

Cultivating Knowledge

Educational Resources for Understanding Our Food System

By the

Agri-food Network of Alberta

2026 Edition

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Introduction

Conversations with local community members, educators, and food system partners across Alberta have consistently highlighted a shared need: accessible, meaningful education about where our food comes from and how our food system works. While strong programs and initiatives already exist, many voices expressed that learning opportunities for students and educators were often fragmented or difficult to integrate into classroom settings.

This gap became especially evident through the Connect for Food project, where the Food Wheel illustrated the many interconnected pieces of Alberta's food system. While the visual framework was valuable, the education component was limited, leaving educators without clear tools or age-appropriate resources to bring these concepts into their teaching.

Cultivating Knowledge: Educational Resources For Understanding Our Food System was created to help bridge that gap. This resource is designed to make it easier for educators to confidently incorporate food system learning into their classrooms, without adding extra planning burden. The guide offers practical, classroom-ready lessons and activities that connect students to food, land, culture, and community.

Each section aligns with current Alberta curriculum outcomes across grade levels and subject areas, providing educators with clear links to existing learning goals. By bringing together lessons, local connections, and extension resources in one place, this guide supports meaningful, real-world learning that reflects Alberta's diverse agricultural and cultural landscape.

This resource was developed by the Agri-Food Network of Alberta (formerly NAFMA), building on years of collaboration with producers, educators, Indigenous partners, and community organizations. It reflects a shared commitment to strengthening food literacy, supporting educators, and helping students better understand their role within Alberta's food system.

Credits & Acknowledgements

Sources Pulled from or put together by:

Agri-food Network Alberta
Alberta Heath Services
Apple Schools
Government of Alberta
Metis Nation Of Alberta



SECTION ONE

Classroom Resources



AG A-Z Colouring Book

Link(s):

https://www.alberta.ca/system/files/custom_downloaded_images/af-ag-a-z-colouring-book.pdf

Information: a great introduction to agriculture for students in kindergarten or Grade 1.

Ag Scape

Link(s):

https://agscape.ca/

Information:
AgScape is a proud member of Agriculture in the Classroom-Canada (AITC-C). Responsible for bringing agriculture and food education to Ontario classrooms, AgScape is one of ten provincial members, who work alongside our national AITC-C partner to ensure every youth in Canada has an agriculture and food education experience.

Agriculture in the Classroom-Canada

Link(s):

https://aitc-canada.ca/en-ca/

Information:
a national organization that promotes the integration of agriculture into the curriculum. They have a variety of resources and agriculture information for elementary students and teachers.

Agriculture in the Classroom Canada (AITC-C) is a Canadian charitable organization with a vision to bring agriculture to every classroom, inspiring every student.

Food connects us ALL to agriculture. In a complex and changing world, it is more important than ever to inspire the next generation to care about the food they eat, where it comes from, and how it gets to their plates.

Agriculture for Life

Link(s):

https://www.agricultureforlife.ca/programming

Alberta Community Bat Program

Link(s):

https://www.albertabats.ca/resources/

https://www.albertabats.ca/

https://www.albertabats.ca/wp-content/uploads/ACBP_Bat_Activity_Book.pdf

Information: Bats are vital to Alberta's biodiversity and play a key role in sustaining our ecosystems and economy. We are working with communities across Alberta to improve the management and public perception of bats in the province.

Alberta Soil Information

Link(s):
https://www.alberta.ca/alberta-soil-information-viewer

Information:

has information and interactive maps that are useful in supporting Grade 7 Science curriculum. Their Soil Group Map is a great teaching tool for the unit and can be downloaded.

Basic Meat Cookery Program for CTS Classrooms

Link(s):

https://www.albertabeef.org/producers/education

Information: Alberta Beef's All for the Beef program resources support Career and Technology Studies Fod2100 Basic Meat Cookery and includes approaches, strategies, tools, assessment and student learning support for both independent and classroom lab-based learning contexts.

Canola Learning Centre

Link(s):

https://learncanola.com/

Information: Providing reliable, fact-based agriculture and canola information that is curriculum-related to assist students, teachers and the public. French and English available!

Finding Alberta Beef

Link(s):

https://www.albertabeef.org/producers/education

Information: This elementary program provides integrated mini units that centre on the importance of agriculture, specifically the impact that beef production has on Canadian and Alberta communities, individuals and quality of life. These resources are designed to support the competencies and specific learning outcomes in Alberta's Kindergarten to Grade 5 Social Studies, Science and Health/Wellness programs of study. Many activities reinforce literacy and numeracy skills.

Growing Careers

Link(s):

https://agscape.ca/

Information:
is a website that provides information on the career possibilities in agriculture. The site has 75 career profile videos and other career resources for teachers and students.

Journey 2050

Link(s):

https://www.journey2050.com/

Information:

The year 2050 is a key moment in time – the world's population will be a projected 10 billion. As a result, food production needs are expected to rise by 60-70% and changing agronomic conditions will place pressure on agricultural yields.

Journey 2050 is a FREE agriculture education program that challenges participants to answer the question, "How will we sustainably feed nearly 10 billion people by the year 2050?"

Using an inquiry-based approach, this gamified, virtual program encourages students to make decisions and adjust them as they see their impact on society, the environment, and the economy at a local and global scale. Students will hear from farmers across the globe, learning about their experiences to understand how agriculture differs across the globe.

As students interact with each family, they learn the role of best management practices in feeding the world, reducing environmental impacts, and improving social performance through greater access to education, medical care, and community infrastructure.

It is imperative that everyone understands how our present-day decisions impact our future lives and to showcase the importance of agriculture. There are thousands of opportunities, a constant stream of new innovations and a network of people who will help us feed the world by 2050.

Are you up for the challenge? Journey 2050 can be completed in 7 hours or pick and choose the topics you want to learn about! The program was written with teachers to ensure it complements national standards and STEM curriculum, especially in grades 7-12+.

Project Agriculture

Link(s):
https://albertamilk.com/for-teachers/project-agriculture/

Information:
These project-based learning resources provide opportunities for students to explore the impact and importance of agriculture as they make a timeline, design an amazing race, create an infographic, envision a job of the future and demonstrate the chemical reaction in everyday foods.

Pulse Cafe

Link(s):

https://albertapulse.com/eating-pulses/programs/

Information:

Alberta Pulse Growers are proud to support education and provide programs and resources designed for teachers, students and consumers to discover how pulses benefit our health, our food and our farms!

- For elementary school teachers and students, check out APG's Pulse café for grades 1-6 and our handouts Pulse Power and Magical Beans.
- For junior high school teachers and students, we have APG's Pulse café for grade 8.
- For junior & senior high school CTF/CTS Foods classes, APG offers the Classroom Support Program.
- If you're an educator or health professional planning a workshop or cooking class to teach people in your community how to cook with pulses, check out our Community Cooking Class Program.
- APG also partners with other Alberta organizations to bring agriculture into the classroom with Project Agriculture, Classroom Agriculture Program, Know Your Food and Ag for Life. See which program works for you!

SnapAg

Link(s):

https://aitc-canada.ca/en-ca/learn-about-agriculture

Information:

What are GMOs and are they okay to eat? What does organic farming look like? How are animals like chickens or cattle raised? snapAG is a series of resources that invite students to explore the hot topics affecting the agriculture industry today. Topics range from organics, biotechnology, GMOs, livestock, and more. Explore what's trending in agriculture in Canada by browsing the topics below.

Soil Science

Link(s):

https://www.ualberta.ca/en/museums/museum-collections/soil-science-collection.html

Information:
The Soil Science Collection in the Department of Renewable Resources consist of a series of monoliths - blocks of soil as they appear in nature - from across Alberta, Canada, and the world. The collection reveals how soils develop in diverse landscapes, their characteristics and classification in the Canadian System of Soil Classification, and is particularly useful for researchers, instructors, and students focused on renewable resources and environmental sciences. Ongoing research in soil ecology, landscape dynamics, carbon and nitrogen cycling, and soil chemical properties illustrates the environmental value of the collection.

Wonderville

Link(s):
https://www.wonderville.ca/

Information:
Wonderville has been developed by teachers for teachers with Technology, Pedagogy and Content Knowledge in focus; and for students, with deep learning and engagement as the goal. Within the Wonderville learning environment, all sorts of 21st century teaching tools such as lesson plans with augmented reality, project based learning resources, games, animations, career showcases, and webinars are available so teachers can seamlessly guide students through learning. In addition, the Wonderville STEM Interactive community connection centre offers professional learning tips and best practices, with insights from our community experts.

Wonderville operates as a Software-as-a-Service solution that has proven effective in engaging students in their learning in classrooms around the world – whether it be in learning about nanotechnologies, carbon capture, phases of the moon, and or amazing STEM careers. We have reached over 10 million students!

Chapter One

Kindergarten

Exploring Food Origins

Cirriculum Connections:

Science: Environment and Community Awareness

Social Studies: I belong/My World

Health: Daily habits that promote well-being



Learning themes

- Where food comes from (plants, animals, farms)
- Senses and exploring food diversity
- Caring for living things

LESSON PLANS

- “Where does food come from?”
- “ Tasting the rainbow”
- “ Seed to Sprout”
- “ Helpers in the garden”

Local Connections

- Visit a farmers market or invite a local grower
- Read Alberta-based Children’s Books (e.g We eat together)

Resources & extensions

- Alberta Agriculture “ Ag for Life” K resources
- Storybook: *How did that get in my lunchbox?*

LESSON PLAN

Date:

Lesson: One

Grade: Kindergarten **Subject:** Science/ Health **Topic:** Where does food come from?

Theme:

- understanding where food originates- plants,animals and nature

Materials

- picture cards of foods (provided)
- sorting mats (Provided)
- chart paper or whiteboard

Time Required

- 30-40 minutes

Curriculum connections:

- Science: *Environment & Community Awareness* - Identify familiar animals and plants and discuss their uses.
- Health & Life Skills: Recognize that food helps us grow and stay healthy

Learning objectives:

- Students identify basic food sources (plant vs. animal)
- Students connect familiar foods to how they're grown or produced

Procedure:

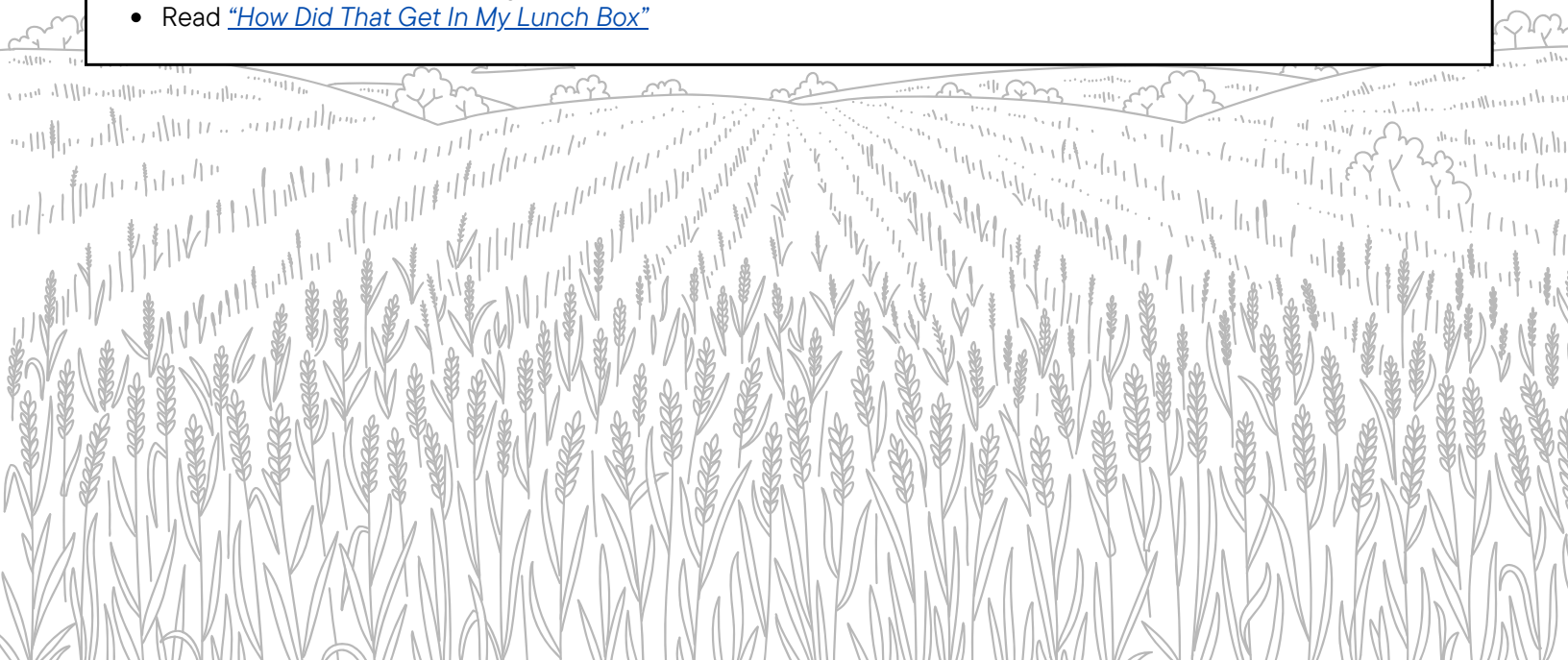
1. Introduction: Ask, "where do you think food comes from?" record answers
2. Sorting activity: Give each child a food card; have them place it on the correct mat
3. Discussion: talk about examples (e.g. "carrots grow in the ground", "Eggs come from chickens")
4. Visual Connection: show short video or image set of farm life

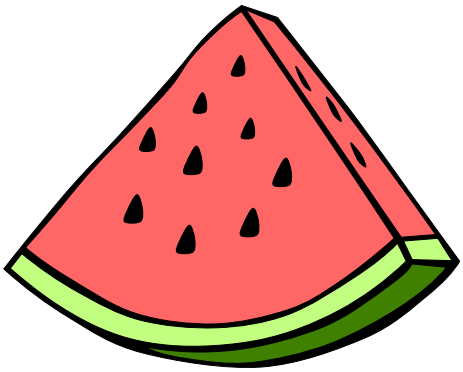
Assessment:

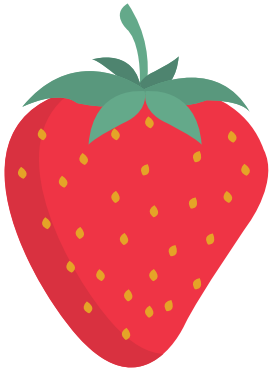
- Observe participation and sorting accuracy
- Ask: what did you learn about where food comes from?

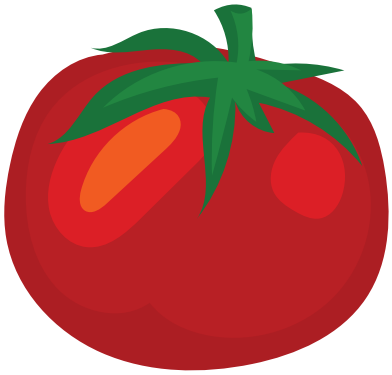
Extensions:

- Visit a local farmers market or garden
- Read *"How Did That Get In My Lunch Box"*

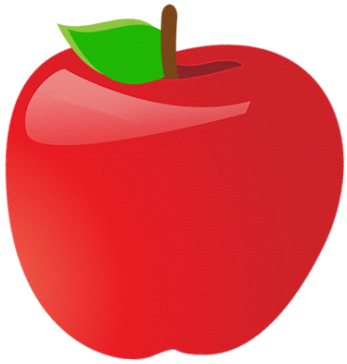


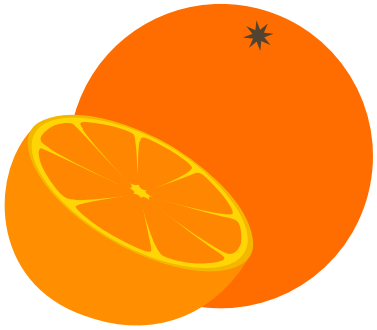


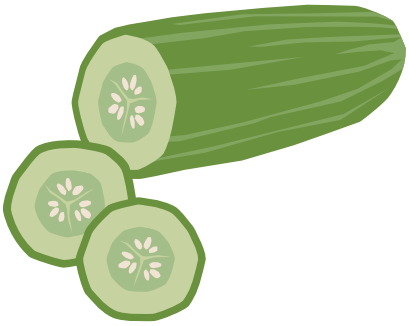


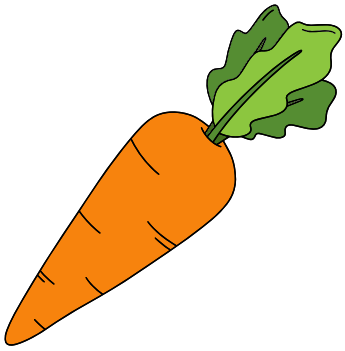


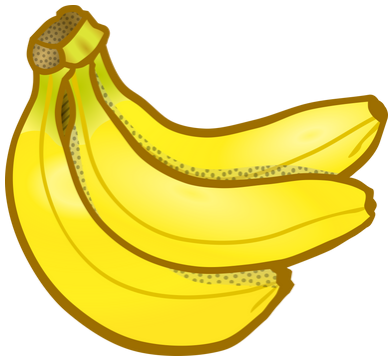


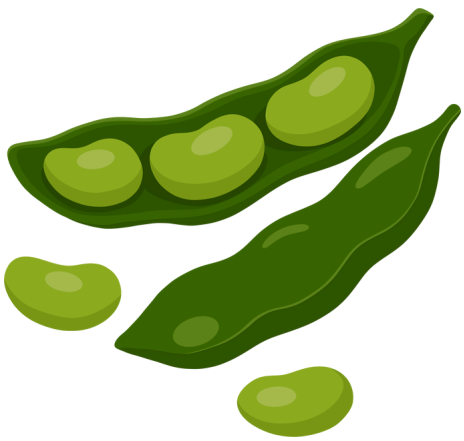


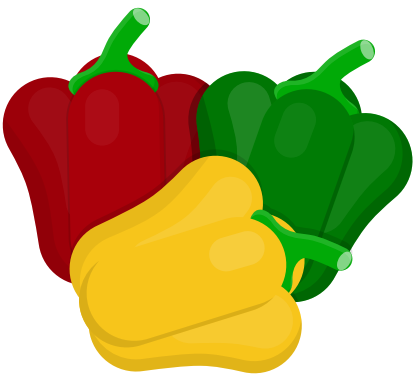




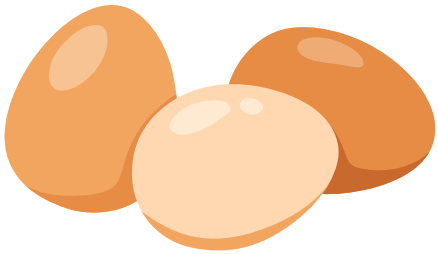


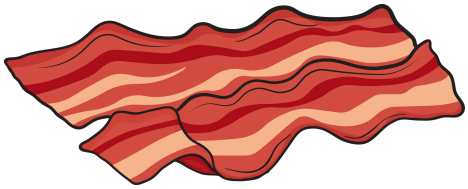


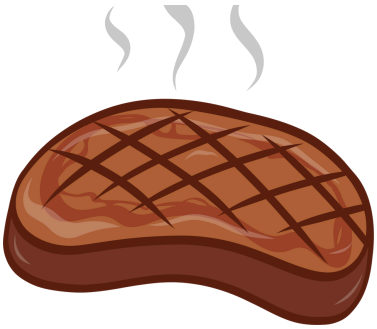




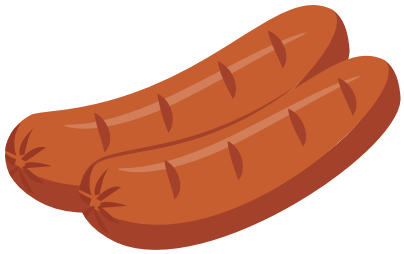


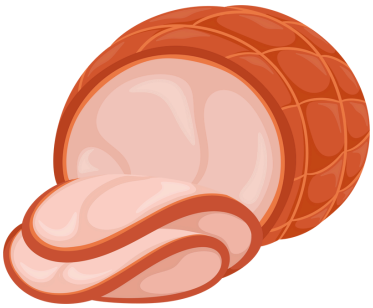












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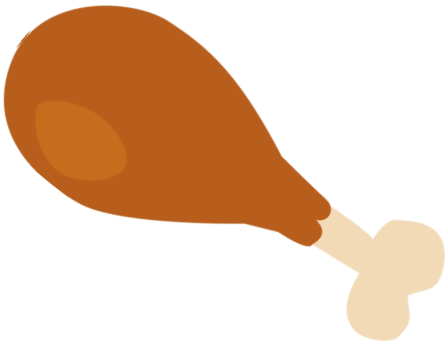



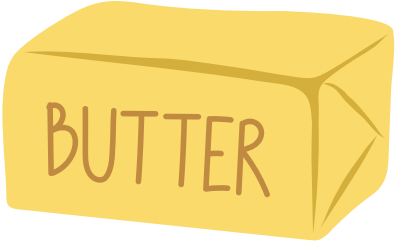
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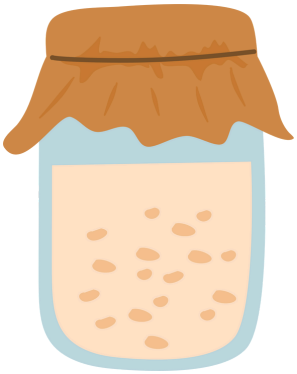
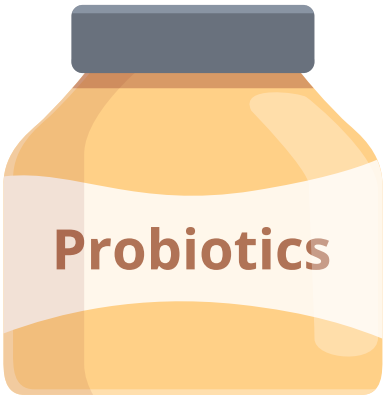
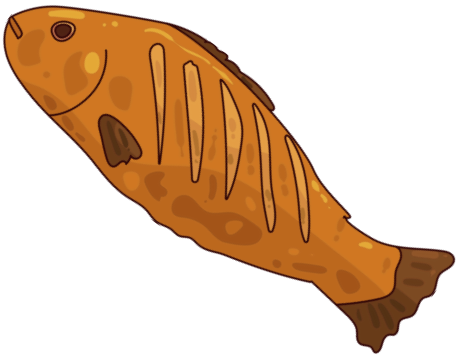
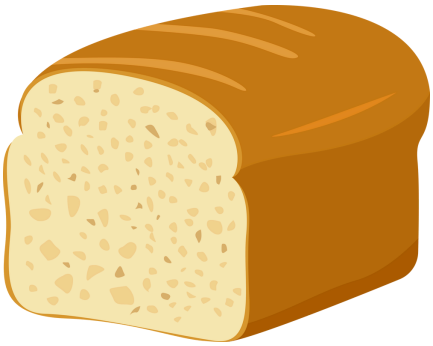


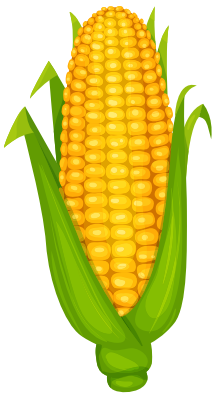

Probiotics


RICE













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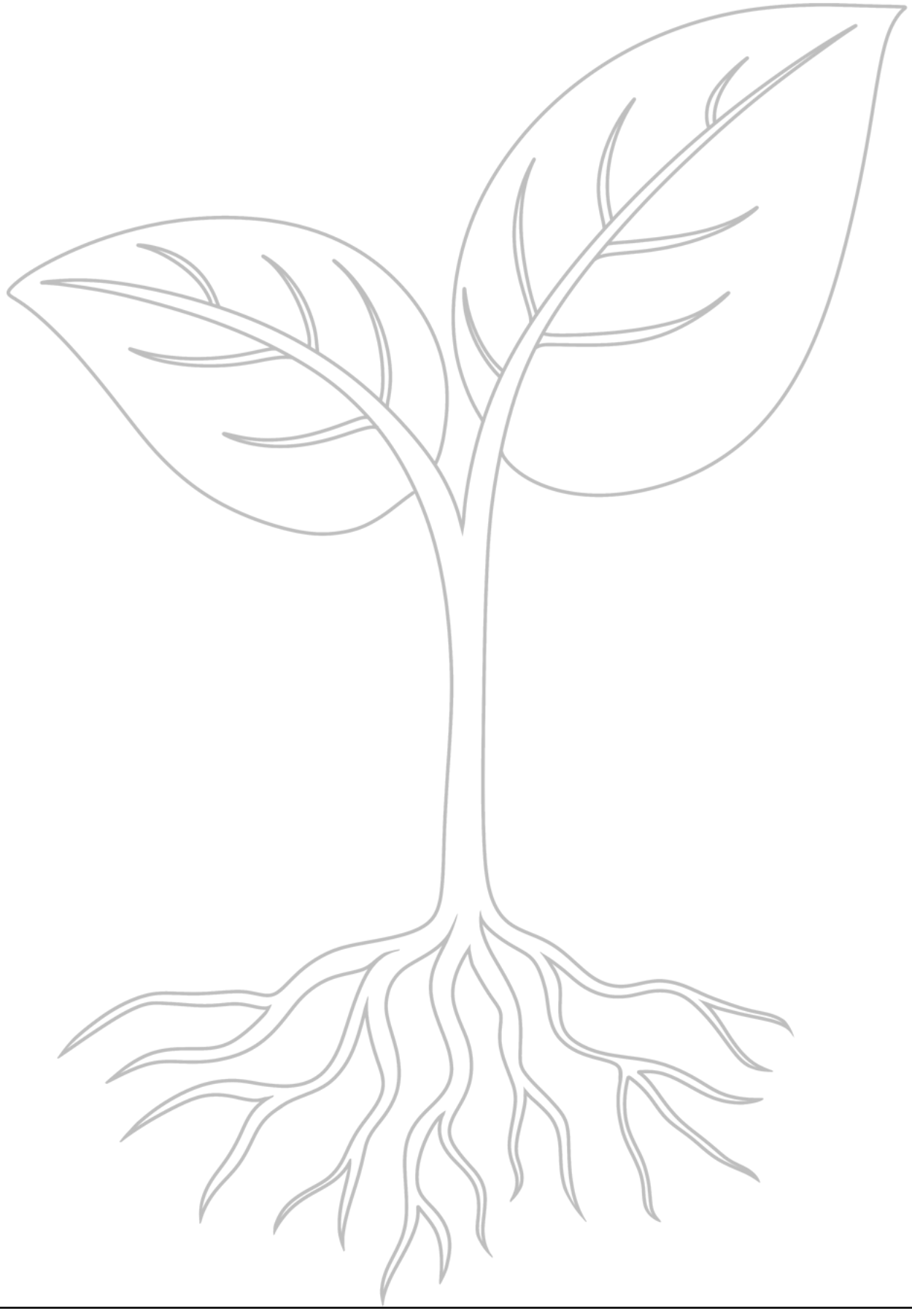
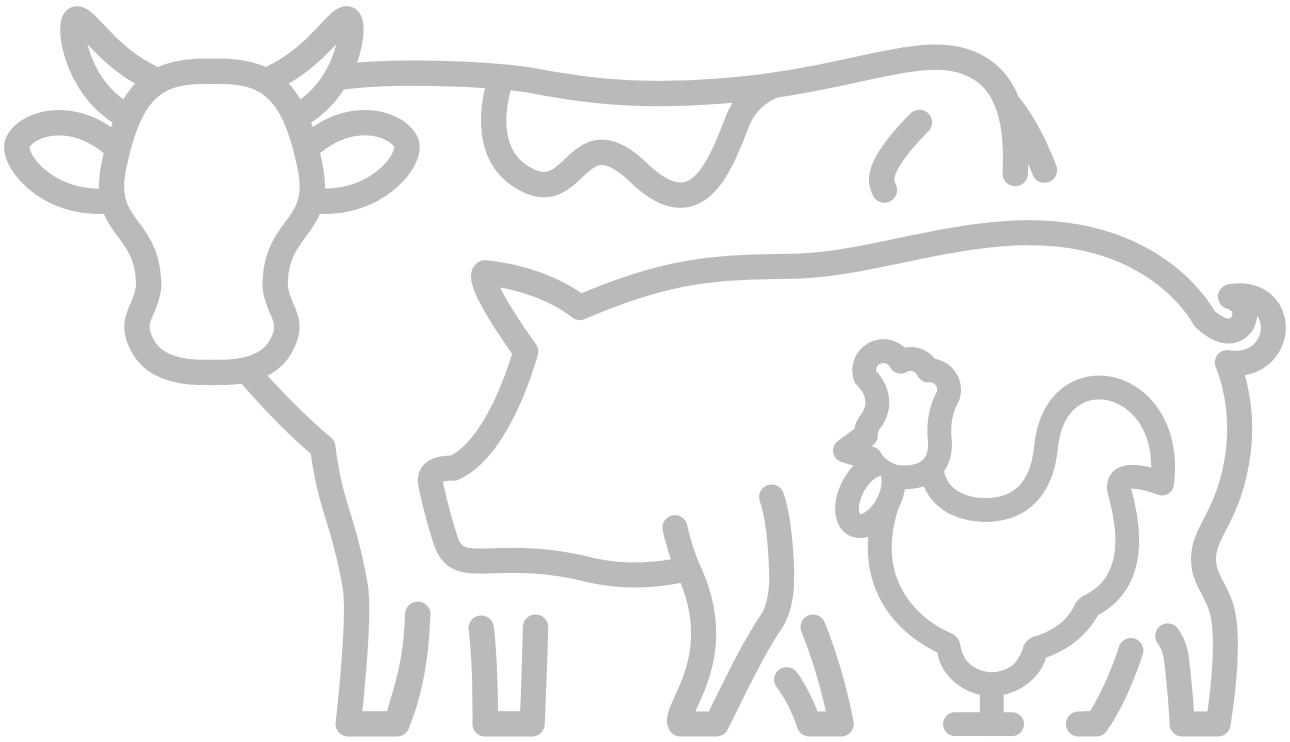


ANIMAL



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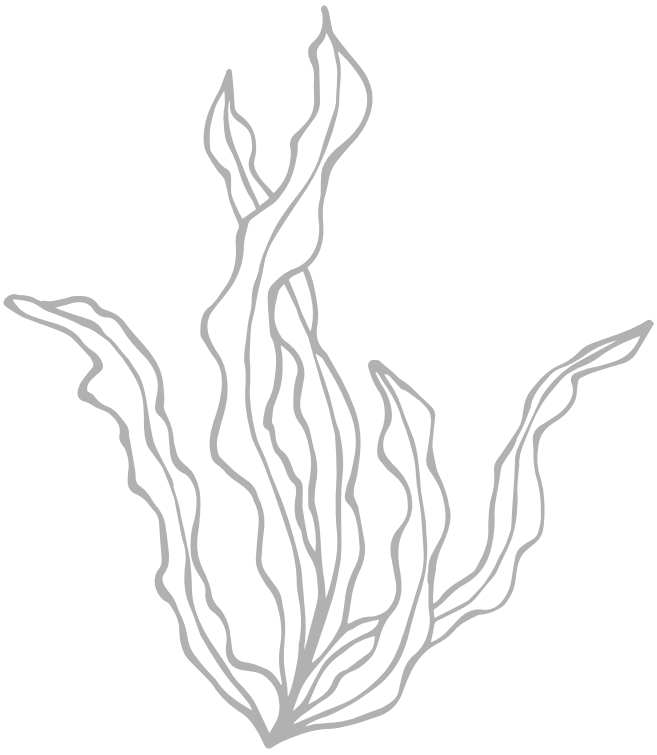
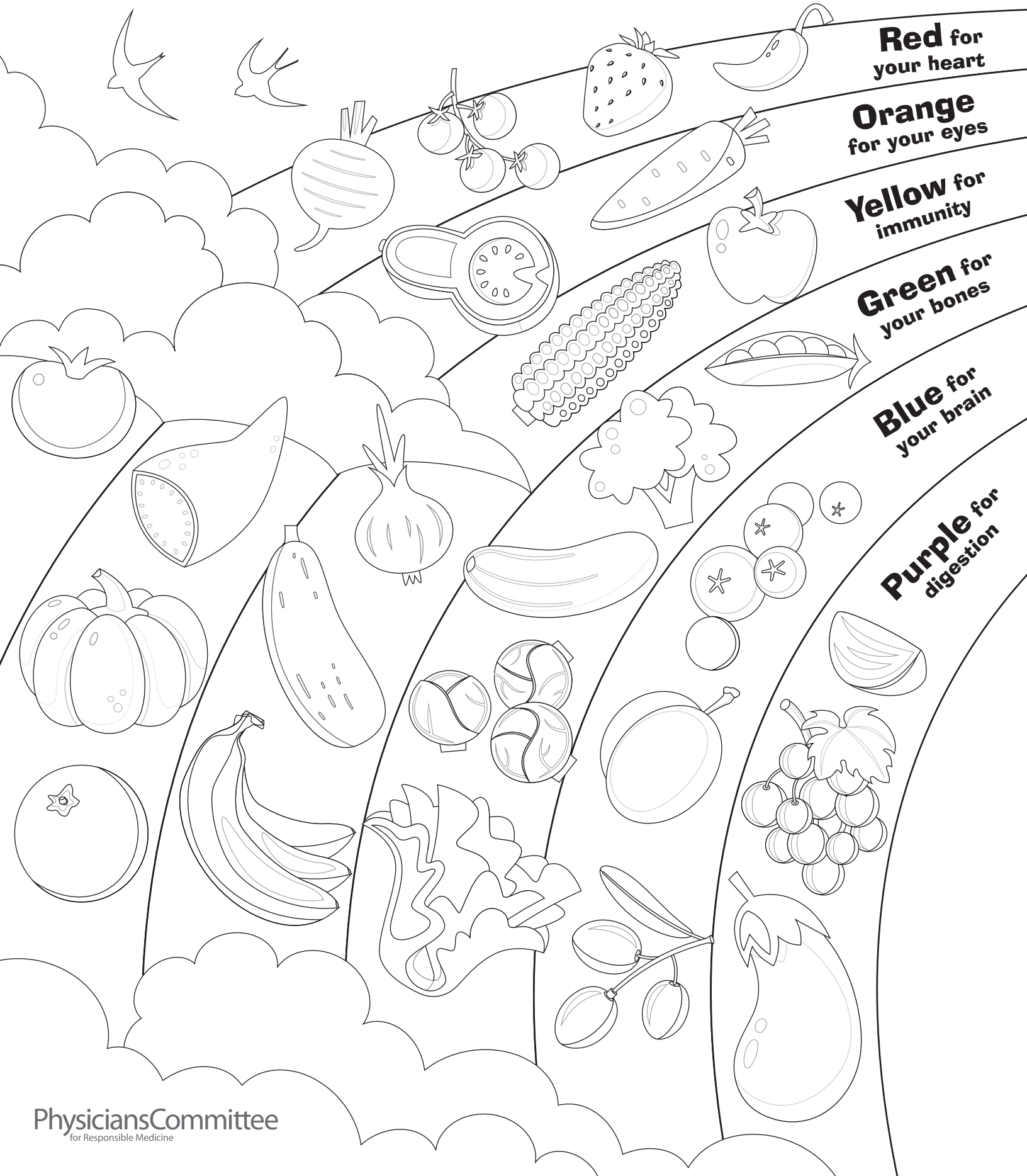


Eat the Nutrition Rainbow!

The pigments that give fruits and vegetables their bright colors help keep your body healthy!



PhysiciansCommittee
for Responsible Medicine

Rainbow Salad

Makes 12 1/2-cup servings

2 cups shredded green cabbage
2 cups shredded red cabbage
2 carrots, grated or julienned
2 celery stalks, thinly sliced
3 green onions, sliced
1 apple, finely chopped or julienned
1 tablespoon lemon juice
1/2 cup dairy-and egg-free mayonnaise (such as Nayonaise)
1/3 cup apple juice concentrate

Combine cabbage, carrots, celery, and green onions in a salad bowl. In a separate bowl, toss apple with lemon juice. Add to salad. Add dairy- and egg-free mayonnaise substitute and apple juice concentrate and mix well. If possible, chill before serving.

Source: Healthy Eating for Life for Children by Amy Lanou, Ph.D.; recipe by Jennifer Raymond, M.S., R.D.

Roasted Sweet Potato Wedges

Makes 4 servings

2 medium sweet potatoes, cut into wedges
1/8 teaspoon cinnamon
1/4 teaspoon seasoned salt
1/4 teaspoon ground cumin
1/8 teaspoon black pepper
1/4 teaspoon garlic powder
vegetable oil spray

Combine sweet potatoes, cinnamon, salt, cumin, black pepper, and garlic powder in a plastic bag. Seal and shake. Place sweet potatoes on a baking sheet (do not overlap) coated with vegetable oil spray. Bake at 400F for 20 minutes or until very tender, flipping potatoes once during cooking.

Source: Brie Turner-McGrievy, M.S., R.D.

Grilled Mushroom Steaks

Makes 4 servings

4 large portobello mushrooms
1/2 cup balsamic vinegar

Clean mushrooms well and leave whole. Place vinegar or other sauce in a small bowl. Brush mushrooms with this sauce on both sides and grill over medium coals for about 10 minutes on each side. Brush with more sauce while grilling. Serve at once alone or on buns with lettuce, tomatoes, onions, ketchup, and mustard.

Source: Mary McDougall of the McDougall Program www.drmcdougall.com

Mediterranean Veggie Panini

Makes 1 panini

2 slices rye or sprouted-grain bread, such as Ezekiel bread
2 tablespoons fat-free Italian vinaigrette dressing
2 jarred roasted red peppers, rinsed and patted dry
1 cup tender kale leaves or other greens
2 small, firm ripe tomatoes, sliced (fresh roma tomatoes are best because they are not overly juicy)
1/2 cup sliced marinated artichoke hearts, rinsed, drained, and patted dry

Moisten each bread slice on 1 side with 1 tablespoon dressing and assemble the sandwich with the rest of the ingredients the way you like it, being careful not to overfill.

The easiest way to make panini is with an electric nonstick panini press or closed indoor grill. Cook for 5 minutes, then check the bread. If it is not as golden and crisp as you like, cook for a few minutes longer. Cut the sandwich into triangles and serve hot.

If you do not have a panini press or grill, cook the sandwich in a heavy nonstick skillet or on a griddle over medium heat, placing a flat heavy lid on the sandwich as you brown each side.

Source: Dr. Neal Barnard's Program for Reversing Diabetes by Neal D. Barnard, M.D.; recipe by Bryanna Clark Grogan

Pita Pizzas

Makes 6 pizzas

1 15-ounce can tomato sauce
1 6-ounce can tomato paste
1 teaspoon garlic granules or powder
1/2 teaspoon dried basil
1/2 teaspoon dried oregano
1/2 teaspoon dried thyme
6 pieces whole-wheat pita bread
2 green onions, thinly sliced
1 red bell pepper, seeded and chopped
1 cup chopped mushrooms

Combine tomato sauce, tomato paste, garlic, basil, oregano, and thyme.

Turn a piece of pita bread upside down and spread with 2 to 3 tablespoons of sauce. Top with green onions, bell pepper, and mushrooms. Repeat with remaining pita breads. Arrange on a baking sheet and bake at 350F until edges are lightly browned, about 10 minutes.

Note: You will only use about half the sauce. Refrigerate or freeze the remainder for use at another time.

Source: Healthy Eating for Life for Children by Amy Lanou, Ph.D.; recipe by Jennifer Raymond, M.S., R.D.

Broccoli Burritos

Makes 6 burritos

2 to 3 broccoli stalks
1 15-ounce can garbanzo beans
1/2 cup roasted red peppers
2 tablespoons tahini
3 tablespoons lemon juice
6 flour tortillas
6 tablespoons salsa, or more to taste

Cut or break broccoli into florets. Peel stalks and cut into 1/2-inch rounds. Steam over boiling water until just barely tender, about 5 minutes.

Drain garbanzo beans and place in a food processor with peppers, tahini, and lemon juice. Process until completely smooth, about 2 minutes. Spread about 1/4 cup of the garbanzo mixture on a tortilla and place in a large heated skillet. Heat until tortilla is warm and soft, about 2 minutes. Arrange a line of cooked broccoli down the center, then sprinkle with salsa. Roll tortilla around filling. Repeat with remaining tortillas.

Source: Healthy Eating for Life to Prevent and Treat Cancer by Vesanto Melina, M.S., R.D.; recipe by Jennifer Raymond, M.S., R.D.

LESSON PLAN

Date:

Lesson: two

Grade: kindergarten | Subject: science/health | Topic: tasting the rainbow

Theme:

- Exploring healthy foods through color and senses

Materials

- A variety of fruits/vegetables in different colors
- Paper plates and napkins
- Eat the rainbow coloring sheet
- Tasting cards (provided)

Time Required

- 30 minutes

Curriculum concepts:

- Health: Make choices that contribute to health and well-being.
- Science: use the senses to explore the environment.

Learning Objectives:

- Students identify a variety of colourful fruits and vegetables.
- Students describe foods using sensory language (taste, smell, texture)

Procedure:

1. Introduction: Discuss how each colour of food helps the body in different ways
2. Taste Testing: students try small samples and name colors, tastes, and textures.
3. Chart Creation: together create a rainbow chart showing what they tried.

Assessment:

- observation of participation and vocabulary use.
- encourage students to name a new food they liked.

Extensions:

- Create a " My favourite color food" art project.
- Send a simple rainbow snack recipe home for families to try
- Eat the rainbow youtube video
- I ate a rainbow song- youtube

LESSON PLAN

Date:

Lesson: 3

Grade: kindergarten | Subject: science/ social responsibility | Topic: seed-to-sprout

theme:

- observing plant growth and care

Materials

- clear plastic cups
- soil
- grass seeds or bean seeds
- spray bottle for watering
- observation sheet (drawings / simple notes)

Time Required

- 20-30 minutes initial activity + 1 week observation

Curriculum concepts:

- Science: recognize that plants need care to grow
- Social Responsibility: Demonstrate care for living things

Learning objectives:

- students describe what plants need to grow
- students observe and record changes over time

Procedure:

1. Planting: help students fill cups with soil, add seed, and label their name.
2. Prediction: Ask, “what do you think will happen to your seed” they could draw what they think it will look like at the end
3. Observation; each day. students observe, water and draw the changes they see

Assessment:

- observation of care routines (water, sunlight)
- Compare growth across several days using drawings

Extensions:

- Display growth photos in the classroom.
- Connect to local gardens or school outdoor learning space

LESSON PLAN

Date:

Lesson: 4

Grade: kindergarten Subject: science/ Environment & community awareness Topic: Helpers in the garden

theme:

- Understanding pollinators and how they help food grow

Materials

- bee and flower story book (the honeybee by kirsten hall)
- images or toys of bees, butterflies and flowers
- Craft supplies for a “bee and flower” model

Time Required

- 30 minutes

Curriculum concepts:

- Science: observe living things in their surrondings
- Environment & Community awareness: recognize the role of insects and animals in the environment

Learning objectives:

- students learn what bees and bugs do for plants
- Students understand why we need to care for pollinators

Procedure:

1. Read-Aloud: Introduce the story and discuss how bees help plants.
2. Demonstrations: show how bees carry pollen from flower to flower.
3. craft: make a bee and flower using paper and pipe cleaners
4. “Pollinator or not ?” worksheet (provided)

Assessment:

- Ask students to explain how bees help food grow
- observe participation in discussion and craft

Extensions:

- Start a pollinator-friendly garden corner
- Invite a local beekeeper to visit
- Pollination game: Use bottles as flowers and popsicle sticks with sticky tabs as pollinators. Place pom-poms (pollen) in the "flowers," and have children move them from one "flower" to another, showing how pollen is transferred.
- How pollination works -youtube
- Pollinators and Pollination

POLLINATOR OR NOT?



Bee

yes

no



Bat

yes

no



Bear

yes

no



Squirrel

yes

no



Ant

yes

no



Snake

yes

no



Snail

yes

no



Butterfly

yes

no



Ladybug

yes

no



Bird

yes

no



Mouse

yes

no



Bunny

yes

no

POLLINATOR OR NOT?

Answer key



Bee

yes ✓ | no



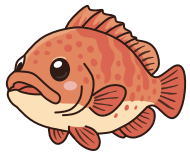
Bat

yes ✓ | no



Bear

yes | no ✗



Fish

yes | no ✗



Ant

yes ✓ | no



Snake

yes | no ✗



Snail

yes | no ✗



Butterfly

yes ✓ | no



Ladybug

yes ✓ | no



Bird

yes ✓ | no



Moose

yes | no ✗



Bunny

yes | no ✗

Chapter two

Grade One

Growing and Sharing

Cirriculum Connections:

Science: Needs of Plants and Animals

Social Studies: Belonging and Connecting

Health: Healthy Relationships/Nutrition



Learning themes

- What plants need to grow
- How we share food in families and communities
- Introduction to nutrition basics

LESSON PLANS

- “Plants We Eat”
- “Sharing Foods Around Us”
- “What Plants Need To Grow”
- “From Farm to Table”
- “Thank you, Plants”

Local Connections

- School or community garden starter kit
- Local grocery or farm presentation

Resources & extensions

- Alberta Health Services “Healthy Eating Starts Here”
- Online tool: Farm to School Alberta

LESSON PLAN

Date:

Lesson: 1

Grade: 1 | Subject: science/health | Topic: Plants we eat

Theme:

- Discovering how plants provide food for people

Materials:

- pictures or real examples of foods (carrots, lettuce, apples, potatoes etc.)
- Labels: Root, Stem, Leaf, Fruit
- Optional: Magnifying Glass

Time Required :

- 30-40 minutes

Curriculum concepts:

- Health/Wellness Choices: identify food choices that help our bodies grow strong
- Science: Needs of plants and animals; recognize that plants are living things that provide food

Learning objectives:

- Students identify parts of plants that we eat (root, stem, leaves, fruits, seed)
- Students connect plant growth to food on their plates

Procedure:

1. Intro discussion: Do all foods come from plants?
2. Sort & Match: students match each food to the plant part we eat?
3. Scavenger hunt: Explore schoolyard pr garden- can students find any edible plants or similar leaves/flowers?
4. Review: Create a “parts of a plants we eat” chart.

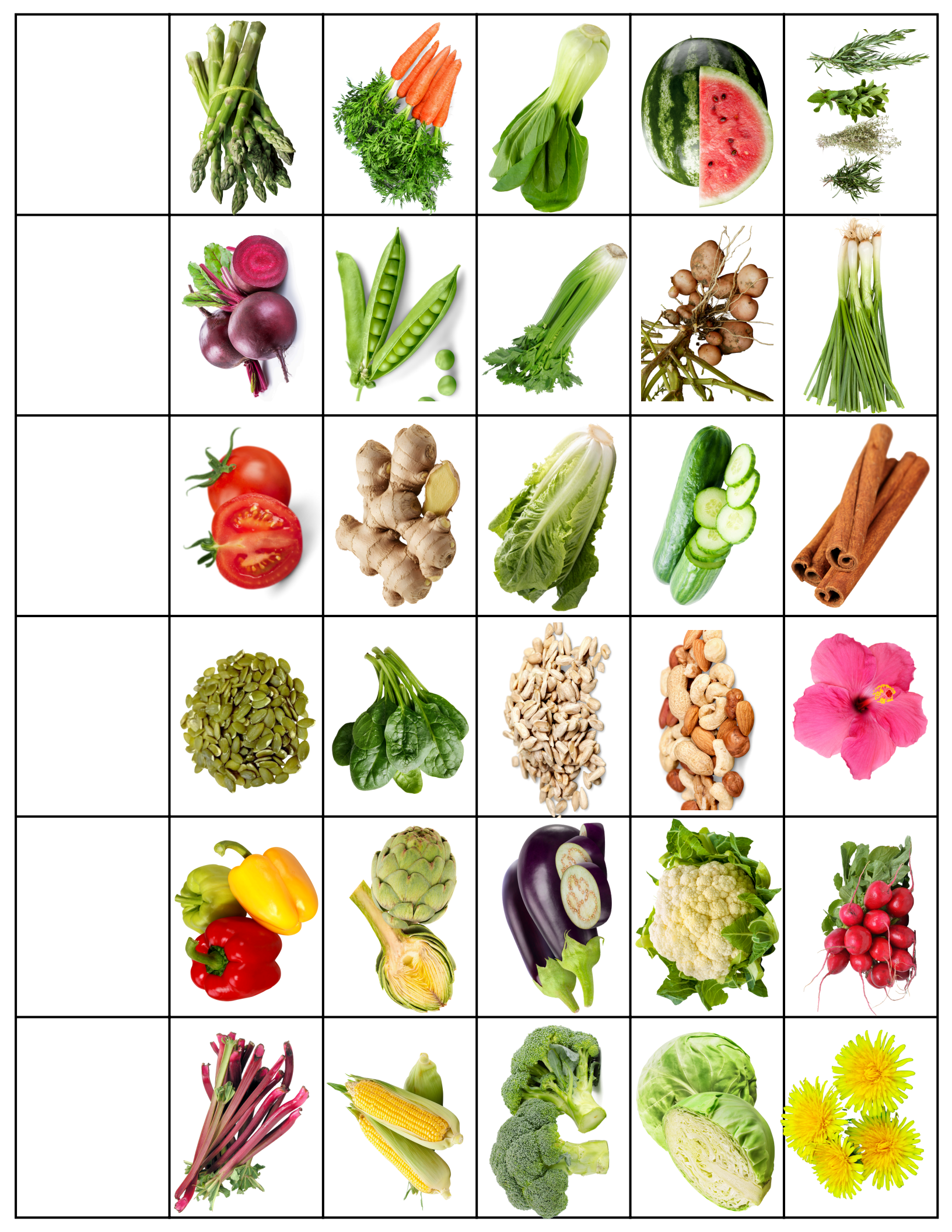
Assessment

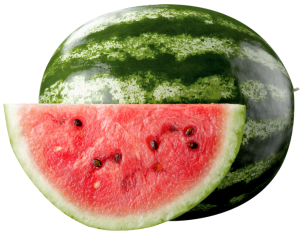
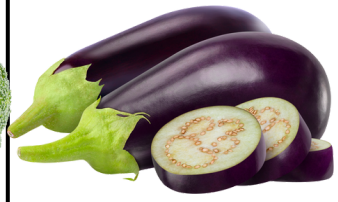
- observe sorting accuracy and participation
- have students draw and label their favourite plant food and label it’s part

Extensions:

- taste test a root (carrot), leaf (spinach) and fruit (strawberry)
- Visit a local community garden or farm
- parts of a plant video- youtube

Seeds	Roots	Stems	Leaves	Flowers	Fruits



seeds answer key	stems answer key	leaves answer key	flowers answer key	fruit answer key	roots answer key
					
					
					
					
					

LESSON PLAN

Date:

Lesson: 2

Grade: 1 Subject: social studies/health Topic: sharing foods around us

Theme:

- Learning how food brings people and communities together

Materials:

- storybook: Stone soup or Thank you, Omu!
- Chart paper and markers
- Optional: small healthy snack for sharing

Time Required :

- 30 minutes

Curriculum concepts:

- Health- Relationship Choices: show respect and kindness when sharing with others
- Social Studies: Belonging and connecting: explore ways people share and care in families and communities

Learning objectives:

- students understand that sharing food is part of many traditions
- students discuss ways to share food responsibly

Procedure:

1. Read- aloud: discuss how food sharing happens in the story
2. Group Discussion: “how do you share food at home?”
3. Activity: Make a class “sharing recipe” (ingredients= kindness, teamwork etc.)
4. Optional: Prepare a small group snack together (trail mix or fruit salad)

Assessment

- Observation during discussion and group work
- Encourage students to share one new way they can show kindness with food

Extensions:

- Invite a family member or elder to share a cultural food story.
- Link with a local food drive or community pantry

LESSON PLAN

Date:

Lesson: 3

Grade: 1 | Subject: science/health | Topic: what plants need to grow

Theme:

- Exploring the needs of living things

Materials:

- bean seeds, soil, small pots
- Labels and markers
- light vs dark comparison boxes

Time Required :

- 40 minutes + observation over 1 week

Curriculum concepts:

- Health- Wellness Choices: Develop responsibility in caring for living things
- Science- needs of plants and animals: Identify what plants need to live and grow

Learning objectives:

- students identify and provide for plant needs (sunlight, water, soil, air)
- students observe and record plant growth

Procedure:

1. Plant Setup: students plant a seed and label it
2. Prediction: Ask “what do you think will happen if one seed doesn’t get light or water?”
3. Observation: over several days, record changes in a growth journal
4. Discussion: compare results from different conditions

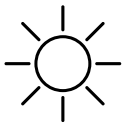
Assessment

- participation in planting and journaling
- observation of care and curiosity about growth

Extensions:

- graph plant growth in centimetres
- connect to a school garden or classroom compost bin

Day ____ Observation



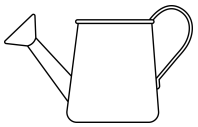
Sunny



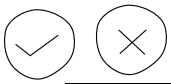
Partly cloudy



Cloudy



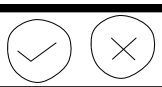
I watered my plant today?



