Eat Smart! School Program
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           Sonia Colautti Elgin-St Thomas Health Unit
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Kris Millan Kingston, Frontenac, Lennox and Addington Health Unit
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Mary Ellen Deane Muskoka-Parry Sound Health Unit
Heather Thomas Middlesex-London Health Unit
Claudette Turnbull Regional Niagara Public Health Department
Carolyn Froats-Emond North Bay and District Health Unit
Jim Stone North Bay and District Health Unit
Andrew Larmand Northwestern Health Unit
Jean Harvey Ottawa-Carleton Health Department
Denise Beatty Perth District Health Unit
Betty Ann Horbul Porcupine Health Unit
Carolyn Doris Peterborough County-City Health Unit
Miquel Roberts Region of Peel Health Department
Peggy Patterson Renfrew County and District Health Unit
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Introduction
Welcome to Eat Smart! School Cafeteria Program

Healthy eating, being smoke free and avoidance of food borne illness are three of the most important lifestyle factors that help to promote optimal health. These three factors are what Eat Smart! is all about.

The goal of Eat Smart! is to contribute to the reduction of food borne illness and chronic diseases in Ontario. The Eat Smart! School Cafeteria Program endeavours to achieve the goal through:

- Increased awareness and knowledge of healthy eating and food safety
- Increased availability of healthier food choices
- Promotion of healthier food choices in the cafeteria.

About This Manual

This manual is intended to be a resource for schools that want to achieve the Eat Smart! Award of Excellence and become recognised for meeting Eat Smart! School Cafeteria program standards.

This exciting program will help spread the Eat Smart! message across Ontario in cafeterias by:

- Enabling schools to join an Eat Smart! Program
- School cafeterias meeting program standards for healthy eating and food safety.
- Encouraging schools to meet the Canadian Living Foundation Principles for School Nourishment Programs
- Providing information on resources and services.

What Does This Manual Provide?

This manual provides:

- Practical step by step information on "how to" implement the Eat Smart! School Cafeteria Program
- Resources such as point of purchase information, activity and newsletter ideas
- Direction on how to apply for the Eat Smart! 'Award of Excellence.'

Eat Smart! Partners

Eat Smart! provincial partners, the Heart and Stroke Foundation of Ontario (HSFO) and Canadian Cancer Society (Ontario Division), (CCS), are an integral part of the program. They participated in the development of the original program and provide ongoing support at the provincial level.

As Eat Smart! partners, their logos must appear on all Eat Smart! materials produced.
Why Have *Eat Smart!* In Schools?

Research shows that schools provide the opportunity to reach children and adolescents with nutrition information and opportunities for healthy eating, which can improve eating habits overall. The school also has a vital role to play in the prevention of food born illness and tobacco use. The *Eat Smart!* School Cafeteria Program is designed to provide information and resources to promote a tobacco free, safe and healthy eating environment. Beneficiaries of this program include:

- Students
- Principals
- Teachers
- Cafeteria staff
- Other school staff
- Parents
- School visitors

Who Should Read This Manual?

This manual is designed for public health staff and school personnel who will implement the *Eat Smart!* program. Potential users include:

- Cafeteria staff
- School Councils
- Principals
- Teachers
- Public Health Nutritionists
- Public Health Dietitians
- Public Health Inspectors
- Public Health Nurses
- Health Promotion Officers

How Your Public Health Unit Can Help

The role of a Public Health Unit will depend upon the area and resources available. Your health unit may be able to provide all the activities listed below or may be limited to providing the manual and reviewing the school for the *Eat Smart!* award. Your contact person from the local public health unit will tell you about the resources and services they can provide. Possible health unit activities are to:

- Promote the program to school boards, individual schools and contract catering companies
- Present the program's potential activities and advantages to school principals
- Present the *Eat Smart!* School Cafeterias program to identified groups e.g. cafeteria staff, School Council, Student Council, teachers and other school staff
- Set date to meet with a core working group to initiate work on the program
- Attend initial meetings with the working group to provide help in developing a plan for *Eat Smart!* activities
- Provide information on resources, support services and referrals the health unit can supply, e.g. ongoing consultation, food safety workshops, print resources, evaluation, community contacts, etc.
- Plan and deliver food handler training for certification
- Provide help applying for the *Eat Smart!* Award
• Plan award ceremony/recognition event for winning schools, including certificates and letters of congratulations.

**Important!**

Please read through the manual before starting. Remember, a thorough understanding of the program content, and resources will help ensure success.
Part A

Eat Smart!
School Cafeteria Program
1

SECTION

Get Ready!
Step 1
Get Ready!

Step 1: Read The Manual.

What Can You Expect From This Program?

Upon adoption of the Eat Smart! School Cafeteria Program, the Cafeteria will:

• Identify key messages and apply the principles of Canada’s Food Guide to Healthy Eating.
• Apply food safety practices to all food handling.
• Win an Eat Smart! Award of Excellence

The program will provide cafeteria staff with resources to promote healthy eating and food safety. It also provides cafeteria customers with information to increase their knowledge of healthy eating.

How To Win An Eat Smart! School Cafeteria Award of Excellence

To qualify for the Eat Smart! Award of Excellence each school cafeteria must meet:

• Eat Smart! Nutrition standards
• Eat Smart! Food Safety standards.

Understand the Standards

The purpose of the program standards is to set consistent requirements. All participating schools must follow the provincial standards to ensure that schools receive the Award of Excellence on the same merit. Consistency with the standards is the basis of your program.
**Eat Smart! School Cafeteria Program**  
**Nutrition Standard**

The nutrition standard supports Canada’s Guidelines to Healthy Eating. Participating schools will offer a variety of nutritious food choices including vegetables and fruit, lower fat options or substitutions to create healthier food choices.

The cafeteria offers daily:  

**Grain Products**

1. At least 50% of all pre-made sandwiches on bread, bagels, pita, rolls, tortillas and wraps etc. use whole grains.  
   - YES  NO  N/A

2. In the made-to-order sandwich bar at least 50% of the bread choices are whole grain.  
   - YES  NO  N/A

3. At least 50% of breakfast cereals offered are whole grain.  
   - YES  NO  N/A

4. At least one lower fat, grain snack is available e.g. plain popcorn, cereal, pretzels, lower fat cookies.  
   - YES  NO

**Vegetables and Fruits**

5. At least 4 choices of the following vegetable and fruit choices are offered (excluding deep fried vegetables, vegetables in cream or other high fat sauces or dressings, Caesar salad):  
   - YES  NO
   - ___ Fruit (1 piece)
   - ___ Fruit salad (1/2 cup/125 mL minimum)
   - ___ 100% Fruit juice (4 oz /125 mL)
   - ___ Frozen 100% fruit juice bars
   - ___ 100% Vegetable juice (4 oz /125 mL)
   - ___ Leafy Green Salad (1 cup/250 mL minimum)
   - ___ Vegetable Salad (1 cup/250 mL minimum)
   - ___ Baked, boiled or mashed potato (prepared in a lower fat way)
   - ___ Tomato sauce, e.g., on pasta (1/2 cup/125 mL minimum)
   - ___ Stir-fried vegetables (1/2 cup/125 mL minimum)
   - ___ Other vegetables (1/2 cup/125 mL minimum) Please list:__________________________________________________________

**Milk and Milk Products**

6. At least 2 lower fat (2%, 1% or skim) plain or chocolate milk choices are available (or milk alternatives fortified with calcium and Vitamin D, such as rice and soy beverages).  
   - YES  NO
7. At least 2 milk snacks such as cheese, yoghurt, milk puddings, frozen iced milk, frozen yoghurt are available. YES NO

Meat and Alternatives
8. At least one meat, fish, poultry or vegetarian entrée choice (could include a salad entrée which contains a meat or meat alternative) prepared in a lower fat way. YES NO N/A
9. Upon request, remove visible fat from meat and skin from poultry before serving. YES NO N/A
10. Prepared sandwich fillings (e.g., tuna, chicken salad, egg salad, etc.) use low fat mayonnaise or other low fat dressings or mixes. YES NO

Daily Specials
11. All daily specials contain at least 3 of the 4 food groups. YES NO N/A

Other
12. Calorie reduced or fat free salad dressings used or available. YES NO N/A
13. Other fat based condiments, dips, spreads (including butter and margarine), sauces and gravies are lower fat wherever possible. YES NO
14. Upon request, other fat based condiments, dips, spreads and sauces or gravies are:
   ___ Served on the side
   ___ Not used on entrees
   ___ Not used on side dishes
   ___ Not used on vegetables
   YES NO

15. A substitute for french fries or poutine is offered if they are served as part of an entrée. The substitute could be: Baked, boiled or mashed potato, vegetables, salad, rice or other grain product (prepared in a lower fat way). YES NO N/A

16. A serving of french fries or poutine must include an option of a 112 gram/4 oz size or smaller. YES NO N/A

17. Information on ingredients is available upon request. YES NO

18. Water (tap and/or bottled) available at all times. YES NO

See Explanatory Notes in Section C

Cafeteria must meet all applicable criteria
Food safety standards must be continuously maintained. This standard ensures that Eat Smart! School Cafeterias have a track record of safe food handling practices. While the nutrition standard varies according to the menu applicability, cafeterias must meet all criteria of the food safety standard.

The school cafeteria must adopt safe practices in the areas of storage, preparation and sale of food. The food safety assessment will focus on the following critical items:

• Cooling and refrigerated storage of hazardous food.
• Cooking, hot holding or re-heating of hazardous food
• Protection from contamination by food handlers
• Protection from cross contamination of ready-to-eat hazardous foods by raw foods or preparation surfaces
• Protection from contamination from other sources.

Compliance with the Ontario Food Premises Regulation is required. A cafeteria which has received a closure or conviction under the Health Protection and Promotion Act (1990) and the current Ontario Food Premises Regulation, within the 12 months preceding the date of inspection will not qualify for the Award of Excellence.

Your cafeteria: (circle one)

1. Complies with the current Ontario Food Premises Regulation on the date of inspection. YES NO

2. Has a history of compliance with the current Ontario Food Premises Regulation for a minimum of 12 months prior to the inspection date. YES NO

3. Has not been convicted of an offence for non-compliance with the Food Premises Regulation during the past 12 months. YES NO

4. Has not been confirmed as the source of food borne illness during the past 12 months. YES NO

5. Has a minimum of one kitchen employee certified in safe food handling by the health unit/department on site at all times. YES NO

Name:_________________________  Date of Certification:________________
(Certification valid for 5 years)

6. Consents to the sharing of its most recent inspection report with the school's Eat Smart! School Cafeteria Working Group. YES NO
SECTION 2

Get Set!
Steps 2 – 9
Step 2: Get Support

This section will help you to identify the steps you need to take to launch the *Eat Smart!* School Cafeteria program. Before the program can proceed the support of the local public health unit must be obtained. Public health contacts may be any of the following: Public Health Nutritionist or Dietitian, Public Health Inspector, Public Health Nurse, Health Promotion or Communication Officer. Support of the health unit alone is not enough, without teamwork and good communications the program will not succeed. Therefore, it is essential that the following items be in place and assessed before starting the program:

- Support from the principal
- Support from parents and others in the school community.

A short presentation detailing key aspects of the *Eat Smart!* School Cafeteria Program is provided. This presentation could be used by anyone who wishes to gain support for implementation of the program.

The purpose of the introductory presentation is to:

- Describe the *Eat Smart!* School Cafeteria program
- List benefits for students and the school community
- Obtain potential support
- Recruit persons willing to serve on the Working Group.

Overheads can be used to explain the program. In Part C of the manual, sample overheads, are included along with background information to help with the presentation.

Since the program involves all the school community it would seem appropriate that the decision to embark on the *Eat Smart!* program rest with the School Councils, as these bodies usually have all target groups represented. However, circumstances differ from school board to school board and school to school. Therefore, this issue should be discussed by the School Principal and a health unit representative.

Step 3: Set Up A Working Group

The Group Can:

- Get to know each other and share information
- Identify specific expertise and discuss roles
- Identify resources (including human, material and facilities)
- Plan, discuss and make decisions regarding implementation
- Identify lines and methods of communication

Potential Members

All the parties given below are stakeholders in the school cafeteria. The likelihood of success of the program increases with the number of cafeteria stakeholders involved.
in the program. Once Working Group members are familiar with the content of the manual, they should discuss and assign roles and duties based on expertise and availability of members.

Potential members include:
- **Principal or Designate**
  The principal of a school provides the program with leadership, s/he can promote *Eat Smart!* to students, parents, colleagues.
- **Decision-Making School Cafeteria Representative**
  Cafeteria staff can use *Eat Smart!* to make changes and promote healthy eating. Support of *Eat Smart!* Working Group will help make the cafeteria manager's job easier and vice-versa.
- **Parent Representative From The School Council**
  Parents are key participants. They help ensure successful implementation of the program. Parents are often involved in school activities associated with food and can identify and support creative ideas for the program.
- **Teacher Representative**
  Provide the essential link between students and the administration. Teachers can encourage student participation, promote healthy eating in classroom activities.
- **Student Representative**
  This group has the most to gain from the *Eat Smart!* program. Students can participate on the Working Group and form sub-committees for specific activities.
- **Health Unit Representative**
  Essential for program orientation, planning and implementation.

Additional members
- Representative from child nutrition program(s) if applicable
- Representative from relevant community groups who may be able to contribute resources and assist in promotion of the program
- Secretarial support. School administrative staff are key to ensuring communication. They can serve on the Working Group or provide support.

**Step 4: Gathering Information and Support**

The Working Group will need to:
- Review current conditions in the school cafeteria and compare to the *Eat Smart!* standards
- Identify who needs to be kept informed and the mode of communication they prefer
- Identify resources available to run the program.

Review options such as:
- Sharing costs within the school community
- Investigating sponsorship and implications this may have in relation to the school, health unit and partner organisations.

**The Successful Working Group**
The Working Group should provide an environment that is:
- Supportive
- Respectful of all members
- A forum for members to exchange and share information.

Through discussion and sharing of
information, potential difficulties can be identified, addressed and eliminated before they become major impediments to the overall success of the program. Initiating the Eat Smart! School Cafeteria program will require communication with:

- The school principal
- Stakeholders in the school including teachers, student body, parent school council
- Health unit representatives

Once the Eat Smart! School Cafeteria Program is launched and a school Working Group established, the group will decide on its Action Plan. Once the plan is formulated, key stakeholders like the principal, students, teachers and the school council, will need to be informed. In addition, as the plan is implemented various aspects will need to be promoted.

See Part C for additional information.

Step 5: Review of Current Situation

The following questions will help facilitate the identification of current conditions in the school cafeteria as they pertain to the key components of Eat Smart!

1. Is there any individual or committee in the school that regularly (at least once a year) reviews the school cafeteria menu and recommends action in this area?
2. Are there written guidelines on nutrition standards for the school cafeteria?
3. Does the cafeteria support healthy eating and sound nutrition practices?
4. What healthy food choices does the school cafeteria currently supply?
5. Is at least one cafeteria employee who is certified in safe food handling on site during hours of cafeteria operation?

Additional questions may be added by the Working Group.

Note: The review can be used as an introduction or follow-up to the Eat Smart! School Cafeteria Program presentation - see Part C.

Step 6: Eat Smart! Action Plan Development

Once responsibilities of the Working Group are defined the Group can begin to formulate an Action Plan. Based on the answers to the questions posed in Step 5, the Group discusses the strengths and weaknesses of the school cafeteria as they relate to the Eat Smart! nutrition and food safety standards. For each weakness identified, the Group identifies potential solutions and make recommendations. Upon completion of this exercise each recommendation is rated based upon the following points:

- Importance
- Cost - if any
- Time
- Commitment
- Feasibility

The Eat Smart! Recommendation Review Form on page 16 helps the process of prioritizing each recommendation. The process is as follows:

- Each Working Group member rates each recommendation
- Tally total points for each recommendation
- Use the form to rate recommendations
from the highest to the lowest
• Review ratings of recommendations
• Create a ranked list of recommendations
• Present ranked list to the body that appointed the Working Group
• Initiate action plan upon approval of recommendations

Example of Recommendation Review
A sample completed Recommendation Review Form is shown on page 16, using the example that nutritious beverages are not being served at lunch. After discussion within the Group, the recommendation is put forward that healthy beverages such as milk, juices or water be served at lunch. During development of recommendations the group should identify community resources and services that may be of help. Specific solutions for each school will differ due to circumstances, personnel, degree of enthusiasm for the project, etc. Once the recommendations are accepted the Working Group is in a position to draw up an Action Plan to implement each recommendation. The Action Plan should include:
• What specific activities are needed to implement a recommendation
• When the activities are to take place
• Who is responsible for each of the activities

Example of Action Plan Development
Recommendation: Milk, juices or water will be served at lunch. The completed Action Plan should detail all activities for a specified period of time, e.g. six months. This will enable the Working Group to report specific progress of the Eat Smart! initiative in their school and to keep on track. The plan will also help identify resources needed and ensure that no-one person is overloaded. Remember – it is always better to do a few things well than several poorly!

Sample Program of an Action Plan
Recommendation: Milk, juices or water be served at lunch

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write and produce ads for the promotion of nutritious beverages, for the school announcements and point of purchase</td>
<td>March 15th</td>
<td>Student Council</td>
</tr>
<tr>
<td>Approval of ads by Principal and Working Group</td>
<td>March 30th</td>
<td>Principal and Working Group</td>
</tr>
<tr>
<td>Ordering of extra chocolate milk, skim, 1% 2% milk, 100% fruit and vegetable juices</td>
<td>Week of March 25th</td>
<td>Cafeteria Supervisor</td>
</tr>
<tr>
<td>Point of purchase promotion of nutritious beverages</td>
<td>April 1st</td>
<td>Cafeteria Supervisor</td>
</tr>
<tr>
<td>Conduct promotion on morning announcements</td>
<td>April 1st</td>
<td>Student Council Rep.</td>
</tr>
</tbody>
</table>
**Eat Smart! Recommendation Review Form**

Rate each of the recommendations identified on the chart below using a scale of 1 to 5

<table>
<thead>
<tr>
<th>Importance</th>
<th>How important is the recommendation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 = Very important</td>
</tr>
<tr>
<td></td>
<td>3 = Somewhat important</td>
</tr>
<tr>
<td></td>
<td>1 = Not very important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
<th>How expensive would it be to plan and implement the recommendation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 = Not very expensive</td>
</tr>
<tr>
<td></td>
<td>3 = Moderately expensive</td>
</tr>
<tr>
<td></td>
<td>1 = Very expensive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>How much time and effort would be needed to implement the recommendation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 = Modest time and effort</td>
</tr>
<tr>
<td></td>
<td>3 = Somewhat high time and effort</td>
</tr>
<tr>
<td></td>
<td>1 = Very high time and effort</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment</th>
<th>How enthusiastic would the school community be about implementing the recommendation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 = Very enthusiastic</td>
</tr>
<tr>
<td></td>
<td>3 = Somewhat enthusiastic</td>
</tr>
<tr>
<td></td>
<td>1 = Not enthusiastic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feasibility</th>
<th>How attainable is the recommendation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 = Fairly easy to attain</td>
</tr>
<tr>
<td></td>
<td>3 = Somewhat difficult to attain</td>
</tr>
<tr>
<td></td>
<td>1 = Very difficult to attain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Importance</th>
<th>Cost</th>
<th>Time</th>
<th>Commitment</th>
<th>Feasibility</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, juices or water to be served at lunch</td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>63</td>
</tr>
</tbody>
</table>

* * A Public Health Nutritionist or Dietitian should be consulted to assist with developing recommendations *

Section

Go!

Step 7
Go!

Step 7: Go!

