



Nüton's Recipe for Food & Nutrition Education: Four Ingredients to Make a Difference

A Toolkit for Teachers



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Why this toolkit?

This toolkit provides information and resources to complement the workshop learnings and help you apply the concepts in your day-to-day work. It includes information about how children and youth learn about food, eating, and nutrition and how educators can support them in their learning.

Who is Nüton?

We are a team of registered dietitians dedicated to providing training and nutrition programs to Manitoba educators so they can help children and youth feel comfortable around food and eating. We inspire Manitoba educators to have a positive impact on children's food stories using experience-based learning and by discovering and exploring a variety of foods.



Nüton's Recipe for Food & Nutrition Education: Four Ingredients to Make a Difference
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Our Recipe Includes Four Ingredients to Make a Difference



Body Inclusivity



Eating Competence



Food Stories



Food Literacy



Nüton provides educator workshops, food grants, resources, cooking field trips, activities, and more. Visit nuton.ca.

Our programs connect to the Recycle Right with Milk Program, which supports positive food environments through recycling initiatives in schools and having milk available at lunch. If your school is interested in participating, please visit RecycleRightWithMilk.ca to learn more.

If you have any questions about this toolkit, please email the Nüton team.

Let's dig in! The Nüton Team
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The Nüton team acknowledges that we are located on Treaty 1 land, the territory of the Anishinaabeg (Ojibwe), Anishiniwak (Cree), Dakhóta Oyáte (Dakota), Dene, Anishiniwag (Oji-Cree), and the homeland of the Michif (Red River Métis Nation).

How children and youth learn about food and nutrition

Children and youth learn about food and eating mainly by experiencing the foods and eating behaviours of the people around them, also known as role modelling.^{1,2} Children learn best by exploring foods with their senses, by observing how and what their families eat, and by having the autonomy to decide whether and how much to eat of the foods that are offered to them.^{1,2} This learning process continues into adulthood. Like adults, children and youth also vary in

- the amount of food they need daily,
- the amount of time they need to become comfortable with new foods, and
- whether they end up liking certain foods or not.

In our society, however, the messages we receive about food, eating, bodies, and movement are often control- and restriction-based. Adults are led to believe that the best way to teach children and youth about nutrition is by using “eat this, not that,” “eat less, move more” messaging to change behaviour.

Messages like these come from “diet culture” and have become routine in the language used when talking about food, eating, bodies, and movement.³ In many ways, control-based messages are oppressive, can interfere with learning, and can damage relationships with food and eating.^{2,3,4,5}

Diet culture: A system that values weight, shape, and size over health and well-being and that

- worships thinness and equates it with health and moral virtue,
- demonizes certain ways of eating while elevating others,
- promotes weight loss as a means of attaining higher status, and
- oppresses people who don't match its picture of supposed “health.”

Adapted from Harrison.³

Diet culture messages are so embedded in our thinking that we might not even be aware of them. Even once we are, we might have a hard time thinking of other ways of providing food and nutrition education.

So what is helpful? We can start by shifting our mindset away from weight-centric approaches and toward

- creating inclusive spaces for learning about food, eating, and bodies; and
- focusing learning activities on the many other aspects of food and the roles it has in our lives.

These shifts will guide you in helping young people learn to accept and enjoy a variety of foods, feel good about themselves in relation to food and eating, and grow up with healthier relationships with food, their body, and movement.

To support you in this shift, we want to share a recipe that includes four ingredients for food and nutrition education. In this toolkit, we've included activities that promote reflection, along with resources that support each of these ingredients:

1. Body inclusivity
2. Food stories
3. Eating competence
4. Food literacy

A note as you go through this learning journey

Unlearning diet culture and shifting toward more inclusive and equity-informed practices in food-related learning is a process. Feeling discomfort or resistance during this process is completely normal. It's important to note that diet culture is a systemic issue and solving it does not fall on the shoulders of one person; a collective, cultural change is needed.

Everybody is at different places on their learning journey – we all have different levels of knowledge, different eating histories and experiences, varying abilities related to eating and hunger, different access to food, etc. It is important to value and create space for these experiences and meet young people and their families where they are at.

Food is deeply personal and our relationship with food can be complex. This resource covers topics related to disordered eating and disordered weight and body thoughts. If you feel your own relationship with food is confusing, complicated, or a struggle, we encourage you to get help from a health professional, such as a registered dietitian.

If you need support from a registered dietitian, Dial-a-Dietitian is a free Manitoba resource for individuals. Callers will be connected to a registered dietitian, who will guide them to make the best decisions based on their needs. **In Winnipeg, call 204-788-8248. Outside Winnipeg, call 1-877-830-2892. Visit <https://wrha.mb.ca/nutrition/> for more information.**

Support is also available through the National Eating Disorder Information Centre. The centre focuses on awareness and prevention of eating disorders, food and weight preoccupation, and disordered eating. **Help is available via [online chat](#), email (nedic@uhn.ca), and toll-free at 1-866-NEDIC-20 (1-866-633-4220).**

ACTIVITY & PLAN



Recognize and minimize the impact of diet culture in your child care setting or school.

1. Where in your life does diet culture show up?

2. What are some ways that diet culture could negatively influence children's and youths' understandings of food and "healthy eating"?

3. Topics like diet culture and the shift toward food and body inclusivity can bring up a variety of emotions, such as discomfort, anger, and confusion. What is one thing you can do as an act of self-care today?

NOTES: Use this space for your own "aha" moments and reflections.



Four ingredients for food and nutrition education



1. Body Inclusivity

Creating an accepting and inclusive space is fundamental to enabling children and youth to feel safe enough to be themselves and to engage in learning.^{6, 7, 8, 9}

Weight-based stigmatization is the most common cause of bullying in schools.¹⁰ Children who experience weight-based bullying have a higher chance of experiencing poor body image and low self-esteem; have increased stress, depression, anxiety, and suicidal thoughts; experience social isolation; avoid physical activity; and have poorer attendance and academic achievement.¹⁰

Weight-based bullying stems from weight bias, which refers to the beliefs, assumptions, and judgements about individuals based on their weight, shape, or size.¹⁰ In our society, weight bias and stigma disproportionately affect some folks. Weight bias and stigma can damage both the mental and physical health of people experiencing it.^{5,10}

An individual's body weight and size are a result of many complex factors. Weight, shape, and size do not tell us anything about a person's overall health or their health behaviours (e.g., eating well, being active), despite what diet culture wants us to believe.^{5,10}

REFRAME MESSAGES ABOUT BODIES AND ADOPT INCLUSIVE LANGUAGE

Educators can help to reduce weight stigma and support body inclusivity by reflecting on attitudes and biases while becoming more aware of what we say to ourselves and others about food, eating, and bodies.^{11,12} Educators can reframe how food is discussed with children and youth so that conversations are and lessons free from pressure, discrimination, and shame. A way to do this is to refrain from using teaching tools that focus on controlling calories and weight.

Instead, educators can gear food and nutrition education toward exploring and experiencing all types of food, respecting people's food and body stories, and helping build eating competence and food literacy. In addition to reframing messages about food, the way we talk about, and create a welcoming space for, all bodies is important. As an educator, you can support body inclusivity by

- educating yourself on weight and body inclusivity;
- following people with diverse bodies on social media and unfollowing accounts that promote diet culture;
- not commenting on weight, weight changes, or dieting; and
- talking about what bodies can do, rather than what they look like.