Picture of my plant

Date:_____

I can see growth in my plant:



I See..

_____

_____

_____

_____

_____

_____

LESSON PLAN

Date:

Lesson: 4

Grade: 1 Subject: science/social studies Topic: From farm to table

Theme:

- Understanding how food travels from farm to our plates

Materials:

- Printable farm to table picture cards
- Chart paper for sequencing
- Optional: local food packaging (bread bag, milk carton etc)

Time Required :

- 30-40 minutes

Curriculum concepts:

- Social studies- My community: Describe jobs and places that help meet our needs
- Science- needs of plants and animals: recognize human dependence on plants and animals

Learning objectives:

- students identify steps in the food system (growing, transporting, selling, eating).
- Students understand the roles of farmers, grocers and families.

Procedure:

1. Introductions: " who helps get food to our table?"
2. Sequencing : Arrange picture cards in order from farm to table.
3. Group Discussion: Talk about the people and places involved.
4. Optional Extension: Watch a short video on alberta farms or food transport.

Assessment

- Observe sequencing understanding.
- Ask students to draw and label on step of the process

Extensions:

- field trip to local farm, market, or grocery store.
- Connect with " Ag for Life" or "Farm to school Alberta" Classroom Visits.





GSP








Steps for teachers reference

1. Production
   - Farming: The process begins on a farm where seeds are planted and crops are grown.
   - Maintenance: Farmers provide water (irrigation), nutrients (fertilizers), and protection from pests and diseases.

2. Harvesting
   - Reaping: Once the crops are mature, they are harvested.
   - Handling: Post-harvest handling ensures the products are preserved for the next stage.

3. Processing and Packaging
   - Processing: Raw products are transported to processing facilities where they may be cleaned, cut, or transformed (e.g., wheat into flour).
   - Packaging: Food is packaged for sale, which can involve techniques like waxing or using preservatives, depending on the product and its intended journey.

4. Distribution
   - Transportation: Processed and packaged food is transported to distribution centers and then to retailers.
   - Retail: This includes grocery stores and other outlets where the food is made available for purchase.

5. Consumption
   - Purchase: Consumers buy the food from the retailer.
   - Preparation and Consumption: The food is taken home, prepared, and eaten.

LESSON PLAN

Date:

Lesson: 5

Grade: 1 Subject: Health/ Social Studies Topic: "thank you, Plants!"

Theme:

- Gratitude and reflection on our connection to food.

Materials:

- construction paper
- crayons
- scissors
- optional: " thank you" cards for farmers or gardeners

Time Required :

- 20-30 minutes

Curriculum concepts:

- Social studies- citizenship and identify: Develop a sense of belonging and respect for the environment.
- Health- Relationship Choices: Express appreciation for people and things that help us.

Learning objectives:

- Students express gratitude for the plants and people that provide food.
- Students connect emotions (thankfulness) to responsible choices.

Procedure:

1. Discussion: "who do we thank for our food?"
2. Art Project: create "thank you, plants!" cards or posters
3. Sharing Circle: Students share their art and one thing they learned about food.

Assessment

- student participation and ability to express connections.
- art project completion and oral reflection.

Extensions:

- send cards to local farms or school kitchen staff/hot lunch vendors.
- add to a "gratitude garden" classroom display.

Chapter three

Grade Two

The Life Cycle of Food

Cirriculum Connections:

Science: Small Crawling and Flying Animals/
Growth and Changes in Plants

Social Studies: Communites In The World

Health: Daily Habits and Food Choices



Learning Themes

- Food Life Cycles (Seed to Plate)
- Pollinators and Composting
- Waste Reduction and Stewardship

LESSON PLANS

- “Seed to Table”
- “Who Helps Our Food grow”
- “Composting Heros”
- “The Busy Farmer”
- “Saving Water, Growing Food”

Local Connections

- City composting or waste facility tour
- Interview a local beekeeper

Resources & extensions

- Alberta Beekeepers Commission education resources
- City of Edmonton “Compost Education” program

LESSON PLAN

Date:

Lesson: 1

Grade: 2 | Subject: Science/Health | Topic: " seed to table"- understanding the food life cycle

Learning theme:

- How food grows, changes and reaches our plates

Materials

- Life cycle image cards (seed, sprout, flower, fruit, harvest)
- Paper plates and glue
- Example foods: bean, tomato, grain, fruit

Time Required

- 45 minutes

Curriculum connections:

- Health- Wellness Choices: Make connections between fresh foods and healthy eating
- Science- growth and changes in plants: Recognize that plants develop from seeds and depend on the environment

Learning objectives:

- Students describe the stages of a food life cycle (seed - plant - harvest - food)
- students relate plants to the foods they eat

Procedure:

1. **Engage:** Ask, " What do you think happens between planting and eating?"
2. **Explain:** Show and discuss each life cycle stage with visuals.
3. **Create:** Students make a "Seed to Table" life cycle wheel with labels.
4. **Discuss:** Talk about what each plant needs to grow.

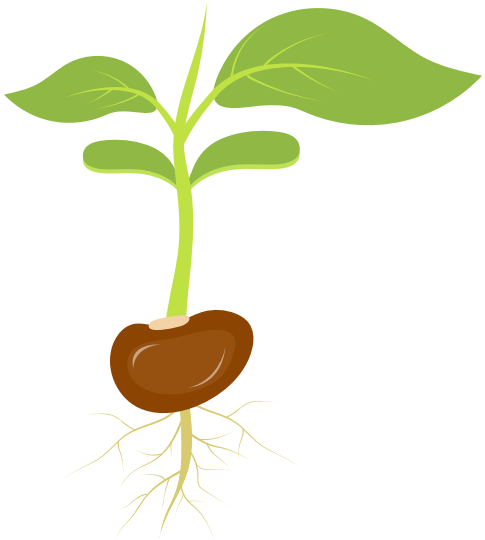
Assessment:

- Observe accuracy in sequencing
- Ask students to describe one plant's journey from seed to plate

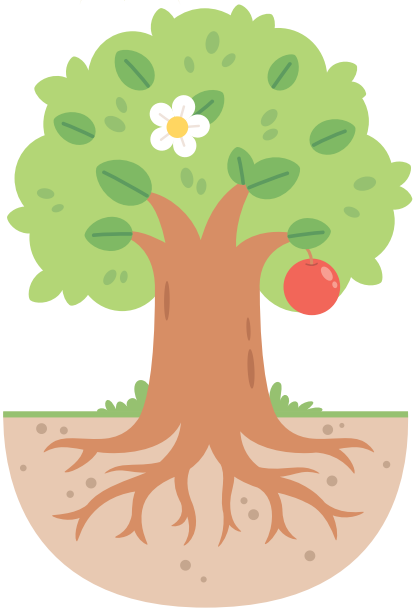
Extension:

- Start a small classroom planting station
- Connect to Ag for Life "Seed Survivor" program or local greenhouse visit













LESSON PLAN

Date:

Lesson: 2

Grade: 2 | Subject: Science/Social studies | Topic: who helps our food grow-pollinators and producers

Learning theme:

- Exploring pollinators and their essential role in food systems.

Materials

- bee puppets or visuals
- flower diagram or real flowers
- cotton balls,pipe cleaners cupcake wrappers, corn meal, coffee grounds, popsicle sticks

Time Required

- 30-40 minutes

Curriculum connections:

- Social studies -communities in the world: understand interdependence in nature
- Science- small crawling and flying animals : Observe how insects interact with plants

Learning objectives:

- Students identify pollinators and their importance
- Students can explore how humans can protect pollinators

Procedure:

1. **Story time:** read *The Honeybee by Kirsten Hall* or similar.
2. **Demonstration:** dip bee into pollen and fly to another flower to show pollination. experiment steps below
3. **Discussion:** what would happen if there were no bees?
4. **Craft**: make a bee or butterfly from recycled materials.

Assessment:

- Students explain how bees help plants grow.
- Participation in demonstration and discussion.

Extension:

- Start a pollinator garden or plant bee friendly flowers
- Visit a local beekeeper or Alberta beekeepers commission website:
- Build a bug hotel

LESSON PLAN

Date:

Lesson: 3

Grade: 2 | Subject: Science/Health | Topic: Composting Heros- Reducing Food Waste

Learning theme:

- Understanding waste,decomposition and soil health

Materials

- Small clear bin or jar
- Soil, Fruit/veggie scraps, Shredded paper
- “what goes in the compost sorting cards”

Time Required

- 40 minutes + ongoing observation

Curriculum connections:

- Social studies -communities in the world: understand interdependence in nature
- Science- small crawling and flying animals : Observe how insects interact with plants

Learning objectives:

- Students understand what composting is and why it matters.
- Students observe how organic matter breaks down.

Procedure:

1. **Discussion:** “ What happens to food we throw away?”
2. **Sorting Activity:** Sort Compostable Vs. non-compostable Items
3. **Compost Jar:** Layer soil and scraps in the jar; label and observe changes weekly
4. **Reflection:** Discuss what happens to waste in landfills vs compost.

Assessment:

- Observe sorting and participation.
- Ask: “ why is composting good for our planet?”

Extension:

- Connect with city composting programs
- Use finished compost in school garden



































LESSON PLAN

Date:

Lesson: 4

Grade: 2 | Subject: Social Studies/Health | Topic: The Busy Farmer- People Who Grow Our Food

Learning theme:

- Understanding local producers and community roles

Materials

- Photos of alberta farms and farmers
- “Farm Job Match” cards (attached)
- Crayons and paper

Time Required

- 30 minutes

Curriculum connections:

- Social studies -our local community: Identify jobs that meet basic needs
- Health- Relationship Choices : Recognize how people help one another

Learning objectives:

- Students identify farmers and food producers as community helpers.
- Students describe what farmers do to grow food

Procedure:

1. **Discussion:** “Who grows our food?”
2. **Activity:** Students label jobs farmers do
3. **Art Connection:** Draw a picture of a farmer or someone who helps feed others.
4. **Reflection:** “How can we thank our farmers?”

Assessment:

- Observe discussion participation and labeling activity.
- Review student artwork for understanding of community roles.

Extension:

- Invite a Local Farmer or Ag for Life Speaker (See classroom contacts)
- Send. “ thank you” cards to local producers.

WHAT DO FARMERS DO?



Plant Seeds	Count Rocks	Put Out Fires
Fly A Plane	Milk Cows	Listen To Someones Heart
Drive Tractor	Collect Eggs	Drive A Bus
Answer Phone Calls	Organize Books	Harvest Crops
Feed Animals	Catch Fish	Read To Students
Paint A Picture	Drive Garbage Truck	Clean Poop

LESSON PLAN

Date:

Lesson: 5

Grade: 2 | Subject: Science/Health | Topic: Saving Water, Growing Food

Learning theme:

- Learning the importance of water for plants, animals and people.

Materials

- Two plants (one watered, One not)
- Watering cans or spray bottles
- Chart paper for recording ideas

Time Required

- 30-35 minutes

Curriculum connections:

- Science- Exploring Liquids: Investigate uses of water in daily life.
- Health- Wellness Choices : Discuss ways to care for the environment

Learning objectives:

- Students recognize that water is essential for plant and human life.
- Students brainstorm ways to reduce water waste.

Procedure:

1. **Demonstration:** Compare two plants- one healthy, one dry
2. **Discussion:** " What plants need to stay alive?"
3. **Group Brainstorm:** How can we save water when growing food?
4. **Action Plan:** Create a class " Water Saver" Poster

Assessment:

- Observe discussion engagement.
- Review students ideas for understanding of water conservation.

Extension:

- Track classroom water use for a week.
- Visit a local greenhouse or irrigation program.

Chapter Four

Grade Three

Local Farms & Communities

Cirriculum Connections:

Science: Rocks & Soils / Plant Growth

Social Studies: Communities of the World / Global Citizenship

Health: Healthy Food Choices



Learning themes

- Role of local farms in communities
- Soil and plant growth
- Local vs global food sources

LESSON PLANS

- “Mapping our Food”
- “Our Soil, Our Food”
- “Meet the Farmer”
- “Farm to Table”
- “Growing Together”

Local Connections

- Visit a local farm or greenhouse
- Partner with Alberta Agriculture “Green Certificate” Contacts

Resources & extensions

- Alberta Farm Fresh Producers Association
- Ag For Life Classroom Kits

LESSON PLAN

Date:

Lesson: 1

Grade: 3 | Subject: Science/Health/Social Studies | Topic: Mapping Our Food- Where does it come from?

Learning theme:

- Discovering the sources of food in our local and global community.

Materials

- World and Alberta Maps
- Sticky notes, string, or yarn.
- Food Packaging or labels (milk. bread, fruit)

Time Required

- 45 minutes

Curriculum connections:

- Health- Healthy Eating Choices: Understand local food as part of a balanced diet.
- Science- Rocks and Soils: Recognize how soil helps grow food.
- Social Studies- Global Citizenship & Communities: Explore where our needs come from.

Learning objectives:

- Students identify local and global food sources.
- Students recognize Alberta's role in food production.

Procedure:

1. **Discussion:** "Where do you think your lunch comes from?"
2. **Map Activity:** Use yarn or lines from foods to their origins on the map (local or international)
3. **Reflection:** Discuss how far some foods travel and what we grow nearby
4. **Connect:** Introduce the idea of *Food Miles* and why local food matters

Assessment:

- Observe map accuracy and participation
- Ask: "Why do you think local food can be important?"

Extension:

- Visit a farmers' market and map local producers.
- Invite an Alberta farm guest to speaker

LESSON PLAN

Date:

Lesson: 2

Grade: 3 | Subject: Science/Health | Topic: Our soil, our food- Investigating the ground beneath us

Learning theme:

- Understanding the importance of soil for healthy food systems.

Materials

- Soil samples (sand, clay, garden soil)
- Magnifying glasses, small containers
- Chart for comparing color, texture, smell, and moisture.

Time Required

- 40 minutes

Curriculum connections:

- Science - Rocks and Soils: Examine soil types and their uses.
- Health- Wellness choices: Connect soil health to healthy food.

Learning objectives:

- Students explore soil's role in growing food.
- Students compare different types of soil and how they affect plants.

Procedure:

1. **Observation:** Examine soil samples and record characteristics.
2. **Experiment:** Plant small seeds in different soil types, predict which will grow best.
3. **Discussion:** " Why do farmers care about soil?"
4. **Reflection**: Connect healthy soil to healthy food and ecosystems.

Assessment:

- Review observation charts.
- Participation in planting and predictions.

Extension:

- Field trip to a local farm or garden.
- Connect to Alberta Agriculture's "Caring for Soil" resources.

LESSON PLAN

Date:

Lesson: 3

Grade: 3 | Subject: Social Studies/Health | Topic: Meet the Farmer- Community Food Connections

Learning theme:

- Understanding how farmers and community members work together.

Materials

- photos or short video of Alberta farms (grain, dairy, vegetable)
- 'Farm helper' role cards or list
- Chart paper for a community web

Time Required

- 30 - 40 minutes

Curriculum connections:

- Social studies - Our Communities: Identify jobs that support our needs.
- Health- Relationship Choices : Demonstrate appreciation for community helpers.

Learning objectives:

- Students identify the roles of farmers in the food system
- Students connect farming to their own lives and communities

Procedure:

1. **Discussion:** " Who helps bring food from the farm to our home?"
2. **Web Activity:** Create a "Farm to Table Community" web on chart paper
3. **Optional Guest:** Host a local farmer or virtual farm tour
4. **Reflection:** write thank you letter to local producers

Assessment:

- observe participation and connections made in the web.
- Review thank you letters for understanding

Extension:

- Connect with Ag for Life or Inside Education "Food futures" resources
- Display letters at a community event or farmers market



Vet



Farmer's Helper



Truck Driver



Grocer



Farmer



Factory Worker



Baker



Food Inspector

LESSON PLAN

Date:

Lesson: 4

Grade: 3 | Subject: Social Studies/science | Topic: Farm to table journey- Folowing foods path

Learning theme:

- Understanding the steps food takes to from the farm to home.

Materials

- Farm-to-Table Sequencing cards. (Grow, Harvest, Transport, Sell, Cook, Eat)
- Large Poster Paper
- Glue and Markers

Time Required

- 45 minutes

Curriculum connections:

- Social studies -communities & services: Identify the interdependence of producers and consumers
- Science- life Processes: Recognize systems that support life.

Learning objectives:

- Students identify the stages of the food system.
- Students describe how food moves from farms to families.

Procedure:

1. **Introduction:** Review familiar foods (milk, wheat, vegetables)
2. **Sequencing:** Arrange cards in order, discuss each stage
3. **Poster Creation:** Groups create a “Farm to Table visual flowchart
4. **Gallery Walk:** Share Posters with peers.

Assessment:

- Evaluate poster order and accuracy
- Ask “ Which part of the food journey interests you the most?”

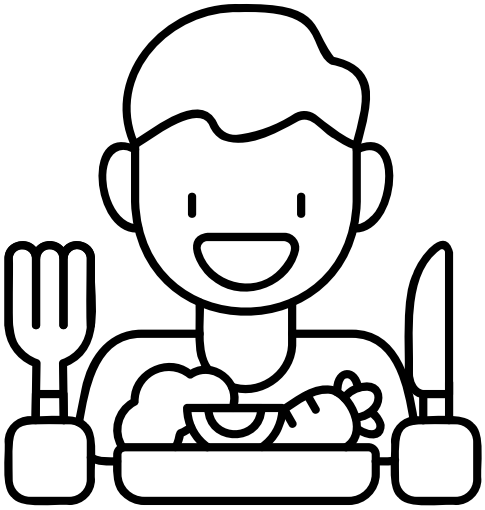
Extension:

- Field trip to a processing facility or farmers market
- Research how Alberta wheat becomes bread.

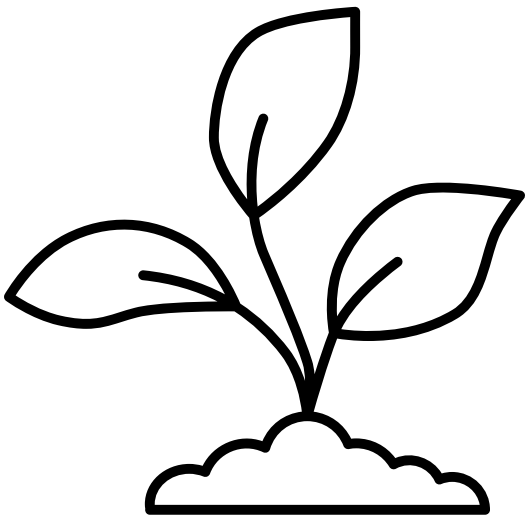












LESSON PLAN

Date:

Lesson: 5

Grade: 3 | Subject: Social studies/Health | Topic: growing together- building sustainable communities

Learning theme:

- Exploring how communities can grow food sustainably

Materials

- Chart paper and Markers
- Local garden photos or videos
- Sustainable Garden Idea photos/videos (Composting, sharing food, planting pollinator flowers)

Time Required

- 40 minutes

Curriculum connections:

- Social studies-communities & environment: Recognize ways people care for the environment
- Health- Wellness Choices : Develop responsibility for community and nature.

Learning objectives:

- Students understand community gardens as shared spaces for food and friendship.
- Students brainstorm sustainable food ideas.

Procedure:

1. **Discussion:** "what is a community garden"
2. **Brainstorm:** " how can we grow food and take care of the earth?"
3. **Activity:** Design a dream garden drawing or plan
4. **Share:** Students explain one sustainable idea from their design

Assessment:

- Observe participation and reasoning.
- Collect drawing ideas for display.

Extension:

- Start a real or simulated school garden project.
- Connect with Alberta's "Growing Together" garden grants.

Chapter Five

Grade Four

Food and the Environment

Cirriculum Connections:

Science: Waste & Our World / Plant Growth

Social Studies: Alberta, The Land, Histories and Stories

Health: Wellness Choices



Learning themes

- Food systems and sustainability
- Agriculture's impact on land and water
- Conservation and envrionmental responsibility

LESSON PLANS

- "Water + Food = Life"
- "Healthy Soil= Healthy Food"
- "Sustainable Food Choices"
- "Alberta Agriculture- Food, Land & People"
- "What Happens to Waste"

Local Connections

- Virtual tour: Alberta Irrigation District
- Contact local watershed councils

Resources & extensions

- Alberta Environment and Protected Areas teacher resources
- "Green Learning" sustainability education platform.

LESSON PLAN

Date:

Lesson: 1

Grade: 4 Subject: Science/Social Studies Topic: Water+Food=Life-Understanding water use in agriculture

Learning theme:

- How plants, animals, and farms use water- and why conservation matters.

Materials

- Photos or video clips of Alberta irrigation systems
- Two plants (one watered, one under-watered)
- "Water Use in Farming" fact cards
- Chart paper

Time Required

- 45 minutes

Curriculum connections:

- Science- Waste & Our World: Describe sources of water & human impact.
- Social Studies- Alberta: The Land, Histories & Stories: Recognize how geography influences how people live and farm.

Learning objectives:

- Students understand how farms use water to grow food.
- Students explore ways to conserve water in their daily lives.

Procedure:

1. **Hook:** Show two plants- healthy vs. wilted. Ask: " What caused the difference?"
2. **Explore:** Show images of irrigation, rainfall and how Alberta farms use water differently.
3. **Group Activity:** Students examine "water use" cards and sort into "Essential Uses" + " Ways to Save Water"
4. **Class Poster:** Create a Water-Smart Farm poster with solutions.

Assessment:

- Exit ticket: "one way farms use water + one way to save water"

Extension:

- Connect with a local watershed council
- Visit a green house with irrigation systems

LESSON PLAN

Date:

Lesson: 2

Grade: 4 Subject: Science/Social studies Topic: Healthy soil= Healthy food- Soil and Sustainability

Learning theme:

- Soil health, crop growth, composting, and sustainable farming.

Materials

- Soil samples (sand, clay, loam)
- Magnifying glasses, small containers
- Compost example or photo cards

Time Required

- 40 minutes

Curriculum connections:

- Science - Waste and Our World: Understand decomposition and recycling.
- Social Studies- Alberta's Regions: Learn how soil varies across Alberta.

Learning objectives:

- Students investigate different types of soil and their effect on food growth.
- Students understand that composting improves soil health.

Procedure:

1. **Soil Exploration:** Students examine soil textures and classify each.
2. **Discussion:** "why do farmers care about soil?"
3. **Mini Experiment:** Plant seeds in different soil types and predict growth.
4. **Decomposition Demo**: Show compost and discuss how food waste becomes nutrients.

Assessment:

- Soil comparison chart (texture, smell, colour, moisture)

Extension:

- Create a class compost bin
- Partner with a local garden program

LESSON PLAN

Date:

Lesson: 3

Grade: 4 Subject: Social Studies/Health Topic: Sustainable Food Choices- Food, Environment & Responsibility

Learning theme:

- Understanding how daily food choices impact the planet.

Materials

- Food packaging (cereal box, Yogurt container, fruit stickers)
- "Sustainable or not?" sorting cards
- Chart for carbon footprint or packaging levels.

Time Required

- 45 minutes

Curriculum connections:

- Science - Waste and Our World: Identify harmful and responsible environmental behaviours
- Health- Wellness Choices : Identify how food connects to wellness.

Learning objectives:

- Students understand the concept of sustainability in the food system.
- Students identify actions that reduce waste and environmental impact.

Procedure:

1. **Sorting Activity:** Students sort foods by packaging levels "Low, Medium, High"
2. **Discussion:** How does packaging affect the environment?
3. **Brainstorm:** Create a list of sustainable swaps (ex. bring reusable bags, buy local, reduce waste)
4. **Reflection:** Students design a "Green Lunchbox" with drawings and labels

Assessment:

- Students explain one sustainable food habit and why it helps the environment.

Extension:

- Track lunch waste for a week.
- create a school wide "Green lunch challenge"

Sustainable Lower waste, lower energy use, good for the environment	**Somewhat sustainable** Can be okay... but depends on how it's done	**Not Sustainable** High waste, long travel, or high environmental impact
Buy from a **local farm**	Buying organic food from far away	Buying foods with **lots of plastic packaging**
Eating **seasonal fruits and vegetables**	Buying food at a grocery store (depends on packaging & distance)	Throwing food away instead of composting
Using **reusable containers** for lunch	Eating imported foods that travel a long way (bananas, pineapple, mango)	Drinking single-use water bottles
Eating **whole foods** instead of individually wrapped snacks Using leftovers for a second meal	Using recyclable packaging (good only if actually recycled)	Imported foods shipped by airplane (berries, avocados out of season)
Drinking water from a **reusable water bottle**	Packaged snacks in **paper** packaging instead of plastic	Eating individually packaged snacks every day
Choosing **foods with minimal packaging**	Choosing frozen fruits/veggies that were grown locally	Buying vegetables that are out of season in Alberta
Composting fruit and vegetable scraps	Buying bulk food (nuts, grains) if you use reusable containers	Leaving food in the lunch kit uneaten
Planting a home or school **garden**	Eating fast food (depends on how often and packaging used)	Throwing away leftovers instead of saving them
Bringing a **reusable grocery bag**		Using multiple **single-use** items: forks, straws, bags
Choosing foods that are **grown in Alberta** (carrots, potatoes, wheat, berries)		
Buying **imperfect/ugly produce** instead of letting it go to waste		

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Sustainable















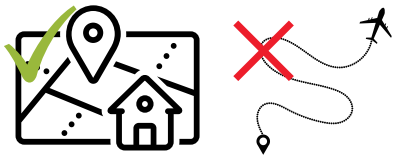


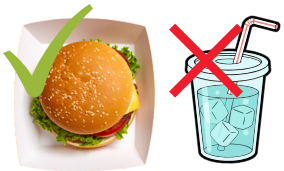




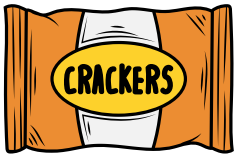
Somewhat Sustainable







Not Sustainable



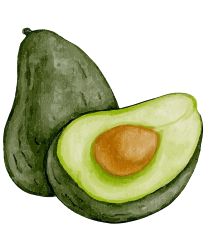














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Sustainable	Somewhat Sustainable	Not Sustainable


FARMER'S
MARKET

















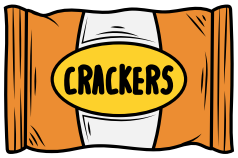



MADE IN
ALBERTA





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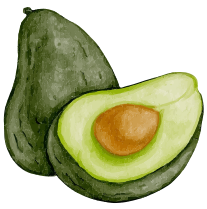
IMPORT







TEACHER RESOURCE

Date:

Lesson: 4

Grade: 4 | Subject: Social Studies/science | Topic: Alberta Agriculture- Food, Land and people

🌲 Boreal Forest
- Northern Alberta
- Thick forests and wetlands
- Forestry, wildlife, berry harvesting
- Limited farming due to climate

🌾 Parkland
- Central Alberta
- Mix of forest and open land
- Mixed farming (grains, vegetables, livestock)
- Many Alberta communities located here

🐄 Foothills
- Along the Rocky Mountains
- Rolling hills
- Ranching and grazing
- Cooler climate

🌾 Prairies
- Southern Alberta
- Flat land
- Grain farming (wheat, canola, barley)
- Drier climate with irrigation

🧩 Classroom Activities Using the Map

🟢 Activity 1: Match the Region
- Give students an unlabeled Alberta map
- Students place region name cards correctly
- Then add food/farming cards to each region

🟢 Activity 2: "Why Here?" Discussion
Ask:
- Why does wheat grow better on the Prairies?
- Why is ranching common in the Foothills?
- Why isn't farming common in the Boreal Forest?

🟢 Activity 3: Draw & Label
Students:
- Shade each region a different color
- Label one food grown in each region

Land & Farm Matching Worksheet

Region Labels

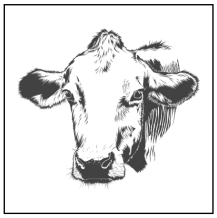
Parkland

Prairies

Foot Hills

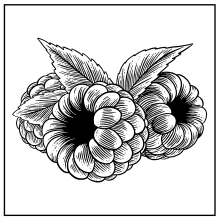
Boreal Forest

Farm Cards

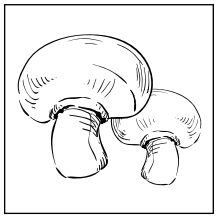












Features Labels

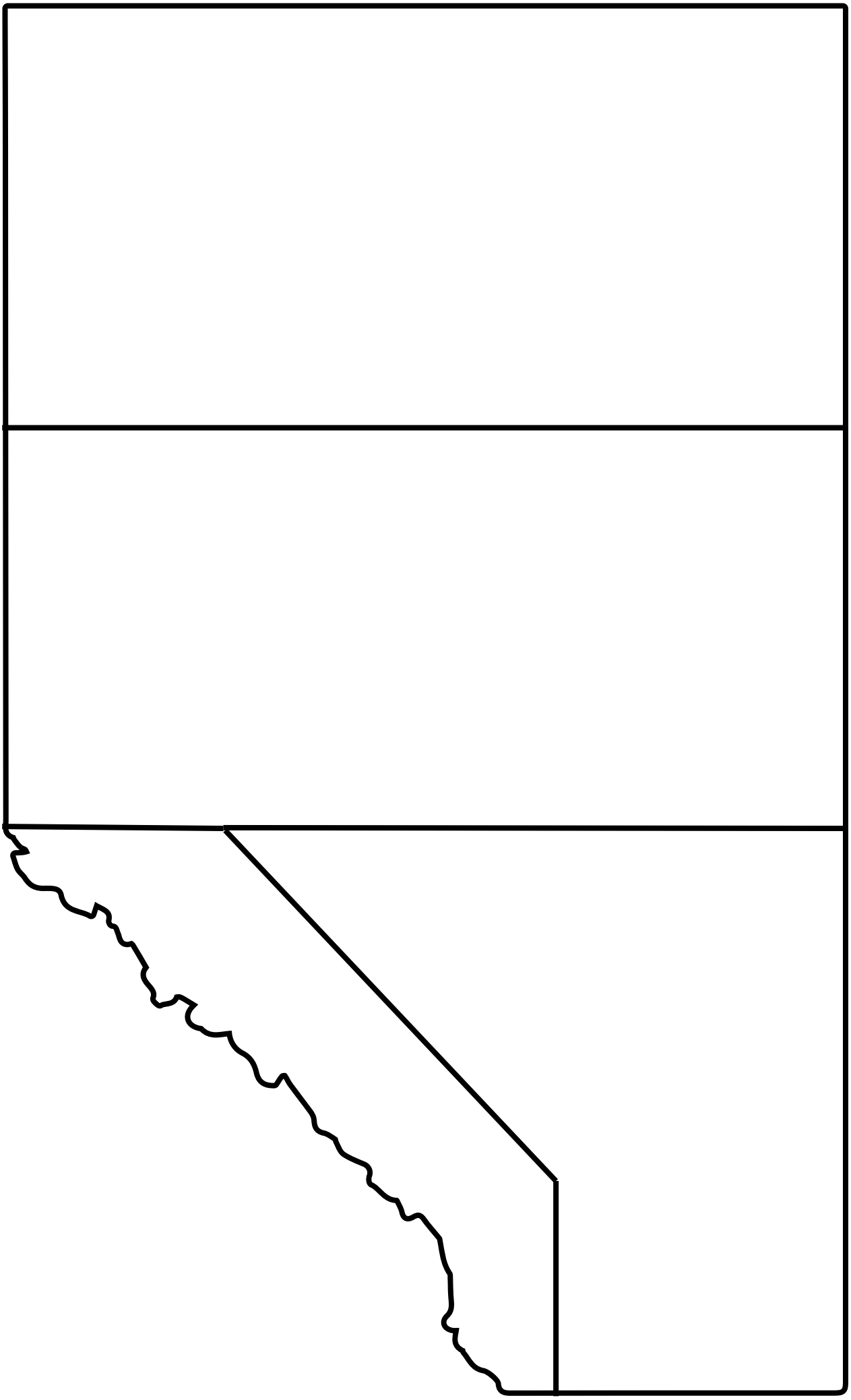
Rolling Hills

Forested

Dry Climate

Flat Land

Cool Climate



LESSON PLAN

Date:

Lesson: 5

Grade: 4 | Subject: Science/health | Topic: What happens to waste? Food waste & solutions

Learning theme:

- Tracking food waste and exploring responsible environmental decisions.

Materials

- food waste examples (photos or actual items)
- Reduce, Reuse, Recycle, Rot cards or categories
- Connect with municipal waste educators
- Bar graph template for classroom waste audit

Time Required

- 40 minutes

Curriculum connections:

- Science -waste & our world: Examine recycling, reducing, reusing, composting.
- Health- Wellness Choices : Making responsible choices for community well-being.

Learning objectives:

- Students examine sources of food waste in school and home.
- Students create solutions to reduce waste.

Procedure:

1. **Intro:** Show images of food waste in homes, grocery stores, and farms.
2. **Audit Activity:** Track class food waste for one day or week
3. **Sort:** Use the 4 Rs to sort solutions for each waste item.
4. **Action Plan:** Students design posters encouraging waste reduction.

Assessment:

- Waste audit participation.
- Posters showing clear waste-reduction strategies.

Extension:

- Start a school wide composting program.

Chapter Six

Grade Five

Global and Local Connections

Cirriculum Connections:

Science: Weather / Climate and Change

Social Studies: Canada: Interactions & Interdependence in the World

Health: Healthy Eating



Learning themes

- Global Food trade and food miles
- Local vs imported foods
- climate impacts on agriculture

LESSON PLANS

- “Food Miles”
- “Canada vs the world”
- “Cultural Plates”
- “Climate and food”
- “Food waste detectives”

Local Connections

- Connect with Alberta food co-ops or local markets
- Explore “Made in Alberta” Products

Resources & extensions

- Alberta Agricultur “Local Food Week” materials
- Canadian Geographic: Food Systems Classroom Activities

LESSON PLAN

Date:

Lesson: 1

Grade: 5 Subject: Science/Health/Social Studies Topic: Food miles- How far does our food travel

Learning theme:

- Understanding how food travels and it's environmental impact.

Materials

- Food packaging or labels (bananas, apples, pasta, cheese, etc.)
- World map & Alberta map
- Yarn or string for mapping
- Food miles worksheet

Time Required

- 45-60 minutes

Curriculum connections:

- Health- Healthy Choices: Compare local vs. highly processed foods.
- Science- Weather & Climate: Explore how climate affects food production.
- Social Studies- Canada's Interactions & Interdependence: Understand global trade and connections.

Learning objectives:

- Students measure "food miles" by mapping the origin of common foods.
- Students understand environmental impacts of long distance food transport.

Procedure:

1. **Intro:** "How far did your lunch travel to get to you?"
2. **Label Hunt:** Students gather packaging and find "Product of... labels"
3. **Mapping Activity:** use yarn to connect foods to their origin countries on a world map.
4. **Discussion:** Which foods travel the farthest? why?
5. **Reflection:** how does buying local reduce environmental impact?

Assessment:

- Completed food miles map or worksheet
- Exit Slip: "one way to reduce my food footprint is ..."

Extension:

- create a " local lunch day"
- Interview a grocery store or farmer about sourcing practices.

Food Miles Worksheet

Item	Product from...	Food Miles travelled
1.		
2.		
3.		
4.		
5.		
One way to reduce my food footprint is.....		



LESSON PLAN

Date:

Lesson: 2

Grade: 5 Subject: Science/Social studies Topic: Canada vs the world - local & imported food study.

Learning theme:

- Comparing foods produced in Alberta/Canada with food grown elsewhere.

Materials

- Food cards/ categories labeled " grown in Canada " or "Imported"
- Alberta/Canada map
- Sorting mat or chart paper

Time Required

- 45 minutes

Curriculum connections:

- Science - Climate & Change:
  Understand how climate affects agricultural production
- Social Studies- Canada & the world:
  Identify Canadian export and import products.

Learning objectives:

- Students compare what foods Canada grows vs imports.
- Students explore how climate influences food availability.

Procedure:

1. **Sort it out:** Students sort foods into "Canada grows this" and "Imported food"
2. **Climate Discussion:** why can't Alberta grow pineapples but can grow wheat?
3. **Map Connections:** Mark where major Canadian crops are grown. (Wheat, Canola, Beef etc.)
4. **Reflection**: Why do we still import food we can grow here?

Assessment:

- Accurate sorting + reasoning during discussion
- Students write a paragraph explaining one imported food Canada relies on.

Extension:

- Research Alberta's top exports.
- Interview a local farmer about what they grow and why.

LESSON PLAN

Date:

Lesson: 3

Grade: 5 | Subject: Social Studies/Health | Topic: Cultural Plates- Global Foods & Cultural Identity

Learning theme:

- Exploring multicultural foods and traditions.

Materials

- Cultural food cards or photos (pierogies, bannock, pho, injera, sushi, tacos, etc.)
- Cultural plates worksheet.
- Story books featuring food traditions (optional)

Time Required

- 45 minutes

Curriculum connections:

- Social studies - Cultural diversity in Canada: Appreciate contributions from many cultures.
- Health- Healthy eating & Well-Being : Identify healthy cultural foods.

Learning objectives:

- Students explore a variety of cultural foods and stories.
- Students understand how communities celebrate and share food.

Procedure:

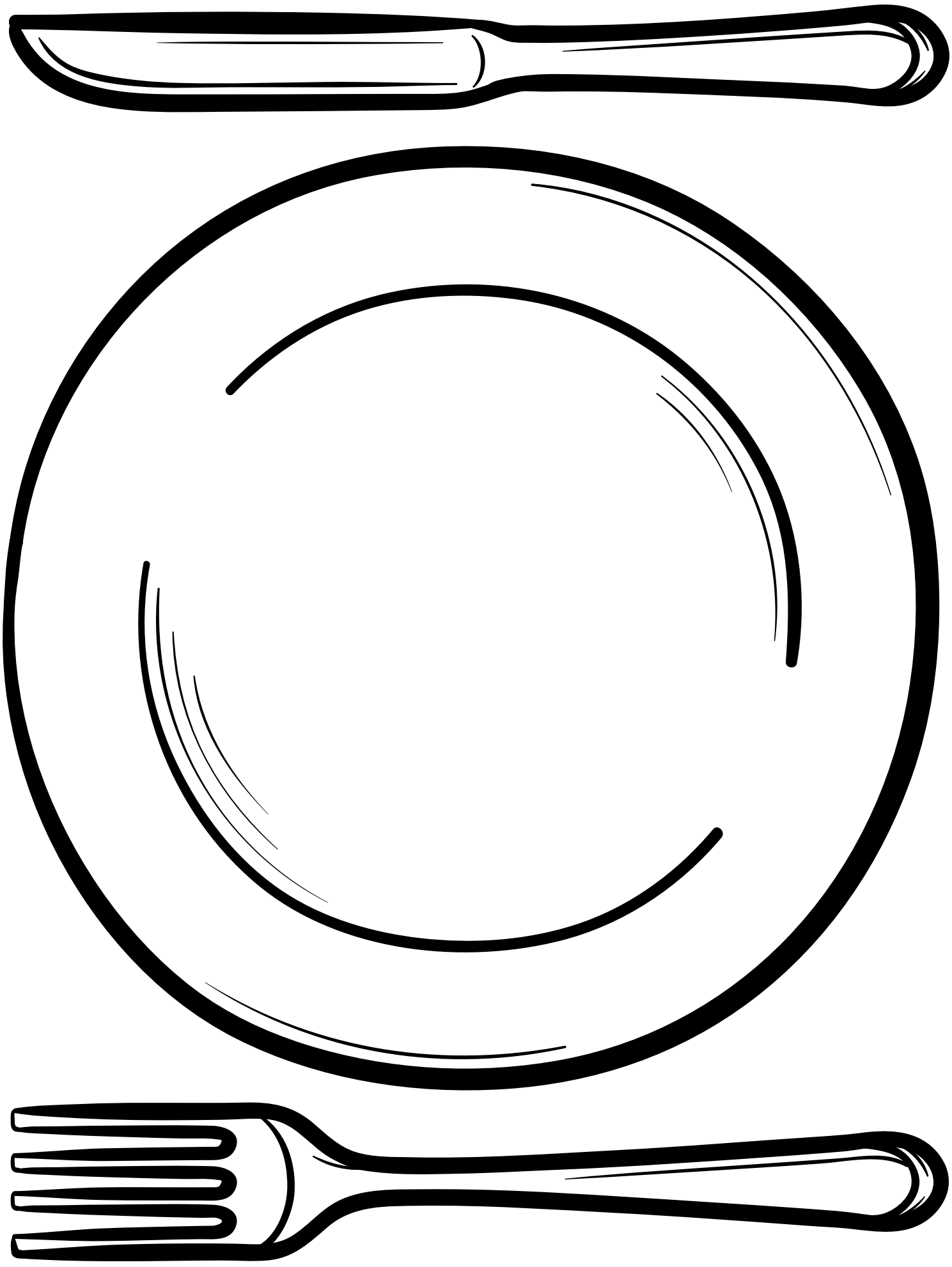
1. **Hook:** " What foods represent your family or culture?"
2. **Food Cards/Pictures Exploration:** Students rotate around tables examining global foods.
3. **Cultural Plate Activity:** Students create a " My Cultural Plate' drawing with labels.
4. **Sharing:** Anyone who wants to can explain a family food tradition.

Assessment:

- Completed cultural plate drawing.
- participation in discussion or sharing.

Extension:

- Invite parents/grandparents to share cultural food stories.
- Host a "taste the world" potluck (allergy safe)



LESSON PLAN

Date:

Lesson: 4

Grade: 5 Subject: Social Studies/science Topic: Climate & Food- How Weather Shapes What we Grow

Learning theme:

- Climate zones, agriculture and food production.

Materials

- Climate zone maps
- Pictures/cards of crops (berries, rice, wheat, coffee, bananas, corn)
- Sorting chart

Time Required

- 45 minutes

Curriculum connections:

- Social studies -interdependence:
  Explore how climate influences trade.
- Science- Weather, Climate & Change:
  Understand how climate affects living things.

Learning objectives:

- Students understand how climate zones support different crops.
- Students identify why Alberta excels in certain foods (wheat, canola, beef, barley)

Procedure:

1. **Climate Map Lesson:** Introduce 3-4 global climate types.
2. **Matching Game:** Match crops to the climate where they grow best.
3. **Alberta Focus:** Discuss how prairie climate supports grains and livestock.
4. **Reflection:** Why do we import foods like coffee or bananas?

Assessment:

- Matching activity accuracy
- Short written response: " how does climate affect food production?"

Extension:

- Research Alberta's growing season length.
- Compare weather in two agricultural regions (e.g., Alberta vs California)

LESSON PLAN

Date:

Lesson: 5

Grade: 5 Subject: Social studies/Health Topic: Food Waste Detectives- Tracking Waste Globally & Locally

Learning theme:

- Understanding waste in homes, schools, and world food systems.

Materials

- Food waste photos (store waste, household waste, farm waste)
- Tally Sheets
- Bar Graphs

Time Required

- 40- 50 minutes

Curriculum connections:

- Social studies-Global Citizenship: Understand global challenges.
- Health- Environmental Responsibility : Learn waste-reduction strategies.

Learning objectives:

- Students identify where and why food waste happens.
- Students create strategies to reduce waste at home and school.

Procedure:

1. **Hook:** Show global food waste statistics (Age appropriate)
2. **Waste audit:** Track Classroom food waste or one lunch period or day.
3. **Graphing:** Students graph waste amounts (fruits, veggies, wrappers)
4. **Action Plan:** Students brainstorm and present “waste warrior” solutions.

Assessment:

- Completed bar graph
- Student participation in solution planning.

Extension:

- Partner with school office to launch waste-reduction campaign.
- Create a compost plan for school grounds.

Chapter Seven

Grade Six

Indigenous & Cultural Food Systems

Cirriculum Connections:

Science: Trees & Forests / Evidence & Investigation

Social Studies: Democracy & Decision Making / Historical Context

Indigenous Education: Ways of Knowing



Learning Themes

- Metis, Cree and Dene harvesting traditions
- Seasonal foods and cultural practices
- Respect for the land and sustainability

LESSON PLANS

- “Traditional Food Stories
- “What’s in Season”
- “Cultural Food Systems”
- “Investigating Food Systems”
- “Food, Land, Respect”

Local Connections

- Connect with Indigenous Knowledge Keepers
- Visit Metis crossing or local Indigenous gardens

Resources & extensions

- Alberta Education Indigenous Resources
- Metis Nation of Alberta Harvesting Guide

LESSON PLAN

Date:

Lesson: 1

Grade: 6 Subject: Indigenous/Health/Social Studies Topic: Mapping Our Food- Where does it come from?

Learning theme:

- Food as culture, identity, and connection to land.

Materials

- Printed stories or videos (eg. The Berry story, Metis Bushcraft Stories, Cree Seasonal Teachings)
- Chart paper for themes.
- Journals or sketchbooks

Time Required

- 45-60 minutes

Curriculum connections:

- Health: Understanding identity and well-being.
- Indigenous ways of knowing: Oral storytelling, cultural teachings.
- Social Studies: perspectives of First Nations, Metis, and Inuit peoples:

Learning objectives:

- Students learn how indigenous communities use stories to teach about food and land.
- Students explore cultural teachings around respect, gratitude, and sustainability.

Procedure:

1. **Invitation to Learning:** Explain the importance of oral storytelling.
2. **Story Experience:** Read or play an Indigenous food-related story.
3. **Group Reflection:** Students discuss what the story teaches (respect, seasons land care)
4. **Journal Activity:** "What lesson did you learn from today's story?"

Assessment:

- Journal entries showing reflection and comprehension

Extension:

- Invite an Elder or Knowledge Keeper (following proper protocol)
- Create a class collection of " Food Stories from My Family"

LESSON PLAN

Date:

Lesson: 2

Grade: 6 Subject: Science/Health/Social Studies Topic: What's in season? Learning about Alberta's seasonal foods

Learning theme:

- Understanding seasonal availability of tradition and local foods.

Materials

- Alberta seasonal food chart.
- Cards/Pictures with foods (berries, bison, root vegetables, herbs)
- Large season wheel (Spring, summer, fall, winter)

Time Required

- 40 minutes

Curriculum connections:

- Science: Seasonal cycles and plant growth.
- Health: Making informed food choices
- Social Studies: Understanding land use and cultural practices.

Learning objectives:

- Students identify foods harvested in each season in Alberta.
- Students understand how seasonality connects to sustainability and cultural traditions.

Procedure:

1. **Hook:** Which foods can you ONLY get certain times of the year?
2. **Sorting Activity:** Students place food cards on the correct season.
3. **Discussion:** Connect to Indigenous harvesting cycles (berry harvest, hunting seasons, plant medicines)
4. **Create**: Students draw their own seasonal food wheel.

Assessment:

- Seasonal food wheel accuracy and labels.

Extension:

- Explore Metis, Cree, and Dene seasonal rounds.
- Compare seasonal foods in Alberta vs. another climate.

LESSON PLAN

Date:

Lesson: 3

Grade: 6 | Subject: Social Studies/Health | Topic: Cultural Food systems- comparing ways of gathering, growing, sharing

Learning theme:

- Exploring similarities and differences among cultural food practices.

Materials

- Food Culture Cards/ pictures- (Indigenous foods, East Asian foods, South Asian foods, European foods, African foods)
- Comparison Chart templates
- Markers

Time Required

- 45 minutes

Curriculum connections:

- Social studies: Cultural diversity, traditions, and perspectives.
- Health : building identity through culture.

Learning objectives:

- Students compare food systems from diverse cultures (First Nations, Metis, newcomer communities, etc.)
- Students identify similarities in respect, sharing, and community

Procedure:

1. **Explore:** Students rotate through tables with cultural food cards/pictures.
2. **Compare:** Students choose two cultures and compare food traditions (ingredients, preparation, celebrations).
3. **Reflect:** Discuss how food expresses identity and values.
4. **Share:** Create a class " Cultural food connections' mural.

Assessment:

- Participation in mural creation.
- Completed comparison charts.

Extension:

- Invite families to share traditional recipes.
- Create a digital " Class Cultural Cookbook"

LESSON PLAN

Date:

Lesson: 4

Grade: 6 | Subject: Social Studies/science | Topic: Investigating food systems- Evidence & Inquiry

Learning theme:

- analyzing food systems using a scientific investigation process.

Materials

- Case study cards/pictures (local carrots vs imported carrots, wild berries vs. packaged snacks, etc.)
- Evidence and Claims worksheet
- Chart paper

Time Required

- 45 - 60 minutes

Curriculum connections:

- Social studies: responsible decision-making.
- Science- levidence & Investigation: Analyze and compare evidence

Learning objectives:

- Students investigate environmental impacts of different foods.
- Students evaluate claims about " sustainable" food options.

Procedure:

1. **Group Investigation:** Students investigate case study cards/pictures
2. **Identify Evidence:** Compare packaging, travel distance, growing impact.
3. **Classify:** Decide which option is more sustainable and why
4. **Discussion:** How do responsible choices impact the land?

Assessment:

- Completed " Evidence & Claims" worksheet
- Group reasoning in discussion.

Extension:

- Conduct a cafeteria audit: Which foods are local? Which travel long distances?
- Create posters promoting evidence-informed food choices.

LESSON PLAN

Date:

Lesson: 5

Grade: 6 Subject: Social studies/Health/Indigenous education Topic:Food,Land, respect-building sustainable future

Learning theme:

- Understanding responsibility to land and community through food choices

Materials

- Story or video about land stewardship
- “Respect the land” Brainstorming sheet
- Chart Paper

Time Required

- 40- 45 minutes

Curriculum connections:

- Social studies: citizenship
- Health : community well-being
- Indigenous Education : Respect, Reciprocity, and relationships

Learning objectives:

- Students reflect on how daily choices affect the land.
- Students develop a community action idea.

Procedure:

1. **Warm up:** discuss the teaching “We take care of the land, and the land takes care of us”
2. **Group Brainstorm:** Ways students can show respect (reducing waste, choosing local foods, helping in a garden).
3. **Action Plan:** students design a “Class Stewardship Pledge”
4. **Share:** Present pledges to the school or families.

Assessment:

- participation in discussion & pledge.

Extension:

- Join an Alberta community clean-up or garden project.
- Plat a Three Sisters Garden (corn, beans, Squash)

Chapter eight

Jr. High-7, 8 & 9

Food, Culture and Science

Cirriculum Connections:

Science: Interactions & Ecosystems / Environmental Chemistry

Social Studies: Canada & Global Connections

CTF: Human Services / Environmental Stewardship



Nutrition Services

Food and Nutrition Lesson Plan: Grade 7

Guide for Educators



Lessons include:

1: Food Influences

2: Food Marketing

3: Beyond Marketing Snack Matrix

Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education

Nutrition Services

Essential partners in health

Overview

This lesson addresses W–7.5 of the Grade 7 Health and Life Skills Curriculum and was developed using age-appropriate food and nutrition literacy guidance.

Learning Outcome:

W-7.5 The student will relate the factors that influence individual food choices to nutrition needs of adolescents.

Students will:

- List and discuss what influences their individual food choices
- Give examples of food marketing in their daily lives
- Differentiate between the needs implied by food marketing and the actual nutrition needs of adolescents
- Create a snack matrix tool that will allow them to make food choices that better suit their nutrition needs when faced with marketing influences



Teaching considerations: To support students in developing healthy eating patterns, approach food and nutrition education in a way that promotes a healthy relationship with food, recognizes that students may have varying access to food, and considers potential biases towards food and eating practices.

Teacher Background

There are many factors that shape an individual's thoughts, attitudes, beliefs, preferences, and behaviours related to food. These factors can have a positive or negative influence on how and what adolescents choose to eat and drink. In part, these can influence whether adolescents meet their nutrition needs.

Adolescents have an increased need for energy and nutrients to support growth and development during this stage of life. The best way for adolescents to get the nutrients they need is to eat meals and snacks that contain a variety of foods, including vegetables, fruits, whole grain foods, and protein foods.

By building awareness of the factors that influence food choices, students can be better equipped to select foods and drinks that make them feel and grow at their best.

Additional Sources of Background Information

- Nutrition considerations for children and adolescents (Health Canada)
  Information on nutrition considerations for children and adolescents.
- Nutrients in food (Health Canada)
  Information on the nutrients found in food. Please note that any discussion of nutrients should be framed around the positive benefits provided by eating a variety of different foods.
- Marketing can influence your food choices (Health Canada)
  Information on how food marketing can affect food choices and how to be aware of these influences when making food choices.
- How marketers target kids (Media Smarts)
  Information on how marketers target kids and ways to encourage children to take action against marketing strategies that are designed to attract this demographic.

Lesson 1: Food Influences

Estimated Time:

20 – 30 minutes

Materials Required:

- Interactive whiteboard or projector
- Food Influences and Nutrition Needs presentation (slides 1-6)
- Food Influences and Nutrition Needs presentation (educator version with notes)
- What Influences the Food We Eat? worksheet (optional)

Instructions:

1. Review Food Influences and Nutrition Needs presentation background information (slides 1-3).
2. Think-Pair-Share Food Influences Activity (Slides 4-5): Individually, then in pairs/small groups, consider what influences food choices. Share ideas with the class. Optional: If short on time, brainstorm together as a class.

