



Eating Well with School Age Children

Everyone has a Job to do

Eating well goes beyond what type of foods we eat. It includes enjoying and feeling good about eating and food. Children who eat well get enough wholesome enjoyable food to eat, enjoy many foods, try new foods and politely turn down other foods.

It is important that adults and children do their own jobs when it comes to eating.

Adult's Job: deciding *what* foods to offer, *when* to offer them and *where* they will be eaten.

How to do an adult's job well:

- **Provide structure around meals and snacks** - decide on a time (along with three meals, children may need two to three snacks per day depending on activity levels, age and stage of growth), sit down comfortably to eat and avoid eating in front of the TV or in the car.
- **Make eating times pleasant** - talk to each other, don't scold or fight.
- **Let children eat their way** - fast or slow, much or little, some of everything or 1 or 2 foods. Let them have more of any food from what is offered or let them be done eating, even if they haven't cleaned their plate.
- **Take the pressure off** of children to eat a certain amount of specific foods- Don't try to persuade, entice, encourage, cheer-lead, bribe or force them to eat anything they don't want to eat.
- **Trust** - that children will eat as much as they need in order to grow in the way that is right for them. If they are not hungry, it is okay if they choose not to eat.
- **Be a good role model** - if you make healthy food choices, children are more likely to make healthy food choices as well.
- **Don't allow grazing** - children are more likely to arrive hungry and ready to eat at planned meal and snack times if they do not have free access to food or drinks, except water, between times.



What about after school snacking?

- **Make rules** - e.g. snack right after school and at the table; no munching along with homework or in front of the TV, etc.
- **Involve children** - after children learn to follow the snacking rules, involve them; provide guidance, but let them choose their own snack. Together with children, make a list of snacks from the 4 food groups. Children can tell you which foods they like and adults can make sure that they are nutritious and available.
- **Make the healthy choice the easy choice** - help children make healthy choices by stocking up on healthy foods. If the cupboards are filled with cookies and chips, or if this is all you are offering, it's easy for children to make these the snack choices instead.
- Try to **prepare healthy snacks in advance whenever possible** - if fresh fruit and vegetables are washed and cut up, children will be more likely to choose them when they are hungry.

Child's Job: choosing *how much* or even *whether* or not to eat from what is offered.

- When children are allowed to decide whether or not they eat will help them to know their body's signs of hunger and fullness.
- When children choose the amount of food to eat, they will eat the amount their bodies need to grow healthy and strong. This is why providing regular meals and snacks is important. If children decide that they are not hungry for a meal, then they can be certain that a nutritious snack will be available soon.
- Trusting a child to eat the amount that's right for them will prevent "food fights" at meal times and allow the whole family to enjoy the eating experience.

Note: As children grow older and are provided with the right structure, guidance and skills, they will start to decide more of *what* foods to eat.



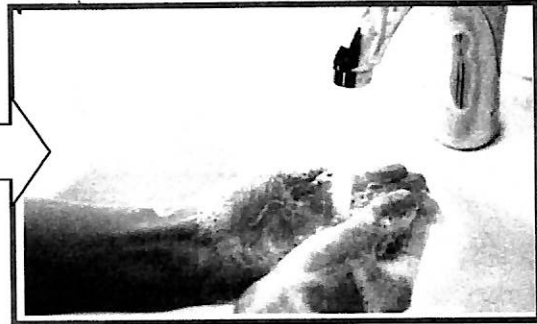
Photo: cliparts.co/clipart/28774

For more information visit: www.ellynsatterinstitute.org/ or contact the Health Promotion Department at:

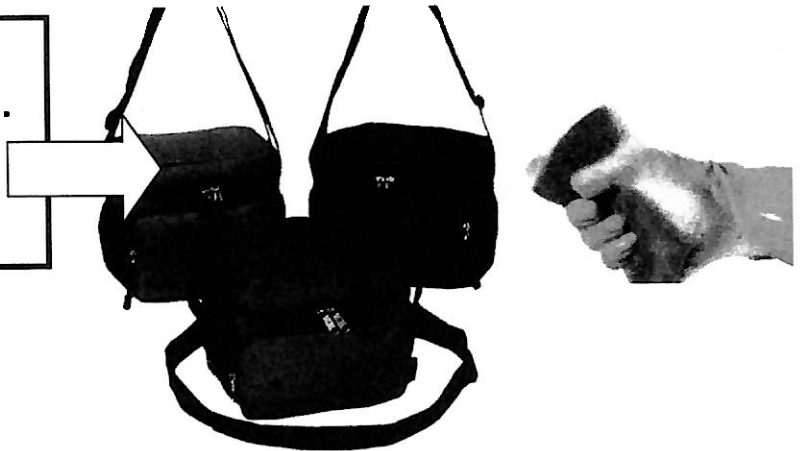
Phone 306-766-7370 or email healthpromotionrqhr@rqhealth.ca

