Time: _____
Cooking Time: _____
Oven Temperature: _____
of Servings: _____

Insert Recipe Picture

Directions (How to make the recipe):

- 1.
- 2.

This Recipe is healthy because:

Our Family likes this Recipe because:

Sample Cookbook Design Option



YEAR RECIPE CHALLENGE THE SCHOOL MASCOT' CHOICE

(Insert School Name) presents the (Insert School Mascot) Choice! This is a recipe challenge to get you and your family excited about healthy eating and creating delicious and healthy recipes. Enter the contest to contribute to a new (Insert School Name) cookbook. Recipes from around the world are encouraged. Follow the arrow for more information.

How to Participate

Work with school and parents/guardians to create an original recipe for breakfast, lunch, dinner or snack.

Sample Criteria

Recipes will be judged based on:

- **Nutrition** → Recipes for meals and snacks must include a variety of foods from Canada's Food Guide's Healthy Plate using the suggested proportions <https://food-guide.canada.ca/en/>. All recipes must include at least 1 vegetable or fruit. Recipes should feature healthier options lower in salt, sugar and fat.
- **Originality** → Choose a creative name for your recipe.
- **Response to the question** → "What makes this recipe healthy?" (100 words or less)

Prizes!

- ★ ALL recipes that follow contest rules will be featured in the new (School Name) cookbook.
- ★ Plus! Top entries in each category will have a chance to win great prizes like gift cards and cooking equipment.
- ★ See recipe challenge rules for more information.

School Cookbook Initiative Parent Letter

Dear Parent/Guardian,

Our school is committed to promoting vegetable and fruit consumption. We have been working hard to educate, promote, and make vegetables and fruit available in our school. When it comes to healthy eating vegetables and fruit are an excellent option; however, they are under consumed by both adults and children.

In an effort to assist families in our school community to eat and try vegetables and fruits served in different ways, our school (or the _____ Committee) has decided to create a school cookbook with emphasis on vegetables and fruit. We are asking families to submit their favourite recipe(s) that include a vegetable or fruit.

- Insert here the submission criteria your committee has decided
- Recipe template (if using)
- Submission date and details

RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- Vegetable Peelers
- Washed Carrots
- [Recipes from Foodland Ontario](#)
- [Video “Why are Vegetables and Fruit Important”](#)
- [Colouring Pages](#) (Appendix E)
- [Half your Plate Factsheets](#)
- [Vegetable and Fruit Trivia Activity](#)
- [Beach Ball Trivia Activity](#)
- [Family Meals Activity and Factsheet](#)
- [Vegetable and Fruit Newsletter Inserts](#) (Appendix B)

Families Increasing Vegetables & Fruit

ACTIVITY GOAL: To increase awareness and knowledge about vegetables, fruit and water and to provide ideas of how to include more of these foods in meals and snacks.

ACTIVITY INSTRUCTIONS:

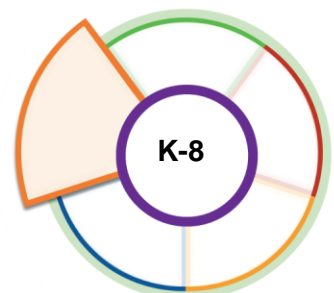
7. Plan an event where families learn about ways to incorporate more vegetables and fruit into their snacks and meals together. This could be a part of an existing event e.g., Literacy Evening Event.
8. Sign out the ‘Mix It Up -Veggies and Fruit Banner Display’ from MLHU’s resource lending library. Teachers can access these resources by calling 519-663-5317 ext. 2217.
9. Provide vegetable and fruit recipe cards. Visit Foodland Ontario <https://www.ontario.ca/foodland/recipes>
10. Set up video ‘Why Are Vegetables and Fruit Important?’ Visit <http://www.healthunit.com/fruits-and-vegetables>
11. Have colouring activity ready for young children. Appendix: E
12. Set up a vegetable peeling station where children and youth have the opportunity to learn how to peel a carrot. Consider providing a carrot information sheet http://www.halfyourplate.ca/wp-content/uploads/2014/12/food_info_sheets_eng_carrot.pdf

Ideas to complement this activity:

- Beach Ball or Vegetable and Fruit Trivia Game
- School newsletter inserts about family meals or increasing vegetables and fruit.
- Promote Let’s Get Cookin’ Visit <https://www.healthunit.com/lets-get-cookin>

Curriculum Connections

- K: OE6 Demonstrate an awareness of their own health and well-being
- Grade 1: D2.1 Canada’s Food Guide
- Grade 2: D2.2 Food choices (snacks, meals)
- Grade 3: D3.1 Local and cultural foods, eating choices
- Grade 4: D2.1 Personal eating habits
- Grade 5: D2.1 Nutrition facts tables, food labels
- Grade 6: D2.1 Influences on healthy eating, D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D3.1 Promoting healthy eating



RELATED FOUNDATIONS:

- Student Engagement
- Curriculum Teaching & Learning

RESOURCES:

- [Family Meal Information](#)
- Family Meal Invitation
- [Newsletter Insert](#) (Appendix B)
- [Announcement](#) (Appendix C)

Family Meals

ACTIVITY GOAL: To promote eating as a family at home and include children in age appropriate meal time preparation and clean up.

ACTIVITY INSTRUCTIONS:

Activity Background: Nutrition is a major component of the Health and Physical Education Curriculum. Family meals are a great way for children to apply and share their learning, and be involved in the preparation of family meals. Eating together as a family can also serve as a means to enhance home and school communication through meal time chats. When families eat together there are many benefits, including improved food intake. For more information on family meals visit <https://www.healthunit.com/children-youth-family-meals>.

1. Engage students in a discussion about family meals.

Educator Prompts:

- Tell us about meal time at your house. Where do you eat, when do you eat?
- What foods are usually included at meal time?
- What things about school can you talk about during meal time?
- What are other things could you talk about at meal times?
- What are good food choices for meals?
- What is your favourite food to have at a meal?
- Does meal time follow a routine?

2. Provide students with the Family Meals Fact Sheet to take home included below.

3. Have students complete the Family Meal Invitation and send home.

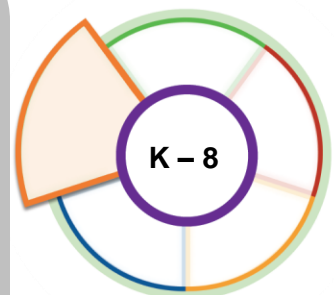
4. Ask students to share their family meal experiences.

Ideas to complement this activity:

- Include information about family meals in school newsletters. Refer to Appendix B for sample newsletter inserts.

Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 Explore ways of ensuring healthy eating (K)
- Grade 1 D2.1 Canada's Food Guide; Gr 2)
- Grade 2: D2.2 Food choices (snacks, meals)
- Grade 3: Food origins, nutritional value, and environmental impact
- Grade 4: D2. Personal eating habits; D3.1 Healthier eating in various settings
- Grade 7: D3.1 Personal, external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting healthy eating



Nutrition Facts

Making Time for Family Meals

Our busy lives can make it difficult to find time to enjoy meals together as a family. As children and teens get older, the number of family meals often decreases¹. However, making the promise to enjoy meals together as a family is worth it!



Family meals may help children and teens¹:

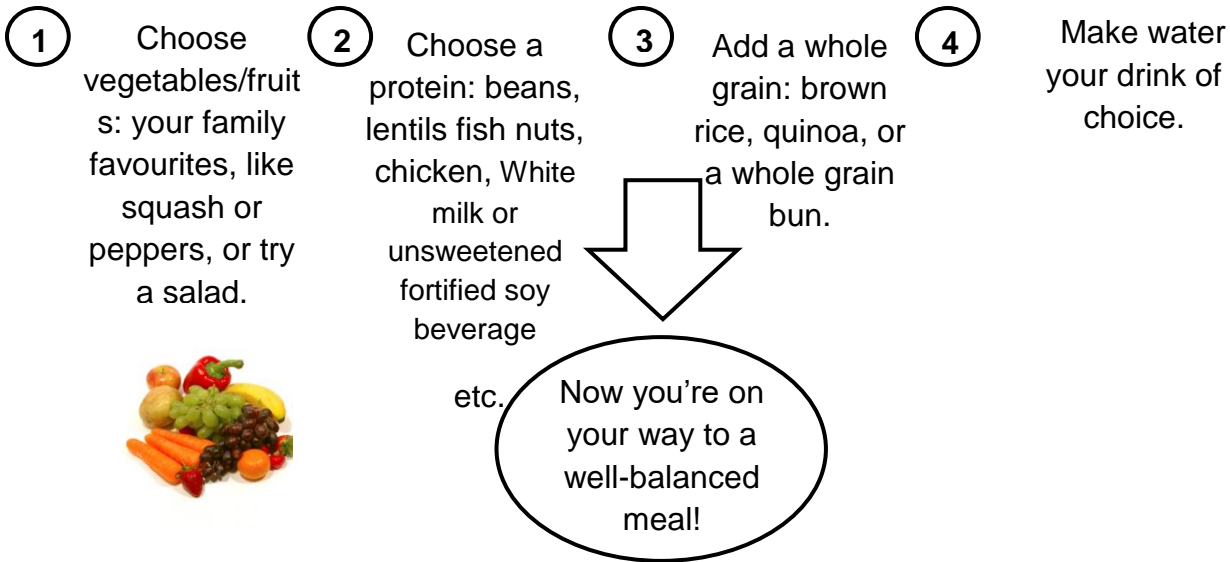
- Eat more vegetables and fruit and have less pop and fried foods.
- Perform better in school.
- Avoid high-risk activities, like substance abuse and smoking.
- Build and maintain close family relationships through conversations and sharing during the meal.
- Maintain a healthier weight.
- Learn to cook by helping to prepare meals.
- Enjoy healthy portions sizes according to appetite.
- Learn to stop eating once they are full especially when their parents act as role models.
- Practice social skills and manners by using “please” and “thank you”.

Tips for Success

- Make family meals a priority. Even if you only have one more family meal per week, this is a step in the right direction!
 - Be flexible with meal timing and location. Try a family picnic in the park before a sports game.
 - Plan ahead. Use the tips below for meal planning and involving the whole family.
 - Be a good role model. Try new foods with your kids. Make sure you also eat regular meals and snacks.
 - Let your children serve themselves. This teaches them about portion sizes and helps them to feel confident.
 - Remove distractions, like the TV and cell phones.
 - Keep family conversations about pleasant topics. Don't use family meals to discuss missed chores or other family issues.
-

- Avoid the “clean your plate” thinking. Teach children and teens to eat until they feel full.

Menu Planning: Use Canada’s Food Guide to help you plan meals. . Have plenty of vegetables and fruit (1/2 your plate), eat protein foods (1/4 of your plate), choose whole grains (1/4 of your plate) and make water your drink of choice.



- Once you’ve finished your meal plan, use it to make your grocery list, so you always have the foods you need.

Involve the whole family

- In planning meals, grocery shopping, preparing meals, and cleaning up
- Give age-appropriate tasks for children and teens²
 - 2-3-year-old → wash fruits or vegetables, find ingredients in the fridge.
 - 3-4-year-old → mash potatoes, take a certain number of ingredients out.
 - 4-6-year-old → stir ingredients, set the table, crack & whisk an egg.
 - 6-8-year-old → write out the grocery list, toss a salad together.
 - 8-11-year-old → use the microwave with help, make a veggie platter.
 - 12-year-old and up → any tasks you feel they are able to do.



For more information

- Cookspiration
- www.unlockfood.ca

London Office
 50 King St., London, ON N6A 5L7
 (519) 663-5317 fax: (519) 663-9581
www.healthunit.com



Strathroy Office - Kenwick Mall
 51 Front St. E., Strathroy, ON N7G 1Y5
 (519) 245-3230 fax: (519) 245-4772
health@mlhu.on.ca

Dear _____

Please join me for a family meal.

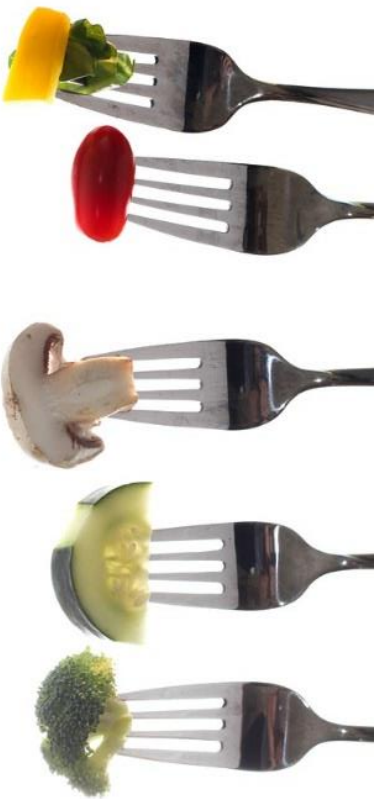
When: _____

I can help with meal time preparation by:

I can help with cleanup by:



You are invited to a family meal!



RELATED FOUNDATIONS:

- School and Classroom Leadership
- Student Engagement

RESOURCES:

- [MLHU's Let's Get Cookin' Training and Resources](#)
- Room for the sessions
- Budget for food preparation equipment as specified in the Manual
- Budget to purchase food required for recipes

Let's Get Cookin' Training

ACTIVITY GOAL: To train volunteers from the school community to deliver this program, which assists youth to develop confidence and basic skills in food preparation.

ACTIVITY INSTRUCTIONS:

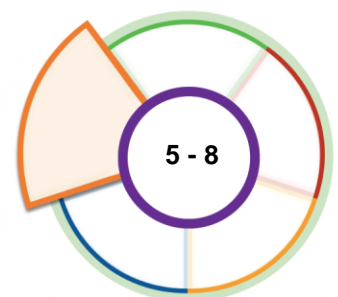
1. Recruit a minimum of 2 volunteers e.g., parents, staff, grandparent etc. (more volunteers lessen the workload) to take the Let's Get Cookin' training provided by MLHU. Potential volunteers must first have permission to run the program in the school, ensure funding is available for equipment and food and have a date to start the program.
2. Volunteers call the Middlesex London Health Unit at 519-663-5317 ext. 2241 to register for training. The half day training is mandatory. Program materials to facilitate the program will be provided at the training.
3. Following training, the volunteers can access the Facilitator Portal to obtain required resources and the Let's Get Cookin' manual.
4. Volunteers must be able to understand and interpret the information in the training; read, understand and use the information in the Let's Get Cookin' manual; plan and lead the sessions using the recipes as presented and communicate effectively with participants.

For more detailed information about the program please visit:
<https://www.healthunit.com/lets-get-cookin>

Curriculum Connections

- Grade 5: D2.1 Nutrition Facts tables, food labels
- Grade 6: D2.1 Influences on healthy eating; D3.1 Benefits of healthy eating / active living
- Grade 7: D3.1 Personal external factors in food choices
- Grade 8: D2.1 Personal eating behaviours; D3.1 Promoting Healthy Eating

Other Connections: Math, Reading and Science



RELATED FOUNDATIONS:

- Curriculum, Teaching & Learning

RESOURCES:

- Murray & Bird Storybook (provided by MLHU)
- [Bean Planting Activity](#)
- [Water Policy Development Activity](#)
- [Supplementary Information](#) (Appendix A)

Murray & Bird Storybook

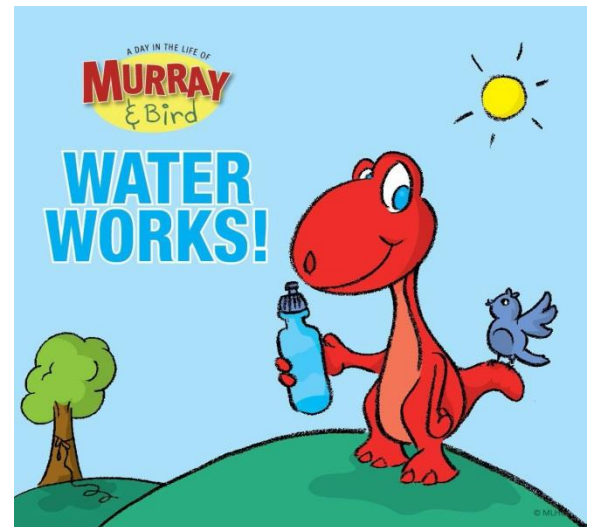
ACTIVITY GOAL: To have children learn about the importance of consuming water, vegetables and fruit.