The purpose of this section is to provide ideas that will be of help with the implementation of the Eat Smart! School Cafeteria Program.\textsuperscript{4, 5}

**Cafeteria Contracts:**

Contracts for the provision of cafeteria services may have specific food, health and safety clauses. Some points to negotiate when contracts are being drawn up are given below.

**Grain Product Suggestions:**
- At least 50% of all prepared sandwiches, bagels, pitas, rolls, tortillas and wraps to use whole grains
- At least 50% of breakfast cereals offered to be whole grain

**Vegetables and Fruit Suggestions:**
- A minimum of two cooked vegetables prepared in a lower fat way are served daily
- Raw vegetables are available daily
- A minimum of two fresh fruit choices to be available daily
- A minimum of 4 fruit or vegetable juice choices are available daily
- French fry serving sizes include the option of a 112g/4oz size
- Fat is not used on vegetables

**Milk Products Suggestions:**
- A choice of milk with a fat content of 2% or less is available daily
- 250 mL of milk is priced lower than soft drinks
- 280 mL of juice is priced lower than soft drinks
- Lower fat yoghurt, (plus, if a freezer is available, frozen yoghurt) to be available daily
- Milk puddings offered as a dessert choice daily or weekly

**Meat and Alternatives Suggestions:**
- At least one hot meat alternative is offered at lunch
- A minimum of two meat alternative sandwich fillings are offered daily, (e.g. tuna, peanut butter, egg)
- Lower fat sandwich meats are offered in at least one sandwich daily
- Canned fish, (e.g., tuna is water packed).
- Legumes, e.g., peas, beans or lentils are served 1 to 2 times per week
Additional Items – Suggestions:
• Gravies, sauces and salad dressings to be offered "on the side"
• Lower calorie dressing is available
• Lower fat gravy (i.e., gravy base without fat) is used
• Portion sizes of meat, fish or poultry servings to be in accordance with Canada’s Food Guide to Healthy Eating
• Salad, rice, potato or vegetable to be offered in place of french fries
• Food to be prepared without added fat
• A minimum of 3 healthier snacks to be available daily (e.g., lower fat cookies, cheese and crackers, yoghurt, fresh fruit, nuts)
• Lower fat methods of cooking to be used at all times e.g., broiling, baking, stir frying, steaming, poaching
• Nutritious beverages (e.g., milk, chocolate milk, 100% juices and water) to be available at all times
• Serve high fat entrees less often. When a high fat entrée is served, always offer a lower fat alternative entrée
• Lower fat choices to be labelled
• Higher fibre choices to be labelled

Overall Conditions – Suggestions:
The cafeteria is to offer:
• Choices from all four food groups daily
• Lower fat foods more often
• Whole grain products more often
• Green and orange vegetables and fruit more often
• Lower fat milk products more often
• Leaner meats, poultry and fish, as well as meat alternatives, such as dried peas, beans and lentils more often

Food Safety – Suggestions:
• The cafeteria should adhere to all rules, regulations and guidelines on food safety from the local Public Health Unit and in accordance with the current Ontario Food Premises Regulation
• At least one food service employee in each cafeteria has been certified in safe food handling by public health
• One cafeteria employee certified in safe food handling to be on site whenever the cafeteria is operating

Administration and Review – Suggestions:
• The Board of Education or Principal, to designate a school staff member or committee in each school to monitor cafeteria adherence to contract agreements
• Upon renewal of cafeteria contracts the selected caterer commits to promoting sales of healthier food items
Ideas For Promotion of Healthier Lunches and Snacks

• Offer ‘combos’ that reflect all four food groups  
  e.g. Sandwich  
  Salad or piece of fruit  
  Milk or yoghurt  

  e.g. Hot entree  
  Vegetable or salad  
  Roll, pasta or starchy vegetable  
  Milk or yoghurt  

• Offer frequent purchase cards, (e.g., a patron buys four healthy combos and gets the 5th at half price)  
• Draw prizes for those having a healthy combo a minimum of 3 times in a week  
• Theme days, (Indian, Greek, Italian, etc.). Decorate the cafeteria and have appropriate music  
• Discount coupons to encourage consumption of vegetables and fruit, lower fat items and higher fibre items  
• Contest based on nutritious food purchases in a week or month  
• Use a bulletin board that gives extra information  
• Develop promotion messages for the school announcements or have students develop them with prizes for those whose messages are selected  
• Develop own or distribute a health unit newsletter or fact sheet, monthly; see samples in Section C  
• Have a ‘hot sellers’ snack section filled with healthier snacks  
• Use point of purchase labels – see resource section  
• Use table tents for different seasons and promotions - see resource section  
• Provide pamphlets, brochures, fact sheets on different foods or nutrients  
• Have vegetable and fruit promotion specials  
• Have milk promotion specials  
• Have whole grain promotion specials  
• Cooking contests  
• Food and disease prevention and health promotion awareness days (e.g. osteoporosis, heart disease, sports nutrition, healthy eating)  
• Game show days where all the questions are on food, nutrition and food safety, e.g., food jeopardy, food bingo, who wants to be a healthy ‘millionaire’  
• Tray challenges between students and teachers to see which group chooses healthier lunches and or snacks  
• Surprise pick – where one food item is labelled or identified with a marker recognisable to cafeteria staff and the patron gets that item free. Award accompanied by loud music or noise of some kind and award later promoted in newsletters or over address system.
Point of Purchase Messages

The aim of point of purchase (POP) messaging is to draw attention to different food items and provide cafeteria patrons with information that will increase knowledge and hopefully influence their food choices.

Presentation of POP Messages

There are many ways to make POP messages. They can be typed on to address labels and stuck to card that is a bright colour, e.g., red, yellow, blue, green or the label could be stuck to white card that is edged with green and red marker (Eat Smart! colours). The label if large enough could include the Eat Smart! logo. The possibilities for creativity in the point of purchase message display are endless – use your imagination and try them out!

Within each series of messages, keep the design consistent. This has two advantages:

1. When the first series of messages is removed the cafeteria patrons will be alerted to the fact that there are new messages. This will draw their attention to the newly labelled foods

2. It will ensure that all messages are current since no old messages will be overlooked and left in place once the new series is installed.

For example if blue coloured card is used for the first series of messages and the red and green edged cards are used for the second series, the difference will be easy to observe in the cafeteria.

Development of POP Messages

Important!

Have POP messages reviewed by a Registered Dietitian to ensure adherence to Federal Food and Drugs Act and Regulations, and the Canadian Food Inspection Agency's Guide to Food Labelling and Advertising. See Part C for additional information.

How Many POP Messages?

The number of messages is dependent upon the type and variety of food the cafeteria serves as well as the physical layout. The messages should address foods from each food group and include beverages. No more than 10 messages to be used at one time. This number allows the patrons to read all the messages without being overloaded with information or being overwhelmed by the number of messages.

How Often Should POP Messages Be Changed?

Messages should not be left in place too long. One to two weeks is the maximum length of time each series should be used to maintain patrons’ interest. The same messages may be used again, perhaps using a different graphic. Keep a log of when messages are used to ensure there is a break of several months before messages are reintroduced and to help prevent loss of patrons’ interest.
POP Message Placement

The POP messages should be displayed beside the foods to which the message relates. Careful placement will avoid the cafeteria patron becoming confused, e.g., a lower fat message placed next to a higher fat yoghurt. If using the messages from this manual, make sure that the messages apply to the food available in your cafeteria.

POP messages may be placed:

• At the salad bar – on display cases or next to individual salads
• At the steam table – on the table or sneeze guard
• Where grains are displayed – next to breakfast cereals, crackers, muffins, rolls, sandwiches etc.
• Where vegetables and fruit are displayed – in display cases (as with fruit salad, or prepared vegetable sticks) or where fresh fruit is available
• Milk products display cases and dispensers that contain foods such as milk puddings, yoghurt, frozen yoghurt, ice cream and fluid milk
• In beverage area or drinks case where items such as juices and water are displayed.

The POP messages can be:

• Stuck directly to display cases with Velcro™ (or a product like Sticky Tac™)
• Placed in a rigid plastic card holder that stands where the food is displayed e.g., on a dessert case
• Put in plastic pockets which are affixed to the display case with adhesive tape or Velcro™
Sample POP Messages

Grains
1. Choose whole grain bread products more often! e.g., wheat, rye, pumpernickel
2. Have you tried whole grain bread lately?
3. For fibre and flavour, enjoy whole grain muffins, breads, wraps and rolls!
4. Start your day off right … Choose a cereal with fibre!
5. Really hungry? Add some rice or pasta to your meal
6. Wrap it up! Enjoy a whole grain wrap

Vegetables and Fruit
1. Enjoy a variety of fruit and vegetables each day!
2. Savour the fresh taste of fruit salad!
3. Hungry? Have an extra serving of hot vegetables
4. Are you really hungry? Add salad to your lunch
5. Eat your vegetables! – for fibre and flavour mmmmm!
6. Replace fries with plain potatoes, hot vegetables or a salad. GREAT taste with less fat!
7. Add colour and variety to your plate with nutritious vegetables!
8. Choose dark green and orange vegetables and fruit
9. Increase your fibre intake by adding raisins, prunes, dates or nuts
10. Fresh vegetables …crunchy, crispy, tasty!
11. Choose a variety of vegetables … each offers its own nutrient benefits!
12. Add variety to your meal with crisp and refreshing salads
13. Tired of eating the same thing? Try a new vegetable today!
14. Choose crisp, fresh vegetables as one part of healthy eating
15. Fresh and juicy – fresh fruit to complete your meal
16. Nature’s candy! Try sweet and juicy, fruit
17. Have you had your fresh fruit today? It’s a GREAT dessert
18. Fresh fruit and fruit salads – delicious nutritious desserts

Milk Products
1. 2% cottage cheese and fresh fruit … a satisfying dessert
2. Cut back on fat. Try 2% milk.
3. Add fruit to plain yoghurt (2% M.F or less) for a delicious, lower fat dessert or snack
4. Give skim milk a try and get all the nutrition without the fat
5. Yoghurt makes a delicious, fast dessert or snack
6. Compare the fat content of milks. There’s a big difference!

<table>
<thead>
<tr>
<th>250 ml (1 cup)</th>
<th>Fat (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>skim</td>
<td>0</td>
</tr>
<tr>
<td>1% plain or chocolate</td>
<td>2.5</td>
</tr>
<tr>
<td>2%</td>
<td>5</td>
</tr>
<tr>
<td>whole (3.3%)</td>
<td>9</td>
</tr>
</tbody>
</table>
7. Choose lower fat cheese – 20% Milk Fat or Butter Fat (M.F. or B.F.) or less
8. Quench your thirst with ice cold milk! Choose 2% M.F. or less.
9. Try lower fat cheeses. All the flavour but less fat
10. Did you know? 1 cup (250 ml) whole milk is like drinking skim milk plus 2 pats of butter?!!!

Meat and Alternatives
1. Lean meat is a tasty sandwich filling. All the flavour with less fat than a BLT!
2. Lean roast beef, ham, turkey or chicken breast are great sandwich choices!
3. Fish like salmon and tuna are good for you
4. Trim your meats of visible fat – it’s part of healthy eating
5. Try beans or chick peas instead of meat
6. Increase your fibre intake by adding chick peas, kidney beans or lentils
7. Add protein to your salad. Try beans and eggs

Entrees
1. Today’s entrée is nutritious and delicious!
2. Try your fish baked not battered – a great choice with less fat
3. Chicken without its skin – lowers the fat!
4. Enjoy broiled, baked or steamed foods as part of lower fat meals
5. Pizza: A meal on a crust – but choose less sausage or pepperoni for less fat

Snacks
1. Try our delicious muffins
2. Having a snack attack? Try lower fat melba toast and crisp breads
3. Try a whole wheat bagel with jam instead of butter or margarine
4. Enjoy fibre filled breakfast cereals. Compare the dietary fibre content
5. Share a large muffin with a friend!
6. Save half of a large muffin and eat with lunch
7. Looking for something sweet? Try ice cold sherbet!
8. Sherbet – A delicious ice cold treat!
9. Try a fresh fruit for a satisfying and nutritious snack
10. Have you had a fresh fruit today? It’s an easy fast food or snack
11. Need a snack? Refreshing, fruit is the answer!
12. Frozen yoghurt lower in fat than ice-cream – but still a delicious treat!
13. Ice cold sherbet lower in fat than ice-cream – but still a delicious treat!
14. Here’s a hunch – raw vegetables provide a snack with a low fat crunch

Beverages
1. Looking for something "chocolatey"? Try 1% M.F. chocolate milk
2. Juice – a refreshing nutritious drink
3. Try 100% fruit juice and drink your fruit!
4. The world’s best thirst quencher: WATER!
5. WATER! An "energy free" way to quench thirst and replenish body fluids
Other
1. Make lower-fat choices more often!
2. Pea soup! Contains protein and fibre – give it a try!
3. Extra hungry? Add soup to your lunch!
4. Ask for sauces and gravies served on the side. How much to use? YOU decide!
5. Reach for a great tasting calorie reduced dressing
6. Dressing up your salad? Use a light hand when pouring!
7. Cut back on fat but not flavour – choose lower calorie salad dressings.
   Compare 1 tbsp. (15 mL) regular to 1 tbsp. (15 mL) lower calorie dressing –
   great taste with less fat!
8. Ask yourself – How many salty foods are on my plate?
9. Go for it! Try a food you’ve never had before
10. Spread it thin – butter and margarine that is!

Sample POP Message

Frozen yoghurt and sherbet are delicious and lower fat treats

School Cafeteria Program
Table Tents

Table tents are another way to pass along nutrition and health messages. As with POP cards, table tents should present the messages in an eye catching way. With the exceptions of size and the fact that they are used only on tables the guidelines given for the use of POP cards also apply to table tents. The Eat Smart! logo can be used on the tents to ensure a consistent identifier. Table tents can be used to highlight a season or a specific time of year.
Examples are:

- Spring
- Summer
- Fall
- Winter
- Halloween
- St. Valentines
- Nutrition Month (March)
- Heart Month (February)
- Cancer Month (April)

Table tents can also be used to highlight specific topic areas. Different messages relating to one topic area may be used at a time or messages on different topics can be used. But remember:

- To keep a log of when the messages are used to prevent repetition which would deter patrons from reading the messages on a regular basis
- Change the table tents every 1 to 2 weeks to prevent patron boredom
- Remove damaged table tents as soon as they are observed

Sample topics include:
- Canada’s Guidelines for Healthy Eating
- Vegetables and Fruit
- Milk Products
- Meat and Alternatives
- Grain Products
- Dietary Fibre
- Total Diet Approach
- Weight Management
- Vitality!
- Quizzes

The ideas for table tent themes and content are endless.
Note: For information on table tent construction refer to Part C.
Sample Table Tent Messages

Most of the following table tent messages can be used as a single table tent or made into a series of table tents with side 1 remaining as is and side 2 using one of the statements.

Grain Products
1. Side 1:
   Fill up your plate with 5 to 12 servings of grain products every day

   Side 2:
   A serving is:
   – 1 slice of whole grain bread
   – 1/2 bagel
   – 3/4 cup or 175 mL hot cereal
   – 30 grams of cold cereal
   – 1/2 cup or 125 mL rice/pasta

2. Side 1:
   Go for whole grains!
   Whenever you can, choose whole grains such as whole wheat, wheat bran, oat bran, oatmeal, barley, bulgur. Grain products give you energy for your busy day. Try………..

   Side 2:
   Here are a few things to try:
   - Start your day with a bowl of whole grain cereal
   - Have sandwiches on whole grain breads, rolls and wraps
   - Snack on whole grain crackers and muffins that are lower in fat.

3. Side 1:
   Compare and choose!
   Check out the difference …
   4 Melba toast crackers has less fat than four cheese crackers.

   Side 2:
   Crackers can contribute significant fat in our diet. Choose crisp lower fat crackers like bread sticks, rice cakes, soda crackers, crisp whole grain crackers, etc…..

4. Side 1:
   Compare and choose!
   Check out the difference…..
   1 bagel has less fat and calories than 1 croissant.

   Side 2:
   Grain products are not all equal. Select lower fat and high fibre choices more often.
5. Side 1:

Compare and choose!
1 lower fat muffin has less fat and calories than a yeast doughnut.
Check out the difference.

Side 2:

There can be hidden fat in processed foods. Whole grain toast, bagels,
English muffins or lower fat muffins made with whole grain flour
are some good alternatives.

6. Side 1:

A Step In The Right Direction ...
Indulge in grain products!
Did you know that you should have 5 to 12 servings of grain
products a day?
You might think that's a lot, but you may already be eating
more than this.

Side 2:

Check these serving sizes:
2 servings = - 1 pita bread, roll or bagel
            - 1 cup cooked pasta, rice or other grain
1 serving  = - 1 slice of bread, 30 g cold cereal, 3/4 cup (175 ml) hot cereal
Whenever possible choose whole grain products to get the fibre.

Vegetables and Fruit Examples
1. Side 1:

If you think you don't like vegetables maybe you just haven't tried the best

Side 2:

No blarney here! Vegetables come in almost every shade of the rainbow,
and in almost every letter of the alphabet ...
Arugula       Mushrooms
Asparagus     Okra
Broccoli      Parsnips
Cauliflower   Peas
Collard Greens Radicchio
Dandelion Greens Radishes
Eggplant      Spinach
Escarole      Squash
Fiddleheads   Tomatoes
Garlic        Turnip
Jicama        Watercress
Kale          Yams
Leeks         Zucchini
Take advantage of the wonderful variety of vegetables available.
2. Side 1:
Salad! The low fat choice ...or is it?
Salads have always been the dieters' choice but they can be a high fat or low fat choice.

Side 2:
For a lower fat salad choose:
- Salads made without mayonnaise or creamy sauces
- Lower fat salad dressing
- Plain vegetables and fruit
- Plain sources of protein like eggs, lean meat, chick peas
- Limit the high fat add-ons like croutons, bacon bits, nuts and seeds, olives and cheese.

3. Side 1:
The salad bar looks great!

Side 2:
Slow down! Check the selection before you load up your plate.
Choose:
- Plain vegetables with a little dip or lower fat dressing
- Plain meat, eggs, beans and low fat cottage cheese
- Go light on the high fat cheese, creamy salads, croutons, olives, bacon bits, nuts and seeds
- Plain fresh bread is a great low fat filler

4. Side 1:
Orange, yellow, green red?

Side 2:
Dark green and orange are the colour of choice when it comes to fruit and vegetables. These foods are higher in nutrients like vitamin A and folacin than other vegetables and fruit. Go for salads, broccoli, spinach, squash, sweet potatoes, carrots, cantaloupes, or orange juice.

5. Side 1:
Reach for 5 to 10 servings of vegetables and fruit every day!

Side 2:
A serving is:
- 1 medium piece of fruit
- 1/2 cup or 125 mL (fresh, frozen or canned) vegetables
- 1/2 cup or 125 mL juice
- 1 cup or 250 mL of salad

6. Side 1:
Take a bite ...choose a vegetable or fruit!
Dark green and orange vegetables and orange fruit are the best – they are packed with nutrients and fibre. Eat a variety of vegetables and fruit every day.
Side 2:

Try:
   - A new vegetable or fruit this week
   - Sprinkling some berries over cereal
   - A piece of fruit with lunch
   - A salad with dark greens like spinach or romaine lettuce
   - A vegetable stir-fry

Milk Products

1. Side 1: Make an *Eat Smart!* choice ...Give lower fat milk a try! Break out of a habit. You may find that the taste is better than you think. As you lower your fat intake, lower fat foods will taste better and actually become a taste preference.

Try ...