Packing School Lunches

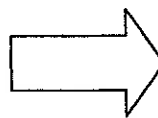
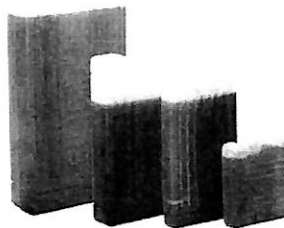
- Wash Hands First



- Use an insulated lunch bag.
- Wash them every day.



- Keep COLD foods COLD with ice packs.
- Wash ice packs every day.



For more information please contact:

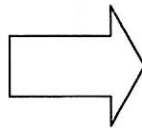
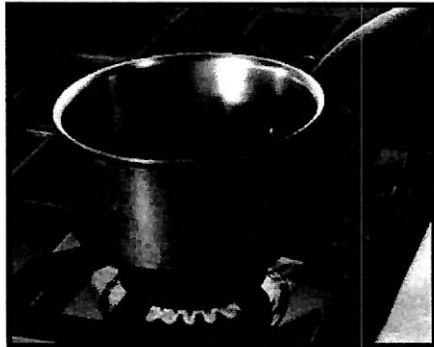
Written by the Public Health Nutritionists of Saskatchewan with support from Saskatchewan Health Regions (2016)

Public Health Nutritionists
of Saskatchewan



Keep HOT foods HOT by heating the food first then keeping it hot in an insulated container.

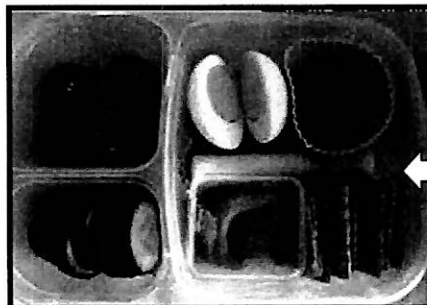
(Example: Thermos®)



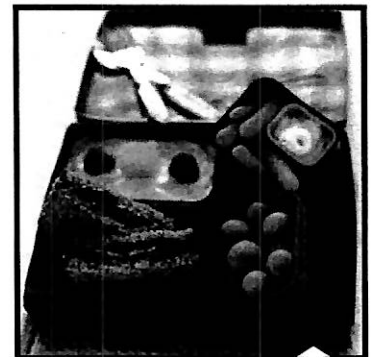
Examples of Healthy School Lunches



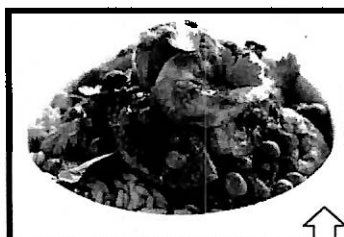
- Lamb curry
- Cauliflower and spices
- Flat bread



- Raw vegetables
- Hardboiled egg
- Crackers and hummus
- Cheese
- Cookie



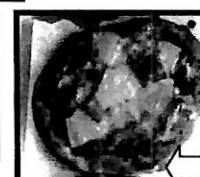
- Soy spread (E.g. Wowbutter) and jam sandwich
- Raw vegetables and fruit
- Yogurt



Shrimp and vegetable stir fry on rice



- Chicken and vegetable stew
- Rice and beans



Homemade English muffin mini pizza

Nut Alert!

SCHOOL LUNCHES & SNACKS

Peanuts



Most Canadian schools ask that you do not send any nuts to school to help keep students with nut allergies safe.

Each school may have different rules for peanuts and tree-nuts in lunches and snacks.

Ask your school about their peanut and tree-nut rules, so you know what is safe to send.