ACTIVITY INSTRUCTIONS:

1. The storybook can be found on line at <https://www.healthunit.com/murray-and-bird> or check with the School Public Health Nurse regarding a class set for lending to student's to read at home with their family.
2. Prepare a letter for parents/guardians which states the purpose of sending the book home.
3. Send the letter and a copy of the book home with each child in your class and state the date it is to be returned.
4. Have children read the book at home and in class.
5. Lead a discussion about the importance of water and how we can get water from vegetables and fruit.

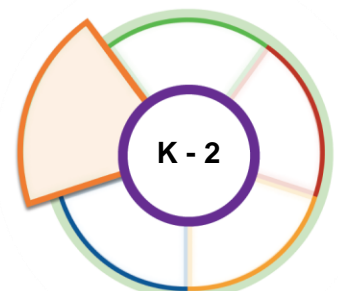
Educator Prompts:

- Why does the seed/plant need water?
 - Why do our bodies need water?
6. Have students plant a bean, like Murray in the book.



Curriculum Connections

- FDK: OE6: Demonstrate an awareness of their own health and well-being; 6.2 investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
- Grade 1: D1.1 Food for healthy bodies and minds; D2.2 Hunger and thirst cues
- Grade 2: D2.1 Healthy eating patterns; D2.2 Food choices (snacks, meals)



Example Parent/Guardian Letter about Murray & Bird Storybook



Dear Parent/Guardians,

A copy of a storybook called **Murray & Bird** has been sent home with all students.

We hope that you will read **Murray & Bird** with your child(ren) and discuss the importance of drinking water and eating vegetables and fruit. Research shows that health education needs to be addressed both in the classroom and at home. Throughout the book you will see additional text boxes with questions. You may wish to use these questions to encourage discussion.

Please return the book to the class on _____. We will be discussing the book in class and engaging in some activities related to the storybook, water and vegetables and fruit.

Thank you for your support.

Supplementary Information

Topics

- Creating a Positive Classroom Eating Environment
- Water
- Fundraising
- Classroom Rewards
- Classroom Celebrations
- Vegetables and Fruit
- Packing Healthy Lunches

Creating a Positive Eating Environment in the Classroom

1. Decrease risk of allergic reactions/spreading illness

- Encourage all students to wash their hands with soap and water prior to eating lunch
- Follow cleaning and sanitizing procedures for desks
- Discourage food sharing

2. Seating

- Everyone should be seated comfortably at a table

3. Turn off the Screens

- Avoid using videos or Smartboards during lunchtime. Dedicating this time to eating and socialization encourages mindful eating and strengthens student relationships.

4. Avoid 'Policing' Lunches

- Many factors affect what goes into a child's lunch that the child may not necessarily be able to control. Monitoring lunches can be demoralizing and anxiety provoking for a child.

5. Division of Responsibility

- **What** does the student have to eat? – parent role
- **When** does the student eat? – school role
- **Where** does the student eat? – school role
- **If and how much** does the student eat? – student role

6. Celebrate Differences

- Everyone is different and unique, there are different ways of eating and students do not all eat at the same pace. Be respectful and celebrate differences, avoid rushing students through their meal.
- Recommendation is a minimum of 20 minutes for lunch time.

7. Role Model

- Making healthy food and drink choices as adults normalizes healthy eating and can impact the choices students make.



Supplementary Information: Water Does Wonders

Water is the natural and easy choice to stay hydrated. The “Water Does Wonders” campaign encourages kids and families to reach for water when thirsty instead of sugar-sweetened drinks. Water is sugar, energy and caffeine-free. It is the smart choice to sip on throughout the day. Other healthy options to have at meals are drinks like plain white milk and unsweetened fortified soy beverages.

Did you know that water makes up more than half of a child’s body by weight?

Water is an essential nutrient and is involved in many important functions:

- moves nutrients and waste through your body
- helps to keep your blood pressure normal
- protects and cushions your joints and organs
- controls your body temperature
- lowers your risk of dehydration

As children get older, they are more likely to drink more sugar-sweetened beverages. These drinks can be filling, provide little in the way of nutrition, and contain a lot of sugar. Sugar-sweetened beverages include drinks like pop, fruit drinks (e.g., punches, lemonade, ice tea etc.), specialty teas and coffees, sports and energy drinks and sweetened milks. These beverages contribute a lot of sugar to children’s diets. For example, one 355 mL can of sugar-sweetened pop has up to 40 grams (about 10 teaspoons) of sugar. You may ask – What about juice? Juice (100%) does contain some vitamins, but it also contains a lot of natural sugar. For this reason, it should be consumed in moderation (for children about a half a cup per day). Eating a whole piece of fruit or vegetable is a healthier choice because it has the added benefit of fibre.

Healthy habits that are formed at an early age, like making healthy beverage choices, are often transferred into later life.

Remember Water Does Wonders ... choose it often!

Plus, did you know you can also eat your water too! Most vegetables and fruits contain up to 80% water and kids do not eat enough of them. Enjoy vegetables and fruit at snacks and meals.

Here are some easy ways to get enough water:

- use a reusable water bottle (at work, play, school),
- keep pitchers of water on the counter or in the fridge,
- serve water, plain white milk or fortified soy beverages at mealtimes,
- have cut up vegetables and fruit easily available with meals and snacks,
- prepare homemade soups with lots of vegetables in them.

Supplementary Information: Fundraising

Facts about Fundraising

Fundraising to support school activities is common and important. You can help students practice what they learn in the classroom about healthy eating, by ensuring that your school fundraising activities support healthy living.

Fundraising ideas ... beyond food

- Profile your school! Sell items like annual school calendars, travel mugs, reusable fabric bags, water bottles, key chains, pencils, t-shirts, hats, etc. that are branded with your school logo
- Sell stationary/school supplies bought in bulk at a reduced cost
- Promote literacy with book fairs
- Plan an auction or garage sales
- Host a silent auction. Feature donated products from local businesses (e.g., round of golf, gift basket)
- Sell raffle tickets for a gift basket or a certificate to a local store
- Partner with a nursery to sell flowers or flower baskets and/bedding plants
- Make and sell bracelets for special days (e.g., Valentine's Day, Mother's Day)
- Plan a flea market or sports equipment sale
- Charge a small admission fee to a school dance
- Organize a 'teachers versus students' sports game (e.g., hockey, volleyball, badminton or basketball game/tournament) and charge a small admission fee
- Hold fun theme days where students pay to dress up in their pajamas or wear their hair crazy
- Hold a car wash to promote school spirit and physical activity
- Raffle off themed gift baskets (e.g., gardening basket with gardening gloves, seeds, watering can, row markers, gardening magazine)
- Sell magazines, gift wrap, candles, mailing/personal labels, holiday ornaments
- Provide holiday gift wrapping (by students)
- Organize a bike-a-thon, skip-a-thon or walk-a-thon
- Host a hula-hoop competition
- Hold a treasure hunt/scavenger hunt or organize an 'Amazing Race'
- Dress code "vacation" from school uniforms
- Guess the weight of the pumpkin for a fall celebration (instead of jelly bean guessing)

Fundraising ideas...with food

- Garden fresh boxes filled with local produce
- Citrus (oranges or grapefruits)
- Cheese
- Seasoning and Spice Kits, Soup Kits
- Family spaghetti or BBQ dinner hosted by school council (selling foods/beverages that meet P/PM 150 Nutrition Standards)
- Fruit Grams (see labels on next page)

Fundraising with Fruit Grams

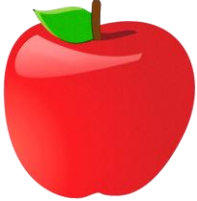


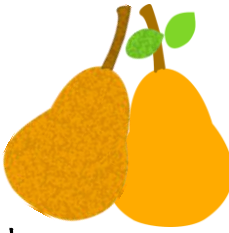





Ingredients and supplies

- Whole fruit (i.e. Bananas, pears, apples, oranges)
- String/plastic Bands and labels

Instructions

1. Create labels with positive messaging such as those seen in the picture.
2. Tie to fruit with string/plastic band



<p>You are the apple of my eye!</p> 	<p>Orange you glad we're friends?</p> 	<p>I'm going bananas over you!</p> 
<p>We make a perfect pear!</p> 	<p>Orange you glad we're friends?</p> 	<p>We're a super "pear" of Friends!</p> 
<p>I'm super bananas for you!</p> 	<p>You are the pick of the Bunch!</p> 	<p>You are the apple of my eye!</p> 

Supplementary Information: Classroom Rewards

Rewards are often used to recognize students for their success at school. When students are rewarded with non-food items and privileges, the information they learn about healthy eating is reinforced by positive actions. Providing healthy choices not only provides positive role modeling, but also allows for consistent messaging about healthy eating.

Healthy Choices for Classroom Rewards

Healthy classroom rewards are rewards that do not include food, but instead use non-food items (e.g., stickers, pencils, note pads, bookmarks, certificates) and privileges (e.g., dancing to music for a fun break in the classroom, extra computer time, time for physical activity, etc.).

What are some examples of non-food rewards?

Depending on the age of the student, the type of rewards may differ. Inspire students by giving them a chance to:

- Sit by friends
- Read outdoors
- Enjoy class outdoors
- Have an extra recess
- Read to a younger class
- Be first in line for the day
- Make deliveries to the office
- Have extra art or computer time
- Be a helper in another classroom
- Keep a stuffed animal at his/her desk for a day
- Earn extra physical activity time
- Sit at the teacher's desk
- Recognition with a certificate

Classroom Rewards Fact Sheet:

Printed with permission from Action Schools! BC

A Treasure Box of Rewards

- Stickers
- Pen, pencils, special note paper
- Erasers
- Bubbles
- Bouncy balls
- Playing cards
- Jacks
- Magnifying glass
- Slinkys
- Skipping rope
- Frisbee
- Hair accessories
- Check out discount stores for other ideas

Physical activity and food should not be linked to punishment. Taking away recess or forcing students to do extra (e.g., running laps) may cause children to dislike physical activity. Also, food should not be withheld to punish children as part of "policing lunches".

Supplementary Information: Classroom Celebrations

Classroom celebrations provide time for students to enjoy themselves and take part in fun activities. Often celebrations involve food. The Ministry of Education's School Food and Beverage Policy (P/PM150) applies only to foods **sold** at school. Although food provided during classroom celebrations are **not sold**, providing healthy food at classroom celebrations is another opportunity to role model healthy food choices and lessons taught in the classroom.

When students are celebrating an event or holiday, be sure to encourage healthy choices for the celebration. Serving healthy food at classroom celebrations helps students to practice what they learn about healthy eating and makes it easier for the students to make a healthy choice. When students are given the opportunity to learn about healthy eating, and practice it by selecting and eating healthy foods, it allows for a more consistent and comprehensive message.

Classroom celebrations are also an excellent opportunity to learn about different cultures and their traditions. Music, arts and crafts, games, stories and songs, along with food preparation and tasting, help make cultures come alive for children.

Classroom celebrations don't necessarily have to involve food, but if they do, be sure to provide healthy and dental friendly options. Vegetables and fruit served in creative and fun ways are an excellent choice! Ensure that the food is safe, wholesome, and served in appropriate portion sizes. You will be amazed to see that children quickly join in once they see their friends enjoying fruit kabobs or veggie sticks. For more fun, creative and themed ways to serve up vegetables and fruit visit: <https://www.pinterest.com/brightbitesca/celebrations/>

What are some examples of healthy foods to celebrate with?

- Fresh fruit kabobs with melon, pineapple, orange or other seasonal fruits
- Vegetable sticks with a yogurt-based dip, or salsa
- Apple wedges sprinkled with cinnamon
- Carrot and celery sticks with hummus for dipping
- Yogurt parfait with fruit
- Fruit sauces with no added sugar
- Fruit smoothie

Supplementary Information: Vegetables and Fruit

Vegetables and fruit are packed full of vitamins, minerals and dietary fibre. Research shows that eating vegetables and fruit daily may help to keep us healthy and decrease the risk of developing chronic diseases in the future. Generally, we don't eat enough vegetables and fruit. The following tips might encourage your family to eat more vegetables and fruit each day.

- 🍎 **Be a role model** - Let your kids see you eating and enjoying vegetables and fruit.
- 🍎 **Serve vegetables and fruit often** - Buy vegetables and fruit in season. During winter months, frozen vegetables and fruit are often cheaper and just as nutritious! Buy plain frozen vegetables (without sauces) and frozen fruit without added sugar.
- 🍎 **Prepare ahead** - Wash, cut and have vegetables and fruit ready to eat at snack time.
- 🍎 **Involve your kids** – Get them helping with menu planning, grocery shopping and helping in the kitchen. When they help make it, they may be more interested in eating it. Be sure to give them age appropriate tasks in the kitchen
<http://www.unlockfood.ca/en/Articles/Childrens-Nutrition/Cooking-and-Meal-Planning/Cooking-with-Kids.aspx>
- 🍎 **Let them try different vegetables and fruit** - Offer a *new* food with foods they are used to eating. Children might have to be introduced to new foods 8-12 times or more before they will try and maybe accept it. Offer but don't push or force them to eat it.
- 🍎 **Make it fun** - Add banana slices, orange segments or apple slices to pancakes or to cereal. Add pepper slices, zucchini, mushrooms, onions or tomatoes to make pizza faces.
- 🍎 **Enjoy family meal times** – When families have meals together they eat more vegetables and fruit!

To see more ideas about eating more vegetables and fruit, visit the Middlesex London Health Unit YouTube channel

<https://www.youtube.com/user/mlhealthunit>

What's the Difference?

Resource Adapted with permission from: Action Schools! BC Healthy Eating Action Resource

What is a Vegetable?

Vegetable is not a botanical term, but rather a culinary term which generally refers to any edible part of a plant that is not regarded as a fruit, nut, herb, spice, or grain. Vegetables can include leaves (lettuce), stems (asparagus), roots (carrots), tubers (potatoes), flowers (broccoli), bulbs (garlic), and seeds (peas and beans). Some botanical fruit such as cucumbers, squash, pumpkins, tomatoes, and sweet peppers are usually referred to as vegetables.

What is a Fruit?

In botany, a fruit is the ripened seed-bearing part of a flowering plant. In cuisine when discussing fruit as food, the term usually refers to just those plant fruits that are sweet and fleshy (e.g., plums, apples, and oranges). Many foods are botanically fruit but are treated as vegetables in cooking. These include cucurbits (e.g., squash, pumpkins, and cucumbers), tomatoes, peas, beans, corn, eggplants, and peppers.

Where does it grow? - Edible Plant Parts

Vegetables and fruit grow on plants, bushes, trees, and underground. We eat many different parts of these plants. See the plant part descriptions below and examples of each part.

- **ROOTS AND TUBERS** keep the plant in the ground and absorb and store water and minerals from the soil. The tuber is the enlarged tip of an underground stem, which the plant uses to store food.
- **STEMS** hold the plant up and carry water throughout the plant.
- **LEAVES** grow from stems and make most of the plant's food.
- **FRUIT** is the edible part that develops from a flower.
- **SEEDS** found inside the fruit produce new plants.
- **FLOWERS** assist with pollination and seed growth.