Side 2: 2% milk if you drink whole milk
1% milk if you drink 2%
Skim milk if you drink 1%
You will lower your fat intake tremendously!

2. Side 1: Did you know?
Lower fat milk contains the same amount of high quality protein and essential calcium as the higher fat milks. They have less fat and calories and still provide the same goodness.

Side 2: Choose 2%, 1% or skim. One 250 ml (1 cup) milk contains:

<table>
<thead>
<tr>
<th></th>
<th>milk</th>
<th>2%</th>
<th>1%</th>
<th>skim</th>
</tr>
</thead>
<tbody>
<tr>
<td>calories</td>
<td>128</td>
<td>105</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>fat (g)</td>
<td>5</td>
<td>2</td>
<td>trace</td>
<td></td>
</tr>
</tbody>
</table>

3. Side 1: Aim for 3 to 4 servings of milk products every day!

Side 2: A serving is:
1 cup (250 mL) of milk
2 slices or 50g of cheese
3/4 cup or 175 mL of yoghurt
4. Side 1: Marvellous milk!
Milk products provide a generous source of calcium for teeth and growing bones.

**Side 2:** Drink and eat your milk. Have:
- Chocolate milk
- 1% milk
- 2% milk
- Yoghurt drink
- Milk pudding
- Yoghurt
- Iced milk dessert

5. **Side 1:** Make the *Eat Smart!* Choice
How do you know it's a lower fat milk choice?

**Side 2:** Whether it's milk, yoghurt, cheese, cream, or ice cream, look on the label. Look for M.F. (Milk Fat) or B.F. (Butter Fat). Compare % of M.F. or B.F. of similar products and select the lower fat one.

**Meat and Alternatives**

1. **Side 1:** For Meat Lovers Only!

**Side 2:** Canadians love meat. Certain cuts of red meat are as lean as chicken without skin and visible fat. Limit your serving to the size of the palm of your hand or a deck of cards. Think you will starve? Pile on high fibre, nutritious fillers like pasta, rice, grains, vegetable and fruit.

2. **Side 1:** For Meat Lovers Only!

**Side 2:** Is it better to cut out beef altogether? No! Today's beef is leaner, especially when trimmed of all visible fat. Select a meat that is broiled, stir fried or barbecued and served without a rich sauce, like gravy.
3. Side 1:
Pick a lean protein….
Meat and meat alternatives can be good sources for protein, iron and other nutrients.
Meat, poultry, fish and seafood can be cooked and prepared in many different ways. Try beans, dried peas, lentils, eggs and tofu for added variety to your meals.
Lean protein choices are ...

Side 2:
- Baked, broiled, barbecued or stir fried meat instead of deep fried
- Try a meatless meal once a week such as tofu, lentils & rice, an omelette, or bean salad & pita bread

4. Side 1:
Enjoy 2 to 3 servings of meat or meat alternatives every day!

Side 2:
A serving is:
50 – 100 grams meat, poultry or fish
1/3 – 2/3 can or 50 – 100 grams canned fish
1 – 2 eggs
1/2 – 1 cup or 125 – 250 mL beans
1/3 cup or 100 grams tofu
2 tbsp or 30 mL peanut butter

5. Side 1:
Compare and choose!
The way foods are prepared makes a big difference to the fat content.
Compare ...

Side 2:
A 90 g/3oz roasted chicken breast has less calories and fat than a 90 g/3oz breaded fried chicken breast
Choose foods prepared with little or no fat.

Canada’s Guidelines for Healthy Eating

1. Side 1:
Canada's Guidelines for Healthy Eating:
Enjoy a variety of foods
Emphasise cereals, breads, other grain products, vegetables and fruits
Choose lower fat milk products, leaner meats and foods prepared with little or no fat.
Achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating
Limit salt and caffeine
Choose lower fat milk products, leaner meats and foods prepared with little or no fat. Fat is not all bad. It tastes good and serves important functions in the body. The problem is many of us eat too much. To keep the fat in your diet at a healthy level:
- Select leaner meat and poultry more often
- Eat less sausage, bacon, and high fat deli meats like bologna and salami
- Trim meat and remove the skin from poultry
- Include more alternatives such as baked beans and lentils
- Limit serving sizes to 90 to 120 g, 2 servings per day

Alternate Side 2:
Emphasise cereals, bread, other grain products, vegetables and fruit
Fibre is found in whole grains like whole wheat, rye, corn, oats, brown rice, peas and fruit and vegetables.
Canadians eat about 15 grams of fibre each day – and should eat more.
Adding more fibre is easier than you might think:
- Eat more whole grain breads and cereals
- Snack on fresh fruit and raw vegetables such as carrots and broccoli
- Include more legumes such as lentil soup.

2. Side 1:
Canada’s Food Guide to Healthy Eating Check!
Are you eating the minimum number of servings from Canada’s Food Guide To Healthy Eating?
At day’s end think: How many servings from each food group did I have? Did I make the grade?...............

Side 2:
Canada’s Food Guide to Healthy Eating:
5 – 12 Grain Products
5 – 10 Vegetables and Fruit
3 – 4 Milk Products
2 – 3 Meat or Alternatives

3. Side 1:
Canada’s Food Guide to Healthy Eating Check!
Are you including grain products and vegetables and fruit groups at each meal and snack? Yes?
If so, it is more likely that at the end of the day you will have met your requirements for these food groups ...

Side 2:
Did you get what Canada’s Food Guide to Healthy Eating recommends?
5 – 12 servings of grain products
5 – 10 servings of vegetables and fruit
4. Side 1:

Make an *Eat Smart!* Choice
Many people think that starchy foods like potatoes, beans, breads, pasta, rice and other grains are fattening. The truth is that these foods are naturally low in fat and often contain some dietary fibre. Fibre gives you a feeling of fullness. It's the fat that's added that can make them higher in calories.

Side 2:

Eat more grain products, starchy vegetables and legumes.
You’ll be eating smart!

5. Side 1:

Take the *Eat Smart!* steps
Selecting one food from each of the 4 food groups at each meal can help you adopt a healthy eating pattern.

Side 2:

Emphasise grain products, vegetables and fruit in your snacks and meals

Other Foods

1. Side 1:

When temptation grabs you ...
Pies… cakes… chocolate bars…. Should I or shouldn’t I?

Side 2:

To eat nutritiously, there is no one food that you cannot eat. What’s important is to control your portion size and consider how often you are eating foods that are high in fat. If the rest of your eating pattern follows *Canada’s Food Guide to Healthy Eating*, then the occasional high fat food is fine.

2. Side 1:

Eating Smart! Goodbye chocolate?

Side 2:

Healthy eating is the sum total of all food choices made over time. It is the overall pattern of foods eaten and not any one food, meal or even a day’s meals that determines if an eating pattern is healthy. Therefore, enjoy your chocolate occasionally, while following *Canada’s Food Guide to Healthy Eating*. 
3. Side 1:

Sweet tooth?
White and brown sugar and honey do not contribute a significant quantity of nutrients to the diet. Sugar in the quantities currently consumed by Canadians does not pose a health risk other than tooth decay.
Foods high in sugar and fat like pies, cakes, pastries and doughnuts are a concern because of their fat content.

Side 2:

Enjoy the occasional sweet food but don’t overdo it. You might be missing out on key nutrients you’d get from wiser choices.

4. Side 1:

Vitality!
Do you ...
- Feel good about yourself?
- Eat Smart!?
- Enjoy active living?

Side 2:

These three elements help you enjoy life to the fullest. They work together to make you feel healthy and energetic.

5. Side 1:

Vitality!
Grab the good times!
- Crunch into a fresh cob of corn
- Jump into a pool on a hot summer’s day
- Throw snowballs with your friends
- Find a moment to relax and think

Side 2:

These are the good times ...those moments that all add up to living with vitality! All you have to do is grab on!

6. Side 1:

Eat Smart! Fat Quiz True or false?
1. Margarine contains fewer calories than butter
2. Most ‘hidden fats’ are found in meat
3. Grapefruit and acidic juices melt fat

Side 2: Answers
1. False (they contain the same amount of calories)
2. False
3. False
7. Side 1:

Stuck in an eating rut?
- Try something new.
- Try one new food a week.
- Eat different foods, prepared in different ways

Remember ...

Side 2:
Each food group provides its own set of nutrients. Also foods within the same food group do not all contain the same nutrients. Make sure that you are getting all the nutrients you need, enjoy a VARIETY of foods.

8. Side 1:
Want to improve your eating habits and Eat Smart!? Change can be difficult, but if you go about it gradually, you are more likely to succeed long term.
Choose one habit to work on first and when it feels comfortable, move to another. For example, try using 1% milk instead of 2% and once you are used to that, work on another habit like increasing your vegetable servings.

Side 2:
Gradual changes are more likely to last. Take it one step at a time!

9. Side 1:
Ice cold desserts; tempting frozen desserts – just how sinful are they? Ice-cream, by law, must contain 10% milk fat by weight. Most ice-creams range from 10% to 17% milk fat (M.F.). Today there are many decadent ice-cream alternatives that offer as much taste but with less fat.

Try ...

Side 2:
- Sherbet
- Gelato (an Italian ice-cream type dessert)
- Ice milk
- Frozen yoghurt

Look for the milk fat (M.F.) or butter fat (B.F.) content on the label and choose the lower one. Popsicles and juicicles are virtually fat free.
Launching Your *Eat Smart!* Action Plan

To create excitement, awareness and interest in the cafeteria program, the first step is to involve representatives from all parts of the school community in the Work Group. When the Action Plan is complete these same people can then be involved in the implementation of the plan. Each activity needs to be promoted and then promoted and then promoted, and then … You get the picture!

Some of the activities for leading up to the actual launch day could be:

- Publish an introductory newsletter or fact sheet on the *Eat Smart!* project
- Hold information sessions for cafeteria staff, classroom representatives and others, not on the Work Group. These people can then inform others, spread the news about the upcoming activities and help create anticipation and excitement about the program.
- Display banners and posters around the school, especially in the cafeteria, announcing the program
- Create areas with a ‘count down’ of days to the program launch
- In the last week before the launch hold a draw where cafeteria patrons have to answer a nutrition or food safety question to win a prize. Promote the daily question and winner to create excitement.
Launch Day

This should be a well planned event. Possible activities include:

- Morning announcements
- Special notices around the school
- Cafeteria specially decorated with posters and other decorations
- Principal, Work Group Members and Health Unit staff to cut a ribbon at the start of the lunch break.
- Principal, Work Group Members and Health Unit staff to make a brief presentation or speech about the Eat Smart! School Cafeteria launch and ongoing program
- Special surprise prizes e.g., a sticker on the bottom of a plate, juice bottle, milk carton, or chair in the cafeteria or every 10th person buying a healthy snack. Student receives a prize for getting the item with the sticker. Winners announced on address system and notices next day.
- Buttons or other small promotional items e.g., pencils, stickers, rulers given out to cafeteria patrons

Displays

For the launch of the Eat Smart! School Cafeteria Program, a display can be set up either inside or next to the entrance of the cafeteria. The display could give details on the program and be staffed by Work Group members. There could be ‘give aways’ of small snack items (possibly donated by a supplier) as well as a newsletter promoting the upcoming events and activities.

Displays could also be used throughout the program – a display could be developed for each month. Themes for displays could follow the themes being used in the cafeteria activities. Enlist the help of art classes and groups in the school to help with this part of the program. The Working Group should also consult with the local public health unit to identify displays that could be borrowed for short periods of time.

Contests

Throughout the program, attract attention by having contests with prizes. To win a prize, patrons could:

- Complete a quiz
- Answer a question
- Take part in Food Bingo, Food Jeopardy or other game
- Take part in a cooking competition
Draws

Monthly draws help maintain interest in the program. The winner should always be publicized on posters, over the address system and in a newsletter. If there are meetings at the school such as School Council, the winner could be announced there. This also gives the opportunity to maintain the visibility of the program and its messages. Different school departments could be asked to help with prize ideas and production. Outside sponsors could be asked to donate prizes. Where possible the prize should have the *Eat Smart!* logo on it to help increase the visibility of the program. Prizes for draws and contests could include:

- Mugs
- Baseball caps
- T-shirts
- Pizza coupons
- Cook Books
- Lunch Bags
- Back Packs
- Water Jugs
- Key Chains
- Pencils
- Pens
- Coupons for use in the cafeteria
- Shoe Laces
- Other promotional item suitable for a school.

Speakers

Different speakers could be booked to give lunch time presentations on food, nutrition, physical activity and safety topics.

‘Discount Days’

Negotiate with the cafeteria to have special ‘discount days’ where discount coupons are given out to encourage the consumption of a feature food item or beverage.
Sample Time-Line
For Eat Smart! Cafeteria Implementation

September:  Introduction of program to principal
Promotion of program to relevant groups in the school, including
presentations
Approvals obtained

October:  Identification of Working Group members
Identification and approval of tasks for the Working Group

November:  Initial information on program to school
Review of current conditions
Formation of recommendations

December:  Development of action plan and food handler training

January:  Sponsorship identification if needed
Promotion development
Promotion printing

February:  Program launch
Action Plan monitoring

March:  Program revisions based on monitoring and feedback from
Work Group and school
Program modifications made as needed

April:  Application to health unit for Eat Smart! assessment

May:  Date for assessment identified
Work Group to ensure action plan and activities are in order
Eat Smart! assessment by health unit

June:  Eat Smart Award ceremony
Promotion with school
Letters of thanks to those on Work Group for program implementation
Review of Work Group membership
Debrief and Action Plan for next year.
Sample Implementation Checklist
For Eat Smart! School Cafeteria

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Eat Smart!</em> program introduced to the school by a Public Health Representative</td>
</tr>
<tr>
<td>2.</td>
<td>Approval received from Principal</td>
</tr>
</tbody>
</table>
| 3. | *Eat Smart!* program presented to:  
- Cafeteria staff  
- School Parent and Student Councils  
- Teachers  
- Other |
| 4. | Working Group formed |
| 5. | Working Group identifies tasks |
| 6. | Working Group tasks approved by the school decision making body |
| 7. | Review of current conditions and comparison made to *Eat Smart!* standards |
| 8. | Recommendations identified |
| 9. | Recommendations ranked |
| 10. | Recommendations presented to “management” for approval |
| 11. | Action Plan developed based on recommendations |
| 12. | Action item responsibilities and date of completion assigned.  
* e.g. Changes in menu  
* Development of promotional items e.g., P.O.P. messages, table tents, P.A. announcements, notice board posters  
* Printing  
* Procurement of resources e.g., pamphlets from public health  
* Launch day activities  
* Sponsorship  
* Contacting V.I.Ps for launch  
* Contacting speakers  
* Food handling training  
* Letters of thanks |
| 13. | Series of meetings scheduled to monitor Action Plan |
| 14. | Contact health unit for assessment of *Eat Smart!* program |
| 15. | *Eat Smart!* assessment day arrangements complete |
| 16. | *Eat Smart!* award announcement for all the school and parents |
| 17. | Attendance at award ceremony |
| 18. | Promotion of award to school |
| 19. | Election of new Work Group (if necessary) |
| 20. | Debrief and plan for next year |
Part B

Administrivia!
Application for the *Eat Smart! Award of Excellence*

**Application**

Once a school is satisfied that its cafeteria is ready to be assessed for an *Eat Smart!* award it should obtain, complete and submit an application form. This can be done through the local Health Unit contact serving on or consulting with the Work Group(s).

To qualify for the *Eat Smart! Award of Excellence* each school must meet all the standards for the *Eat Smart! School Cafeteria Program.*

**Assessment**

Upon receipt of the application form, a representative from the Health Unit will set up a time to assess your program(s). He or she will:

- Review the *Eat Smart!* standards
- Interview members of the Work Group and/or members of the school community to ascertain that all elements of the program are either observed or identified as being in place
- Identify and confirm food handler training certification for the cafeteria program
- Review any other relevant materials

**Recognition**

Provided the cafeteria meets all the required standards it will be recommended for the *Eat Smart! Award.* The school will be recognised in the following ways:

- Certificate. The Public Health Unit will provide an Award of Excellence certificate to all qualifying schools. The award certificate lets all the school and visitors know that the cafeteria has met the *Eat Smart!* standards of excellence.

- Letter of Congratulations. A letter congratulating the school for being one of the community sites for healthy choices will be provided and signed by the Medical Officer of Health or designate.

- Award/Recognition Ceremony. The Health Unit will hold a ceremony that announces all the winners of the *Eat Smart! Award* over the last calendar year. Winners and local dignitaries may be invited.

- Media recognition. In some areas and with the approval of each winning school, announcements of the Award may be placed in local media such as newspaper, radio.

**Next Year**

The *Eat Smart! Award of Excellence* is valid for one year from the date of issue. It should be easy to maintain the cafeteria’s *Eat Smart! status,* but a reassessment will occur each year to ensure that all standards continue to be met.
Increased Recognition

One of the benefits of Eat Smart! is the ability to promote the program on a province-wide basis. To ensure a consistent message and to enhance the probability of logo recognition, it is important to have consistent materials, messages and protocols.

Eat Smart! Logo

- Provided on CD (to the Health Unit)
- Information on logo colour break down and font specifications provided.
- Please note that there is a minimum size for using the Eat Smart! logo.
- Use the logo on all materials you produce.

Eat Smart! Partner Logos

- Eat Smart! has two provincial partners: Heart and Stroke Foundation of Ontario (HSFO) and Canadian Cancer Society, Ontario Division (CCS).
- All materials that use the Eat Smart! logo must be accompanied by the logos of the two partners. We have provided copies of their logos on the CD.
- The local Health Unit Logo should be present on all materials. To obtain a Health Unit logo speak to your Health Unit Contact.
Eat Smart! Logo Guidelines

Introduction

Eat Smart! instantly communicates an obvious and fun representation of healthy food and the educational aspect of the program. The strong visual image is a heart-shaped apple reversed out in a solid red square. A bright green leaf appears on the stem. This happy image reflects the key elements of the program.

The Eat Smart! typeface, Poetica Chancery, is a lighthearted script font, while the slogan typeface, Garamond Narrow, is a more formal serif font.

The following guidelines are to assist you in reproducing the logo properly. It is crucial that these guidelines be strictly adhered to in order to maintain consistency in all applications.

**COLOUR BREAKDOWN**

- **GREEN PMS 347**
- **RED PMS 186**
- **BLACK**
  - **FONT: POETICA CHANCERY 1**
- **RED PMS 186**
- **BLACK**
  - **FONT: GARAMOND BOOK**

**MINIMUM SIZE REQUIREMENT**

- **MINIMUM SIZE 1" IN HEIGHT**

*The PMS colours MUST be used or matched in all colour printing of the logo*
The Elements

Colours
The following colour combinations can be used:

a) one colour - all 100% black

b) one colour - 100% black square, text and underline, 50% black leaf

c) two colours - 100% red square and underline, 50% black leaf, 100% black text

d) three colours - 100% red square and underline, 100% green leaf, 100% black text

Symbol
The apple/heart image consists of a red square, reversed white apple/heart and green leaf. The square shape should always appear as a perfect square with all four sides equal. The green leaf must always touch the stem and be of the exact size shown in relation to the square.

Program Name
Eat Smart! always appears with an exclamation mark, even when referring to it in text. Always maintain the proper size and position between the logo and name. Always use the font Poetica Chancery 1 which is supplied on the disk.

Underline
The underline can appear in red with the three colour application or black with one and two colour applications. The line should always appear with rounded ends, not square ends.

Sub-head
When the sub-head is used it should always appear in black and always in Garamond.
Incorrect logo treatment

Incorrect treatment of program name
The image shown here is incorrect with the *Eat Smart!* name appearing on one line.