<table>
<tr>
<td>Internal Influences (Your Body)
• Hunger and fullness
• Taste
• Appetite
• Wants or cravings
• Interest or appeal
• Senses
• Allergies or intolerances
• Biology (e.g., cilantro can taste like soap due to genetics)</td>
<td>Culture
• Types of food
• Celebrations and events
• How, when, where food is eaten
• Customs and beliefs
• Traditions</td>
<td>Social Environment
• Friends
• Peers
• Celebrities
• Influencers
• Social media</td>
</tr>
<tr>
<td>Physical Environment
• Availability – what parents/caregivers buy and what food is at stores in your area
• Accessibility
• Affordability
• Marketing
• Product placement
• Food packaging</td>
<td colspan="2">Psychology (Your Mind)
• Thoughts
• Experiences
• Memories
• Emotions
• Personality
• Perceptions</td>
</tr>
</table>

3. **Food Influences Activity Discussion** (Slide 6): Generate discussion with students about the influences identified in their brainstorming activity.

   Ask: **Is it wrong to have your food choices influenced by the factors we came up with?**

   Answer: No. Listening to your body, practicing your culture and traditions, and sharing and learning about food from others can all be positive experiences and a way to express who you are. However, factors like food marketing are all around us. Many of the types of foods that companies try to influence you to buy and consume do not help you get what you need for growth and development.

Lesson 2: Food Marketing

Estimated Time:

20 – 30 minutes

Materials Required:

- Interactive whiteboard or projector
- Food Influences and Nutrition Needs presentation (slides 7-9)
- Food Influences and Nutrition Needs presentation (educator version with notes)
- Food Marketing vs Food Needs worksheet (optional)

Instructions:

1. **Food Marketing Discussion** (Slide 7):

   Ask: **Over the past week have you noticed any food marketing around you? Where and what was it?**

   Sample answers: Examples where food marketing may have been seen include event sponsorship (seen in event advertising, stadium screens like jumbotron, floors, boards, jerseys, clothing, helmets, equipment), social media posts, product placement in tv/movies, commercials on tv/radio or before watching a movie/online video, content creator endorsements, sides of vending machines, contests, sweepstakes, song lyrics, sponsored posts, etc.

2. **Food Marketing vs Needs Activity** (Slide 8): Have students complete the Food Marketing vs Needs worksheet individually or as partners. Optional: If short on time, brainstorm together as a class.
3. **Food Marketing vs Needs Discussion** (Slide 8-9):
   Ask: Let's take a moment to think. Thinking of advertisements you have seen (video or print), what do they tend to imply you need? In other words, what are they trying to sell you beyond just the food/drink?

   Sample Answers: To look a certain way, to eat/drink a certain way, to have a particular lifestyle (that you will achieve if you have the product in your life), to be 'on trend,' you need to wear or portray a certain aesthetic or label, that you need this product to be healthy/athletic/cool/successful.

   Companies want to make money and have consumers with lifelong brand loyalty. They do this by trying to make you have positive feelings that you associate with their products.

   Ask: What do you actually need from food?

   Sample answers: Energy (calories) to fuel brain and body functions, body building blocks (carbohydrates, protein, fat), fibre, vitamins, minerals, safety (free of allergens if allergic, not moldy or spoiled), variety.

   Food is also an important way to connect us to our culture, beliefs and to each other. Food helps you learn, practice, and preserve your culture and food traditions. The act of preparing and sharing food and meals builds and strengthen relationships. Food can have an important role as a tool to express yourself, your values and your history, along with your culture.

   Adolescents need more energy and nutrients to support growth and development. The best way for adolescents to get the nutrients they need is to eat meals and snacks that contain a variety of foods, including vegetables, fruit, whole grain foods, and protein foods. Food is also an important way to stay connected to culture, tradition, beliefs, family, and community.

Lesson 3: Beyond Marketing Snack Matrix

Estimated Time:

30 minutes

Materials Required:

- Interactive whiteboard or projector
- Food Influences and Nutrition Needs presentation (slides 10-12)
- Food Influences and Nutrition Needs presentation (educator version with notes)
- Snack Matrix worksheet
- Art supplies (scissors, glue, paint, markers, pencil crayons, etc), flyers and/or online graphic design program

Instructions:

1. Beyond Marketing Snack Matrix Activity (Slides 10-12):
   Ask students to design a snack matrix including vegetables and fruits, grain foods, and protein foods. The foods included in the matrix should be foods that they have access to on a regular basis, either at home or in the places that they regularly spend time. If students are feeling stuck, they can start by looking at the Canada's food guide snapshot to get ideas.

   A fourth column is where they can make note of their favourite combinations of the foods they identified, using 2 or more different foods. Examples could include a sandwich or wrap, a smoothie, a noodle bowl, etc. Not all foods that were individually identified need to be found in the combination examples, as students may like to snack on some foods just as they are.

   Invite students to get creative and use their art medium of choice. They can draw, paint, make a collage or use an online graphics program to create their own matrix. The purpose of this activity is to have students identify nutritious choices that they can refer back to when deciding what to choose for a snack. This is one tool they can use to push back against marketing influences when making food choices. As part of this activity, students can identify some of the factors that will influence the choices in their matrix (e.g., time, eating at home or packing for away, etc).

Reminder: When teaching children and youth about vegetables and fruits, whole grain foods, and protein foods, it is important to consider what foods students have available to them. When students are coming up with ideas for foods within an activity encourage them to list a variety of the foods they enjoy and can access. This may include different vegetables and fruits (fresh, frozen, canned), protein foods (animal based and plant based), and grain foods (including non-whole grain options).

Not all foods that we eat are found on Canada's food guide. Some of these items, like herbs and spices, add flavour and seasoning. During classroom education your students may provide examples of other foods they enjoy, including foods associated with celebrations (e.g. cake) or highly processed foods. You can help refocus the conversation in a neutral way by using some of the example phrasing here: Create a supportive environment (Health Canada)

Suggested links for accessing recipes if students ask for ideas:
Cookspiration (Dietitians of Canada)
Recipes - Unlock Food (Dietitians of Canada)
Canada's Food Guide Recipes (Health Canada)

Extension

Have students select a food found on Canada's food guide (a vegetable, fruit, protein food or whole grain food). Have them develop an advertising campaign to encourage other junior high students to eat more of that food. Encourage creativity by asking students to come up with a slogan, an ad, and maybe even a jingle. Invite students to use the medium of their choice – print, billboard, video, audio, etc.

Challenge students to go beyond "because it's healthy" or "because it's good for you," and instead focus on practical and relatable facts about how the food can fit within their day.

Reminder: There are no "good" or "bad" foods. Foods of all types can nourish the body in different ways, whether that is physically, mentally, emotionally, or spiritually. Encourage students to select a food found on Canada's food guide to learn about and promote foods that help the body physically grow and develop during this time of life.

Assessment

- Participation in group discussions on what influences what we eat and food marketing (recall and describe information from previously learned information and experiential observations)
- Completion of worksheets (Influences, Marketing vs Needs)
- Completion of snack matrix assignment (produce original work, organize information, present work) – grading rubric recommended

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Grade 7

What Influences the Food We Eat?

Brainstorm examples of what influences our food choices.

Body

Mind

Environment

Culture

Social

Grade 7

Food Marketing vs Food Needs

Create a list of what food marketing says you need versus what you need from food.

Food marketing tells me I need...	What I need from food is...

Grade 7

Snack Matrix

List five items in each group of food. Mix and match items from two or more groups of food to create five snack combinations.

Vegetables and Fruits	Protein Foods	Grain Foods	Combinations

My main influences when making food choices are:

Grade 7: Food Influences and Nutrition Needs



Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education – April 2025

Nutrition Services

Canada's Food Guide Refresher

Vegetables and Fruits



Protein Foods

Whole Grain Foods

- Protein
- Fats
- Carbohydrates
- Vitamins & Minerals
- Fibre

Nutrient Refresher

- Fibre
- Carbohydrates
- Vitamins & Minerals



- Protein
- Fats
- Vitamins & Minerals

- Carbohydrates
- Fibre
- Vitamins & Minerals

Think
Pair
Share

What influences the food we eat?











Body

Allergies
Appetite
...



Mind

Thoughts
Perceptions
...



Culture

Celebrations
Role of food
...



Environment

Packaging
Access
...



Social

Radio
Ads
...

Is it wrong to have your food choices influenced by the factors we came up with?



Body



Mind



Culture



Environment



Social







Food Marketing







What does food marketing imply you need?

versus



What do you actually need from food?



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Tips for Making Choices

Ask yourself:

- ❑What is your body saying it needs?
- ❑ Why do you want to buy or choose a certain food or drink?
- ❑ Where did your ideas about the food come from?

Snack Matrix: Push back against marketing when you are hungry!

Mix and match two or more types of food!

Vegetables and Fruits





Protein Foods





Grain Foods



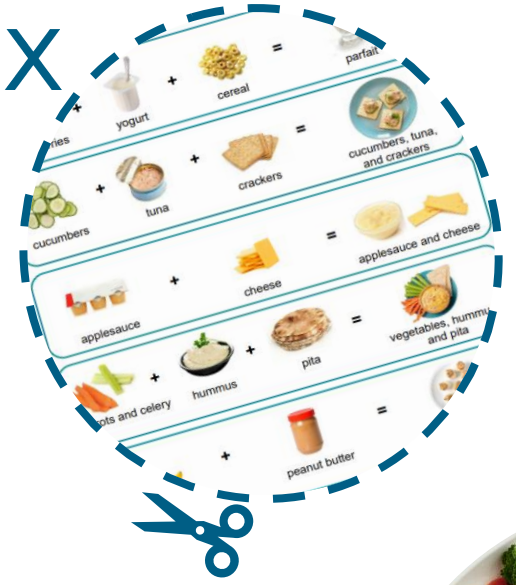


Combinations





Assignment: Snack Matrix





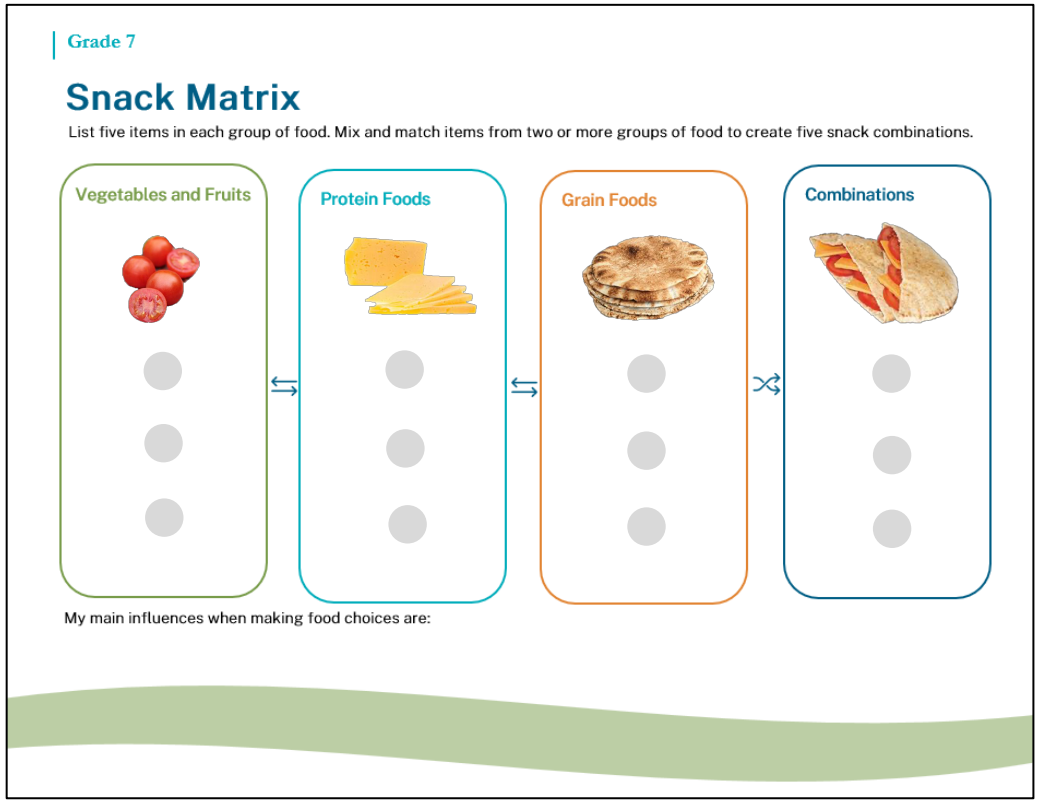
- Design your own snack matrix based on the groups of food on Canada's food guide. Personalize it to what you enjoy and have available at home.

- Use your art medium of choice. Examples: draw, paint, collage from magazines/flyers, online design, etc.



Completion Checklist

- ❑ List five items in each group of food: vegetables and fruits, protein foods, and grain foods
- ❑ Mix and match items from at least two different groups of food to create a snack combination
- ❑ Create five different snack combinations
- ❑ Identify at least 3 factors that will influence your snack choices (example: amount of time you have to prepare the snack)



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Grade 7: Food Influences and Nutrition Needs



Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education – April 2025

Nutrition Services

For a PowerPoint version of this presentation, please contact: publichealth.nutrition@ahs.ca

Reference:

Government of Canada. Marketing Can Influence Your Food Choices. 2020. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/

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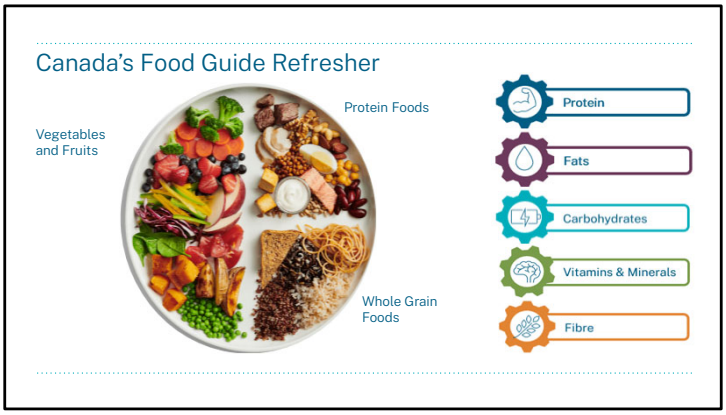


Speaker Notes:

- Who has seen this plate before? This is Canada's food guide.

Canada's food guide includes :

- Vegetables and Fruits
- Protein foods
- Whole grains foods

- Since we know that the foods from Canada's food guide have a different function in our body, it is important to try to eat a variety of foods from all parts of the plate.
- The Canada's food guide plate shows the types and proportions of food that can help you get all the nutrition your body needs.
- Aim for:
  - ½ your meal to be vegetables and/or fruit
  - ¼ from protein foods
  - ¼ whole grains.

Eating this way will help ensure you are getting a variety of foods and balanced meals and snacks, providing the nutrients your body needs.

- Fibre
- Carbohydrates
- Protein
- Fats
- Vitamins and minerals
- Water

Sometimes food processing can remove important nutrients from foods such as vitamins, minerals and fibre. The food guide contains foods that are unprocessed or minimally processed.

Lastly, make water your drink of choice.

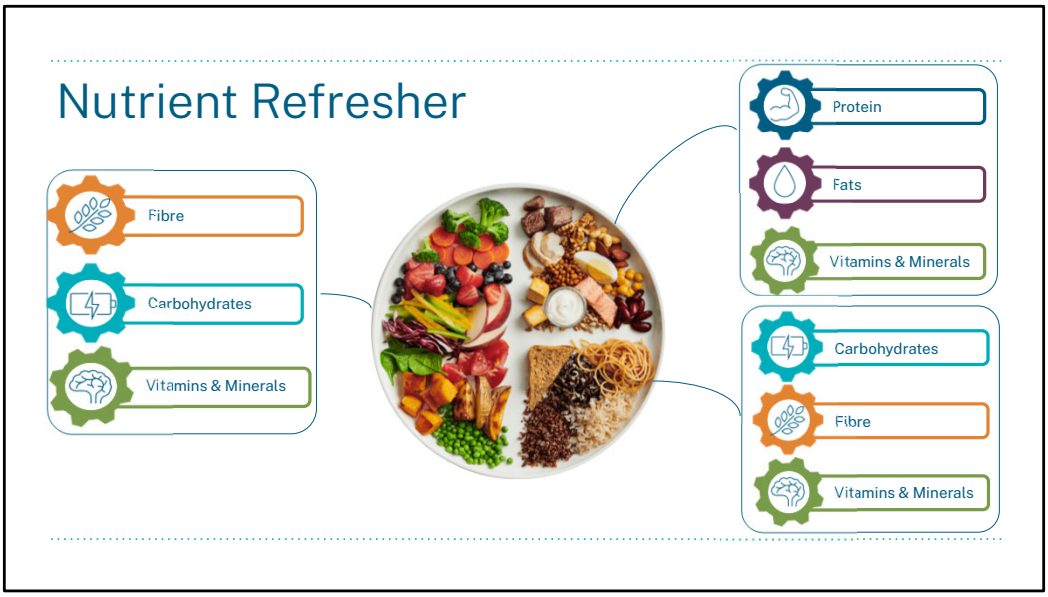
References:

Health Canada. Canada's food guide snapshot. 2025-04-04.
Available from: https://food-guide.canada.ca/en/food-guide-snapshot/

Health Canada. Canada's food guide: Eat vegetables and fruit. 2023-09-22.
Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-vegetables-and-fruits/

Health Canada. Canada's food guide: Eat whole grain foods. 2022-05-03.
Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-whole-grain-foods/

Health Canada. Canada's food guide: Eat protein foods. 2022-05-03. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-protein-foods/



Speaker Notes

As adolescents, you need more energy and nutrients to support your growth and development. The best way for you to get the nutrients you need is to eat meals and snacks that contain a variety of foods, including vegetables, fruits, whole grain foods and protein foods.

As a refresher, each part of the food guide plate gives your body different things. For example,

- **Vegetables and Fruits** give you fibre (which helps with digestion and helps you feel full for longer), carbohydrates for energy, along with all sorts of vitamins and minerals that help your brain and body work their best.
- **Whole grain foods** also give you fibre and carbohydrate, along with a different mix of vitamins and minerals.
- **Protein foods** give your body lasting energy through protein and fat, as well as the building blocks for strong muscles, tissues (like skin) and organs. You get another mix of vitamins and minerals from these foods.

All together, eating a variety of foods from around the plate will help you feel and be your best.

References:

Health Canada. Canada's food guide snapshot. 2025-04-04.
Available from: https://food-guide.canada.ca/en/food-guide-snapshot/

Health Canada. Canada's food guide: Eat vegetables and fruit. 2023-09-22.
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Health Canada. Canada's food guide: Eat whole grain foods. 2022-05-03.
Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-whole-grain-foods/

Health Canada. Canada's food guide: Eat protein foods. 2022-05-03. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-protein-foods/



Speaker Notes:

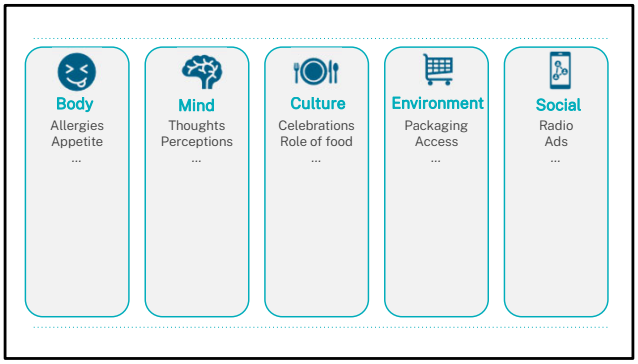
There are so many things that influence what we eat. Sometimes what we eat is a practical choice – you are hungry at home and you need to choose from what food is available in the cupboard. What you eat may be based on food allergies or traditions in your family and culture. Other times it might be advertising or your friend telling you a food tastes really good. Influences are all around us and shape the food choices we make.

Activity: Think-Pair-Share (Use the What Influences the Food We Eat? worksheet or have students create their own list on a blank sheet of paper, or electronically)

1. Ask students to first think on their own about what influences what people eat. These can be their own personal influences or all the different influences they imagine might factor into food choices.
2. Then, have students join in pairs or small groups to compare ideas and add to their lists.
3. Come back together as a class and create a master list of ideas. A list of ideas is shared on the next slide.

Optional: If short on time, brainstorm together as a class

Image sources: Microsoft 365 Stock Images



Optional slide (hide or skip if not using)

Speaker Notes:

Sample of responses for what influences what we eat are listed below. Please note, this is not an exhaustive list, and some factors could fall in multiple categories.

Sample Answers:

Internal Influences (Your Body)

- Hunger and fullness
- Taste
- Appetite
- Wants or cravings
- Allergies or intolerances
- Biology (e.g., cilantro can taste like soap due to genetics)

Psychology (Your Mind)

- Thoughts
- Experiences
- Memories
- Emotions
- Personality
- Perceptions

Culture

- Types of food
- Role of food in celebrations and events
- How, when, where food is eaten
- Customs and beliefs
- Traditions

Physical Environment

- Availability – what parents/caregivers buy and what is available at stores in your area
- Accessibility
- Affordability
- Marketing
- Product placement
- Food packaging

Social Environment

- Friends or peers
- Celebrities
- Influencers/content creators
- Social media



Speaker Notes:

Ask: Is it wrong to have your food choices influenced by the factors we came up with?

Sample Answers:

- No. Listening to your body, practicing your culture and traditions, and sharing and learning about food from others can all be positive experiences and a way to express who you are.
- However, factors like food marketing are all around us. Many of the foods that companies try to influence you to buy and consume do not help you get what you need for growth and development.

Image sources:
Microsoft 365 Stock Images



Speaker Notes:

Food marketing is a type of advertising that promotes and influences you to buy a company's food or drink. Food marketing can take many forms, including event sponsorship, social media posts, product placement in tv and movies, commercials on tv, the radio, or before movies/online video, celebrity or content creator endorsements (saying they like a product or buy a product) and so much more.

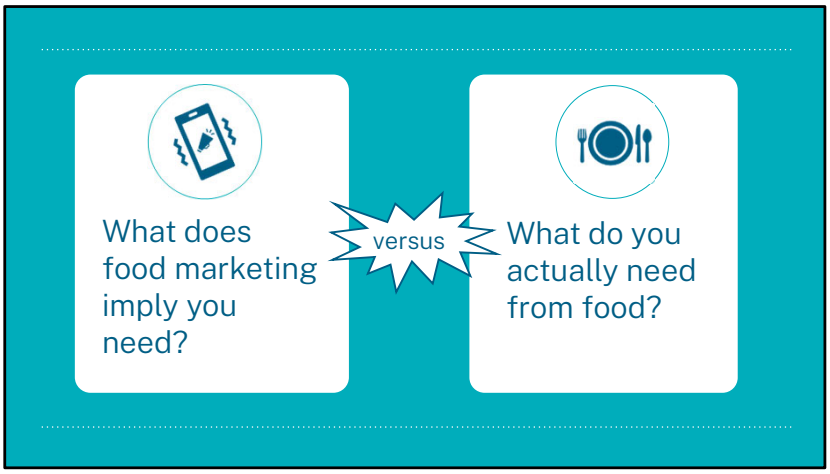
Ask: Think back to last week - have you noticed any food marketing around you?

Sample Answers:
Examples could include food ads on stadium screens, floors or boards if watching sports, on jerseys, helmets, or equipment (including cars), advertising on side of vending machines, characters or content creators consuming food or beverages on video, food brands hosting contests or sweepstakes, song lyrics about brands, sponsored posts on social media.

Interesting Fact: Companies use personal data to target ads to their desired audience based on age, gender, web browsing history, or purchasing history

Image sources:
Microsoft 365 Stock Images

Reference:
Marketing can influence your food choices – Canada's Food Guide. https://food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/



Speaker Notes:
Creators of food marketing are not just selling a product, but they are selling an image, a lifestyle, and a feeling. It can make it difficult to cut through the illusion and think back to the basics of what you actually need from your food. Knowing how food marketing can affect your food choices can help you recognize when food is being marketed to you, help you better decide if the food is actually helping you get what you need to live your best life, and understand how marketing tries to get into your mind.

Activity: Marketing vs Needs (Food Marketing vs Food Needs worksheet)

Discussion: Let's take a moment to think – Thinking of advertisements you have seen (video or print), what do they tend to imply you need? In other words, what are they trying to sell you beyond just the food/beverage?

Sample answers: To look a certain way, to eat/drink a certain way, to have a particular lifestyle (that you will achieve if you have the product in your life), to be 'on trend,' you need to wear or portray a certain aesthetic or label, that you need this product to be healthy/athletic/cool/successful

Discussion: What do you actually need from food?

Sample answers: energy (calories) to fuel brain and body functions, body building blocks (carbohydrates, protein, fat), fibre, vitamins, minerals, safety (free of allergens if allergic, not moldy or spoiled), variety

Food is also an important way to connect us to our culture and to each other. Food helps you learn, practice, and preserve your culture and food traditions. The act of preparing and sharing food and meals builds and strengthen relationships. Food can have an important role as a tool to express yourself, your values and your history, along with your culture.



Speaker Notes:

Being aware of food marketing is a skill that can help you:

- recognize when you are being influenced to buy/consume a brand's food or drinks
- view and choose food beyond marketing messaging
- stand up for what your body needs

Discuss Tips for Making Choices

❑ What is your body is saying it needs?
Is your stomach growling?
Do have a headache or feel cranky?

❑ Why do you want to buy or choose a certain food or drink?
Will it help you feel better?
Does it give you a variety of nutrients?

❑ Where did your ideas about the food come from?
Information you learned in school or something you heard online?

Reference:

Government of Canada. Marketing Can Influence Your Food Choices. 2020. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/

Image sources:

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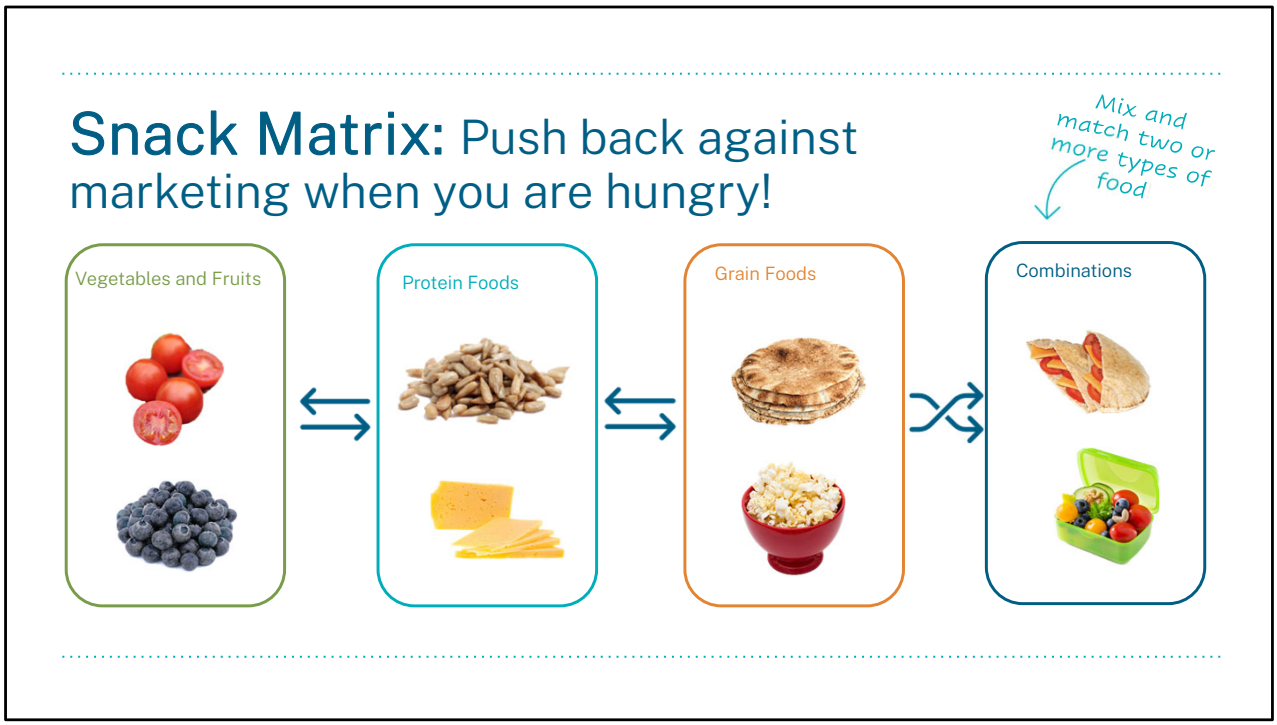
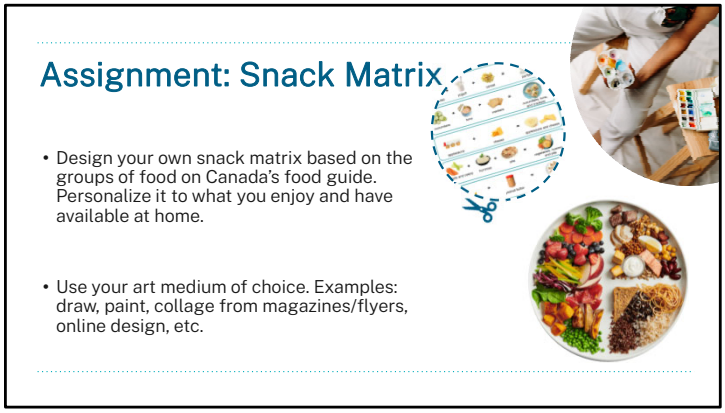


Speaker Notes:

It can be hard to make savvy decisions when you are hungry. Hunger can lead to feelings of irritation, annoyance, short temper and being overwhelmed. This is why we sometimes call it 'hanger.' Instead of having a clear mind to make decisions that work toward meeting your nutrition needs, it may feel easiest to pick something to eat that seems easy, appealing, and front-of-mind – something that has been marketed to you lately!

Pre-identifying foods that you regularly have access to at home or in the usual spaces you spend time can help make decision making easier – mix and match two or more foods (ideally from different groups of foods) to make a delicious and nutritious snack.



Speaker Notes:
Activity 3 Beyond Marketing Snack Matrix:
Ask students to design a snack matrix including vegetables and fruits, grain foods, and protein foods. The foods included in the matrix should be foods that they have access to on a regular basis, either at home or in the environments that they regularly frequent. If students are feeling stuck, they can start by looking at the Canada's food guide Snapshot to get ideas.

A fourth column is where they can make note of their favourite combinations of the foods they identified, using two or more different foods. Examples could include a sandwich or wrap, a smoothie, a noodle bowl, etc. Not all foods that were individually identified need to be found in their combination examples, as they may like to snack on some foods just as they are.

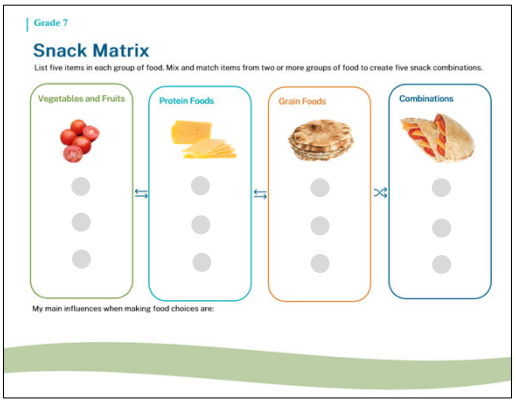
Invite students to get creative and use their art medium of choice. They can draw, paint, make a collage or use an online graphics program to create their own matrix. The purpose of this activity is to have students identify nutritious choices that they can refer back to when deciding what to choose for a snack. This is one tool they can use to push back against marketing influences when making food choices. As part of this activity students can identify some of the factors that will influence the choices in their matrix (e.g., time, eating at home or packing for away, etc.).

Teacher Background:
Reminder: When teaching children and youth about vegetables and fruits, whole grain foods, and protein foods, it is important to consider what foods students have available to them. When students are coming up with ideas for foods within an activity, encourage them to list a variety of the foods they enjoy and can access. This may include different forms of vegetables and fruits (fresh, frozen, canned), different types of protein foods (animal based and plant based), and a variety of different grains (including non-whole grain options).

Image source: Painting –Microsoft 365 Stock Images

Completion Checklist

- ❑ List five items in each group of food: vegetables and fruits, protein foods, and grain foods
- ❑ Mix and match items from at least two different groups of food to create a snack combination
- ❑ Create five different snack combinations
- ❑ Identify at least 3 factors that will influence your snack choices (example: amount of time you have to prepare the snack)



Speaker Notes:

Activity 3 Beyond Marketing Snack Matrix:

Review completion guidelines

Nutrition Services

Food and Nutrition Lesson Plan: Grade 8

Guide for Educators



Lessons include:

Planning for Meals Away from Home

Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education

Nutrition Services

Essential partners in health

Overview

This lesson addresses W–8.5 of the Grade 8 Health and Life Skills Curriculum and was developed using age-appropriate food and nutrition literacy guidance.

Students will:

- Determine why eating a variety of foods found on Canada's food guide supports nutritional health and helps them to feel full and satisfied.
- Identify the benefits of planning ahead to bring food from home and explain why it is one of the best strategies to ensure they are eating a variety of foods.
- Plan and design a 1-week menu of balanced lunches and snacks.

Learning Outcome:

W–8.5 Evaluate personal food choices and identify strategies to maintain optimal nutrition when eating away from home.



Teaching considerations: To support students in developing healthy eating patterns, approach food and nutrition education in a way that promotes a healthy relationship with food, recognizes that students may have varying access to food, and considers potential biases toward food and eating practices.

Teacher Background

One of the best ways to maintain healthy eating habits is to plan meals and snacks in advance, especially when away from home. For students in grade 8, this could be packing food for school lunches, after school snacks, tournaments, or other activities away from home.

To optimize nutrition, encourage students to use the types of foods and proportions outlined in Canada's food guide. This helps ensure a balanced and varied eating pattern. Since vegetables and fruit make up the largest portion of Canada's food guide plate, they should be a focus. Fresh, frozen, and canned options are all nutritious choices to enjoy throughout the day.

Encourage students to eat enough to support their energy needs and enjoy a variety of foods. Nutrients like fibre, protein, and fat digest slowly and can help students feel satisfied (full) after eating.

Most students this age will plan lunches and snacks around the foods that have been made available to them, either at home or at school. They will need to consider their schedule, what foods they like, what appliances are available for reheating food, and how they will keep their food at temperatures for food safety and quality.

Additional Sources of Background Information

- Plan what you eat (Health Canada)
  Information and tips on menu planning from Canada's food guide.
- Make healthy meals with Canada's food guide plate (Health Canada)
  Includes videos about using Canada's food guide to plan snacks and meals.
- Snack ideas (AHS Nutrition Services)
  Pictorial handout of snack ideas.
- Nutrients in food (Health Canada)
  Information about the nutrients in food. Please note that any discussion of nutrients should be framed around the positive benefits provided by eating a variety of foods.

Lesson: Planning for Meals Away from Home

Estimated Time

The lecture portion and discussion take approximately 30-40 minutes, in addition to a multi-class project and teach back by students.

Required Materials

- Interactive whiteboard or projector
- Grade 8 Planning for Meals Away from Home presentation
- Grade 8 Planning for Meals Away from Home presentation (educator version with notes)
- Eating Away from Home Menu Planning Assignment - Student Package

Instructions

1. Use the presentation to introduce the benefits of planning for eating away from home. The educator version with notes has teaching points and suggested answers for discussion questions.

   There are questions for engagement throughout the presentation. Three of the discussion questions and sample answers are listed below. You may choose to have students come up with answers via a think-pair-share model or have an open class discussion.

   Ask: **Why do we need to eat a variety of food?** (Slides 6 & 7)

   Sample Answers:
   - Don't get bored with eating the same thing
   - Help get all the different nutrients our body needs to function
   - Experiment with different foods and flavours. There are 5 different basic tastes, including sweet, sour, salty, bitter, and savory (umami). Eating a variety of foods can help you try different tastes and textures and expand your food preferences.
   - Getting too much or too little of a nutrient is not good for our body. It can impact how we feel and our health.

   Ask: **Why plan ahead for meals and snacks?** (Slides 15 & 16)

   Sample Answers:
   - **Fueled for the day:** Avoid midday slumps, loss of concentration during your afternoon test, or low energy at your after-school activities by ensuring you have enough to eat.
   - **May eat more variety:** When we plan ahead, we are more likely to eat a variety and more balanced meals/snacks (to help get the nutrients you need).
   - **Have the foods you enjoy:** Planning ahead can help make sure that you have access to foods you like the taste and texture of and enjoy eating. This can also help reduce stress.
   - **Help the environment:** Helps you use up food and limit food waste. Also, foods brought from home are likely to use less packaging.
   - **Save money:** Buying meals and snacks away from home tends to be more expensive than bringing your own food.

Ask: What do you need to consider when planning lunches and snacks for yourself? (Slides 17 & 18)

Sample Answers:

- **Availability:** What is generally available in your home or community? What is available when planning and what needs to be purchased if possible?
- **Schedule:** How much time do you have to prepare lunches and snacks? Can you set a reminder to yourself to make time? How much time do you have to eat? How many activities are planned into your day? Do you need to pack more food for some activities (e.g. sports)? Your schedule can influence how much and the types of food you pack for school and other activities.
- **Access to appliances:** Do you have access to a microwave, or do you need to keep food warm in a thermos? If you have access to a microwave, do you have time to heat up food during lunchtime? Do you need to bring cutlery?
- **Food likes:** What foods do you like or dislike? How does the food taste if it is not eaten right away? Does this affect whether you bring it or not?
- **Food safety:** How can you keep your food at a safe temperature? (ice packs, freeze your liquids (like water, a smoothie, or yogurt), pack in thermos, insulated lunch bag, etc.)

2. **Introduce Assignment** – Eating Away from Home Menu (Slides 19–22)
   You can either print the Eating Away from Home Menu Planning Assignment – Student Package or upload it to your virtual teaching platform.

   Please note that this assignment is developed around a fictional character. This is intentional. Having students track their personal eating habits is not recommended. Access to food varies and tracking personal eating habits may lead to some students becoming overly preoccupied with their food intake and/or contribute to feelings of shame relating to food purchasing decisions outside of the student's control.

   Scenario: Jesse has after school activities 3 days this week. On the other days Jesse goes home to start on homework. Jesse needs to plan what foods to pack for the school day (lunch and 1-2 snacks), as well as an after-school snack.

Assignment:

1. **Describe Jesse** (suggested length: 1–2 paragraphs).
   - Who do you imagine Jesse to be? Make Jesse whoever you would like them to be.
   - What types of activities are they involved in? (examples might include track and field, dance, drama, band, robotics)
   - List 1 dietary consideration that Jesse has (examples might include food allergy, vegetarian, cultural and/or religious practices, likes/dislikes).
   - Research what is needed for this dietary consideration and make a few notes about it. (examples might include a list of foods they cannot eat or a list of foods they need to make sure they eat)
   - How you will plan meals and snacks around it? (In other words, how will you still offer a variety of vegetables/fruit, protein foods, and whole grain foods?)
2. **Explain why Jesse wants to plan ahead** (suggested length: 1 paragraph). Using examples shared in the classroom or ideas you come up with on your own, explain the benefits of planning ahead for Jesse. Examples may include, fueling for their activity, eating more variety, saving money, having foods you like, feeling good, etc. Please expand on these reasons to connect back to what we know about Jesse.
3. **Create a menu plan.** Use the template in the student package to plan a lunch, 1-2 snacks for during the school day, and 1 after school snack for a 5-day school week.

   Tips:
   - Use Canada's food guide as a guide for planning. A snack can include 1 or more foods from the guide. It is best if the general pattern of eating over the day represents the proportions modelled on the plate (½ vegetables and fruits, ¼ protein foods, ¼ whole grain foods), including when planning snacks.
   - Include details about the main foods in your meals and snacks. For example, instead of writing "sandwich," write "tuna sandwich with mayonnaise, lettuce and tomato on a bun, an apple, and strawberry yogurt.
   - Think about which foods need to stay hot or cold and how best to pack them (examples might include using a thermos or an ice pack). Make note of this on your menu.

4. **Write a grocery list** (use template). List the foods Jesse will need for the upcoming week based on your menu.
5. **Submit your work.** Submit steps 1 and 2 in a typed write up, along with your menu and grocery list.

Optional (1 page). Use print media or a digital program to create a 1-page poster encouraging fellow students to plan ahead and pack a variety of foods for school and activities. Focus your information on 1 of the key messages you learned during this unit.

Assessment

- Participation in group discussion (recall previously learned material about Canada's food guide, identify reasons and considerations for planning for eating away from home).
- Completion of each element of menu planning assignment
  - Find information about dietary consideration
  - Recall class lecture material about planning meals and snacks and apply it to a new scenario
  - Plan a menu and grocery list

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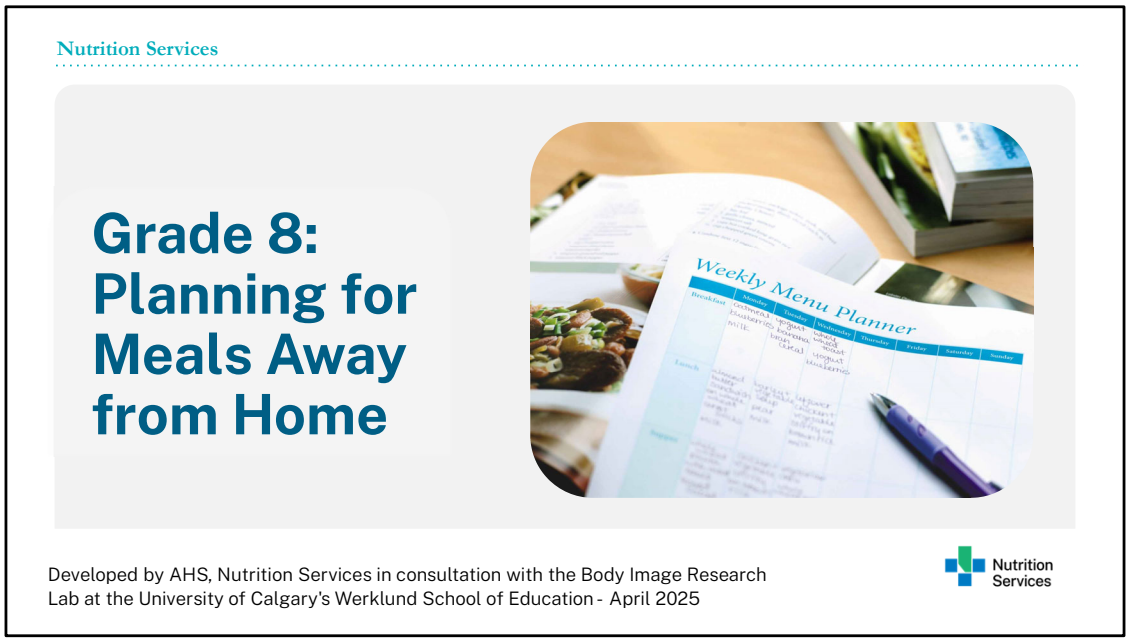

Approximate time for completion:
Lecture portion with discussions will take approximately 30-40 minutes, in addition to a multi-class project.

Speaker Notes:
- When we start thinking about planning meals away from home, whether it is lunches for school, snacks throughout the day, or time away with friends, there are a few things to consider and think about.
- We will be looking at what is involved with planning for meals and snacks away from home.

Teacher Background:
- For a PowerPoint version of this presentation, please contact: publichealth.nutrition@ahs.ca

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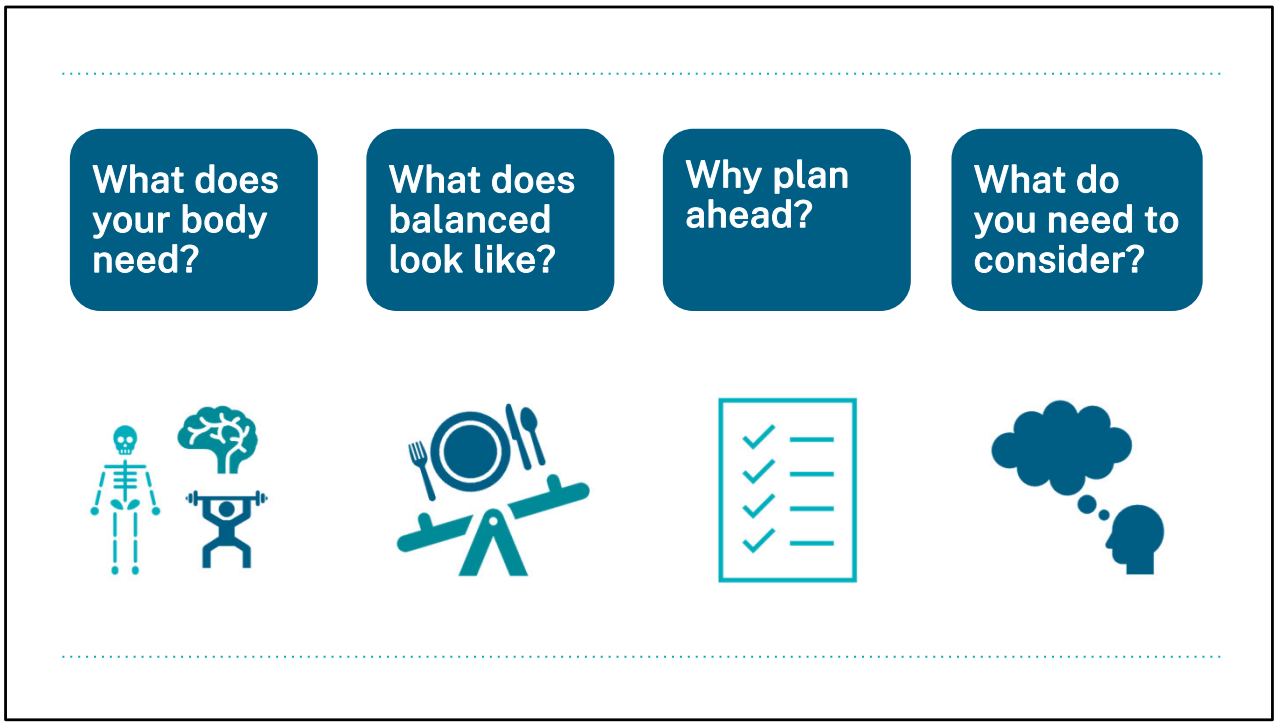

Speaker Notes:

- We will be looking at what your body needs
- What does a balanced meal or snack look like and why it is important?
- Benefits of planning ahead
- Things to consider when packing food.



Speaker Notes:
The foods we enjoy varies, depending on your family, culture, age, and many other factors.

Ask: If you could choose 1 food to eat every day, what would it be?
Answers: answers will vary.

Ask: Have you ever had a food that you loved to eat all the time and then got tired of it?
Answers: answers will vary.

Image sources:
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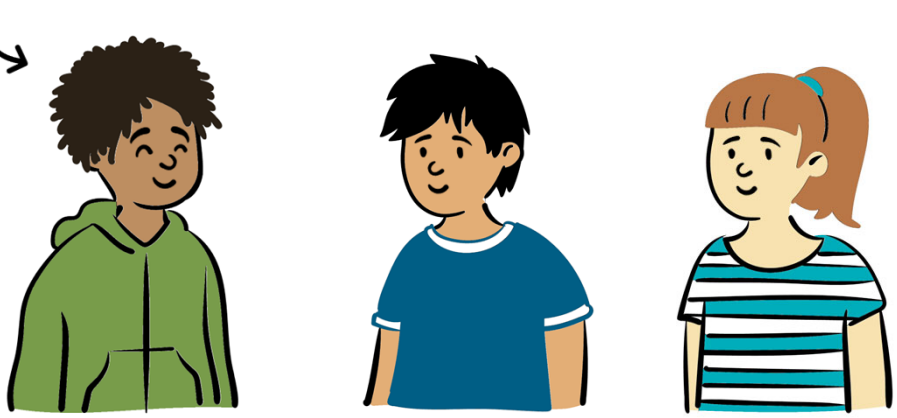
Jesse started packing their own lunch last month.



Let’s see how it’s been going…

Speaker Notes:
Jesse started packing their own lunch last month. Let’s see how it’s going…

Image sources:
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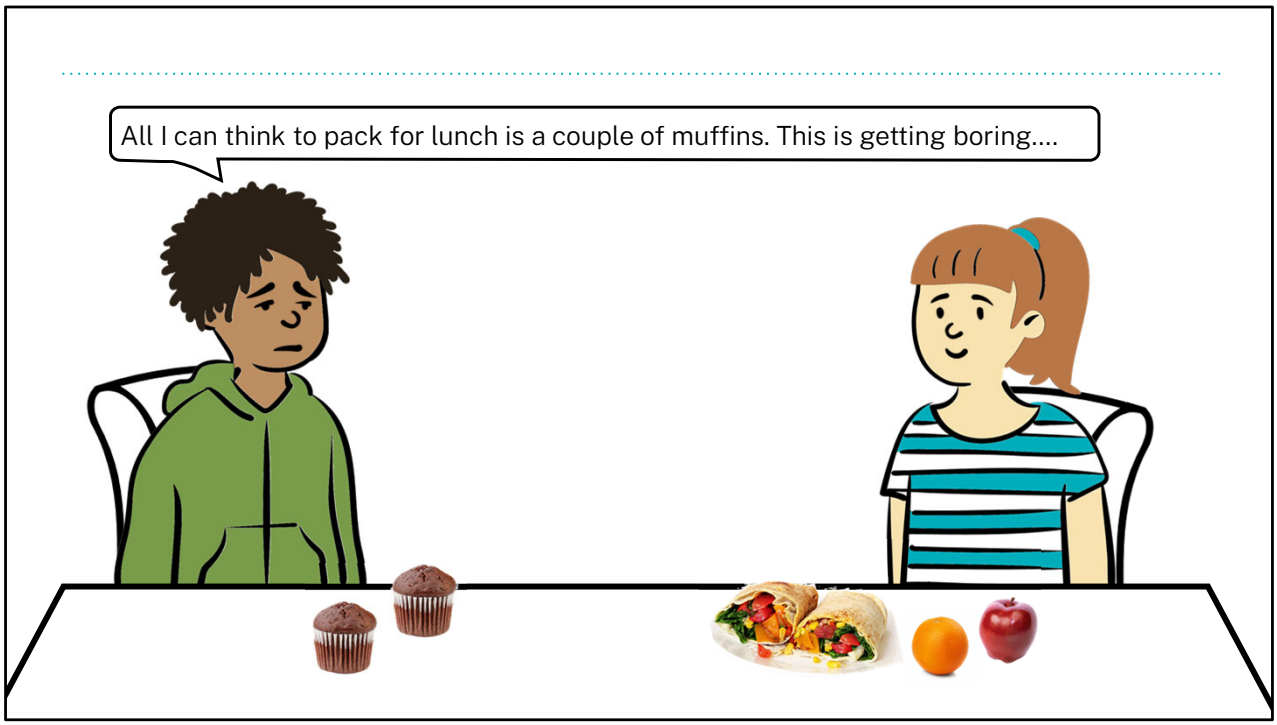

Speaker Notes:
Jesse has been running out of time in the morning to pack a lunch. Although Jesse's family has lots of options at home, usually Jesse will grab a couple of muffins on their way out the door.

Image sources:
Microsoft 365 Stock Images





Speaker Notes:
Ask: Why do we need to eat a variety of food?
Answers: Answers will vary. Refer to the following slide for some suggested answers.

Image sources:
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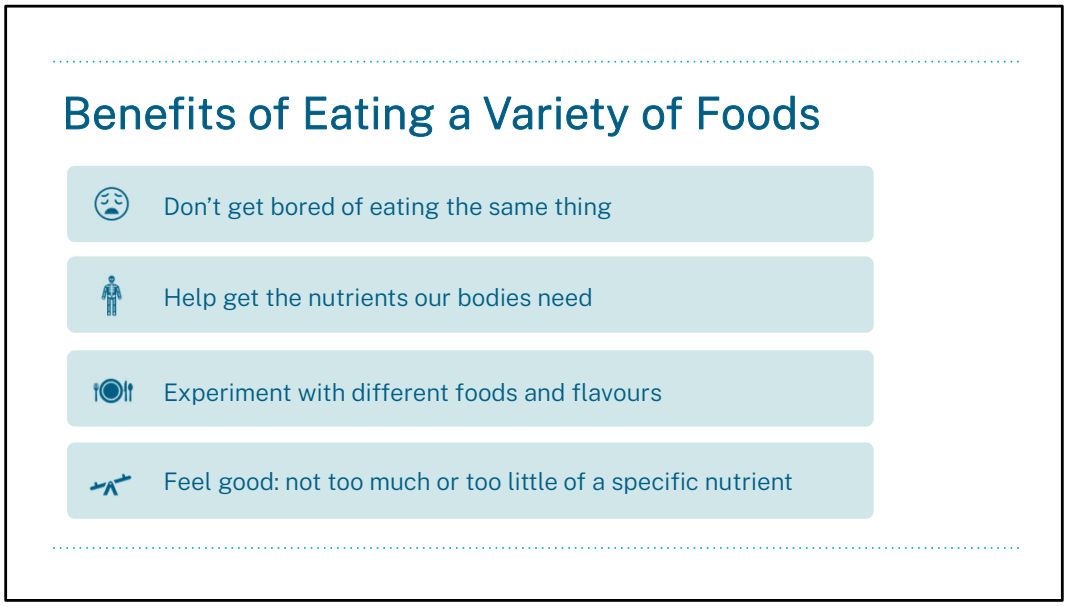


Speaker Notes:
Answer will vary. Below are some sample answers.