Roots we eat:

Beets
Carrots
Jicama
Leeks
Onions
Parsnips
Radishes
Rutabagas
Scallions
Turnips

Tubers we eat:

Cassava
Potatoes
Sweet potatoes

Stems we eat:

Asparagus
Celery
Bamboo shoots
Rhubarb

Flowers we eat:

Cauliflower
Artichoke
Broccoli
Squash flowers

Seeds we eat:

Beans
Edamame beans
Peas
Pumpkin seeds
Sunflower seeds

“Fruit” we eat:

Apples
Apricots
Artichokes
Avocados
Bananas
Bell peppers
Berries, all kinds
Corn
Cranberries
Cucumbers
Dates
Eggplant
Figs
Grapefruit
Kiwis
Kumquats
Lemons
Mangoes
Melons, all kinds

Oranges
Papayas
Peaches
Pears
Persimmons
Pineapples
Plums
Pomegranates
Pumpkins
Squash
Strawberries
Tangerines/tangelos
Tomatoes

Leaves we eat:

Beet greens
Bok choy
Brussel sprouts
Cabbage, all kinds
Chard
Cilantro
Kale
Lettuce, all kinds
Mustard greens
Parsley
Spinach
Turnip greens
Watercress



Vegetables and Fruit by Colour Category

There are several lessons and activities in this resource highlighting the importance of eating a colourful variety of vegetables and fruit. The chart below is a handy reference when preparing for these activities.

GREEN	YELLOW/ ORANGE	BLUE/ PURPLE	RED	WHITE/BROWN
Artichokes	Acorn squash	Black currants	Beets	Bamboo shoots
Arugula	Apricots	Blackberries	Blood oranges	Bananas
Asparagus	Bananas	Blueberries	Cherries	Bean sprouts
Avocados	Butternut squash	Boysenberries	Chili peppers	Brown pears
Beet greens	Cantaloupe melon	Bunch berries	Cranberries	Cassava
Bok choy	Carrots	Eggplant	Dragon fruit	Cauliflower
Broccoli	Clementines	Elderberries	Juniper berries	Celeriac
Brussels sprouts	Corn	Juniper berries	Loganberries	Daikon
Celery	Golden kiwifruit	Plums	Marionberries	Dates
Chicory	Gooseberries	Prunes	Pink grapefruit	Durians
Chinese cabbage	Grapefruit	Purple Asparagus	Pomegranates	Jicama
Collards	Guava	Purple Belgian endive	Pomellos	Lychees
Cucumbers	Jackfruit	Purple cabbage	Radicchio	Mushrooms
Edamame beans	Kumquats	Purple figs	Radishes	Onions
Fiddleheads	Lemons	Purple grapes	Raspberries	Parsnips
Green apples	Mangoes	Purple huckleberries	Red apples	Shallots
Green beans	Nectarines	Purple peppers	Red currants	Sunchoke
Green cabbage	Oranges	Purple potatoes	Red grapefruit	Turnips
Green grapes	Papayas		Red grapes	White grapefruit
Green onion	Passion fruit		Red huckleberries	White nectarines
Green pears	Peaches		Red peppers	White peaches
Green peppers	Persimmons		Red cabbage	White potatoes
Honeydew melon	Pineapples		Red potatoes	Yukon gold potatoes
Kale	Pumpkin		Rhubarb	
Kiwi fruit	Quince		Salmonberries	
Kohlrabi	Rutabaga		Saskatoon berries	
Lettuce	Spaghetti squash		Sopalali berries	
Leeks	Star fruit		Strawberries	
Limes	Sweet potatoes		Tayberries	
Okra	Tamarillos		Thimbleberries	
Peas	Tangerines		Tomatoes	
Rapini	Ugli fruit		Watermelon	
Romaine lettuce	Yellow apples		Xigua	
Seaweed	Yellow figs			
Snap peas	Yellow pears			
Snow Peas	Yellow peppers			
Spinach	Yellow potatoes			
Sugar peas	Yellow squash			
Zucchini	Yellow tomatoes			
	Yellow watermelon			

Resource Adapted with permission from: Action Schools! BC Healthy Eating Action Resource

Supplementary Information: Healthy Lunches

It's important for your child to start their day with a balanced breakfast to energize their body. It's also important to send a healthy lunch to eat at school. A balanced lunch will give your child the energy to focus, learn and be active. It will help them to take on the rest of their day! Planning and packing a healthy lunch takes a little time upfront but it is worth the effort.

Involve your child

Have your child help you plan lunches for the week or get their healthy ideas. Plan a balanced meal that includes: vegetables & fruit, protein choice and whole grains. Choose whole unprocessed foods most often.

Make Lunches Kid Friendly

Pack portions your child can eat and don't overwhelm them with too much food. Check with them about the amounts you are sending and adjust if needed. Use containers that can be easily opened.

Don't forget the vegetables & fruits

They are packed with nutrients and kids don't eat enough! Try to include at least one vegetable and one fruit in their lunch every day. In the colder months unsweetened frozen and canned fruits are a good choice and economical too!

Be creative

Variety is the spice of life! Even old favourites can become boring after a while. Change it up with different whole grain breads, rolls, pitas and different vegetables & fruit. In the fall and winter a thermos lunch or hot lunch is a nice alternative. Try cooking once and eating twice! For example, for supper make extra portions of whatever you are making e.g., chicken, casseroles, soup. Cool the extra portions in the refrigerator overnight. In the morning heat the food to piping hot and transfer into a wide mouth thermos to keep hot until lunch time.

Watch out for convenience foods and pre-packaged meals

Packaged meals can be high in fat, salt and/or sugar and often cost more than if you make it yourself. You can use a plastic container that is divided into sections. Pack with foods like a homemade muffin, cheddar cheese cubes, watermelon chunks, red pepper strips and hummus. Homemade lunches help you save money, help protect the environment, and are a healthier choice too.

Pack a Healthy Drink

Choose water, plain white milk or unsweetened fortified soy beverage most often.

Keep lunches safe

Keep hot foods hot by using a thermos and keep cold food cold by using ice packs or frozen water bottles and insulated lunch bags.

Newsletter Inserts

Topics

- Water
- Fundraising
- Classroom Celebrations
- Vegetables & Fruit
- Packing Healthy Lunches
- Family Meals

Newsletter Inserts: Water

The following newsletter Inserts courtesy of Brightbites.ca

- Water's Cool in Our School! Does your child drink enough during the day? Encouraging children to drink water is an easy and low-cost way to promote health and learning. Water is important for almost everything that happens in the body. The brain is made up of 80 per cent water. Throughout the day, children should be drinking enough water to be sure that their bodies can work at their best. Therefore, our school will be actively promoting water as the beverage of choice! We are also encouraging students to bring their own refillable bottle of water to school every day. Children will always be allowed to keep this bottle on their desks. We will be asking them to take it home each night, so that it can be thoroughly cleaned.
- Water bottles should be washed daily in warm, soapy water, rinsed and left to air-dry upside down. The nozzle or lid of the bottle should be opened and washed and rinsed thoroughly. If the bottle is dishwasher safe it can also be washed in a dishwasher, taking care to separate the cap from the bottle.
- The amount of water you need depends on your age, amount of muscle and level of physical activity. It is always best to choose water when you are thirsty. Have a refillable water bottle with you during the day to make it easier to drink small amounts throughout the day. You will need more water when you are active and during hot weather. Although it is rare, drinking too much water all at once can be harmful.

Newsletter Inserts: Fundraising

Choose Healthy Fundraising Activities

Lots of schools fundraise. Common types of fundraisers may include selling chocolate bars, cookie dough or having bake sales and cake raffles. Help to make your school community a healthier place by fundraising with healthy foods or non-food items.

Consider some of these fundraising ideas that go beyond food!

- Hold a silent auction featuring the products and talents of local businesses. For example, a round of golf, haircut, gift basket, car safety check-up, manicure, etc.
- Ask a local store or popular sports teams to donate a gift certificate or tickets to a game and sell raffle tickets.
- Partner with a local nursery and sell hanging flower baskets and/or bedding plants.
- Plan a flea market, used book or sports equipment sale.
- Ask students to collect pledges for a basketball hoop-shooting event, read-a-thon, bowl-a-thon or walk-a-thon.
- Hold a teacher versus students or parents' sports game. Charge a small admission fee.
- Consider selling healthy food items like apples or citrus fruits. Consider selling non-food items like calendars, seeds/flowers/bulbs, greeting cards, stationary, mini first aid kits etc.

Newsletter Inserts: Classroom Celebrations

Healthy Classroom Celebrations

Classroom celebrations provide a time to enjoy fun activities. Board games, active games, music, arts, crafts, stories and songs are activities children enjoy. If you are going to send something to a classroom celebration, think about sending non-food items. Celebrate with items like theme pencils, erasers, stickers, etc. If you send food, help to make your school a healthier place by sending a healthy and allergen free snack. Remember that most schools are a peanut/nut-free environment.

Vegetables and fruit served up in fun, creative ways make an excellent healthy snack. When it comes to vegetables and fruit, they're so good for us, but most of us don't eat enough of them! For fun and creative ideas to serve up vegetables and fruit visit

<https://www.pinterest.com/brightbitesca/celebrations/>



Newsletter Inserts: Vegetables & Fruit



Celebrate Good Times with Veggies and Fruit

Vegetables and fruit are a quick and easy food to add to lunches and snacks. They are a healthy choice too! Packing at least one vegetable or fruit for meals and snacks will also help your child eat plenty of veggies and fruit each day.

Celebrations at school are a great time to offer vegetables and fruit. They can be served in creative and fun ways! Offering healthy foods at school celebrations is a way to role model healthy eating. It also helps to provide consistent messaging. Children learn about healthy eating in the classroom and get a chance to try healthy foods at classroom celebrations.



www.healthunit.com

Make your LUNCH **SUPER** with Veggies & Fruit!

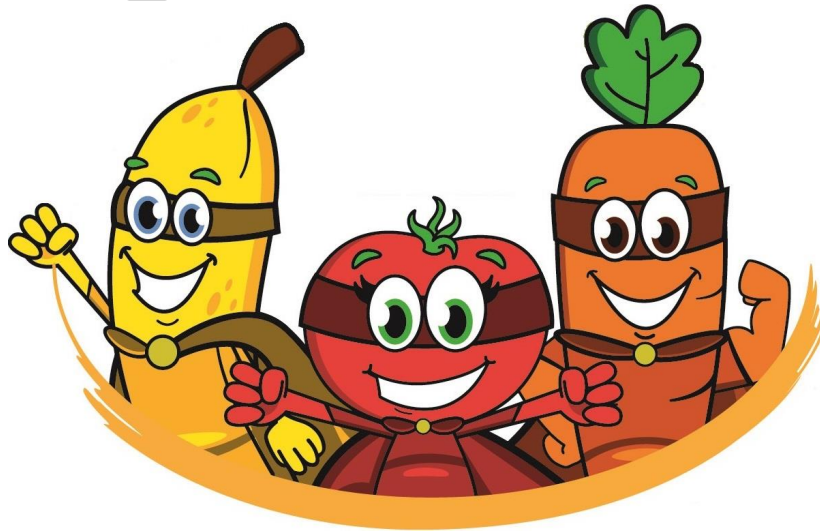


Try out some of these ideas...

- ✓ Pack cut-up vegetables like broccoli, carrots, cauliflower or peppers and bring along a dip like hummus!
- ✓ Add tasty vegetables to a sandwich - like lettuce, tomatoes, cucumbers or peppers.
- ✓ Pack your own "lunchable" and include veggies, fruit, whole grain crackers and cheese.
- ✓ Pack fresh, canned or frozen fruit for dessert!

Bring out your

SUPERHERO



Add Vegetables and Fruit to your
Meals and Snacks:

- They have fibre, vitamins and minerals.
- They are good for you!
- They will help you stay healthy and energized!
- They are crunchy, **colourful** and tasty!

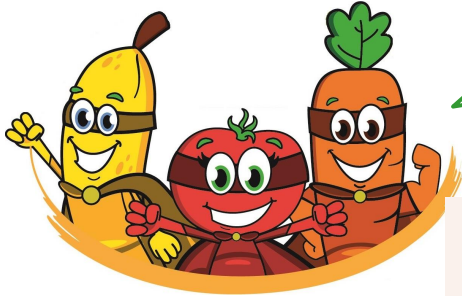
Make your **BREAKFAST** **SUPER** with Veggies & Fruit



Try out some of these ideas...

- ✓ Add banana or strawberries to your cereal.
- ✓ Add berries to yogurt.
- ✓ Try a smoothie - blend milk, yogurt and add a fruit like frozen mango or bananas.
- ✓ Scramble an egg or make an omelette and add your favorite veggies – tomato, peppers etc.
- ✓ If there are no allergies in the home, wrap it up. Put a banana and peanut butter in a whole grain wrap.

Make your DINNER **SUPER** with Veggies & Fruit



Add more veggies to your plate...

Try the
"half plate"!



Eating together
really is better!

When we eat together we
eat more veggies
and fruit!



www.healthunit.com

Newsletter Inserts: Healthy Lunches



What's in the Lunch Bag?

The next time you pack your child's lunch, use the following tips:

- Involve your children in planning and preparing lunches.
 - Focus on including vegetables and fruits, add a protein, a whole grain and make water the drink of choice. <https://food-guide.canada.ca/en/tips-for-healthy-eating/school/> .!
 - Try to avoid packing processed foods like premade lunch kits, sugary drinks etc. If your kids want lunch kits (meat, crackers, candy and drink) from the grocery store, make your own healthy version instead! Put whole grain crackers, leftover meat from dinner some vegetable sticks and hummus and fruit in a sectioned plastic container. Include a healthy drink: water, white milk, unsweetened fortified soy. options, like fruit and plain yogurt or homemade oatmeal cookies. High sugar and high fat desserts should only be included sometimes and in small portions.
- Desserts can be included too. Choose healthier



www.healthunit.com

Newsletter Inserts: Family Meals

Family Meals

Enjoying meals together as a family is a great place for kids to learn how to eat healthy. At family meals, parents and caregivers can role model or show what healthy eating looks like.

Children who eat meals with their family:

- Eat more vegetables and fruit
- Eat and drink more calcium-rich foods like milk
- Drink fewer sweetened beverages

Eating together also provides:

- Time for parents to role model table manners
- A time for families to connect and share about their day

When eating together happens more often, children tend to have a more positive outlook on their future and feel more supported. Family meals are a recipe for success. Be sure to turn the TV off, relax and enjoy your meal with your family!

For more information on “Family Meals”, watch the video at:

www.healthunit.com/children-youth-family-meals

www.healthunit.com

Host a

SUPERHERO



at your
table

Adding **veggies** and **fruit** to your meals is easy...
Visit these websites for ✓ getting kids involved
✓ cooking tips ✓ videos ✓ recipes and more!

www.ontario.ca/foodland

[https://food-
guide.canada.ca/en/](https://food-guide.canada.ca/en/)

www.unlockfood.ca

***Be sure to cook with the help of your parent or an adult.

www.healthunit.com

Announcements: Water

Courtesy of Bright Bites www.brightbites.ca

- Did you know that most of your body is made up of water! We lose water by sweating and breathing, and peeing so we need to drink lots of water every day. I'm sure glad we have lots of water fountains around the school!
- Each day, we also lose a little more than a cup of water (237 ml) just by breathing. Stay hydrated with water!
-
- Water does wonders. It helps to control the Earth's temperature. It also keeps our body healthy. Water helps to control the temperature of our body, it carries nutrients and oxygen to cells in our body, cushions joints, protects organs and tissues, and removes wastes. It really does wonders!
- Did you know: Refilling a half-liter (500ml) water bottle 1,740 times with tap water is the equivalent cost of a 99-cent water bottle at a convenience store? Enjoy tap water: the cheaper choice.
- Did you know that there are 36 teaspoons of sugar in a Slushy? That's over a cup of sugar in each drink! Choose water first to quench your thirst.
- It's Game Day ...good luck! Don't forget to stay hydrated! Drink water before, during and after moderate activity for best results.