ABILITY AND HEALTH NEEDS

Educators can create more inclusive spaces by being conscious of children's different food and health needs, abilities, and experiences when planning and facilitating food and body-related learning activities.^{6,11,12} Creating inclusivity includes being aware of situations such as celiac disease, food allergies, neurodivergence, disability, and trauma, among others. These circumstances can influence a child's ability to safely engage with learning about food at child care or in school.

Allow for varied responses to food and body-related learnings – including giving children and youth the choice to not engage with the learning. Choose this approach rather than labelling some responses as incorrect and drawing attention to differences.¹⁰



ACTIVITY & PLAN



Create inclusive learning spaces for all bodies.

Children and youth can hold many identities (e.g., body size, socioeconomic status, physical ability) that influence their feelings of inclusion when learning about food and movement. Read the suggestions below and reflect on whether you have considered these ways to create body-inclusive learning spaces:

1. Include texts and images of people with diverse body sizes, skin tones, abilities, family structures, etc. in your lessons.

Have you considered this? YES NO

If not, what are the barriers?

2. Assess food- and movement-related learning activities before using them to consider ways to make them more welcoming and accessible for all.

Have you considered this? YES NO

If not, what are the barriers?

3. Trust and accept a child's decision to not engage with a food- and movement-related activity.

Have you considered this? YES NO

If not, what are the barriers?





4. Avoid linking body size and food choices to health outcomes. This means not weighing children and youth or having them report their weights or food intake in learning activities.

Have you considered this? YES NO

If not, what are the barriers?

Light blue rectangular text box for barriers.

5. Discuss appropriate food language and topics related to bodies and movement with guest speakers before they present information to the children and youth in your care.

Have you considered this? YES NO

If not, what are the barriers?

Light blue rectangular text box for barriers.

Adapted from Pickett and Cunningham.¹¹

Plan to be body inclusive in your work.

Choose one **body inclusive** resource and describe how you will use it.

Resource name:

Light blue rectangular text box for resource name.

How and when I will use it:

Light blue rectangular text box for usage details.

NOTES: Use this space for your own "aha" moments and reflections.

Light blue rectangular text box for notes.





2. Food stories

Being inclusive to everyone's unique food story is important in creating a welcoming space for learning about food. Allow children's and youths' curiosity to lead activities and discussions as you explore food.

INCLUDE AND BE CONSIDERATE OF CHILDREN'S FOOD EXPERIENCES AND CULTURE



Food stories are informed by the relationship between food, culture, and identity. Everyone has different food-related experiences that influence the foods they have and enjoy. Many factors, including family income, culture, education, and time, may influence the foods families or caregivers pack for students.^{10,12}

Educators can create more inclusive spaces by not commenting on food brought from home. Whether positive or negative, such comments can feel invasive and like pressure. In particular, negative comments can create feelings of shame and hinder the learning relationship.¹² Ultimately, food shaming does not improve health behaviours and can increase anxiety around food and decrease appetite, food acceptance, and trust with families.²

Connecting with families is important for creating trusting relationships and building community. Each family carries their own wisdom and knowledge when it comes to feeding their children. Inviting families to share their food stories (e.g., teachings and traditions) and to participate in food-related activities and outings are invaluable ways to enhance learning.^{7,8,9}

REFRAME MESSAGES ABOUT FOOD AND ADOPT FOOD-NEUTRAL LANGUAGE

The way we talk about food and eating can influence how children and youth think and feel, as well as their ability to learn about these topics. Being food neutral creates a more inviting space for learning and respects the diverse food stories of children and their families.^{2,8,9}

Educators can include children's unique food stories by framing food using a neutral, "all foods can fit" approach that accepts that all foods have the same moral value. No foods are inherently "good" or "bad" or "healthy" or "junk." Not all foods are nutritionally the same but food neutrality is not about nutritional value, it's about removing the moral judgements from the food and oneself or others for eating it. When we judge and evaluate foods, we create pressure that can have unintended harmful consequences, such as secretive or restrictive eating based on fear of being "bad" or "unhealthy."^{2,4}

ACTIVITY & PLAN



Be inclusive of food experiences and stories.

Take a moment to explore a part of your own food story by answering the questions below.

What is your favourite food?

Why is this your favourite food?

How does this food ...

Taste

Feel

Smell

Sound

Look

Where does this food come from?

(You can select more than one)

- Farm
- Field
- Water
- Nature
- Orchard
- Greenhouse
- Garden
- Factory

Who do you like to eat this food with?

Where does this food come from?

(You can select more than one)

- I make it.
- Someone in my family makes it.
- My friends or neighbours make it.
- The cook at a restaurant makes it.
- Someone else makes it:

Who?





How do you eat this food?

- With a knife and fork
- With chopsticks
- From a plate
- From a bowl
- With a spoon
- Using my hands
- From a cup
- From a platter

What else would you like to share about your food story?

Plan to include food stories in your work.

Choose one food stories resource and describe how you will use it.

Resource name:

How and when I will use it:

NOTES: Use this space for your own “aha” moments and reflections.





3. Eating competence and the division of responsibility

Eating competence means being “...comfortable and flexible with eating as well as matter-of-fact and reliable about getting enough to eat of enjoyable and nourishing food.”¹³ People who are eating-competent are more likely to have improved medical health measures (e.g., blood pressure, cholesterol, blood sugars) and report more positive quality of life indicators.¹³

It’s important to note that getting enough to eat is not always possible. Household food insecurity affects 1 in 6 Canadian children under age 18.¹⁴ Educators can support children’s and youths’ eating competence by

- being aware of and responding to the complex feeding situations children face;
- trusting them to know their bodies best (i.e., whether they choose to eat and how much*);
- creating a positive mealtime environment (e.g., adequate time to eat, limited distractions, casual conversations); and
- promoting the exploration of a variety of foods and eating experiences.

*For insight into what influences how much someone might eat, review “What hunger, appetite, and satiety feel like.”¹⁵

THE SATTER DIVISION OF RESPONSIBILITY IN FEEDING AND ITS ROLE IN EATING COMPETENCE

This trust-based approach to feeding and eating gives adults and children different roles at mealtimes.¹⁶ This division of responsibility was designed to create supportive mealtimes so that children can grow up with – and continue to practise – eating competence throughout their lives. It is one way to approach feeding, but this exact approach may not work for everyone.

THE SATTER DIVISION OF RESPONSIBILITY FOR INFANTS (BIRTH TO ABOUT 6 MONTHS):

- Caregiver is responsible for what to feed (breastmilk or formula)
- Infant is responsible for whether and how much to eat
- Caregiver and infant share responsibility for when and where food is offered

THE SATTER DIVISION OF RESPONSIBILITY FOR INFANTS TRANSITIONING TO FAMILY FOOD (ABOUT 6 MONTHS TO 2 YEARS):

- Caregiver is responsible for what to feed and is becoming more responsible for when and where food is offered
- Infant is responsible for whether and how much to eat from what is offered

THE SATTER DIVISION OF RESPONSIBILITY FOR CHILDREN AND ADOLESCENTS:

- Adults decide what, when, and where food is offered
- Children and youth decide whether and how much to eat from what is offered

THE SATTER DIVISION OF RESPONSIBILITY IN CHILD CARE AND SCHOOL SETTINGS:

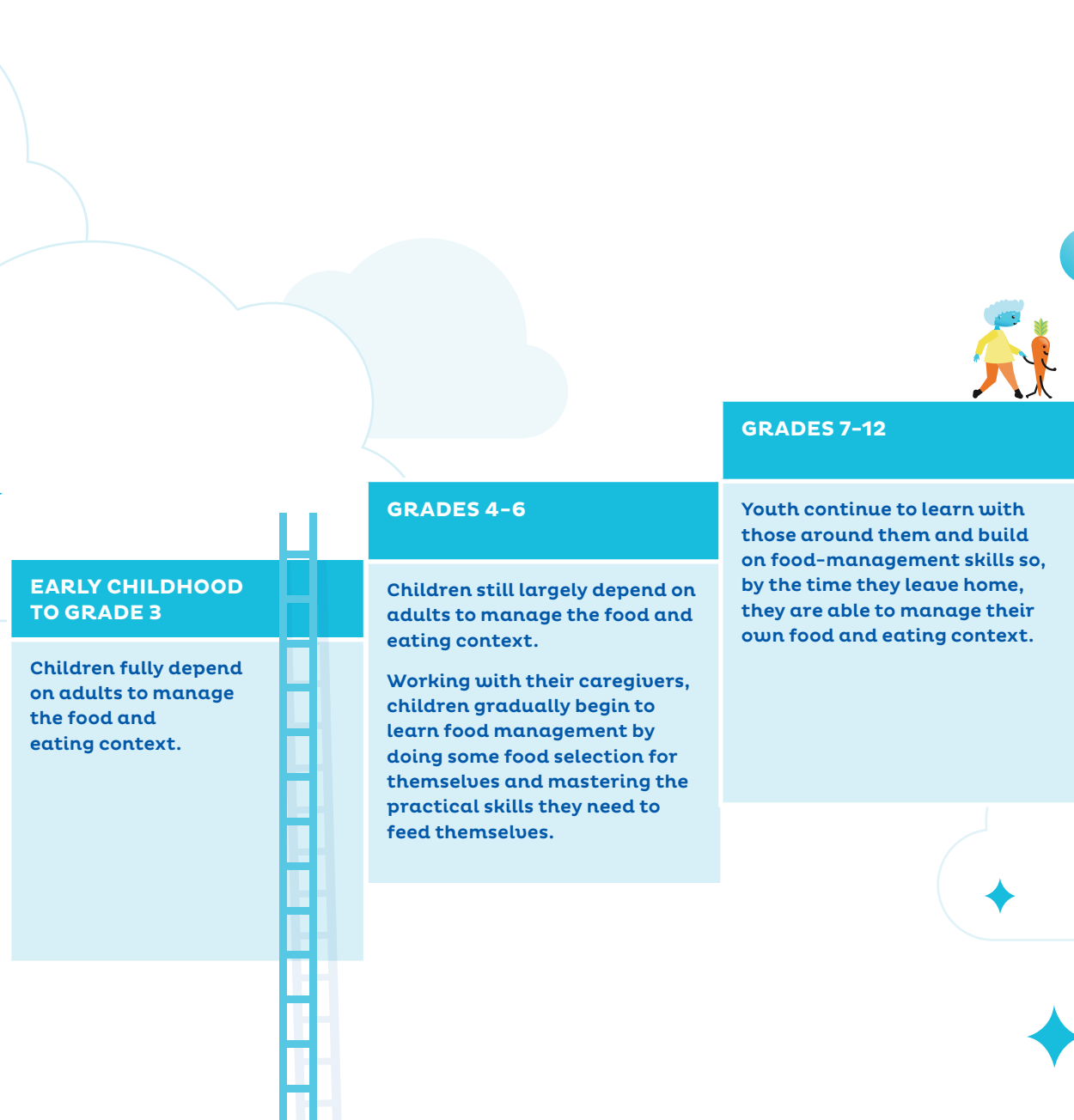
- Caregiver is responsible for what to feed
- Sometimes, the child care facility or school is responsible for what to feed
- Child care facility or school is responsible for when and where food is offered
- Children and youth decide whether and how much to eat from what is offered

Adapted from Satter¹⁶ and SPOON Foundation¹⁷.



HOW THE DIVISION OF RESPONSIBILITY INFORMS FOOD-RELATED LEARNING

Children and youth are **always** responsible for how much and whether they choose to eat (regardless of age). The adult's roles and responsibilities gradually shift to youth as they become more independent with food selection and feeding themselves (e.g., preparing meals and snacks for themselves). The table below shows a simplified example of how the responsibilities of food management shift from adults to children and youth.



Content in this table is informed by the Satter Division of Responsibility in Feeding¹⁶ and other theories of development, including Piaget's Theory of Cognitive Development,¹⁸ Vygotsky's Zone of Proximal Development,¹⁹ and Bronfenbrenner & Ceci's Bioecological Model.²⁰

SUPPORTING EATING COMPETENCE IN FOOD AND NUTRITION EDUCATION

The division of responsibility can be applied to other food-related interactions between children and adults. Understanding and applying these roles can help take the stress out of mealtimes, support nutrition education activities, and demonstrate trust in children's and youths' capabilities, all of which help to build their eating competence.

Young people's decision about eating or exploring a food in your facility or school can be influenced by their

- previous food experiences and exposures,
- taste preferences,
- hunger and satiety,
- food-related health needs, and
- other things affecting their lives.

Educators can follow the division of responsibility and support eating competence at mealtimes and in food-related learning activities by remaining neutral and inclusive about all types of foods.^{12,16}

You can do this by avoiding commenting on

- foods brought from home,
- the order in which foods are eaten, and
- the amounts eaten.

Avoid encouraging, pressuring, or celebrating when children try new foods.

ACTIVITY & PLAN



Understand the importance of a trust-based approach when eating and learning about food.

How does allowing children and youth to “do their job” (decide whether and how much to eat) affect...

Their ability to eat as much as they need?

Their ability to follow their curiosity about new foods?

Their relationships with the adults involved in snacks and mealtimes?

Plan to support eating competence in your work.

Choose one eating competence resource and describe how you will use it.

Resource name:

How and when I will use it:

NOTES: Use this space for your own “aha” moments and reflections.



4. Food literacy

Our understanding of food over our lifetime changes as we learn with and from people, places, foods, and ideas. When we nurture these connections, we learn new ways to care for ourselves, others, and the world. We build our food literacy.

Food literacy is learning about and engaging with the many roles of food for ourselves, others, and our world. We explore and develop our understanding and skills within food literacy through

- Food systems: How food grows, how it is produced, and how it is made available.
- Food skills: How to identify, plan, get, store, prepare, and eat food.^{1, 21, 22, 23, 24, 25}

REFRAME FOOD ACTIVITIES AS RICH LEARNING EXPERIENCES

An authentic appreciation of, and curiosity about, the world and food comes naturally to children. And one of the best things about learning about food is that rich learning opportunities are often readily available – at your facility or school, in your neighbourhood or community, in local forests and farms, etc.

Your role: You can help children and youth build a solid foundation in food literacy by thinking about what, when, and where to learn about food systems and food skills. Follow their lead by observing, listening to, and responding to their interests and needs.

Their role: Children decide whether and how much to engage with or participate in food literacy activities. Adults demonstrate trust when they accept and value the child's role in learning about food.

TEACHING NUTRITION AND CANADA'S FOOD GUIDE

While understanding nutrition and *Canada's Food Guide*²⁶ can be part of food literacy, the definition, as noted above, is far broader. The information in the Food Guide is mainly focused on what to eat, a topic better introduced to youth (older than about 13 years) when they are taking on a bigger role in planning snacks and meals.^{16, 27}

Educators can include children's and youths' learning journeys by pacing food and nutrition education to reflect the appropriate stages of cognitive development. Children and youth think about food and nutrition differently than adults, moving from concrete to abstract thinking over time. This relates to both the types of educational activities you use and the way you talk about food and eating in child care and school settings.