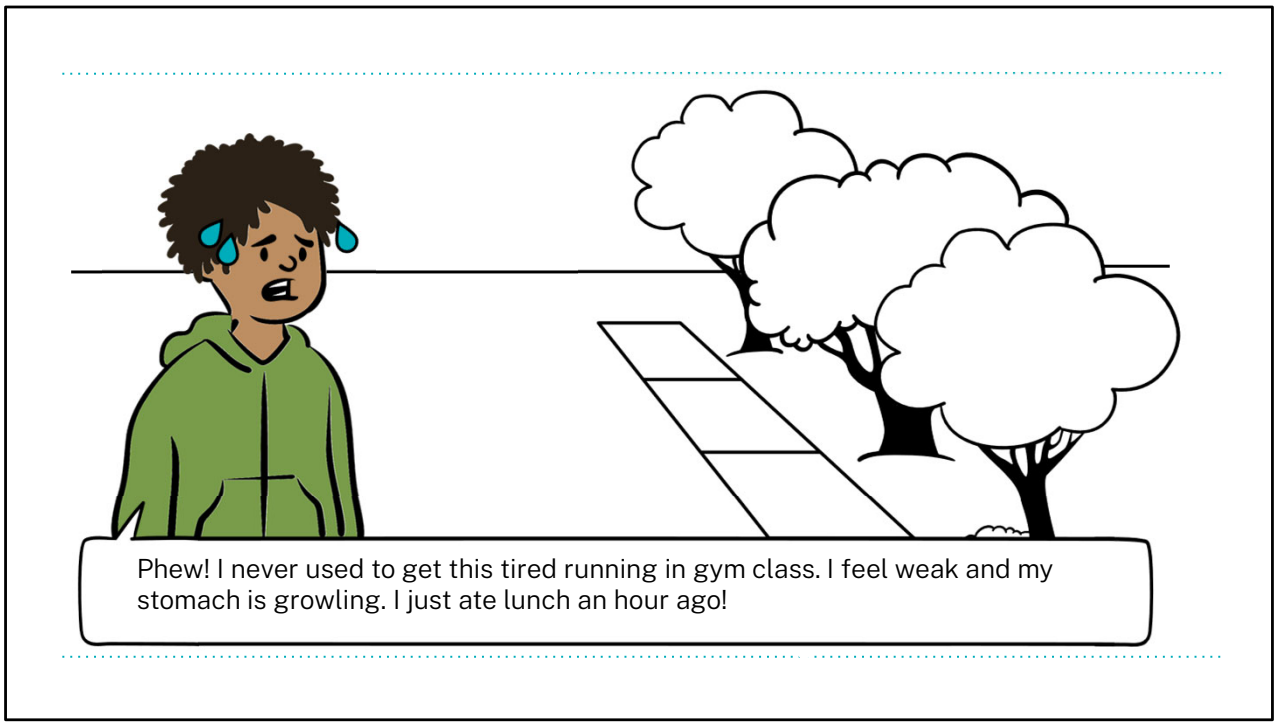
(Adapt answers and/or language according to student audience. Some students may not have access to enough food or a variety of food at home.)

There are many benefits to eating a variety of foods. Some possible answers include:

- Don’t get bored with eating the same thing
- We need to eat a variety of foods to get all the different nutrients our body needs to function.
- Experiment with different foods and flavours. There are 5 different basic tastes, including sweet, sour, salty, bitter and savory (umami). Eating a variety of foods can help you try different tastes and textures and expand your food preferences.
- Getting an excess or too little of a nutrient is not good for our body and can impact how we feel and our health.

References:

- Health Canada. Enjoy your food. October 14, 2020. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/enjoy-your-food/
- Health Canada. Make it a habit to eat vegetables, fruits, whole grains and protein foods. May 24, 2022. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/
- InformedHealth.org. In brief: How does our sense of taste work? January 24, 2023. Available from: https://www.ncbi.nlm.nih.gov/books/NBK279408/



Speaker Notes:
Since packing their own lunch, Jesse has been getting tired and hungry in the afternoons.

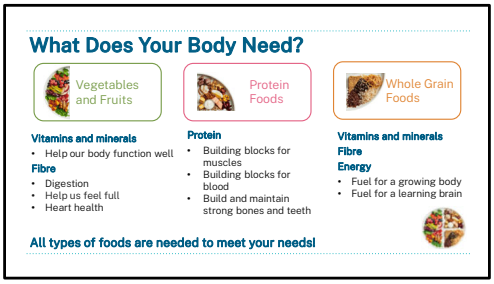
Image sources:
Microsoft 365 Stock Images





Speaker Notes:
Ask: What are the different groups of food your body needs?
Answers: Refer to the following slide for some suggested answers.

Image sources:
Microsoft 365 Stock Images



Speaker Notes
Use the notes below as a brief refresher on the different groups of food found on Canada's food guide.

Vegetables and fruits: our bodies need more vegetables and fruits compared to any other food.

- Vegetables and fruits contain important nutrients that help keep our bodies working well, help prevent sickness and support growth and development.
- Fruits and vegetables are fibre-rich foods. Fibre is important for keeping your digestive system healthy. It slows down the digestion of the foods it is with, so it can keep us have more lasting energy. It also has benefits to keep our heart healthy.

Protein foods: are important sources of protein, some are good sources of iron, while some provide calcium and vitamin D
Examples of protein foods include:

- Animal-based: meats and poultry, fish, shellfish, eggs, milk, and milk products like cheese and yogurt.
- Plant-based: nuts, seeds, beans, lentils, chickpeas, split peas, tofu, soybeans, and fortified plant-based beverages.
- Protein helps build and maintain muscles and other body tissues. Protein foods can be good sources of iron. Iron is needed to make an important part of our blood (hemoglobin), which carries oxygen throughout our body.
- Calcium and vitamin D work together to build and maintain strong bones and teeth. A variety of protein foods have calcium, and some have vitamin D.

Whole grains provide vitamins and minerals, fibre, and energy that fuels our body and brain

- Some examples of whole grain foods include oats, brown rice, wild rice, quinoa, teff, buckwheat, amaranth. Foods made with whole grains include whole wheat breads, tortillas, pastas, etc.
- The vitamins in grain products can help our body use the energy we get from food.
- Whole grains have more vitamins, minerals and fibre compared to refined or “white” pastas, breads, rice, etc. This is because the layers that have fibre, vitamins and minerals are removed when these foods are processed. However, all grain products are a good source of carbohydrates, which is the main source of energy for our bodies, especially the brain.

References:

- Health Canada. Make healthy meals with the eat well plate [Internet] 2019 May 28. Available from https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/
- Health Canada. Eat more vegetables and fruits [Internet] 2023 Sept 29. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/eat-vegetables-and-fruits/
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- Health Canada. Iron [Internet] 2022 May 22. Available from: https://www.canada.ca/en/health-canada/services/nutrients/iron.html

What Does Balance Look Like?

Aim for:
½ vegetables and fruits
+ ¼ from protein foods
+ ¼ whole grain foods





Making snacks using Canada's Food Guide

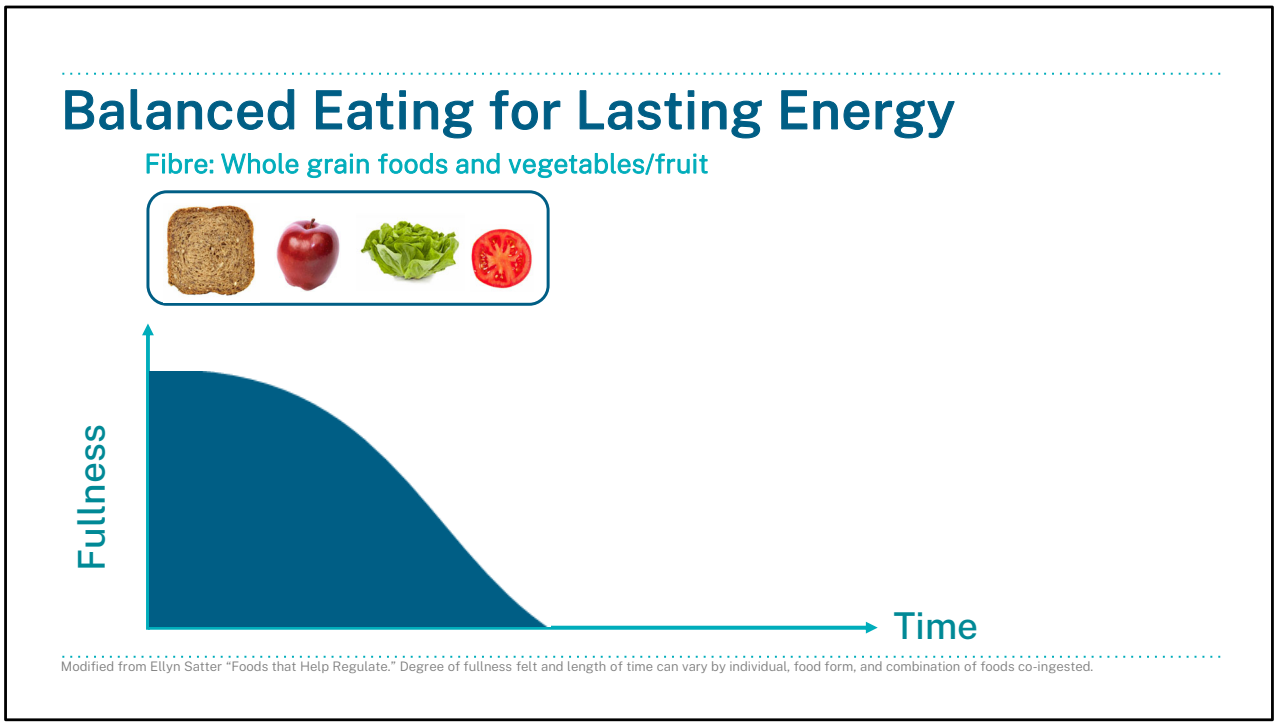
Speaker Notes:

- Since we know that each group of food in Canada's food guide has a different function in our body, it is important to try and eat a variety of foods from all 3 groups of foods.
- The Canada's food guide plate shows the types and proportions of food that can help you get all the nutrition your body needs. Aim for ½ your meal to be vegetables and/or fruit, ¼ from protein foods and ¼ whole grains. Eating this way will help ensure you are getting a variety of foods and balanced meals and snacks.
- If we look at this lunch with the tuna sandwich, apple and milk, we can see how it can represent the Canada's Food Guide plate. There are foods from all 3 groups and more vegetables and fruits then the other two groups of foods.
- A snack can include one or more foods from the guide, depending on how hungry you are. It is best if the general pattern of eating over the day represents the proportions modelled on the plate (½ vegetables and fruits, ¼ protein foods, ¼ whole grain foods), including when planning snacks. If you are planning to prepare a larger snack, try to include foods from the different groups of foods in Canada's food guide.

References:

Health Canada. Healthy snacks. March 13, 2025. Available from: https://food-guide.canada.ca/en/tips-for-healthy-eating/healthy-snacks/

Health Canada. Make healthy meals with Canada's food guide plate. March 31, 2025. Available from: https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/

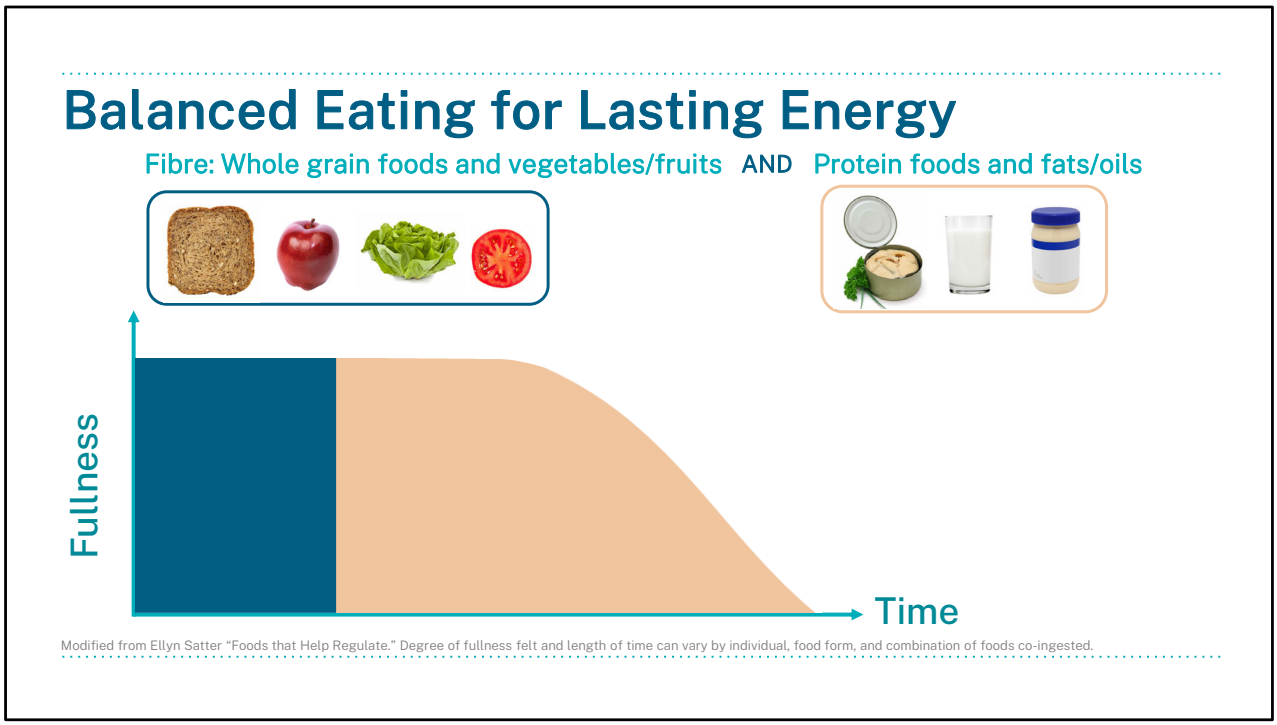


Speaker Notes:

- Balanced meals and snacks don't just give your body the nutrition it needs, but eating a variety of foods together helps make you feel full and satisfied for longer. Let's review why combining a variety of foods will help us feel our best.
- Choosing foods that have fibre, like whole grains and vegetables/fruits, will take you further in your day. As mentioned before, fibre slows down the digestion of the foods it is with. This means that your body will get energy from the food over a longer period of time, rather than quick energy that does not last.
- In this lunch example, the fibre would come from the whole grain bread, apple, lettuce and tomato.

Reference:

- Ellyn Satter Institute. Figure G.5 Satiety from consuming sugar, starch, protein and fat. Secrets of Feeding a Healthy Family. 2008

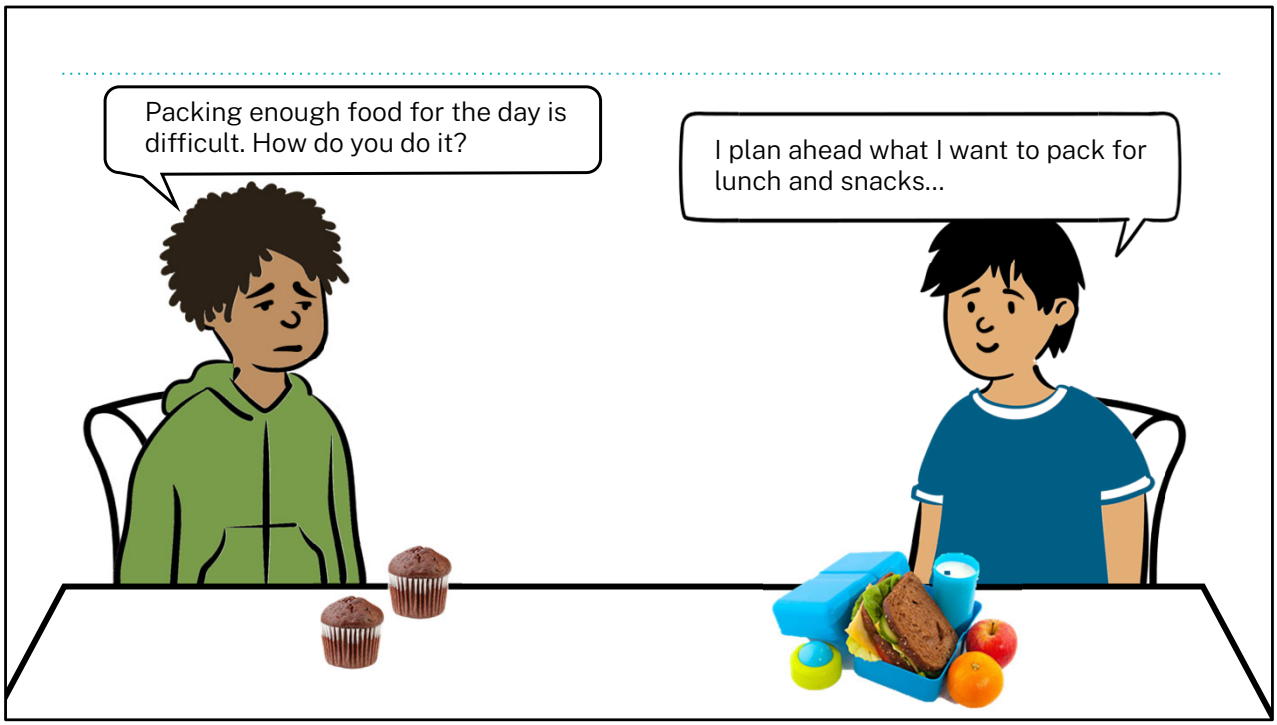


Speaker Notes:

- Adding in protein and fat will help you feel satisfied and full even longer. Protein takes time to digest (~1-2 hours) and fat takes even longer to digest. This also helps to spread out the energy we get from food over a longer period of time.
- The protein and fat from this lunch would come from the tuna, milk and a spread on a sandwich, like mayonnaise.
- We can see that combining different types of food will best help get us through to our next meal or snack. This allows us to focus on our assignment, test, or activity instead of being distracted by growling stomachs or the brain fog that comes with hunger.

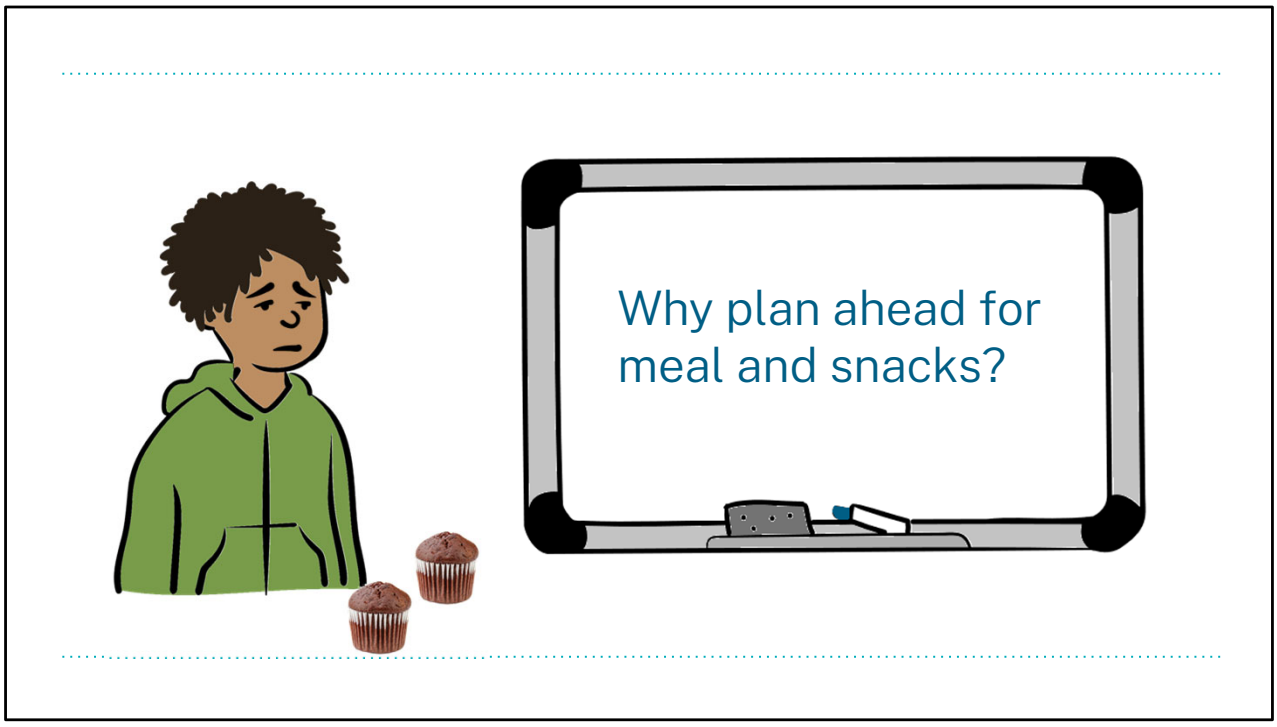
Reference:

- Ellyn Satter Institute. Figure G.5 Satiety from consuming sugar, starch, protein and fat. Secrets of Feeding a Healthy Family. 2008
- Alberta Health Services. Sports Nutrition for Youth: A Handbook for Coaches [Internet] 2023 Mar. Available from: https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-sports-nutrition-for-youth.pdf



Speaker Notes:
Jesse noticed that their friend seems pack a variety of foods that keeps them energized throughout the day.

Image sources:
Microsoft 365 Stock Images



Speaker Notes:
As grade 8 students, you are often on the go either at school, practices, clubs, activities, or visiting with friends. Thinking about eating away from home adds another level of considerations for eating a variety of balanced meals.

Ask: What are the benefits of planning ahead for lunches/snacks?
Answers: Refer to the following slide for some suggested answers.

Image sources:
Microsoft 365 Stock Images

Why Plan Ahead?



- Fueled for the day
- May eat more variety of foods
- Have the foods you enjoy
- Help the environment
- Save money

Speaker Notes:
Answer will vary. Below are some sample answers.

(Adapt answers and/or language according to student audience. Some students may not have access to enough food or a variety of food at home.)

Fueled for the day
- Avoid midday slumps, loss of concentration during your afternoon test, or low energy at your after-school activities by ensuring you have enough to eat.

May eat more variety of foods
- When we plan ahead, we are more likely to eat a variety, more balanced meals/snacks (help get the nutrients you need)

Have the foods you enjoy
- Planning ahead can help make sure that you have access to foods that you like and enjoy instead of needing to choose from options that you might not like the taste, texture, or amount. This can also help reduce stress!

Help the environment
- Helps you use up foods and limit food wastage as foods are used up rather than spoiling. Also, likely less packaging used when bringing foods from home.

Save money
- Buying meals and snacks away from home tends to be more expensive than bringing your own food. If you have cash, this allows you to save it for other things you enjoy.

Image sources:
Microsoft 365 Stock Images



What do you need to consider when planning meals and snacks for yourself?

Speaker Notes:
Besides thinking about foods to pack, is there anything else to consider.

Ask: What do you need to consider when planning lunches and snacks for yourself?
Answers: Refer to the following slide for some suggested answers.

Image sources:
Microsoft 365 Stock Images



Speaker Notes:
Answer will vary. Below are some sample answers.

(Adapt answers and/or language according to student audience. Some students may not have access to enough food or a variety of food at home.)

Availability
- What is generally available in your home or community. As well as what is available when planning and what needs to be purchased. In addition to what is available at home, you may consider if you have access to a breakfast or lunch program at school that fills a need if you don't have time or ability to eat before heading to school in the morning.

Schedule
- How much time do you have to prepare lunches and snacks? Can you set a reminder to yourself to make time? How much time do you have to eat? How many activities are squeezed into your day? Would you need to pack more food for the activity (e.g. sports)? Your schedule can influence how much and the types of food you pack for school and other activities.

Access to appliances
- Do you have access to a microwave, or do you need to keep food warm in a thermos? If you have access to a microwave is there always a long line that prevents you from heating your food during lunchtime? Do you need to bring cutlery?

Food likes
- What foods you like or dislike. How does the food taste if it is not eaten right away? Does this affect whether you would bring it or not?

Food Safety
What needs to happen to keep your food at a safe temperature (ice packs, freeze water/smoothie/yogurt, pack in thermos, insulated lunch bag, etc.)?

Image source:
Microsoft 365 Stock Images

Assignment:
Eating Away From Home Menu

Scenario: Jesse has after school activities 3 days this week. On the other days Jesse goes home to start on homework.

Jesse needs to plan what foods to pack for the school day (lunch and 1-2 snacks), as well as an after-school snack.







Speaker Notes:
Note: See Eating Away from Home Menu Planning Assignment – Student Instructions.

- Discuss key information about the assignment.
- Students are invited to use their imagination to decide details of this student's life and way of eating. See next slide for further details.

Teacher Background
Please note that this assignment is developed around a fictional character. This is intentional. Having students track their personal eating habits is not recommended. Access to food varies and tracking personal eating habits may lead to some students becoming overly preoccupied with their food intake and/or contribute to feelings of shame relating to food purchasing decisions outside of the student's control.

Image sources:
Microsoft 365 Stock Images

Choose Jesse's Story

- ❑ What are Jesse's after-school activities?
- ❑ Decide on one dietary consideration for Jesse
  - Food allergy, vegetarian, cultural practice, etc.
  - Research and make notes
- ❑ Why does Jesse want to plan ahead? What is the benefit?
  - Fueling for activity, saving lunch money, etc.



Speaker Notes:
Review details of the assignment on this slide. This information is also in the student instructions for their reference.

Image sources:

Microsoft 365 Stock Images

Tips to Get Full Grades

- ❑ Use Canada's food guide proportions to plan your menu
  - Snacks may not include all foods. Look at the eating pattern as a whole.
- ❑ Write out specific details "tuna sandwich with mayonnaise, lettuce, and tomato on a bun"
- ❑ Include packing details like thermos or ice pack

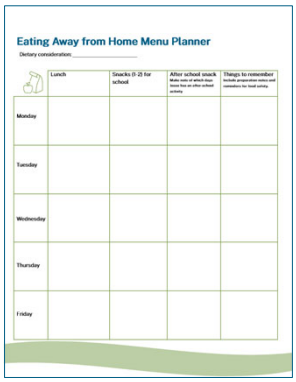


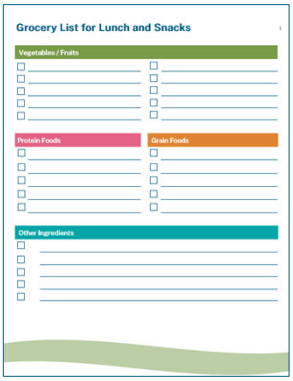
Speaker Notes:
Review details of the assignment on this slide. This information is also in the student instructions for their reference.

Image sources:
Microsoft 365 Stock Images

Assignment: Eating Away From Home Menu

1. Develop a 1-week (Monday to Friday) menu plan for lunch and snacks that is balanced according to Canada's food guide.
2. Create a grocery list of the foods that Jesse will need for the week.
3. Write up - explain the background and rationale behind the food choices for the menu.





Speaker Notes:
Review the components of the assignment.

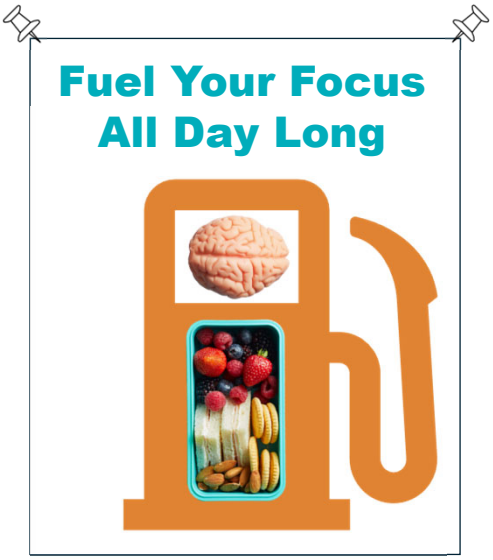
There are two sample templates in the student instructions. The first is a menu template. The second sample template is for the grocery list.

Assignment: Eating Away From Home Menu

Optional assignment:

Use print media or a digital program to create a one-page poster encouraging fellow students to plan ahead and pack a variety of foods for school and activities.

Focus your information on one of the key messages you learned during this unit.



Speaker Notes:
Optional assignment.

Use print media or a digital program to create a one-page poster encouraging fellow students to plan ahead and pack a variety of foods for school and activities.

Focus your information on one of the key messages you learned during this unit.

Image sources:
Microsoft 365 Stock Images

Grade 8: Planning for Meals Away from Home



Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education - April 2025

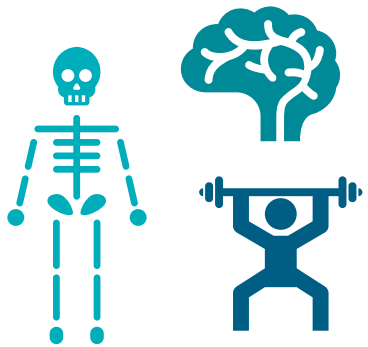
Nutrition Services

What does your body need?

What does balanced look like?

Why plan ahead?

What do you need to consider?

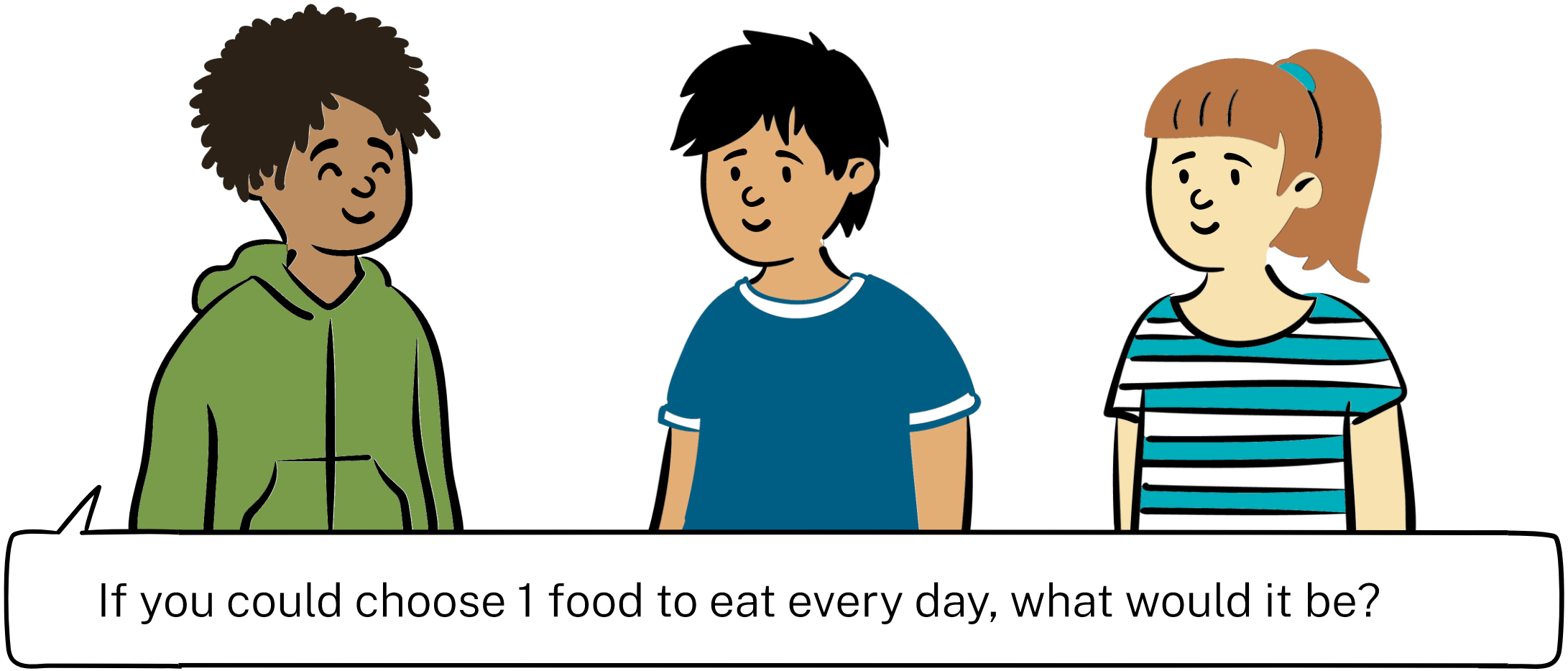




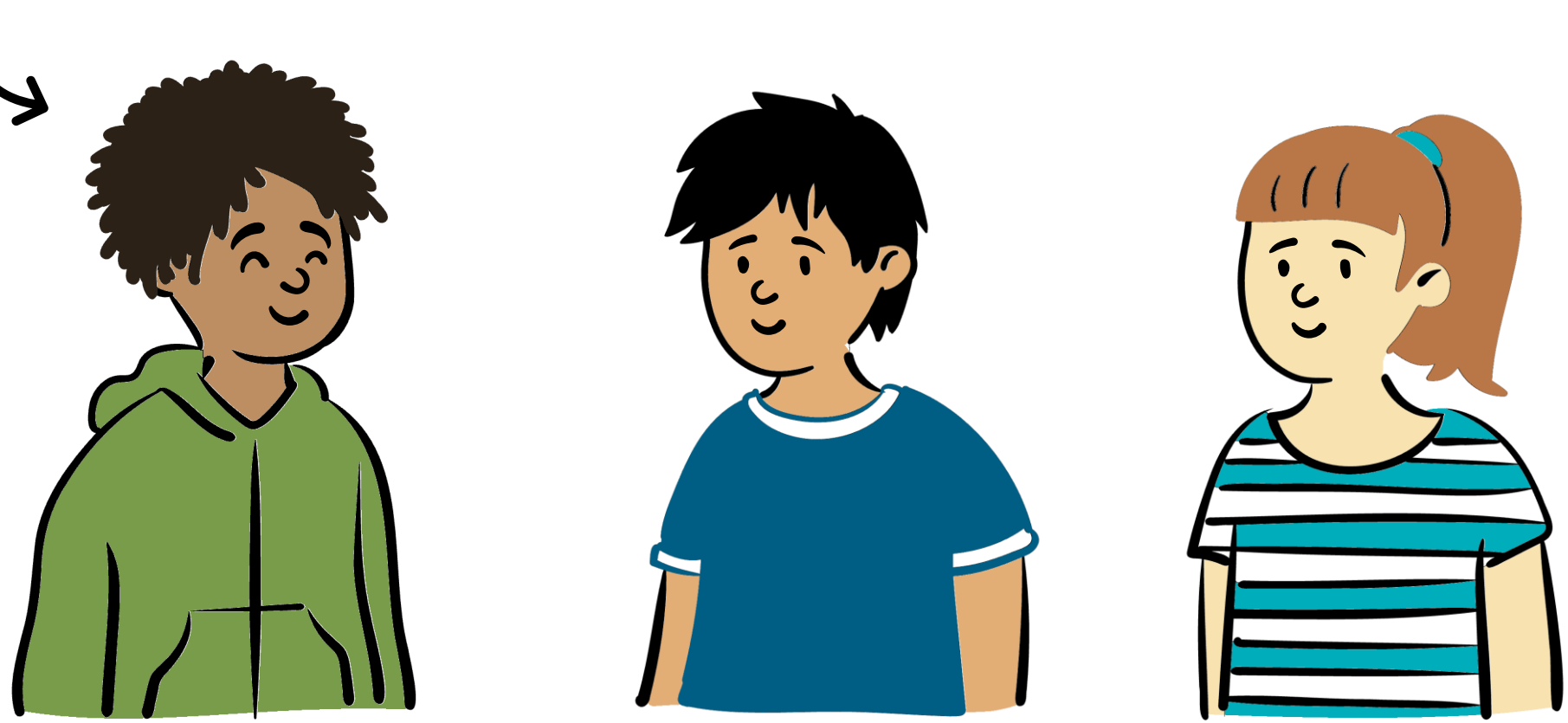




Meet Jesse and their friends, Max and Hailey.

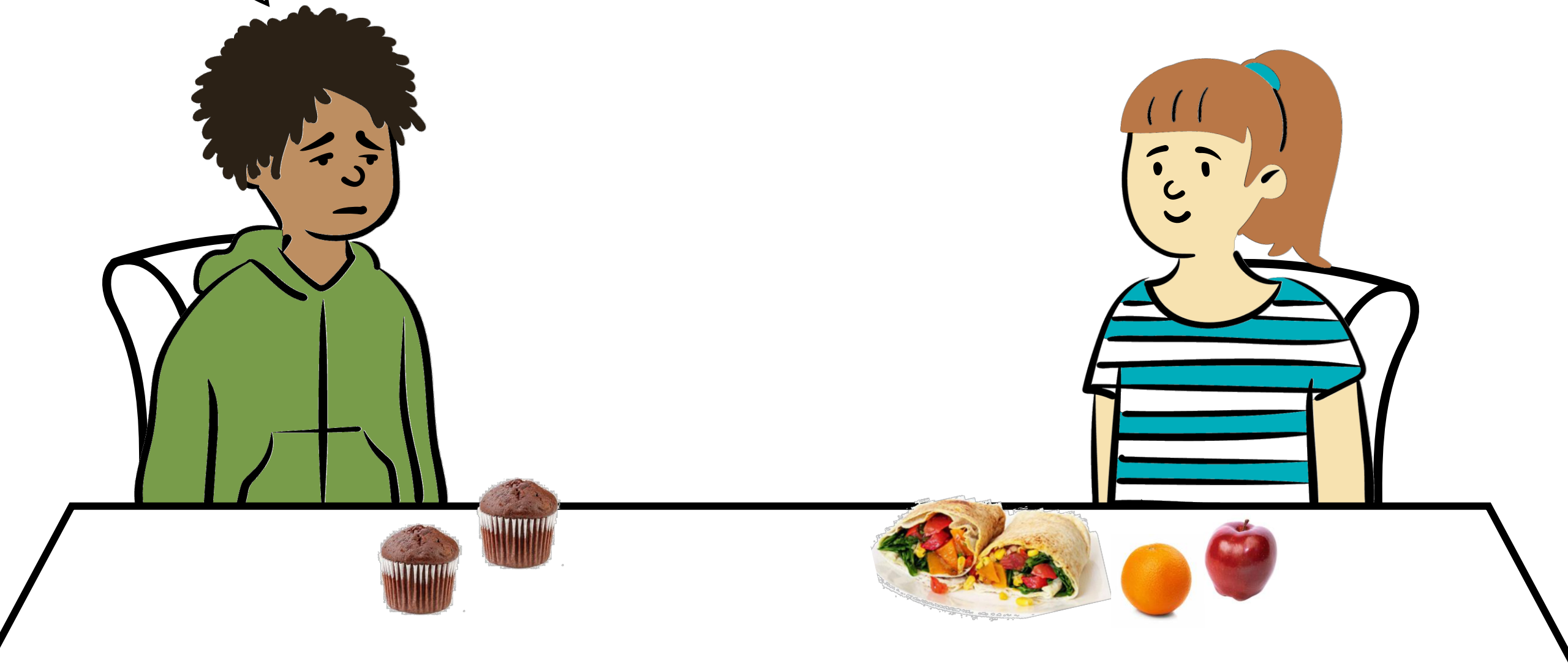


Jesse started packing their own lunch last month.



Let’s see how it’s been going...

All I can think to pack for lunch is a couple of muffins. This is getting boring....





Why do we need to eat a variety of food?

Benefits of Eating a Variety of Foods



Don’t get bored of eating the same thing



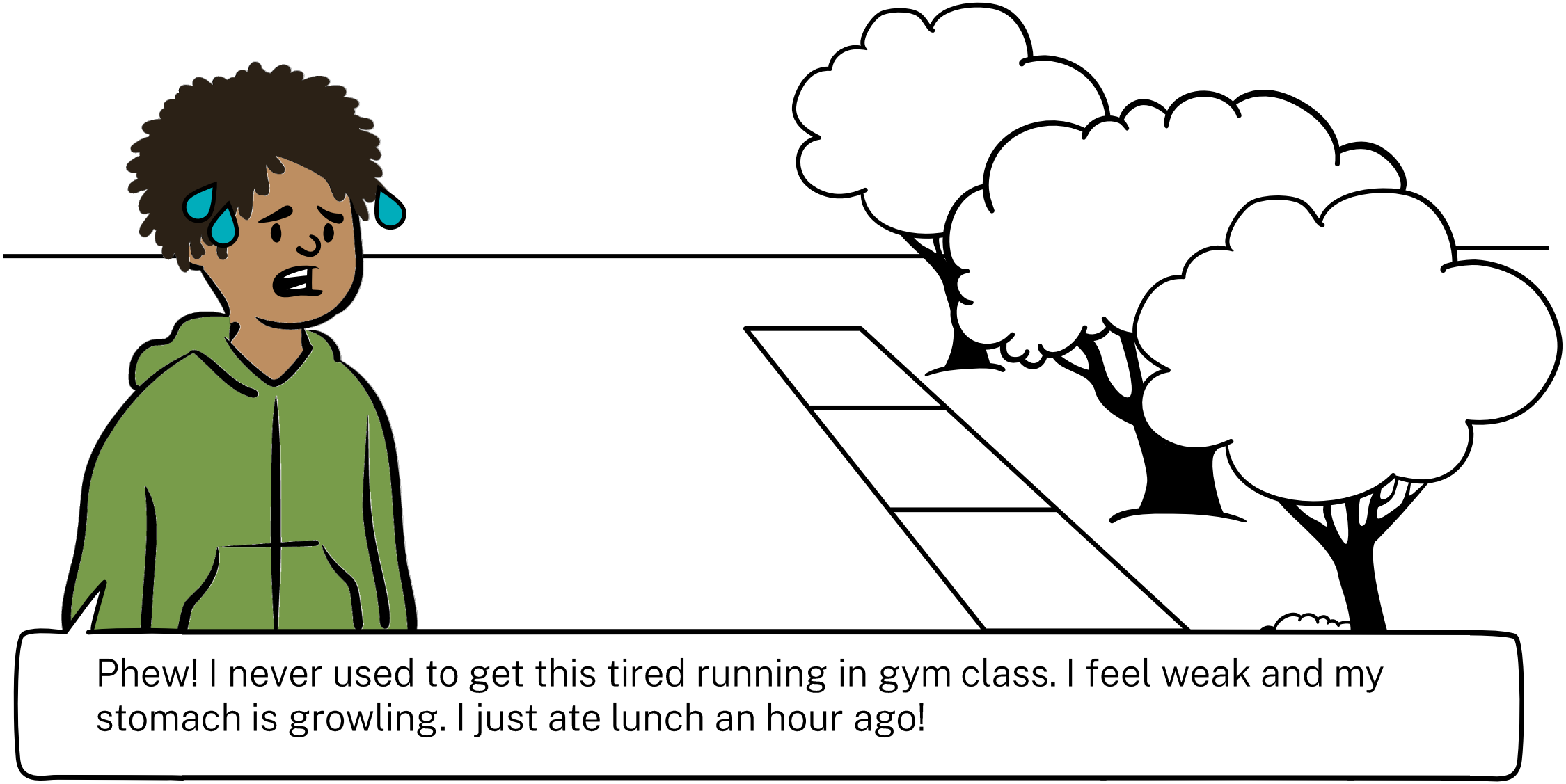
Help get the nutrients our bodies need



Experiment with different foods and flavours



Feel good: not too much or too little of a specific nutrient


Phew! I never used to get this tired running in gym class. I feel weak and my stomach is growling. I just ate lunch an hour ago!



What are the different types of food your body needs?

What Does Your Body Need?



Vegetables and Fruits

Vitamins and minerals

- Help our body function well

Fibre

- Digestion
- Help us feel full
- Heart health



Protein Foods

Protein

- Building blocks for muscles
- Building blocks for blood
- Build and maintain strong bones and teeth



Whole Grain Foods

Vitamins and minerals

Fibre

Energy

- Fuel for a growing body
- Fuel for a learning brain

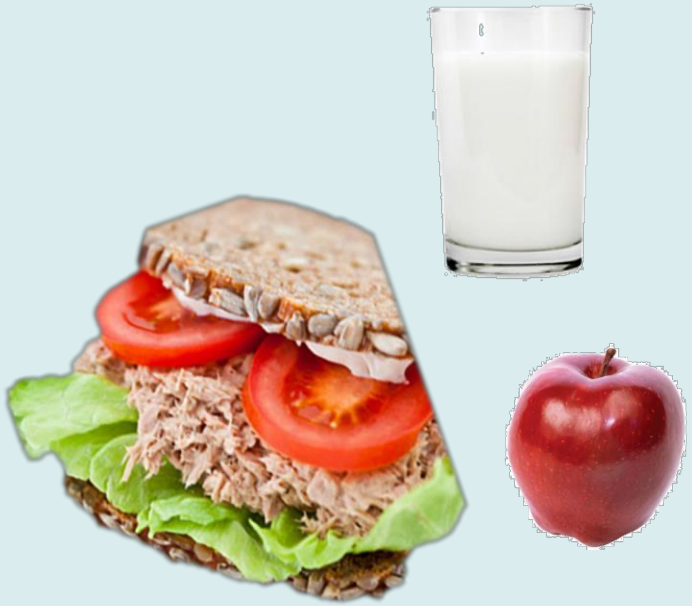


All types of foods are needed to meet your needs!

What Does Balance Look Like?

Aim for:

½ vegetables and fruits
+ ¼ from protein foods
+ ¼ whole grain foods



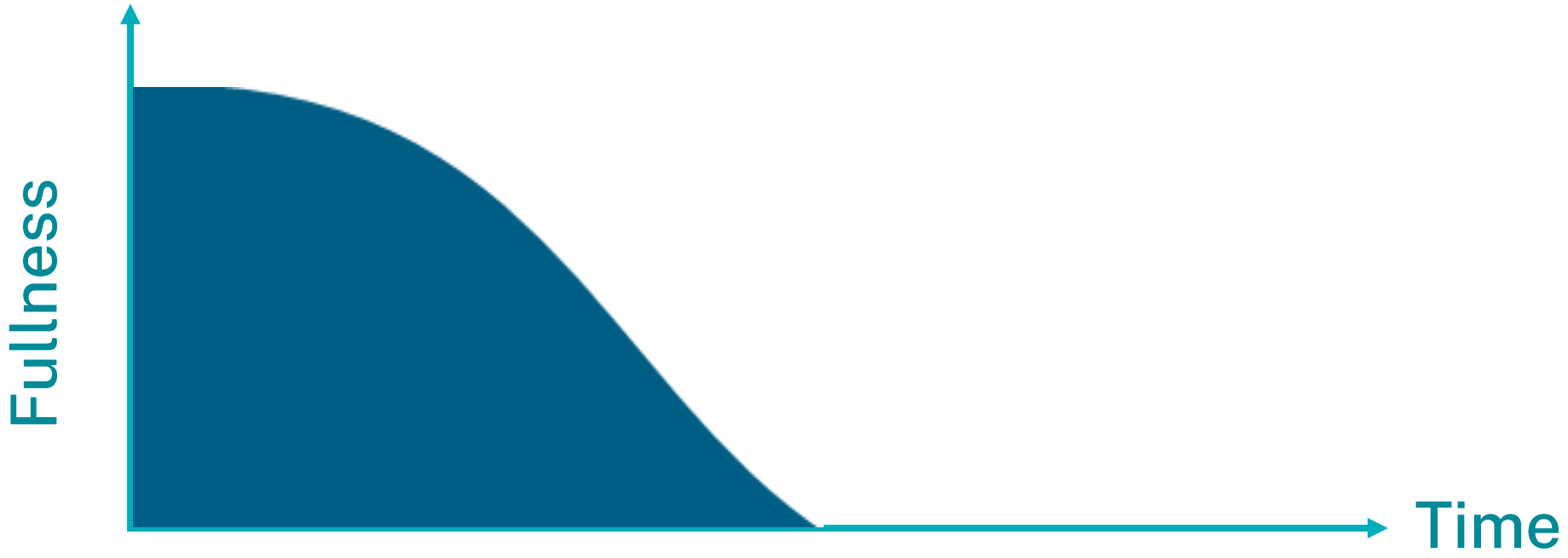


Making snacks using Canada's Food Guide

Balanced Eating for Lasting Energy

Fibre: Whole grain foods and vegetables/fruit





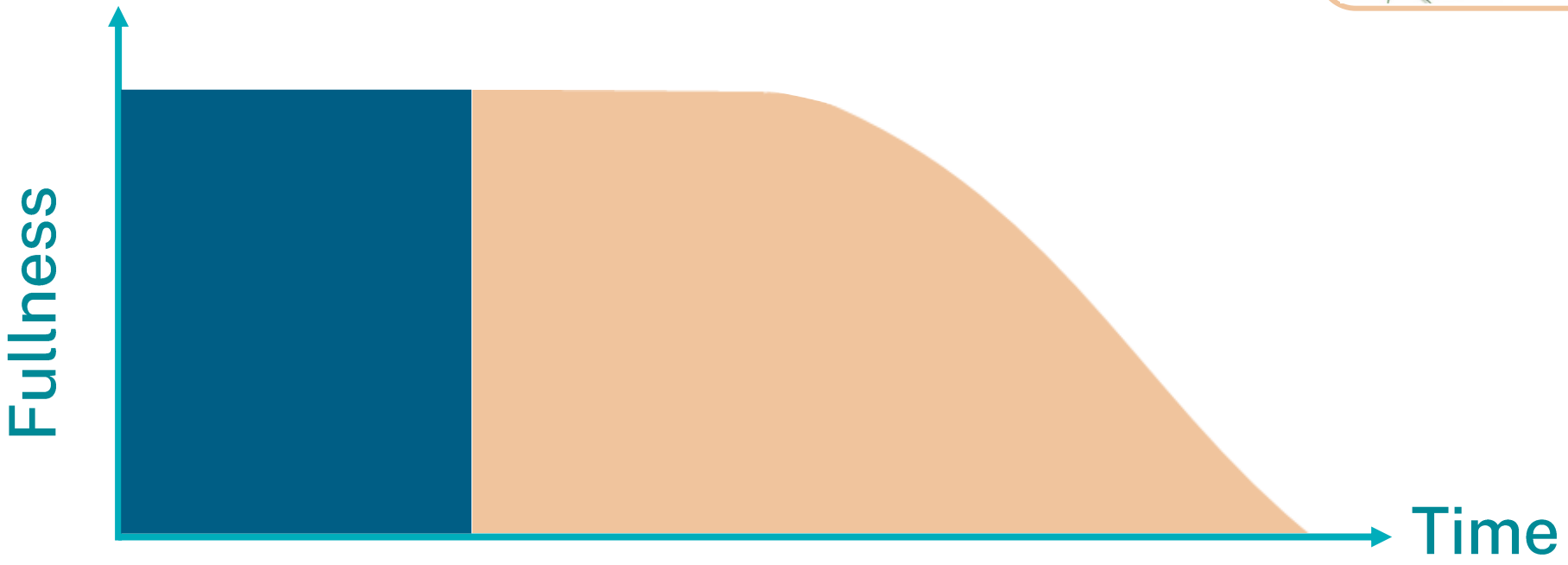
Modified from Ellyn Satter “Foods that Help Regulate.” Degree of fullness felt and length of time can vary by individual, food form, and combination of foods co-ingested.

Balanced Eating for Lasting Energy

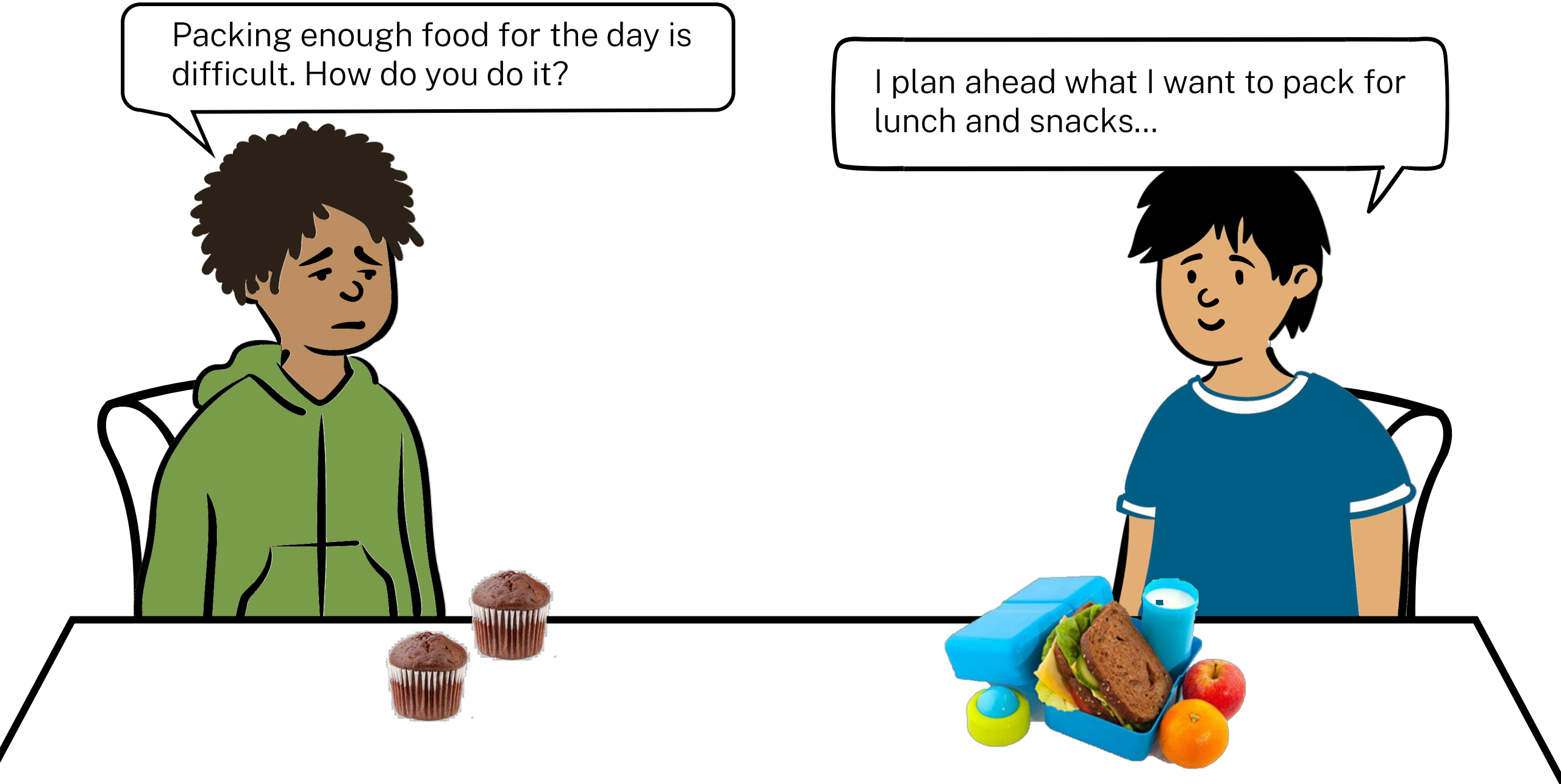
Fibre: Whole grain foods and vegetables/fruits AND Protein foods and fats/oils







Modified from Ellyn Satter “Foods that Help Regulate.” Degree of fullness felt and length of time can vary by individual, food form, and combination of foods co-ingested.