Announcements: Vegetables & Fruit

- Did you know that frozen and canned vegetables & fruit are just as good for you as fresh ones? Bring out your Super Hero ... eat vegetables & fruit!
- Celebrate good times with vegetables & fruit. They're a quick and easy healthy food to add to lunches and snacks. Pack at least one vegetable or fruit every day! Bring out your Super Hero ... eat veggies & fruit!
- Celebrations are a great time to eat vegetables & fruit. Be creative and have fun with food! Bring out your Super Hero ... eat vegetables & fruit!
- Bring out your Super Hero ... eat veggies & fruit! Add them to your lunch: like carrots with hummus dip! OR a big red apple! They taste great and are good for you too!
- Eat in colour! Add vegetables & fruit to your meals and snacks:
 - They have fibre, vitamins and minerals.
 - They'll help you stay healthy and energized!
 - They're crunchy, colourful and taste great!
- Bring out your Super Hero ... eat vegetables & fruit at breakfast. Try these ideas:
 - Add strawberries to your cereal
 - berries to your yogurt.
 - Or make a smoothie - blend milk, yogurt and fruit

These announcements courtesy of Bright Bites www.brightbites.ca - Paint your plate

- Want to start your school year in a healthy way? Eat plenty of vegetables and fruit every day. Crunch a juicy apple, munch on a handful of baby carrots or yummy grapes, eat salad greens. Vegetables and fruit are filled with vitamins and minerals that help your body to grow and your brain to learn. Bring out your Super Hero ... eat vegetables and fruit!
- Have you ever wondered why apples float? Apples float because they contain 25 per cent air. Apples also contain fibre. It is important to eat fruit daily at meals and snacks. They provide your body with fibre. Bring out your Super Hero ... eat vegetables and fruit!
- Did you know that most children are not eating enough vegetables and fruit that they need to be healthy and active? Try eating vegetables and fruit at every meal and snack. Bring out your Super Hero ... eat vegetables and fruit!
- Did you know that champion pumpkins today can weigh over 363 kg? That's as big as a grizzly bear! These pumpkins grow almost 7 kg each day. Your body does not grow that fast, but you do grow every

day. Make sure that you grow healthy and strong by choosing healthy foods. Be sure to reach for plenty of vegetables and fruit every day. Bring out your Super Hero ... eat vegetables and fruit!

- Did you know that early settlers in North America made grey paint by boiling blueberries and milk together? Well, you would not want to snack on that but, eaten separately, blueberries and milk make a great snack. For breakfast, ask mom or dad to throw a handful of blueberries into pancakes or muffins or enjoy blueberries on your cereal. This adds a colourful start to your day and puts you well on your way to getting enough vegetables and fruit. Bring out your Super Hero ... eat vegetables and fruit!
- Did you know that green peppers have twice as much vitamin C as oranges? Red and yellow peppers have four times more vitamin C than oranges. Vegetables and fruit are a great source of vitamin C. Vitamin C helps keep you healthy. Bring out your Super Hero ... eat vegetables and fruit!

Season - Winter

- Did you know that bananas are eaten more than any other fruit in the world? There are over 500 different types of bananas in the world. If you eat a different kind every day, it could still take you almost a year and a half to try every banana. Enjoy them at meals or for a quick snack on the run. Bring out your Super Hero ... eat vegetables and fruit!
- Did you know that a clementine orange has been called the 'zipper orange' because it is so easy to peel? Clementine oranges are a good source of vitamin C. Vitamin C keeps your bones, teeth and gums healthy and it helps your body to fight infections, like colds. Kiwis, strawberries and cantaloupe also have vitamin C. Pack a couple of clementine oranges in your lunch for a fast and tasty mid-morning snack. Bring out your Super Hero ... eat vegetables and fruit!
- Did you know that a pineapple can weigh up to 9 kg? Pineapples are full of vitamins and minerals. In the winter, try juicy canned pineapple – in spears or chunks. Buy canned pineapple packed in its own juice, not in sugar syrup. Are you eating enough vegetables and fruit? Bring out your Super Hero ... eat vegetables and fruit!
- Which food grouping has all the colours of health? It's Vegetables and Fruit! They come in a rainbow of colours. Go for green peas or beans, yellow-orange squash or peaches, red peppers or pink grapefruit, blueberries, green peppers and white cauliflower or pears. How many colours can you add to your meals and snacks? Bring out your Super Hero ... eat vegetables and fruit!
- Do you like being fooled ... tricked ... taken? Snacks such as Fruit Roll-ups®, Fruit Snacks® and Fruit by the Foot® are candy in disguise. They contain a very small amount of fruit, but not enough to count. Instead, we are eating sugar, artificial flavours and colours, and preservatives. Don't be fooled by fancy packaging with pictures of fruit and words such as 'real fruit' on the label. Know what you are eating. Bring out your Super Hero ... eat vegetables and fruit!

Season - Spring/Summer

- Did you know that a strawberry has about 200 seeds and that they are the only fruit that have their seeds on the outside? Strawberries are a great source of vitamins and minerals, including vitamin C. Strawberries

make a delicious and healthy snack, and can be served plain or on top of cereal or yogurt. Bring out your Super Hero ... eat vegetables and fruit!

- Don't like cooked vegetables? No problem. You do not have to be a master chef to enjoy vegetables and fruit each day. Instead, pack raw vegetables and fresh fruit in your lunch for easy snacking. Many vegetables and fruit taste great with a yummy dip or dressing on top. For dessert, nothing beats berries, bananas or apple slices dipped into tangy yogurt. Bring out your Super Hero ... eat vegetables and fruit!
- Have you enjoyed a tomato lately? Tomatoes are the third most popular vegetable in Canada! Layer them with other veggies like lettuce or cucumber on a sandwich. Pack a few cherry or grape tomatoes in your lunch for a juicy burst of flavour. Do you have a tomato in your lunch today? Bring out your Super Hero ... eat vegetables and fruit!
- Which fruit is 88 per cent water and full of nutrients? Watermelon ... the perfect treat on a hot summer day. Watermelon is an excellent source of both vitamins A and C. So eat ... or drink up! Bring out your Super Hero ... eat vegetables and fruit!

Fruit and Vegetables - additional announcements:

Q: In winter months I am just as nutritious as fresh vegetables and fruit.

What am I?

A: Frozen and canned vegetables and fruit. Bring out your Super Hero ... eat vegetables and fruit!

Q: This part of a vegetable or a fruit is a great source of fibre. What am I?

A: I am the skin. Be sure to wash it thoroughly before eating! Bring out your Super Hero ... eat vegetables and fruit!

Q: I am a round vegetable made of leaves. I can be green or red in colour, high in vitamin C. I can be used in salads or boiled or steamed. What am I?

A: I am red or green cabbage. Bring out your Super Hero ... eat vegetables and fruit!

Q: I am yellow in colour. I grow on trees and can be yellow or pink inside.

What am I?

A: I am a grapefruit. A grapefruit is a citrus fruit, full of vitamin C and fibre. Bring out your Super Hero ... eat vegetables and fruit!

Announcements: Healthy Lunches

- Lunchtime!! Try to have healthy foods in your lunch every day. Veggies or fruit, milk and whole grain crackers and you've got it made!
- Rumble, rumble, rumble! It's time for lunch – woo-hoo! Time to relax with your friends and eat some healthy foods-it's your bodies' fuel that helps you to think, grow and feel good all afternoon!
- Looking for lunch ideas? Try a "combo" lunch. Take whole grain pita bread, add meat or cheese, top it with tomatoes, cucumber, lettuce and Voila –a healthy lunch!
-
- Ever thought of a thermos lunch? You can bring soup, pasta and sauce, or last night's leftovers. A hot lunch on a cold day, can be very satisfying.
-
- Don't forget the vegetables and fruit at lunch. Add vegetables to your sandwich. Pack a fruit for dessert or bring a side of cut up vegetables to munch. Add some hummus for dipping!
- A healthy lunch is a lunch that is packed safely. Keep cold foods cold with an insulated lunch bag and ice pack and keep hot foods hot by using a thermos – lunch has never tasted better!
- Did you know lunch gives you energy for the second half of the day? Lunch gives your body nutrients and energy to think, learn and play at school.

Announcements: Family Meals

- Did you know that when you sit down and eat with your family you eat better? Children who eat meals with their family: eat more vegetables and fruit, drink fewer sweetened beverages and eat and drink more calcium-rich foods like milk!

Recipes: Vegetables & Fruit

Vegetables & fruit have been identified as a priority in our school. Therefore, sending home consistent messaging about vegetables & fruit is important. The goal is to encourage families to serve vegetables and fruit often, at meals and snacks and in different ways. Vegetables & fruit recipes can be offered to families at school events or recipes added to school newsletters. For more recipe ideas visit: Foodland Ontario www.ontario.ca/foodland/page/season-recipes or Unlockfood.ca <http://www.unlockfood.ca/en/Recipes.aspx>.

Pear, Apple and Blueberry Granola Parfait

Enjoy these parfaits at breakfast or as a dessert
Serves: 4

Ingredients:

- 2 Ontario Pears, cored and sliced
- 2 Ontario McIntosh Apples, cored and sliced
- 1/2 cup (125 mL) Ontario Blueberries
- 1/4 cup (50 mL) vanilla yogurt
- 1 tbsp. (15 mL) granola with raisins
- 4 parfait glasses



Preparation:

Gently toss together 2 Ontario Pears, cored and sliced, 2 Ontario McIntosh Apples, cored and sliced, and 1/2 cup (125 mL) Ontario Blueberries. Spoon half of fruit mixture into each of 4 parfait glasses. Top each with 1/4 cup (50 mL) vanilla yogurt and 1 tbsp. (15 mL) granola with raisins.

Repeat layers.

Recipe and photography courtesy of Foodland Ontario



Barbecued Quesadillas

These quesadillas are ideal for lunch, a picnic or cut into wedges and served as an appetizer. They are great served hot or at room temperature.

Preparation Time: 10 minutes

Cooking Time: 2 minutes

Servings: 4

Ingredients:

- 1 cup (250 mL) cooked Ontario Corn kernels
- 1 medium Ontario Tomato, seeded and finely diced
- Half small Ontario Sweet Red, Green **or** Yellow Pepper, seeded and diced
- 1 cup (250 mL) shredded Monterey Jack **or** mozzarella cheese
- 1 cup (250 mL) shredded Cheddar cheese
- 1/2 cup (125 mL) diced cooked ham **or** smoked turkey
- 1/4 cup (50 mL) finely chopped fresh coriander (optional)
- 2 tbsp. (25 mL) salsa
- 8 whole grain whole wheat flour tortillas (7 to 8-inch/18 to 20 cm)



Preparation:

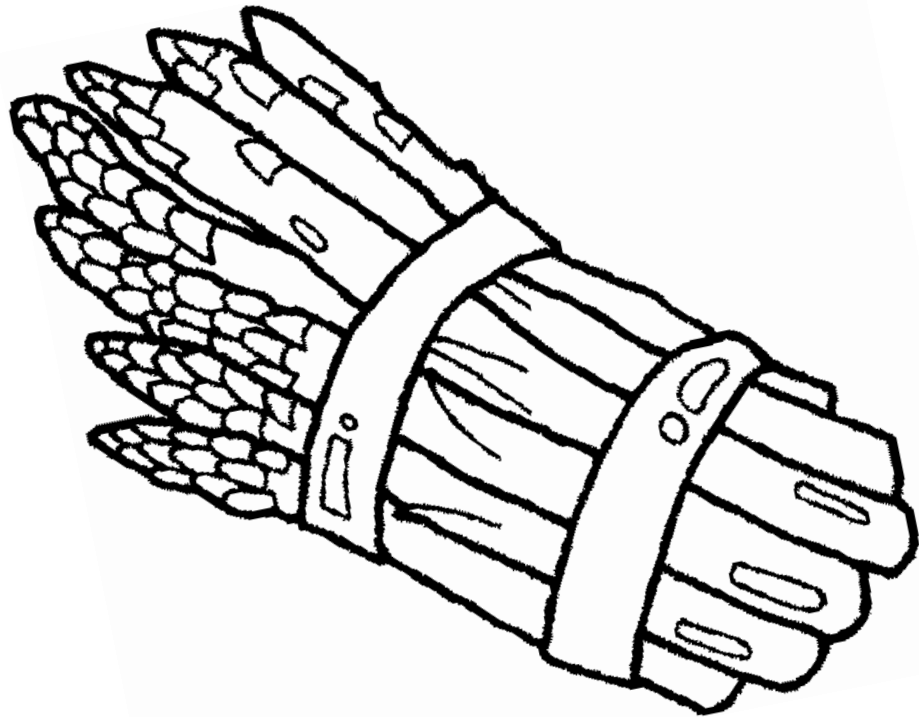
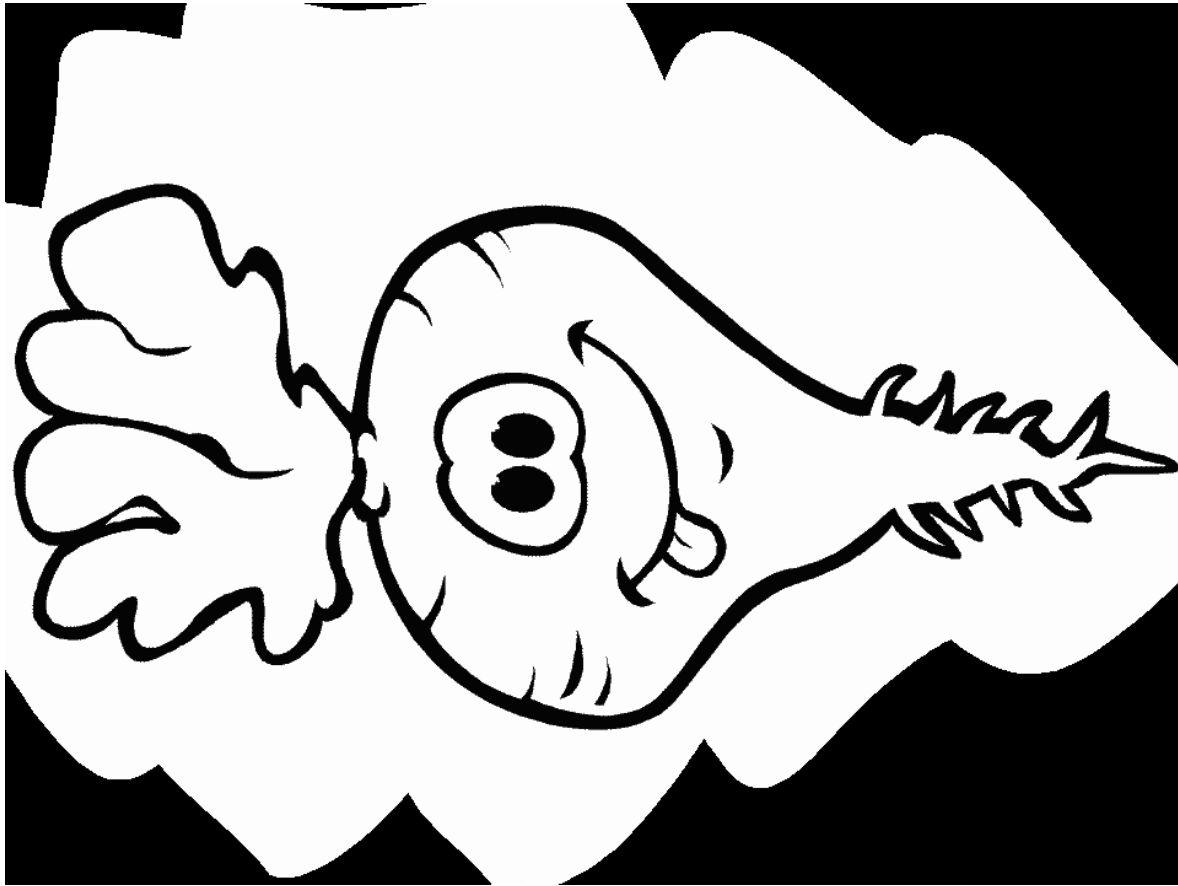
Preheat barbecue to medium heat. In medium bowl, stir together corn, tomato, red pepper, Monterey Jack and Cheddar cheeses, ham, coriander and salsa. Lay tortillas on baking sheet. Spoon about 1/2 cup (125 mL) filling on half of each; fold over to form semicircle.