If you choose to teach with *Canada's Food Guide* in the classroom, do so in a way that supports and respects

- body inclusivity
- food neutrality
- diversity of food stories
- eating competence
- the many factors of food literacy

As an example of food neutrality, if you're discussing nutrients and the benefits of eating a variety of foods with youth, talk about how all foods fit and how they play different roles in our bodies and lives (e.g., calcium for bones AND simply eating foods for enjoyment). This kind of discussion helps to foster a positive relationship with all foods and supports eating competence.

Be mindful of how health messages are delivered and avoid using techniques that position or value some foods over others, such as food tracking and food monitoring. These techniques stem from diet culture and can increase the risk of disordered eating behaviours.^{4, 28}

ACTIVITY & PLAN



Choose food-related learning activities that support eating competence, engage with food systems, and build food skills.

You're about to do a food-related activity with the children in your care in which you explore bread. Check the appropriate columns for each activity.

ACTIVITY	With children 12 and under	With youth 13 and over	Never appropriate
Identify the nutrients found in bread			
Count number of servings and compare with the Food Guide			
Categorize white bread as unhealthy and whole grain bread as healthy			
Explore different kinds of bread and describe them using all five senses			
Explore the kinds of bread used in various cultures and traditions, including their own			
Learn how and where different types of flour are produced and how bread is made			
Cook in the classroom with a focus on assembling ingredients to make a recipe that includes bread			
Create a menu and/or a grocery list.			



Plan to support food literacy in your work.



Choose one food literacy resource and describe how you will use it.

Resource name:

How and when I will use it:

NOTES: Use this space for your own “aha” moments and reflections.



ACTIVITY & PLAN / ANSWER KEY



Choose food-related learning activities that support eating competence, engage with food systems, and build food skills.

You're about to do a food-related activity with the children in your care in which you explore bread. Check the appropriate columns for each activity.

ACTIVITY	With children 12 and under	With youth 13 and over	Never appropriate
Identify the nutrients found in bread		X	
Count number of servings and compare with the Food Guide			X
Categorize white bread as unhealthy and whole grain bread as healthy			X
Explore different kinds of bread and describe them using all five senses	X	X	
Explore the kinds of bread used in various cultures and traditions, including their own	X	X	
Learn how and where different types of flour are produced and how bread is made	X	X	
Cook in the classroom with a focus on assembling ingredients to make a recipe that includes bread	X	X	
Create a menu and/or a grocery list.		X	



A Recipe for Success: Food and nutrition education guidelines and activities for different ages and stages

The learning activities in the chart below are meant to guide your food-related learning activities and are based on the four ingredients of teaching about food: supporting body inclusivity, being inclusive of food stories, supporting eating competence, and building food literacy.

Guidelines for different life stages	Learning outcomes	Suggested appropriate food and/or nutrition learning activities
<p>AGES: 2-8 (early childhood to grade 3)</p>	<p>CHILDREN WILL LEARN:</p> <ul style="list-style-type: none"> • To build familiarity with a variety of foods through experiential learning • To explore foods neutrally in ways that are relevant to them: <ul style="list-style-type: none"> → names of foods → sorting → history → culture → ecology • To understand that food gives them what they need to grow, learn, and play • To understand that food plays many roles in their lives, including <ul style="list-style-type: none"> → providing quality time and enjoyment of meals with family and friends → building community → connecting with nature • To explore the importance of individuality and diversity in topics such as food and taste preferences • To feel that the adults in their lives (family, caregivers, and educators) trust them to eat the amount that is right for them • How and where food grows (in gardens, on farms, and in nature), how we get it and prepare it, and the diverse ways that people eat and enjoy foods • That every body is included; adults can reinforce this message through their everyday interactions with, and by creating welcoming spaces for, all children and youth 	<p>EXAMPLES OF FOOD ACTIVITIES:</p> <ul style="list-style-type: none"> • Exploring and experiencing food using the five senses • Sorting food in simple factual ways (e.g., by colour, those with and without seeds, size) • Discovering food ecology (e.g., learning where foods come from) • Learning about animals and the foods they eat (e.g., bears and berries) • Learning how foods can be prepared (e.g., different ways to cook an egg) • Reading books about or drawing pictures of food • Reading books that include diverse representations of children • Growing your own garden project at the child care centre or school.

<p>AGES: 9–12 (grades 4–6)</p>	<p>CHILDREN WILL LEARN THE ABOVE, PLUS:</p> <ul style="list-style-type: none"> • Introductory food management skills with adult help and supervision 	<p>ALL OF THE ABOVE, PLUS:</p> <ul style="list-style-type: none"> • Exploring culture and diversity of foods (e.g., sharing family recipes and food traditions) • Cooking and gardening at school to expand and build on food skills learned in earlier years • Building food management skills (e.g., how various appliances work, knife skills, checking temperatures, hand-washing, cleaning up)
<p>AGES: 13+ (grades 7+)</p>	<p>YOUTH WILL LEARN THE ABOVE, PLUS:</p> <ul style="list-style-type: none"> • New concepts such as nutrients and the roles of different foods and nutrients in the body in a factual way (i.e., not biased, moralizing, or shame-inducing) • How to plan meals and/or snacks from the foods adults have made available • To understand and appreciate the complexity of food systems • To further develop their food skills • About weight inclusivity and the variation in body size, shape, and physical capability • To consider food selection from the perspective of feeding themselves reliably and exploring taste preferences • How to think critically about moral framings of food, nutrition, and health in the context of diet culture and the social determinants of health 	<p>ALL OF THE ABOVE, PLUS:</p> <ul style="list-style-type: none"> • Exploring nutrients and food science (e.g., the role of nutrients in the body) • Learning where and how to obtain food • Planning meals and snacks • Reading a recipe • Learning food preparation methods • Learning about food allergies (e.g., learning to identify common allergens on food labels) • Learning food safety skills (e.g., knife skills, avoiding cross-contamination, checking temperatures, hand-washing, storing food safely, cleaning up) • Doing other activities that challenge youth to look beyond food choices and consider social determinants of health (e.g., acknowledging that many factors are beyond our control)

Content in this table is informed by Satter's Evaluation Rubric from the Perspective of ecSatter and fdSatter Nutrition Education Programs and Materials²⁷ and by theories of development, including Piaget's Theory of Cognitive Development,¹⁸ Vygotsky's Zone of Proximal Development,¹⁹ and Bronfenbrenner & Ceci's Bioecological Model.²⁰

ACTIVITY & PLAN



Using the Recipe for Success chart above, plan a learning activity for the children and youth you work with.

What age are your learners?

Which three food activities might work best with your learners?

From the examples you identified above, choose one and brainstorm when and how you can facilitate it:

Food activity:

Lesson plan details:

What subject areas does this activity connect to in your curriculum and/or framework? (e.g., social, emotional, language, play, science, health, language, math).

NOTES: Use this space for your own “aha” moments and reflections.



Resources

These resources have been carefully selected to support educators as they apply a trust-based approach to the food- and nutrition-related learning needs of children and youth.

The resources are organized into the four “ingredients,” or categories, that address different components of food-related learning. Similar to ingredients in a recipe, each has a role so that when they are combined, they create rich, transformative experiences.