Packing enough food for the day is difficult. How do you do it?
I plan ahead what I want to pack for lunch and snacks...




Why plan ahead for meal and snacks?

Why Plan Ahead?



- Fueled for the day
- May eat more variety of foods
- Have the foods you enjoy
- Help the environment
- Save money



What do you need to consider when planning meals and snacks for yourself?

What Do I Need to Think About?



- Availability
- Schedule
- Access to appliances
- Food likes
- Food safety

Assignment:
Eating Away From Home Menu



Scenario: Jesse has after school activities 3 days this week. On the other days Jesse goes home to start on homework.



Jesse needs to plan what foods to pack for the school day (lunch and 1-2 snacks), as well as an after-school snack.



Choose Jesse's Story

- ❑ What are Jesse's after-school activities?
- ❑ Decide on one dietary consideration for Jesse
  - Food allergy, vegetarian, cultural practice, etc.
  - Research and make notes
- ❑ Why does Jesse want to plan ahead? What is the benefit?
  - Fueling for activity, saving lunch money, etc.



Tips to Get Full Grades

- ❑ Use Canada's food guide proportions to plan your menu
  - Snacks may not include all foods. Look at the eating pattern as a whole.
- ❑ Write out specific details "tuna sandwich with mayonnaise, lettuce, and tomato on a bun"
- ❑ Include packing details like thermos or ice pack

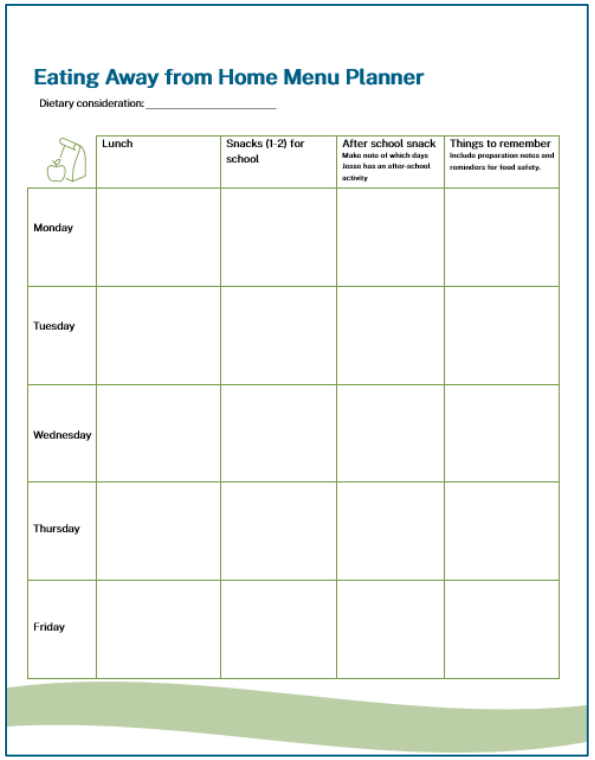


Assignment: Eating Away From Home Menu

1. Develop a 1-week (Monday to Friday) menu plan for lunch and snacks that is balanced according to Canada's food guide.

2. Create a grocery list of the foods that Jesse will need for the week.

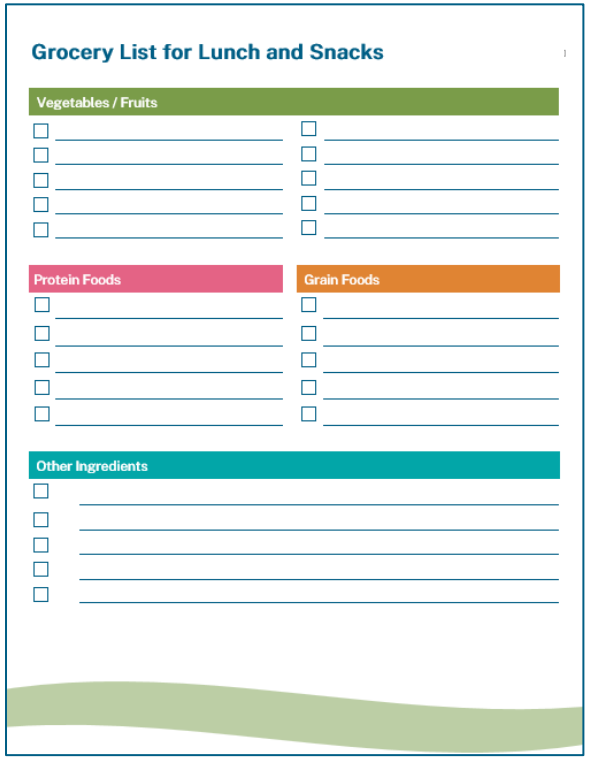
3. Write up - explain the background and rationale behind the food choices for the menu.



Eating Away from Home Menu Planner

Dietary consideration: _____

	Lunch	Snacks (1-2) for school	After school snack Make note of which days Jesse has an after-school activity	Things to remember Include preparation notes and reminders for food safety.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



Grocery List for Lunch and Snacks

Vegetables / Fruits

Protein Foods

Grain Foods

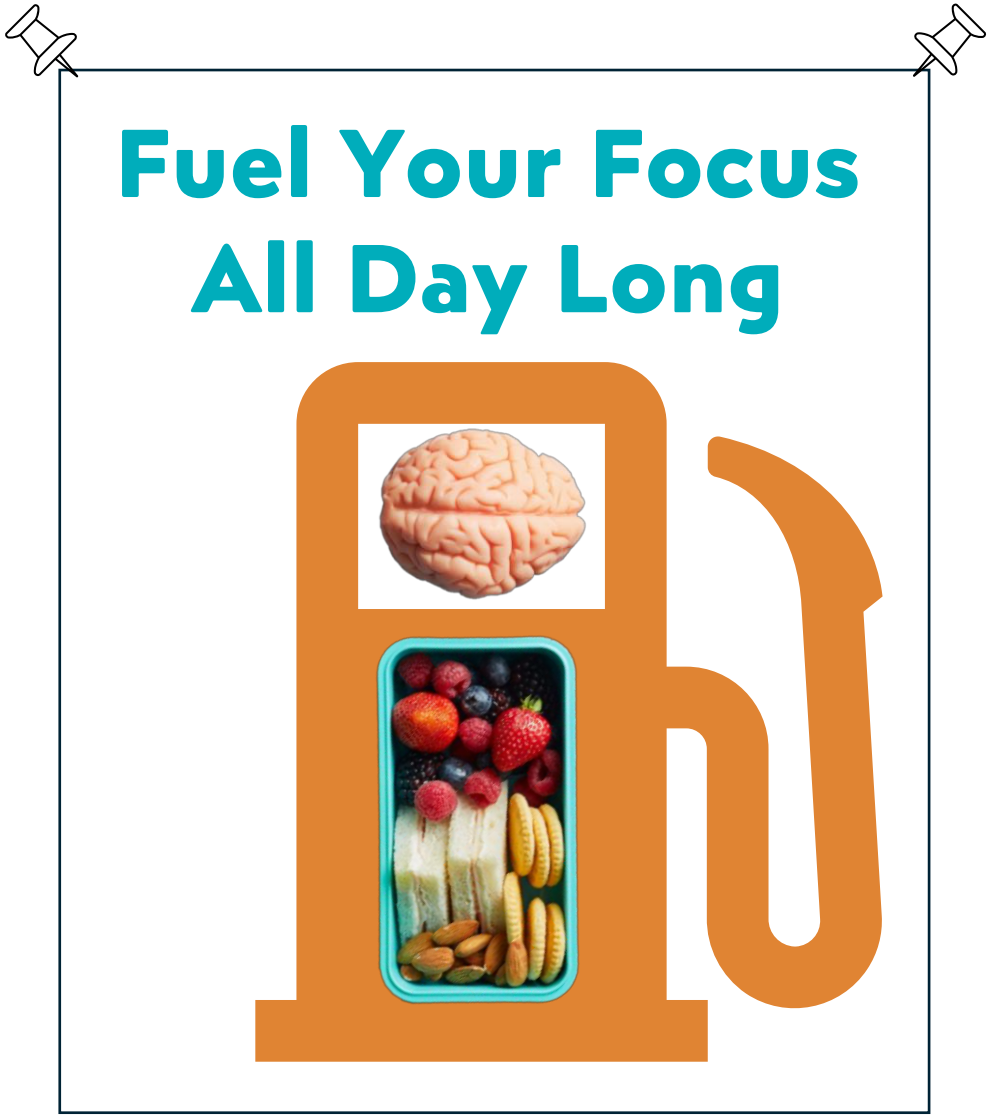
Other Ingredients

Assignment: Eating Away From Home Menu

Optional assignment:

Use print media or a digital program to create a one-page poster encouraging fellow students to plan ahead and pack a variety of foods for school and activities.

Focus your information on one of the key messages you learned during this unit.



Eating Away from Home Student Package

Scenario: Jesse has after school activities 3 days this week. On the other days Jesse goes home to start on homework. Jesse needs to plan what foods to pack for the school day (lunch and 1-2 snacks), as well as an after-school snack.

Assignment:

1. **Describe Jesse** (suggested length: 1–2 paragraphs).
   - Who do you imagine Jesse to be? Make Jesse whoever you would like them to be.
   - What types of activities are they involved in? (examples might include track and field, dance, drama, band robotics)
   - List 1 dietary consideration that Jesse has. (examples might include food allergy, vegetarian, cultural and/or religious practices, likes/dislikes)
   - Research what is needed for this dietary consideration and make a few notes about it. (examples might include a list of foods they cannot eat or a list of foods they need to make sure they eat)
   - How you will plan meals and snacks around it? (In other words, how will you still offer a variety of vegetables/fruit, protein foods, and whole grain foods?)
2. **Explain why Jesse wants to plan ahead** (suggested length: 1 paragraph). Using examples shared in the classroom or ideas you come up with on your own, explain the benefits of planning ahead for Jesse. Examples may include, fueling for their activity, eating more variety, saving money, having foods you like, feeling good, etc. Please expand on these reasons to connect back to what we know about Jesse.
3. **Create a menu plan.** Use the template on the next page to plan a lunch, 1-2 snacks for during the school day, and 1 after school snack for a 5-day school week.

   Tips:
   - Use Canada's food guide as a guide for planning. A snack can include 1 or more foods from the guide. It is best if the general pattern of eating over the day represents the proportions modelled on the plate (½ vegetables and fruits, ¼ protein foods, ¼ whole grain foods), including when planning snacks.
   - Include details about the main foods in your meals and snacks. For example, instead of writing "sandwich," write "tuna sandwich with mayonnaise, lettuce and tomato on a bun, an apple and strawberry yogurt.
   - Think about which foods need to stay hot or cold and how best to pack them (examples might include using a thermos or an ice pack). Make note of this on your menu.
4. **Write a grocery list** (use template). List the foods Jesse will need for the upcoming week based on the menu plan.
5. **Submit your work.** Submit steps 1 and 2 in a typed write up, along with your menu and grocery list.

Optional (1 page). Use print media or a digital program to create a 1-page poster encouraging fellow students to plan ahead and pack a variety of foods for school and activities. Focus your information on 1 of the key messages you learned during this unit.

Eating Away from Home Menu Planner

Dietary consideration: _____

	Lunch	1-2 Snacks for school	After school snack Note which days Jesse has an after-school activity	Things to remember Include preparation notes and reminders for food safety.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Grocery List for Lunch and Snacks

Vegetables / Fruits

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

Protein Foods

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

Grain Foods

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

Other Ingredients

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

Nutrition Services

Food and Nutrition Lesson Plan: Grade 9

Guide for Educators



Lessons include:

Menu Planning – Cultural Foods Showcase

Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education

Nutrition Services

Essential partners in health

Overview

This lesson addresses W–9.5 of the Grade 9 Health and Life Skills Curriculum and was developed using age-appropriate food and nutrition literacy guidance.

Learning Outcome:

W–9.5 Develop strategies that promote healthy nutritional choices for self and others.

Students will:

- Understand the role of meal planning as a strategy for healthy eating.
  - Gain understanding of meal planning basics, including types and proportions of food on Canada's food guide.
  - Identify various factors to consider with meal planning.
  - Plan a food shopping list based on a meal/menu.
- Examine the role that culture plays in personal food choices.
  - Understand the significance of food in culture.
  - Explore and identify various food cultures and traditions.



Teaching considerations: To support students in developing healthy eating patterns, approach food and nutrition education in a way that promotes a healthy relationship with food, recognizes that students may have varying access to food, and considers potential biases towards food and eating practices.

Teacher Background

Menu planning can support healthy eating by helping to limit reliance on convenience foods for meals and snacks. It can also help reduce food waste and save time and money. There is no right or wrong way to menu plan. Menu planning tends to be less involved for youth, compared with adults, as they often are not in charge of buying foods. For this assignment, menu planning will focus on balanced eating, finding recipes, and planning up to the point of creating a grocery list.

Youth may menu plan with parents/caregivers or more independently (e.g. school lunches and snacks) with the foods available at home. The types and amounts of foods available at home will vary. When students are coming up with ideas for foods within an activity, encourage them to list foods they enjoy and can access. This may include a variety of vegetables and fruits (fresh, frozen, canned), protein foods (animal-based and plant-based), and grain foods (including non-whole grain options).

For more information about menu planning, refer to Additional Sources of Background Information below.

Cultural Traditions

Food is often a central part of culture, celebrations, and family traditions. Sharing cultural food traditions is a way of connecting, teaching, and providing an opportunity to try new foods. Culture and food traditions can also help develop positive eating attitudes. This lesson plan will allow students to explore their own or another culture's food traditions and practices.

Additional Sources of Background Information

- Plan what you eat (Health Canada)
  This webpage outlines the benefits of menu planning and things to consider when planning ahead.
- Quick and Easy Meals (AHS Nutrition Services)
  This handout has tips for how to plan, prepare, and pack foods.
- Adjusting recipes to meet your needs (Health Canada)
  This webpage provides information and tips to adjust recipes for health, dietary restrictions, cultural preferences, lower cost, and more.
- Eat meals with others (Health Canada)
  This webpage discusses the benefits of eating together and provides tips on how to eat with others more often.
- Cultures, food traditions and healthy eating (Health Canada)
  This webpage discusses the benefits of cultural foods and traditions.
- Consider culture and food traditions (Health Canada)
  This webpage discusses the role of culture and food traditions in what, when and how a person eats.

Lesson: Menu Planning - Cultural Foods Showcase

Estimated Time

Lecture portion and discussion take approximately 20 minutes, in addition to a multi-class project and teach back by students.

Required Materials

- Interactive whiteboard or projector
- Grade 9 Menu Planning presentation
- Grade 9 Menu Planning presentation (educator version with notes)
- Menu Planning Assignment- Student Instructions

Additional supplies students may require

Art supplies:

- Magazines, images of food
- Paper, poster, display board
- Markers, pencils
- Scissors, glue, tape

Technology access:

- Laptop or device
- Slides program
- Printer
- Interactive whiteboard or projector

Instructions

1. Use the Menu Planning presentation to introduce menu planning and cultural foods. The educator version with notes has teaching points and suggested answers for discussion questions.

   Note: The PowerPoint uses the example of planning a meal for a special event day at a school as a way to discuss menu planning and highlight key components and considerations the students will need to complete their assignment

2. Review the discussion questions on slides 14-16 or they are listed below:

   Ask: **Does anyone want to share a family food tradition or cultural foods they enjoy?** Ensure no student feels pressured to share if they are not comfortable doing so.

Sample Answers:

- Answers will vary. Select a family food tradition to share yourself to get the class started or use an example here:

  Alberta Indigenous culture: Pemmican is a traditional food often eaten on long hunting trips. Recipes vary, but typically it is made from ground dried meat mixed with wild berries and homemade lard.

  Acadian culture: Tourtière (meat pie) eaten during winter holiday season. Typically made from ground pork, beef, or veal, and potatoes.

Ask: What information will you need for planning the cultural celebration meal?

Sample Answers:

Review event details with some added considerations for culture

- How many people are attending? Any food allergies or intolerances?
- Kitchen space and equipment (Do you need to borrow anything?)
- How will people be eating? (at table, picnic, buffet etc.)
- Will food be served in courses or all at once?
- What foods are culturally important?
  - Talk to family members or friends that are part of your culture.
  - Research the culture and traditional food dishes.
- Can you buy all the ingredients in Alberta?
- What ingredients or food do you currently have in your cupboards, fridge, or freezer that could be used?
- Budget: Are the ingredients in season? Check flyers for sales.
- Time: How much time do you have to prepare the food, serve and clean up?

3. Introduce menu planning assignment using the presentation or the Menu Planning Assignment – Student Instructions. This can be an individual, paired or small group assignment.

   Note: For the Grocery Shopping List, you can choose if you would like the students to include the quantity of each ingredient or not.

Extension

- Make a list of the countries represented in student assignments and explore their locations on the world map. Create a matching activity with a recipe/food and each country that was presented. Add in locally grown foods and growing conditions.
- Have students provide recipes from their assignment and collate them into a class cultural cookbook to be shared (digital may be easiest).

Assessment

- Completion of a menu and grocery shopping list for one meal from a specific culture.
- Display, poster or presentation that includes: the menu, recipes, information about the culture, the significance of the food or drinks on menu and how the meal is balanced according to Canada's food guide.
- Presentation/sharing to class on a culture of choice.

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Menu Planning Assignment – Student Instructions

Scenario: You have been asked to host a cultural celebration meal for 8–12 guests. You will create the menu and determine what supplies are needed to prepare, serve, and eat the meal.

Assignment:

1. Select a culture to highlight. This could be your own family culture or another culture.

2. Research the culture you selected. Identify traditional foods and celebrations involving food.

3. Develop a menu for a meal specific to the culture you chose. Include different courses or components such as appetizers or desserts if that is part of the cultural food tradition. Determine the number of guests.
   - ✓ Use the types and proportions of foods on Canada's food guide to plan a balanced meal. For example, aim for half the meal to be vegetables and/or fruits.
   - ✓ Review the recipe and determine what ingredients and cooking supplies you will need.
   - ✓ Before completing the Grocery Shopping List (template on following page), scale recipes according to the number of guests.
   - ✓ Consider what other cooking supplies or food (e.g. tin foil, cooking oil, etc.) you may need.

4. Create a presentation or a poster/display board to show your research and menu. Be creative and use pictures or drawings that depict the foods selected.
   Include information about:
   - ✓ food traditions and celebrations.
   - ✓ the cultural significance of the food and drinks on your menu and how they are prepared and served.
   - ✓ how the meal is balanced according to Canada's food guide.

   In addition, submit recipes and the Grocery Shopping List

5. Present your findings and completed materials in class.

Grade 9

Grocery Shopping List

Recipe(s):

Vegetables and fruits

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Protein foods

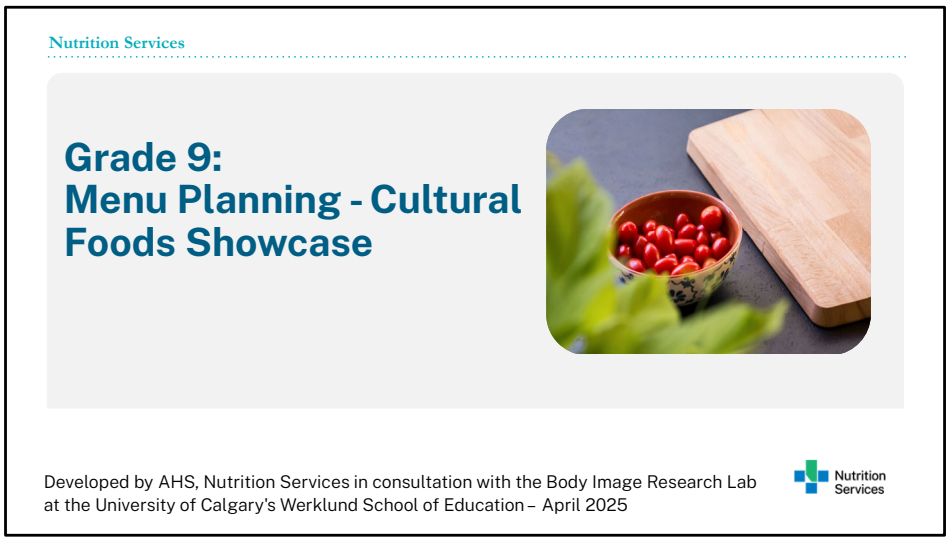
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Grain foods

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Other / supplies (e.g. spices, oil, tinfoil, etc.)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



Speaker Notes

- We will be looking what is involved in menu planning

Ask: What is menu planning? Or rephrase with what does menu planning mean to you?

Answers: Answers will vary.

- Menu planning can mean different things to people. There is no right or wrong way to menu plan.
- It is thinking ahead about what you'll make for meals and snacks. It could be for a single meal or for a week or a month of meals and snacks. In junior high, you may think about what you want for lunch tomorrow or for the school week.
- Benefits: getting prepared ahead of time can help you make healthier food choices and reduce food waste by using the food that is available. This saves money too.

Approximate time for completion: Lecture portion and discussion will take approximately 20 minutes, in addition to a multi-class project and teach back by students. The assignment can be completed individually, in pairs or a small group.

Teacher Background

- This presentation uses the example of planning a meal for a special event day at a school as a way to discuss menu planning and highlight key components and considerations the students will need to complete their assignment.
- For a PowerPoint version of this presentation, please contact: publichealth.nutrition@ahs.ca

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You and your friends have been asked to plan the menu for an upcoming special event day lunch.

Where do you start when planning a menu?



Speaker Notes

- You and your friends have been asked to plan the menu for an upcoming special event day lunch. Where do you start when planning a menu?

Reference:

Health Canada. Canada's food guide - Plan what you eat. 2022 Jul 8. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/cook-more-often/plan-what-you-eat/

Image sources:

Microsoft 365 Stock Images



Speaker Notes
Menu planning can be done in several ways, but there are some key things to consider.

Plan:
For planning the sports day lunch, you will need to:
- gather information about the people attending and details about the event. For example, will the lunch be served in the gym or outside.
- create a menu - decide what you would like to eat. Ensure your meal is balanced (has a variety of foods from Canada's food guide groups of foods)
- find recipes and determine other required ingredients.

Note: if you were menu planning for yourself or family, you would want to check your fridge, cupboards and freezer and plan to use the foods you have before they go to waste. This reduces food waste and saves money.

Prepare:
Prepare for grocery shopping by creating a list.
- Determine the required ingredients, food staples and kitchen supplies.
- Determine the amounts you need for each ingredient and supplies

Teacher Background
- For this lesson plan, the planning and preparing will focus on what to do up to the point of grocery shopping.

Reference:
Health Canada. Canada's food guide - Plan what you eat. 2022 Jul 8. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/cook-more-often/plan-what-you-eat/

Image source:
Microsoft 365 Stock Images

Plan: Event details


How many people are attending?


Are there food allergies or restrictions?


What cooking equipment is available?


How will the meal be served?

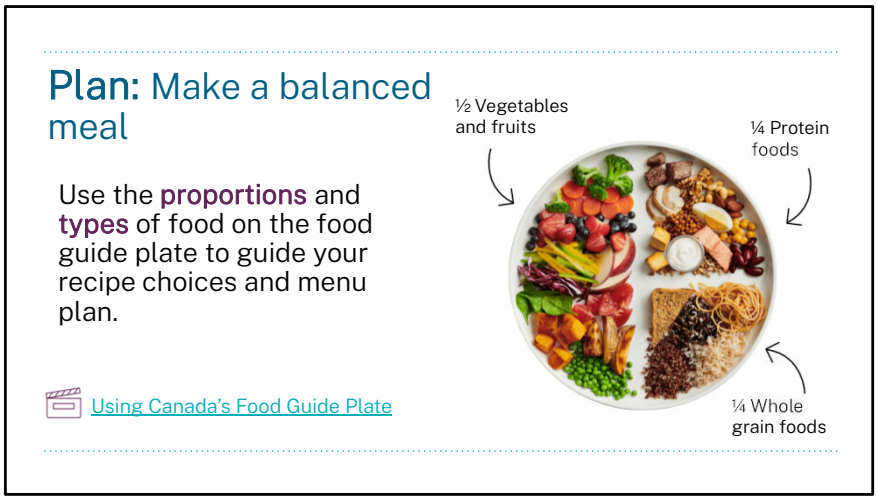

Where will people eat?


How much time is available to prepare the food?


What is our grocery shopping budget?

Speaker Notes
Details about the event and people attending will be essential for building your menu. Here are some ideas of what to consider:

- How many people are attending?
- Are there any food allergies or food restrictions to consider?
- Kitchen space and equipment. Does this impact the types of food you can prepare?
- Will people help themselves to food or will it be served? Will there be several courses or will food be served/available all at once?
- How will people be eating (at table, picnic, buffet etc.). What supplies will you need for this (e.g. tablecloths, serving spoons, paper plates and cutlery?). Does the school have some of these supplies?
- What food ingredients are available at your local grocery store (seasonal foods).
- How much time do you have to prepare the food, serve and clean up?
- What is the budget for the lunch? The budget can strongly influence the types of foods and recipes you choose.



Speaker Notes

- When planning meals and snacks, use the types and proportions of food found on Canada's food guide.
- Each group of food provides different nutrients. The plate highlights which types of foods our body needs. Eating this way will help you get all the nutrients you need in the right amounts.

Key messages for each group of food:

- Try including vegetables and fruits at every meal and snack. They are filled with nutrients that your body needs. Fresh frozen and canned varieties are all nutritious options. Look for canned and frozen options without added sugar (i.e. syrup) and low or no salt added when possible.
- Choose protein foods that come from plants more often.
- Canada's food guide suggests including whole grains as part of our pattern of eating. Some of your family's cultural foods may include other types of grains and it is fine to include these and share these as part of this assignment.
- Eating a variety of different foods are all important parts of healthy eating.

Optional: show Canada's food guide videos in class to review key concepts related to planning a meal. All are under 1 minute in length.

- **Family Meals** https://youtu.be/9FG4d-2tECo
- **Mixed Dishes** https://youtu.be/hknXiyFwUEA

Teacher Background

For more information refer to Make healthy meals with Canada's Food Guide Plate

- Reminder: consider what foods students have available to them at home when teaching students about vegetables, fruits, protein foods and whole grain foods. This may include different forms of vegetables and fruits (fresh, frozen, canned), different types of protein foods (animal based and plant based) and a variety of different grains (including non-whole grain options).

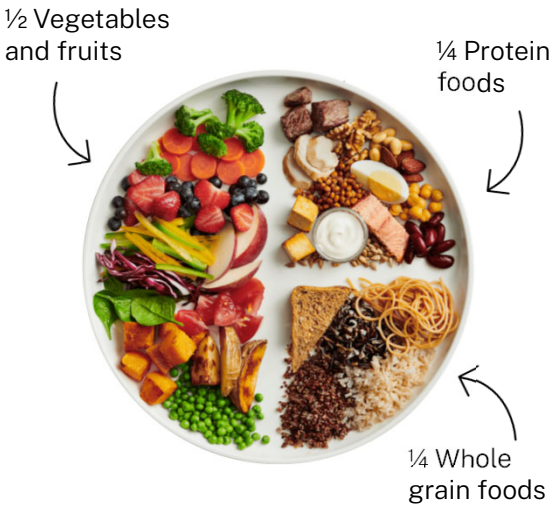
Reference:

Health Canada. Canada's dietary guidelines. 2023 June 23. Available from: https://food-guide.canada.ca/en/guidelines/section-1-foundation-healthy-eating/

Plan: Make a balanced meal

Some ingredients (e.g. spices, oils, sauces) may not fit on the food guide plate, but are still important for flavour and enjoyment.





Speaker Notes:

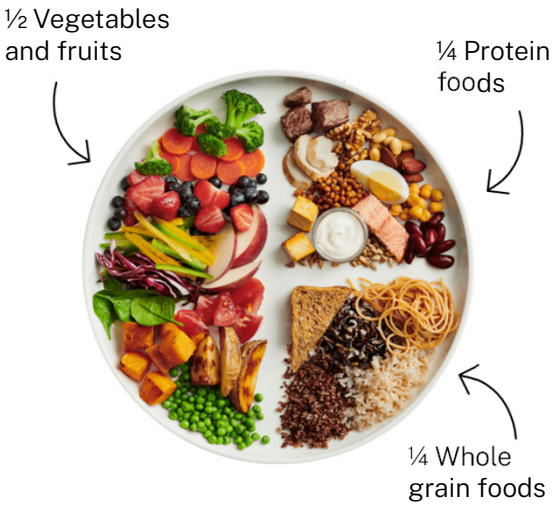
- Some foods or ingredients may not fit within Canada's food guide. These foods may include herb, spices, cooking oils or other ingredients that contribute to the flavour and overall enjoyment of foods.

Teacher Background

- During classroom education, your students may provide examples of other foods they enjoy, including foods associate with celebrations (e.g. cake) or highly processed foods. You can help refocus the conversation in a neutral way by using some of the example phrasing here Create a supportive environment - Canada's Food Guide

You and your friends decide on a meal:





Is this meal balanced?

Speaker notes:
You and your friends decide on a meal. Based on the information you gathered, you determined:

- none of the students are vegetarians and there are no milk allergies.
- it needs to be a cold lunch because you will not have access to the cooking equipment at that time and it needs to be easy to serve and eat.

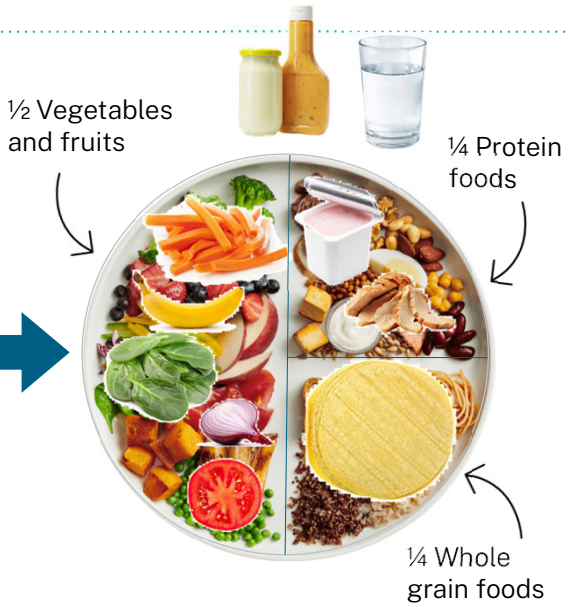
You decide on:

- Chicken vegetable wraps
- Sliced carrots
- Bananas
- Individual servings of yogurt
- Water

Does this meal include all three groups of food in balanced proportions?

Yes! It looks like this is a balanced meal.





What is your next step?

Speaker notes:
Yes, this chicken wrap with sliced carrots, banana, yogurt and water looks to be a balanced meal according to Canada's food guide .

- Approximately half the meal is vegetables and fruits
- Although there are 2 types of protein foods, the amount of chicken in the wrap would be fairly small and the yogurt cups are also small, so approximately a quarter of the meal
- The large whole wheat wrap would make up approximately a quarter of the meal.

What is your next step in menu planning?



Speaker Notes

There are several things to consider when choosing recipes.

- Consider the complexity of the recipe, as well as time and skills required to create the dish.
- Do I have the kitchen equipment to make the recipe and a place to store the prepared food before it is served to ensure food safety?
- The availability and cost of ingredients is another important consideration.
- In general, if using multiple recipes, look for ones that have overlapping ingredients to save money and preparation time.

Adjusting the yield

- In this example, searching for a recipe that has a large yield (50 servings) is a good idea. It will make it easier to build a grocery list if the ingredients are already scaled up.
- Another reason to try to find a recipe with a larger yield is because it cannot be assumed that scaling up a recipe will always work well. Typically recipes can be doubled. However, some ingredients, especially in baking, need to have a specific ratio and changing the recipe yield by a significant amount may change how the ingredients interact.

(Optional) Adjusting recipes to meet personal needs

- Discuss information and tips on the Health Canada webpage Adjusting recipes to meet your needs - Canada's Food Guide. For example, adjusting recipes for health, dietary restrictions, or to reflect culture and lower cost.

Background for teachers:

- How to Use a Recipe (Alberta Health Services) -this handout has information and tips on how to use a recipe and create a grocery list.
- Healthy recipe ideas –if students ask about where to find healthy recipes.
  - Health Canada – Canada's Food Guide Recipes
  - AHS – Inspiriting Healthy Eating Recipes
  - Dietitians of Canada - Cookspiration

Reference

Health Canada. Adjusting recipes to meet your needs. 2025 Mar 13. Available from: https://food-guide.canada.ca/en/cooking-skills/adjusting-recipes-meet-your-needs

Image sources:

Students - Microsoft 365 Stock Images

Prepare: Create a grocery list

Review your recipes and menu to:

- Create an ingredients list
- Other items identified in recipe (e.g., tinfoil)
- Calculate amounts to purchase

Event Details:

- What supplies are needed based on event details? (e.g. paper plates, cutlery, cups, tablecloths, etc.)
- Calculate amounts to purchase



Speaker Notes

- Use the menu plan to prepare a grocery list with the ingredients from each recipe. Also, include other items from the recipes that you may need to prepare the foods. For example, tinfoil, toothpicks, etc.
- Determine the quantity of ingredients by comparing the number of servings or yield on each recipe to the number of people attending. As noted on the previous slide, it helps to choose a recipe with a large yield if you are making a meal for a large group.
- Review your menu for other food or drink items.
- Review the supplies that are needed for the meal. Do you have all the tools needed?



Speaker notes:
You and your friends create a grocery list. You also speak to the staff at the school cafeteria to ensure all the equipment needed is available (cutting boards, plates, napkins, etc.). Your menu plan is ready for the event!

Review: Menu planning process

Plan:

- ✓ Event details and budget
- ✓ Balanced meal
- ✓ Recipes

Prepare:

- ✓ Grocery list of ingredients and supplies
- ✓ Calculate amounts to purchase



Speaker Notes:
The menu planning process for an event or a special occasion includes:

- **Event Details:** Consider number of attendees, any food allergies or restrictions, kitchen equipment and space, including storage such as a refrigerator and freezer space. What is the budget for the meal?

- **Balanced Plate:** Remember to include ½ you plate as vegetables and fruit, ¼ plate grains and ¼ protein foods

- **Recipe:** Consider the complexity of the recipe, as well as time and skill required to create dish. If using multiple recipes, look for ones that have overlapping ingredients to save money and preparation time.

- **Grocery list:** create the list from the ingredients in your recipe(s). Consider cost and if a food (vegetables and fruit) is in season.

- **Calculate:** Calculate how much of each food ingredient on your list is needed to make the recipe

Menu planning at home for yourself or family is a similar process. Instead of "event details", it would be you or your family's "daily schedule", including the amount of time and location of eating meals and any dietary considerations for yourself or family members . Also, the "balanced meal" step would be based on building meals and snacks with foods that you currently have at home, especially foods that do not last long, rather than buying all new ingredients.

Image sources:
Microsoft 365 Stock Images

Your lunch menu was a success!

Everyone enjoyed it so much that you have been asked to plan an upcoming cultural celebration dinner.



Speaker notes:
Your lunch menu plan was a success! Everyone enjoyed it so much that you have been asked to plan an upcoming cultural celebration dinner.

Image sources:
Microsoft 365 Stock Images

What is a family food tradition or a cultural food you enjoy?



Speaker Notes:

Ask: Does anyone want to share a family food tradition or a cultural food they enjoy?

Sample Answers:

- Answers will vary.
- Select a family food tradition to share yourself to get class started or use an example here:
  - Alberta Indigenous culture: Pemmican is a traditional food often eaten on long hunting trips. Recipes vary, but typically it is made from ground dried meat mixed with wild berries and homemade lard.
  - Acadian culture: meat pie "Tourtière" eaten during winter holiday season. Typically made from ground pork, beef or veal and potatoes.

Image sources:
Health Canada



Speaker Notes

Cultural traditions

Sharing cultural food traditions is a way of connecting, teaching and passing on special meal preparations to the next generation. Culture and food traditions also provides an opportunity to try new foods and is important in the development of positive eating attitudes.

Key learning points:

Part of the enjoyment of eating is choosing foods that reflect your preferences. Your preferences and eating habits can be shaped by many things, including cultures and food traditions.

Cultures and food traditions can influence:

- how you eat
- what you eat
- when you eat
- where you get food
- how you prepare food

In many cultures, food and food traditions:

- are central in celebrations
- play a big part in connecting us to others

Healthy food choices and eating habits can vary widely:

- around the world
- between and within cultures

Healthy eating can be adaptable and reflect various cultures and food traditions

Including cultures and food traditions as part of healthy eating can help you:

- choose foods that you enjoy
- grow your skills and knowledge
- learn about cultures and food traditions
- create a sense of community and foster connections
- keep your cultural roots and food traditions alive by sharing them with others

Reference:

Government of Canada. Canada's Food Guide. Cultures, food traditions and healthy eating. 2020, Oct 14. Available from: https://food-guide.canada.ca/en/healthy-eating-recommendations/enjoy-your-food/cultures-food-traditions-and-healthy-eating/

Image sources:

Microsoft 365 Stock Images



Speaker Notes

Ask: What information will you need for planning the cultural celebration meal?

Possible Answers:
- Answers may vary
- Explain that the steps discussed for planning the sports day lunch are the same you would use for planning any menu. In particular, the “event details” considerations would be the same.
- Go to next slide

Image sources:
Microsoft 365 Stock Images



Speaker Notes

Review event details with some added considerations for culture

- How many people are attending?
- Any food allergies or intolerances?
- Kitchen space and equipment (do you need to borrow anything to prepare the meal?)
- How will people be eating (at table, picnic, buffet etc.)
- Number of courses or food all at once
- What foods are culturally important.
  - Talk to family members or friends that are part of your culture.
  - Research culture and traditional food dishes (especially if you cannot get this information from family).
- Can you purchase all the specific cultural ingredients in Alberta?
- What ingredients or food do you currently have in cupboards, fridge, freezer that could be used?
- Budget: seasonality, flyer deals for purchasing
- Time: How much time do you have to prepare the food, serve and clean up

Image sources:
Microsoft 365 Stock Images

Assignment

Scenario: You have been asked to host a cultural celebration meal for 8-12 guests. You are in charge of creating the menu and determining any required supplies for preparing, serving, and eating the meal.

- Select a culture and research traditional foods and celebrations.
- Develop a menu for a meal specific to the culture you chose. Include different courses or components such as appetizers or desserts if that is part of the cultural food tradition.
- Use electronic slides or a poster/display board to capture your research and menu. Be creative and use pictures or drawings that depict the foods selected.



Speaker Notes

- This assignment will focus on one meal. You will plan a menu that is specific to the culture of your choosing and will include several components: appetizer, main entrée, dessert.

- Lastly, we will be presenting our assignments back to each other in class to showcase the various cultures selected.

Teacher Background:

- There is a Menu Planning Assignment – Student Instructions that can be provided to students before or after presenting this slide.
- Teacher decides if students will complete an assignment individually, in pairs, or in a group.

Grade 9: Menu Planning - Cultural Foods Showcase



Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education – April 2025

Nutrition Services

You and your friends have been asked to plan the menu for an upcoming special event day lunch.

Where do you start when planning a menu?







Menu Planning Basics

Plan:

- ✓ Collect event details and confirm the budget
- ✓ Create a balanced meal
- ✓ Choose recipes

Prepare:

- ✓ Grocery list of ingredients and supplies
- ✓ Calculate amounts to purchase



Plan: Event details



How many people are attending?



Are there food allergies or restrictions?



What cooking equipment is available?



How will the meal be served?



Where will people eat?



How much time is available to prepare the food?



What is our grocery shopping budget?

Plan: Make a balanced meal

Use the proportions and types of food on the food guide plate to guide your recipe choices and menu plan.



Using Canada's Food Guide Plate

Plan: Make a balanced meal

Some ingredients (e.g. spices, oils, sauces) may not fit on the food guide plate, but are still important for flavour and enjoyment.

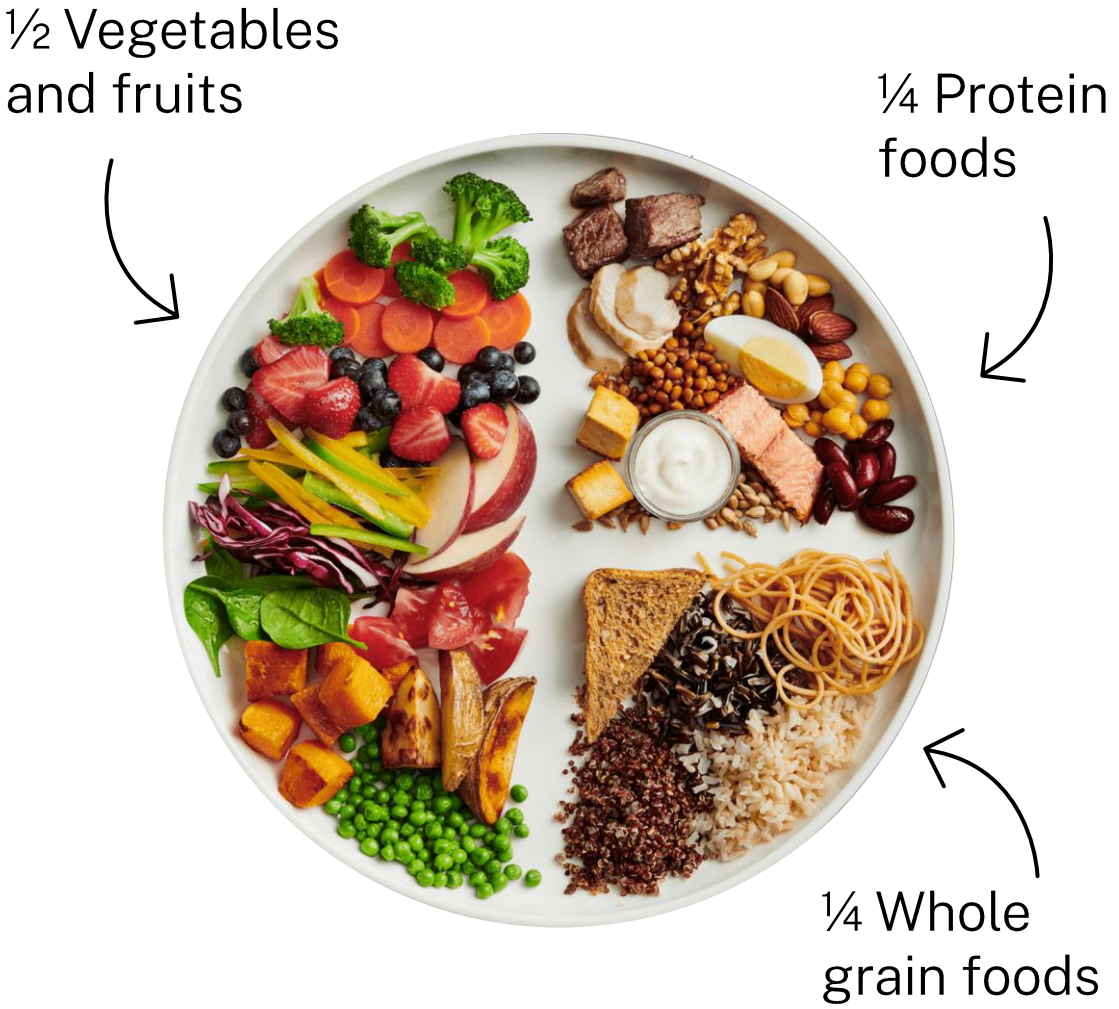




You and your friends decide on a meal:

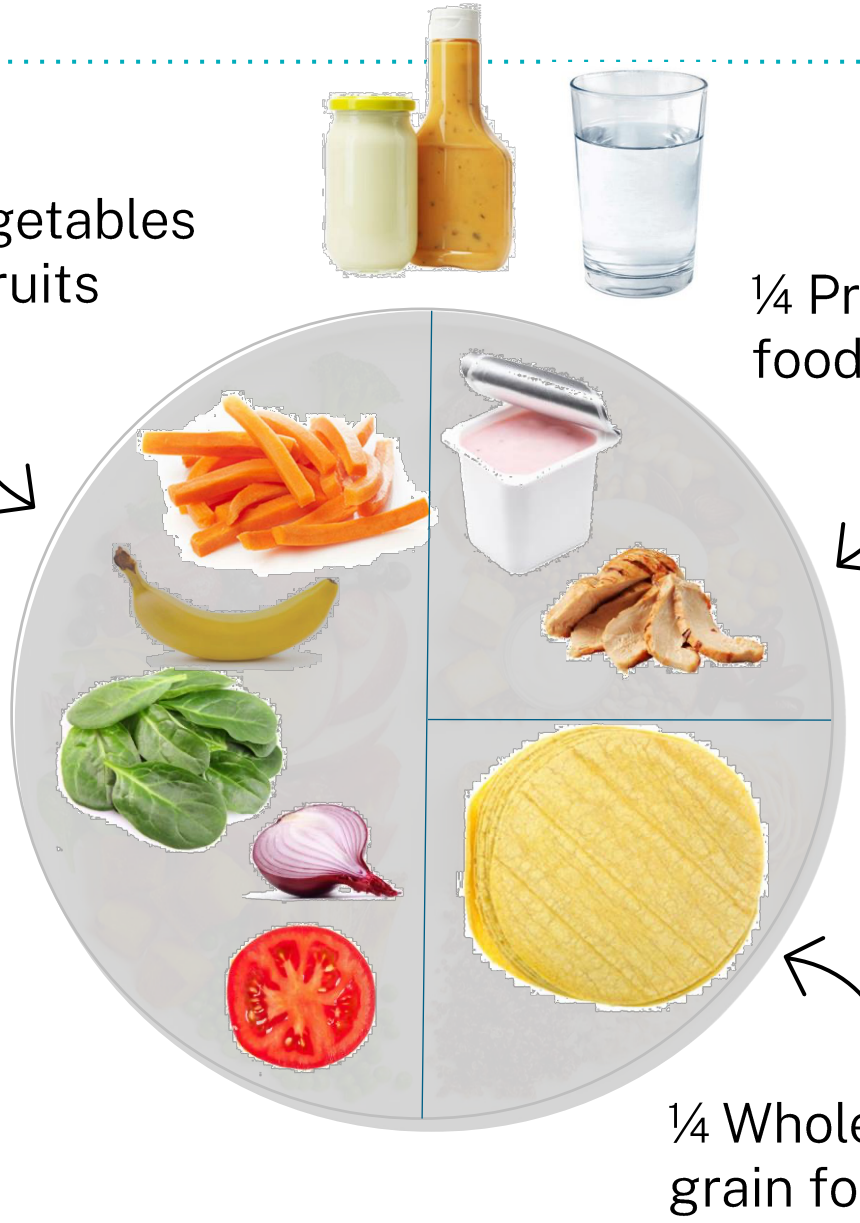


Is this meal balanced?



Yes! It looks like this is a balanced meal.





What is your next step?

Plan: Choosing recipes

You determine that you only need to find 1 recipe for the special event lunch.



Prepare: Create a grocery list

Review your recipes and menu to:

- Create an ingredients list
- Other items identified in recipe (e.g., tinfoil)
- Calculate amounts to purchase

Event Details:

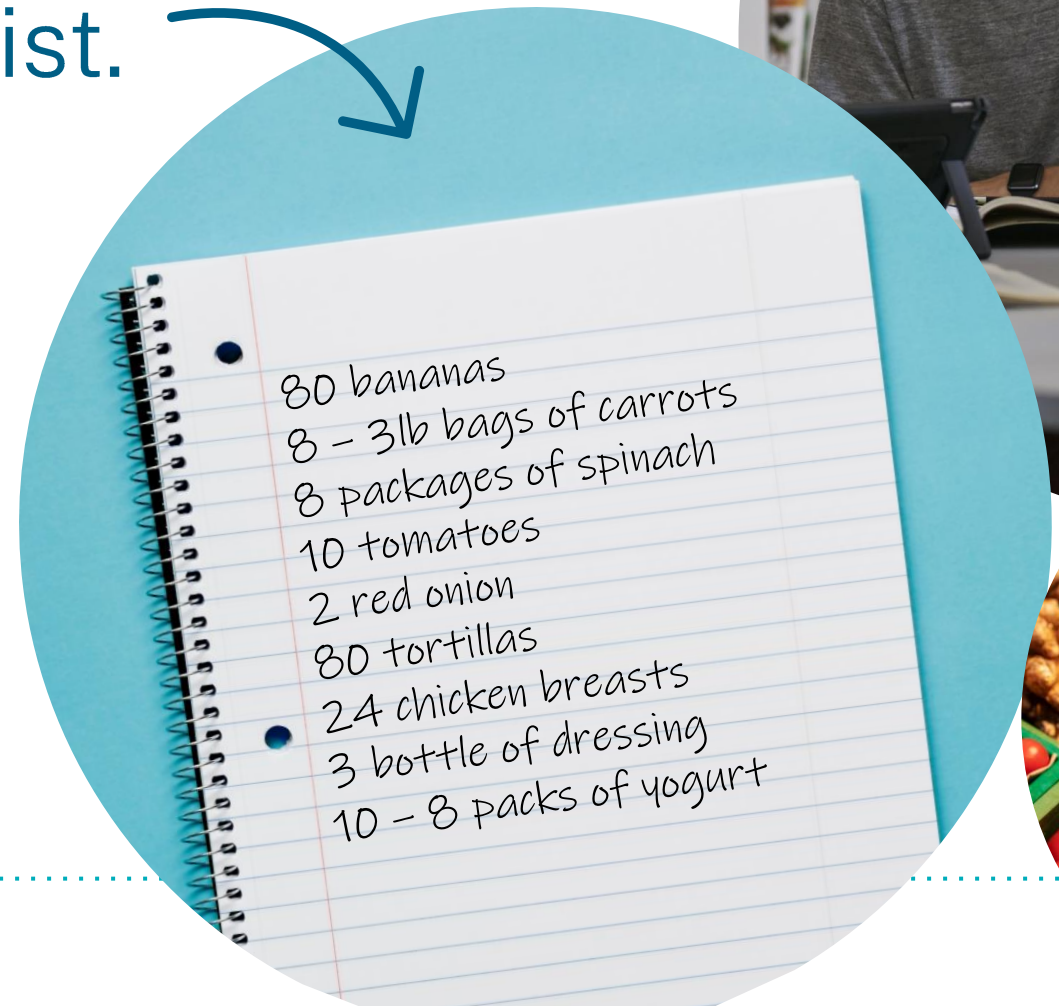
- What supplies are needed based on event details? (e.g. paper plates, cutlery, cups, tablecloths, etc.)
- Calculate amounts to purchase



Prepare:

You and your friends create a grocery list.

Your menu plan is ready for the event!







Review: Menu planning process

Plan:

- ✓ Event details and budget
- ✓ Balanced meal
- ✓ Recipes

Prepare:

- ✓ Grocery list of ingredients and supplies
- ✓ Calculate amounts to purchase



Your lunch menu was a success!

Everyone enjoyed it so much that you have been asked to plan an upcoming cultural celebration dinner.



What is a family food tradition or a cultural food you enjoy?



Celebrations and Traditions

Celebrating cultural food traditions gives us a chance to:

- ✓ learn about different foods around the world
- ✓ promote a wider variety of food choices
- ✓ learn new food preparation skills
- ✓ pass along food traditions and cultural awareness







What information will you need for planning the cultural celebration meal?



What information will you need for planning the cultural celebration meal?