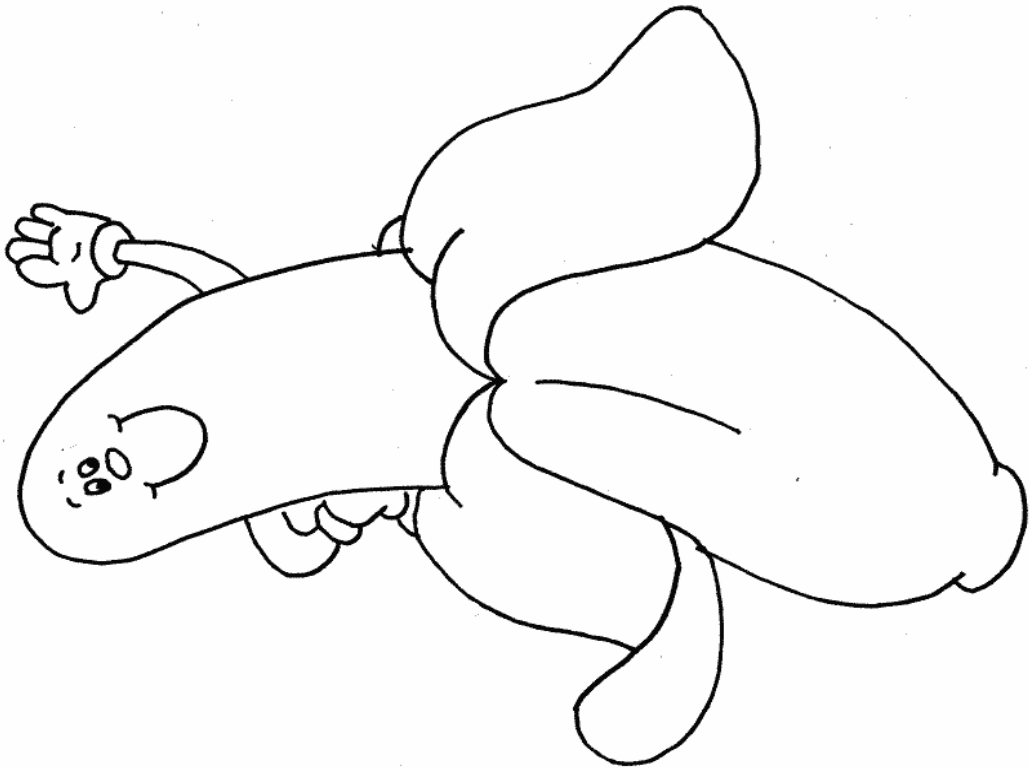
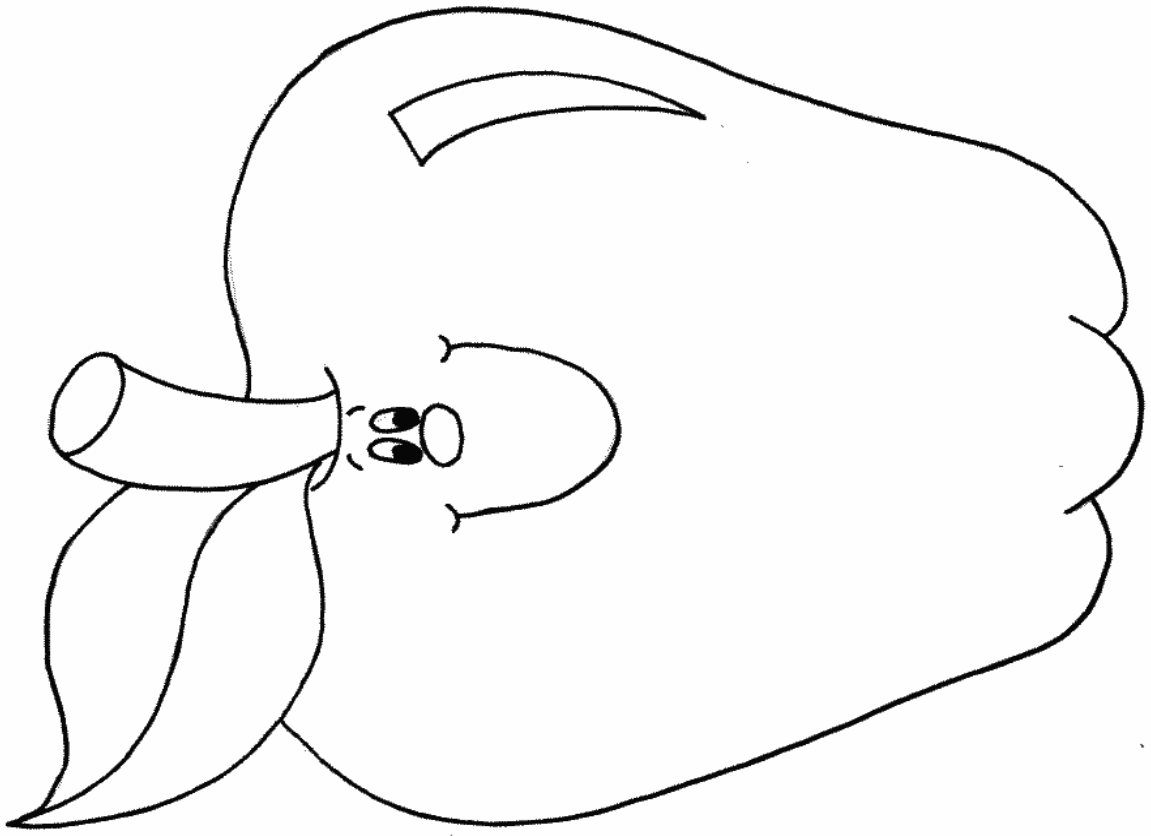
Place on barbecue, pressing top slightly; barbecue for 30 to 60 seconds. With wide spatula, carefully turn so as not to spill filling (don't worry, a little will probably spill out). Barbecue for 30 to 60 seconds or until cheese is melted. Serve immediately, whole or cut into wedges.

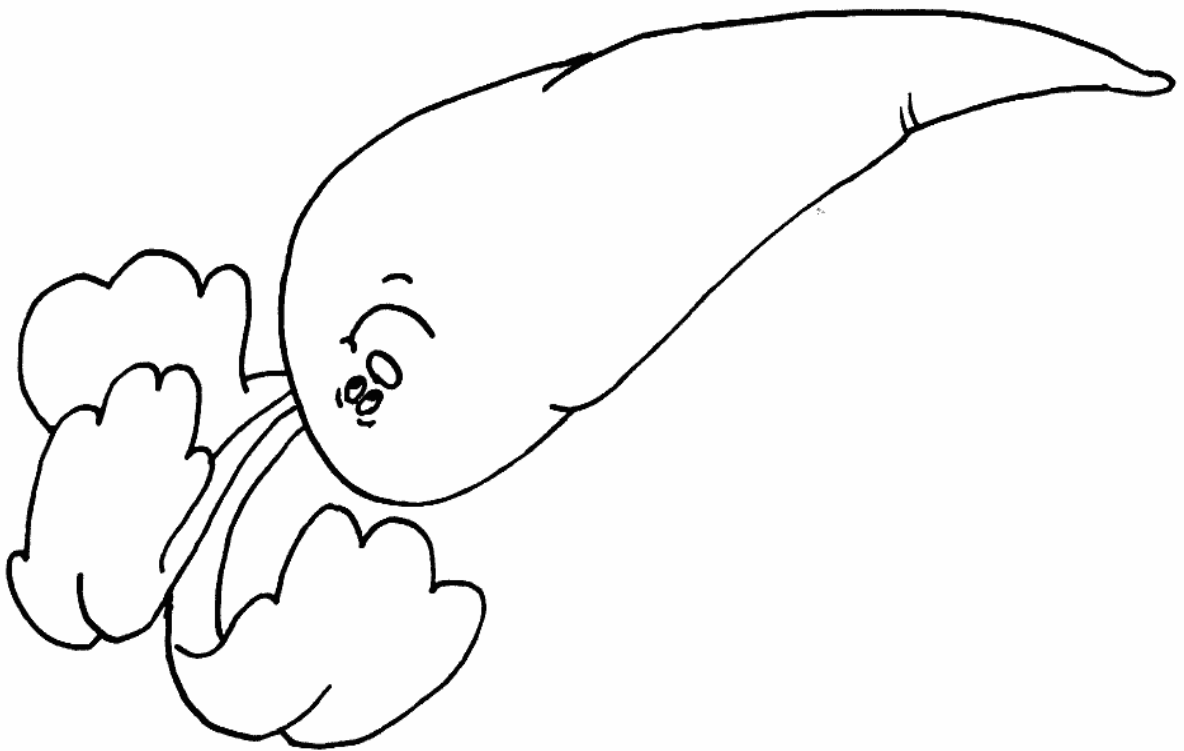
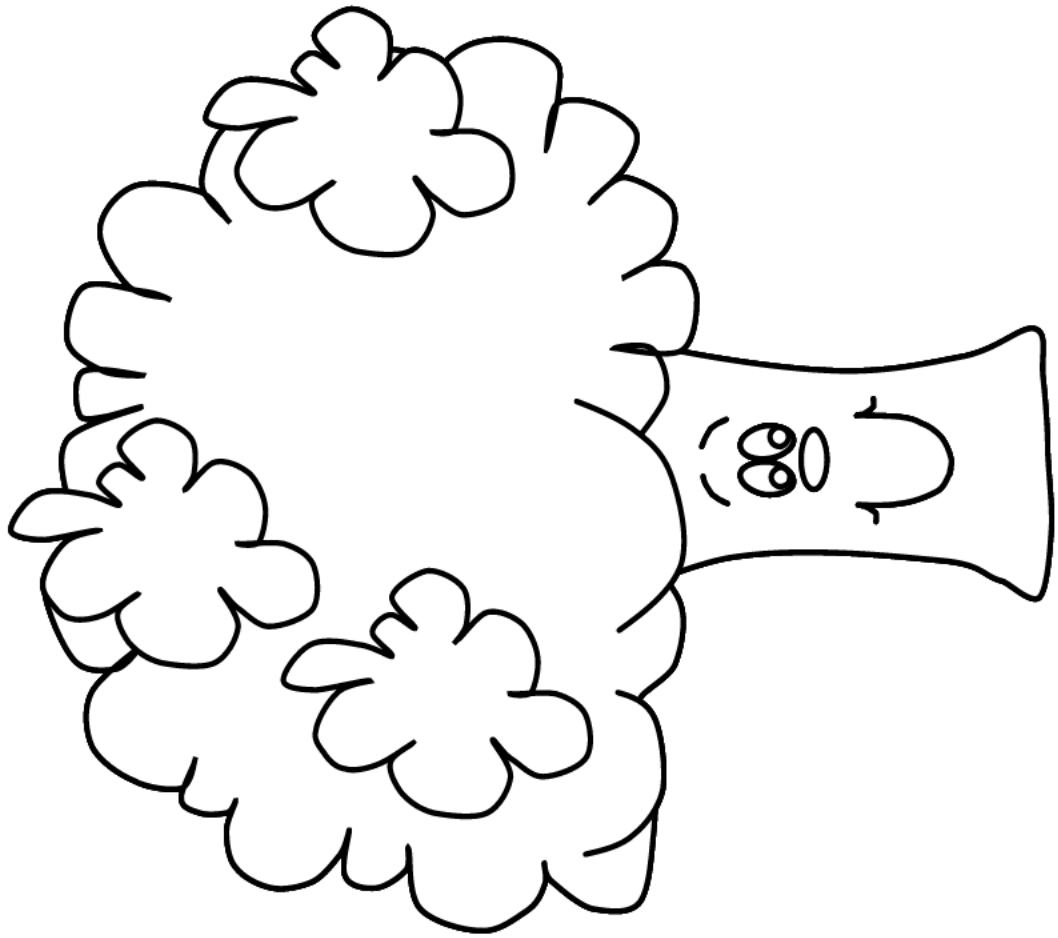
Recipe and photography courtesy of Foodland Ontario

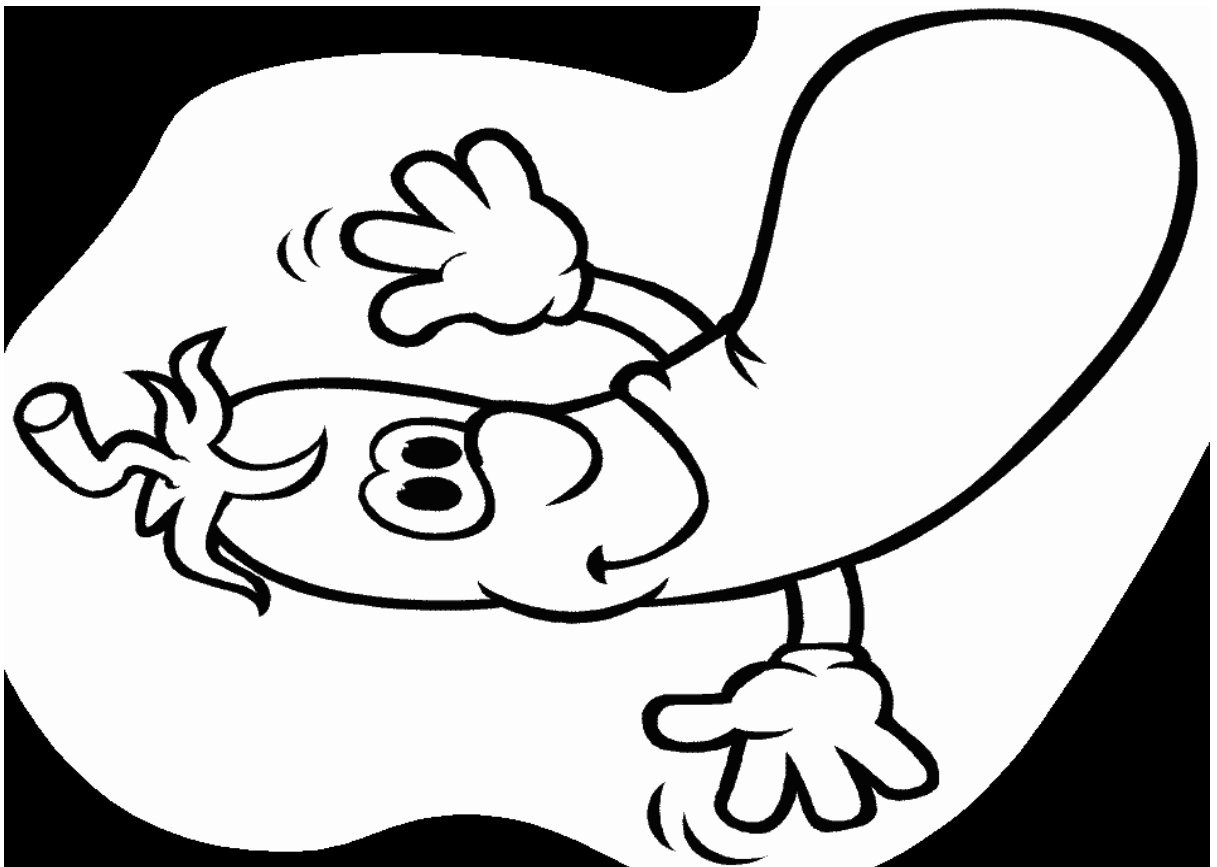
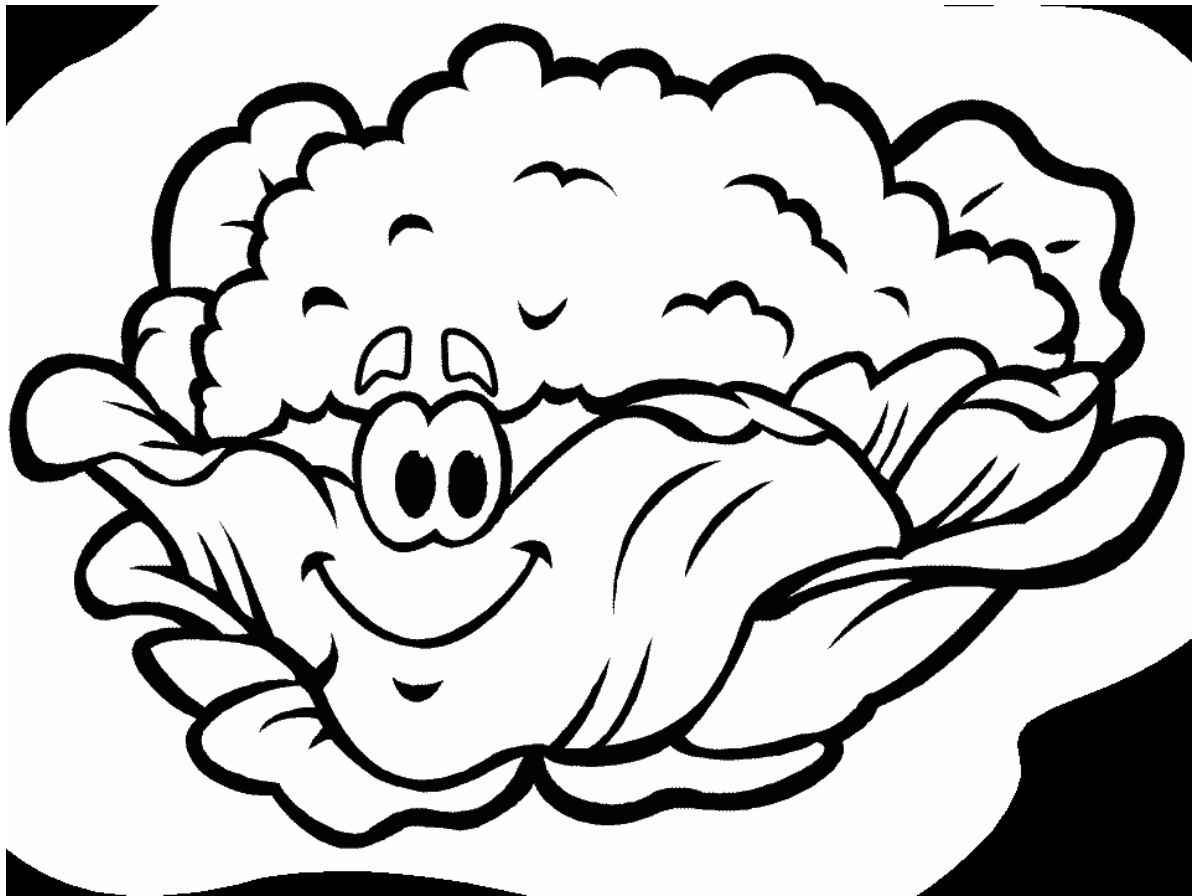
Recipe adapted by the Middlesex-London Health Unit