Tree-nuts Include:

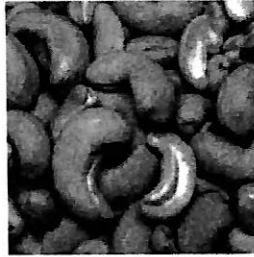
Almonds



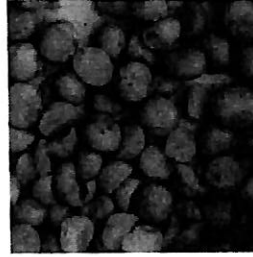
Pistachios



Cashews



Macadamia nuts



Walnuts



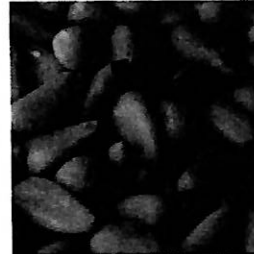
Hazelnuts



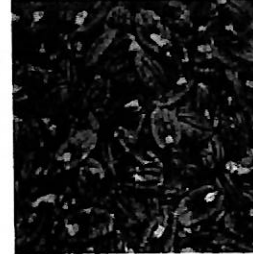
Brazil nuts



Pine nuts



Pecans



Helpful Hint!

Coconut and
sesame are
safe.

Check the Ingredient List:

In Canada, peanuts and tree-nuts must be named in the ingredient list. They can be listed two ways:

Ingredients:

Whole grain rolled oats, evaporated cane syrup, flaxseed meal, topping mix (peanuts, walnuts, unsulfured dried cranberries, coconut oil.) May contain pecans.

Ingredients:

Whole grain rolled oats, evaporated cane syrup, flaxseed meal, topping mix (peanuts, walnuts, unsulfured dried cranberries, coconut oil.)

Contains: Peanuts, walnuts. May contain pecans.

Do Not Pack:

- Peanuts or tree-nuts
- Any food **containing** peanuts or tree-nuts
- Any food that may have been in **contact** with peanuts or tree-nuts



Safety Tip!

Wash your hands with soap after handling nuts, especially peanut butter. This helps to protect people with allergies.

Nuts May Be Hidden In:

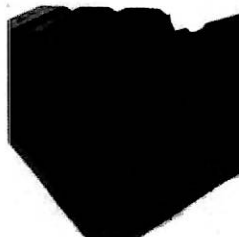
Baked goods



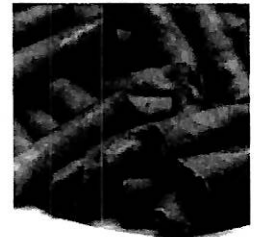
Sauces



Chocolate & candy



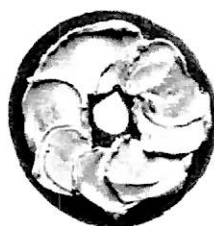
Egg rolls



Cereal & crackers



Cheese spreads



Granola bars



Salads



Always check the label!

For more information, please contact your school and/or your public health office.

*Written by Hannah Derbowka, Nutrition 330 student, University of Saskatchewan
For the Public Health Nutritionists of Saskatchewan with support from Saskatchewan Health Regions (2017)*



Canada's Food Guide

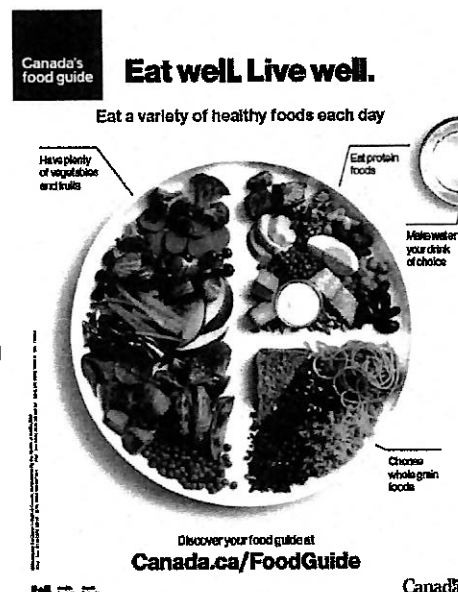
What Foods to Focus On

Canada's Food Guide provides a lot of useful information, including guidance on what foods and drinks to have most often.

The new guide suggests people make it a habit to eat a variety of healthy foods each day. Instead of serving suggestions, the food guide focuses on proportions of foods on your plate, in your bowl or in your lunch box:

- Have plenty of vegetables and fruit—about 1/2 your plate
- Choose whole grain foods—about 1/4 of your plate
- Eat protein foods —about 1/4 of your plate—choose protein foods that come from plants more often, like lentils and beans.
- Make water your drink of choice.