1. Body inclusivity
2. Food stories
3. Eating competence
4. Food literacy





Body Inclusivity

• RESOURCES •



A GUIDE FOR PARENTS & YOUTH

BODY IMAGE & SELF ESTEEM

How do I know if I have a healthy body image and self-esteem?

- You see and think of yourself as a whole person, not a collection of specific body parts.
- You accept and celebrate the uniqueness of your natural body shape and size.
- You understand that a person's physical appearance says very little about their character and value as a person.
- You feel comfortable and confident in your body, and avoid worrying about food, weight, and counting calories.

What is body image and self-esteem?

Body image is both the mental picture you have of your own body and how you see yourself when you look in a mirror.

Self-esteem is how you value and respect yourself as a person. Self-esteem affects how you take care of yourself, emotionally, physically and spiritually.

Body image and self-esteem directly influence one another. When you have healthy body image, you feel comfortable about your body and know how to care for it.

When someone doesn't like their body, they may not feel good about themselves or take care of themselves. This can mean not eating or sleeping enough, staying away from friends and family, or turning down chances to do things they would otherwise enjoy.

Having a healthy body image means recognizing the qualities and strengths that make you feel good about yourself.

A POSITIVE ENVIRONMENT WHERE FRIENDS AND FAMILY ARE SUPPORTIVE OF EACH OTHER AND ACCEPT EACH OTHER'S APPEARANCE IS ESSENTIAL TO SELF-ESTEEM AND HEALTHY BODY IMAGE.

BODY IMAGE & SELF ESTEEM



What can I do?

It's important to remember that each body is unique. Everyone's family background and environment influence their size and weight differently. There's no such thing as a "one size fits all" body type that's right for everyone.

When you feel good about yourself and who you are, you stand tall and naturally carry yourself with a sense of confidence and self-acceptance that makes you beautiful and attractive regardless of your weight, size, or shape.

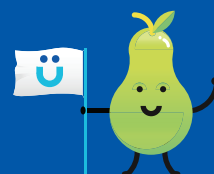
How do I know if I have a negative body image?

- You focus on your body's weight and perceived flaws.
- You feel uncomfortable and self-conscious about your body.
- You're convinced you would be happier or "better" if you were thin.
- You believe that only other people are attractive.
- You exercise to lose weight or to "make up" for calories that you've eaten.

- 1 Treat your body with respect.
- 2 Eat balanced meals with a variety of nutritious, appealing foods.
- 3 Enjoy regular, moderate exercise for the joy of feeling your body move and grow stronger, not simply to burn calories and control body fat.
- 4 Get enough rest so you can enjoy each day.
- 5 Don't judge yourself and others based on weight, shape, or size.
- 6 Respect people based on the qualities of their character and accomplishments, not just because they appear slim, well-built, or "well put together."
- 7 Dress in a way that makes you feel good.
- 8 Get rid of all the clothes in your closet that don't fit. This includes clothes that you can wear only when dieting and clothes you wear to draw attention away from your body shape.
- 9 Donate or put away clothing that is too small. Make room for clothes that you enjoy wearing.
- 10 Surround yourself with positive friends and family who recognize your uniqueness and like you just as you are. When you're around people and things that make you feel good, you're less likely to base your self-esteem on how your body fits the media's definition of "beauty."

BEAUTY, HEALTH, AND STRENGTH COME IN ALL SIZES. OUR BODIES ARE ALL DIFFERENT—EVERY BODY IS A GOOD BODY.

Want to create more inclusive spaces?



**ORDER THESE
POSTERS & BROCHURES!**



In collaboration with Manitoba educators, these resources were created by the Manitoba Food Environments for Early Learning and Schools (MB FEELS), a group of registered dietitians from across Manitoba. Nüton is a proud supporter.

Who are these resources for?

The posters are intended for all ages and the brochures provide accompanying information for adult learners/educators.

Where can I use these resources?

Wherever you'd like! The goal is to help create environments that feel welcoming and inclusive. I.e. classrooms, child care facilities and public spaces.

ORDER THESE RESOURCES

SCAN THE QR CODE below to get a printable version of these resources. Don't forget to check out our other **FREE** resources!





Food Stories

• RESOURCES •



My food story



Everyone has a different food story.

Take a moment to explore a part of your own food story by answering the questions below.

What is your favourite food?

Why is this your favourite food?

How does this food ...

Taste

Feel

Smell

Sound

Look

Where does this food come from?

(You can select more than one)

- Farm
- Field
- Water
- Nature
- Orchard
- Greenhouse
- Garden
- Factory

Who do you like to eat this food with?

Where does this food come from?

(You can select more than one)

- I make it.
- Someone in my family makes it.
- My friends or neighbours make it.
- The cook at a restaurant makes it.
- Someone else makes it:

Who?



How do you eat this food?

- With a knife and fork
- With chopsticks
- From a plate
- From a bowl
- With a spoon
- Using my hands
- From a cup
- From a platter

What else would you like to share about your food story?

CHILD'S NAME _____

TODAY I EXPLORED ...

FOOD #1

FOOD NAME: _____

WHAT DOES IT LOOK LIKE?

PLANT

ANIMAL

FOOD #2

FOOD NAME: _____

WHAT DOES IT LOOK LIKE?

PLANT

ANIMAL

EDUCATOR/FAMILY NOTES:

This worksheet is a food-neutral way to show what foods were explored. Allow children to try foods on their own time, without pressure to 'just take one bite' because learning to try and like different foods is a process. Food pressure almost always backfires. Exposure and exploration of a variety of foods, without pressure, helps children to feel comfortable and relaxed around food.



NOM _____

AUJOURD'HUI J'AI EXPLORÉ

TYPE DE NOURRITURE

NOM DE LA NOURRITURE _____

À QUOI CELA RESSEMBLE

PLANTE

ANIMAL

TYPE DE NOURRITURE

NOM DE LA NOURRITURE _____

À QUOI CELA RESSEMBLE

PLANTE

ANIMAL

NOTES POUR L'ENSEIGNANT.E/LES FAMILLES :

Cette fiche de travail est une manière neutre dont le but est de démontrer quels types de nourriture ont été explorés. Veuillez permettre aux enfants d'essayer des différents types de nourriture à leur propre rythme, sans les pousser de « juste prendre un peu » car apprendre d'essayer et d'aimer des différents types de nourriture est un processus. Chaque pression relative à la nourriture a presque toujours un effet inverse. L'exposition et l'exploration sans pression d'une variété de nourriture aide aux enfants de se sentir à l'aise et d'être plus détendus autour de la nourriture.







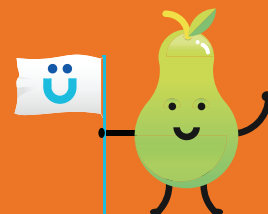
Eating Competence

• RESOURCES •



Mealtime Roles

CAREGIVER AND SCHOOL LETTER TEMPLATES



Parents/caregivers and schools both play important roles in teaching children and youth about food and eating.

Parents/caregivers provide the food and **schools** provide regular snack and mealtimes along with a clean and pleasant environment to eat.

Children and youth do their job in eating, deciding if and how much to eat and in what order. Adults must trust them to do so.

Below are template letters outlining the benefits of following the Satter Division of Responsibility. As a caregiver or educator, feel free to modify and use it as you see fit:

Dear Parent/Caregiver,

Our class follows the Division of Responsibility approach to eating. We trust your child to know if they are hungry, how much they want to eat, and we trust they know when they are full.