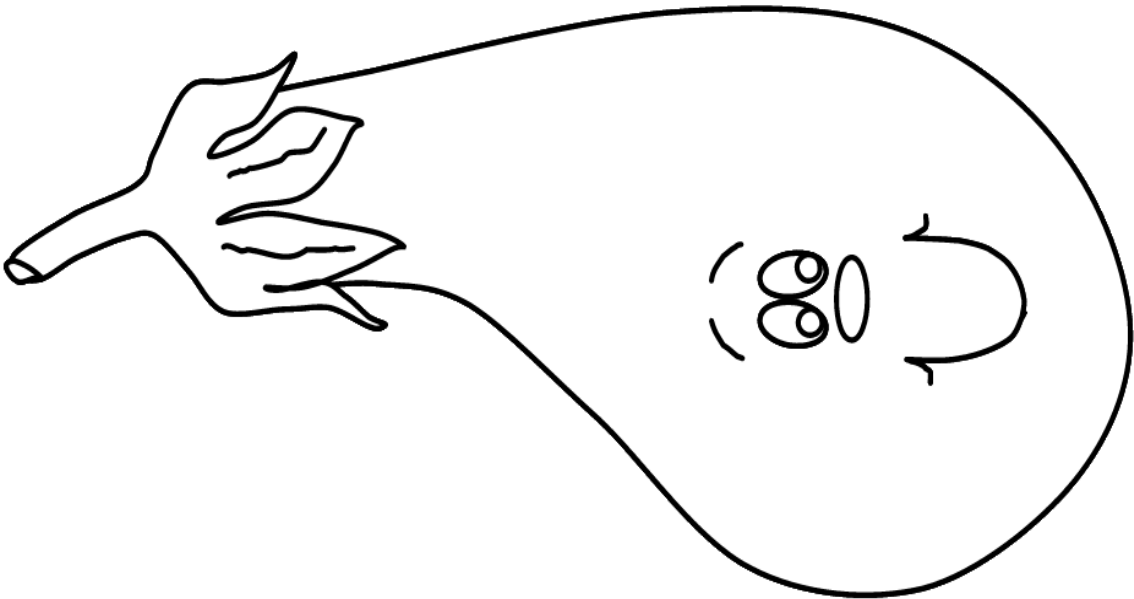
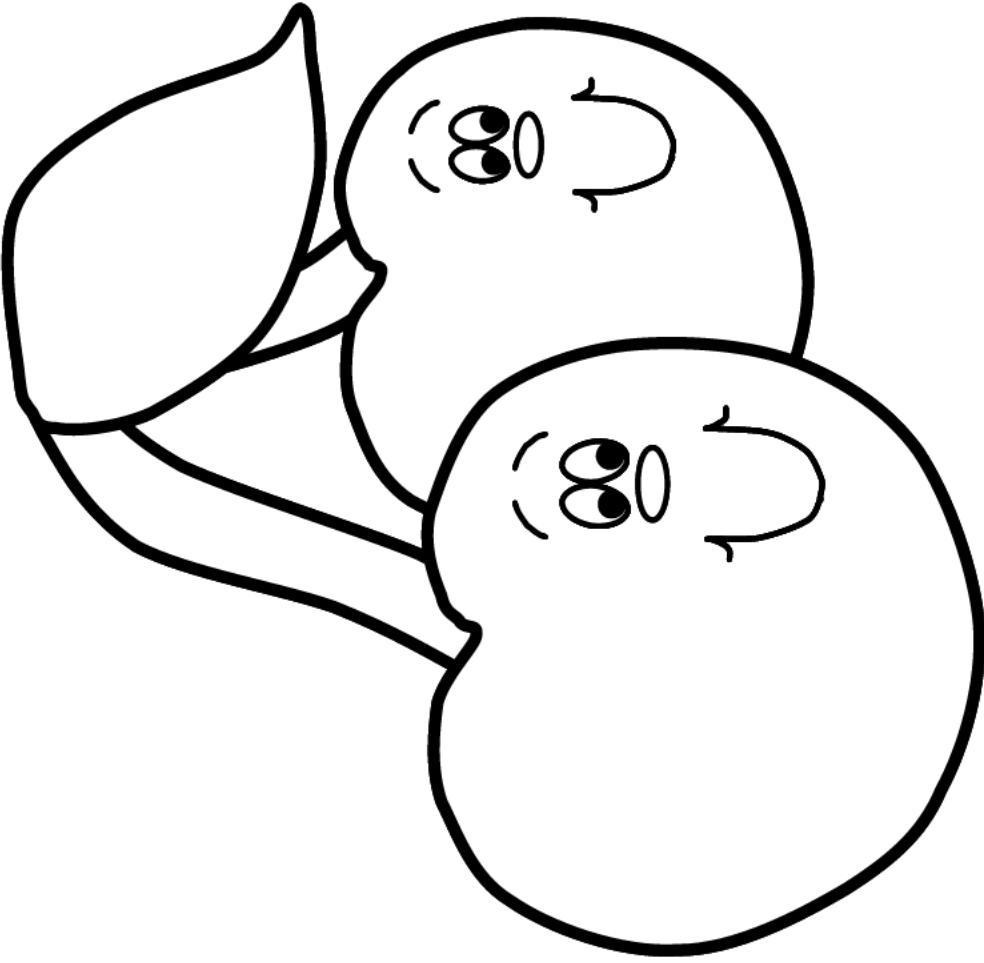


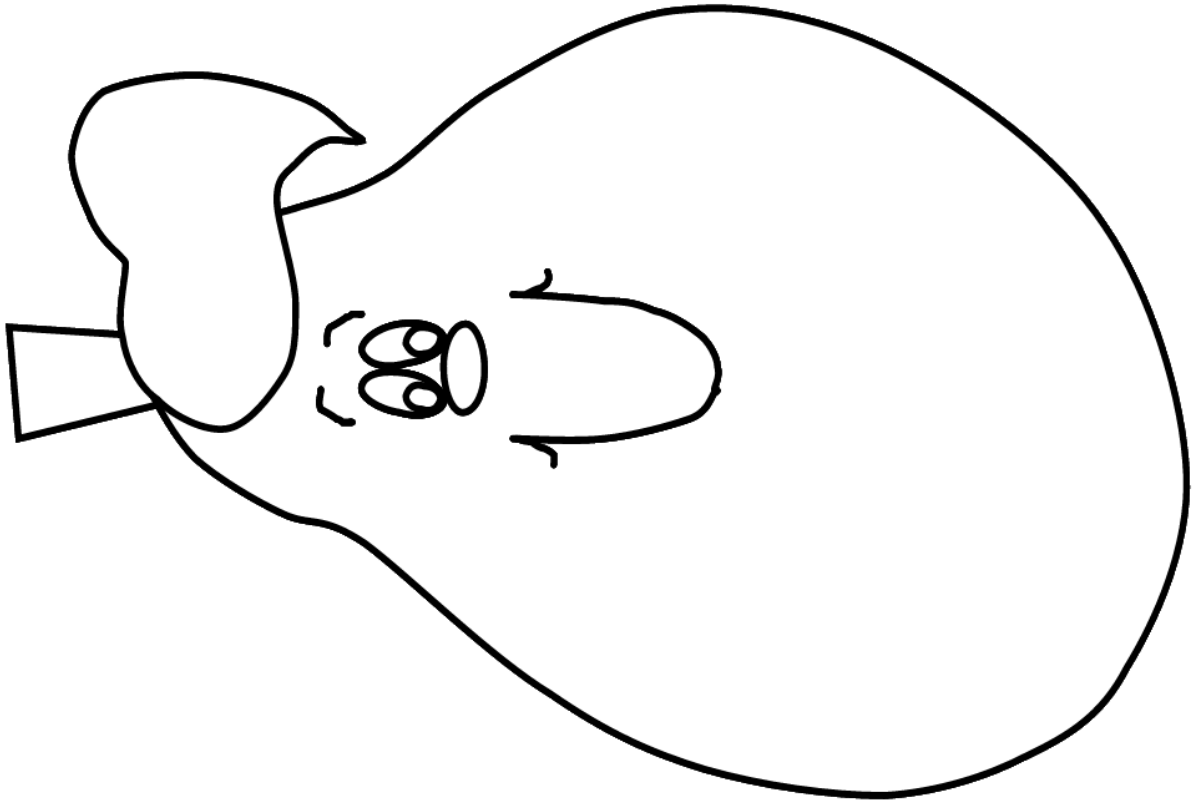
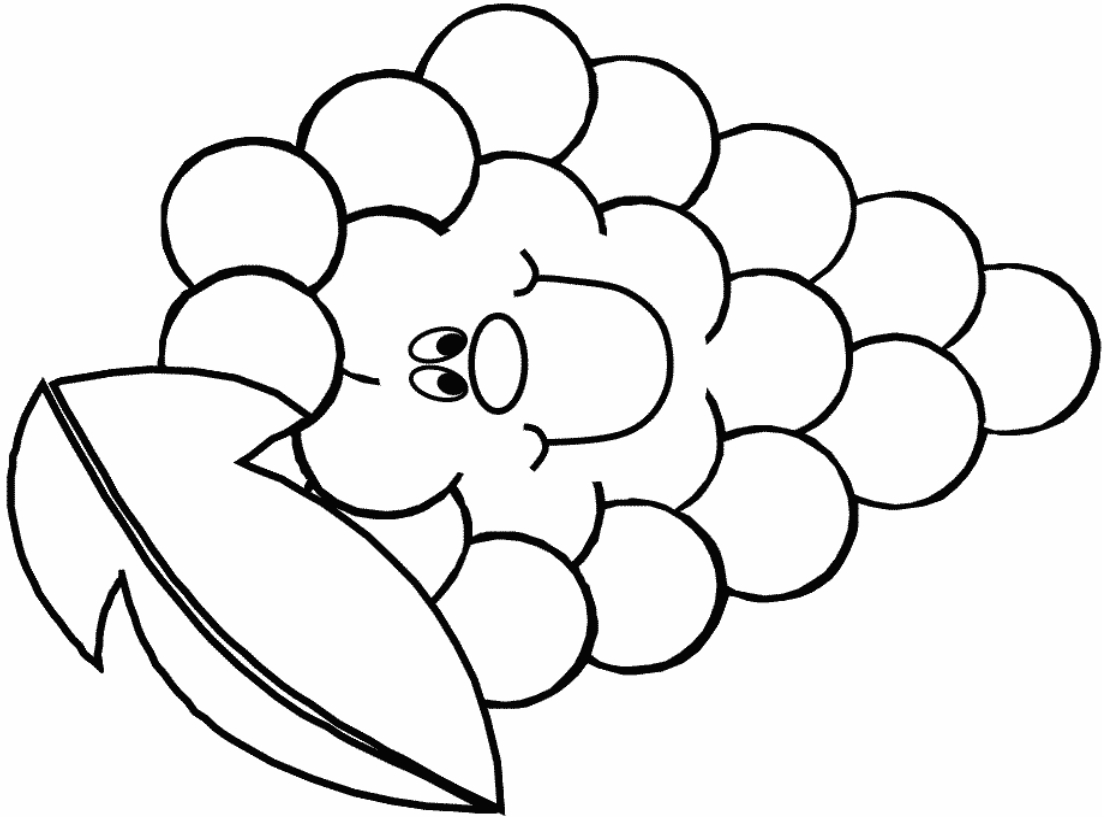