- How many people are attending?
- Are there food allergies or restrictions?
- What cooking equipment is available?
- Where will people ? How will the meal be served?
- What foods are culturally important?
- How much time is available to prepare the food?
- What is our grocery shopping budget?

Assignment

Scenario: You have been asked to host a cultural celebration meal for 8-12 guests. You are in charge of creating the menu and determining any required supplies for preparing, serving, and eating the meal.

- Select a culture and research traditional foods and celebrations.
- Develop a menu for a meal specific to the culture you chose. Include different courses or components such as appetizers or desserts if that is part of the cultural food tradition.
- Use electronic slides or a poster/display board to capture your research and menu. Be creative and use pictures or drawings that depict the foods selected.



Chapter nine

Sr. High-10, 11 & 12

Food Systems & Society

Cirriculum Connections:

Science: Biology / Environmental Science

Social Studies: Globalization & Sustainability

CTS: Agriculture, Food & Natural Resources / Environmental Stewardship



Chapter Ten

Post Secondary

Food and the Environment

Cirriculum Connections:

Science: Waste & Our World / Plant Growth

Social Studies: Alberta, The Land, Histories and Stories

Health: Wellness Choices



Fanshawe College- Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Agribuisness managment	36 weeks	Here are some examples of career opportunities for graduates of Fanshawe's Marketing Management program: Ministry of Agriculture, Food and Rural Affairs Have a positive impact on safeguarding Ontario's food chain and ensuring animal welfare. Grain Elevator Operator Purchase grain from farmers, determine the grade, and weight of delivery while maintaining a highly developed awareness of safety procedures. Senior Agricultural Consultant Meet or exceed financial targets through strong customer crop plans and tactical plans.	Agribusiness is the study of agricultural production - managing each step of the supply chain from farm to table and everything in between. A dynamic and complex field, agribusiness is adaptive and flexible, responding to new technological advances while remaining sustainable globally. You'll graduate with a competitive edge – understanding business fundamentals and industry specific training.
Agricultural Equipment Technician - John Deere Ag Tech	Apprenticeship program	The agriculture industry is experiencing revolutionary change providing many exciting career opportunities for graduates of Fanshawe's Agricultural Equipment Technician – John Deere Tech [Apprenticeship] program. Technology has driven much of this change and continues to shatter old boundaries. As agricultural enterprises have become much larger, with an expanded workforce, additional management positions are being created. You'll have the edge over the traditional farm equipment apprenticeship graduates because you'll have completed an additional four-months of training on the latest, cutting-edge John Deere technology.Job options are Licensed Agricultural Equipment Technician	By joining the John Deere technical team you'll be given the training to choose a challenging career with an industry leader. From the shop floor to the front desk, from management to consultation, the Agricultural Equipment Technician – John Deere Tech [Apprenticeship] program will give you an edge over traditional farm equipment apprenticeship grads because you'll have completed an additional four-months of training on the latest, cutting-edge John Deere technology. As well, you'll be paid to work at a John Deere dealership where you'll be able to try a number of behind the scenes jobs, as well as front-end work to help you determine your best career path. When you graduate, you'll be in high-demand with a skill set built on the latest technology advancements in agricultural equipment. Plus, you'll graduate with a joint John Deere/Fanshawe College Certificate of Achievement. This is an apprenticeship program where students combine paid, on-the-job training from skilled tradespeople, with a full-time, on-campus classroom component from experienced skilled trade instructors. The classroom component includes three levels of theoretical training.
Agricultural Equipment Technician	College Certificate	Licensed Agricultural Equipment Technician Repair and maintain agricultural equipment including seeding equipment, harvesting equipment, tractors and tillage equipment.	Agricultural Equipment Technician is an Ontario College Certificate program that trains students to repair and maintain tractors and harvesting equipment. Students will develop the skills to work on engines, transmissions, hydraulics, electrical and electronic systems. The apprenticeship program will allow you to train under the direction of experienced workers.

Food Processing Operational Leadership	1 year	Upon graduation, you will be prepared for careers in the food and beverage processing establishments such as: Fruit and vegetable processing plants Dairies Flour mills Bakeries Sugar refineries Fish plants Meat plants Breweries	Prepare for a supervisory career in the food-processing industry with Food Processing - Operational Leadership. Supervisors in food and beverage processing supervise and coordinate the activities of workers who operate processing and packaging machines, and workers who grade food and beverage products. During this one-year postgraduate certificate, students will apply concepts that lead to excellence in food processing and business processes with a focus on quality assurance, food safety and continuous improvement including lean six sigma to design systems. This program also offers hands-on learning experiences with local food processing industry partners. Courses such as Supervision, Mentorship and Employee Engagement, Human Resource Management and Project Management provide foundational business operations knowledge to help you become a leader in the industry.
Food Processing Product Development	1 year	Graduates of Fanshawe's Food Processing - Product Development program are qualified for jobs such as: Product developers New product marketing coordinators Food research and development specialists Food technologists Research product managers	Fanshawe College's Food Processing - Product Development program is an eight-month graduate certificate that puts you on the front lines of food innovation. Our expert faculty combine instruction in the theory and knowledge behind food products and production processes, with a passion for culinary creativity and an understanding of business practices, so students are prepared for all aspects of the food production industry. As a student, you'll learn food science, therapeutic nutrition, sensory evaluation, food research and development online and in our culinary labs at the London Downtown Campus. As well, your culinary creativity will be nurtured with an innovation goal and mindset, placing your passion for food at the forefront. Your learning experience will be complemented by business courses in quality assurance and industry engagement to prepare you to become a leader in the industry. Gain industry connections through program mentorships with community partners who are leaders in the food processing industry. A capstone project engaging industry partners will provide students with practical experience in the field, and an optional co-op working term will further ensure you are well connected with the industry prior to graduation. Graduates of this program will apply their unique ability to combine culinary creativity with food science in the growing agribusiness, food manufacturing and processing industry. Students will be prepared for careers such as product developers, new product marketing coordinators, food research and development specialists, food technologists and research product managers.
Horticulture Technician Diploma Program	2 years	Here are some examples of career opportunities for graduates of Fanshawe's Horticulture Technician program: Horticulturalist Develop, grow and harvest fruits, vegetables and decorative plants. Landscape Technician Design and implement hardscape and softscape installations. Horticulture Technician Transplant, ship, pot, maintain, prune and diagnose problems to maximize yield in a people-oriented retail environment.	Are you interested in a career that will take you outside and connect you with the earth we live in and protect? Fanshawe's two-year Horticulture Technician diploma program will give you the practical skills and knowledge for a career nurturing the natural world around us. Get hands-on practical and technical experience in this exceptional program through national events and associations, our exclusive student-run greenhouse, two working co-op semesters and the world-class Fanshawe College Botanical Gardens.

Nutrition and Food Service Management	2 years	They can pursue a wide range of careers, including: nutritionist nutrition manager food service supervisor Dietary supervisor dietetic technician/assistant cook or food service worker dietary manager/department manager food and nutrition manager director of food services or support services assistant director of food services manager of support services head of food services Food service advisor	If you have a passion for food and nutrition management, dietetics and coaching others, you can become a leader in food services with Fanshawe's Nutrition and Food Service Management program. This two-year Ontario College Diploma program is for foodies who want to learn more about nutrition or for those looking to pursue a career in health care and other related food services.

Lakeland College - Agriculture Careers

Area of study	Length of program	Possible Careers	Description
General Agricultre Certificate	1 year	Graduates typically find jobs as: Agricultural fieldman Crop service provider Livestock facility operator Feed industry representative Agricultural sales representative Employers hire Lakeland grads 100% of employers would hire a Lakeland grad again 100% of employers would recommend Lakeland grads to other employers 98% of employers are satisfied with the quality of Lakeland College grads Source: 2016 Lakeland College Employer Survey conducted by insightrix What our alumni say 92 % of our grads are happy in their jobs. Their satisfaction goes up if the job is related to their program.	Spend a year putting theory into practice and earn a general agricultural certificate. Focus on either crop or livestock production. On the crops side, you'll learn practical field skills like identifiying weeds and plants and assessing pest problems. On the livestock side, you'll gain basic production skills for dairy, cow-calf and sheep. Whatever your choice, half of your time will be on college farm putting theory into practice where you'll learn common skills for modern agricultural operations: computer training keeping accurate business records using up-to-date technology for precision farming Our Student-Managed Farm – Powered by New Holland includes: beef and dairy herds range land crop land facilities such as the Dairy Learning Centre and Agriculture Technology Centre You'll likely want to stay another year. Earn a crop technology diploma or choose one of our animal science technology diploma majors.
Post Bachelor Commercial Agriculture Production Certificate	1 year	Agribusiness extends beyond farming and into wide-ranging careers across the agricultural sector. Our expanded agribusiness streams also expanded career paths and job opportunities in retail, management, value-added product, service and government sectors. Career paths include: primary producer including farmer, rancher, market gardener entrepreneur financial services including accounting, banking and insurance government services retail sales and services marketing food tourism agricultural advocacy Specific jobs : retail sales representatives for crop inputs, feed and equipment companies agricultural lender or loan officer sales and customer service reps in agricultural agencies agri-retail business owners agricultural accountant succession planning grain merchant agricultural advocate social media specialist	Go beyond the classroom with our new post-bachelor commercial agriculture production certificate. This certificate is designed for Canadian agricultural degree holders who want to build their practical skills. There's no substitute for putting your knowledge into action. You'll do that through hands-on learning with: crops livestock equipment technology Choose a crops or livestock stream. No matter your choice, you'll gain insight and experience about typical agricultural production in Western Canada. And, ultimately be better prepared for your career.

Agribuisness Diploma	2 year	Agribusiness extends beyond farming and into wide-ranging careers across the agricultural sector. Our expanded agribusiness streams also expanded career paths and job opportunities in retail, management, value-added product, service and government sectors. Career paths include: primary producer including farmer, rancher, market gardener entrepreneur financial services including accounting, banking and insurance government services retail sales and services marketing food tourism agricultural advocacy Specific jobs : retail sales representatives for crop inputs, feed and equipment companies agricultural lender or loan officer sales and customer service reps in agricultural agencies agri-retail business owners agricultural accountant succession planning grain merchant agricultural advocate social media specialist	Agribusiness isn't just a career path for someone with a rural background. Expand your view of agricultural businesses through one of the streams in Lakeland's agribusiness diploma. Choose your focus: finance marketing production You'll start with a common first semester. This overview allows you to confirm or change your stream choice. You'll dive deeper into your interest area over the next 3 semesters. As well, in 2nd year you'll choose between an agribusiness practicum and a business or case analysis project. Whatever your stream, you'll be learning beyond the classroom. This includes projects such as: Band in the Sand pop up shops ag-advocacy the Aggies brand simulations case competitions New hands-on activities: agribusiness practicum agritourism event integration with Student-Managed Farm – Powered by New Holland value-added agriculture projects
Agricultural Sustainablilty Diploma	2 year	As an agricultural sustainability graduate you'll find a wide-range of career opportunities as governments, organizations, businesses and regulatory bodies seek your skill set. Opportunities include working with: municipalities provincial government departments regulatory agencies producer and consumer organizations advocacy groups environmental consultants and companies agricultural consultants and companies Specific work could include: assessing, enhancing and conserving habitat including riparian areas and rangeland creating sustainability strategies and plans	Be a trailblazer with Lakeland College's agricultural sustainability diploma. Our innovative program bridges agricultural and environmental sciences. As well, it merges the concerns of both the public and producers. Consumers want to know where and how their food is grown. Farmers and ranchers care about conservation and productivity. Through the program, you'll be at the forefront of best practices and certified production. You'll spend time in field labs honing skills related to: soil science water management grasslands livestock production crop production You'll apply that soil, water and plant knowledge to create solutions for sustainable food production. You'll also learn through an industry practicum. Your skill set will be sought after by: producer associations certified value chains conservation groups municipalities

Animal Science Technology Diploma: Beef Science Major	2 year	Animal Science Technology (AST) beef science major graduates typically find work as: labourers and managers in feedlot, beef and other livestock operations sales representatives for livestock feed and pharmaceutical companies livestock support technicians feed and health regulatory support technicians genetics technician livestock research assistant	Go straight to the heart of one of Alberta's biggest industries – beef. You'll study commercial and purebred cow/calf operations as well as feedlots. And, you'll start at calving and go through the complete production cycle. Your courses range from livestock genetics to meat science. Hands-on and student-led experiences are the bedrock of this program. You'll go beyond the classroom and into the real world from pasture to plate. Those opportunities are centered in our student-managed farm (SMF) model. Or, if you choose student-directed practicum. For example: hone your business management and marketing skills using real-time data to make decisions build leadership and organization skills by planning and running sales and events such as The Roundup experience summer and winter calving management options You'll be ready to start your career in any industry sector, or on your own farm or ranch.
Animal Science Technology Diploma: Dairy Science	2 year	Graduates typically find work as: herdsperson, labourer or dairy manager sales representatives for feed, pharmaceutical, genetics, equipment or nutrition companies livestock support technicians equipment service technicians classifier proAction validator feed and health regulatory support technicians such as milk tester animal care/welfare specialists semen collection/distribution/sales	You'll learn hands-on and through student-managed activities on our Student-Managed Farm - Powered by New Holland (SMF). Those activities range from practical herd management to implementing new technologies. As a member of the SMF dairy unit you'll help manage the college's dairy herd. Your team makes production decisions based what you learn from: working with robot and parlour milking systems as well as automated feeding in the Dairy Learning Centre being part of the proAction process on the campus farm training through CowSignals connecting with industry including Alberta Milk developing skills such as barn management and budgeting You'll graduate armed with the knowledge and tools to return to the farm or to make your mark in another area of the dairy sector.

Animal Science Technology Diploma: Livestock Science	2 year	Animal science technology (AST) livestock graduates typically find work as: labourers, pen riders and managers in feedlots, ranches and grazing pastures. labourers and managers on farms sales reps for livestock feeds or farm supply stores	Launch your future in the livestock industry with Lakeland's animal science livestock science major. You'll gain a broad view of different sectors from both the production and business side. Our courses are species specific. You'll choose between beef and dairy production for your in-depth study, but you'll also learn about bison, horses and other livestock. While you'll have time in the classroom, you'll have ample time with hands-on learning on the college farm. This starts with livestock handling and goes to making decisions and solving problems as part of a Student-Managed Farm - Powered by New Holland (SMF) team. You'll follow the production cycle – breeding, feeding and selling. If you chose the practicum route, you'll also put your learning into action with a project and capstone presentation. Whatever your choice, you'll connect with award-winning faculty and fellow students. You'll learn from each other through case studies, mentorship and teamwork. You'll refine your leadership, business and marketing skills. You'll go beyond the classroom to connect and network in the industry. When you graduate, you'll have the hands-on and leadership skills to work successfully anywhere in the livestock industry.
Crop Technology Diploma	2 year	Graduates typically find work as: agricultural fertilizer and chemical retailers agricultural field people agronomists crop advisors custom operators customer service representatives research technicians grain buyer/agents grain producers feed and health regulatory agents herbicide company representatives technical agrologists	Dig into both the science and business of the crop sector with our crop technology program. You'll learn agronomy, precision farming, sustainability and financial management. You aren't confined to classrooms. You'll also get your hands dirty on the Student-Managed Farm - Powered by New Holland. Use and calibrate the newest agricultural technology and software. You may even get a chance to try the latest New Holland combine. Teamwork and collaboration are a big part of your SMF experience. As part of the crop unit you'll make real world decisions about: what to grow on the college farm managing production through to harvest how to market and when to sell your corps On the business side, gain understanding about working with accountants, banks and business partners. Along the way you'll develop leadership and job skills. As a crop technology graduate, you're prepared to run your own farm or work in the retail agriculture sector.

Bachelor of Agricultre Technology	4 year	Jobs could include sales, production, development and management. Examples are: precision sales ag advisor precision farm equipment manager integrated solutions consultant precision agriculture specialist ag optimization and technology specialist precision agronomist business development manager precision technology specialist software developer/integrator research coordinator knowledge and innovation manager field research agronomist technology development rep business agronomist sales rep GIS analyst client success specialist	Bridge the gap between emerging technologies and ag production and management. Lakeland's Bachelor of Agriculture Technology prepares you to take on the challenges of this rapidly evolving sector. Integrating computer technologies and the Internet of Things has transformed agriculture. At Lakeland, you'll be immersed in those kinds of hands-on, real world experiences--experiences that bring together ag tech with production and business management. You'll use the latest in: ag equipment and its tech software hardware digital devices You'll learn: on our Student-Managed Farm - Powered by New Holland in our Agriculture Technology Centre, featuring the Agriculture Technology Lab - Powered by New Holland from your industry practicum Graduate with expertise and technical skills including: remote sensing Global Positioning System (GPS) and Geographic Information Systems (GIS) machine control precision agriculture in crop and livestock production economics of precision agriculture sustainability of farm operations

Olds College - Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Agricultural & Heavy Equipment Certificate	1 Year- Certificate	Opportunities include, but are not limited to: Diagnostic and repair technician Equipment maintenance and servicing Construction companies Heavy equipment repair facilities Agricultural equipment dealerships Parts, sales and distribution Company service representative Farm worker/equipment repair	Learning from experienced, Journeyperson certified, industry-trained instructors, you will receive hands-on education with exposure to an extensive workshop and tool room. This comprehensive program will give you a thorough understanding of engines, hydraulics, braking, electrical, starting, charging, fuel systems and more. Our classrooms are discipline specific (i.e. motor lab, machinery lab) with small student to instructor ratio and personal workbenches.
Agricultural & Heavy Equipment Diploma	2 Year- Diploma	Opportunities include, but are not limited to: Diagnostic and repair technician Equipment maintenance and servicing Construction companies Heavy equipment repair facilities Agricultural equipment dealerships Parts, sales and distribution Company service representative Farm worker/equipment repair	Building off of the Agriculture and Heavy Equipment certificate, this one-year program will expand on your understanding of the fundamentals of heavy equipment repair as you choose from one of two majors: Agricultural Equipment or Heavy Equipment.
Agricultural Equipment Technician Apprenticeship	8 weeks	Agricultural equipment technicians repair, overhaul and maintain agricultural equipment including tractors, tillage equipment, seeding equipment and harvesting equipment. Most agricultural equipment technicians are employed by retail agricultural equipment dealerships.	Work with all the latest agricultural machinery as you learn how to repair and overhaul engines, mechanical and power shift transmissions, tractor hydraulic and electrical systems, tillage machinery, and spraying and harvesting equipment. This four year apprenticeship consists of eight weeks each year of classroom instruction, and a minimum of 1,500 hours of on-the-job training per period of classroom instruction. You will learn welding, engine fundamentals, basic electrical and hydraulics skills on agricultural equipment and more in your first two years. To follow, you will be trained in maintenance and repair of spraying equipment, advanced powertrains, off-road power trains, and seeding and precision farming systems.
Agricultural Management Diploma	2 Years	You'll be well-prepared for a variety of exciting careers in agriculture, including: Agricultural Commodity Inspector Farm Worker or Technician Seed Cleaning and Conditioning Plant Manager Dairy Producer Grain and Forage Crop Producer Livestock and Poultry Producer	Our Agricultural Management diploma program gives you a comprehensive education in all aspects of the agriculture industry through a mix of classroom time and hands-on experience on the Olds College Smart Farm. You will develop a foundation of business skills, including communication, accounting and marketing strategies and be exposed to the advancement of agricultural technology, from accounting software to farm machinery. Gain an environmental understanding in the production of food, feed, fuel and fibre, livestock physiology and health, and the global issues that are currently impacting the industry. Learning from industry professionals, you will have a great understanding of farm and pest management, crop production, soil and nutrition, and Precision Crop Systems after completing this program.
Agriculture Sales & Customer Support Certificate	10 months	Olds College of Agriculture & Technology has a solid reputation working with employers in the industry! This directly translates into jobs for our graduates. Opportunities include, but are not limited to: Sales Consultant Customer Service Representative Account Manager Communications Specialist Customer Technical Support Specialist Area Sales Manager Precision Technology Specialist	Agriculture is the fastest growing industry in Canada and producers are busier than ever. To meet the increasing demand, producers look to agricultural sales, customer and technical support representatives as the experts in emerging ag tech trends, for innovative solutions. Developed alongside industry, the Agriculture Sales and Customer Support certificate program arms you with the skills, knowledge and on-the-job training to ensure you are set up for success.

Agriculture Technology Integration Post-Diploma Certificate	8 Months	Depending on the candidate's background, opportunities may include, but are not limited to: Farm Information System Technician Project Manager Adoption Specialist Farm Coordinator Ag Tech (Sales) Consultant Farm Manager Commercial & Agricultural Account Manager Agronomy Assistant Ag Tech Startup Greenhouse / Indoor Ag Technician GIS Technician Digital Farming Technician Precision Farming Technical Lead	Designed for those of you who have completed a related diploma or degree, this eight-month program will provide you with the understanding of how related technologies and components interact to provide accurate information and real-time monitoring and controls to the agriculture producer. Through a blended course delivery of on campus classes and high tech, hands-on experiences, through the Smart Farm at Olds College of Agriculture & Technology, you will learn how to recognize the connections and interactions between hardware and software that will enable producers to maximize time in the field. By the end of this program, you will be able to link emerging technologies with existing farm infrastructure and become ready to enter the entrepreneurial world with a sustainable approach.
Aboriculture Techinican Certificate	4 Months	Olds College of Agriculture & Technologyhas a solid reputation working with employers in the industry! This directly translates into jobs for our graduates. Opportunities include, but are not limited to: Arboriculture company owner/operator Landscape Maintenance Municipal Parks Service Urban Forester	Learn the guiding principles of tree management in sustainable urban ecosystems, this four month long program will equip you with current industry safety standards and practices while you hone your skills in the trees. Led by industry trained instructors, you'll have the opportunity to explore the life of trees by conducting ground and aerial operations, pruning and performing tree risk assessments. As the only program of its kind in Alberta, you'll have the opportunity to gain valuable hands-on experience practicing your skills in our 12,000 square foot on campus Landscape Pavilion, along with Olds College of Agriculture & Technology's urban forest.
Bachelor of Applied science degree-Agribusiness	2 years + 16 months min.	Our graduates are highly sought after, thanks to our strong industry partnerships and hands-on training. You'll be well-prepared for a variety of exciting careers in agriculture, including: Financial services Agri-services Sales and marketing Value-added agricultural production Government agencies Entry level management	Through industry focused instruction, you'll spend the first year on campus learning how to apply business fundamentals such as finance, marketing, strategic business management, human resources, applied research, innovation and leadership. During this time you will also develop communication, networking, teamwork and time management skills while completing projects with classmates and industry clients on relevant current topics.
Bachelor of Applied science degree-Horticulture	Diploma + 2 years	Opportunities include, but are not limited to: Landscape design construction and maintenance Greenhouse, garden centre and controlled environment production Organic and field crop production Orchard production Sod farm Tree nursery Urban agriculture Sustainable horticulture	This two-year program focuses on combining science and technology with business concepts that will enable you to have a successful career in horticulture or starting your own business. Accessing our unique campus that acts as a living lab, consisting of a 15 acre constructed wetland, botanic gardens, greenhouses and 12,000 square foot Landscape Pavilion, you'll develop expertise in integrated pest management, research methods and sustainable site technologies.
Bachelor of Digital Agriculture	4 years	You'll be well-prepared for a variety of exciting careers in agriculture, including: Dairy Producer Grain and Forage Crop Producer Livestock and Poultry Producer Agrologist Agriculture Technology Specialist Environmental Management Advisor Risk Management Consultant Government or Policy Analyst Information Processing Specialist	Through a combination of classroom, project-based and work-integrated learning, you will gain foundational knowledge and understanding of dynamic leadership, problem-solving, innovative thinking, agriculture technologies management, agronomy and data sciences. With these skills and knowledge, you will grasp the interconnectedness of social, economic and environmental aspects of sustainability. Tapping into the Smart Farm at Olds College of Agriculture & Technology, you will receive instruction from passionate and forward-thinking leaders in agriculture, automation and artificial intelligence within the agri-food industry. From making ethical and sustainable recommendations for crop management, animal production, soil management, pest management and environmental stewardship to installing, calibrating, troubleshooting and repairing precision agriculture hardware and equipment — the new Bachelor of Digital Agriculture program will prepare you to lead the way in the agri-food industry upon graduation.

Craft Beverage and Brewery Operations Diploma	2 years	Opportunities include, but are not limited to: Beverage Facility Ownership Beverage Making Brewery and Beverage Facility Operations Lab Technicians - Quality Control & Quality Assurance Marketing and Public Relations Equipment Installation & Servicing Brew Pub Operations Tourism Retail Sales Special Events Management	Dive into the exciting world of producing your own beverages at Olds College and gain real-world experience at our state-of-the-art brewing facility space — over 4,000 square feet between two facilities on campus. Our two-year program offers hands-on training in recipe development, sourcing ingredients and brewing a wide range of beverages, from beer and cider to wine, mead, kombucha, seltzers and even non-alcoholic options. You will receive a solid grounding in technical, analytical, business, marketing and entrepreneurial skills needed to produce your own beverages. During the program, you will have the opportunity to brew your own beverage and bring it to market within the Olds College Brewery store. NEW: Beginning September 2025, we will offer a new work-integrated learning (WIL) program between the first and second years of study. Students have the flexibility to arrange their own WIL placement or seek assistance from the WIL instructor. Please note that all beverage-related placements are currently eligible for available government financial support (for domestic students only).
Horticulture Technologist diploma	2 years	Opportunities include, but are not limited to entry and mid-level roles in: Landscape design construction and maintenance Greenhouse, garden centre and controlled environment production Organic and field crop production Orchard production Sod farm Tree nursery Urban agriculture Sustainable horticulture	This two-year program will provide you with a deep understanding of horticulture, including the production and management of plants, pests, landscapes, soils and water systems to achieve productive and sustainable systems. Hone your skills through immersive hands-on learning accessing our unique campus that acts as a living lab, consisting of a 15 acre constructed wetland, botanic gardens, greenhouses and 12,000 square foot Landscape Pavilion. Learn how to design specialty landscapes, start a horticulture business and create an entrepreneurial approach to processing plants. You will also learn how to manage production of horticulture crops in response to market demands, as well as recognize the ecological, economic and social implications of horticulture decisions and processes.
Landscape Horticulturist Apprenticship	Four 8-week periods	Landscape Horticulturists can find employment in a variety of industries that will take advantage of their expertise in ground and plant maintenance and landscape construction, including: Landscaping and landscape construction Urban yard maintenance Installation and maintenance Parks/golf course maintenance Urban tree care Pest control Nursery production Greenhouse production	Does the idea of earning while you learn sound good to you? This four year program consists of eight weeks each year of classroom instruction, and a minimum of 1,260 hours of on-the-job training per period of classroom instruction. You will receive hands-on experience ranging from botany, landscape design, operating machinery and basic surveying, irrigation, horticulture marketing and greenhouse production; gaining foundational knowledge in every part of the industry and the skills required to start out on your own.
Meat Processing certificate	15 weeks	Opportunities include, but are not limited to: Professional retail or industry meat cutter Butcher Value-added meat processor Sausage maker	Unique to North America, this program will provide you with industry focused instruction from the National Meat Training Centre at Olds College of Agriculture & Technology, where you will be given training on meat processing — from slaughter to retail. Livestock Slaughter Through guided instruction and on-site applications, students will perform and/or observe humane slaughter of selected livestock species to meet industry and regulatory inspection requirements. Full Service & Retail Meat Cutting Students will gain practical skills in meat cutting, merchandising and marketing through the management of a service case and advanced merchandising techniques while working at Olds College's Retail Meat Store.
Supply Chain Management	One year	Upon successful completion of this program, graduates will receive a Post-Diploma Certificate in Supply Chain Management.	The Supply Chain Management focus prepares aspiring supply chain professionals with practical skills to navigate the complexities of modern supply chain networks. During this program you will develop skills in areas including, procurement, logistics, transportation and operations management.

Precision Agriculture-Techgronomy	Two Years	You'll be well-prepared for a variety of exciting careers in agriculture, including: Precision Agriculture Specialist Agriculture Business Development Integrator Precision Farming Technical Lead GIS Specialist Precision Agronomist Digital Farming Specialist Agricultural Consultant Crop Risk Specialist	Tapping into the Smart Farm ecosystem, you will receive instruction from world-class leaders in agriculture, automation and artificial intelligence within the agri-food industry. Through hands-on learning, you'll be equipped with the necessary skills to effectively integrate precision technology, with agronomy, to create systems that are both actionable and effective, for on-farm decision making.

University of Alberta- Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Agricultural/Food Business Management	4 years- Major	Agri-Food Sales and Marketing Manager Agrologist Business Development Officer Credit / Loans Manager Food Processing Plant Supervisor Food Processor Consultant Fund Development Professional Investment Advisor Management Consultant Market Research Analyst Marketing Manager Operations Manager Policy Analyst	This program examines the relationships between science and economics in the agri-food sector. From agricultural and resource economics to animal, plant, and soil sciences, this program gives you both the business skills and the scientific understanding needed to succeed in this global industry.
Sustainable Agricultural Systems	4 years- Major	Agriculture Specialist Agrologist Crop and Livestock Producer Environmental Consultant Plant / Animal / Soil Scientist Policy Analyst Production Specialist Regulatory Affairs Advisor Sales and Marketing Manager Soil Conservationist Soil Scientist	This program teaches you how to maintain and enhance the performance of agricultural systems (including people, plants, animals, soil, water, and other resources) in efficient and sustainable ways. Key areas of study include agricultural production systems, natural resource management, and their relationship to social and economic systems.
Master of Agriculture (Agricultural, Food & Nutritonal Science)	2-6 years- Masters	**Plant Science:** Studies in plant biology, applied ecology and agronomy within cereal, oilseed, forage and specialty crop production, incorporating plant biochemistry and proteomics, biotechnology, plant breeding and genomics, integrated pest management, as well as plant and field crop physiology. **Food Science and Technology:** Food research encompassing chemistry, microbiology, physics, processing and sensory science with areas of excellence in cereal utilization, dairy science, food safety, functional foods and nutraceuticals, lipid utilization, and pre- and probiotics. **Nutrition and Metabolism:** Clinical, community, metabolic and public health nutrition, as they relate to nutrition policy, infant and child health, and to chronic diseases such as diabetes, obesity, and cancer. Animal based programs include livestock nutrition, feed evaluation and processing. **Bioresource and Food Engineering:** Engineering applications related to bioresource utilization including food processing, bioproducts, bioenergy, biorefining, and agri-waste management. **Rangeland and Wildlife Resources:** Examination of rangeland ecosystems, emphasizing applications in livestock or wildlife productivity, applied plant ecology, and rangeland or wildlife resources management. **Bioresource Technology:** Application of chemical, thermal, mechanical and biological processes for the conversion of agricultural and forestry feedstocks into bio-based materials, biofuels, platform chemicals, and other value-added commodities of industrial relevance. Research is multidisciplinary in nature, and includes chemistry, enzymology, engineering, materials science, and other areas of specialization.	The Department of Agricultural, Food, and Nutritional Science offers thesis programs leading to Master of Science and Doctor of Philosophy degrees, as well as course-based programs leading to Master of Agriculture and Master of Science degrees. The Department has active research programs in the following areas of specialization: On the North campus the Department is home to laboratory space and equipment including greenhouses, plant growth facilities, a Human Nutrition Research Unit, an Agri-Food Materials Science Lab, an Agriculture Genomics and Proteomics lab, a Food Microbiology lab, and extensive sensory and consumer science facilities.
Crop Science	4 years- Major	Agriculture Specialist Agrologist Agronomist Crop and Livestock Producer Environmental Consultant Food Processing Plant Supervisor Plant / Animal / Soil Scientist Policy Analyst Production Specialist Regulatory Affairs Advisor Sales and Marketing Manager Soil Conservationist Soil Scientist	This program focuses on the areas of plant growth, soils, and factors affecting plant production. You'll gain knowledge and practical skills in plant biotechnology, breeding, and production management techniques used to develop, grow and market high-quality and high yield crops.
Masters Of Agriculture (Renewable Resources)	20 months -6 years- Masters		Graduate studies in the Department of Renewable Resources encompass a broad spectrum of scientific and management applications in natural and managed landscapes. Graduate studies in the Department of Renewable Resources fall within five major research themes briefly defined as: Conservation Biology, Forest Ecology and Management, Agriculture and the Environment, Reclamation and Restoration of Land and Water, and Environmental Soil Science. Thesis research is conducted within the major research themes, however, the following eight fields of study are the approved specializations for the thesis-based programs: 1) Agroforestry (MSc only) 2) Conservation Biology 3) Forest Biology and Management 4) Land Reclamation and Remediation 5) Protected Areas and Wildland Management 6) Soil Science 7) Water and Land Resources 8) Wildlife Ecology and Management.

Master of Business Administration & Masters of Agricultural Combined (Renewable Resources)	2-6 years		The Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Business offer two course-based programs of joint study that enable students to earn both the Master of Business Administration and Master of Agriculture degrees or both the Master of Business Administration and Master of Forestry degrees, after two calendar years of full-time study. Graduate studies in the Department of Renewable Resources encompass a broad spectrum of scientific and management applications in natural and managed landscapes. Graduate studies in the Department of Renewable Resources fall within five major research themes briefly defined as: Conservation Biology, Forest Ecology and Management, Agriculture and the Environment, Reclamation and Restoration of Land and Water, and Environmental Soil Science. Thesis research is conducted within the major research themes, however, the following eight fields of study are the approved specializations for the thesis-based programs: 1) Agroforestry (MSc only) 2) Conservation Biology 3) Forest Biology and Management 4) Land Reclamation and Remediation 5) Protected Areas and Wildland Management 6) Soil Science 7) Water and Land Resources 8) Wildlife Ecology and Management.
Masters of Agriculture Speacialization in Conservation and Restoration of Land & Water (renewable resources)	20 months- 6 years -Graduate		The Department of Renewable Resources offers programs leading to the course-based degrees of Master of Agriculture, Master of Forestry, and thesis-based degrees of Master of Science, and Doctor of Philosophy. The Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Business offer two course-based programs of joint study that enable students to earn both the Master of Business Administration and Master of Agriculture degrees or both the Master of Business Administration and Master of Forestry degrees, after two calendar years of full-time study. Graduate studies in the Department of Renewable Resources encompass a broad spectrum of scientific and management applications in natural and managed landscapes. Graduate studies in the Department of Renewable Resources fall within five major research themes briefly defined as: Conservation Biology, Forest Ecology and Management, Agriculture and the Environment, Reclamation and Restoration of Land and Water, and Environmental Soil Science. Thesis research is conducted within the major research themes, however, the following eight fields of study are the approved specializations for the thesis-based programs: 1) Agroforestry (MSc only) 2) Conservation Biology 3) Forest Biology and Management 4) Land Reclamation and Remediation 5) Protected Areas and Wildland Management 6) Soil Science 7) Water and Land Resources 8) Wildlife Ecology and Management.
Agricultural and Resource Economics	4 years- Major	Agri-Business Management Agriculture Specialist Agrologist Environmental Consultant Food Processing Plant Supervisor Marketing Manager Plant / Animal / Soil Scientist Policy Analyst Production Specialist Regulatory Affairs Advisor Sales and Marketing Manager	This program teaches you how to apply economic tools and thinking to the production, processing, marketing, financing, and consumption aspects of the agri-food and resource industries. You will also develop practical and analytical skills to prepare you for a wide variety of policy and marketing issues.
Masters of Agriculture (Resource Economics & Enviromental Sociology)	1-6 years- Graduate	Agricultural Finance and Management. Industrial Organization. Consumer, Demand and Price Analysis. Institutional, Experimental & Behavioral Economics. Econometrics and Statistical Methods. Natural Resources, Water, & Environmental Economics. Food & Agricultural Policy. Rural and Community Development.	The Department of Resource Economics and Environmental Sociology offers graduate programs leading to the Master of Agriculture in Agricultural and Resource Economics/Rural Sociology, Master of Science in Agricultural and Resource Economics, Forest Economics, Rural Sociology, and Risk and Community Resilience, and Doctor of Philosophy degrees in Agricultural and Resource Economics, Forest Economics, and Rural Sociology. A joint program leading to dual degrees of Master of Business Administration and Master of Agriculture is also offered. Areas of emphasis in graduate programs include: the economics of agricultural markets and price behavior; production economics and agricultural business management; economics of agricultural and rural development; economics of policy intervention; environmental and natural resource economics, forest economics, rural sociology, environmental and resource sociology, community-based resource management, indigenous knowledge systems, resource policy analysis, and agroforestry. Department program guidelines are contained in the REES Graduate Studies Handbook.
Master of Business Administration & Masters of Agricultural Combined (Rsource Economics & enviromental sociology)	The Faculty of Business and the Faculty of Agricultural, Life and Environmental Sciences offer a program of joint study which permits students to earn both the MBA and the MAg degrees in two years.		The Department of Resource Economics and Environmental Sociology offers graduate programs leading to the Master of Agriculture in Agricultural and Resource Economics/Rural Sociology, Master of Science in Agricultural and Resource Economics, Forest Economics, Rural Sociology, and Risk and Community Resilience, and Doctor of Philosophy degrees in Agricultural and Resource Economics, Forest Economics, and Rural Sociology. A joint program leading to dual degrees of Master of Business Administration and Master of Agriculture is also offered. Areas of emphasis in graduate programs include: the economics of agricultural markets and price behavior; production economics and agricultural business management; economics of agricultural and rural development; economics of policy intervention; environmental and natural resource economics, forest economics, rural sociology, environmental and resource sociology, community-based resource management, indigenous knowledge systems, resource policy analysis, and agroforestry. Department program guidelines are contained in the REES Graduate Studies Handbook.

Master of Business Administration & Masters of Agricultural Combined (Agricultural, Food, and Nutritional Science)	The Faculty of Business and the Faculty of Agricultural, Life and Environmental Sciences offer a combined program of study which permits students to earn both the MBA and MAg degrees after two calendar years of full-time study.	**Animal Science**: Research on basic animal biology and livestock management with applications in the fields of animal physiology and metabolism, immunology, microbiology, reproduction, animal housing, health and welfare, as well as genomics, bioinformatics and proteomics. **Plant Science:** Studies in plant biology, applied ecology and agronomy within cereal, oilseed, forage and specialty crop production, incorporating plant biochemistry and proteomics, biotechnology, plant breeding and genomics, integrated pest management, as well as plant and field crop physiology. **Food Science and Technology:** Food research encompassing chemistry, microbiology, physics, processing and sensory science with areas of excellence in cereal utilization, dairy science, food safety, functional foods and nutraceuticals, lipid utilization, and pre- and probiotics. **Nutrition and Metabolism:** Clinical, community, metabolic and public health nutrition, as they relate to nutrition policy, infant and child health, and to chronic diseases such as diabetes, obesity, and cancer. Animal based programs include livestock nutrition, feed evaluation and processing. **Bioresource and Food Engineering:** Engineering applications related to bioresource utilization including food processing, bioproducts, bioenergy, biorefining, and agri-waste management. **Rangeland and Wildlife Resources:** Examination of rangeland ecosystems, emphasizing applications in livestock or wildlife productivity, applied plant ecology, and rangeland or wildlife resources management. **Bioresource Technology:** Application of chemical, thermal, mechanical and biological processes for the conversion of agricultural and forestry feedstocks into bio-based materials, biofuels, platform chemicals, and other value-added commodities of industrial relevance. Research is multidisciplinary in nature, and includes chemistry, enzymology, engineering, materials science, and other areas of specialization.	The Department of Agricultural, Food, and Nutritional Science offers thesis programs leading to Master of Science and Doctor of Philosophy degrees, as well as course-based programs leading to Master of Agriculture and Master of Science degrees. Departmental graduate program guidelines exist and are summarized in the Agricultural, Food, and Nutritional Science Program Handbook.
Master of Science (Agricultural, Food, and Nutritional Science)	1-3 years	Same as Above	Students are required to complete a minimum of 10 units in graduate-level coursework, including 9 units in required courses, a 1-unit seminar course and a non-credit lab course. Completion of a thesis is also required. All thesis-based MSc students must declare a specialization. Outstanding thesis-based MSc candidates can request a change of program category to a PhD program, subject to approval by the Department.
Doctor of philosophy (Agricultural, Food and Nutritional Science)	Normally four years are required to complete the PhD degree. The maximum time to complete the PhD program as set by the Faculty of Graduate & Postdoctoral Studies is six years.	Same as Above	Students are required to complete a minimum of 10 units in graduate-level coursework, including 9 units in required courses, a 1-unit seminar course and a non-credit Lab course. Completion of a thesis is also required. All PhD students must declare a specialization.
Animal Science	Major 4 years	Agricultural Commodity Inspector Agriculture Specialist Agrologist Animal Nutritionist Environmental Consultant Food Processing Plant Supervisor Livestock Producer Plant / Animal / Soil Scientist Policy Analyst Production Specialist Regulatory Affairs Advisor Sales and Marketing Manager	This program examines the scientific aspects of animals and livestock, including physiology, genetics, biochemistry, nutrition and behaviour. You'll gain knowledge and practical skills in animal production systems including dairy, swine, beef, poultry, and diversified livestock. Taking this major allows you to complete a Pre-Vet Concentration.
Food Business Management	Major 4 years	Agri-Food Sales and Marketing Manager Agrologist Business Development Officer Credit / Loans Manager Food Manufacturing Manager Food Processing Plant Supervisor Food Processor Consultant Fund Development Professional Investment Advisor Management Consultant Market Research Analyst Marketing Manager Operations Manager Policy Analyst	This program examines the scientific and economic relationships that influence in the food industry. Courses range from food chemistry and microbiology to agricultural economics and management courses, giving you the business skills and scientific understanding needed for a career in the food and grocery sectors.

Bachelors of Science- Wildlife and Rangeland resource management	Major 4 years	Agrologist Conservation Biologist Environmental / Indigenous Relations Advisor Environmental Consultant Environmental Impact Assessor Environmental Scientist Land Reclamation Specialist Land Use Advisor Land Use Planner Parks and Protected Areas Manager Soil Scientist Sustainability Coordinator Wildlife / Conservation Biologist Wildlife Biologist	This program gives you the knowledge and skills to manage soils, plants, and animals on public and private lands. You'll study land-use principles such as grazing, intensive agriculture, forestry, and recreational activities, as well as ways to improve productivity and sustainability within an ecosystem management framework.
Bachelors of Science- Food Animals	Major 4 years	Agricultural Commodity Inspector Agrologist Animal Behaviour Consultant Animal Nutritionist Animal Welfare Officer Commodity Inspector Food Processing Plant Supervisor Livestock Producer Nutritional Supplement Manufacturer Pharmaceutical Researcher Poultry, Swine, and Beef Industry Careers Production Specialist	This program examines how the animal agriculture (livestock and poultry) and food industries interface, through an understanding of animal and human disease, animal nutrition, microbiology, physiology, behaviour and production. You'll work closely with agricultural animals and have many opportunities for industry interaction. Students may complete all pre-veterinary course requirements in this degree.
Bachelors of Science- Enviromental Economics and Policy	Major 4 years	Compliance Promotion Specialist Environmental / Indigenous Relations Advisor Environmental Auditor Environmental Consultant Environmental Economist Environmental Impact Assessor Environmental Policy Analyst Land Reclamation Specialist Land Use Planner Soil Scientist Sustainability Coordinator Sustainability Specialist Wildlife / Conservation Biologist	This program examines the economic, social, political, and legal issues associated with environmental issues. You'll develop quantitative and analytical skills in economic theory, and you'll gain a framework for assessing and influencing environmental economics and policies.
Master of science (Resource Economics and Enviromental Sociology)	2-4 years		Six 3-unit courses approved by the department Students in agriculture and resource economics are required to take microeconomic theory, applied economics and econometrics. Students in environmental and rural sociology are required to take courses in sociological theory, qualitative methods and quantitative methods. Students in risk and community resilience are required to take qualitative methods and quantitative methods. Four 3-unit courses must be at the graduate level. & Registration in 900-level THES
Bachelors of Arts- Enviromental Studies	4 years	Community Relations Advisor Environmental / Indigenous Relations Advisor Environmental Communications Officer Environmental Education Specialist Policy Analyst Sustainability Coordinator Sustainability Specialist	This program examines the scientific, cultural, economic, moral, political and social dimensions of environmental issues. You will have the opportunity to choose one of three areas of concentration: Culture, Society, and Peoples of Canada Politics, Society, and the Global Environment Food and Society
Bachelors of Science- Conservation Biology	4 years	Conservation Biologist Ecologist Entomologist Environmental / Indigenous Relations Advisor Environmental Consultant Environmental Impact Assessor Environmental Scientist Land Use Planner Ornithologist Park Warden Parks and Protected Areas Manager Restoration Biologist Soil Scientist Sustainability Coordinator Wildlife / Conservation Biologist Wildlife Biologist	This program will teach you to apply the principles of biology, ecology, social science, economics, and statistics to the conservation of species and landscapes. From ecosystem management to endangered species conservation, you'll learn how to help protect natural spaces and promote ecological well being for the benefit of all.
Bachelor of Science in enviromental and conservation sciences- Human Dimensions of enviromental management	4 years	Conservationist Environmental / Indigenous Relations Advisor Environmental Auditor Environmental Communications Officer Environmental Consultant Environmental Coordinator Environmental Education Specialist Environmental Educator Environmental Impact Assessor Environmental Policy Analyst Environmental Training Specialist Indigenous Liaison Indigenous Relations Specialist Interpretive Naturalist Land Use Planner Naturalist Park Interpreter Public Relations Representative Researcher Soil Scientist Sustainability Coordinator Sustainability Specialist Traditional Ecological Knowledge Advisor Wildlife / Conservation Biologist	In this program, you'll learn how to use collective action, policies, institutions, and management approaches to influence environmental and natural resources issues. You'll also develop a scientific understanding of environmental change, with a focus on the social context through which environmental issues are addressed.

Bachelor of Science in enviromental and conservation sciences-Land Reclamation	4 years	Agrologist Environmental / Indigenous Relations Advisor Environmental Assessment Analyst Environmental Auditor Environmental Consultant Environmental Coordinator Environmental Impact Assessor Environmental Planner Land Reclamation Specialist Land Use Advisor Land Use Planner Remediation Specialist Soil Conservationist Soil Scientist Sustainability Coordinator Wildlife / Conservation Biologist	Accommodating our growing human population has negatively impacted the environment, but with the help of land reclamation experts, we can secure the livelihood of future generations. Land reclamation is an interdisciplinary science that converts damaged and disturbed land to its former or other productive uses, and it's in high demand. This program teaches you how to assess, mitigate, and minimize the impacts of activities such as industrial development and resource extraction, and how to restore impacted ecosystems. You'll gain the knowledge and practical skills to conduct contaminant remediation, soil reclamation, and revegetation, as well as environmental assessment and land-use planning.
Doctor of philosophy (Resource Economics and Enviromental Sociology)	4 years		The Department of Resource Economics and Environmental Sociology offers graduate programs leading to the Master of Agriculture in Agricultural and Resource Economics/Rural Sociology, Master of Science in Agricultural and Resource Economics, Forest Economics, Rural Sociology, and Risk and Community Resilience, and Doctor of Philosophy degrees in Agricultural and Resource Economics, Forest Economics, and Rural Sociology.
Bachelors of Science in Nutrition and Food Science-Dietetics Specialization	4 years	Registered Dietitian Registered Nutritionist	The BSc in Nutrition and Food Science degree in the Faculty of Agricultural, Life & Environmental Sciences will give you a diverse education covering the fundamentals of nutritional science as well as food manufacturing, preservation, storage, and distribution. You'll learn how biology, behaviour, physiology, and other applied sciences play a role in nutrition and food science. This degree prepares you for a range of careers in the public and private sectors, from nutrition-lifestyle management to food quality assurance.
Bachelors of Science in Nutrition and Food Science-Food Science and Technology Specialization	4 years	Food Biochemist Food Microbiologist Food Processing Plant Supervisor Food Safety Inspector Quality Assurance Manager Sensory Evaluation	The BSc in Nutrition and Food Science degree in the Faculty of Agricultural, Life & Environmental Sciences will give you a diverse education covering the fundamentals of nutritional science as well as food manufacturing, preservation, storage, and distribution. You'll learn how biology, behaviour, physiology, and other applied sciences play a role in nutrition and food science. This degree prepares you for a range of careers in the public and private sectors, from nutrition-lifestyle management to food quality assurance.
Masters of Science (Renewable Resources)	2-4 years		Graduate studies in the Department of Renewable Resources encompass a broad spectrum of scientific and management applications in natural and managed landscapes. Graduate studies in the Department of Renewable Resources fall within five major research themes briefly defined as: Conservation Biology, Forest Ecology and Management, Agriculture and the Environment, Reclamation and Restoration of Land and Water, and Environmental Soil Science.
Bachelors of Science in Biochemistry	4 years with honors program available	Bacteriologist Biochemist Clinical Biochemist Food Science Technologist Food and Drug Inspector Forensic Laboratory Analyst Geneticist Immunologist Laboratory Technician Medical Librarian Medical Writer Pharmaceutical Researcher Pharmaceutical Sales Public Health Officer Quality Assurance Manager Research Scientist Secondary School Teacher Toxicologist Virologist	Biochemistry explores the chemistry of living organisms and the molecular basis for change occurring in living cells, providing the basis for practical advances in areas as diverse as medicine, agriculture, veterinary medicine, and forensics. The Biochemistry Specialization program is a structured program, but it allows for some flexibility with course selection. You can access unique opportunities like our research abroad course and our Certificate in Biomedical Research to further develop your research skills and gain experience that will take your education in new directions.
Bachelor of science Integrative Physiology	Major and Honors options 4 years	Agriculture and Food Industry Biomedical Technologist Biotechnologist Brewing Industry Government or Industrial Consultant Laboratory Technician Medical Laboratory Technologist Pharmaceutical Industry Professional School Science Journalist Veterinary Medicine	Study the processes that occur within all living organisms, including the regulation of functions at the sub-cellular, cellular, tissue, organ, and whole-organism levels, as well as their interactions and integration. Specific areas of study include endocrinology, neurophysiology, developmental biology, immunology, cell signaling, toxicology, and environmental physiology in a wide variety of organisms.

Bachelor of arts Enviromental studies	Major 4 years	Conservationist Environmental Educator Environmental Resource Management Policy Maker Public Servant Urban Planner	Turn your commitment to environmental sustainability into a lifelong career. Environmental Studies examines the scientific, cultural, economic, moral, political and social dimensions of environmental issues and allows students to develop the expertise to identify, frame and develop solutions to some of today's most important environmental issues. The Faculty of Arts and the Faculty of Agricultural, Life and Environmental Sciences have worked together to develop this combined degree that focuses on the scientific, cultural, economic, moral, political, and social dimensions of environmental issues. This degree will provide you with interdisciplinary expertise to identify, frame, and contribute to the solution of environmental problems. You will graduate with a broad educational foundation in environmental studies, social studies, and the humanities, for careers in law, business, economics, resource management, and journalism, as well as graduate education in either the professions or in research.
Bachelor of science- Enviromental Engineering	Major 4 years	Air Quality Engineer Civil Engineer Climate Change Engineer Environmental Engineer Government Policy Consultant Green Entrepreneur Hazardous Waste Management Engineer Reclamation Engineer Remediation Engineer Water/Wastewater Engineer Environmental Process Design Engineer Groundwater Resources Engineer	Environmental engineers protect natural ecosystems, human health, and quality of life by applying engineering principles to solve environmental and public health related challenges. By combining their knowledge of the natural sciences — chemistry, biology, and microbiology — with their expertise in engineering, environmental engineers tackle many complex problems society faces. As an environmental engineer, you might be involved in performing an environmental impact assessment, or in designing or managing systems for water distribution and collection, water treatment plants, solid waste handling and processing facilities, landfills, and air treatment plants.
Doctor of philosophy (Renewable Resources)	3 years		Graduate studies in the Department of Renewable Resources encompass a broad spectrum of scientific and management applications in natural and managed landscapes. Graduate studies in the Department of Renewable Resources fall within five major research themes briefly defined as: Conservation Biology, Forest Ecology and Management, Agriculture and the Environment, Reclamation and Restoration of Land and Water, and Environmental Soil Science. Thesis research is conducted within the major research themes, however, the following eight fields of study are the approved specializations for the thesis-based programs: 1) Agroforestry (MSc only) 2) Conservation Biology 3) Forest Biology and Management 4) Land Reclamation and Remediation 5) Protected Areas and Wildland Management 6) Soil Science 7) Water and Land Resources 8) Wildlife Ecology and Management. Inquiries should be directed to the Associate Chair (Graduate Programs), Department of Renewable Resources.
Bachelor of Science - Nutrition	4 years	Community Health Worker Food Processing Plant Supervisor Food Microbiologist Food Chemist Food Safety Auditor Health Coach Nutrition Educator Nutrition Communicator	The Nutrition Honors program is a specialized, research-based program focusing on nutritional science and the related physical, health and social sciences. This program prepares you for graduate-level studies, or for a career in the health sciences, health promotion, education, or research in the private or public sectors.
Bachelor of Science- Food science	4 years	Food Microbiologist Food Packaging Professional Food Processing Plant Supervisor Food Science Technologist Food Scientist Product Development Specialist Quality Assurance Manager Research Scientist Sensory Scientist	The Food Science Honors program is a specialized, research-based program examining topics such as Food Microbiology, Food Chemistry, Food Processing and Engineering, Sensory Evaluation, and Product Development. This program prepares you for graduate-level studies, or for a career in the food industry, scientific research, applied research, and product development in the private and public sectors.
Bachelors of Science- Food and Nutrition General Program	4 years	Food Biochemist Food Business Manager Food Processing Plant Supervisor Food Safety and Quality Assurance Market Research Analyst Marketing Manager Nutrition Consultant Nutrition Educator Nutrition & Food Policy Analyst Professional Human Ecologist (P.HEc) Public Health Wellness Program Coordinator	The BSc in Nutrition and Food Science degree will give you a diverse education covering the fundamentals of nutritional science as well as food manufacturing, preservation, storage, and distribution. You'll learn how biology, behaviour, physiology, and other applied sciences play a role in nutrition and food science. This degree prepares you for a range of careers in the public and private sectors, from nutrition-lifestyle management to food quality assurance.
Bachelor of science/Agriculture- Native studies	Major 4 years	Conservationist Environmental Auditor Environmental Communications Officer Environmental Education Specialist Environmental Educator Environmental Policy Analyst Environmental Training Specialist Indigenous Liaison Indigenous Relations Specialist Public Relations Representative Researcher Traditional Ecological Knowledge Advisor	Students in this program major in Human Dimensions of Environmental Management and focus on promoting stewardship of Indigenous lands within the context of government policies and industrial development. Emphasis is placed on understanding how Indigenous history, politics and cultural values influence natural resource management. As part of this program, you'll have the opportunity to attend a three-week environmental field school. You can take this degree through either the Faculty of Native Studies or the Faculty of Agricultural, Life, and Environmental Sciences (ALES) and will remain enrolled in that faculty for the duration of the degree.