We will not ask your child to eat more, or different foods than what they want. We will let them choose what they want from the choices you've provided. We will let them eat as much as they want of any of the foods you've packed, in any order, even if they eat nothing, or only eat dessert.

If you have any questions or concerns about this approach to eating, please call me.

Sincerely,

Dear Teacher,

Our family follows the Division of Responsibility approach to eating.

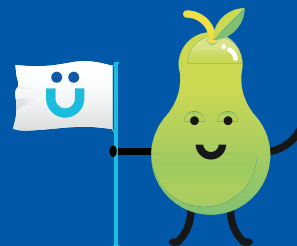
Please do not feel you need to ask my child to eat more, or different foods than what they want. Please let them choose what they want from the choices we've provided. Please let them eat as much as they want of any of the foods we've packed, in any order, even if they eat nothing, or only eat dessert.

If you have any questions or concerns about this approach to eating, please call me.

Sincerely,



Nüton's Nibbles & Navigations



Unsure how to navigate tricky conversations about food and nutrition with children and youth?

This handout helps with these conversations.

Children and youth are curious about their world. When you respond to questions about food, focus on their interests and keep discussions neutral and respectful. By approaching these conversations with curiosity, we can promote a healthier relationship with food that can have lasting positive outcomes (Satter, 2007).

WHEN A CHILD OR YOUTH	RATHER THAN (PRESSURE)	CONSIDER (PRESSURE-FREE)
<p>Comments that a certain food is "bad" for you <i>"My mom says _____ is bad for you."</i></p>	<p>Judging and evaluating foods <i>"_____ is a sometimes food."</i></p>	<p>Providing food exploration activities <i>"What makes you say that? Sometimes we eat foods because we enjoy how they taste. Our bodies need lots of different foods to grow, think, and play. Let's continue our food exploration activity..."</i></p>
<p>Mentions they avoid certain foods because of calories, sugar, fat, or salt <i>"I'm not eating sugar anymore because it's unhealthy."</i></p>	<p>Focusing on calories or specific nutrients <i>"Good for you for cutting out sugar!"</i></p>	<p>Discussing the benefits of eating different foods every day <i>"What makes you say that? What does 'healthy' mean to you?"</i> <i>"What's interesting is that eating different foods each day helps our bodies get what they need to move, grow, and think and makes eating enjoyable."</i></p>
<p>Asks about a food <i>"What is that?"</i></p>	<p>Grouping into food groups or talking about nutrition/health <i>"That is cabbage, it is a vegetable. Purple foods are good for you and will make you healthy."</i></p>	<p>Talking about where food comes from or describing it using your senses <i>"That is cabbage, where do you think it comes from?"</i> <i>"That is cabbage. It is purple and crunchy."</i></p>



WHEN A CHILD OR YOUTH

RATHER THAN (PRESSURE)

CONSIDER (PRESSURE-FREE)

<p>Brings food from home or buys something from the convenience store</p>	<p>Labelling foods as good or bad, healthy or unhealthy <i>"What an unhealthy food choice, we don't allow that in our classroom."</i></p>	<p>Being food neutral¹ <i>"I see you brought _____ for lunch today. Is that your favourite flavour? Do you need help opening it?"</i></p>
<p>Tries a food</p>	<p>Using food as a reward or praising <i>"Wow, I am so proud of you for trying that. Good job."</i></p>	<p>Being food neutral <i>"I see you tried _____. What did you think?"</i></p>
<p>Refuses to eat <i>"I don't want to eat." "I am not hungry." "I don't want to eat that food."</i></p>	<p>Pressuring them to eat <i>"You like this food, remember?" "Just try a bite and you'll see."</i></p>	<p>Following the Division of Responsibility² <i>"You don't have to eat, but let's spend a few minutes talking together at the table." "It sounds like you don't want this food right now. Save it in your lunchbox and you can choose something else."</i></p>
<p>Wants more food or something different <i>"I want crackers instead." "I'd like more bread."</i></p>	<p>Restricting foods <i>"No more _____ until you eat your _____." "You've had enough of that."</i></p>	<p>Following the Division of Responsibility <i>If there is more available: "Would you like to serve yourself some more?" If there is no more available: "That's a food you really like. We don't have any more today, but we will have it again soon."</i></p>
<p>Eats slowly or is still eating and the mealtime is coming to an end</p>	<p>Rushing or pressuring them to eat <i>"Hurry up, mealtime is almost over." "Finish your food quickly before you go outside to play."</i></p>	<p>Letting children know the mealtime routine and what to expect <i>"We have a few more minutes to eat. Is there anything I can help you with?"</i></p>



1 A NOTE ON FOOD NEUTRALITY: Teaching about food and nutrition in a neutral way means teaching that all foods have the same moral value. Of course, not all foods are nutritionally the same. Food neutrality is not about nutritional value, it's about removing the moral judgments from the food itself and removing all judgment about oneself or others for eating it.

2 THE DIVISION OF RESPONSIBILITY: Caregiver's decide what foods are packed for meals and snacks. Schools and childcare facilities decide when and where food is eaten (and sometimes what food is offered). Children and youth decide whether and how much to eat from what is provided.

Nurturing Healthy Eaters

IN EARLY LEARNING AND CHILD CARE



WHEN A MEAL/SNACK IS PROVIDED BY FAMILIES

Family Decides

What food to offer

Child Care Provider Decides

When and where children eat

Child Decides

Whether and how much to eat

WHEN A MEAL/SNACK IS PROVIDED BY CHILD CARE FACILITIES

Child Care Provider Decides

What food to offer, when and where children eat

Child Decides

Whether and how much to eat

Positive Eating Environment

- Stick to scheduled meal and snack times – avoid offering food between meals and snacks.
- Limit distractions such as screens and toys.
- Sit and eat with children.
- Talk with children in casual conversation – What was the highlight of your day? If you could have a superpower, what would it be?
- Teach mealtime manners – saying please and thank you, passing food, serving themselves, etc.

Natural Hunger & Fullness Cues

- Allow children to decide if they want to eat and how much – they do not need a certain number of bites.
- Allow children to eat food in any order they choose – no need to finish one food before another.
- Trust and respect children when they say or signal that they are full or still hungry.

Each child's body is different, and we should respect, accept, and celebrate these differences!

Build Trust with Children & Families

- Respect that families may define “healthy food” differently and children have different health needs.
- Allow children to eat all foods sent from home unless the food relates to an allergy. Children need to trust that their caregivers can feed them properly and child care providers need to trust this as well.

- Support all families by encouraging access to reliable nutrition information such as Dial-a-Dietitian Manitoba 1-877-830-2892 (outside of Winnipeg) or 204-788-8242 (within Winnipeg) or www.unlockfood.ca.
- Refer families to breakfast, snack or lunch programs and other community food resources (such as food banks) when needed.

Teach Food & Nutrition in a Positive Way

- Keep all messages about food neutral. Discuss where foods come from, how foods look and feel and ways to eat different foods; rather than referring to food as good versus bad or healthy versus unhealthy.
- Allow children to explore food with all their senses. Playing with food is part of learning, exploring and accepting new foods.
- Create fun activities for children around food, like pretend play, activity stations, mystery food activity, trips to the grocery store, and gardening.
- Include children in mealtime jobs to teach numbers and reading – count the number of plates needed, measure ingredients, read recipes together.

Snack and mealtime should be enjoyable



General eating advice: The eating advice in this article is based on Ellyn Satter's principles and guidelines.