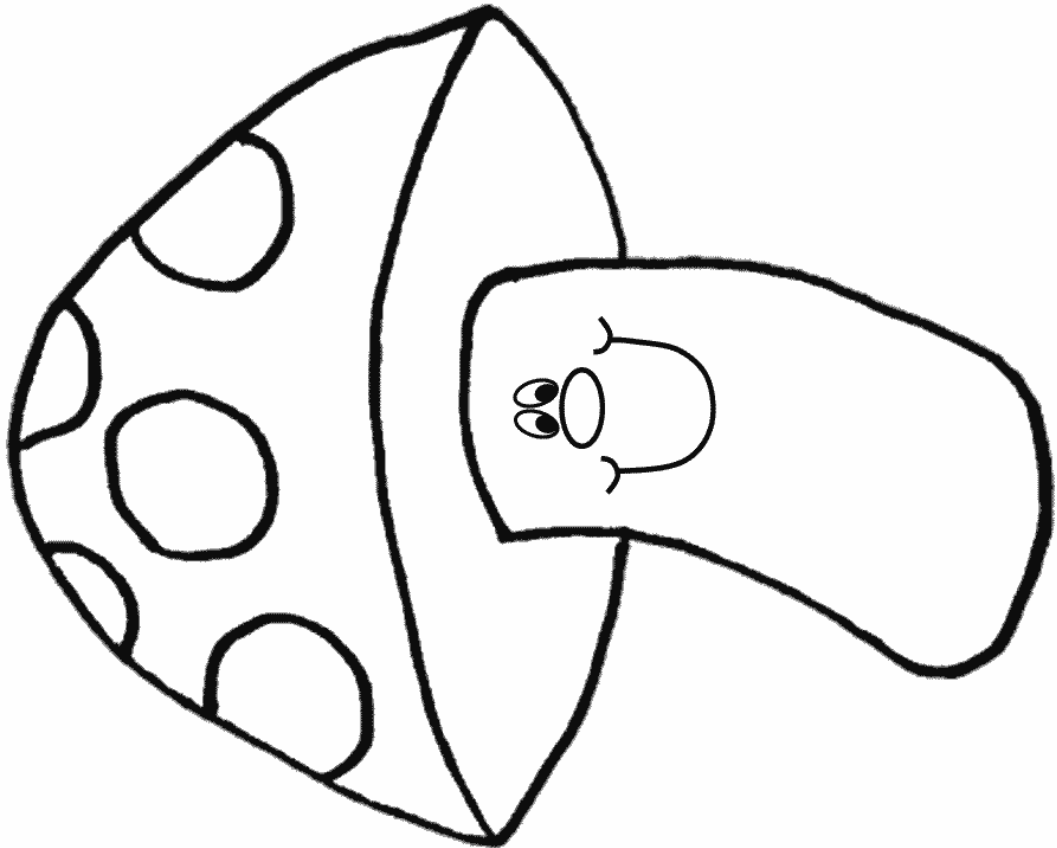
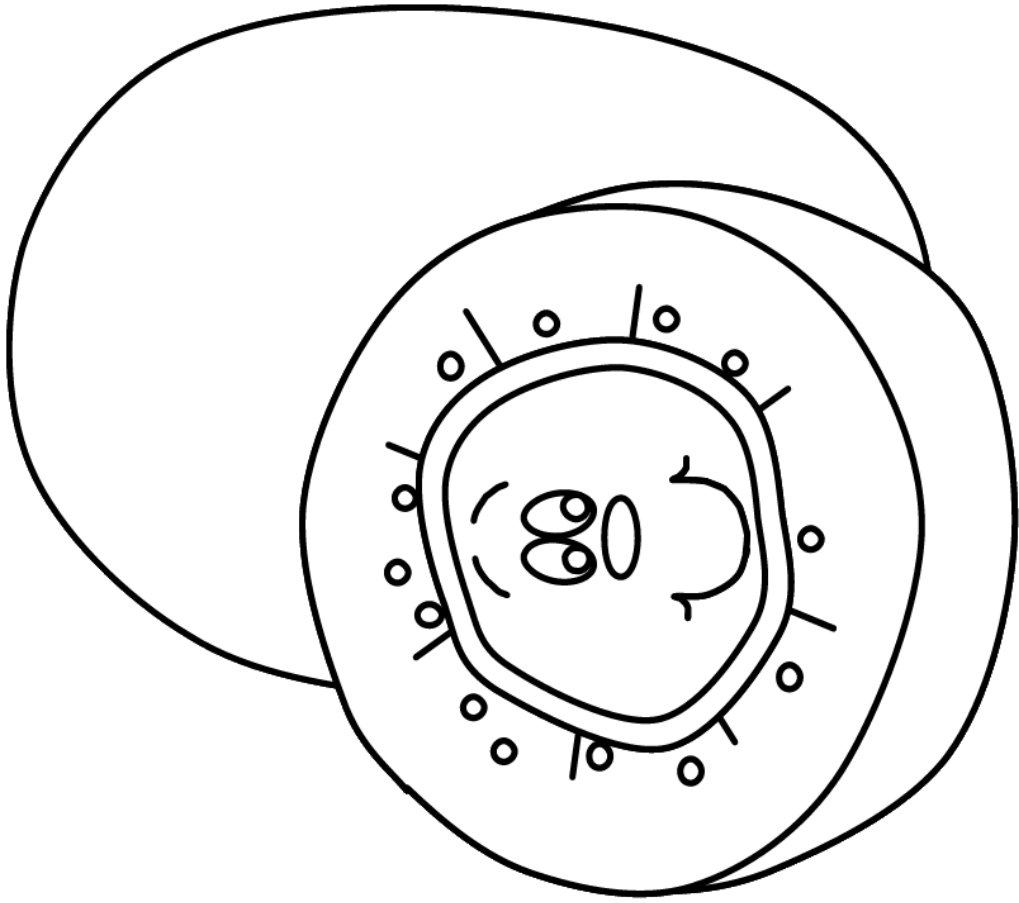


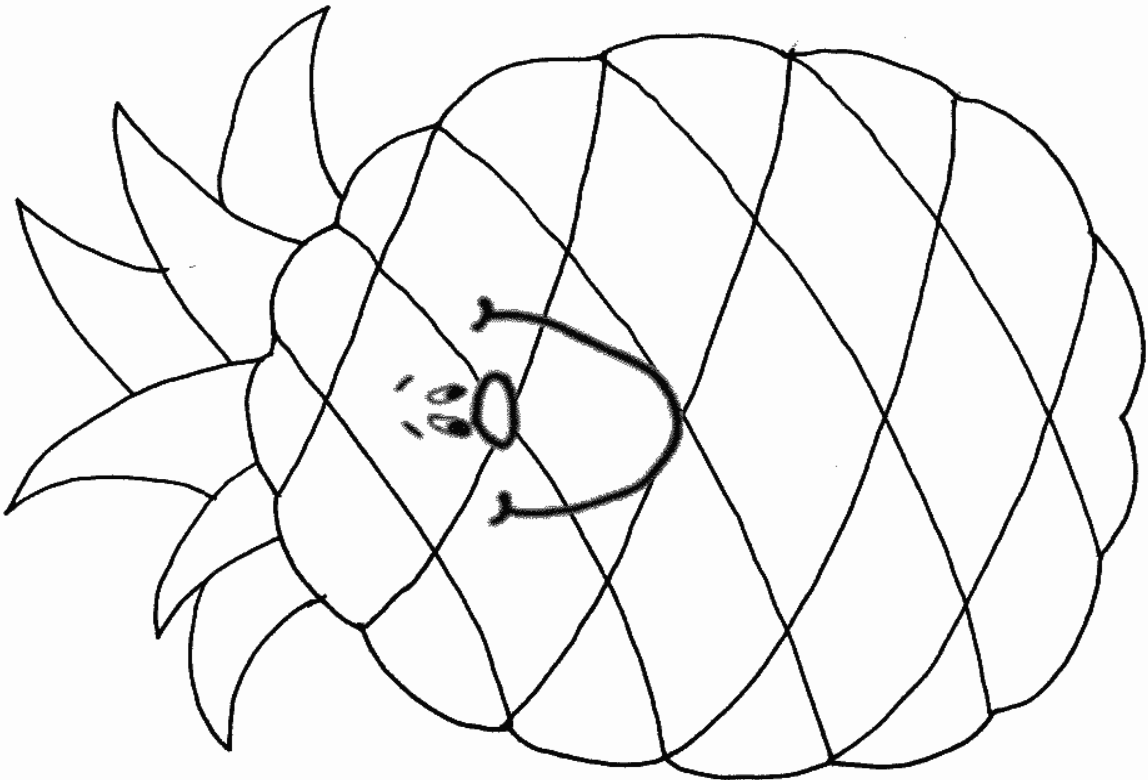
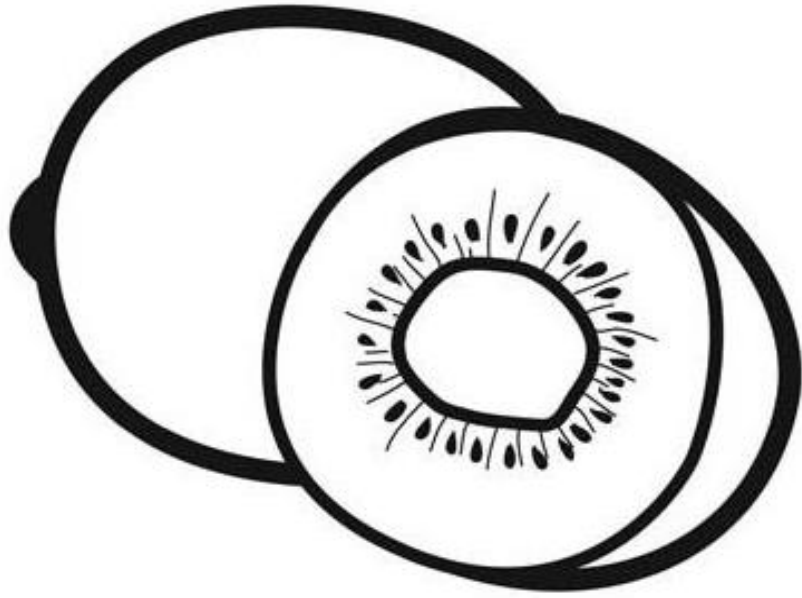


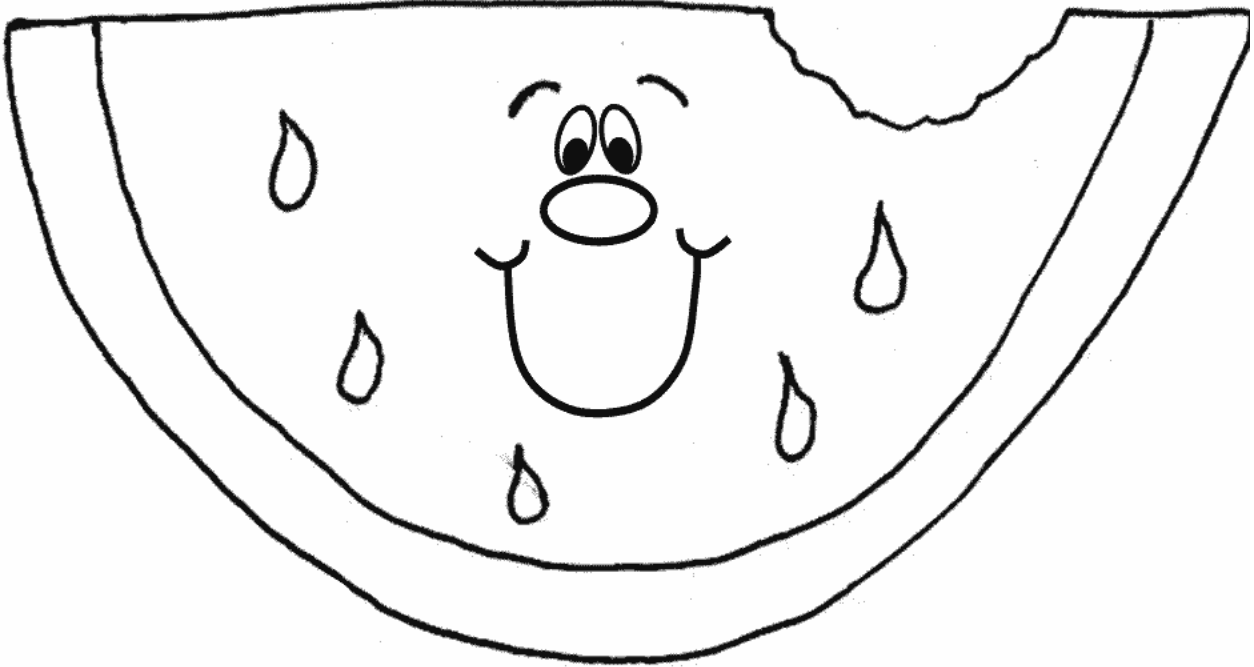
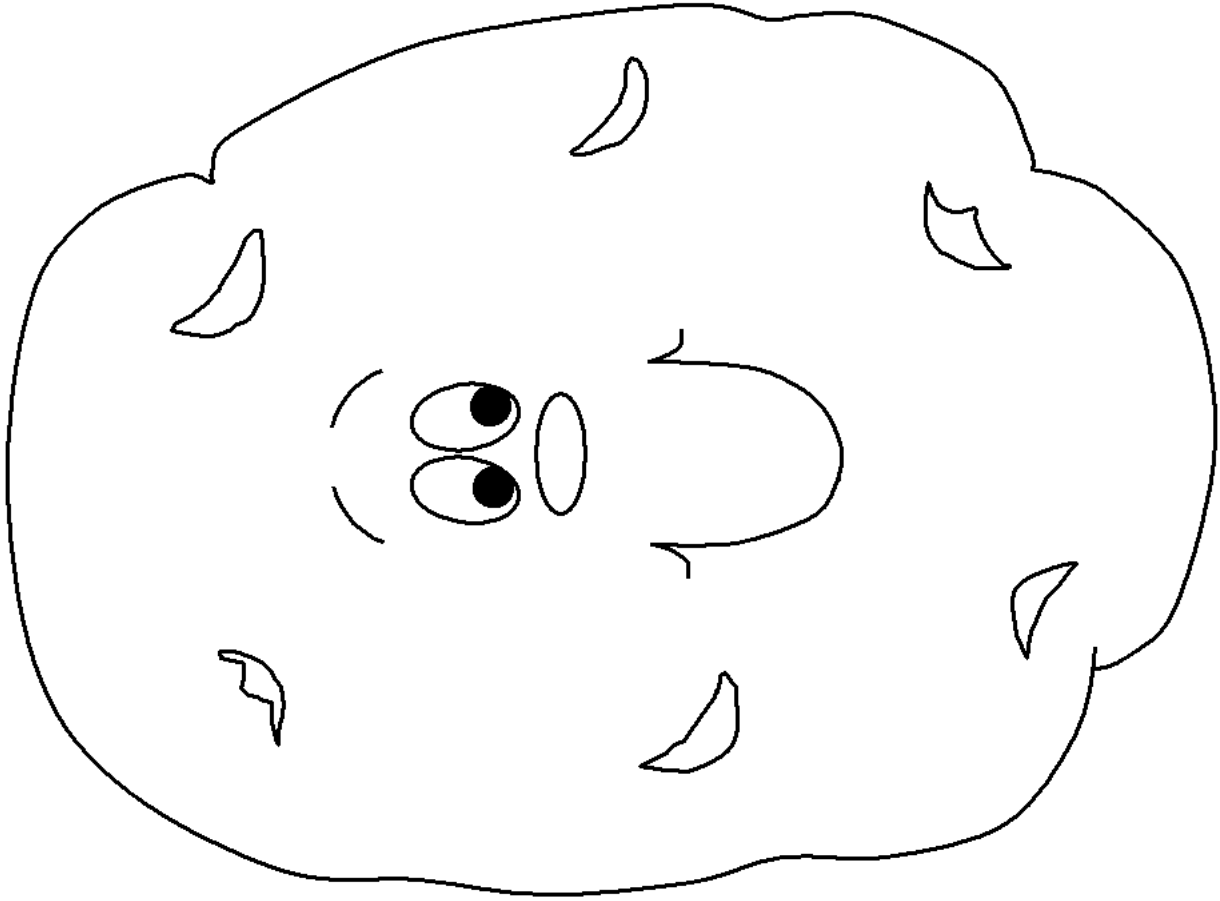