Incorrect position of apple/heart symbol
The apple/heart image should not be moved or re-sized in relation to the other elements.

Incorrect size of sub-head
The sub-head should not appear larger or smaller than the original design.

Incorrect underline
The underline should always have round ends not square as shown.
Part C

Background Information and Resources
Why Have An *Eat Smart!* School Cafeteria

Establishment of healthy eating habits in childhood and adolescence helps to ensure normal growth and development. Today we know that nutrition is crucial in the prevention of many conditions that affect health in both the short and long terms. Dental caries, eating disorders, obesity, anaemia, cancer and heart disease are just a few conditions upon which nutrition has an influence. Tobacco use prevention is also critical for health promotion and disease prevention. The Ontario Tobacco Act prohibits smoking on school property and should be strictly enforced.

The original *Eat Smart!* Restaurant Program has become recognized throughout Ontario. The addition of *Eat Smart!* School Cafeterias will provide the same program advantages as the original program in another sector of the community, thereby increasing knowledge and recognition. The cafeteria program will increase environmental support through the provision of another safe food handling and healthy eating venue that will contribute to the overall *Eat Smart!* goal of reducing chronic disease and food borne illness.

**Nutrition Reasons**

Childhood and adolescence are a time for lifestyle habit formation and setting the ground work for lifelong adoption of healthy habits. It should be a time of optimal health and vigorous activity. However, results from various surveys show that our youth has less than ideal health habits, particularly in the area of nutrition.\(^1,2,3,15,16,17,18\)

For example:

- Nearly 40% of youth 12 to 19 years has less than 4 servings of fruit and vegetables per day.
- From 1989 to 1998 the proportion of students who eat fruit and vegetables daily has declined.
- From grade 6 to grade 10 the percentage of students drinking caffeinated soft drinks daily increases from 47% to over 60%, particularly in males.
- Nine out of ten teenagers consume a diet too high in fat.
- Eight out of ten teens do not get enough calories from carbohydrates, particularly complex carbohydrates such as whole grain breads, cereals and pasta.
- 75% of 12 to 19 year olds do not have enough fibre in their diet, that is 25 grams or more.
- Snacks consumed are high in fat and low in nutrients. 1998 Canadian data showed almost a quarter of males in grades 6 to 10 ate potato chips or chocolate bars daily. In addition there has been a decline in the consumption of fruit eaten daily from 1994.
- 13.5% of boys and 11.8% of girls aged 7 to 13 are obese.
Between Grade 6 and Grade 10, the percentage of females dieting to lose weight increases from 28% to almost 50%.

The nutrition problem is compounded by inactivity. The proportion of youth watching at least four hours of television a day remains high (from 22% to over 30%). The number of students, particularly boys, that played computer games four or more hours a week rose sharply between 1994 and 1998 further contributing to a decrease in physical activity.

Food Safety Reasons

Eat Smart! School Cafeteria helps prevent food borne illness. Research completed by the National Institute of Nutrition in 1997 showed that food poisoning was the top food concern of Canadians. Prevention of food borne illness is also very important from both the human and economic points of view. Data shows that in Canada approximately one million become ill from food borne disease annually. The annual cost of food borne illness is estimated to be more than $1 billion (this includes medical costs, time off work and lost income, etc.).

Questions To Ask

• Who will lead the implementation of the program?
• Are there people who will be supportive in the school i.e. principal, cafeteria operators, students, parents, teachers etc?
• Are there others who will be supportive, i.e. Public Health Nutritionist/Dietitian, Public Health Inspector, Public Health Nurse, Health Promotion staff, etc?
• What other resources are needed (photocopier, stationery, school address system, computer and phone access, etc.)?
• What is your timeline for the project?
• Can help be obtained for promotions and other tasks?

Overhead Masters

Overhead masters are included to help facilitate any presentation on the Eat Smart! School Cafeteria Program.
An Introduction To The *Eat Smart!* School Cafeteria Program

Why?
To contribute to the reduction of chronic diseases and food-borne illness in Ontario
Children are our most valuable resource

BUT! ...
Nutrition Characteristics of Canadian Youth

- Poor eating habits
- Less than 40% eat breakfast by grade 10
- Are eating less vegetables and fruit
- Diets are low in whole grains
- Make poor snack choices and substitute snacks for meals
• Do not consume well balanced nutritious lunches

• Have diets high in sodium and fat but low in calcium, iron and energy

• An increasing number are obese

• Have poor body image, eating disorders are increasing and girls are prone to excessive dieting: 50% of girls in grade 10 are on a diet
What Can Be Done?

Nutrition

Nutrition is a key component of growth and resistance to disease, with many chronic diseases having roots in early eating habits

Food Safety

Optimal food safety conditions reduce the incidence of food-borne illness
What Can Be Done?

- Research shows "the relationship between physical, emotional and intellectual readiness to learn. The school’s role in health promotion and disease prevention, therefore, is significant."

SSTA 1993
• The school is a vital part of the lives of children and youth

• The school can influence lessons learned in the home and in the community

• Healthy habits can be used to complement the curriculum content
Why should a school take part?

- Good health is needed for effective learning
- To reduce the incidence of foodborne illness
- Disease prevention is cheaper than treatment
• Healthy students become healthy adults

• The school is where most youth can be reached

• The school can create a supportive environment
Eat Smart!
School Cafeterias
Objectives

Upon adoption of Eat Smart! the school will:

1. Apply the principles of Canada’s Food Guide to Healthy Eating to the cafeteria

2. Apply food safety practices to all cafeteria food handling situations.
Eat Smart! School Cafeteria helps our school cafeteria to:

• Meet nutrition and food safety standards

• Increase cafeteria customers’ awareness and knowledge of healthy eating choices

• Promote healthy eating through the provision of healthy choices

• Earn the Eat Smart! Award of Excellence
Who Should Be Involved?

- Principal
- Cafeteria staff/ Reps (ideally RD’s) of contract catering companies
- Students
- Teachers
- Parents
- Public Health Nutritionists
- Public Health Dietitians
- Public Health Inspectors
- Public Health Nurses
- Health Promotion Officers
Responsibilities of a Working Group might include:

- Completing a review of cafeteria practices in regard to *Eat Smart!* standards.
- Identifying and ranking recommendations to improve practices
- Developing an Action Plan to implement recommendations
- Identifying ways to promote foods that promote the *Eat Smart!* message
- Developing and implementing a communication plan to promote cafeteria menu, specials and activities in the school
- Creating ways to increase the nutrition and healthy eating knowledge of school cafeteria patrons, e.g., competitions, posters, newsletters, etc.
- Applying for *Eat Smart!* School Cafeteria Award
- Participating in award ceremony
- Completing a debriefing and evaluation of the School Cafeteria Program
- Offering help and advice to members of the next Working Group.

Tips For A Successful and Effective Work Group

- Appoint a Chairperson
- Identify, discuss and decide upon the roles and responsibilities within the group
- Identify in advance when, and where the meetings will be held
- Ensure that all members of the working group are notified in plenty of time before the meeting in order that they may attend
- Have an agenda for meetings
- Keep brief minutes giving details of actions decided upon and who is responsible for ensuring that the action is completed - the job can be rotated between members
- Keep a record of all expenditures
- Identify tasks that may need a subcommittee
- If sub-committees are established a representative from the Working Group should sit on the sub-committee to ensure communication between the sub-committee and the Working Group
- Identify who needs to be kept up to date with the decisions of the Working Group

Development of POP Messages

The Federal Food and Drug Act states:

"No person shall sell any food, drug, cosmetic or device… that a person advertises to the general public as a treatment, prevention or cure for any of the diseases, disorders or abnormal physical states referred to in Schedule A."

Schedule A includes heart disease, osteoporosis and many other conditions. Therefore, care should be taken when developing messages to ensure that they are in accordance
with the Act and any other government guidelines or policies. Some terms are specifically defined and must be accurately reflected in POP messages. Review all messages to ensure they adhere to the regulations. Obtain a copy of the document *Guidelines For Health Information Programs Involving The Sale of Foods* by Health Canada. This document can be used as a reference and will provide lots of useful information. Look on the Health Canada web site for this and other information. The address is: hc-sc.gov.ca

**Table Tent Construction**

Table tents can be either single sheets of card approximately 15 cm by 10 cm placed in a plastic holder or they can be free standing. The latter are usually in the form of a piece of card measuring 40 cm long and 10 cm wide. At each end a vertical cut approximately 3 cm in length is made. At each end there is also approximately 5 cm that is blank with no printing.

To assemble the table tent:

1. Fold in half and fold each end inwards towards the centre fold.
2. Overlap the cuts in each end so that the tent can stand up in its triangular position. The same message can be printed on each side or different messages may be used on either side.
Explanatory Notes For *Eat Smart!* School Cafeteria Nutrition Standards

**Grain Products**

1. **At least 50% of all pre-made sandwiches on bread, bagels, pita, rolls, tortillas and wraps etc., use whole grains.**
   - To qualify, a minimum of 50% of the total of all the pre-made sandwiches must use whole grains.
   - This does not mean 50% of each individual type (e.g., bagels or sandwiches or wraps) but rather 50% of the *total of all* pre-made items. Hamburgers and hotdogs are not included in this standard.
   - Some examples of whole grain flours include: Dark rye, light rye, cracked wheat, 100% whole wheat, multi-grain.

2. **In the made-to-order sandwich bar at least 50% of the bread choices available are whole grain.**
   - Some examples of whole grain flours include: Dark rye, light rye, cracked wheat, 100% whole wheat, multi-grain.

3. **At least 50% of breakfast cereals offered are whole grain.**
   - Whole grain is defined as containing a minimum of 2 grams of fibre per 30 gram serving.
   - Some examples include: Cheerios™, Shreddies™, Raisin Bran™, Regular Instant Oatmeal.

4. **At least one lower fat, grain snack is available e.g., plain popcorn, cereal, pretzels, lower fat cookies**
   - Some foods are known to be lower in fat – e.g., plain popcorn, most cereals, pretzels, arrowroot cookies. These snacks should meet the criterion for low fat that is 3 grams or less of fat per serving. Check product labels for the amount of fat per serving.
   - Cookies generally recognized to be lower in fat include ginger snaps, fig newtons, social tea, arrowroot and may include others.

**Vegetables and Fruit**

5. **At least 4 choices of the following vegetable and fruit choices are offered (excluding deep fried vegetables, vegetables in cream or other high fat sauces, Caesar salad):**
   - Fruit (1 piece) or fruit salad (1/2 cup/125 mL minimum)
   - Fruit can be fresh, canned or frozen. Some examples: Fruit salad or cup,
fresh strawberries, whole pieces of fruit.

100% Fruit juice

Frozen 100% fruit juice bars

100% Vegetable juice

- Certain beverages appear to be juices but are not. Be wary of drinks, punches, nectars, cranberry cocktail and "joose". By law, only 100% fruit or vegetable juice can use that name. Some examples of juices: Orange juice, grapefruit juice, apple juice, tomato juice, vegetable cocktail (only if prepared with 100% vegetable juice).
- Fruit juice bars must list 100% fruit juice on the label.

Leafy Green Salad (1 cup/250 mL minimum)

- Includes all lettuce-based salads except Caesar. Caesar salad is a higher fat item because of the dressing and toppings. Some examples: Iceberg lettuce, romaine lettuce, Belgian endive, radicchio, escarole, watercress, arugula, loose leaf lettuce, green leaf lettuce, red leaf lettuce, Boston lettuce (butterhead or Bibb).

Vegetable Salad (1 cup/250 mL minimum)

- Includes vegetable-based salads without lettuce, such as tomato, corn, bean, mixed vegetable, coleslaw, cucumber etc.
- Can include potato salad if the dressing is low in fat (e.g., using low fat mayonnaise).
- Does not include pasta, seafood salads or other salads unless the portion size of the vegetable (alone) contained in the salad is a minimum of 1/2 cup (125 mL).
- The dressing or marinade must be a low fat option (e.g., 3 grams of fat or less in a 30 mL serving)

Baked, boiled or mashed potato (prepared in a lower fat way)

- Available upon request without higher-fat toppings such as butter, margarine, gravy or sour cream.
- Plain, regular instant mashed potatoes (e.g., not flavoured with butter) are considered to be lower in fat.
- Potatoes mashed with low fat vegetable or chicken broth, lower fat milk or buttermilk (2% or less) are acceptable.

Tomato sauce, e.g., on pasta (1/2 cup/125 mL minimum)

- One serving is 1/2 cup of tomatoes and/or other vegetables in a non-cream based sauce.

Stir-fried vegetables (1/2 cup/125 mL minimum)

- Stir-fried or pan-fried vegetables are acceptable where the ingredients and preparation method ensure that there is 3 grams or less of fat per 1/2 cup/125 mL serving.

Other vegetables (1/2 cup/125 mL minimum)

- Refers to vegetable dishes not mentioned above which contain 1/2 cup/125 mL of vegetables (including all types of beans).
- Vegetables may be raw, steamed, boiled, baked, broiled, roasted or sautéed (with little or no fat).
- Deep fried vegetables, hash browns and vegetables in cream, cheese, peanut or coconut sauce do not qualify.
- Some acceptable examples: Cooked vegetables, vegetarian pizza toppings, vegetarian sandwich toppings, vegetable soup (not cream based and contains 1/2 cup vegetables per serving).

Milk and Milk Products

6. At least 2 lower fat (2%, 1% or skim) plain or chocolate milk choices are available – (or milk alternatives fortified with calcium and Vitamin D, such as rice or soy beverages).
   - Homogenised milk is higher in fat (3.5%) and is not acceptable.
   - Milk alternatives such as rice and soy beverages must include both calcium and Vitamin D.
   - Calcium-fortified orange juice is not acceptable unless it contains both Calcium and Vitamin D.

7. At least 2 milk snacks such as cheese, yoghurt, milk puddings, frozen iced milk, frozen yoghurt are available.
   - Portion size of cheese should be a maximum of 50 g. Although cheese is considered a higher fat milk product, it is acceptable because it contains a significant amount of calcium per serving.
   - Portion size of yoghurt should be no less than 175 g/3/4 cup.
   - Portion size of puddings should be no more than 175 g/3/4 cup.
   - Frozen iced milk and frozen yoghurt should provide no more than 30% calories from fat.
   - Cheese curds/sauce on poutine is not acceptable.
   - Ice cream is not acceptable since it provides less calcium than any of the other choices and is typically higher in fat.

Meat and Alternatives

8. At least one meat, fish, poultry or vegetarian entrée choice (could include a salad entrée which contains a meat or meat alternative) prepared in a lower fat way.
   - Examples of lower fat preparation methods are: steaming, poaching, broiling, roasting, baking, barbecuing or salads with low fat dressings.
   - Breaded and fried foods do not meet this standard.
   - Examples of vegetarian entrée choices include those made with peas, beans, lentils, eggs, tofu or soybean curd; salads could include eggs, fish, chicken, beans, chick peas, etc.
9. Upon request, remove visible fat from meat and skin from poultry before serving.
   - Visible fat includes the solid fat that can be trimmed from steaks and chops as well as the liquid fat that can be drained after cooking.
   - Fat and skin can be removed after cooking.

10. Prepared sandwich fillings (tuna, chicken salad, egg salad, etc.) Use low fat mayonnaise or other low fat dressings/mixes.
    - Low fat mayonnaise/dressings/mixes contain 3 grams of fat or less per 15 mL/1Tbsp. serving.

**Daily Specials**

11. All daily specials contain at least 3 of the 4 food groups.
    - Daily specials do not have to provide a full serving size of each food group.
    - Decorative garnishes on the side of an entrée can not be counted (e.g., a slice of lemon).
    - Encourage the serving of milk as a beverage included in the daily special to help meet this criterion.

12. Calorie reduced or fat free salad dressings used and/or available.
    - Commercially prepared salad dressings labelled with the words "calorie-reduced" or "fat-free" are acceptable.
    - Separate bottles of vinegar and oil available to customers can serve as low fat alternatives because the customer decides how much oil to use.
    - Lemon wedges are acceptable.
    - Home-made dressings can meet this criterion if they provide 3 grams or less of fat per 15 mL serving.

13. Other fat based condiments, dips, spreads (including butter and margarine) sauces and gravies are lower fat wherever possible.
    - Commonly available lower fat based condiments include: Sour cream, mayonnaise, margarine, yoghurt based dips.
    - Any condiment that is 25% lower in fat than its original version may be used.

14. Upon request other fat based condiments, dips, spreads and sauces and gravies are:
    ___ Served on the side
    - Some dishes cannot be served with the gravies, sauces, spreads or dressings on the side. Examples of such dishes include: Caesar salad, Fettuccine
Alfredo, potato salad, coleslaw, macaroni and cheese and casseroles.
___ Not used on entrées
___ Not used on side dishes
___ Not used on vegetables

15. A substitute for french fries/poutine is offered if they are served as part of an entrée. The substitute could be: Baked, boiled or mashed potato, vegetables, salad, rice or other grain product (prepared in a lower fat way).
   - Baked, boiled or mashed potatoes, vegetables, and salad substitutes should meet nutrition standard criteria – see Vegetables and Fruit interpretative notes.
   - Rice and other grain products such as pasta, couscous etc. must be prepared with little or no fat.

16. A serving of french fries/poutine must include an option of a 112 gram/4 oz size or smaller.
   - A 112 gram/4 oz size is the portion of french fries/poutine that fits into a container of this size (i.e. not measured by weight).
   - Larger size servings may be available but a 112 gram/4 oz size must be clearly visible as an option to cafeteria patrons.

17. Information on ingredients is available upon request.
   - Operators should obtain from suppliers and have on file ingredient information for the products used in the cafeteria.
   - Information about recipes will help cafeteria patrons make healthier choices. For example, they will be able to ask about the type and amount of fat in a recipe, the use of milk or cream in soups/sauces or the portion sizes of ingredients such as meat.
   - This criterion is not meant to replace specific knowledge and information available in cafeterias participating in Allergy Aware which helps consumers choose allergen safe foods.

18. Water (tap or bottled) available at all times.
   - Tap water must be available at no charge. However, it is recognized that cafeteria patrons may have to provide their own cup or glass.
   - A water fountain in close proximity to the cafeteria is also acceptable.
Explanatory Notes For *Eat Smart!* School Cafeteria Food Safety Standards

1. **Complies with the current Ontario Food Premises Regulation on the date of inspection.**
   - A cafeteria which has received a closure or conviction under the Health Protection and Promotion Act 1990 and the current Ontario Food Premises Regulation within the 12 months prior to the inspection will not qualify for *Eat Smart!*
   - *Eat Smart!* recognizes that it is difficult for a cafeteria to be 100% compliant with the regulations at all times. If a cafeteria is in minor non-compliance with non-critical items, the inspector may offer two options: Let the cafeteria operator fix it during the inspection (if possible) or set a re-inspection date (no longer than 2 weeks after the initial inspection). Examples of minor non-compliance of non-critical items include: Minor cleaning (e.g., grease on stove tops), minor repairs (e.g., replacing a floor or ceiling tile), need to remove a piece of equipment no longer in use. By complying with this procedure the cafeteria is still eligible to meet this component of the food safety standard.
   - Interpretation of non-critical items may vary between health units. Therefore, the Working Group should consult with the Director of Inspection or Food Safety Program Co-ordinator at their local health unit in order to define what items are considered non-critical.

2. **Has a history of compliance with the current Ontario Food Premises Regulation for a minimum of 12 months prior to the inspection date.**
   - Inspectors will review public health files to ensure potential *Eat Smart!* cafeterias have no history of non-compliance during the 12 months prior to the inspection date.