The foods pictured on the food guide snapshot are great healthy choices, but there are lots of other healthy choices that fit as well. Take time to explore the Food Guide online and learn about many more healthy choices to include on your plate. There are also recipes available to help turn those wonderful ingredients into delicious meals.



Written by the Public Health Nutritionists of Saskatchewan Working Group (2019)

For more information contact your local Public Health Dietitian

www.saskhealthauthority.ca/Services-Locations



**Saskatchewan
Health Authority**



saskhealthauthority.ca

Having Dinner Together Can Help Kids Read Better



Adults and children talking to each other during mealtimes has been shown to improve children's health and learning at school.

- ✓ Dinner conversations help children learn to read.
- ✓ Dinner conversations help children learn new and more words.
- ✓ When kids know more words, they learn to read more easily.

Tips for Dinner Conversations

- ✓ **Keep mealtimes enjoyable** so that children eat well. Hard discussions about school grades and punishment make mealtimes less enjoyable for children.
- ✓ **Kids benefit from listening and telling stories.** To help kids tell better stories at dinner time you can:

 **talk** about past experiences you have shared together. For example: "Remember when we went camping with auntie last summer?"

 **ask** a lot of questions that start with "why" and "how." This will allow children to answer using many words instead of answering with just "yes" or "no."

 **Repeat** what your child says, **ask questions**, or **add** to his or her story.

Follow your child's lead on what they want to talk about.



Conversation Starters on the Next Page

How to use the conversation starters: cut along the dotted lines, pick a different topic each night, and start talking! Try making up some of your own too.



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Primary Health Care
Regina Area

Conversation Starters



What is one thing that made you happy today?	If you could have one wish, what would you wish for?
I laughed so hard when...	What musical instrument would you like to try?
If we gave up watching TV for a week, what would we do instead?	Name someone who has done something nice for you. What did they do?
What is your favourite thing to do outside?	What is something that you are thankful for today?
What would you do if you could fly like a bird?	What is the strangest thing that you remember has ever happened to you?
Tell me your favourite story about our family. Why do you like this story?	What is one thing you are really good at?
If you had a superpower, what would you want it to be? How would you use it to help people?	In the book <i>Green Eggs and Ham</i> , Sam-I-am does not want to eat green eggs and ham at first. Later, he does and he likes them. Has something like this ever happened to you?

References: 1. The Family Dinner Project May 30th, 2016 from thefamilydinnerproject.org/

2. Snow, C. E. and Beals, D. E. (2006), Mealtimes that support literacy development. *New Directions for Child and Adolescent Development*, 2006: 51-66. doi: 10.1002/cd.155



**Saskatchewan
Health Authority**

Primary Health Care
Regina Area

CANADIAN 24-HOUR MOVEMENT GUIDELINES FOR CHILDREN AND YOUTH:

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

PREAMBLE

These guidelines are relevant to apparently healthy children and youth (aged 5–17 years) irrespective of gender, race, ethnicity, or the socio-economic status of the family. Children and youth are encouraged to live an active lifestyle with a daily balance of sleep, sedentary behaviours, and physical activities that supports their healthy development.

Children and youth should practice healthy sleep hygiene (habits and practices that are conducive to sleeping well), limit sedentary behaviours (especially screen time), and participate in a range of physical activities in a variety of environments (e.g., home/school/community; indoors/outdoors; land/water; summer/winter) and contexts (e.g., play, recreation, sport, active transportation, hobbies, and chores).

For those not currently meeting these 24-hour movement guidelines, a progressive adjustment toward them is recommended. Following these guidelines is associated with better body composition, cardiorespiratory and musculoskeletal fitness, academic achievement and cognition, emotional regulation, pro-social behaviours, cardiovascular and metabolic health, and overall quality of life. The benefits of following these guidelines far exceed potential risks.