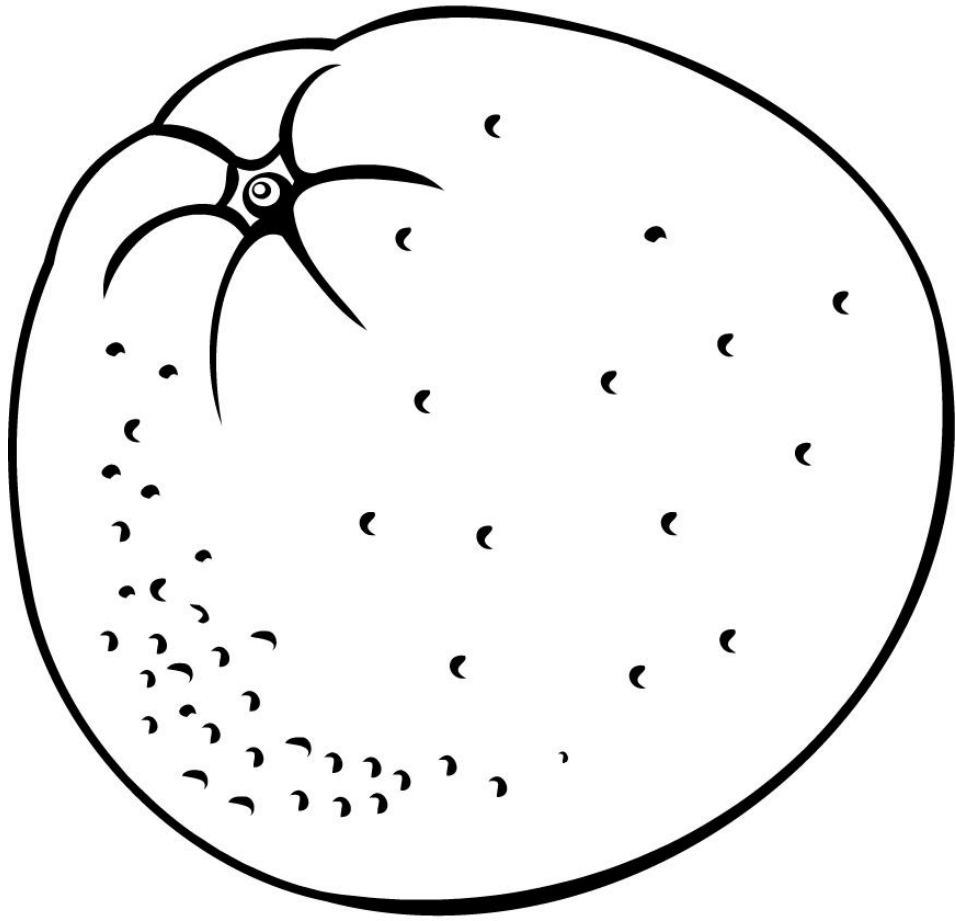












Trivia

Categories

- Eating in Colour
- Vegetables & Fruit General
- Water Does Wonders

Category: Eating in Colour

Green Themed Questions:

- Q:** Name a vegetable that comes from the leaf part of a plant.
A: Lettuce, spinach, bok choy, cabbage, swiss chard, kale
- Q:** I am a round vegetable made of leaves, I can be green or red in colour. I am high in vitamin C and folate and can be used in salads, boiled or steamed. Can you guess what I am?
A: Red or green cabbage
- Q:** Canada's Food Guide uses a plate to represent a balanced meal. What food grouping does the largest section of the plate represent?
A: The vegetables and fruits grouping (Encouraged to fill half our plate/meals with vegetables and fruits.)
- Q:** I am traditionally used in Asian cuisine. I come in full size and 'baby' varieties. I am in the cabbage family. What am I?
A: Bok choy
- Q:** I am green in colour, slender and am a source of vitamin C, folate and potassium. I kind of look like a cucumber, but I am not! Can you guess what I am?
A: Zucchini
- Q:** I am really a fruit, but you may not think of me as one. I am full of healthy fats and my green flesh is the main ingredient in a tasty Mexican dip. What am I?
A: Avocado
- Q:** What has more vitamin C per serving?
a) oranges
b) red and yellow peppers
c) guava
A: d) Guava (Guava has 206 mg of Vitamin C. Vitamin C helps heal cuts, keep gums, teeth and bones healthy.)
- Q:** I am the life of the party - I am the green in guacamole! Can you guess what I am?
A: Avocado (I am used in many dishes, but most people know me for making guacamole. I am loaded with vitamins and minerals, fibre and healthy fat.)
- Q:** True or False? Broccoli becomes more nutritious when cooked.
A: False (Broccoli loses some vitamins and minerals when soaked in water, so steam it to retain more vitamins and minerals.)

Red Themed Questions:

- Q:** True or False? Spain has an annual festival 'La Tomatina' where people throw about 150 000 tomatoes at each other.
A: True! But don't try this one out at home!
- Q:** You might know me as a fruit that has seeds on the outside. Can you guess what I am?
A: Strawberry (Strawberries contain vitamin C and fibre making them a tasty and healthy choice.)
- Q:** Name a fruit that will float on water?
A: Apples, Watermelon, Bananas
- Q:** You are having chili for dinner. It has tomatoes, ground beef and kidney beans. How many foods are from the vegetable and fruit food group?
A: There is one food from the vegetable and fruit food group – tomatoes
- Q:** Which food has the most Vitamin C per serving?
a) Red Pepper
b) Orange
c) Grapefruit
d) Orange juice
A: a) Red Pepper (Vitamin C is very important as it helps us stay healthy.)
- Q:** Fresh vegetables and fruit are nutritious, but I am just as nutritious. What am I?
A: Frozen vegetables and fruit

Orange Themed Questions:

- Q:** Name a vegetable that you eat that comes from the root part of the plant.
A: Carrots, parsnip, radish, beet, potato
- Q:** What do carrots not have?
a) Fibre
b) Caffeine
c) Vitamins
A: b) Caffeine
- Q:** On the inside, I am orange. I am a type of potato, high in vitamin C and vitamin A, and a source of potassium. Can you guess what I am?
A: Sweet potato
- Q:** Which fruit has a name that is also its colour?
A: Orange (blueberry could also be accepted)

Q: I am in season in Ontario during the fall. I am shaped like a pear with a long neck. I am orange, have seeds, and I am part of the pumpkin family. What am I?

A: Butternut squash

Q:

Q: I am a root vegetable meaning that I grow underground. I have vitamin A to help you see at night. Can you guess what I am?

A: Carrot (Did you know that carrots are most often orange, but can be purple, red, white or yellow?)

Q: Why are carrots good for you?

A: They contain vitamin A (Vitamin A is good for your eyes, helps to keep your skin healthy and helps your body fight infections.)

Q: What does Canada's Food Guide recommend when it comes to eating vegetables and fruit? **A: Eat a variety of vegetables and fruit – fill half your plate with vegetables and fruits.**

Yellow Themed Questions:

Q: The pineapple was given its name because it looked like a pine cone. True or False?

A: True (Did you know that the top of a pineapple can be planted in soil and a new plant will grow?)

Q: I look like a carrot, but I am not. I am light yellow in colour, high in folate, potassium and fibre. Can you guess what I am?

A: Parsnip

Q: What citrus fruit is yellow on the outside, a good source of vitamin C and fibre, grows on trees and can be yellow, pink or red inside?

- a) lemon
- b) grapefruit
- c) apple

A: b) grapefruit

Q: My name comes from an Arabic word meaning 'finger'. When I am in a bunch, I am called a hand. What am I?

A: Banana

Q: What foods can provide vitamin C?

- a) potatoes
- b) lemons
- c) oranges
- d) all of the above

A: d) all of the above

Q: I am a fruit that was first grown in India over 5000 years ago and I am grown on trees in tropical regions. My skin is usually green and I am yellow inside. I am very sweet and contain a pit. What am I?

A: Mango (Try adding mango to a smoothie or making salsa with mango for a sweet taste.)

Blue/Purple Themed Question:

Q: I am a dark coloured berry grown across Canada and I make pancakes taste better!

A: Blueberry

Q: This part of a vegetable or fruit is a great source of fibre.

- a) skin
- b) pit
- c) water

A: a) skin (Fibre helps you feel fuller longer and helps your digestion system work better.)

Q: I am a root vegetable that is typically eaten grilled, boiled, or roasted, but I can also be made into a soup called 'Borscht". What am I?

A: Beet

Q: Name 2 foods that are commonly thought of as vegetables, but are scientifically classified as fruits.

A: Tomato, avocado, eggplant, squash, cucumber, peppers, and zucchini. (A fruit is the fleshy part of a plant that surrounds the seeds. A vegetable is another edible part of the plant, such as the roots or leaves).

Category: Vegetable & Fruit General

- Q:** Navel, Valencia, and Blood are varieties of what?
A: Oranges
- Q:** This vegetable is one of the oldest foods known to humans.
A: The artichoke (Artichokes have been eaten since ancient times. They are a good source of potassium and magnesium which contributes to bone health.)
- Q:** What does placing tomatoes, avocados or apples in a paper bag with other fruit do?
A: It speeds up the ripening of other fruit. (The ethylene gas given off by the fruit causes other vegetables or fruits to ripen more quickly.)
- Q:** True or False? The crab apple is the only apple native to North America.
A: True. (Today, there are over 7 000 varieties of apples around the world!)
- Q:** At meal time, how much of your plate should be filled with vegetables and/or fruit?
a) 1/4
b) 1/3
c) 1/2
A: c) 1/2.
(Half of your plate should be from the fruits and vegetables food group.)
- Q:** Rutabaga and Turnip are the same vegetable. True or False?
A: False. (Turnips are smaller and are mostly white. Rutabagas are about the size of your head with a brownish peel and are often covered in wax to keep them fresh.)
- Q:** What nutrient do you get from fruit that you don't get from juice?
A: Fibre. (Fibre will help you feel fuller, longer and help to keep your bowels regular too.)
- Q:** True or False? Brown beans belong to the vegetables and fruit food grouping.
A: False (they are a lentil and belong to the protein food grouping)
- Q:** True or False? Potatoes are a good source of vitamin C.
A: True (A baked potato with the skin on has about 17-24 mg of vitamin C.)

Category: Water Does Wonders

- Q:** True or False? Our bodies are made up of ~60% water.
A: True (But we lose a lot of it during the day so we need to replenish it. Drinking throughout the day will help to do that.)
- Q:** True or False? Drinking water is good for our health.
A: True (Water helps to move nutrients and oxygen to every cell in our body; water helps to remove waste and toxins; water helps to regulate our body temperature)
- Q:** True or False? Not drinking enough water can be unhealthy.
A: True (Too little water can cause serious health problems, but even mild dehydration can cause headaches, irritability, poorer physical performance, and reduced mental functioning.)
- Q:** True of False? Water helps you to perform better.
A: True (Water helps you to preform better through thinking clearly and helping your muscles and joints move easily.)
- Q:** True or False? Fluoride is a mineral that can help make your teeth stronger and prevent cavities.
A: True (Fluoride in our tap water helps protect people from tooth decay.)
- Q:** True or False? All bottled water has fluoride added to it which is good for our teeth.
A: False (Most bottled water does not have fluoride added)
- Q:** What is one tip to help you drink more water?
A: Have a refillable water bottle! It is always best to choose water when you are thirsty.
- Q:** What can you add to water to give it a different flavor?
A: You can add flavour by adding cucumber slices, berries, apple chunks or melons, etc. Be creative but avoid citrus foods which can lead to tooth decay.
- Q:** True or False? Every day we should drink water.
A: True (The amount you need depends on your age, amount of muscle and level of physical activity. You need more water when you are active and during hot weather.)
- Q:** Name one reason why drinking tap water is good for the environment.
A: Drinking tap water saves energy since there is no need to make plastic bottles; Drinking tap water reduces the number of plastic bottles that end up in landfills.
- Q:** True or False? Tap water is safe to drink.
A: True (Tap water is tested for contaminants more often than bottled water.)

- Q:** True or False? Water does not have sugar, calories, additives, or caffeine.
A: True (That is why water is a smart choice for sipping throughout the day.)
- Q:** What should you drink while you play sports?
A: Drink water to replace all the water that will be lost in your sweat.
- Q:** Do you need to drink water before playing a sport?
A: Yes (When you play sports, drinking beforehand will help prevent dehydration, muscle cramps and getting tired too quickly.)
- Q:** True or False? Energy drinks, coffee and pop are good to drink when exercising.
A: Drinks like energy drinks, pop or fruit juice are very high in sugar. Your body cannot absorb them very well when you exercise. Water is the best choice while playing sports.
- Q:** True or False? Your body does not need sports drinks if you are not exercising.
A: True (These drinks are specially designed for people that are exercising and sweating a lot.)
- Q:** True or False? The need to hydrate is determined by feeling thirsty.
A: False (Thirst is not an indication of hydration. Children should drink frequently even if you are not thirsty. If you are thirsty, you are already dehydrated)
- Q:** True or False? Sugar Sweetened Beverages should not be part of our daily diets.
A: True (Sugar sweetened beverages add little nutrition to our diets. They should be considered a “sometimes” beverage and not what we consume every day.)
- Q:** True or False? Sugar drinks are the largest source of sugar in children’s diets.
A: True (Sugary drinks include pop, sport & energy drinks, fruit drinks, punches, fruit juice, and flavoured milks!)
- Q:** What ingredient is in pop and energy drinks that is not good for children?
A: Caffeine (Caffeine can cause headaches, upset stomach and disturbed sleep. Using a refillable water bottle will increase your change of drinking water throughout the day.)
- Q:** What are health risks of having too much daily sugar?
A. Increased risk of Heart Disease
B. Increased risk of Diabetes
C. Weight Gain
D. Increased risk of some Cancers
E. All of the above
A: d) All of the above

Q: How many teaspoons of sugar is in a sports drink?

- A. 0
- B. 5
- C. 13
- D. 15

A: c) 13 (This is equal to the amount of sugar in approximately 13 Tim Bits®)

Q: How many teaspoons of sugar is in a slushie?

- A. 6
- B. 8
- C. 10
- D. 17

A: d) 17 (This is equal to the amount of sugar in approximately 12 Tim Bits®)

Q: How many teaspoons of sugar does the average 4 to 8-year-old have per day?

- A. 5 to 10 teaspoons per day
- B. 10 to 15 teaspoons per day
- C. 15 to 20 teaspoons per day
- D. 20 to 25 teaspoons per day
- E. More than 25 teaspoons per day

A: d) 20 to 25 teaspoons! (That is 2-3 times more than what is recommended. Drink water instead of sugary drinks to reduce sugar intake.)

Q: How many teaspoons of sugar is in a bottle of vitamin water?

- A. 2
- B. 4
- C. 6
- D. 8

A: d) 8

Q: What drinks are good to have every day?

A: Plain water, white milk, and unflavoured fortified soy beverages.

Q: What drinks should you rarely have?

A: Pop, diet pop, coffee, slushies, fruit drinks, iced tea, sports and energy drinks. (These drinks you should be saved for special occasions.)

Q: True or False? Carrots contains more water than cucumbers.

A: False (Cucumbers have 96% water.)

Q: Name 3 fruit that contain a lot of water.

A: Watermelon 92%, Strawberries 92%, Cantaloupe 90%, Raspberries 87%, Pineapple 87% (To increase your water intake, try one of these for a snack in the day.)

- Q:** Name 3 vegetables that contain a lot of water.
A: Iceberg lettuce 95%, Cucumber 96%, Sweet Peppers 92%, Celery 95%, Spinach 96% (To increase your water intake, try one of these for a snack or at mealtime.)
- Q:** True or False? Try to limit juice to ½ cup a day.
A: True (Although 100% fruit juice contains some nutrients, it contains sugar too. Choose to eat your fruit instead, so you get water and fibre.)
- Q:** True or False? Water is the only good drink to choose.
A: False (Plain white milk, unsweetened fortified soy beverages and ½ cup per day of 100% fruit juice are all good choices as well.)
- Q:** What are some examples of healthy foods you can eat as a snack during or after exercise or games?
A: Pieces of fruit or veggies (These are a great choice and contain water to help hydrate you.)

Sources:

<https://extension.illinois.edu/apples/facts.cfm>

<http://www.unlockfood.ca/en/Articles/Vitamins-and-Minerals/What-you-need-to-know-about-vitamin-C.aspx>

<https://www.chiquita.com/health-lifestyle/busting-seven-biggest-myths-about-bananas>

<http://www.ngkids.co.uk/science-and-nature/Ten-Top-Tomato-Facts>

<http://www.thecanadianencyclopedia.ca/en/article/beet/>