3. **Has not been convicted of an offence for non-compliance with the Food Premises Regulation during the past 12 months.**
   - Inspectors must review public health files to ensure that the cafeteria has not been convicted of an offence for non-compliance with the current Food Premises Regulation during the past 12 months.

4. **Has not been confirmed as the source of food borne illness during the past 12 months.**
   - This criterion recognizes that a food borne illness may have originated from a supplier and therefore out of the cafeteria's control.
   - In cases where the cafeteria is clearly the negligent party (e.g., unsafe food handling practices), the cafeteria would not qualify for *Eat Smart!*
- Inspectors must review public health files to ensure that the cafeteria has not been confirmed as the source of food borne illness during the 12 months prior to inspection.

5. Has a minimum of one kitchen employee certified in safe food handling by the health unit/department on site at all times.
   - Certified safe food handling is defined as: (a) the National Sanitation Training Program Certificate, or (b) the FOODSAFE training certificate, basic level or higher, or (c) the ServSafe® Serving Safe Food Certificate, or (d) any Food Safety Training Certificate issued by an Ontario Board of Health, or (e) a Food Safety Training Certificate that the Medical Officer of Health or Ministry of Health considers equivalent to the Food Safety Training certificate referred to in (a), (b), (c) or (d). For example, a community college might offer an equivalent course in your region.
   - Any certification older than 5 years from the date of the Eat Smart! assessment inspection is not valid and does not meet the requirement for the Eat Smart! Food Safety Standard.
   - Inspectors must request the name of the employee(s) who is/are certified and ask to see the certificate(s). The holder(s) of a Food Safety Training Certificate must either (a) show the valid certificate(s) to the Public Health Inspector when the Eat Smart! assessment is being completed or (b) forward a copy of the valid certificate to the Public Health Inspector within 2 weeks.

6. Consents to the sharing of its most recent inspection report with the Eat Smart! Working Group.
   - If it is determined that the Cafeteria Operator does not have a copy of the most recent inspection report, the Operator can request a copy of the report from the local health unit/department.
Annotated Bibliography and Summary Of Cafeteria Based Programs

Summary
The number of workplace or school based cafeteria programs that have been published in the literature are few. Detailed below are the findings from the literature and an annotated bibliography of relevant articles which have been published.

Workplace and school-based cafeterias serve as desirable settings for dietary behaviour modification because (Mayer et al., 1987; Mayer et al., 1989):

- they usually serve a wide variety of foods, increasing the probability that some items will be nutrient dense
- they reach a relatively stable population on a continuous basis
- prices are relatively lower than at restaurants, allowing for a more socio-economically diverse population to be targeted
- because customers serve themselves, strategies influencing food selections can occur in close spatial and temporal proximity to actual selection
- they can interface with other components of workplace/school health promotion programs

The following strategies have been used in workplace and school cafeteria settings to encourage the purchase of healthy food items:

- food item labelling
- nutrition posters
- pamphlets
- nutrition games
- increasing variety of healthy foods
- monetary incentives
- multi-component interventions

The impact of these cafeteria-based interventions on dietary behaviour (when evaluated) has been mixed in both workplace and school settings. Some labelling, poster, and nutrition game strategies have produced modest changes in the purchase rate of healthy food items, while other studies have shown that these strategies fail to increase selections of healthy food items. Strategies that employ some form of monetary incentive (e.g., sales, rebates, raffles) have had the greatest and most consistent influence on cafeteria purchase decisions. Also, cafeteria-based interventions that employ a multiple or comprehensive set of strategies appear more likely to result in dietary behaviour change than those that employ just a single strategy. Few of these cafeteria-based interventions have been evaluated in terms of impact on participants’ knowledge and attitudes towards healthy eating.
Annotated Bibliography

Food Item Labelling and Nutrition Posters


This study evaluated the effectiveness of a labelling and poster intervention in two university dormitory cafeterias. During the intervention periods in dorm 1, nutrition education posters and nutrient display cards were presented, while during the intervention period in dorm 2, only the nutrient display cards were presented.

The nutrition education posters, positioned at the head of the food-serving line, consisted of a three-component display. In two of the three components of the poster the information included selected definitions (e.g., cholesterol and saturated fat), descriptions of disease risk factors related to dietary factors, recommendations of alternative food choices, and ways to make dietary change. These two parts of the poster were changed twice weekly. The third portion of the poster served as a permanent reference for basic information on calories, cholesterol, and percentage of calories by fat.

As a second intervention in dorm 1 (and the only intervention in dorm 2), 4"x 6" three-colour nutrient display cards were posted on the sneeze guards in the serving areas for all entrées and selected ancillary items (such as milk and condiments). These cards provided information on the number of calories, the percentage of calories from fat, and the milligrams of cholesterol in each serving of a targeted item. Rather than label food items as "good" or "bad", patrons were able to compare selected nutrient profiles of items and then to determine the nutritional merits of an item relative to another at the meal.

The food-selection behavior of students was monitored to assess the effectiveness of the two interventions. The results of the evaluation indicate that low-calorie, low-cholesterol foods were purchased more often in first cafeteria as a result of the intervention (posters + display cards), versus the second cafeteria where food-selection behaviour remained unchanged as a result of the intervention (display cards alone). Therefore, this study demonstrates that the more comprehensive the set of communication functions presented, the greater the likelihood of behaviour change.

The impact of offering students in a rural Pennsylvania junior-senior high school a choice of whole, skim, and low-fat milk in a lunch program, with and without providing nutritional information at the point of purchase was investigated in this study. During the phase when nutrition education was offered, nutrition education posters depicting the fat and energy content of each type of milk were displayed at strategic locations throughout the cafeteria and snack bar and at the site of milk selection.

When choice of milk was provided, approximately 14% of students chose either skim or low-fat milk. When nutritional information was available concurrently, this percentage increased to 20%, with more than 80% of those students choosing low-fat milk. Seventeen per cent of the junior high and 7 per cent of the senior high school students indicated in a follow-up questionnaire that their choice of milk was influenced by the nutritional information provided.

**Pamphlets**


The authors developed "Get Psyched for Good Health", an 8-week cafeteria-based nutrition education program for college students. The foundation of the program is a series of 8 pamphlets that highlight the relationship between diet and good health and provide specific, practical suggestions for food choices consistent with good health. Also, for the majority of foods served in the cafeteria, the pamphlets indicate how many calories are provided per serving of food, and graphically present the percent energy provided by protein, fat, and carbohydrate. At the beginning of each week one pamphlet in the series was placed on a table that the students passed as they walked through the cafeteria line.

Changes in student knowledge and attitudes were measured via questionnaires to assess the program's impact, while changes in dietary behaviour as a result of the program was not evaluated. Results of the evaluation suggest that the program appeared to increase students’ knowledge of nutrition, but that the program did not influence student attitudes towards nutrition. Furthermore, the magnitude of knowledge increase was small and therefore of questionable importance. Examination of individual items on the pre-test questionnaire suggest that students in the intervention and control groups were both fairly knowledgeable about relationships between diet and health even before program implementation.
Nutrition Games


Food Fact-O is a game similar to BINGO, except that nutrition messages take the place of numbers on the playing cards and on the playing chips. Players receive one chip as they go through the cafeteria line, if they select specified nutritious foods with their meals. Players match their chips with messages on their playing card and win if they complete a line horizontally, vertically, or diagonally.

Food Fact-O was first implemented with 1800 university students who ate at a residence hall cafeteria. The incentive for students to play was the awarding of $50 merchandise certificates for the campus bookstore. Post-intervention interviews with a random sample of students revealed that most students commented favourably about Food Fact-O. However, the author did not rigorously evaluate the Food Fact-O game to see whether or not it had any impact on students’ food selection.

Monetary Incentives and Increasing Variety of Healthy Foods


This study examined the effects of pricing strategies on sales of fruits and vegetables in an urban and suburban high school cafeteria. Fruit, carrot, and salad purchases were monitored in the two high school cafeterias for an initial baseline period. Prices on these items were then reduced by 50% and sales were monitored. Finally, prices were then returned to baseline and sales were monitored for an additional 3 weeks.

After combining and averaging the data for the two schools, fruit sales increased by about four-fold during the low-price period, while carrots increased by about two-fold. There were no significant intervention effects on the sale of salads. These changes occurred without measurable changes in the overall sales revenue or the number of cafeteria customers. The results suggest that adolescents can be encouraged to select fruits and vegetables with minimal promotion when the prices of these items are reduced.
Multi-Component Interventions


The original concept for Teen Cuisine included a Teen Cuisine Team in each school comprised of students, caterer, teacher(s), and facilitated by the community dietitian or public health nurse. However, due to staff cuts within public health and schools it became difficult for public health staff and teachers to initiate in-school activities. The manual which was developed for the Teen Cuisine teams as an attempt to help teams function more independently has not been used since 1994. While it provided a wealth of information about cafeteria changes which could be made, ideas for specials and promotions, and planning tools, the manual was overwhelming and needed more specific and time-limited directions.

While some student councils have been implementing Teen Cuisine activities as part of their role in leading school activities, Teen Cuisine has been kept activated primarily by the Business Program at Algonquin College who have implemented the program as a class project in several high schools and by incorporating Teen Cuisine activities into high school course work.

Teen Cuisine activities have included:
• point-of-sale messages in the food servery
• promotional activities (e.g., posters, flyers, murals, bulletin boards, educational displays)
• school contests
• healthy eating workshops for school caterers
• classroom presentations

Most of these strategies have been well received by students, caterers, and teachers. Educational displays which have been developed by students for other students have been more effective than those developed by health professionals.

The program has resulted in some increases of healthy food choices in high school cafeterias across Renfrew County (e.g., oven baking traditionally deep fried foods, more whole wheat bread, wider selection of healthy snack foods etc.) Other changes have been more difficult for the cafeterias to make (e.g., favourable pricing for nutritious beverages, smaller servings of french fries, use of whole-wheat flour, fewer promotions for foods of poor nutritional quality). Changes in student knowledge, attitude, and dietary behaviour as a result of the Teen Cuisine Program have not been rigorously evaluated.
Sample Resources

Note: Your health unit will be able to identify a wide variety of resources and services available to you for little or no cost.
BEAN CUISINE

Beans, peas and lentils (also known as legumes) are being re-discovered as nutritious, inexpensive, versatile and tasty. Legumes are seeds that grow in pods, and include black beans, kidney beans, navy beans, pinto beans, soybeans, black-eyed peas, split green or yellow peas, chickpeas (garbanzo beans) and lentils.

Beans, peas and lentils have had a poor image in North America - perhaps because they remind people of the Depression; or perhaps because of the gas they produce in some people. But let’s consider some of their virtues and some excellent reasons to include beans in our menus.

Healthy and Nutritious

Legumes are an excellent source of protein. Whether you’re a vegetarian or looking for occasional alternatives to meat as a main course, they’re the way to go. Combined with rice, other whole grains nuts and seeds, they provide the complete protein our bodies need.

Beans, peas and lentils are a rich source of B-vitamins especially folacin and also supply calcium, iron, magnesium, phosphorus and potassium. They’re also low in fat and high in fibre.

Fast and Versatile

Beans, peas and lentils provide quick and nutritious meals. You can cook and freeze beans in quantity so you’ll always have them on hand ready to go for any dish.

Environmentally Friendly

Plant foods like legumes require fewer resources for their production and transportation than do animal foods. They’re unrefined, unprocessed and grown right here in Ontario. They can be bought in bulk and stored for long periods.

What About Gas?

Stomach gas or flatulence is caused by the breakdown of some of the fibre and the bean sugars by the bacteria in the large intestine. This should decrease as you get used to eating legumes more often. Split peas, limas and lentils are easier to digest, so start out with them. Soaking the beans overnight and throwing out the soaking water will help. Make sure to cook the legumes (especially soybeans) thoroughly, until they can be easily mashed with a fork.
How to Prepare Legumes

Dried beans, except lentils and split peas, must be pre-soaked using one of two methods:

1. Wash beans, place in four parts cold water and soak overnight or
2. Bring water and beans to a boil for two minutes, cover, remove from heat and let stand for one hour.

Before cooking the beans, drain and rinse them, then add fresh water to cover and cook until tender. Cooking times range from 1/2 to 1 hour for lentils to 2-3 hours for soybeans. For last-minute meals, you can use beans canned in water but rinse them well to reduce the salt added in canning. Don’t forget ready-made canned beans in sauce for super fast meals.

How to use Legumes

Here are a few suggestions to get you started.

- In a salad: allow cooked beans to sit in a vinegar-oil dressing for an hour or more; add raw or cooked vegetables and herbs.
- In a saucepan: mix cooked beans into a tomato sauce, then add cooked pasta and grated cheese.
- In soup: cook lentils in vegetable or chicken stock, add barley or brown rice and water, then herbs and some cooked vegetables.
- In a spread: make a puree of cooked beans, peas or lentils, add a little plain yogurt, mayonnaise, chopped onion and herbs. Use as a sandwich spread or dip.
- Incognito: substitute cooked legumes for part of the meat in recipes that call for ground meat, such as meat loaf, spaghetti sauce, lasagna and pizza.

Try this quick and easy recipe for lentil soup:

**BASIC LENTIL SOUP**

Combine:
- 1/2 lb. lentils (2 cups)
- 6 cups water or broth
- Simmer 30 minutes or until tender.

Add:
- 2 carrots, diced
- 1/2 cup sliced green onions
- 1 clove garlic, crushed
- 1 1/2 cups tomato juice
- 1/2 cup minced fresh parsley
- 1/2 teaspoon dried oregano
- 1 teaspoon salt
- dash of pepper

Bring to a boil, reduce heat and simmer just until carrots and lentils are tender. Check seasoning and serve. Serves 6.

More recipes using legumes can be found in:

- The Amazing Legume, by Alice Jenner
- Bean Cuisine, by Nana Tupper Chapman
- Full of Beans, by Kay Spicer and V. Currie
- Vegetarian Times: Low-Fat and Fast, by the editors of Vegetarian Times magazine

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For more information contact: Nutrition Infoline, Peel Health, Health Line Peel (905) 799-7700
"A slimmer you", "lose 5 pounds the fast way". We hear these messages everyday. Weight loss by dieting is short-lived. Most people regain the weight lost in a few years. Remember, you didn't fail the diet, the diet failed you.

**LOOK AT THE WHOLE PICTURE**

Healthy Eating, Physical Activity, and a positive attitude are all important!

**YOU ARE UNIQUE**
Now is the time to start liking yourself and accepting different body types.

**GOOD OR BAD?**
There is no "good" or "bad" food in a healthy diet. All foods have their place. Moderating your intake of foods higher in fat is the key.

**GET MOVING**
Physical activity is a key factor for a healthy lifestyle. Choose activities that you like.

**EATING OUT**
It's one of life's pleasures. Choose foods that are grilled, baked, steamed or poached. Ask for sauces, gravies, and dressings on the side.

**work on all pieces to complete the picture!**

**DON'T STARVE YOURSELF**
Eat regular meals and snacks to prevent overeating.

**TRY SMALLER PORTIONS**
Eat until you are satisfied, not until you are full. Don't be concerned about finishing everything on your plate.

**EAT BEFORE YOU SHOP**
Grocery shopping on an empty stomach can increase your food bill with foods high in fat.

**SNACK RIGHT**
Choose fresh fruit, raw vegetables with low fat yoghurt dip, plain popcorn, mini muffin or a bagel.
FEELING GOOD ABOUT ME

You can feel good about yourself and your body for many reasons. Use the exercise below to remind you of all the things you like about yourself. Feeling good about who you are is the basis for a healthy body image.

Two things that I like about myself are:
1. 
2. 

Two things that I am good at are:
1. 
2. 

Two things that I like about my body are:
1. 
2. 

Distributed by Nutrition Services, Middlesex-London Health Unit 663-5317, ext. 2220
Eat More Vegetables and Fruit

Did you know that people who eat five or more servings of vegetables and fruit per day are healthier? Scientists are learning that the health benefits of vegetables and fruit go beyond nutrients and fibre. They also contain substances which protect you from disease.

*Canada’s Food Guide to Healthy Eating* recommends 5 to 10 servings of vegetables and fruit every day. The average person eats only 3 servings daily, so most of us have room for improvement. This newsletter will inform and encourage you to eat more vegetables and fruit. It’s easier than you think and definitely worth the effort!

**Plant Foods Against Disease**

Studies from around the world show that populations eating five or more servings of vegetables and fruit per day are less likely to develop heart disease and some types of cancer. A term used to define these health enhancing but non-nutrient components in plants is phytochemicals.

Although antioxidants and other phytochemicals are available in pill form, research suggests that supplements do not provide the same health benefits as food. For one thing, the chemical form of the protective factors may be different. There may be additional beneficial substances in food, which are not yet known. So, it’s best to eat a variety of vegetables and fruit every day.

**What About Pesticides, Waxes and Other Residues?**

Pesticides are chemicals used to control insects on vegetables and fruit. Wax coatings are sometimes used on vegetables and fruit such as turnip, cucumbers, and apples. The wax keeps the produce looking fresh and appealing but can also seal in pesticides and other contaminants.

It is important to remember that Canada has one of the safest food supplies in the world. The pesticides and waxes used on produce sold in Canada undergo strict testing before being approved for use. The health benefits of eating a diet rich in vegetables and fruit far outweigh the risk of residues.

Buying organic produce is not necessarily a way to decrease contaminants. If you buy "organic", the seller should be able to show you a certificate to back up the claim. Agriculture Canada is coordinating efforts to develop a common standard for certifying produce as "organic".

Here are some tips to minimize your intake of residues on vegetables and fruit:

- When possible, buy local produce that is in season. These do not usually need as many of the pesticides, waxes and other anti-spoilage chemicals as imported vegetables and fruit.
• Wash all produce carefully under cold running water. Don't forget the inner leaves of lettuce and other leafy vegetables.
• Trim the tips and outer leaves from celery, lettuce and other leafy vegetables.

Fresh, Frozen, Dried or Canned - The Choice is Yours

Fresh produce often has the best flavour and texture. Buy produce at farmer's markets and Pick-Your-Own farms whenever possible. Buy large quantities in season and freeze or can for future use.

Frozen is a convenient and nutritious choice. Commercially frozen produce is picked at peak ripeness and quickly frozen so its nutritional value is as good as or better than fresh produce.

Dried fruits like raisins, apricots, apples and sun-dried tomatoes are popular and can be added to many recipes.

Canned vegetables and fruits are convenient although the flavour is not as authentic as frozen. Canned vegetables may be high in salt, so choose lower salt varieties when possible. Read labels to choose fruit that has been canned in its own juices.

How to Get Children to Eat More Vegetables

Many of us expect children to resist vegetables but, in fact, they are often curious about and attracted to their bright colours, interesting shapes, and sweet flavours. Here are some tips for getting your children to eat vegetables:
• Avoid forcing your child to eat all his vegetables. Present vegetables matter-of-factly, and eat them yourself.
• Introduce a new vegetable several times rather than assuming that an initial rejection is a fixed dislike. Changes in acceptance of foods occur slowly, and may take up to ten exposures to a new food before it is accepted.
• Involve your child in growing, buying and preparing vegetables. Children will then be more interested in eating them.
• Cook vegetables until they are just tender. Crunchy vegetables served raw are much more appealing to children.

Getting Your 5 to 10

It is easier than you think to get the 5 to 10 servings of vegetables and fruit that Canada's Food Guide to Healthy Eating recommends. The following menu gives some suggestions for increasing your daily intake.