For more about Satter's work, see: ellynsatterinstitute.org

Resource provided by the registered dietitians of the Manitoba Food Environments for Early Learning and Schools (MB FEELS) Committee. Contact us for permission to modify this resource: MBFEELSCommittee@gmail.com

Nurturing Healthy Eaters

EARLY AND MIDDLE YEARS



WHEN A MEAL/SNACK IS PROVIDED BY FAMILIES

Family Decides

What food to offer

School Decides

When and where children eat

Student Decides

Whether and how much to eat

WHEN A MEAL/SNACK IS PROVIDED BY SCHOOL

School Decides

What food to offer, when and where children eat

Student Decides

Whether and how much to eat

Positive Eating Environment

- Have set meal and snack times; avoid grazing.
- Limit distractions such as screen time.
- Talk with children in casual conversation. Save nutrition education for the classroom instead of at meal times.

Natural Hunger & Fullness Cues

- Allow students to control their own intake – don't specify a certain number of bites.
- Allow students to eat food in any order they choose – no need to finish one food before another.
- Trust and respect students when they say or signal they are full or still hungry.

Build Trust With Students & Families

- Respect that families may define “healthy food” differently, and children have different health needs.
- Allow students to eat food items sent from home unless the food relates to an allergy. Students need to trust that their caregivers can feed them properly and teachers need to trust this as well.
- Support all families by encouraging access to reliable nutrition information such as Dial-a-Dietitian Manitoba (1-877-830-2892) or from www.unlockfood.ca.
- Refer families to breakfast, snack or lunch programs and other community food resources (such as food banks) when needed.

Teach Food & Nutrition in a Positive Way

- Teach about a variety of foods, focusing on the benefits of fueling the mind and body. E.g. eating a variety of foods gives you energy to play and think.
- Keep all messages about food neutral. Discuss where foods come from, how foods look and feel and ways to eat different foods; rather than referring to food as good versus bad or healthy versus unhealthy.
- Focus on behaviors, such as regular meals, sleep, and physical activity to feel good not for weight control. Weighing, using weight tables or charts, or calorie counting activities can hinder health behaviours.
- Role model body acceptance and inclusivity by demonstrating that all bodies deserve respect and kindness. Avoid sharing personal views about food and body weight. Each person's body is different, and we should respect, accept, and celebrate these differences!



Snack and mealtime should be enjoyable

General eating advice: The eating advice in this article is based on Ellyn Satter's principles and guidelines. For more about Satter's work, see: ellynsatterinstitute.org

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Nurturing Healthy Eaters

SENIOR YEARS

WHEN A MEAL/SNACK IS PROVIDED BY FAMILIES

Caregiver's Job

Have available a variety of foods to pack

School's Job

When & where students eat

Student's Job

Pack a variety of food & decide how much to eat

WHEN A MEAL/SNACK IS PROVIDED BY SCHOOL

School Decides

What foods to offer, when and where students eat

Student Decides

Whether and how much to eat

Positive Eating Environment

- Provide eating environments around the school that encourage students to eat together and use mealtimes as a time to connect.
- Have casual conversation with students. Save nutrition education for the classroom instead of at meal times.
- Encourage students to limit screen time to be mindful of their eating habits.

Encourage Natural Hunger & Fullness Cues

- Allow students to control their own intake.
- Allow students to eat food in any order they choose - no need to finish one food before another.
- Trust and respect students when they say or signal they are full or still hungry.

Build Trust With Students & Families

- Respect that students and families may define "healthy food" differently, and have different health needs.
- Allow student to eat food brought from home unless the food is restricted due to an allergy. Students need to trust that their caregivers can feed them properly and teachers need to trust this as well.
- Support all students and families by encouraging access to reliable nutrition information such as Dial-a-Dietitian Manitoba (1-877-830-2892) or from www.unlockfood.ca.
- Refer families to breakfast, snack or lunch programs and other community food resources (such as food banks) when needed.

Snack and mealtime should be enjoyable

General eating advice: The eating advice in this article is based on Ellyn Satter's principles and guidelines. For more about Satter's work, see: ellynsatterinstitute.org

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Teach Food & Nutrition in a Positive Way

- Teach about a variety of foods, focusing on the benefits of fueling the mind and body. E.g. eating a variety of foods gives your brain and muscles energy to think and work.
- Keep all messages about food neutral. Discuss where foods come from, how foods look and feel and ways to eat different foods; rather than referring to food as good versus bad or healthy versus unhealthy.
- Focus on behaviors, such as regular meals, sleep, and physical activity to feel good not for weight control. Weighing, using weight tables or charts, or calorie counting activities can hinder healthy behaviours and have lasting damaging effects on mental health.
- Role model body acceptance and inclusivity by demonstrating that all bodies deserve respect and kindness. Avoid sharing personal views about food and body weight. Each person's body is different, and we should respect, accept, and celebrate these differences!
- Teach students how to look at media messages critically. Unrealistic images of beauty are often mistaken for happiness and popularity.



The Satter Division of Responsibility in Feeding

By Ellyn Satter, MS, MSSW, Dietitian and Family Therapist

Children have natural ability with eating. They eat as much as they need, they grow in the way that is right for them, and they learn to eat the food their parents enjoy. Step-by-step, throughout their growing-up years, they build on their natural ability and become Eating Competent. Parents let them learn and grow with eating when they follow the Satter Division of Responsibility in Feeding (sDOR).

sDOR for infants

- The parent is responsible for *what*.
- The child is responsible for *how much* (and everything else).

Parents choose breast- or formula-feeding. Then they help the infant be calm and organized by feeding smoothly, paying attention to information coming from the infant about timing, tempo, frequency, and amounts.

sDOR for babies transitioning to family food

- The parent is still responsible for *what* and is becoming responsible for *when* and *where* the child is offered food.
- The child is still and always responsible for *how much* and *whether* to eat the foods parents offer.

Based on the child's increased regularity with eating, parents make skillful use of sit-down snacks offered at regular times to allow the

child to fit into the predictable structure of family meals and snacks. The cup replaces nipple feedings at mealtime. Nipple feedings may be offered as a structured, sit-down snack.

sDOR for toddlers through adolescents

- The parent is responsible for what, when, and where.
- The child is responsible for how much and whether.

Fundamental to parents' jobs is trusting children to determine *how much* and *whether* to eat from what parents provide. When parents do their jobs with feeding, children can do their jobs with eating.

Parents' feeding jobs

- Choose and prepare the food.
- Provide regular meals and snacks.
- Make eating times pleasant.
- Step-by-step, show children by example how to behave at family mealtime.
- Be considerate of children's lack of food experience without catering to likes and dislikes.
- Not let children have food or beverages (except for water) between meal and snack times.
- Let children grow up to get bodies that are right for them.

Children's eating jobs

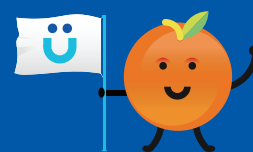
- Children will eat.
- They will eat the amount they need.
- They will learn to eat the food their parents eat.
- They will grow predictably.
- They will learn to behave well at mealtime.

For more about raising a healthy child who is a joy to feed, read Part two, "How to raise good eaters," in Ellyn Satter's *Secrets of Feeding a Healthy Family*.

For more about following sDOR at every age, see the [Feeding with Love and Good Sense booklets](#).

For more about the evidence, see [The Satter Feeding Dynamics Model](#).