Ecology, Evolution and enviromental biology	honors & major 4 years	Bacteriologist Biological Technician Biologist Botanist Conservationist Cytologist Ecologist Entomologist Environmental Education Specialist Healthcare Professions Hydrologist Ichthyologist Marine Biologist Microbiologist Parasitologist Research Scientist Virologist Zoologist	This program focuses on the interactions of organisms with their environment, the diversity of organisms, adaptations, and the mechanisms underlying evolutionary change. You'll gain foundational knowledge in plant, animal and microbial ecology and evolution, studying at the level of individuals, populations, communities and ecosystems, and at a variety of spatial and temporal scales. This program is also offered as a BSc with Major.
Bachelor of Science- Earth Science	Major- 4 years	Air Traffic Management Biologist Coal and Diamond Exploration Specialist Conservationist Ecologist Energy Policy Analyst Environmental Health Officer Geologist Glacial Geologist Global Change Researcher Hydrologist Meteorologist Oceanographer Paleontologist Pollution Control Technologist Research Scientist Seismic Observer Soil Scientist Volcanologist	Earth Sciences encompasses areas of study that examine the Earth: its structure, its evolution, and the atmosphere above it. This major includes courses from Earth and Atmospheric Sciences, Geophysics, and Paleontology to provide a multidisciplinary view of our planet. This program is also offered as a BSc Honors Degree.

McGill University- Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Ecological Agriculture	Minor, Specialization	You could become a professional: Urban Agriculture Coordinator International Agricultural Developer Agronomic Specialist Researcher Farm Manager	The Ecological Agriculture Specialization provides a holistic understanding of how agro-ecosystems work, combining science and innovation with a respect for natural systems and biodiversity. You will learn all about the relationships between soils, water, plants, insects, animals, humans and other components of agro-ecosystems. This specialization is where agriculture and ecology/environment interact. Ecological agriculture addresses both the practical and theoretical issues that arise from this interaction, including ecosystem dynamics and the role of agriculture in rural and urban landscapes. This specialization strives to view agro-ecosystems in the context of today's global economy, social systems and environment. You will learn how ecological concepts and principles can be applied to the design and management of sustainable agro-ecosystems. Through coursework, field trips, practical labs, and internship opportunities, you will learn about agriculture's environmental and social contexts and how to develop workable solutions to sustainable food production challenges. If taken as a specialization, it must be combined with a major in the BSc(AgEnvSc). The recommended major is Agro-Environmental Sciences
Agriculture Production	Minor	Agriculture production is closely related to other disciplines like basic or environmental biology. Once completed, this minor can provide you with the necessary expertise for cross-over work in agro-ecological settings. You could work in: Agri-business management Farm management Management of natural resources Environmental Economist Policy Analyst	The Agricultural Production Minor offers students in non-agricultural related majors a chance to develop expertise in animal and plant production. You can cover topics like ecological agriculture, crop production or herd management through a choice of complementary courses. This minor can be added to existing majors in the faculty, but more than 90 credits may be needed to meet the requirements of both your chosen major and the minor. The program is not open to students in the Agro-Environmental Sciences Major. Students in this major who wish to further their expertise in agricultural production can register for the Specialization in Plant Production or in Animal Production.
Agriculture Economics	Major, Minor	Our graduates work in a wide range of careers. You could work in government, non-profit organizations, environmental organizations, international development, or in the private sector, including the multibillion-dollar agri-food industry. Agri-business management Farm management Management of natural resources Environmental Economist Policy Analyst Banking, finance, marketing (agri-food industry)	Agricultural Economics is a field of applied economics that aims to optimize the ways we produce and distribute food. This program will give you a foundation in agriculture and international development, food systems, trade and natural resource management and policy. In this flexible, interdisciplinary major, you can take courses in science, marketing, finance, resource economics and public policy. You can work alongside students in several faculties, including the Desautels Faculty of Management and the Faculties of Arts and Science. This major must be taken with at least one of the following specializations: Agri-business*: Financial and market analysis, and the appropriate policies for agriculture and food systems; understanding agriculture and food systems; and specialized skills in business management Environmental Economics: Economics integrated with biological and environmental sciences; environmental policies and management of natural resources Professional Agrology*: Agrology encompasses the science and technology required for agricultural production * Membership in the Order of Agrologists of Quebec (OAQ) requires students to take both of the specializations marked with an asterisk. It is also possible to qualify for membership through the Agro-Environmental Sciences major, or through the program in Bioresource Engineering.
International Agriculture	Minor, Specialization	Upon graduation, you will be well-equipped to pursue work in a variety of areas at home or abroad. You can focus on one of multiple components of international agriculture, from scientific research to policy. You can become a professional: Researcher Policy analyst Non-profit manager Farm manager	As a student in the International Agriculture specialization, you will acquire a global and applied understanding of agriculture as a fundamental tool to help rural development, alleviate poverty and ensure food security, especially in the developing world. You will learn through coursework at McGill, as well as field experience in developing countries. During field experience (semester, short course or internship) you will participate in local community projects, field visits and other activities that sensitize you to agricultural and food security issues in developing countries. If this program is taken as a specialization, it must be combined with a major in the BSc(AgEnvsc). The recommended major is Global Food Security
Food production & Environment (Faculty of Agricultual and Enviromental Sciences)	Domain	Students who pursue an environmental science degree have many options when it comes to jobs and may work in a variety of settings. Some examples include: Development Officer / Consultant Science Communicator Growers' Advisor / Technical Advisor Environmental Protection / Remediation Specialist Policy Analyst Soil Conservationist	You can't talk about food production without talking about the environment. Conventional means of food production often equals large scale environmental degradation, and land-use competition. As world populations grow, and as diets change, potentially negative interactions between agricultural systems and other facets of the environment will become more frequent. In the same way, urban sprawl will make conflicts between agriculture and urbanites more common. As the available land resource decreases, land-use competition for what remains will grow more fierce, making increasingly critical the need for smart and informed decision-making related to food production. Modern agriculturalists must strike a delicate balance between trying to provide food for themselves, their families, and urban dwellers and trying to minimize environmental damage, and within this domain, you will learn how to work towards achieving this. This domain is only open to students in the Environment major.
Professional Agrology	Specialization	When taken with the recommended majors and specializations indicated in the overview, you can be eligible to become a professional agrologist under the OAQ. The knowledge and skills you gain can lead to several exciting career paths. You may also wish to pursue graduate studies in the field. You could become a professional: Farm advisor Agricultural account manager Crop consultant Livestock specialist Horticulturist Agricultural scientist	Agrologists are professionals who advise farmers, governments, industry, media and the public about all things related to agriculture. They specialize in plants, soils, livestock, agricultural engineering or economics. Following this program at McGill will prepare you to be a professional agrologist. It is the only specialization that will qualify you to sit the admission exam of the Ordre des agronomes du Québec (OAQ). Only members of OAQ can legally practice agrology in Québec. This specialization must be taken with the Agro-Environmental Sciences Major and a second specialization such as Animal Production, Ecological Agriculture, Plant Production, or with the Agricultural Economics Major and the Agri-business Specialization.

Agribusiness	Specialization	Commercial agriculture relies on a broad range of manufacturing and service companies — from farming, transportation and processing, to marketing and distribution of agricultural and food products. You could bring your knowledge of agribusiness to management, banking and finance, marketing, NGOs or government work. Agri-business manager Farm manager Management of natural resources Policy Analyst Banking, finance, marketing (agri-food industry)	Why does food seem to travel so far to get to the table? With the complex economic dynamics at play today, people working in agriculture and food systems require solid financial and market analysis, as well as knowledge of appropriate policies. This specialization will give you the skills necessary to respond to economic and production challenges of food systems around the world. You will gain a broad understanding of agriculture and food systems, including issues of international development and specialized skills in business management. This specialization can only be taken with the major in Agricultural Economics.
Agro-Enviromental Science	Major, Honours	This program leads to a wide variety of careers in all sectors of agriculture. If you are interested in being a Professional Agrologist, taking the additional Professional Agrology Specialization along with one of the other specializations above will allow you to apply to the Ordre des agronomes du Québec (OAQ). These professionals are certified to give agricultural advice in Québec, with the overall goal of protecting consumers. You may also be eligible for professional certification in other provinces and countries. You could become a professional: Agrologist Crop consultant Livestock nutritionist Farm business manager International development consultant	Feeding the world is one of the biggest challenges we face today. Sustainable agricultural and food production systems are essential for meeting the growing global demand for food, fuel and fibre. Since food production also affects the environment, food systems must be designed with the protection of water, soil, and biodiversity in mind. In this program, you can be part of this growing, interdisciplinary, solution-oriented field. This major provides training in the science, biology and management of cultivated plants and animals. It will teach you how to produce food while protecting the environment. Practical experience is key: We have unique facilities where you can practice what you learn. Our on-campus farm includes crop fields, orchards, greenhouses, and dairy, swine and poultry facilities for hands-on experiences. Much of what we grow on the farm is used by McGill Food and Dining Services, so as you learn, you can help feed your fellow McGill students! This major must be taken with at least one specialization. The recommended specializations are: Animal Production Ecological Agriculture Plant Production Professional Agrology
Nutrition	Major	The Nutrition Major equips students for many careers and is a great preparation for graduate studies or professional schools such as medicine. The Nutrition Major does not lead to professional licensure as a Dietitian/Nutritionist. Program graduates have gone on to develop professional careers in: International nutrition and health promotion Public health services Pharmaceutical industries Food product research and development, food labeling and food inspection Medicine/Veterinary medicine	The Nutrition Major covers the many aspects of human nutrition and food. This is a flexible program that offers you a chance to participate in research and field studies, as well as internships. You will take courses in areas like biochemistry, physiology, statistics, genetics, food chemistry and more. You can choose from several specializations: Food Function and Safety Global Nutrition Health and Disease Sports Nutrition McGill's School of Human Nutrition is Canada's longest established teaching and research institution in the field of human nutrition. Its main goal is to improve human health, focusing on the interplay of nutrients, health, environment and society. With a variety of areas of study for you to choose from, the School trains future leaders in areas like dietetics, nutrition, food function, food security, global nutrition, and nutritional biochemistry in health.
Ecological Determinants of Health (Population) (Faculty of Agricultural and Enviromental Sciences)	Domain	Students who pursue an environmental science degree have many options when it comes to jobs and may work in a variety of settings. Some examples include: Environmental Analyst Environmental Policy Advisor Public Relations Specialist Public Health Officer Science Writer	Humankind has used technological advances to exploit the environment to its benefit, with the consequence of introducing pollution and environmental damage. This Domain considers the interface between the environment and human well-being, with particular focus on the triad that ties human health to the environment through the elements of food and infectious agents. Each of these elements is influenced by planned and unplanned environmental disturbances. For example, the distribution of infectious diseases is influenced by the climatic conditions that permit vectors to coexist with humans, by deforestation, by urbanization, and by human interventions ranging from the building of dams to provision of potable water. You can choose from two streams of study within this domain: Population and Cellular. In the Population concentration you will gain a depth of understanding at an ecosystem level that looks at society, land, and population health. In the Cellular concentration you will explore these interactions in more depth, at a physiological level. This domain can only be taken as part of the Environment major.
Agribuisness Entrepreneurship	Minor	You will graduate with the skills to launch and manage a wide variety of new ventures, from for-profit private companies, to social enterprises and cooperatives. Agri-business manager Farm manager Management of natural resources Policy Analyst Banking, finance, marketing (agri-food industry)	The Minor in Agribusiness Entrepreneurship will teach you key concepts and processes involved in launching and managing new agricultural and food businesses. You will learn how to conceptualize, develop and manage successful ventures. This program combines rigour with relevance. You will complete a major project in the agri-food industry, applying the concepts you learned in the classroom. This minor is multidisciplinary and integrative. You can take courses across disciplines in the Faculties of Management and Agricultural and Environmental Sciences.
Global Food Security	Majors,Honours	The multidisciplinary nature of the Global Food Security program means that you can pursue careers in a variety of fields after graduation. The knowledge and skills you gain in both the natural and social sciences will help set you apart when looking for employment. You may wish to work for the government, a non-profit, a private industry or an academic institution. Agri-business manager International research and project manager Policy Analyst Researcher	Food insecurity and hunger are global issues, from urban and isolated communities in the developing world to cities in industrialized countries. Defeating hunger and food insecurity is possible, but it requires people with the knowledge and skills to take action. This major will provide you with a broad and multidisciplinary academic foundation, preparing you to work for governments and non-governmental organizations, as well as in the public and private sectors. This program offers a unique opportunity to acquire knowledge in many different areas. You will learn about issues in nutrition, agriculture, international development, resource management and environmental sciences. Enrich your learning with hands-on experiences in labs and internships. This major must be combined with a specialization. The recommended specialization is International Agriculture.
Animal Production	Specialization	Graduates from the Animal Production program may wish to pursue careers in federal and provincial government agricultural agencies (e.g., Agriculture and Agri-Food Canada, Canadian Food Inspection Agency, MAPAQ) or private industry (e.g., feed companies, breeding and genetic companies). You may also choose to pursue graduate studies in the field. You could become a: Professional Agrologist Farm and Livestock Manager Consultant Researcher	The Specialization in Animal Production will teach you how to improve livestock production efficiency at national and international levels. You will learn about animal nutrition, reproduction and breeding in a context that respects environmental concerns and animal-welfare issues. In upper-level courses, you'll be introduced to the latest advancements in various animal industries (dairy, beef, swine, sheep and poultry). These courses are complemented by enriching learning activities. You'll attend instruction at the Macdonald Campus Farm and field trips to many production facilities throughout Québec. When taken in conjunction with the Major in Agro-Environmental Sciences and the Specialization in Professional Agrology, it fulfils the eligibility requirements of the Ordre des agronomes du Québec (OAQ). This specialization must be taken along with a major in the BSc(AgEnvSc). The recommended major is Agro-Environmental Sciences.

Applied Ecology	Minor, Specialization	The Applied Ecology program will help prepare you for a number of careers. You could conduct environmental impact assessments and develop regulations to combat pollution or protect threatened species, write briefs on agriculture or environment for executives in industry or government, conduct field research, and more. You could become a professional: Policy advisor Field researcher Museum curator Ecological educator	The food we eat, the water we drink, the air we breathe, many of the materials we use, and much of the recreation and culture we enjoy are products of ecological systems. We manage ecosystems to provide us with these benefits, and our use and misuse can have grave impacts. Problems like pollution, over-harvesting, acid rain and climate change often arise because we fail to understand our ecosystems properly. In this specialization/minor, you can develop your understanding of how ecosystems function. You'll build foundational knowledge of living and non-living components of ecosystems, and how they interact. You can also learn to apply systems thinking to the challenges that come with managing ecosystems for agriculture, forestry, fisheries, protected areas and urban development. Upon graduation, you will be able to harness concepts and tools that can help you deal with the complexity that an ecosystem perspective brings. If taken as a specialization, it must be combined with a major in the B.Sc(AgEnvSc). The suggested major is Environmental Biology
Food Production & Environment (Faculty of Science)	Domain	Students who pursue an environmental science degree have many options when it comes to jobs and may work in a variety of settings. Some examples include: Development Officer / Consultant Science Communicator Growers' Advisor / Technical Advisor Environmental Protection / Remediation Specialist Policy Analyst Soil Conservationist	You can't talk about food production without talking about the environment. Conventional means of food production often equals large scale environmental degradation, and land-use competition. As world populations grow, and as diets change, potentially negative interactions between agricultural systems and other facets of the environment will become more frequent. In the same way, urban sprawl will make conflicts between agriculture and urbanites more common. As the available land resource decreases, land-use competition for what remains will grow more fierce, making increasingly critical the need for smart and informed decision-making related to food production. Modern agriculturalists must strike a delicate balance between trying to provide food for themselves, their families, and urban dwellers and trying to minimize environmental damage, and within this domain, you will learn how to work towards achieving this.
Human Nutrtuion (faculty of science)	Minor	This minor allows students to explore the field of nutrition and can be used to fulfill entrance requirements when applying to graduate studies in Human Nutrition. You could become a professional: Researcher Nutritionist Dietician Health scientist	The Minor in Human Nutrition is intended to complement your primary field of study by introducing you to the metabolic aspects of human nutrition. This program is especially accessible for students in Biochemistry, Biology, Physiology, Anatomy and Cell Biology, Microbiology and Immunology, Animal Science, or Food Science programs. The Minor program does not carry professional recognition or qualify you to work as a nutritionist or dietitian. It will offer a solid foundation that helps you qualify for many postgraduate nutrition programs.

University of British Columbia-Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Bioeconomy Science & Technology	4 year degree	Possible job titles include: Energy engineer Community energy specialist Biomass conversion and processing technologist Product sustainability specialist Carbon compliance specialist Technology development advisor Environmental sustainability consultant Fermentation scientist Laboratory operator	Bioeconomy refers to the parts of the economy that involve the production of renewable biological resources (e.g., wood, plants, wood waste, and organic waste) that are transformed into valuable products (e.g., biofuels, bioplastics, textiles, food additives, and medicine). UBC Forestry's Bioeconomy Sciences and Technology is the first program in Canada to provide a multidisciplinary and comprehensive education that's focused on the scientific, economic, and policy issues related to the growing bioeconomy and creating a sustainable future. As a student in this program you'll gain a solid foundation for the innovative design and development of renewable materials, energy, and sustainable land-use strategies. As a Bioeconomy Sciences and Technology student, you'll gain hands-on learning through labs, field trips, and a capstone project. You also have the option to minor in Commerce.
Indigenous Land Stewardship	4 years	The Bachelor of Indigenous Land Stewardship program trains Indigenous Peoples and allies for careers with governments, resource sector businesses, private consulting and ENGOs involved with Indigenous resource stewardship. Students will be prepared to be policy, public administration, or resource experts who can work with Indigenous and Western knowledge systems emphasizing approaches for holistic and sustainable natural resource management.	As a Bachelor of Indigenous Land Stewardship student, you will participate in three field courses; one at the beginning of Year 1, 2, and 3 that are specifically land-based. One additional course with a strong field component will be done by students individually in their fourth year.
Sustainable Agriculture and Enviroment	4 years	Graduates from the Sustainable Agriculture and Environment program are equipped to pursue a wide range of careers and may go on to earn any of the following professional designations: Professional Agrologist with the BC Institute of Agrologists (BCIA) Registered Professional Biologist with the College of Applied Biology Applied Biology Technician with the College of Applied Biology Professional Geoscientist with Engineers and Geoscientists of BC	You'll have a chance to integrate your classroom learning with real-world experience at the Centre for Sustainable Food Systems at the UBC Farm, our rooftop garden, and community gardens across the city. You'll also have opportunities to develop your research skills and build out your competencies through research experiences, internships and practicums, co-ops, and job placements.
Applied Animal Biology	4 years	Many Applied Animal Biology graduates go on to careers in veterinary medicine, human medicine, biology, natural resource planning, ecology, agronomy, conservation, land management, organic farming, ecosystem restoration, biodiversity, and more.	As a student in Applied Animal Biology, you'll explore the field of animal science as you apply your knowledge to real-world biological issues through hands-on field work and research on farms, as well as in laboratories, animal shelters, and wildlife rehabilitation centres. The program offers the flexibility to focus on your specific interests, while equipping you with the knowledge and skills you'll need to pursue a career in this fast-growing field. The program prepares eligible students for admission to the four-year veterinary program at the Western College of Veterinary Medicine (WCVM). International students seeking to pursue veterinary studies should note that Canada's five accredited veterinary colleges have limited admission intake, and generally apply restrictions for entry, based on residence in Canadian provinces.

Dietetics	5 Years	Many graduates of UBC's Dietetics program have gone on to guide the food and nutritional choices of people through private practice. Other opportunities include advising government and industry, driving policy decisions, and directing nutrition programs for schools, hospitals, and food services.	Dietetics is a professional program planned to meet the accreditation standards for the dietetics profession in Canada, and is the only dietetics program offered in British Columbia. You'll explore general biological and social sciences courses, as well as specialized dietetics courses like basic and applied human nutrition, food and food systems management, and professional dietetic practice. The program involves five years of study: two prerequisite years and three program years (your fifth year is spent in practice education placements at various locations across B.C.). Once you graduate, you'll be eligible to practice as a registered dietitian upon application to a provincial regulatory body and successful completion of a national registration examination. Prospective applicants who are interested in working in dietetics internationally are advised to check registration requirements in the country where they intend to practice.
Food Science	4 Years Masters Available	You'll graduate from the Food Science program ready to work in the food industry, an exciting field of global importance that is undergoing rapid change. A recent survey of alumni and employers showed a need for food scientists in nearly all areas of the sector, including roles like research and development, regulation, quality control, food safety, processing, food marketing, and management. The breadth of UBC's Food Science program means that you'll graduate well prepared for these varied jobs, and with additional background in food quality management, regulation, and sustainability in response to these industry needs.	UBC's Food Science degree has the added distinction of being approved by the Institute of Food Technologists (IFT): the internationally respected governing body that sets the standards in Food Science education. By choosing this program, you'll be eligible to apply for Canadian Institute of Food Science and Technology (CIFST) scholarships and other food science-specific student funding. You'll also have access to the IFT Student Association events and opportunities to collaborate with other students across North America. Food Science emphasizes hands-on experience through extensive foundational science and food-specific laboratory courses. You'll also be able to take part in community-based learning through the Land, Food, and Community series, where you'll investigate regional, national, and global food systems that are ecologically, socially, and economically sustainable. Additionally, you can build business skills through hands-on opportunities such as working at the student-run Agora Cafe or at food industry co-op placements.
Food and Nutritional Sciences	5 years	Many graduates of Food and Nutritional Sciences pursue an MSc or PhD in Human Nutrition or Food Science, or a professional MFS in Food Science. Others go on to careers in the food and nutrition sectors, in positions such as: Food product development technician Quality assurance manager Nutrition educator Consumer product officer Food technologist Pharmaceutical sales representative Microbiology technician Food safety specialist	This double major emphasizes hands-on experience through foundational science and food-specific laboratory courses. You'll also be able to take part in community-based learning through the Land, Food, and Community series, where you'll investigate regional, national, and global food systems that are ecologically, socially, and economically sustainable. Additionally, you can build business skills through hands-on opportunities such as working at the student-run Agora Cafe or at food industry co-op placements.
Global Resource Systems	4 years	A GRS degree gives you a resource specialization and sets it within a specific global regional context, creating a depth and specificity of knowledge that is very valuable for employers in those sectors. Pursue a career in local, regional, national government; work in the private sector or with non-governmental organizations (NGOs); stay in Vancouver, work in your home region, or go abroad; focus on fresh water resource management or forestry, food security in remote communities, or large-scale, sustainable agriculture. The choice is truly yours: do what you want with your degree, make it your own, and the opportunities will be endless.	Language and cultural training, and experiential learning, are requirements of the program. As part of a mandatory international field study, you'll spend one or two semesters studying or volunteering abroad, usually in the region of your specialization. The destination, duration, and activity are flexible – your focus will be on learning and working in a different community and culture, developing your cross-cultural sensitivity and understanding. The international experiences are offered through UBC's Go Global Student Exchange program as well as through GRS-specific exchanges, including the popular field studies program in Kenya. The program received the 2002 Award for Excellence in Internationalization, sponsored by Scotiabank and the Association of Universities and Colleges of Canada, and the Alfred Scow Award in 2007 for contribution to student development.

Food, Nutrtion and Health	4 years	The Food, Nutrition, and Health (FNH) program is excellent preparation for a future healthcare career: nursing, medicine, dentistry, or midwifery. With suitable course selections, students may enter UBC's Home Economics Teacher Education Program. FNH graduates also work in food systems management and quality assurance (hospitals, food companies, government), nutrition and food science, product development, and more. Policy Analyst, Public Health Agency of Canada Medical student, University of British Columbia Senior Sensory Scientist, Starbucks Marketing coordinator, Herbaland Gummies PhD in Food Science, and Researcher, Agriculture and Agri-Food Canada Cookbook author and Podcaster, The Allsorts Podcast	The Food, Nutrition, and Health program gives you the flexibility to pursue your interests while gaining a deeper knowledge of issues related to food production, food security, and the role of nutrition in disease prevention. Choosing from a wide variety of electives, you'll study a broad curriculum of your own design as you prepare for a career in the food and health sectors. Food, Nutrition, and Health students can apply to dual degrees with Bachelor of Education or Master of Management, or one of six minors to complement their program.
Nutritional Sciences	4 years	Many graduates of the Nutritional Sciences program go on to careers in the fields of population and public health nutrition, health promotion, and the health sciences. Opportunities include positions in naturopathy, fitness, food service, publishing, pharmaceuticals, medicine, nursing, rehabilitation sciences, and veterinary medicine. Nutrition educator Pharmaceutical sales representative Entrepreneur	In Nutritional Sciences, you'll delve into the human and animal digestive systems, the function of nutrients in health and disease, nutritional requirements and recommendations, and the effects of production and distribution systems on food availability. The program will equip you to continue your education at the master's and doctoral levels, or to pursue a career in nutrition or health research, or in research and development-related industries. Graduates can also further their studies in the health professions and veterinary sciences.
Freshwater Science	4 years	You'll graduate with the skills and knowledge necessary to deal with future national and international freshwater environmental problems concerning water quality and quantity. As a Freshwater Science graduate, you could work as a water quality specialist, a hydrologist, a water stewardship officer, or an aquatic ecologist.	Freshwater Science integrates aspects of biology, chemistry, geography, and earth and environmental sciences to understand inland aquatic systems. Designed to give you a broad perspective on inland waters, this program takes a highly interdisciplinary approach to explore the science behind emerging environmental issues facing our society. Key issues include land use and water interactions, toxicants in the aquatic environment, and the potential effects of global climate change on aquatic environments and water resources. As a Bachelor of Science student on UBC's Okanagan campus, you can choose a major or honours in Freshwater Science.
Integrated Studies in Land and Food Systems program (ISLFS)	Masters Degree. (2-5 years)	Graduates from the ISLFS MSc program have the skills necessary to contribute to research, evaluation, policy development, advocacy, and practice. Graduates may go on to advanced study including PhD work, and often find employment opportunities in governmental or non-profit organizations.	The MSc program in Integrated Studies in Land and Food Systems provides opportunities for students to broaden their knowledge base and gain research experiences. ILSFS students work on diverse and often interdisciplinary research topics that address priority food systems questions and challenges ranging in scope from food production, processing, distribution, access, consumption, to management of food waste. Applied research projects in ISLFS often explore sustainable solutions to food systems challenges and often address environmental, economic or social dimensions of food systems.
Masters in Plant Science	Masters Degree. (2-4 years)	Plant Science graduates (M.Sc., Ph.D.) generally opt for a teaching and/or research career. Some also work for government agencies (Agri-Food Canada, B. C. Ministry of Agriculture), agri-industry, or do consulting work in plant science.	Plant Science graduate program offers advanced study in applied plant biology, with a commitment to development of sustainable managed agroecosystems. Our graduate program offers opportunities for advanced studies in basic and applied research, leading to M.Sc. or Ph.D. degrees, in plant production, plant protection, plant biotechnology, plant physiology and biochemistry, and plant-environment interaction. Graduate students have the option to develop research programs that address problems through an interdisciplinary approach involving collaboration with faculty members in other graduate programs (e.g. Soil Science, Botany, Zoology, Microbiology, and Forest Science) on campus.

Masters in Soil Science	Masters Degree. (2-4 years)	Graduates of the soil science degree program often obtain positions with government or the private sector. Some graduates decide to continue in the area of research and academia with various universities and colleges. Examples of where some graduates are employed: Agriculture and Agri-Food Canada BC Ministry of Forests Canadian Forest Service Consultant Associate Professor, University of Guelph Associate Professor, Yale University Associate Professor, University of Northern BC Environment Canada Assistant Professor, University of Bengukulu, Indonesia Assistant Professor, University of Venda for Science and Technology, South Africa	A collaboration between the Faculty of Land and Food Systems and Faculty of Forestry, the inter-faculty Soil Science Graduate Program offers opportunities for advanced study and research leading to MSc and PhD degrees. Areas of study include biometeorology, forest nutrition and nutrient cycling, mycorrhizal ecology, soil biology, soil quality and fertility, soil-plant interactions, ecosystem services, and land and water systems.
Doctor of Philosphy in Food Science	Doctors Degree. (4-6.5 years)	Graduates with a PhD degree in Food Science from our program have gone on to pursue successful careers in academia and research at universities, colleges and government research centres. They may hold senior research and/or management positions in multi-national food companies, analytical testing laboratories or consulting companies, or establish independent business or consultancies. Our graduates are making their mark in numerous parts of the world, including Australia, Britain, Canada, China, Germany, Japan, Mexico, the United States, and many other countries.	Food scientists integrate and apply fundamental knowledge from multiple disciplines to ensure a safe, nutritious, sustainable and high quality food supply, and to establish scientifically sound principles that guide policy and regulations pertaining to food on a global scale. Since its inception in 1969, the Food Science Program at UBC has been a leader in providing opportunities for advanced study and research in Food Chemistry and Biochemistry, Process Science, Microbiology, Safety and Toxicology, Biotechnology, Quality Evaluation and Wine Biotechnology. Ongoing research areas include the study of nutraceuticals and bioactive compounds derived from food; biophotonic, nano-biosensing and nano-optical imaging; carbohydrate chemistry and enzymology; molecular biology and metabolic engineering of wine yeasts; farm-to-fork food safety systems; stress response mechanisms of foodborne pathogens; structure-function relationships of food and non-food related enzymes.
Doctor (PhD) in Integrated Studies in Land and Food Systems	Doctors Degree. (3-8 years)	Graduates from the ISLFS program have the skills necessary to contribute to research, evaluation, policy development, advocacy, and practice and often find employment opportunities in governmental or non-profit organizations.	The doctoral (PhD) program in Integrated Studies in Land and Food Systems creates opportunities for students to develop and strengthen research capabilities and advanced knowledge. Students must plan and complete a doctoral thesis resulting in an original scholarly contribution to knowledge in their field of study. The candidate is expected to initiate and conduct a research project under the general direction of a supervisor and supported by a graduate supervisory committee. ISLFS students work on diverse and often interdisciplinary research areas that address priority food systems questions and challenges ranging in scope from food production, processing, distribution, access, consumption and dietary practices, to the management of food waste. Applied research projects in ISLFS often explore sustainable solutions to food systems challenges and at the PhD level may integrate questions and methods for investigating the environmental, economic and/or social dimensions of food systems.

Doctor of Philosphy in Plant Science	Doctors Degree. (4-6.5 years)	Plant Science graduates (M.Sc., Ph.D.) generally opt for a teaching and/or research career. Some also work for government agencies (Agri-Food Canada, B.C. Ministry of Agriculture), agri-industry, or do consulting work in plant science.	Plant Science graduate program offers advanced study in applied plant biology, with a commitment to development of sustainable managed agroecosystems. Our graduate program offers opportunities for advanced studies in basic and applied research, leading to M.Sc. or Ph.D. degrees, in plant production, plant protection, plant biotechnology, plant physiology and biochemistry, and plant-environment interaction. The program is enriched through collaborations with colleagues in graduate programs such as Food Science, Soil Science, Botany, Zoology. Collaborations include on-campus research centres such as the Biodiversity Research Centre, the Centre for Sustainable Food Systems, the Wine Research Centre, and off-campus research agencies/institutions such as Agriculture and Agri-Food Canada, the British Columbia Ministry of Agriculture, Fisheries and Food, the Canadian Light Source, and other Canadian universities.
Doctor of Philosphy in Soil Science	Doctors Degree. (4-7 years)	Graduates of the soil science degree program often obtain positions with government or the private sector. Some graduates decide to continue in the area of research and academia with various universities and colleges. Examples of where some graduates are employed: Agriculture and Agri-Food Canada BC Ministry of Forests Canadian Forest Service Consultant Associate Professor, University of Guelph Associate Professor, Yale University Associate Professor, University of Northern BC Environment Canada Assistant Professor, University of Bengukulu, Indonesia Assistant Professor, University of Venda for Science and Technology, South Africa	A collaboration between the Faculty of Land and Food Systems and Faculty of Forestry, the inter-faculty Soil Science Graduate Program offers opportunities for advanced study and research leading to MSc and PhD degrees. Students are registered in the Faculty of Graduate Studies through either the Faculty of Land and Food Systems or Faculty of Forestry, depending upon their research interests.
Masters in Applied Animal Biology	lasters Degree. (2-5 years)	Graduates of the Applied Animal Biology program have pursued academic positions at universities or colleges, research positions at universities and government institutions, consultant positions, or careers in animal-related fields including veterinary medicine, the animal feed manufacturing industry, wildlife rehabilitation, non-profit organizations, and others.	Applied Animal Biology offers opportunities for advanced study and research leading to a M. Sc. degree in animal physiology, behaviour, welfare, and management of livestock, companion animals, research animals, wildlife species, aquaculture, and on the human-animal relationship. The program is enriched through collaboration with colleagues in other UBC graduate programs such as Zoology, Population and Public Health, and with agencies such as Agriculture and Agri-Food Canada, Fisheries and Oceans Canada, Canadian Wildlife Service, Dairy Farmers of Canada and other livestock agencies and the British Columbia Society for the Prevention of Cruelty to Animals (BC SPCA). On-campus teaching and research facilities are located in the MacMillan Building. Off-campus research facilities available to students include: the UBC Dairy Education and Research Centre in Agassiz; shared research facilities at Fisheries and Oceans Canada at West Vancouver; Agriculture and Agri-Food Canada, and the BC SPCA.

Doctors in Applied Animal Biology	Doctors Degree. (4-9 years)	Graduates of the Applied Animal Biology program have pursued academic positions at universities or colleges, research positions at universities and government institutions, consultant positions, or careers in animal-related fields including veterinary medicine, the animal feed manufacturing industry, wildlife rehabilitation, non-profit organizations, and others.	Applied Animal Biology offers opportunities for advanced study and research leading to a Ph.D. degree in animal physiology, behaviour, welfare, and management of livestock, companion animals, research animals, wildlife species, aquaculture, and on the human-animal relationship. The program is enriched through collaboration with colleagues in other UBC graduate programs such as Zoology, Population and Public Health, and with agencies such as Agriculture and Agri-Food Canada, Fisheries and Oceans Canada, Canadian Wildlife Service, Dairy Farmers of Canada and other livestock agencies and the British Columbia Society for the Prevention of Cruelty to Animals (BC SPCA). On-campus teaching and research facilities are located in the MacMillan Building. Off-campus research facilities available to students include: the UBC Dairy Education and Research Centre in Agassiz; shared research facilities at Fisheries and Oceans Canada at West Vancouver; Agriculture and Agri-Food Canada, and the BC SPCA.
Graduate Certificate in Aquaculture	4 months	There are many aquaculture career opportunities in B.C., across Canada and around the world, spanning coastal to urban communities. The range of careers is wide and working conditions are equally varied. Our graduates can expect to find work in a place that fits their interests: land-based or sea-based farms; in a feed or food processing plant; or in an office or lab. Here are some careers available to those with an aquaculture education. **Careers at a sea-based or land-based farm site:** Fish production technician / manager Hatchery technician / manager Fish health technician Aquatic veterinarian Fish biologist Aquaculture diver Waste management technologist **Careers in an office:** Environmental and regulatory affairs manager Aquaculture engineer Research scientist / technician Habitat biologist Research and development coordinator Environmental assessment technician Regulatory affairs officer **Careers at a feed mill:** Feed production technician Environmental assessment technician Nutrition researcher Careers at a food processing plant: Processing line operator / supervisor Quality assurance manager Product developer Waste management technologist **Careers with the government:** Aquaculture policy advisor Aquaculture extension officers Aquaculture development specialist Environmental assessment technician Regulatory affairs officer	British Columbia is the country's largest producer of farmed seafood, producing half of Canada's output in 2016 (Canadian Aquaculture Industry Alliance). More than 700 seafood farms are located in the province producing finfish (mainly salmon), and a wide variety of shellfish, including clams, oysters and mussels. Many people are also employed in supplying feed and nutrients to fish, and in value-added food processing. UBC's Graduate Certificate in Aquaculture provides an excellent entryway into this exciting and evolving area. Students will gain the theoretical and practical skills to become contributors to the aquaculture industry from a sustainability, biological, social, and economic lens. The certificate program is a one semester/4-month, 17-credit specialized program that is ideal for students interested in entering the aquaculture industry and for those who are ready for a career transition. It explores principles across the broad scope of fields involved with food production from aquaculture.

Universtiy of Guelp- Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Bachelor of science - Agriculture	Minor		The minor in Agriculture is intended to enhance the understanding of ways to grow food sustainably through the science of agriculture. Through a combination of core courses and restricted electives, students will learn the science of agriculture in various paths. Students in a non-science major should consult with the Program Counsellor for the Bachelor of Science in Agriculture about their science background.
	Bachelors- 4 years	Agriculture Journalist Animal Nutritionist Community Developer Consultant Crop Sales Specialist Government Advisor Greenhouse Manager Landscape Manager Marketing Specialist Plant Breeder Research Specialist	The world's population will soon be nine billion and everyone will need food – which is why there are four jobs available for every U of G graduate in agriculture. Enjoy learning about food production and the way it should be approached. Gain new perspectives on food through scientific, business and environmental lenses. Focus your studies by specializing in either Animal Science, Crop Science, Honours Agriculture, or Horticulture.
	Majors/Honours- 5 years	Agronomist Agriculture consultant Agricultural Technologist Horticulturalist Market Research Analyst Government regulator/advisor Agriculture journalist Banking account manager Agricultural outreach specialist	Our Honours Agriculture co-op is a five-year program, with four co-op work terms, providing opportunities to work with a wide variety of employers. Co-op is designed to facilitate the transition of students from academic studies to a professional career improving students' job search skills, work performance and networking abilities, and boosting resume experience.
Bachelor of Science - Animal Biology	Majors/Honours- 5 years		Explore what animals need in order to thrive - from an individual to community level. Learn how nutrition, genetics and welfare can improve animals' lives, the food supply chain and our environment. You'll learn all of this from distinguished animal physiologists, nutritionists, geneticists, and behavioural science specialists. If you're interested in animals, University of Guelph is the top place to learn about them in Canada.
Bachelor of Science - Crop Sciences	Majors/Honours- 5 years	Agricultural consultant Agronomic advisor Crop production specialist Pest management specialist Plant breeder Research technician	Gain a full understanding of the technology and science behind crop production through courses in precision agriculture, protein and oil seeds or grain crops while also exploring pest management, genetics, biotechnology and physiology. Position yourself as a leader in the scientific advancements, and innovations that will improve cropping system around the world.
Bachelor of Science-Horticulture	Majors/Honours- 5 years	Crop production specialist Horticulturalist Greenhouse facility manager Sod production specialist Integrated pest management specialist Plant breeder	Do you love all-things plants? Do you love gardening, visiting orchards or greenhouses? Consider studying horticulture. Plants provide us with food, flowers, recreation, and medicine. In U of G's Horticulture program you can focus on the management of commercial greenhouses, horticultural production, breeding improved plant varieties and more. Explore the technology and innovations behind the science of growing crops.
Bachelors of Science- Plant Science	Majors/Honours- 5 years		From the molecular level to whole ecosystems, the Plant Science program at the U of G uncovers the root of it all. This program empowers you to explore the intricacies of plants through the study of their diversity, growth, development, environmental interactions, and various economic uses. Additionally, you will gain knowledge of advances in molecular biology, plant ecology, systematics, physiology, botany, genetics, agriculture, ethnobotany and biotechnology.

Bachelors of Arts- Food, Agricultural and Resource Economics	Majors/Honours- 5 years		Governments alone cannot manage the challenges facing global food and agriculture. How we utilize the world's limited resources will be key to sustainable development and wealth. In the agricultural and food industries, this often require changes to laws, public policies and the organization of markets – which is where your skills and experience as a food, agriculture and resource economics student will be crucial. In this program, you'll analyze the economics of the agri-food system and dynamics of international trade. Gain the skills and experiences that will prepare you to be an expert in global agri-food issues and be ready to tackle them head-on.
Bachelors of Commerence- Food and Agriculture Business	Majors/Honours- 5 years		Food is big business – and Canada's second largest industry. U of G's Food and Agricultural Business program prepares you for the challenging and ever-changing landscape of today's agribusiness industry. Gain agri-food expertise and the business, entrepreneurial and leadership skills needed to tackle the big food and business challenges of tomorrow. In fact, the sector is in such high demand that many of our students are hired prior to graduating. Gain the analytical skills needed to understand food trends. Discover how food supply chains work, how local and global markets are connected, and how policy impacts the price of food.
Bachelor of Science- Food Science	Majors/Honours- 5 years	Food scientist Food product developer Food quality assurance Food safety inspector Food marketing and sales	How do we build a healthier society through the foods that we eat? Food is a multi-billion dollar industry that is influenced by changing socio-economic conditions and evolving tech. As a Food Science student, you will learn the skills and nuances of the industry to contribute to the food system and be able to work anywhere in the world. Most careers in food don't include a white chef hat. Instead, they use texture analyzers, study food trends and launch innovate food startups. Food scientists fill the gap between the production of farm goods and the delivery of food to the global consumer. They apply chemistry, physics and microbiology to the processing and product development of safe and healthy foods. Simply - food scientists help develop new foods and keep existing foods safe.
Food Engineering	Minor		The Food Engineering Minor is designed to better prepare non-biological engineering students for careers in the food industry. The minor will provide students with the skill set for success in the growing food industry by helping them understand the physical, chemical and biological phenomena involved in conversion of raw agri-food ingredients into consumable food products.
Bachelor of Applied science- Applied Human Nutrition	Majors/Honours- 5 years	Fitness Consulting Food Policy Analyst Research Public Health Nutritionist Community Food Worker Food Service Supervisor Nutrition Education Specialist Registered Dietitian* *Careers that require further education/training	Delve into the intricate behaviours surrounding food at both individual and societal levels, and understand how these behaviours impact nutrition habits throughout life. In Applied Human Nutrition, you will explore how human nutrition plays a crucial role in maintaining health and preventing disease. Armed with this foundational knowledge, you'll adeptly translate cutting-edge research into practical programs and policies. In the Applied Human Nutrition program, you will engage in lectures that integrate biological and social sciences, gaining fundamental insights. Labs offer hands-on application of classroom teachings, while small group seminars delve into new topics and emerging research. As a student, you can specialize in dietetics, with accreditation through EQual/Accreditation Canada, setting you on the path towards becoming a Registered Dietitian.

Bachelors of Science- Nuttitional and Nutraceutical Sciences	Majors/Honours- 5 years		Nutritional and Nutraceutical Sciences (NANS) is a unique major in Canada and focuses on understanding the contribution of food, beverage and nutritional supplement consumption to growth, development of optimal biological function, maintenance of health, and treatment of disease. The program explores how we can use foods and nutrients to develop innovative products that will benefit humans, animals and the environment. After building a foundation in the biological sciences, students examine the biology of nutrition from a molecular and cellular level to the whole organism. In senior years, you will dive deeper, taking courses on the role of nutrients in maintaining health and preventing and treating disease, the connection between foods, nutraceutical and pharmaceutical drugs, and regulatory policies, among
Plant Agriculture- Graduate Program- MSc &Phd		■ Crop Consultant ■ Breeder/Geneticist ■ Plant Physiologist ■ R&D Bio-Based Plastics	***Research Fields*** ***Bioproducts*** ***Crop Production Systems*** ***Plant Breeding and Genetics*** ***Plant Biochemistry and Physiology.*** Plant Agriculture is strongly rooted in crop science and horticultural science but we now encompass applied bioinformatics; molecular genetics; genomics; field, horticultural and greenhouse crops; plant breeding; turf and grassland studies; environmental sustainability; weed science/ecology; and the use of plant materials for health, fibres and industrial products. Furthermore, we recognize that society's expectations of agriculture are changing to include a wide range of health and environmental services such as producing food with nutraceuticals, protecting biodiversity, mitigating climate change and providing alternative energy sources
Master of Plant Agriculture, MPAg	2 years	CAREER OPPORTUNITIES: Employers of graduates of the MPAg program may include: ■ Syngenta ■ Health Canada / Canadian Food Inspection Agency ■ Corteva Agrisciences ■ Bayer Crop Science ■ Government Agricultural Agencies ■ Agriculture and Agri-Food Canada	The Master of Plant Agriculture program allows you to focus your courses to match your own unique interests and career focus. This program is ideal for recent graduates or working professionals that wish to gain scientific, cross-discipline skills in a hands-on learning environment through coursework. This program is generally completed in 3-4 semesters. Specialize your program in: ■ Crop Production Systems ■ Biochemistry and Physiology ■ Breeding and Genetics
Master of Sustainable Agriculture	16 months	Career opportunities for graduates of this program vary across a range of fields including; agronomy, horticulture, food systems and production, agriculture, sustainability consulting, environmental resource management, farmland preservation, advocacy and policy development and more.	Improve the environment and help feed the world. The U of G's Master's in Sustainable Agriculture program is designed for forward-thinkers ready to cultivate change in the global food and agriculture landscape. Offered by the Ontario Agricultural College (OAC), this inter-disciplinary course-based master's program equips you with the latest advancements in sustainable plant or livestock agricultural practices, while empowering you with skills in data analysis, agricultural economics, communication, and leadership. Customize your career path through specialized fields, flexible course options, professional development opportunities and internships to connect you with hiring organizations.
	Course based program- 1 year	Technician Project Manager Animal care assistant Sales and services representative Veterinary assistant Consultant	The course-based Master of Science (MSc) in Animal Biosciences is offered through our Department of Animal Biosciences and focuses on advanced training in specialized aspects of the animal sciences.

Animal Biosciences MSc, PhD	Research/Thesis based 2-4 years	Geneticist Research associate Scientific director Data scientist Consultant Nutritionist	The MSc and PhD in Animal Biosciences are offered through our Department of Animal Biosciences, a research-intensive department focused on Animal Breeding and Genetics, Animal Nutrition and Metabolism, Animal Physiology, and Animal Behaviour and Welfare. Graduate students can also conduct research as part of three collaborative programs with other departments: Bioinformatics, Neuroscience, and Toxico logy. Regardless of your specialization, you will learn through “hands on” experiential research opportunities with your faculty advisor and focus on your species of interest: dairy and beef cattle, laying hens, dogs and cats, zoo animals, horses, or laboratory animals, such as mice and rats.
Master of Animal Biosciences, ABSc	info to come	Info to come	Info to come
Master of Engineering (M. Eng.)	Biological Engineering	Bioprocess Engineer Environmental Engineer Biotechnology Research Scientist Agricultural Engineer Regulatory Affairs Specialist Project Manager in Bioengineering	The Biological Engineering discipline within the U of G M.Eng. program applies principles of biology and engineering, and includes biochemical, food or biomaterials engineering. A Master’s in Biological Engineering opens doors to diverse career paths in industries ranging from healthcare to environmental management. Graduates are equipped to design solutions for complex biological and environmental challenges, develop innovative biotechnologies, and advance sustainable practices across sectors. With skills in advanced engineering, data analysis, and bio-instrumentation, biological engineering professionals are well-suited to roles that impact public health, agriculture, and technology.
	Envriomental Engineering	Agricultural Engineering Consultant Air Pollution Control Engineer Environmental Engineer Environmental Scientist Regulatory Affairs Specialist Project Manager in Environmental Engineering Soil and Water Conservationist	The demand for environmental engineers has never been higher, with an urgent need to design solutions to sustain our planet. U of G’s Environmental Engineering discipline involves methods to prevent or mitigate damage to the environment, focusing on the behaviour and fate of contaminants. Recent research topics include: composting of organic solids; control and remediation of chemical spills; wastewater treatment; soil/site remediation technology; policy innovations; air pollution and meteorology; vapour exchange and supercritical fluid extraction; air-surface pollutant exchange measurement; bio-filtration and membrane technologies; modelling of environmental processes.
	Water Resources Engineering	Hydrologist Municipal Engineer Watershed Project Manager Water Quality Engineer Water Treatment Plant Engineer	Water Resources Engineering involves investigation, analysis and design of systems for control and utilization of land and water resources as part of watershed management. Research areas include: water quality control and safety; resource use and groundwater quality; hydrologic modelling; design and planning of urban water and sewage infrastructure; rural waste treatment systems; erosion control; nonpoint source pollution and mitigation.

University of Manitoba - Agriculture Careers

Area of study	Length of program	Possible Careers	Description
BSc- Agribuisness	4 years	International Business Analyzing Commercial Management Sales and Marketing Commercial Specialist Trade and Markets Agricultural product development Agricultural policy Human Resources Accounting and Financing	The Agribusiness program gives students a strong understanding of the economics of agriculture, from finance to trade to human resources. Students will learn about the world of marketing and distribution of food and agri-products.
BSc- Agroecology	4 years	Integrated Crop Agronomy Field Biology Water Conservation Research Resource Management Conservation Land Stewardship Sustainable Development Integrated Watershed Management Planning	The Agroecology program gives students an understanding of how we can achieve economically sustainable agricultural production while conserving resources and maintaining the integrity of our ecosystems.
BSc- Food Science	4 years	Quality Assurance Data Analysis Food Processing Commodity Trading Laboratory Technician Food Product Development Grain Purchasing Food Safety Food Facility Operations Food Business Ownership	The Food Science program gives students the opportunity to explore how raw commodities are processed into healthy, safe and appealing foods. Students have the option to focus their studies on either the business (product development and marketing) or the science (food quality and safety) aspects of this fascinating sector.
BSc- Human Nutritional Science	4 years	Registered Dietitian Food Service Director Community Nutritionist Sports Nutritionist Human Ecology Teacher Food Product Development Consultant	The Human Nutritional Sciences program focuses on the impact of nutrition at every level of human life—from molecules and metabolism to global populations. Our program explores how nutrition applies to different human needs and lifestyles, the importance of nutrition to community health and the role nutrition plays in preventing and managing disease.
BSc Agriculture - Animal systems	4 years	Animal Nutrition Environmental Conservation Agricultural Policy Pharmaceutical Sector Animal Health and Welfare Sales and Marketing Livestock Production Extension Branch Food Product Development Food Safety/ Quality Control Livestock Commodity Groups Animal Genetics Research Animal Health Research	The Animal Systems program gives students a strong understanding of small and large animal health, including genetics, anatomy, physiology, nutrition and reproduction. The program covers both domestic species as well as non-traditional species.
BSc Agriculture - Agronomy	4 years	Independent Crop Consultant Crop Inputs Specialist Crop Production Advisor Sales Agronomist Research Technician Regional Crop Input Sales Manager Crop Development Agronomist Seed Production Manager	The Agronomy program gives students an in-depth understanding of the world of soil and plants, from field crop production to the management of land and water resources.
BSc Agriculture - Plant Biotechnology	4 years	Crop Extension coordination Plant Breeding Management Seed Plant Operations Quality Assurance Genetic Engineering Plant Laboratory Research Bioinformatics Data Processing Cultivar Development Plant Tissue Culture Research	The Plant Biotechnology program gives students an education in the sciences and advanced biotechnologies applied to the improvement, protection and uses of agricultural and horticultural crops.