<table>
<thead>
<tr>
<th>Menu for 9 Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>• Cereal</td>
</tr>
<tr>
<td>• Banana (1 serving)</td>
</tr>
<tr>
<td>• Milk</td>
</tr>
<tr>
<td>• 125 mL (1/2 cup) Fruit juice (1 serving)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>• Tuna sandwich with lettuce and tomato slices (1/2 serving)</td>
</tr>
<tr>
<td>• Carrot sticks (1 carrot) (1 serving)</td>
</tr>
<tr>
<td>• Yogurt mixed with 60 mL (1/4 cup) canned peaches (1/2 serving)</td>
</tr>
<tr>
<td>• Tea</td>
</tr>
<tr>
<td><strong>Snack</strong></td>
</tr>
<tr>
<td>• Apple (1 serving)</td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
</tr>
<tr>
<td>• Chicken breast</td>
</tr>
<tr>
<td>• Sweet potato (1 serving)</td>
</tr>
<tr>
<td>• 250 mL (1 cup) Broccoli and cauliflower (2 servings)</td>
</tr>
<tr>
<td>• Whole wheat bun</td>
</tr>
<tr>
<td>• Cake with 125 mL (1/2 cup) strawberries (1 serving)</td>
</tr>
<tr>
<td>• Milk</td>
</tr>
</tbody>
</table>

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FAT SCOREBOARD

Reducing your risk of certain types of cancer is just one of the reasons why cutting back on fat is beneficial. Canada’s Guidelines for Healthy Eating recommends that your total daily fat intake be no more than 30% of your calories. It’s good advice, but what does it mean? Take a look at what 30% calories from fat translates into for the average woman and man:

Average Woman  
The average adult woman needs about 1900 calories a day. If 30% of these calories are from fat and each gram of fat is equal to 9 calories, that amounts to about 63 grams of fat per day:

\[1900 \times .30 = 570 \text{ calories from fat}\]

\[570 / 9 \text{ calories per gram} = 63 \text{ grams of fat a day}\]

Average Man  
The average adult man needs about 2700 calories a day. If 30% of these calories are from fat and each gram of fat is equal to 9 calories, that amounts to about 90 grams of fat per day:

\[2700 \times .30 = 810 \text{ calories from fat}\]

\[810 / 9 \text{ calories per gram} = 90 \text{ grams of fat a day}\]

Your caloric intake may be more or less than the average woman or man, but you can use the 63 or 90 gram fat level as an amount to guide you. If you’re younger or very active, you’ll need more calories and can get away with a few more grams of fat. But, if you’re older or not very active, you won’t need as many calories and will need less fat.

Use this scoreboard to keep tabs on the amount of fat that you eat in a day. The fat values in the table are averages or approximate amounts. There will always be slight differences among brands and cuts of meat. But if you eat a variety of foods, it will average out over time.

### Meat and Alternatives

Canada’s Food Guide to Healthy Eating suggests having 2-3 servings of meat and alternatives every day. The foods below are listed in one serving portions. Three ounces (90 grams) of meat is about the size of a deck of cards or the size of your palm. Think about what you eat now and decide whether your portion sizes need to be changed.

<table>
<thead>
<tr>
<th>Meat Type</th>
<th>Average Grams of Fat</th>
<th>Fish, 3 oz. (90 g)</th>
<th>Average Grams of Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meats, 3 oz. (90 g) trimmed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beef</td>
<td>6.5</td>
<td>Fatty (salmon/trout/mackerel/sardines)</td>
<td>10.0</td>
</tr>
<tr>
<td>Lamb</td>
<td>11.0</td>
<td>Lower fat (cod, haddock, sole, whitefish bluefish, lobster, shrimp, scallops)</td>
<td>1.0</td>
</tr>
<tr>
<td>Pork</td>
<td>8.0</td>
<td>Tuna, ½ cup (125 mL)</td>
<td>1.0</td>
</tr>
<tr>
<td>Veal</td>
<td>6.0</td>
<td>- canned in water</td>
<td>trace</td>
</tr>
<tr>
<td>Liver</td>
<td></td>
<td>- canned in oil</td>
<td>6.0</td>
</tr>
<tr>
<td>- beef</td>
<td>4.4</td>
<td>Salmon, ⅓ cup (125 mL) canned in oil</td>
<td>9.0</td>
</tr>
<tr>
<td>- chicken</td>
<td>5.0</td>
<td>Frozen, battered, fried, 1 piece</td>
<td>11.2</td>
</tr>
<tr>
<td>Deli or Luncheon type meats</td>
<td></td>
<td>Frozen, breaded, 1 piece</td>
<td>9.0</td>
</tr>
<tr>
<td>1 beef or pork wiener</td>
<td>12.7</td>
<td><strong>Alternatives</strong></td>
<td></td>
</tr>
<tr>
<td>1 chicken/turkey wiener</td>
<td>7.4</td>
<td>1 large egg</td>
<td>4.4</td>
</tr>
<tr>
<td>1 slice cooked ham, 1 oz. (30 g)</td>
<td>3.2</td>
<td>Lentils, 1 cup (250 mL) cooked- white beans, kidney beans, split peas</td>
<td>trace</td>
</tr>
<tr>
<td>1 slice salami, ⅜ oz (23 g)</td>
<td>4.0</td>
<td>Garbanzo beans or chick peas</td>
<td>1 cup (250 mL) cooked</td>
</tr>
<tr>
<td>1 slice bologna, ⅛ oz (23 g)</td>
<td>4.8</td>
<td>Nuts, ½ cup (125 mL) almonds, cashews, peanuts, pecans, pistachios, walnuts</td>
<td>36.3</td>
</tr>
<tr>
<td>2 slices bacon</td>
<td>6.0</td>
<td>Seeds, ½ cup (125 mL) pumpkin, sesame, sunflower</td>
<td>25.0</td>
</tr>
<tr>
<td>1 small sausage (16 per pound)</td>
<td>2.6</td>
<td>Peanut butter, 2 Tbsp. (30 mL)</td>
<td>16.5</td>
</tr>
<tr>
<td><strong>Chicken or Turkey, 3 oz. (90 g)</strong></td>
<td></td>
<td>Tofu, firm, 1.2 ounces (3.5 grams)</td>
<td>3.3</td>
</tr>
<tr>
<td>White meat, no skin</td>
<td>1.3</td>
<td>Baked beans, 1 cup (250 mL)</td>
<td>8.2</td>
</tr>
<tr>
<td>Dark meat, no skin</td>
<td>4.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White meat, with skin</td>
<td>6.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dark meat, with skin</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grain Products</td>
<td>Average Grams of Fat</td>
<td>Milk Products</td>
<td>Average Grams of Fat</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Breads, buns, pita, tortillas</td>
<td>trace</td>
<td>% MF/BF refers to the fat content based on weight as a percentage of milk fat (MF) or butter fat (BF)</td>
<td></td>
</tr>
<tr>
<td>Bagel</td>
<td>1.6</td>
<td>Milk, 8 oz (250 mL)</td>
<td></td>
</tr>
<tr>
<td>Hot dog/Hamburger bun</td>
<td>2.2</td>
<td>Whole (homo - 3.3%)</td>
<td>8.2</td>
</tr>
<tr>
<td>Cold breakfast cereals</td>
<td>trace</td>
<td>2%</td>
<td>4.7</td>
</tr>
<tr>
<td>Granola, ⅛ cup (125 mL)</td>
<td>7.2</td>
<td>1%</td>
<td>2.6</td>
</tr>
<tr>
<td>Oatmeal, ½ cup (125 mL)</td>
<td>1.8</td>
<td>Skim</td>
<td>0.4</td>
</tr>
<tr>
<td>Rice, barley, bulgar</td>
<td>trace</td>
<td>Buttermilk</td>
<td>2.2</td>
</tr>
<tr>
<td>Pasta, all types, 1 cup (250 mL)</td>
<td>1.0</td>
<td>Cheese, 1.5 oz, 45 g (45 g)</td>
<td></td>
</tr>
<tr>
<td>Noodles, chow mein, 1 cup (250 mL)</td>
<td>13.8</td>
<td>29 to 31% MF/BF (cheddar, parmesan, swiss, gruyere, muenster, gouda)</td>
<td>15.0</td>
</tr>
<tr>
<td>Pancakes, 1 medium, 4” diameter</td>
<td>1.0</td>
<td>15% MF/BF (part-skimmed mozzarella, ricotta)</td>
<td>6.5</td>
</tr>
<tr>
<td>Baked Goods</td>
<td>[List of items with fat content]</td>
<td>7% MF/BF (low fat, light cheeses)</td>
<td>2.7</td>
</tr>
<tr>
<td>Croissant, small</td>
<td>12.0</td>
<td>Cottage Cheese, ½ cup (125 mL)</td>
<td></td>
</tr>
<tr>
<td>Muffin, homemade, low fat</td>
<td>2.0</td>
<td>Creamed, 4.5%</td>
<td>5.1</td>
</tr>
<tr>
<td>Muffin, commercial</td>
<td>2.0</td>
<td>Creamed, 2%</td>
<td>1.8</td>
</tr>
<tr>
<td>Cheesecake, 1/12 of round</td>
<td>33.3</td>
<td>Yogurt, ¼ cup (175 mL)</td>
<td></td>
</tr>
<tr>
<td>Chocolate chip cookie</td>
<td>5.3</td>
<td>6% range</td>
<td>10.9</td>
</tr>
<tr>
<td>Peanut butter cookie</td>
<td>3.5</td>
<td>2.5% range</td>
<td>5.4</td>
</tr>
<tr>
<td>Arrowroot cookie</td>
<td>trace</td>
<td>1.5% range</td>
<td>2.8</td>
</tr>
<tr>
<td>Fruit pie, two crust, 1/8 of pie</td>
<td>13.8</td>
<td>Frozen</td>
<td>7.9</td>
</tr>
<tr>
<td>Doughnut</td>
<td>17.8</td>
<td>Ice Cream, ¼ cup (125 mL)</td>
<td></td>
</tr>
<tr>
<td>Danish</td>
<td>9.8</td>
<td>Rich, gourmet type, 16% BF</td>
<td>12.0</td>
</tr>
<tr>
<td>Crackers, 1</td>
<td>[List of items with fat content]</td>
<td>Regular, 10% BF</td>
<td>7.3</td>
</tr>
<tr>
<td>Most varieties</td>
<td>1.0</td>
<td>Sherbet, egg based, ¼ cup (125 mL)</td>
<td>2.0</td>
</tr>
<tr>
<td>Melba toast, rice cakes, water biscuits</td>
<td>trace</td>
<td>Cream, 10% 1 Tbsp. (15 mL)</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vegetables and Fruits</th>
<th></th>
<th>Snack Foods &amp; Frozen Entrees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All but avocado</td>
<td>trace</td>
<td>Potato chips/cheezies, 55 g bag</td>
<td>17.8</td>
</tr>
<tr>
<td>Avocado, ½ medium</td>
<td>11.4</td>
<td>Pretzels</td>
<td>trace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Combination Dishes</th>
<th></th>
<th>Oils and Table Fats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Macaroni and cheese, 1 cup (250 mL)</td>
<td>22.2</td>
<td>All oils, 1 Tbsp (15 mL)</td>
<td>13.6</td>
</tr>
<tr>
<td>Quiche Lorraine, 1/8 of a pie</td>
<td>48.0</td>
<td>Butter/margarine, 1 Tbsp (15 mL)</td>
<td>11.4</td>
</tr>
<tr>
<td>Spaghetti with meat balls, 1 cup (250 mL)</td>
<td>10.3</td>
<td>Mayonnaise, 1 Tbsp (15 mL)</td>
<td>11.1</td>
</tr>
<tr>
<td>Chicken Pot Pie (200 mL)</td>
<td>27.4</td>
<td>Salad dressing, 1 Tbsp (15 mL)</td>
<td>7.2</td>
</tr>
<tr>
<td>Sour cream, regular, 1 Tbsp (15 mL)</td>
<td>2.6</td>
<td>light</td>
<td>2.0</td>
</tr>
<tr>
<td>light</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Food Smart 3.0 Nutrient Analysis Program (Canadian Nutrient File 1997)
FIBRE FACTS

Grandma was right when she said that “roughage” was good for you. Now referred to as dietary fibre, this important food component has many long term health benefits. Yet most Canadians eat only about half of the recommended 25 to 35 grams of fibre per day.

WHAT IS FIBRE?
Fibre is found only in plant foods. It is the part of plants that our bodies can not digest. Meat, fish, poultry, eggs and dairy products do not contain fibre.

There are two types of fibre: soluble and insoluble. It is important to have both types in your diet as they help the body in different ways.

SOLUBLE FIBRE
Soluble fibre dissolves in water and is found in dried beans, peas and lentils, some grains such as oats, barley and psyllium, and certain fruits and vegetables including apples, plums, oranges, strawberries, brussel sprouts, and carrots.

This type of fibre may help to lower blood cholesterol levels when combined with a healthy, lower fat eating plan. It can also help to control blood sugar levels in some people with diabetes.

INSOLUBLE FIBRE
Insoluble fibre holds water like a sponge. This helps to prevent constipation by making stools bulkier and easier to pass. It also helps to prevent bowel problems like diverticulosis and hemorrhoids, and may lower the risk of certain cancers, such as colon cancer.

Wheat bran and bran cereals, whole grain products such as 100% whole wheat bread, brown rice and many vegetables and fruits are good sources of insoluble fibre.

How much fibre should I eat?
Adults should aim to consume between 25 and 35 grams of fibre every day. To reach this amount, eat a fibre-rich cereal at breakfast, choose mostly whole grain breads and include 5 to 10 servings of vegetables and fruits throughout the day. Eating dried beans, peas, and lentils more often also helps to boost the fibre in your diet.

Increasing your fibre intake gradually will help you to avoid problems like excessive gas, bloating or diarrhea. Remember to drink plenty of fluids, especially water, as they help dietary fibre to work effectively.

Is fibre important for children?
Introducing children to higher fibre foods may help them develop good eating habits that they can maintain throughout their lives. It also helps to prevent constipation, which has become an increasing problem for children as our fast-paced lifestyles often mean less activity and more refined, low fibre foods. However, don’t overdo a good thing; too much bulky, fibrous food may cause children to feel full quickly, resulting in a decreased intake of other foods.

Children between the ages of 3 and 18 should have a gradual increase of fibre in their diets. A good rule of thumb is “age + 5 grams.” This translates into a daily fibre intake of 10 grams for a 5 year old, for example.
SHOPPING FOR HIGH FIBRE FOODS

- Check the ingredient list when purchasing breads, crackers and cereals. Are whole grains, such as whole wheat flour, listed first?

- Look for the Nutrition Information panel, which provides more detailed nutrition facts. You can use this to compare products like cereals to determine which choice has the most fibre. Here is an example of where to find this information:

| INGREDIENTS: WHOLE WHEAT, WHEAT BRAN, SUGAR, SALT, MALT, VITAMIN HYDROCHLORIDE, PYRIDOXINE HYDROCHLORIDE, FOLIC ACID, REDUCED IRON, BHT. |
| NUTRITION INFORMATION PER 30 g SERVING CEREAL (175mL, 3/4 CUP) |
| ENERGY | Cal | 100.0 |
|         | kj  | 420.0 |
| PROTEIN | g   | 3.0  |
| FAT     | g   | 0.6  |
| CARBOHYDRATE | g   | 24.0 |
| SUGARS  | g   | 4.4  |
| STARCH  | g   | 16.6 |
| FIBRE   | g   | 3.0  |
| SODIUM  | mg  | 265.0 |
| POTASSIUM | mg | 168.0 |

MORE FIBRE BOOSTERS

- Start your morning with a cereal that contains at least 4 grams of fibre per serving. If your favourite breakfast cereal is a lower fibre choice, top it with a few spoonfuls of high fibre bran cereal.

- Add natural wheat bran when cooking cream of wheat or oatmeal.

- Leave the skins on fruits and vegetables whenever possible. Eating the skin of a baked potato or apple will increase its fibre content by nearly 50%.

- More beans, please...! Replace meat in a pasta dish with kidney beans, romano beans or lentils. Top a salad with chick peas or green peas.

- Try different grains like brown rice, bulgur wheat or barley in soups and salads.

- Include wheat bran or oat bran in breading mixtures, meat loaf or meatballs, chili and as a topping on casseroles.

- Add dried fruits like raisins, prunes, and chopped apricots or dates to cereals and baked goods.

- Experiment with your favorite bread, muffin and dessert recipes. As a general rule, you can substitute whole wheat flour for about half of the white flour called for in a recipe.

- Snack on a variety of raw vegetables like broccoli, carrots, cauliflower, green and red pepper strips. For even more fibre, serve them with bean dip.

Quick Bean Dip

1 can low fat refried beans
1/2 cup plain yogurt or light sour cream
1 tsp. each chili powder and cumin
1 clove garlic, minced
dash hot pepper sauce (optional)

Combine all ingredients and mix well. Top with chopped fresh parsley or cilantro.
Serve with raw vegetables or whole wheat pita wedges.

From Anne Lindsay's Light Kitchen, 1994
THE LUNCH TIME CHALLENGE

Making a healthy lunch for kids can be a real challenge! Try to offer a lunch which is nutritious, fun to eat and environmentally friendly. Ask children what they would like to eat for lunch and if possible, let them help make it!

A healthy lunch contains at least one food from each of the food groups: Grain Products, Vegetables and Fruit, Milk Products, and Meat and Alternatives. When packing the lunch, be sure to keep hot foods hot and cold foods cold. Here are 5 easy steps to help you create a healthy lunch.

Step 1. Start With the Basics

- Sandwiches are popular items for school lunches and can be fun to make and eat. Crusty rolls, whole grain buns, bagels, pitas, tortillas or raisin bread can be a nice change from plain sliced bread. Choose low fat fillings like chicken, tuna or lean roast beef. For variety, try a meat alternative such as cheese, egg salad, hummus or peanut butter.

- Cold pasta salad, a slice of pizza or a chicken leg can also make a tasty and nutritious lunch. Use a mini ice pack to keep foods cold.

- For a hot lunch, try soup, spaghetti, macaroni and cheese, steamed rice, chili or last night’s leftovers. Pack these in a wide-mouth thermos bottle.

Step 2. Add Some Vegetables and Fruit

- Vegetables and fruit add colour, texture and flavour to the meal. Try green pepper rings, cherry tomatoes, carrots or celery sticks. Fresh fruit such as grapes, orange segments or strawberries make a great finish to the meal.

- In sandwiches, add lettuce, spinach, alfalfa sprouts or cucumber slices. With soups or casseroles, toss in some extra cooked vegetables.
Step 3. Include a Drink

- Fill a plastic bottle or thermos with milk or juice. Juice boxes are also convenient. Fruit drinks or pop are not suitable for lunch because they are less nutritious.

Step 4. Give a Small Treat Occasionally

- A treat, such as a cookie or a handful of popcorn, is important to children. Fruit flavoured yogurt or a granola bar are other lunch time treats. As long as your child is eating a healthy diet, small treats can be given occasionally.

Step 5. Make the Lunch Environmentally Friendly

- Reusable nylon or cloth lunch bags or lunch boxes help make the meal garbage-free. An insulated lunch bag will also help to keep foods hot or cold.

- Plastic containers are handy for canned fruit, sandwiches and other foods that need to be wrapped. If necessary, also pack a small spoon or fork.

Some Healthy Lunch Ideas

- A slice of pizza, orange juice and a chocolate chip cookie
- Peanut butter on a muesli bagel, celery sticks and chocolate milk
- Leftover chicken noodle soup, crackers, grapes and some fruit bottom yogurt
- Turkey slices rolled up in a tortilla with sliced red peppers and grated cheese, vegetable juice and a handful of potato chips
- Pasta salad tossed with cooked ham and cheese, green pepper rings, a juice box and some popcorn
- Hummus with slices of tomatoes in a pita, milk and a small apple turnover
- Spaghetti with meatballs, carrot sticks and milk

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04/98
NUTRITION MATTERS
Current, accurate nutrition information to keep you healthy

Peanut Butter-Less Lunches and Snacks

Are you finding it challenging to make lunches and snacks for your children without the famous peanut butter sandwich? Well, say goodbye to the old stand-by and hello to easy-to-make peanut-free lunches and snacks.