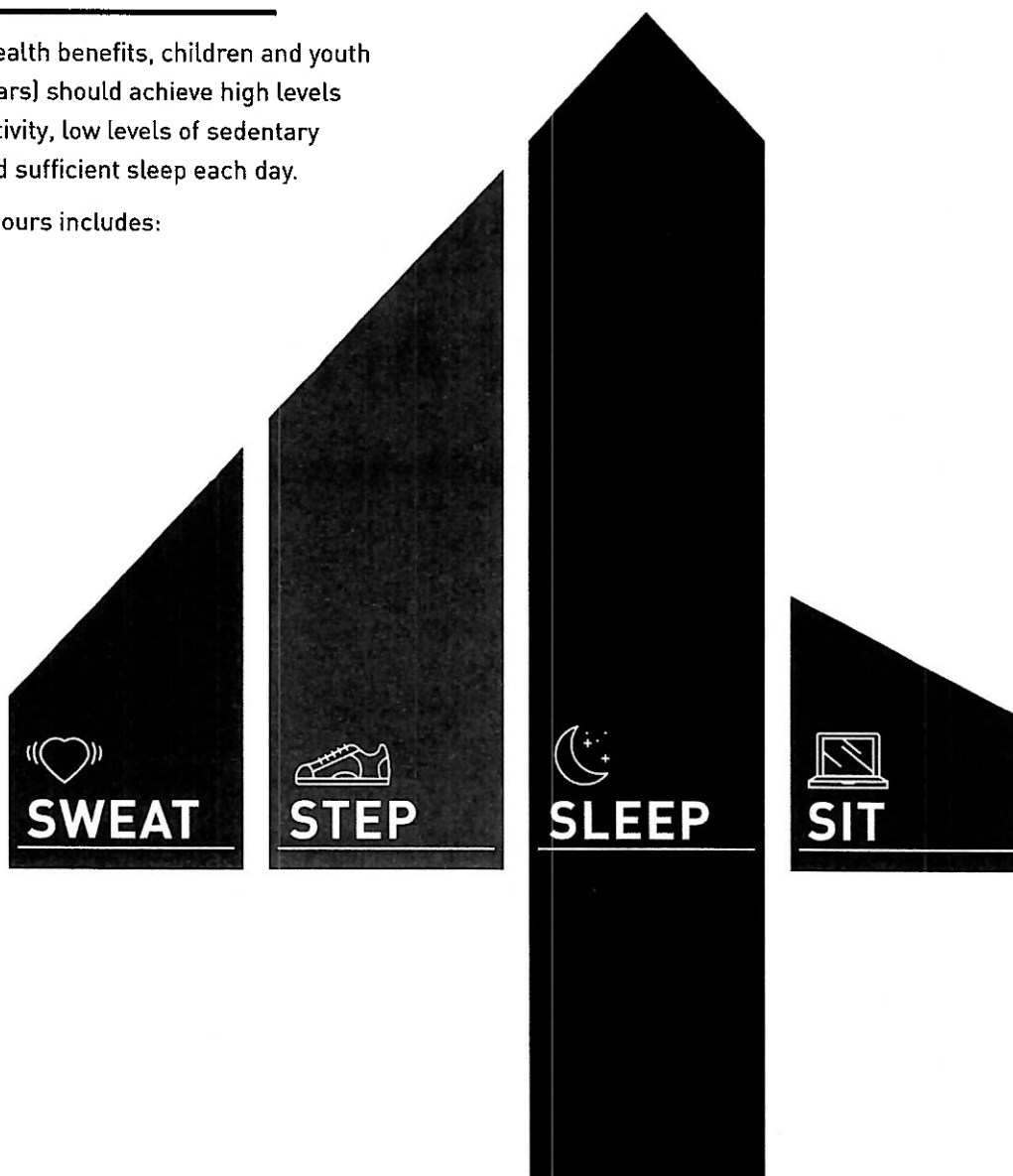
These guidelines may be appropriate for children and youth with a disability or medical condition; however, a health professional should be consulted for additional guidance.

The specific guidelines and more details on the background research informing them, their interpretation, guidance on how to achieve them, and recommendations for research and surveillance are available at www.csep.ca/guidelines.

GUIDELINES

For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:



SWEAT

MODERATE TO VIGOROUS PHYSICAL ACTIVITY

An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week;

STEP

LIGHT PHYSICAL ACTIVITY

Several hours of a variety of structured and unstructured light physical activities;

SLEEP

SLEEP

Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;

SIT

SEDENTARY BEHAVIOUR

No more than 2 hours per day of recreational screen time; Limited sitting for extended periods.

Preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.