Mealtime Roles at School and Home



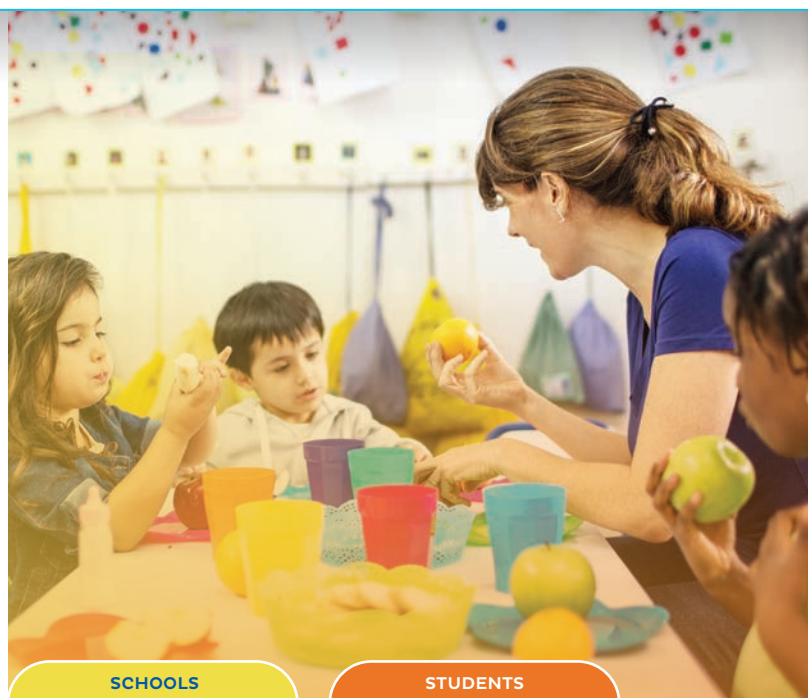
Mealtime Roles for Elementary School

THE SATTER DIVISION OF RESPONSIBILITY (sDOR) in feeding sets out specific roles for eating. This approach supports children and youth in learning to eat well. It helps everyone relax and enjoy meals and snacks at school.



ROLE AT MEALS & SNACKS

PARENTS & CAREGIVERS



SCHOOLS

STUDENTS

What food is packed

When food is eaten

Where food is eaten

Whether to eat what is packed

How much to eat from what is packed and in what order



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Managing Expectations

CHILDREN CHANGE THEIR MINDS.

You can encourage your child to help select their food for school, but this does not mean they will eat it when they get to school. Children change their minds frequently and will not know what they want to eat until they are sitting down to have their meal or snack.

TRUST THAT YOU HAVE DONE YOUR JOB.

It doesn't really matter which foods your child chooses to eat at school; they are choosing from the variety of foods you have provided for them. Trust yourself that you have done your job in the feeding relationship.

TRUST YOUR CHILD TO DO THEIR JOB.

Do not expect children to eat everything you send, or the entire amount you send to school. Trust them to know when they are hungry and full, and to pick from the foods you have provided.

CHILDREN'S APPETITES FLUCTUATE AND CHANGE.

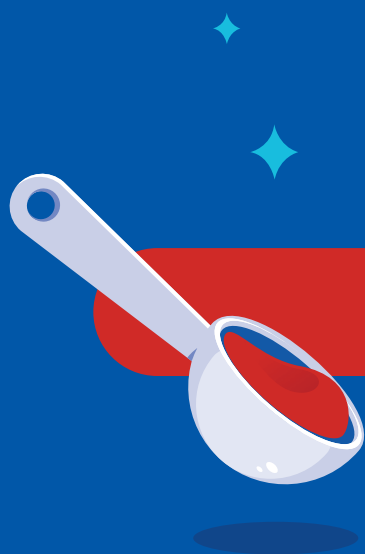
If they are not hungry during one meal or snack, they can eat at the upcoming scheduled eating occasion. There may be leftovers some days, and everything may be eaten other days. No two days of eating are the same for children, and each child is different! When everyone follows their role in the sDOR, your child is doing great, and so are you!

Have Balanced School Days? Here are some tips!

Following a balanced school day has many benefits and offers your child the chance to eat more often when at school. Here are some tips to help make packing food for nutrition breaks easier.

- Consider using one larger lunch bag, or two small lunch bags to pack enough food for the day.
- If your child likes more structure during meals, put a cardboard divider in their lunch bag so they choose foods from above the divider in the first break, and foods from under the divider at the second break. This may not work for everyone, especially older children.
- Include one or two foods you know your child has eaten in the past as part of their food choices for the day.
- Foods that are packed in a thermos may be hotter and taste better if they are eaten during the first break.
- Sandwiches can be cut in half and packed separately – making it easier for your child to have one half for each break if they choose to divide their food that way.
- To keep foods cold, use an insulated lunch bag and a freezer pack. Try freezing items that will thaw by break time. Great food items to freeze are yogurt cups, or yogurt tubes.
- Many schools have a milk program where cold milk is available for students to purchase. Inquire with the school to learn more.





Food Literacy

• RESOURCES •



Mystery Food Activity



MATERIALS

- Mystery Food Can (instructions follow)
- Mystery Food (enough for all your kids to sample)

TO MAKE THE CAN

- Remove one end from a large, clean empty can
- Cut off the top portion of a sock
- Secure the sock along the edge of the can using colourful masking tape
- Decorate the can with colourful pictures, stickers, etc.

PROCEDURES

1. HAVE KIDS IDENTIFY THE MYSTERY FOOD

- Place the mystery food in the can. Begin by using familiar foods and progress to less familiar ones.
- Explain to kids that they will be identifying the food in the mystery can by touching it, smelling it and listening to the sound it makes by shaking the can. Tell them that they will have a chance to taste it after solving the mystery.
- Guide the exploration by having one kid at a time put a hand into the mystery can. Ask the kid a question about the size, shape, texture, sound, temperature, colour (inside and outside) etc. of the mystery food. After everyone has had a turn, ask the kids to identify the food. Remove it from the can for everyone to see.

2. HAVE KIDS TASTE THE MYSTERY FOOD

Allow kids the opportunity to taste the food without pressure (see note below). You may want to tie this in with a cooking activity. Note: It is important to be aware of any food allergies your kids may have.

DID YOU KNOW?

... Frequent exposure to and exploration of a variety of foods helps kids to feel comfortable and relaxed around food. However, allow kids to try foods on their own time, without pressure to 'just take one bite' because learning to try and like different foods is a process. Research shows that kids who are pressured or rewarded when trying a new food are less likely to go back to it than kids who are simply exposed to it and allowed to decide on their own whether or not to eat it.



- What's my shape?
- How do I feel on the outside?
- Are there parts of me you wouldn't eat?
- What sound do I make when you bite into me?



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nüton

Nutrition Education
In Manitoba

Glossary

Body inclusivity

Welcoming all bodies regardless of size, ability, health needs, etc.

Diet culture

A system that values weight, shape, and size over health and well-being.

Eating competence

Being comfortable and flexible with eating, as well as being matter-of-fact and reliable about getting enough to eat of enjoyable, nourishing food.

Food literacy

Learning about and engaging with the many roles of food for ourselves, others, and our world. We explore and develop our understanding and skills within food literacy through:

- **Food systems:** How food grows, how it is produced, and how it is made available.
- **Food skills:** How to identify, plan, get, store, prepare, and eat food.

Food-neutral

An “all foods can fit” approach that accepts that no food has moral value.

Food stories

Our relationship with food and our food-related knowledge, experiences, and capabilities. These are informed by the relationship between food, culture, and identity.

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