If you are concerned that your child will not be getting enough protein at lunch without peanut butter, you'll be happy to know that she is probably getting more than enough protein each day already. Most people can easily meet their daily protein requirements by choosing foods from the four food groups of Canada’s Food Guide to Healthy Eating. While protein is primarily found in Meat and Alternatives and Milk Products, small amounts are also found in the Grain Products and Vegetables and Fruit groups.

The following foods have approximately the same amount of protein as 2 tablespoons of peanut butter (1 serving of Meat and Alternatives):

| ☑ 1 oz. meat | ☑ 1 oz. cheddar cheese |
| ☑ 1 cup yogurt | ☑ 1 cup raisin bran (Post) |
| ☑ 1 cup milk | ☑ 1 bagel |

In fact, one slice of cheese pizza has almost twice the protein as 2 tablespoons of peanut butter.

School Lunch Ideas – Easy, Nutritious And Peanut Butter-Less!

The lunch meal should contain at least one food from each of the four food groups of Canada's Food Guide to Healthy Eating. Mix and match to plan a balanced lunch:

<table>
<thead>
<tr>
<th>Grain Products</th>
<th>Vegetables &amp; Fruit</th>
<th>Milk Products</th>
<th>Meat &amp; Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread – whole wheat, rye, cracked wheat, oatmeal, pumpernickel</td>
<td>Fresh fruit</td>
<td>2%, 1% or skim milk</td>
<td>hard boiled egg</td>
</tr>
<tr>
<td>English muffin</td>
<td>Canned fruit in its own juice</td>
<td>yogurt</td>
<td>chick peas</td>
</tr>
<tr>
<td>Leftover pasta – like macaroni &amp; cheese or spaghetti</td>
<td>Fruit juice</td>
<td>cheese</td>
<td>refried beans</td>
</tr>
<tr>
<td>Muffins</td>
<td>Vegetable sticks (with dip)</td>
<td>cottage cheese</td>
<td>leftover chicken leg</td>
</tr>
<tr>
<td>Pita bread</td>
<td>Vegetable juice</td>
<td>milk-based custard or pudding</td>
<td>cold meatloaf</td>
</tr>
<tr>
<td>Crackers</td>
<td></td>
<td>milk-based soup</td>
<td>cold cuts</td>
</tr>
<tr>
<td>Bagels, rolls, buns</td>
<td></td>
<td>quark cheese</td>
<td>hot chili con carne</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cheese slices</td>
<td>hot vegetarian chili</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hot beef stew</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>leftover pizza</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hot baked beans</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hot lentil soup</td>
</tr>
</tbody>
</table>

MIDDLESEX-LONDON HEALTH UNIT
We're good for your health!
### Sample Peanut Butter-Less Menus

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sliced meat, cheese and lettuce in a pita</td>
<td>Cold hard boiled egg</td>
<td>Crackers with cheese cubes (or cheese slices) &amp; sliced cold cuts</td>
</tr>
<tr>
<td>Carrot sticks</td>
<td>Celery stuffed with soft cheese</td>
<td>Cucumber slices</td>
</tr>
<tr>
<td>Orange slices</td>
<td>Raisin bran muffin</td>
<td>Canned fruit (in juice)</td>
</tr>
<tr>
<td>Milk</td>
<td>Milk pudding</td>
<td>Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leftover pizza slice</td>
<td>Leftover spaghetti with meat sauce</td>
</tr>
<tr>
<td>Green pepper rings</td>
<td>Vegetables and dip</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Fresh fruit</td>
</tr>
<tr>
<td>Fruit juice</td>
<td>Milk</td>
</tr>
</tbody>
</table>

### PLUS...Peanut Butter-less Snacks!

- plain yogurt mixed with fruit
- milk puddings
- fruit cups (canned in juice)
- any fresh fruit
- celery sticks stuffed with soft cheese
- cheese and crackers
- whole grain muffin
- half bagel with cheese
- whole grain bread

- juice boxes – vegetable or fruit
- popcorn (for older children)
- vegetables with dip
- sliced meat wrapped around cheese sticks
- hard boiled egg
- mini pitas stuffed with cheese – try cream, swiss, gouda
- mini bagels with cream cheese and cucumber slices

*Some snacks may not contain peanuts, but they are higher in fat, calories, sugar, or salt. Choose these “Other Foods” in moderation and remember to brush your teeth after sticky, sweet treats.*

### DON’T FORGET TO PACK FOOD SAFELY

- Use a wide-mouth thermos to keep milk cold and foods like chili and pasta hot.
- To keep food cold, use frozen juice boxes or frozen bread for sandwiches (they will thaw by lunch time) or use an insulated lunch bag. Sandwiches that are made the night before will stay colder better than those made in the morning.

Adapted from material produced by Halton Regional Health Unit; Distributed by Nutrition Services, Middlesex-London Health Unit, ext. 2220

December 1998
Power Snacking
To Get You Through the Day

The munchies and snacking are part of everyday life.
Snacks help you get all the energy and nutrients you need – especially if you are active.
Healthy snack choices will help you beat the munchies and feel great!

A healthy snack is tasty, low in salt, sugar and fat,
high in fibre, and high in nutrients

Tips for Power Snacking

1. Choose nutritious snacks.
2. Limit your number of snacks to no more than 3 snacks each day.
3. Choose a variety of snacks.

**Important Nutrients for Teens**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Needed for</th>
<th>Healthy Snack Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calcium and Vitamin D</td>
<td>Strong bones and teeth</td>
<td>Glass of milk, Bowl of yogurt, Frozen Yogurt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pudding Cup, Cheese</td>
</tr>
<tr>
<td>Iron</td>
<td>Muscle Action, Energy Production</td>
<td>Bran Muffins, Boiled Egg, Whole wheat toast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dried Fruit, Trail Mix</td>
</tr>
<tr>
<td>Folate</td>
<td>Reproductive Health</td>
<td>Orange Juice, Tomato Juice, Trail Mix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole wheat bread and peanut butter</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>Good Vision, Healthy Skin</td>
<td>Carrot Sticks, Boiled Egg</td>
</tr>
</tbody>
</table>

Snacks high in sugar or starch can cause cavities, especially if you eat them often and let them stay on your teeth. When you eat snacks, brush and floss your teeth as soon as you can after eating. Always brush and floss before you go to bed.

---

MIDDLESEX-LONDON HEALTH UNIT

We're good for your health!
Choose the Nutrient-Packed POWER SNACK

Try a new, exciting snack to get you through the day!

Before the game...

Fruit and vegetable juices; crackers or bread sticks topped with cheese or peanut butter; yogurt mixed with plain cereal.

After school...

Pita pocket with vegetables, sliced meat, cheese, salsa, or hummus; peanut butter and banana rolled in a soft tortilla; yogurt, yogurt drink, cheese, pudding; hard boiled or devilled egg; cereal with milk; milk and fresh or frozen fruit blended together.

In the cafeteria...

Bagel with cheese, peanut butter, tuna or salmon salad; milk, chocolate milk or a milk shake; low fat muffin; pizza slices; fresh fruit (grapes, bananas, apples, peaches, pears).

While on the hike...

Trail mix; granola bars; dried fruit (apples, apricots, figs, raisins); bagels and rice cakes; fresh raw vegetables (carrots, celery, zucchini, broccoli, cauliflower, cucumber, green beans, peas, turnip sticks).

Reminder...pop does not give you power.
So make a healthy choice and choose water, juice or milk to drink.
These choices will nourish your body and give you power!
Pack a Bite That’s Right!

If your family is prone to the “same old sandwich” syndrome, read on to find a collection of lunch box ideas for mid-day meals that have taste appeal. Consider these ideas when preparing your own lunch, or your child’s lunch.

--- The Nutritious Lunch ---

To make sure everyone gets a healthy array of food choices in his or her lunch, follow Canada’s Guidelines for Healthy Eating:

Enjoy a Variety of Foods

Pack a variety of foods from each of the food groups: Grain Products, Vegetables and Fruit, Milk Products, and Meat and Alternatives.

Include foods of different shapes, colours, textures and flavours.

Pack a portable snack with every lunch. A morning snack is needed by most growing children.

Emphasize Cereals, Breads, other Grain Products, Vegetables and Fruits

Vary the type of bread used for sandwiches: rye, pumpernickel, whole wheat, cracked wheat, multi-grain, raisin or cheese bread add interesting textures and flavours.

Try new grain products. Some choices:
- pasta
- crackers
- muffins
- bagel
- hot dog buns
- rice
- pita bread
- English muffins
- tortillas
- bread sticks

Pack carrot coins, cucumber sticks, zucchini circles, broccoli florets or red pepper rings for a change. Include a dip made with light sour cream or low-fat plain yoghurt for extra “pizzazz”.

Add a fruit or vegetable juice for a refreshing change. Include fruit to end a great meal - fresh or canned in its own juice.

Choose lower fat dairy products, leaner meats and foods prepared with little or no fat

Choose lean deli meat, like roast beef, ham, or turkey breast. Use mustard, relish or light mayo for sandwich spreads.

Include peanut butter, eggs, lower fat cheese and cottage cheese to give a high protein punch for long lasting energy. Try a cold bean or lentil salad.
Tips for Lunch Box Success with Children

Children can help to plan and make a healthy lunch. The more they help, the more likely they are to eat the lunch.

Offer a selection of nutritious foods and let your child choose current favourites. Offer new foods from time to time.

Give kids some choice in drinks, like chocolate milk, vegetable juice or fruit juice, so they don't end up with the same kind everyday.

Leftovers from the night before can make a great lunch. Use a wide-mouth Thermos for:

- baked chicken
- macaroni and cheese
- meat and vegetable stew
- soup
- chili
- hot dogs

Add some fun to your child's lunch by tucking in surprises - a riddle, stickers, or a fancy napkin.

Pack a treat; favourites include whole grain cookies, such as oatmeal or date, cereal bars and popcorn.

Use appropriate serving sizes, for example, a small apple for a small child.

Lunch Safety

How you pack your lunch is just as important as what you pack in a lunch. Careful packing ensures it is safe to eat.

At home... keep foods CLEAN
- Wash hands with soap and warm water before making lunch.
- Rinse fruits and vegetables thoroughly.

- Wash lunch boxes, thermal bags, plastic containers and utensils after every use with hot soapy water.

For transport... keep foods COLD
- Freeze bread for sandwiches. Sandwiches made from frozen bread in the morning are well chilled, keep better and taste fresher.
- Freeze juices and milk in plastic bottles with tight fitting lids, then place in an insulated lunch bag or box to keep other items cold. Juice boxes can also be frozen.
- Insulated lunch bags and small ice packs can be very useful if the lunch needs to be stored at room temperature for several hours.

For transport... keep foods HOT
- Vary your lunch by using a Thermos.
- Preheat the Thermos with boiling water. Heat foods to steaming hot, then pour into the Thermos.

Great Lunch Ideas

mixture of tuna, chopped celery and a little mayonnaise stuffed into a whole wheat pita pouch, topped with alfalfa sprouts, yoghurt
- oatmeal muffin with cheese slices, sliced cooked ham, orange wedges, water
- slice of cold leftover pizza, crunchy apple, milk
- chili or favourite soup in a Thermos, whole wheat roll, banana, milk
- sliced chicken or beef with a little salad dressing, lettuce, chopped tomatoes rolled in a pita shell, milk pudding, fruit juice
- pumpernickel bagel and cream cheese, cold hard boiled egg, carrot sticks, milk
- salmon or tuna salad with chopped celery and onions on a multi-grain bun, milk pudding, cucumber slices, juice
- mixture of nuts and seeds, yoghurt, crunchy bread sticks, canned pineapple, water
- pasta salad with cubed cheese, sliced cucumber, broccoli and cauliflower florets, milk

September 1998
a taste of Nutrition... What's For Lunch?

Believe it or not, lunches and snacks can be nutritious, tasty and fun to eat. Choosing a variety of foods from each of the four food groups will add variety to a child's lunch and help avoid boredom.

There are sandwiches...

- Look for new varieties of whole grain breads, rolls, pitas and tortillas. Mix and match different kinds of bread in one sandwich. Children may discover that sandwich fillings are more tasty on pumpernickel, seven-grain bread, raisin bread or even rolled up in a wrap.

- Go easy on the mayonnaise, butter or margarine. Use lower-fat fillings, such as turkey, chicken, lean beef, ham or tuna (packed in water). When shopping for cheese and lunch meats, look for the leaner brands that are available in most supermarkets.

- Here are some suggested sandwich fillings to add new flavour to old ideas:
  - Cheese slices and cucumber
  - Egg salad, grated carrot, diced green pepper and celery
  - Lettuce, tomatoes, cheese and/or sliced meat with salsa or hummus
  - Grilled vegetables and cheese
  - Peanut butter and banana slices

Other ideas...

A sandwich is not the only convenient, nutritious lunch out there. Cold pasta salad, a slice of pizza, a chicken leg or a hard-boiled egg are all lunchtime possibilities. Hot soups, stews, chili, baked beans or spaghetti can be carried to school in a wide-mouth thermos.

Vegetables and fruit add nutrients, colour, texture and flavour to a meal. Pack some sticks of green or red pepper, cucumber, carrots, celery, zucchini or broccoli in the lunchbox. Fruit - fresh, canned in its own juice or packed in light syrup - makes a great finish to any meal.

Beverages can also add nutritional quality to packed lunches. A nutritious, refreshing addition to lunch can be as simple as a thermos of cold milk, water or fruit juice, provided the juice is labeled "100% fruit juice". A fruit "punch" or "drink" does contain fruit juice, but only a very small amount along with added sugar and water, which means you are usually paying more money for less nutritional value.

Snack on this...

Children often eat smaller amounts of food than adults, yet they still need a good supply of energy and nutrients to play, grow and learn. That's why snacks are so important - they should be quick to eat and as nutritious as possible.

Fruits, vegetables, cheese, nuts, breadsticks and plain popcorn all make excellent snacks. As long as your child eats a variety of foods from the four food groups, an occasional granola bar or brownie is fine.
No meal is a good meal if it is not eaten

By involving your child in the lunch-making process, lunch can be appealing and healthy.

- Include your child's favourite foods. To add variety, combine new foods with old favourites, but don’t force children to eat new foods if they don’t want to.
- Let children create their own nutritious lunches and snacks from a selection of foods from all four food groups. They are usually more willing to eat their own creations.
- Be creative with sandwiches. Cut them into different shapes or decorate them with raisins, fruits or vegetables.
- Everyone enjoys an occasional surprise. How about a secret note, sticker, or cartoon packed with the lunch?
- Remember: If you insist on packing food that your child doesn’t want to eat, it probably won’t be eaten.

A healthy lunch is a safe lunch

- When preparing food, first wash hands with soap and water, then start with a clean countertop and clean utensils.
- Use fresh foods as often as possible. If using leftovers, they should not be more than one day old.
- Pack cold foods directly from the refrigerator and make sure that hot foods are steaming hot when placed in a thermos.
- Try using frozen bread for sandwiches, packing a frozen juice box that will thaw by lunch-time, or using a small freezer pack with the lunch.
- Foods that might spoil should be carried in an insulated bag to keep them cold.
- Clean lunch boxes, thermos, thermal bags, plastic containers and utensils everyday. Wrappings should not be re-used because they may carry bacteria.

Lunches can be environmentally-friendly

- Use cloth lunch bags, thermal bags, or lunch boxes instead of paper or plastic bags and reusable plastic containers for sandwiches and other lunch foods.
- Pack a set of washable plastic or metal cutlery instead of disposable cutlery.
- Try a thermos or a plastic cup with a tight-fitting lid for beverages.
- Include a washable cloth napkin instead of using paper serviettes. Try using a different coloured napkin for each day of the week.

There are endless possibilities when it comes to preparing and packing nutritious lunches and snacks that children will enjoy. Let your imagination be your guide!
Part D
Healthy Eating Ideas for Schools
Healthy Eating Ideas for Schools

The following pages outline ideas and activities that may be of use to promote healthy eating in schools outside the cafeteria. The ideas and activities given would provide environmental support to the Eat Smart! School Cafeteria Program. However, the content is for information purposes only and is NOT required in order to attain the Eat Smart! Award of Excellence for the cafeteria. The activities support the most recent Mandatory Programs and Services Guidelines of the Ontario Health Protection and Promotion Act (1990).

The strategies outlined below were developed to support Canada’s Guidelines for Healthy Eating. Nutritious food choices including vegetables and fruit and lower fat items are advocated for school activities. A school should be encouraged to develop nutrition guidelines. Guidelines can apply to food served in schools, vending machines and used in fundraising. Sample guidelines for these three areas are given below and are followed by information on how to develop nutrition guidelines. Ideas for other activities and healthy eating promotions are also provided.

Food Served in School

On all occasions where food is served in the school, food choices will include 2 or more of the following conditions:

- Whole grain products such as breads, crackers, cookies etc. (e.g., whole wheat bread, oatmeal cookies, etc. cake, muffins, etc.) made with whole grains.
- Vegetables, e.g., vegetable sticks, soups, juices, etc. If salads are served, calorie reduced or fat free dressings are offered
- Fruits e.g., fresh cut fruit tray, fruit salad, whole fruits, fruit juices
- Milk products e.g., cheese, yoghurt, frozen milk bars, fluid milk
- Meat and alternatives when offered will be lower fat varieties. If cooked, they are to be prepared using a lower fat cooking method, e.g., steaming, poaching, broiling, roasting, baking.
- Desserts when offered are lower fat e.g., fresh fruit, fruit salad, angel food cake, lower fat frozen yoghurt, sherbet, or milk pudding.
- Beverages- Water should always be available as a visible option.- Lower fat milks, 1%, 2% or skim, (white and chocolate) or fruit or vegetable juices to be offered as an alternative to tea, coffee or sodas
- Other Foods. Butter, margarine, sour cream or mayonnaise served on the side or not used on vegetables or sandwiches.
Vending Machines

If there are vending machines on the school site, 30% of the food and beverage choices in the vending machines should be healthier choices. For example, if a vending machine has 10 shelves then 3 should have healthy choices OR if there are several vending machines in a school, 30% of the total shelf space should be dedicated to healthier choices.

Fund Raising

The school demonstrates the use of healthier food choices when food is used for school fund raisers. Foods that should be used less often are those in the ‘Other Foods’ category as described in Canada’s Food Guide to Healthy Eating, i.e., they are high in fat and sugar, low in fibre and nutrients. For example, citrus fruits could be used more often than chocolate covered nuts.
Developing Nutrition Guidelines

To help schools promote healthy eating details on how to develop nutrition guidelines are given below.

The Ontario Public Health Association identified in its publication "Making a Difference In Your Community: A Guide For Policy Change" (1995) that "Although education and awareness programs can lead to healthier choices, they are usually not sufficient on their own." The resource identifies that education, awareness and policy used together have the greatest impact.

Food and nutrition guidelines can be generated at the school board and individual school levels. Guideline development is often fuelled by local concerns. Organisations can address these concerns while developing their guidelines. Public health personnel often initiate the process and are able to provide direction and supportive expertise. School food and nutrition guidelines provide a basis for practical action. According to Wolfe and Walters (1994) benefits include:

To schools:
• Demonstrates a commitment to health and well-being of students
• Eliminates inconsistencies and confusing messages about food and health within the school environment e.g., teaching healthy snacking but using chocolate bars for fund raising
• Supports teachers in promoting healthy eating practices.

To parents:
• Reinforces the efforts of nutritious conscious parents
• Prevents confusion regarding nutrition policies that might be set up by individual teachers and eliminates inconsistencies year to year
• May have a positive impact on parents’ eating habits.

To Students:
• Develop skills to make healthy food choices
• Provides access to nutritious foods to students who want them
• Provide consistent messages about food choices and health
• Reinforces nutrition messages learned in the classroom
• Provides a supportive environment in which to modify eating habits and maintain healthy nutrition practices
• Demonstrates to students the concern that schools have for their physical and mental well being
• Ensure access to healthy eating messages.
To Outside Companies and Groups:
• Communicates that the school (or board) is serious about the health of its students
• Ensures a standardised approach.

One Step At A Time

The Ontario Public Health Association (OPHA) provides a "Road Map" for guideline development. The steps in the OPHA Road Map have been described in similar ways by health units across Ontario that have worked on food and nutrition guideline development and implementation. The OPHA Road Map is adapted below to show its main features as they relate to food and nutrition guideline development.

Identify and describe the problem/issue: includes analysis and clarification of the problem, stakeholders, and data collection

Assess and develop community support, and decide what to do: includes setting goals, objectives and policy options

Approach decision makers

Consider strategies: includes generating support, writing letters, making calls, preparing for meetings

Prepare for action, assess adequacy of resources e.g., people, information, time: includes working with key parties and building trust and support

Develop guideline and present:

Evaluate results: includes evaluating actions and outcomes

Implement guideline: includes education, awareness and environmental support, enforcement and costs

Monitor guideline:

The services of a Registered Dietitian will make the process of food and nutrition guideline development much easier.
Background Information On Nutrition Guidelines

In 1989, the Canadian Education Association conducted a survey of Canadian school boards related to school food policies. In 1992, the province of Saskatchewan conducted a similar study. Results of both surveys showed that most schools did not have written policies regarding food in schools. Some schools did report having guidelines that may or may not be written. Since the publication of these results, other organizations have initiated work on food and nutrition policies for schools, but progress is slow. In 1993, the Saskatchewan School Trustees Association Research Centre in partnership with public health nutritionists from Regina identified that:

"A school food policy clearly outlines the standard set for foods sold and served in schools. It ensures that good nutrition is promoted both in theory and in practice. A policy is a statement of philosophy and belief as well as direction for action."

The Avon and Maitland District School Board (August, 1999) identify the purpose of their food and nutrition policy as follows:

1. To provide direction to principals, teachers, parent groups, students and volunteers on the choice of foods for sale or distribution in our schools.
2. To enable students to make healthy food choices by providing and actively promoting nutritious foods.
3. To encourage a positive attitude towards healthy eating.
4. To reinforce and support the nutrition education that is provided to students.
5. To promote and ensure the safe handling and preparation of food.
6. To provide a safe environment for students with food allergies.

Although school board boundaries were altered in 1999/2000, boards that established food and nutrition guidelines in the past include:

- Avon Maitland (1999)
- Hamilton (1990)
- Kenora (1986)
- London (1990)
- Northumberland and Newcastle (1979)
- Ottawa-Carleton (1977)
- Renfrew County (1982)
- Welland County RCRSS (1990)
- City of York (1991)

Things To Remember When Developing Nutrition Guidelines

The services of a Registered Dietitian are helpful in the development of guidelines since s/he can provide nutrition expertise to guide and facilitate the process. In the development of guidelines it should be understood that there is no such thing as a “bad” food and it is unwise to ban certain foods. When nutrition guidelines are being developed each group should agree on definitions of nutritious and less nutritious foods. In order to develop clear and acceptable guidelines it is essential that all stakeholders be present when definitions are being formulated and that consensus is reached and agreed upon. Stakeholders should also take into account food safety. In this regard guidelines that deal with food allergies may need to be incorporated.
**Nutrition Guideline Development Checklist**

Adapted from (Hallad and Yee)⁹

This checklist is a useful tool in policy planning. Use it to ensure that all issues are dealt with in policy planning.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nutritious food defined</td>
</tr>
<tr>
<td>2.</td>
<td>Less nutritious food defined</td>
</tr>
<tr>
<td>3.</td>
<td>Students and staff understand definitions</td>
</tr>
<tr>
<td>4.</td>
<td>Policy is widely publicized and communicated</td>
</tr>
<tr>
<td>5.</td>
<td>Policy supports curriculum-based learning</td>
</tr>
<tr>
<td>6.</td>
<td>All stakeholders participate in policy formation</td>
</tr>
<tr>
<td>7.</td>
<td>Nutritious food is competitively priced and readily available</td>
</tr>
<tr>
<td>8.</td>
<td>Nutritious food choices are appropriately promoted and advertised</td>
</tr>
<tr>
<td>9.</td>
<td>Less nutritious foods are not more readily available than nutritious ones</td>
</tr>
<tr>
<td>10.</td>
<td>If choice of foods in not possible, only nutritious food items will be offered</td>
</tr>
<tr>
<td>11.</td>
<td>Meals served in school offer foods from at least 3 of the 4 food groups</td>
</tr>
<tr>
<td>12.</td>
<td>Nutritious foods are served most often as treats or in class room celebrations</td>
</tr>
<tr>
<td>13.</td>
<td>School fund raising does not only rely on the sale of less-nutritious foods</td>
</tr>
<tr>
<td>14.</td>
<td>The school health curriculum includes nutrition</td>
</tr>
<tr>
<td>15.</td>
<td>Catering companies and outside vendors adhere to the nutrition policy</td>
</tr>
<tr>
<td>16.</td>
<td>Nutritious foods are served most often at field trips, sports events, canteens, workshops etc.</td>
</tr>
<tr>
<td>17.</td>
<td>Food waste is minimized</td>
</tr>
<tr>
<td>18.</td>
<td>Disposable packaging is minimized</td>
</tr>
<tr>
<td>19.</td>
<td>Regular nutrition in-services are provided for kitchen staff and education personnel.</td>
</tr>
<tr>
<td>20.</td>
<td>A Registered Dietitian participated in the nutrition guideline development process</td>
</tr>
</tbody>
</table>
Food Ideas For School Events

Food is served at a variety of school events such as:

• Sports events
• Parent/Teacher meetings
• Classroom celebrations
• Staff meetings
• School meetings
• School concerts and other entertainment productions
• Special lunches
• Special snack days
• All other occasions where food is used

The choice of foods for such events is endless – but here are some suggestions:

• Cut vegetables
• Fruit
• Low fat muffins and squares
• Mini muffins
• Oatmeal, date, fig, social tea and arrowroot cookies
• Angel Food Cake
• Pretzels
• Popcorn
• Whole grain crackers
• Bread sticks
• Whole grain bagels
• Sandwiches made with whole grain breads
• Pita pockets with different fillings
• Wraps
• Pizza
• Nuts
• Sunflower and pumpkin seeds
• Cheese cubes
• Yoghurt
• Fruit juices
• Vegetable juices
• Water
• Milk

In addition to these ideas, there is information on resources in Part C. 10,11,12,13
Vending Machine Choices

Foods in vending machines in schools should reflect Canada’s Guidelines for Healthy Eating (1991) which are:

- Enjoy a variety of foods.
- Emphasize cereals, breads, other grain products, vegetables and fruits
- Choose lower fat dairy products, leaner meats, and foods prepared with little of no fat.
- Achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating.
- Limit salt, and caffeine.

Every effort should be made to offer foods that are lower in fat and high in fibre. Vending machines and microwave ovens offer great versatility. Foods can be kept at low temperature and then heated if necessary. Examples of foods that may be used in vending machines include:

**Beverages**
- Bottled water
- Fruit juices
- Vegetable juices
- 2%, 1% and skim milk including chocolate milk

**Vegetables and Fruit**
- Fruit
- Fruit salad
- Vegetable sticks and dip
- Salads with low fat dressings on the side

**Grains**
- Whole grain bagels
- Lower fat muffins
- Whole grain crackers
- Rice Krispie™ Squares
- Pretzels
- Grain and fruit bars
### Milk Products
- Cheese
- Yoghurt
- Ice milk bars
- Frozen yoghurt

### Meat and Alternatives
- Sandwiches prepared with whole grain breads, vegetables, lean meats, fish, e.g., tuna and salmon, low fat cheese with little or no butter, margarine or mayonnaise
- Vegetarian dishes with beans and legumes such as chick peas

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#### Vending Machine Checklist

<table>
<thead>
<tr>
<th>Do the vending machines in the school:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Have 30% of vending machine choices dedicated to healthier foods or beverages choices?</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Store food items at the required temperatures to ensure optimal food safety?</td>
<td></td>
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<tr>
<td><strong>3.</strong> Get checked daily for perishable items' “best before” date?</td>
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<tr>
<td><strong>4.</strong> Offer a variety of nutritious beverages including at least 2 milk choices?</td>
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<tr>
<td><strong>5.</strong> Offer a variety of fruit choices?</td>
<td></td>
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<tr>
<td><strong>6.</strong> Offer a variety of vegetable choices?</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> Offer at least 2 whole grain choices?</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> Offer yoghurt and other milk product choices (other than fluid milk)?</td>
<td></td>
</tr>
</tbody>
</table>

Where meal choices are offered, does the vending machine:

| 1. Offer a vegetarian entrée choice?                                        |   |
| 2. Offer entrée choices that are lower in fat, high in fibre?                |   |
| 3. Offer suitable choices for safe preparation with available facilities, e.g., microwave? |   |
Fund Raisers

Food used for fund raisers is usually a case of "do as I say and not as I do". All the healthy nutrition teaching goes by the board when candy bars and chocolate are sold by students, teachers and parents! Fund raising to supplement school programs is important, and with a little thought, the activities chosen do not have to go against healthy eating guidelines. Some healthy suggestions include:

- Dried and roasted beans
- Raffle tickets for fruit and cheese basket or other basket of goodies
- Recipe books or children's books
- Household items such as garbage bags, gift paper
- Flowers at the local mall for Mother's Day or other occasions
- Fabric lunch bags or tote bags
- Greeting cards
- T-shirts
- Citrus fruit sales
- Rummage and garage sales
- Read-a-thons
- Car washes
- Pens
- Pencils and crayons
- Our school cook book - this takes work but can be highly successful. The editorial committee has to decide on parameters to ensure that the recipes meet healthy eating guidelines. Advertising space can be sold to local merchants and sponsors can be found, e.g., local Lions Club, to cover production costs.
- Nutrition Booth and quiz at the local mall or plaza. Students set up a booth consisting of display boards promoting healthy eating and for a donation, the community gets to answer a nutrition question. Those who respond correctly get a copy of a nutritious recipe from the school cook book.

Other Possible Healthy Eating Promotions in School

In order to increase awareness of healthy eating in school, promotions could be planned and implemented. Promotion of healthy eating can take many forms. Activities are limited only by lack of ideas. Promotions that have been undertaken in the past include:

1. **A Better Breakfast Week.**
   During this promotional week students from the Student Council, with the co-operation of food service staff and teachers, sell nutritious breakfast snacks (such as low fat muffins, or whole grain bagel and cheese and milk) before school.
2. **The Nutritious Snack Pack Promotion.**
   This can be a promotion for a short period of time or for several specified periods during the school year. For thirty minutes at the end of the school day, students and staff can purchase healthy snacks from snack carts, which are located in high traffic areas of the school. This provides the consumer with a healthy snack to enjoy on the way home. Choices can include fresh fruit, nuts, cheese, fruit juices. Daily specials such as fresh pineapple slices, vegetable sticks and dip, can be announced on the PA system. Members of the student council organize purchases from a local wholesaler and other committee members meet to prepare the food for the carts. A single price such as 50 cents or a dollar is charged for the snacks.

3. **Veggie and Apple Grams.**
   Students in charge of the promotion set up a station(s) for other students to purchase a veggie or apple gram. The purchaser completes a form detailing the name, home room, sender and message to accompany the veggie or apple gram. The veggie or apple gram is sent to friends, boyfriends, girlfriends, teachers or administrative staff the following day. The veggie gram would consist of vegetable sticks wrapped in cling film or put in a plastic bag. The apple gram consists of an apple. A unit cost that covers the cost of materials is charged.

4. **Nutrition Tips.**
   Students submit nutrition tips. One tip is drawn each day and read during morning announcements. At the end of each week students vote on the best tip and a prize is awarded. Prizes can range from a nutritious snack to a free movie pass.

5. **Newsletters for Parents.**
   During a specified period of time (e.g., Nutrition Month®) one or two newsletters could be prepared for parents. The newsletters would inform parents of activities at the school to promote Nutrition Month and also inform them of healthy eating initiatives at the school. Dietitians of Canada may supply materials appropriate for this promotion (www.dietitians.ca).

6. **Skits.**
   Students perform a nutrition skit for parent teacher meetings, ‘feeder’ schools or day cares. The content of the skit would be appropriate for the venue. For example on parent teacher nights a ‘travelling skit’ could circulate in areas where parents congregate to inform them of healthy eating practices in the school including snacks for that evening.
7. **Four!**
   The purpose of this promotion is to highlight the four food groups. Each day the cafeteria features a different food group and the student council develops a short program to increase knowledge and awareness of the food group. For example, activities for the milk group could include: a reduced price on milk or students spending over a certain amount getting a complimentary milk product or dish. Check trays for students drinking or eating milk products with a lunch including all four food groups being eligible for a draw prize. A milk moustache contest. Free samples of yoghurt. Prizes and samples could be obtained through donations.

8. **Celebrity Chefs.**
   To promote student/teacher interaction and healthy eating. Celebrity Chefs (no prior experience necessary) do a cooking demonstration during lunch period(s). Free samples of the dish are distributed to students and students are encouraged to try new foods.

9. **Healthy Weights Awareness.**
   A short lunch time program where a dietitian comes to address those interested in a special assembly. Questions on body image, healthy weights and fad diets can be addressed as well as other questions students might raise. The session should be promoted well in advance via P.A. announcements and other communication vehicles.

10. **Eating for Athletic Performance.**
    A dietitian addresses a special lunch time assembly, answers questions and provides appropriate resources. The session should be promoted well in advance as per suggestions for the Healthy Weights Awareness.

11. **Marketing ideas.**
    These include a vast array of items such as newsletters, point of purchase messages, themes for the cafeteria, table tents, etc. Samples are included at the end of this section.
Breakfast for Learning Canadian Living Foundation: Principles for School Nourishment Programs

The mission of Breakfast for Learning is to ensure that every child in Canada attends school well nourished and ready to learn. As the only national non-profit organisation providing resources directly for child nutrition programs, the foundation fosters parental involvement and community ownership in all programs we support.

Principles

- Nutritious and safe foods regardless of family income
- Non-stigmatising and universally accessible programs independent of welfare reform
- Community based programs that reflect and address the unique character and needs of the community
- Cultural sensitivity and respect for individual and community diversity
- Child centred programs that ensure parent and family involvement, recognising that responsibility for child nutrition resides with the family
- A nurturing environment in which children and volunteers can interact and learn healthy eating habits for lifelong healthy development
- Financial stability to ensure shared funding structure for sustained, quality programs
- Public education on effective ways to nourish children properly, both at school and at home.
Appendix B
For Health Unit Use Only

Monitoring and Tracking Local Program Data

For the purposes of monitoring, evaluation and making changes to improve *Eat Smart!*, it is important to track local program information. Keeping track of local data will provide the information needed to complete the annual program summary (included), for the provincial coordinator. It will also provide information that is important to your health unit and community partners and help determine how well the various program strategies are working in your community.

**Tips for Tracking Data in your community:**
- Ensure all participating staff are aware of the information needs and the system that is established to collect the data. Assign a specific employee to be responsible for this information.

- Keep a list of all contacts even if they do not proceed with either of the programs. This will help you identify schools that you can recruit the following year.

- Keep a list of all winners. You may choose to keep all the *Eat Smart!* inspection summary sheets or a list of names. Some school may forget to apply every year. If you have a list of current winners, you can submit an application on their behalf.

- Keep the list (or files) of winners in alphabetical order. This allows Public Health Inspectors and others involved with *Eat Smart!* to have easy access to winning school.

- Keep records of winners for at least two years. Schools may not win every year. However, recognizing that they have won in the past and helping them to qualify in future years may increase the potential for building relationships with schools.

- Send in the annual report to the Project Coordinator. By having a tracking system in place, sending in the annual report should be a simple task. The annual report will be used to monitor the program on an ongoing basis.
Eat Smart!
School Cafeteria Program Summary

Date:__________________ Public Health Unit: ____________________________

Contact Name: ______________________________________________________

Please fill out the Summary Form below.

Information gathered from all Eat Smart! communities will be used for the evaluation of the program. If you have additional information you wish to report to the Nutrition Resource Centre or share with other communities, attach it to this form.

Number of Years Participating in Eat Smart! School Cafeteria Program:

1  2  3  or more

Number of Eat Smart! School Cafeterias: _____   Last Year ______

Most common reason for schools not qualifying (this year):

_____  Nutrition       Specify _________________________________

_____  Food Safety     Specify _________________________________

Number of school cafeterias that participated in food handler training to qualify for Eat Smart!

_____   Last Year _____

Number of school cafeterias using point of purchase materials:   _______

Type of point of purchase materials used __________________________________

________________________________________________________________
Examples of other materials and activities used in the school cafeteria program:

Number of school cafeterias that withdrew from the program:  

Reason(s) for withdrawal:  

Number of volunteers (if applicable):  

Number of calls to health unit about the school cafeteria programs:  

Please fax or send completed forms (by May 31st) to:

Attention:
Program Coordinator, Nutrition Resource Centre
Ontario Public Health Association
468 Queen Street East
Suit 202
Toronto ON  M5A 1T7
Toll: Free: 1- 800-267- 6817 (Ontario Only)
Tel: 416-367-3313  ext.22
Fax: 416-367-2844
e-mail: info@nutritionrc.ca
Web site: www.nutritionrc.ca
Appendix C
Cited References


**Additional References**

**Canadian Association of School Health (CASH)** (1999). *Tobacco and Schools: Resources and Information On The Internet for Students, Teachers, Public Health Nurses and Principals.* A virtual file on website: www.schoolfile.com
Note: Site also has information including: School Health Database, School Board Policy and Publications.


Note: This site provides reliable information on many health topics.


Note: This site contains abstracts of documents and journal articles on education research and practice and includes information related to youth and school health.


Note: This large website offers information on a wide variety of health topics including nutrition, food safety and adolescent health.


Tufts University Nutrition Navigator (2000). Website: http://navigator.tufts.edu/
Note: This site has accurate nutrition information including categories such as: kids, parents, health professionals and educators.


Partner Addresses

Your Public Health Unit.
Consult the local phone book for the public health office in your community or speak to your school Public Health Nurse.

Program Coordinator, Nutrition Resource Centre
Ontario Public Health Association
468 Queen Street East
Suit 202
Toronto ON M5A 1T7
Toll: Free: 1-800-267-6817 (Ontario Only)
Tel: 416-367-3313 ext.22
Fax: 416-367-2844
e-mail: info@nutritionrc.ca
Web site: www.nutritionrc.ca

Canadian Cancer Society, Ontario Division. www.cancer.ca
Consult the local phone book for a Canadian Cancer Society office in your community.

Heart and Stroke Foundation of Ontario. www.heartandstroke.on.ca
Consult the local phone book for a Heart and Stroke Foundation office in your community.

Ministry of Health and Long Term Care. www.gov.on.ca/health
5700 Yonge Street, 5th Floor
Toronto, Ontario.
M2M 4K5