Diploma in Agriculture	2 years	Farm Ownership/Management Politics Sales Marketing Finance Farm Advocacy	The Diploma in Agriculture is a practical, hands-on program that prepares students to manage a farm or work in an agricultural business. Students will develop the communication and leadership skills needed to succeed in today's Agri-Food industry. One of 4 programs to choose from Business management Crop Management Livestock management General Agriculture
Pre- Veterinary	2-4 years		The Pre-Veterinary pathway incorporates course requirements for students pursuing admission to the Western College of Veterinary Medicine (WCVM) at the University of Saskatchewan. Each year the WVCM reserves 20 positions for qualified students from Manitoba. Students in the Faculty of Agricultural and Food Sciences can pursue a 4-year Bachelor of Science degree in parallel with the Pre-Veterinary pathway.
MSc & PhD- Agribuisness and Agricutlural Economics	2 years	Agribusiness Owner/Manager Agricultural Consultant Agriculture Commodity Advisor Agriculture Operations Specialist Claims Adjuster Commodity Analyst Compliance Analyst Crop Insurance Officer Farm Manager Grain Buyer International Trade and Development Analyst Loans Officer Marketing / Sales Specialist Procurement Manager Property Assessor Relationship Manager Risk Management Specialist Rural Practice Surveyor Supply Chain Manager Territory Manager Transportation Logistics Manager	The Master of Science (Agribusiness and Agricultural Economics) program prepares students for a more specialized approach to agribusiness. Students will develop competence in solving real-world problems related to food production, from policy and risk management to international trade and resource management..Pursuing a master degree, you can focus on one of three streams: agricultural economics, agribusiness, and environmental and resource economics. Within each stream, there is a thesis option and a comprehensive option.
MSc & PhD- Animal Science	2 years		The Department of Animal Science offers graduate instruction leading to MSc and PhD degrees in the fields of animal health, genetics, nutrition, physiology, gut microbiology, meat science and immunology related to livestock and poultry.
MEng- Biosystems Engineering	1 + years		Graduate programs in biosystems engineering focus on applications of engineering in biological systems, including agricultural engineering, biomedical engineering, bioresource engineering and environmental engineering. The MEng degree is intended for individuals desiring an advanced degree with an emphasis on the practice of engineering.It is course-based and requires a minimum of 30 credit hours of coursework. It does not require the completion of thesis-oriented research. The Master of Engineering degree is suitable for engineers who have worked in the industry and are returning to school to upgrade their education or strengthen their knowledge in a specific area
MSc Biosystems Engineering	1-2 years		The Master of Science in Biosystems Engineering is intended for individuals desiring an advanced degree with an emphasis on engineering research. The Master of Science degree is intended for individuals desiring an advanced degree with an emphasis on engineering research. MSc students must complete a minimum of 12 credit hours of coursework, complete a thesis, make an oral presentation on the completed thesis to the examining committee and pass an oral examination. Areas of research are Environment, Food Engineering, Instrumentation, Post Harvest Preservation of Grains, Power and Machinery, Water and Soil, Structures

PhD Biosystems Engineering	4 years		The Doctor of Philosophy degree is the highest degree offered by the department of biosystems engineering. Students will work with a faculty advisor, however, they must demonstrate an ability to formulate and complete an original research project and doctoral thesis. Areas of research are Environment, Food Engineering, Instrumentation, Post Harvest Preservation of Grains, Power and Machinery, Water and Soil, Structures
MSc Entomology	2 years		The University of Manitoba Master of Science (Entomology) provides exposure to diverse fields of entomology and related sciences with a focus on developing written and oral communication skills. Students will develop core competencies in research and thesis presentation, preparing them for entry to the workforce or PhD programs. Areas of focus: Honeybee parasite management Insects as Agents of Biological Control Crop and livestock entomology Arthropod ectoparasites of mammals and birds U of M is home to the only department of entomology in canada
Phd Entomology	4 years		The University of Manitoba PhD in Entomology provides exposure to diverse fields of entomology and related sciences with a focus on developing written and oral communications skills. Students will develop strong core competencies in research and thesis presentation, preparing them for advanced roles in entomology and related sciences.
MSc Food Science	2 years	Business Development Manager Dairy Scientist Food Chemist Food Development Specialist Food Flavourist Food Regulatory Specialist Food Safety Coordinator Food Scientist Food Technician Junior Flavour Chemist Marketing Specialist Product Development Scientist Production Technician Quality Assurance Technologist Quality Control Manager Regulatory and Policy Associate Research and Development Coordinator Research Assistant Sensory Product Researcher	The Master of Science (Food Science) program focuses on food processing and food safety, with particular emphasis on relationships with food quality and acceptability. Students will research a variety of areas including food microbiology, product development and processing and food safety and quality. Research is one of the most important aspects of the food and human nutritional sciences department and takes place in our specialized facilities, modern laboratories, and collaborative research centres, where our scientists and students work to advance our five broad research themes: Applied human nutrition Food chemistry and bioresources Food processing and preservation Food safety and quality assurance Metabolic and molecular nutrition
PhD Food Sciences	3 years	Business Development Manager Dairy Scientist Food Chemist Food Development Specialist Food Flavourist Food Regulatory Specialist Food Safety Coordinator Food Scientist Food Technician Junior Flavour Chemist Marketing Specialist Product Development Scientist Production Technician Quality Assurance Technologist Quality Control Manager Regulatory and Policy Associate Research and Development Coordinator Research Assistant Sensory Product Researcher	The Food Science PhD program focuses on food processing and food safety, with particular emphasis on relationships with food quality and acceptability. Students will research a variety of areas including food microbiology, product development and processing and food safety and quality.
Master of Applied Human Nutrition (MAHN)	1 year	Registered Dietician	The Master of Applied Human Nutrition (MAHN) is a nationally accredited professional program providing practicum placements with the Integrated Competencies for Dietetic Education and Practice (ICDEP) required to become an entry-level Registered Dietitian (RD). MAHN is a one-year, full-time intensive program that includes both practicum and dietetic coursework for students who have completed a Canadian accredited undergraduate dietetics degree.

MSc Human Nutritional Sciences	2 years	Agricultural Officer Catering Manager Community Food Facilitator Health Educator Health Policy Analyst* Home Economics Teacher* Lifestyle Coach Medical Doctor* Naturopath* Newcomer Nutrition Coordinator Nutrition/Dietary Aide Nutritionist Nutrition Services Manager Pharmaceutical Sales Representative Registered Dietitian* Sports Nutritionist. Food Development Consultant Food Production Supervisor Food Safety Coordinator Food Security Officer Food Scientist* Food Service Manager Market Research Analyst Public Health Inspector Product Recipe Developer Quality Assurance Specialist	The Department of Food and Human Nutritional Sciences is one of the largest in Canada and the University of Manitoba is the only university in the province to offer graduate programs leading to the MSc and PhD degrees in human nutritional sciences. The MSc program consists of coursework and research. Some topics of research include: Experimental nutrition: Exploring the role of nutrients and food components in basic biological processes, from the whole organism to the molecular level. Community and clinical nutrition: Focusing on policy development, food choice behaviour and novel approaches to disease management. Nutrition and immunity: Studying the effect of nutrients on body defence and immune systems including those involved in cell damage and repair and detoxification of environmental pollutants.
PhD Human Nutritional Sciences	4 years	Agricultural Officer Catering Manager Community Food Facilitator Health Educator Health Policy Analyst* Home Economics Teacher* Lifestyle Coach Medical Doctor* Naturopath* Newcomer Nutrition Coordinator Nutrition/Dietary Aide Nutritionist Nutrition Services Manager Pharmaceutical Sales Representative Registered Dietitian* Sports Nutritionist. Food Development Consultant Food Production Supervisor Food Safety Coordinator Food Security Officer Food Scientist* Food Service Manager Market Research Analyst Public Health Inspector Product Recipe Developer Quality Assurance Specialist	The Department of Food and Human Nutritional Sciences is one of the largest in Canada and the University of Manitoba is the only university in the province to offer graduate programs leading to the MSc and PhD degrees in human nutritional sciences. The PhD program consists of coursework and a substantial research component. Some topics of research include: Experimental nutrition: Exploring the role of nutrients and food components in basic biological processes, from the whole organism to the molecular level. Community and clinical nutrition: Focusing on policy development, food choice behaviour and novel approaches to disease management. Nutrition and immunity: Studying the effect of nutrients on body defence and immune systems including those involved in cell damage and repair and detoxification of environmental pollutants.
MSc & PhD - Plant Science	2 + years	A wide range of employment opportunities await MSc and PhD graduates from the Department of Plant Science, including research and teaching positions at universities throughout the world, research and extension positions with the federal and provincial governments, and positions in private industry.	Our graduate students are involved in a wide variety of projects such as the study of influence of above ground plant functional diversity on below ground functions; genetic analysis of resistance to fusarium head blight winter wheat populations; genomic selection and performance prediction in brassicas; molecular characterization of effector-host interaction between Leptosphaeria maculans and Brassica napus; predicting soybean phenology in Manitoba; optimization of plant spatial arrangement for dry bean production, just to name a few. Program courses include plant genomics, genetic mapping in plants, advanced weed science, epidemiology of plant disease, advanced plant pathology, bioinformatics and more. A plant science seminar course provides the opportunity to develop scientific communication skills for a variety of academic settings and formats.

MSc & PhD - Soil Science	2 years- MSc 3 years- PhD		Teaching and research is focused on the sustainability and productivity of the land base, enhancement of crop and livestock production, and maintenance of soil, water and food quality as affected by agriculture and other human activities. Broad research categories include agrometeorology, landscape dynamics, pesticide science, soil chemistry and minerology, soil ecology, soil fertility and nutrient management, soil physics, and land remediation. Current research includes studies on remediation of contaminated land, utilization of fertilizers and manures, production of potatoes, nitrate accumulation and fate in soils, fate of pesticides in soil and aquatic environments, production of greenhouse gases by agricultural systems, soil organic matter, fate and bioavailability of heavy metals, and landscape based farming.
Diploma in Agriculture program	2 years	Diploma in agriculture graduates leave UM with a well-rounded understanding of both the practices and principles that inform the agri-food industry. You will learn about resource management, finance, communication and leadership to prepare you to work effectively in today's global community where international events affect local prices and trends.	A modern farm operation is a complex business. Whether you want to operate a farm or work on the business end of agriculture, you'll need an education that prepares you to succeed in today's agri-food industry. The first year of the program provides an overview of the production, marketing and management of agricultural products. In year two, you will choose one of four streams: **Business management** Focus on the business side of agriculture, including finance and credit, merchandising, sales, agricultural policy, financial risk management, among other areas. **Crop management** Investigate weed control, plant disease, soil conservation and fertility, forage and pasture management, specialty crops, and diversification via horticultural crops. **General agriculture** Study business, crop, and livestock management. If you want to explore your options in agribusiness or you plan to manage a diverse operation, this general stream is ideal. **Livestock management** Learn how to manage livestock operations, with a focus on animal health and welfare, and production and management of beef, dairy, poultry, equine and swine herds.
Non-degree/non-credit educational opportunities for the public			Tree Identification The Tree Identification short course offers in-depth information and instruction on tree identification with a focus on species that are common to Manitoba. Arboriculture Learn the fundamentals of arboriculture — from tree biology and pruning to pests, safety, and plant ID — in this short course for professional arborists, tree care workers, and hobbyists.
			Arboriculture Learn the fundamentals of arboriculture — from tree biology and pruning to pests, safety, and plant ID — in this short course for professional arborists, tree care workers, and hobbyists.
			Beekeeping for the hobbyist Discover the world of beekeeping in this non-credit short course that explores bee biology, hive care, and honey production.

University Of Saskatchewan-Agriculture Careers

Area of study	Length of program	Possible Careers	Description
Agribuisness	2-year Diploma	bank loans officers and financial managers	You will learn about business management, economics, marketing, finance and sales, as well as the legal and institutional environment that characterize agribusiness. You will study the structure and organization of the agri-food sector and develop business skills relevant to farm input, on-farm businesses, processing, transportation, credit and marketing.
		processing managers, sales managers, production managers	
		farmers, ranchers, feedlot managers, hog barn managers or manufacturers	
		business consultants, commodity marketers, real estate broker and as a communications advisor	
	4-year Degree	agricultural entrepreneurs	Graduates from the Bachelor of Science in Agribusiness degree are eligible for Professional Agrologist (P.Ag.) membership in the Saskatchewan Institute of Agrologists, allowing them to engage in the practise of Agrology.
		sales professionals, marketing in agricultural chemical, grain handling, seed production and distribution	
		business managers	
		management consultants	
		agricultural lenders	
		production managers	
		communications and public relations	
Precision Agriculture	1 Year Certificate	***All subdisciplines:*** Agriculture entrepreneurs, Employees and managers in precision agriculture companies	The certificate structure of this program will allow you to gain knowledge and to develop experiential skill in precision agriculture. Understand the basics of precision agriculture Understand what drives spatial and temporal differences in crop yield Utilize precision agriculture tools and analytic techniques within a GIS system Utilize big data to solve precision agriculture problems Work effectively in a diverse team to generate precision agriculture solutions Be an effective and respectful communicator
		Agronomy/Soil Science/Crop Science: Precision agriculture agronomist, Farm manager & Precision agriculture sales and marketing	
		Agri-business: Sales representative & Precision agriculture manager	
		Computer Science: Precision agriculture programmer & Precision agriculture data analyst	
		Geography: Precision agriculture geographic information technologist & Precision agriculture geographic information analyst	
		Engineering: Machinery design & Controller design	
Agricultural Biology	4 year degree	careers in government, non-profit organizations and the private sector such as:	With focus on particular areas relevant to agriculture—such as biotechnology, genetics and evolution, plant pathology, plant molecular biology and wildlife ecology—you will examine situations that are relevant to Saskatchewan. Our close associations with government and private research institutions that have considerable expertise provide opportunities for you to gain practical hands-on experience through student employment programs.
	Option for Honours Program	technical assistants	
		extension agrologists	
		field and aquatic biologists	
		sales representatives	
Agronomy	4 Year Degree	Graduates with agronomy training are actively recruited in the job market finding positions locally, nationally and internationally in areas such as business management chemical and fertilizer sales and marketing agronomists, crop advisers grain marketing and transportation entrepreneurs farm operators	You will examine ways use natural resources efficiently, sustainably and profitably to produce food, feed, fibre and fuel. You will take courses from several disciplines and learn to approach agronomic issues from several different perspectives. You will acquire an understanding of the biological, ecological and economic principles of crop production and soil management, as well as an appreciation of the short and long term effects of agricultural production on the environment.
	2 Year Diploma	A Diploma in Agronomy gives you the skills to start up your own business to lead the family business research technicians soil conservationists credit adviser agribusiness operators or managers sales representatives machinery service representatives	

Animal Bioscience	4 Year Degree	government, non-government organizations and the private sector including:	Do you have an interest in domestic animals? You will have opportunities to learn through experience in working with animals. This program meets the pre-veterinary medicine requirements and prepares you to work in fields outside of traditional animal agriculture including biomedical sciences, companion, equine and research animal care, animal health and environmental sciences.
		Animal pharmaceutical sales and clinical trial testing	
		Environmental impact assessment of wild and domestic animal interactions	
		Laboratory testing and development of DNA tests for animal traits related to health and performance	
		Animal welfare positions within and outside government, such as the SPCA, cities and rural municipalities	
		Product development and sales for the growing pet care industry	
		Research animal care and management	
Animal Science	4 Year Degree	Opportunities for Animal Science graduates are wide-ranging.	You will examine innovative solutions that meet the challenges posed by a growing world population with changing patterns of diet, a finite amount of farmland and changing climatic conditions. You will also study biotechnology, genetics, computer modelling, nutrition, animal behaviour and welfare, sustainable production systems and management, pasture management, and forage production.
		government positions in policy development or research	
		nutrition experts and feed formulators for feed manufacturers	
		feed sales	
		positions with animal breeding companies	
		pharmaceutical or nutraceutical sales	
		animal care and animal facility inspection	
		positions with feedlots	
		positions in the agricultural biotechnology sector	
		research technicians	
		financial lenders	
		hog barns	
Crop Science	4 Year Degree	Our graduates are well prepared to address major agriculture issues and challenges providing careers in the following fields	Crop Science is the study of agricultural issues and challenges, including resource use consistent with sustainable production of food, feed, fibre and fuel production, processing and marketing of high quality food and non-food products research development and implementation of innovative and efficient production processing and marketing systems. Crop Science integrates a broad range of disciplines, including genetics, pathology, crop quality and biotechnology, leading to the development of superior varieties of horticulture and field crops.
		research technician with government, university or private plant breeders	
		sales and marketing with fertilizer, chemical or seed companies	
		grain marketing and transportation	
		entrepreneur	
		agronomist	
		financial lender	
Horticulture Science	4 year degree	The career opportunities in horticulture are as diverse as the industry.	Production and utilization of horticultural crops and ornamental plants represent an opportunity for expansion and diversification of Canada's agriculture sector. You will learn how to design and maintain an urban forest, a community garden or a new golf course manage a greenhouse beautify the environment – both indoors and out – while also working to reduce energy use and pollution and help to grow food crops sustainably develop and demonstrate new energy efficient and ecologically sound means of growing greenhouse crops through a cold prairie winter introduce new high-value crops which can be processed to add further value and help developing countries
		greenhouse and crop production	
		industry work government agencies	
		landscape construction and management	
		marketing and sales	
		private and public research	
		design and maintenance of private and public plant collections and botanical gardens	
		crop and food inspection	
		plant breeding industries	
		tree nurseries	
		Nutraceuticals, biopharmaceuticals and the supply and maintenance of horticulture crops are growth areas with excellent opportunities for entrepreneurs.	

Soil Science	4 year Degree	A growing demand for scientists and professionals equipped to deal with agricultural and environmental issues means a wide variety of career choices for graduates specializing in environmental science or soil science. Graduates pursue careers as	Soil science draws from biology, ecology, geography, geology and a variety of other natural and life sciences. The soil science program at the University of Saskatchewan provides an in-depth understanding of the physical, biological and chemical processes that occur in soil and the role soil plays in plant production and environmental management.
		environmental consultants	
		land reclamation specialists	
		surveyors, foresters	
		agricultural producers	
		land appraisers	
		hazardous and non-hazardous waste specialists	
		ecologists	
		laboratory technicians and managers	
		laboratory or field researchers and educators.	
Prairie Horticulture	1-5 year Certificate	work in the horticulture industry or start your own business. Horticulturists are experts in growing, diagnosing, installing and selling plants and materials. They also do landscape and design, operate greenhouses, nurseries and garden centers.	Horticulture is the study of the biology, production and utilization of fruits, vegetables, flowers, medicinals, ornamental crops, trees, shrubs and turf grass grown under field and greenhouse conditions. It is the most diverse of the agricultural industries, involving both art and science.
		upgrade and advance your career as a : K-12 Teacher, Civic Employee, Landscape Horticulturist Apprentice	
Food and Bioproduct Sciences	4 Year Degree	A major in Food and Bioproduct Sciences provides opportunities such as food safety inspector quality assurance technician research technician product specialist product development technician	This multi-disciplinary program provides opportunities for you to understand a number of important issues facing Canada's agri-food sector including: the improvement of traditional foods and food processing, development of novel functional foods and nutraceuticals using advanced technologies and conversion of underutilized agriculture materials into value-added bioproducts. This focus is in keeping with a contemporary emphasis on non-fossil fuel, climate change and the environment, water safety and quality, food safety and quality, and health and wellness. The program also reflects the tight integration of microbiology and food and bioproduct sciences with respect to production, quality assurance and safety. As a department, we are committed to developing sustainable environmental solutions for the production, utilization, and handling of agriculturally based commodities while adding value to the Canadian agri-food industry. Our goal is to improve the nutritional, quality and safety aspects of the foods we consume and to utilize our biological resources in the fullest manner possible.
Food Nutriton	4 Year Degree	The B.Sc. in Food and Nutrition degree will prepare you for a variety of careers in the growing agri-food and health sector, including:	You will learn how agricultural commodities are transformed into safe, nutritious and sustainable food sources. You will develop critical thinking and problem-solving skills to address the emergent needs in the food, health and wellness sectors, including: how foods nourish the body (including metabolism) the interrelationship between food and culture how food is processed and how this impacts nutritional content management of food preparation and service delivery in institutional environments You will
		nutritional researchers	
		market research analysts	
		wellness program coordinators	
		lifestyle advisors and consultants	
		food product developers	
		food service coordinators	
		post-graduate studies	
Food Industry Management	4 Year Degree	The B.Sc. in Food Industry Management degree will prepare you for a variety of careers in the food agribusiness sector, including:	You will learn how agricultural commodities, bioproducts, transportation, processing and business policies can profitably support the delivery of safe and sustainable food sources.To address emergent needs in the agri-food sector, you will develop critical thinking and problem-solving skills, as well as advanced knowledge of: food safety and quality control, food processing, analysis, and food chemistry the role of food ingredients and their impact on product quality and functionality the application of micro- and macro-economics to agri-food sector challenges
		Management Consultant	
		Market Research Analyst	
		Food Processor and Product Development Consultant	
		Food Marketing Manager	
		Business Development Officer	
		Food Operations Manager	
		Food Policy and Regulatory Analyst	

		Food Industry Entrepreneurs	agri-food sector challenges food management practices associated with the sector, supply chains and trade the role of policy in food industry development
Resource Science	4 Year Degree	The renewable and non-renewable resource sectors are booming in Western Canada, creating a growing market for graduates. A variety of careers await graduates in both governmental and non-governmental sectors: Bioremediation of Contaminated Land Vegetation Management technicians Environmental Advocacy Environmental Consulting and Regulating Environmental Research Forestry and Agroforestry Greenhouse Gas Mitigation Indigenous Peoples' Resource Management Parks and Land Management	The Resource Science specialization provides you with hands-on, practical experience in field measurement and assessment. You will learn about: environmental site assessment and soil landscape relationships in-field understanding of the spatial relationships of ecosites and soil units remediation and reclamation practices analysis and aggregation of field data application of ecological land classification
Resource economics and policy	4 Year Degree	A variety of careers await graduates in both governmental and non-governmental sectors: Bioremediation of Contaminated Land Vegetation Management technicians Environmental Advocacy Environmental Consulting and Regulating Environmental Research Forestry and Agroforestry Greenhouse Gas Mitigation Indigenous Peoples' Resource Management Parks and Land Management	Resource Economics and Policy combines science, field study, economics, policy, and project design and implementation to produce a unique educational experience for students. You will learn about: sustainable resource management economics of natural resource, water, forestry and land use finding practical ways to conserve water, forests, biodiversity and energy renewable resource and environmental decision making resource and environmental policy development. You will participate in a group project design course and complete a resource management group project, enabling you to gain real-world experience as you develop leadership and management skills. You will experience: practical, hands on experience in assessing environmental challenges opportunities to work with fellow students with different perspectives the opportunity to develop skills with a range of tools to assist renewable resource decision making
Enviromental Science	4 Year Degree	a wide variety of career choices for graduates specializing in environmental science or soil science. environmental consultants land reclamation specialists surveyors forestors agricultural producers land appraisers hazardous and non-hazardous waste specialists ecologists, technicians chemical, fertilizer sales agronomists	Environmental science looks at ongoing and emerging environmental issues such as: biological remediation agents, disposal of toxic chemicals, ground water contamination, overgrazing, ozone depletion, pesticides, preservation of wetlands and other natural habitats, production of greenhouse gases and the production of genetically engineered plants, animals and microorganisms.
Applied Plant Ecology	4 Year Degree	There is a steady demand for environmental scientists who have specialized in plant ecology in industry, universities, government agencies, and not-for-profit organizations. conservation agencies parks rangeland management environmental consulting vegetation ecologist forestry	Learn how to apply ecological principles to ecosystems such as rangelands, forests, wetlands, and croplands for sustainable production. Applied Plant Ecology integrates principles and advanced knowledge of managing, conserving, and restoring natural and semi-

		Applied Plant Ecology majors often pursue careers as environmental scientists responsible for managing rangelands, forests, wetlands, and conservation areas. Frequent employers include conservation agencies, national and provincial parks and reserves, agricultural and environmental agencies, as well as environmental consulting firms.	conserving, and restoring natural and semi-natural landscapes and ecosystems.
Agricultural Economics	4 Year Degree	Graduates with Agricultural Economics training are actively recruited into the job market, finding positions locally, nationally and internationally in	You will examine agriculture issues of environmental quality, food safety, management of biotechnology and globalization from a business context. You will study a supply chain perspective of science, technology, production practice, product handling, product marketing systems and uses for Saskatchewan-produced grain. You will also learn about natural resource use from the management and policy perspective; problems affecting Western Canadian agriculture; and farm and agricultural business operations management.
		agriculture policy analysis	
		market analyst	
		business management	
		intellectual property	
		international development and trade	
		marketing	
		natural resource and environmental economics	
		price analysis and community development	
		Graduates are eligible to receive P.Ag. status for practise in the profession of agrology.	
Food Industry Management	4 Year Degree	The B.Sc. in Food Industry Management degree will prepare you for a variety of careers in the food agribusiness sector, including:	You will learn how agricultural commodities, bioproducts, transportation, processing and business policies can profitably support the delivery of safe and sustainable food sources. To address emergent needs in the agri-food sector, you will develop critical thinking and problem-solving skills, as well as advanced knowledge of: food safety and quality control, food processing, analysis, and food chemistry the role of food ingredients and their impact on product quality and functionality the application of micro- and macro-economics to agri-food sector challenges food management practices associated with the sector, supply chains and trade the role of policy in food industry development
		Management Consultant	
		Market Research Analyst	
		Food Processor and Product Development Consultant	
		Food Marketing Manager	
		Business Development Officer	
		Food Operations Manager	
		Food Policy and Regulatory Analyst	
		Food Industry Entrepreneurs	
Kanawayihetaytan Askiy (KA)	Certificate	Upon completion of the Kanawayihetaytan Aski certificate you will be eligible to apply for:	Kanawayihetaytan Askiy is a uniquely designed program that is focused on providing a broad range of topic areas specific to the management of lands and resources on federal reserve lands.
		Indigenous Resource Management Diploma	
		Indigenous Lands Governance Diploma	

SECTION TWO

Healhty Eating & Community Resources



Chapter eleven

Parent Resources



10 TIPS TO HELP YOUR CHILD

Have a Positive Relationship with Food & their Body

Children are exposed to many messages about food, health, and bodies through media, family, friends and school. Our personal experiences impact how we talk about food and bodies with our children. Below you will find tips to help your child develop a positive relationship with food and their body.





1. KNOW YOUR FEEDING ROLE

- You decide: where to eat, when to eat & what to offer.
- Trust your child to decide: which foods to eat from the foods you offer & how much to eat.
- Offer a variety of foods at mealtimes. Offer at least one food that you know your child will eat.
- Focus on enjoying the meal and conversation together rather than what your child is eating.

2. REMOVE PRESSURE FROM FOOD

- Eating a variety of foods is a skill that takes time to develop.
- Your child will eat best if mealtimes are relaxed. Instead of telling children to eat “one more bite” or to finish their plate, let them decide when they have eaten enough.
- Avoid using food as a reward or punishment. Dessert does not need to be earned.

3. PRACTICE FOOD NEUTRALITY

- Use food neutral language and call food by its name. For example, broccoli, candy, hamburger, cookies.
- Avoid labeling foods as “good”, “bad”, “healthy”, “unhealthy”, “treats” or “junk food”. These words can sound like judgment of food choices which may lead to children feeling shame or guilt around eating, body image concerns, dieting or other eating problems.
- Having a positive relationship with food means being comfortable eating a variety of foods that support both nutrition and enjoyment.

“Learning to eat takes years. Children learn bite by bite, food by food, meal by meal. The goal is to help your child grow up with positive eating attitudes and behaviors; it is not to get them to eat their peas for tonight’s supper. – Ellyn Satter, MS, MSSW, RDN”

4. EAT TOGETHER

- Eating meals with others is a great way to connect, spend time together, and share about your day. It also allows us to share our culture and tradition through food.
- Eating together as a household can help protect adolescents from disordered eating and eating disorders.

5. HAVE FUN WITH FOOD

- Get your kids involved in cooking; it does not have to be complicated (e.g., build your own taco or pizza night, salad bowls, etc.).
- Read books about food. We love *Bilal Cooks Dahl, What's Cooking at 10 Garden St.*, and *Dragons Love Tacos*. Check out this list for more ideas.
- Take time to explore food using the senses. What does it look, feel, smell, taste and sound like?

6. BE A POSITIVE ROLE MODEL

- Show your child that you eat and enjoy a variety of foods. Children will notice when you restrict or avoid certain foods.
- Keep diet culture out of the home. Notice how you talk about your body, weight, food and physical activity.

7. RESPECT ALL KINDS OF BODIES

- Talk about how bodies come in all shapes and sizes; short, tall, fat, thin. All bodies are good bodies and deserve respect. A person's health and worth are not determined by their size.
- Explore books that talk about body diversity. For example, *Bodies are Cool* by Tyler Feder, *The Body Book* by Roz MacLean, *I Love All of Me* by Lorie Ann Grover.

8. TEACH YOUR CHILDREN TO BE CRITICAL OF MEDIA

- Talk about how media, including social media, can impact our body image.
- Talk about how pictures do not always depict reality and how this can make us feel about our bodies.
- Help your children set boundaries with social media.

9. RETHINK COMPLIMENTS

- Body talk, which is any conversation about another person's appearance, can be harmful, even if it is intended as a positive compliment.
- Focus compliments to your child or others on their unique qualities, abilities, or effort instead of appearance. An increased focus on appearance can devalue other qualities that make us interesting.

10. MOVE FOR FUN

- Find movement that is joyful and fun. Explore a variety of activities to find ones that you and your child enjoy.
- Focus on how movement can help build self-confidence, help us to sleep well, and manage stress.
- Talk about physical activity in a positive way. Avoid using physical activity as a punishment for eating too much, for how our body looks, or for anything else.

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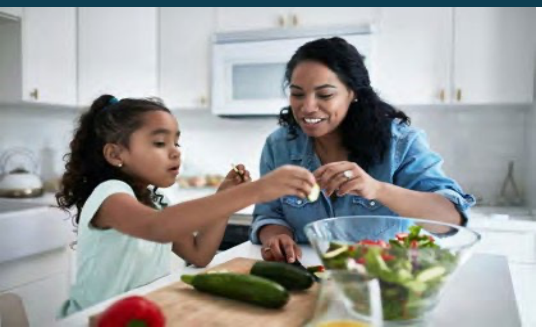
bright bites

10 Conseils pour aider votre enfant

à développer une relation positive avec la nourriture et son corps

Les enfants sont exposés à bien des messages sur la nourriture, la santé et le corps par le biais des médias, de la famille, des amis et de l'école. Nos expériences personnelles influencent notre manière de parler à nos enfants de nourriture et du corps. Voici quelques conseils pour aider votre enfant à développer une relation positive avec la nourriture et son corps.





1. Connaissez votre rôle alimentaire

- Vous décidez: Où manger, quand manger et quoi offrir.
- Faites confiance à votre enfant pour décider: Quels aliments manger parmi ceux que vous offrez et quelle quantité manger.
- Offrez une variété d'aliments à l'heure des repas, dont au moins un que vous savez que votre enfant mangera.
- Concentrez-vous sur le plaisir de manger et votre conversation ensemble plutôt que sur ce que mange votre enfant.

2. Ne mettez pas de pression sur son alimentation

- Manger une variété d'aliments est une compétence qui prend du temps à développer.
- Votre enfant mangera mieux si les heures de repas sont détendues. Au lieu de dire aux enfants de prendre « encore une bouchée » ou de finir leur assiette, laissez-les décider quand ils ont fini de manger.
- Évitez d'utiliser la nourriture comme récompense ou punition. Le dessert n'a pas besoin d'être mérité.

3. Pratiquez la neutralité alimentaire

- Utilisez un langage neutre et appelez les aliments par leur nom – par exemple, le brocoli, les bonbons, les hamburgers et les biscuits.
- Évitez d'étiqueter les aliments comme « bons », « mauvais », « sains », « malsains », ou comme « friandises » et « malbouffe ». Ces mots peuvent donner l'impression qu'on porte un jugement sur les choix alimentaires. Ceci peut mener les enfants à ressentir de la honte ou de la culpabilité face à leur alimentation, à développer des inquiétudes par rapport à leur image corporelle, à suivre un régime ou à développer d'autres problèmes alimentaires.
- Avoir une relation positive avec la nourriture c'est d'être à l'aise en mangeant une variété d'aliments qui favorisent à la fois la nutrition et le plaisir.

4. Mangez ensemble

- Prendre des repas avec d'autres est un excellent moyen de se rapprocher, de passer du temps ensemble et de partager sa journée. Cela nous permet également de partager notre culture et nos traditions à travers la nourriture.
- Manger ensemble en famille peut contribuer à protéger les adolescents de l'alimentation désordonnée et des troubles de l'alimentation.

5. Amusez-vous avec la nourriture

- Invitez vos enfants à participer dans la cuisine; cela n'a pas besoin d'être compliqué (par exemple, créez votre propre soirée tacos ou pizza, bols à salade, etc.).
- Lisez des livres sur la nourriture. Nous adorons *Regarde ce que tu manges – De la ferme à ton assiette* de Scot Ritchie et *Les récoltes – Du maïs aux citrouilles* de Martha Rustad.
- Prenez le temps d'explorer la nourriture en utilisant les sens : la vue, le toucher, l'odorat, le goût et l'ouïe.

6. Soyez un modèle positif

- Montrez à votre enfant que vous mangez et appréciez toutes sortes d'aliments. Vos enfants vont se rendre compte si vous limitez votre consommation de nourriture ou si vous évitez certains aliments.
- Gardez la culture des régimes à l'extérieur de la maison. Faites attention à comment vous parlez de votre corps, de votre poids, de votre alimentation et de votre activité physique.

7. Respectez tous les types de corps

- Parlez de la façon dont les corps sont de toutes formes et tailles : petits, grands, gros, minces. Tous les corps sont de bons corps et méritent du respect. La santé et la valeur d'une personne ne sont pas déterminées par sa taille.
- Explorez des livres qui parlent de la diversité corporelle, ex. *C'est mon corps!* de Elise Gravel, *Gloria sort du moule* de Guylaine Guay et *Emma n'aime pas les moqueries* de Marie-Michèle Ricard.

8. Enseignez à vos enfants à faire preuve de discernement face aux médias

- Parlez de l'incidence que peuvent avoir les médias, y compris les réseaux sociaux, sur notre image corporelle.
- Parlez du fait que les images n'illustrent pas toujours la réalité et de l'effet que ça peut avoir sur nous concernant notre corps.
- Aidez vos enfants à se fixer des limites avec les médias sociaux.

9. Repensez les compliments

- Le discours sur le corps, c'est-à-dire toute conversation sur l'apparence d'une autre personne, peut être dommageable, même si les mots se veulent un compliment positif.
- Vos compliments à votre enfant ou à toute autre personne devraient porter sur leurs qualités, leurs habiletés et leurs efforts au lieu de sur leur apparence. Une attention accrue portée à l'apparence peut dévaloriser d'autres qualités qui nous rendent intéressants.

10. Bougez pour le plaisir

- Trouvez des mouvements joyeux et amusants. Explorez une variété d'activités pour trouver celles que vous et votre enfant appréciez.
- Ciblez la façon dont le mouvement peut aider à renforcer la confiance en soi, à bien dormir et à gérer le stress.
- Parlez de l'activité physique de façon positive. Évitez de parler de l'activité physique comme étant une punition pour avoir trop mangé, pour l'apparence physique de notre corps, ou pour n'importe quelle autre raison.

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bouchées brillantes

avril 2024

How to Talk to Teens About Food

Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

Food is part of everyday life. Everyone has a unique history with food which impacts how one thinks, talks, and enjoys food.

You play an important role in shaping a teen's relationship with food. Words and actions influence growth, social wellbeing, and mental health.



Teens who have a positive relationship with food:

- Eat a variety of food without fear, shame, or guilt.
- Enjoy eating with others.
- Listen to their body and trust it to know what and how much to eat.
- Know that food is one part of life. It does not need all their attention.

Use Neutral Language

- Avoid labeling food as *good* or *bad*, or using words like *clean eating* or *junk food*. Instead, call food by its name. A cookie is a cookie, not a *treat* or *unhealthy food*.
- Describe the smell, flavour, colour, or texture of food. *A vegetable stir fry is fresh, spicy, or crunchy.*
- Redirect conversations that connect food to weight or the way you look. Instead, talk about how a variety of food helps bodies and minds feel good. Restricting food and dieting is not safe for teens.

Explore and Enjoy a Variety of Foods



- Welcome all types of food at home, unless there are allergies or cultural food restrictions.
- Share food traditions and celebrations. Make recipes with your teen passed down by family or friends, or discover new ones.
- Encourage teens to try new food and eating experiences. Embrace their curiosity! Teach them to buy, prepare, and sample food that is new to them.
- Learn together about how food connects to the land and traditional ways to grow, harvest, fish, hunt, and prepare food.

Understand Food and Feeding Roles

- **Adults** decide what food to offer, and when and where to eat it.
- **Kids and teens** decide how much and if they will eat the food offered.

As teens grow, build their skills and confidence to take on adult roles. Include them in grocery shopping and menu planning. Put them in charge of packing school lunches or making a family dinner. Have fun exploring their ideas without judgment.

Support Positive Mealtimes

Make time to eat meals together. Create a positive eating experience:

- Enjoy time together and keep the conversation positive. Avoid commenting on teens' food choices and the amount they are eating.
- Trust teens when they say or signal that they are hungry or full.
- Turn off screens to talk, connect, and relax together.
- Encourage eating regular meals and snacks throughout the day.



Set an Example

How you talk about food, eating, and bodies can impact teens. Reflect on personal beliefs and biases. Consider how these affect feelings about food and bodies.

Model a healthy relationship with food and body:

- Try to eat a variety of foods that you like and listen to your body's hunger and fullness cues when you can.
- Take care of your body the way it is right now, without trying to change it. Eat regularly, move in ways you enjoy, and make time for sleep. Help your teen to do the same.
- Do not restrict foods or talk about dieting in front of teens.

Respect ALL Bodies!

Bodies come in all shapes and sizes, and should be respected, accepted, and celebrated.

- Avoid commenting or joking about body sizes or appearances. Speak up about admirable qualities in teens and others, like kindness, strength, generosity, and courage. Encourage teens to do the same.
- Teach teens to be critical of the information they see in the media related to food, dieting and bodies. There is no "ideal" body and all bodies are worthy.

Have nutrition questions?

Dial 811 and ask to speak to a Registered Dietitian for free **or** visit healthconnectontario.health.gov.on.ca to start an online chat.

Concerned about your teen's eating or body image?

Visit nedic.ca to access live chat support, or call 1-866-NEDIC-20.

Pour parler de l'alimentation avec les ados

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L'alimentation fait partie du quotidien. Chaque personne a un lien personnel avec l'alimentation, qui détermine notre façon de la concevoir, d'en parler et de l'apprécier.



Vous jouez un rôle important en modelant la relation des ados avec l'alimentation. Ce que vous dites et faites a une influence sur leur croissance, leur bien-être social et leur santé mentale.

Les ados qui entretiennent une relation saine avec l'alimentation :

- mangent une variété d'aliments sans crainte, sans honte et sans culpabilité;
- aiment manger en bonne compagnie;
- écoutent leur corps et ont confiance en leur intuition pour savoir quoi manger et quelle quantité consommer;
- savent que l'alimentation est un aspect de la vie qui ne réclame pas toute leur attention.

Employez un langage neutre

- Évitez de dire que des aliments sont bons ou mauvais ou d'utiliser des termes comme *alimentation naturelle* ou *malbouffe*. Appelez plutôt les aliments par leur nom. Un biscuit est un biscuit, et non une *friandise* ou un *aliment malsain*.
- Décrivez l'odeur, la saveur, la couleur ou la texture des aliments. Un sauté de légumes est frais, épicé ou croquant.
- Réorientez les conversations qui établissent un lien entre l'alimentation d'une part et, d'autre part, le poids ou l'apparence. Parlez plutôt des avantages d'une alimentation variée pour le corps et l'esprit. Il est risqué, pour les ados, de restreindre leur alimentation et de suivre un régime.

Explorez et savourez la variété



- À la maison, offrez tous les types d'aliments, sauf s'il y a des allergies ou des restrictions alimentaires culturelles.
- Faites connaître les traditions et les festivités culinaires. Cuisinez avec votre ado les recettes transmises par la famille ou par des amis ou découvrez de nouvelles recettes.
- Encouragez les ados à essayer de nouveaux aliments et à mener des expériences culinaires. Saluez leur curiosité! Apprenez-leur à acheter, préparer et déguster des produits alimentaires nouveaux pour eux.
- Apprenez ensemble les liens étroits entre les aliments et le terroir, ainsi que les méthodes traditionnelles de culture, de récolte, de pêche, de chasse et de préparation des aliments.

Renseignez-vous sur le rôle des aliments et de l'alimentation

- Les **adultes** décident quoi servir et quand et où manger.
- Les **enfants** et les **ados** décident de la quantité qu'ils veulent consommer et s'ils mangeront les aliments qui leur sont servis.

Valorisez les talents et la confiance des ados pour les préparer à prendre leur rôle d'adulte. Faites-les participer à vos courses au supermarché et à la planification de vos menus. Confiez-leur la responsabilité de préparer les repas à apporter à l'école ou les repas en famille. Amusez-vous en explorant leurs idées sans porter de jugement.

Veillez à ce que les repas se déroulent dans une ambiance agréable



Prenez le temps de manger ensemble dans une ambiance agréable:

- Appréciez le temps passé ensemble et veillez à ce que les conversations soient positives. Évitez de commenter les choix alimentaires des ados et la quantité qu'ils consomment.
- Faites confiance aux ados lorsqu'ils vous disent ou laissent entendre qu'ils ont faim ou qu'ils sont rassasiés.
- Fermez les appareils électroniques pour parler, nouer des liens et vous détendre ensemble.
- Encouragez-les à consommer des repas et des collations toute la journée à des intervalles réguliers.

Donnez l'exemple

Ce que vous dites de la nourriture, de l'alimentation et du corps peut avoir un impact sur les ados. Réfléchissez à vos convictions et préjugés personnels. Dites-vous que ces convictions et préjugés exercent une influence sur ce qu'ils pensent de la nourriture et de leur corps.

Donnez vous-même l'exemple d'une relation saine avec la nourriture et le corps :

- Tâchez de consommer différents produits alimentaires que vous aimez et écoutez les signaux de faim et de satiété de votre corps quand vous le pouvez.
- Prenez soin de votre corps tel qu'il est aujourd'hui, sans essayer de le changer. Mangez de façon régulière, bougez pour le plaisir et prenez le temps de dormir. Aidez votre ado à en faire autant.
- Ne restreignez pas la consommation des aliments et ne parlez pas non plus de régime alimentaire devant des ados.

Respectez TOUS les corps!

Le corps se présente sous toutes sortes de formes et de tailles, qu'il faut respecter, accepter et mettre à l'honneur.

- Évitez de commenter la taille ou l'apparence du corps ou de plaisanter à ce sujet. Parlez des qualités admirables chez les ados et les autres, par exemple la bienveillance, la force, la générosité et le courage. Encouragez les ados à en faire autant.
- Enseignez-leur à critiquer l'information publiée dans les médias sur l'alimentation, les régimes alimentaires et l'apparence du corps. Nos corps n'ont pas à répondre à un idéal de beauté : ils sont tous dignes.

Des questions sur l'alimentation?

Appelez au 8-1-1 et demandez à consulter sans frais une diététiste professionnelle. **Ou encore**, visitez le site health811.ontario.ca/static/fr-ca pour initier une session de clavardage.

Vous vous inquiétez des habitudes alimentaires ou de l'image corporelle de votre ados?

Visitez https://anebquebec.com/ ou appelez au 1 800 630-0907. Les ados peuvent visiter https://anebados.com/.

Alix - Free Food

Free food services in the Alix area.

Bashaw - Free Food

Free food services in the Bashaw area.

Food Hampers Provided by: Bashaw and District Food Bank

Description:
Service provides:

- food hampers to individuals and families in need once per month
- Christmas hampers

Eligibility Requirements: Yes,
Service targeted to:

- individuals and families in need

Access: By Appointment
To access service:

- call for intake

Locations:	Phone	Fax	Address
Bashaw 4909 50 Street	780-372-4074	780-372-3951	4909 50 Street, Bashaw, Alberta T0B 0H0

Blackfalds - Free Food

Free food services in the Blackfalds area.

Bowden - Free Food

Free food services in the Bowden area.

Food Hampers Provided by: Innisfail and Area Food Bank

Description:
Service offers:

- hampers with non - perishable items and perishable items including bread, eggs, margarine, meat, and more
- information and referrals to community resources

Also accepts donations of:

- non - perishable food items such as pasta, pork and beans, canned fruit or vegetables, soup, crackers, peanut butter, sugar, cereal, and jam

Eligibility Requirements: Yes,
Service targeted to:

- individuals with low income
- who reside in Innisfail and surrounding area

Access: Application Required
To access service, bring the following for each family member or individual:

- proof of residence
- Alberta Health Care Number
- proof of income

Locations:	Phone	Fax	Address
Innisfail 4303 50 Street	403-505-8890		4303 50 Street, Innisfail, Alberta T4G 1B6

Camrose - Free Food

Free food services in the Camrose area.

Food Bank Provided by: Camrose Neighbour Aid Centre

Description:
Service offers:

- emergency food hampers once a month

Eligibility Requirements: Yes,

Service targeted to:
- residents of Camrose and County of Camrose
- in need of food assistance

Access: Walk-in / Drop in Service
To access service:
- an intake assessment will take place to validate need

Proof of residence, such as a power bill, telephone bill, or landlord agreement, as well as personal identification, is required. Clients can access the service once a month.
Website: https://camroseneighboraidcenter.ca

Locations:	Phone	Fax	Address
Camrose Neighbour Aid Centre	780-679-3220	780-679-3221	4524 54 Street, Camrose, Alberta T4V 1X8

Martha's Table Provided by: Camrose Neighbour Aid Centre
Description:
Service provides:
- hot soup and sandwich lunches to those in need

Eligibility Requirements: Yes,
Service targeted to:
- residents of Camrose and County of Camrose
- who are in need

Access: Walk-in / Drop in Service
Website: http://www.neighboraid.ca

Locations:	Phone	Fax	Address
St. Andrew's Anglican Church	780-679-3220	780-679-3221	4713 50 Street, Camrose, Alberta T4V 1P2
Pleasantview Alliance Church	780-679-3220	780-679-3221	5804 47 Avenue, Camrose, Alberta T4V 0G5
Camrose United Church	780-679-3220	780-679-3221	4829 50 Street, Camrose, Alberta T4V 1P6
City Lights Church Camrose	780-679-3220	780-679-3221	4920 48 Street, Camrose, Alberta T4V 4L5

Castor - Free Food

Free food services in the Castor area.

Food Bank and Silent Santa Provided by: Family and Community Support Services of Castor and District
Description:
Service offers:
- a food bank for people in need with low income

Eligibility Requirements: Yes,
Service targeted to:
- individuals in need of food
- with low income

Access: Application Required
To access service:
- contact to book an appointment

Website: http://www.castordistrictfcss.com

Locations:	Phone	Fax	Address
Castor 4901 50 Avenue	403-882-2115	403-882-2114	4901 50 Avenue, Castor, Alberta T0C 0X0
Castor 4903 51 Street	403-882-2115		4903 51 Street, Castor, Alberta T0C 0X0

Clandonald - Free Food

Free food services in the Clandonald area.

Food Hampers Provided by: **Vermilion Food Bank**
Description:
Service provides:
- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:
- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Coronation - Free Food

Free food services in the Coronation area.

Emergency Food Hampers and Christmas Hampers Provided by: **Coronation and District Food Bank Society**
Description:
Service provides:
- emergency food hampers
- Christmas hampers

Eligibility Requirements: Yes,
Service targeted to:
- residents of Coronation and district who are facing food insecurity

Access: See below
To access service:
- drop in during program hours
- or contact to make an appointment

COVID-19 UPDATE: Food hampers are available by appointment only. Please call for details.

Locations:	Phone	Fax	Address
Coronation 5002 Municipal Road	403-578-3020	403-578-3020	5002 Municipal Road, Coronation, Alberta T0C 1C0

Derwent - Free Food

Free food services in the Derwent area.

Food Hampers Provided by: **Vermilion Food Bank**
Description:
Service provides:
- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:
- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Dewberry - Free Food

Free food services in the Dewberry area.

Food Hampers Provided by: **Vermilion Food Bank**
Description:
Service provides:
- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required

To access service:
- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Eckville - Free Food

Free food services in the Eckville area.

Eckville Food Bank Provided by: Family and Community Support Services of Eckville

Description:
Service provides:
- emergency food hampers

Access: Application Required
To access service:
- contact for more information or to apply

Locations:	Phone	Fax	Address
Eckville Town Office	403-746-3177		5023 51 Avenue, Eckville, Alberta T0M 0X0

Elnora - Free Food

Free food services in the Elnora area.

Community Programming and Supports Provided by: Family and Community Support Services of Elnora

Description:
Service offers:
- community supports services for the residents of Elnora

Includes:
- Vision for Non - Violence
- preschool fairs and group activities
- play school
- emergency food bank
- Caregiver Training workshops
- Red Deer County Frozen Meal Service
- community garden
- Summer Fun program
- Fruit to the School
- Forgotten Lunches program
- Breakfast Program
- Computer Basics 101
- Welcome Packages

Eligibility Requirements: Yes,
Service targeted to:
- residents of Elnora and Red Deer county

Additional eligibility criteria may apply and varies depending on program. Contact for more information.
Access: See below
To access service:
- call or e-mail for more information

Website: https://www.villageofelnora.com/fcss

Locations:	Phone	Fax	Address
Elnora Village Office	403-773-3920		219 Main Street, Elnora, Alberta T0M 0Y0

Flagstaff - Free Food

Offers food hampers for those in need.

Food Hampers Provided by: Flagstaff Food Bank

Description:
Service provides:
- a hamper, available once a month, with food and hygiene items

Eligibility Requirements: Yes,
Service targeted to:
- residents of Flagstaff

Access: See below

To access service:
- contact for more information

Locations:	Phone	Fax	Address
Killam 5014 46 Street	780-385-0810		5014 46 Street, Killam, Alberta T0B 2L0

Hairy Hill - Free Food

Free food services in the Hairy Hill area.

Food Hampers Provided by: Vegreville Food Bank Society

Description:
Service provides:
- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes,
Service targeted to:
- area residents

Access: Application Required
To access service:
- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4
Vegreville 5129 52 Avenue	780-208-6002		5129 52 Avenue, Vegreville, Alberta T9C 1M2

Hanna - Free Food

Free food services in the Hanna area.

Food Hampers Provided by: Hanna Food Bank Association

Description: Service provides:

- a basic staple food hamper
- grocery coupons to receive milk, eggs, and bread

Eligibility Requirements: Yes, Service targeted to:

- those experiencing financial difficulties or unexpected situations

Access: To access service:
- application required
- contact to make an appointment to apply
- or drop in to apply

Locations:	Phone	Fax	Address
Hanna Provincial Building	403-854-8501		401 Centre Street, Hanna, Alberta T0J 1P0

Innisfail - Free Food

Free food services in the Innisfail area.

Food Hampers Provided by: Innisfail and Area Food Bank

Description:
Service offers:

- hampers with non - perishable items and perishable items including bread, eggs, margarine, meat, and more
- information and referrals to community resources

Also accepts donations of:

- non - perishable food items such as pasta, pork and beans, canned fruit or vegetables, soup, crackers, peanut butter, sugar, cereal, and jam

Eligibility Requirements: Yes,
Service targeted to:

- individuals with low income
- who reside in Innisfail and surrounding area

Access: Application Required
To access service, bring the following for each family member or individual:

- proof of residence
- Alberta Health Care Number
- proof of income

Locations:	Phone	Fax	Address
Innisfail 4303 50 Street	403-505-8890		4303 50 Street, Innisfail, Alberta T4G 1B6

Innisfree - Free Food

Free food services in the Innisfree area.

Food Hampers Provided by: Vermilion Food Bank
Description: Service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Food Hampers Provided by: Vegreville Food Bank Society
Description: Service provides:

- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes, Service targeted to:

- area residents

Access: Application Required, to access service:

- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4
Vegreville 5129 52 Avenue	780-208-6002		5129 52 Avenue, Vegreville, Alberta T9C 1M2

Kitscoty - Free Food

Free food services in the Kitscoty area.

Food Hampers Provided by: Vermilion Food Bank

Description: Service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required, to access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Lacombe - Free Food

Free food services in the Lacombe area.

Circle of Friends Community Supper Provided by: Bethel Christian Reformed Church

Description: Service offers:

- a weekly community meal with an opportunity for fellowship

Access: Walk-in / Drop in Service, to access service:

- walk-in for sit-down dinner and fellowship

Website: https://lacombebethelcrc.org/ministries/

Locations:	Phone	Fax	Address
Lacombe 5704 51 Avenue	403-782-6400		5704 51 Avenue, Lacombe, Alberta T4L 1K8

Community Information and Referral Provided by: Family and Community Support Services of Lacombe and District

Description:
Service provides:

- information and referrals on programs and services in the area to assist seniors, families, children and youth, and the community of Lacombe and district
- Good Food Box

Children and youth services include:

- Caring for Children
- Coats for Kids
- drop-in programming for youth 10 to 15 years
- Rainbows - a bereavement support group for children facing loss due to death or divorce

- Tools and Shoes for School - school supplies
- Santa's Anonymous - Christmas toy program
- volunteer opportunities for youth
- babysitting courses

Family services include:

- Healthy Families - a voluntary, early intervention program supporting families with newborns 0 to 5 years

Community services include:

- benevolent fund - funds raised by churches to support families with financial hardship
- community volunteer income tax program
- grocery vouchers to families experiencing financial difficulties during Christmas
- community outreach to individuals and families who need assistance as a result of poverty

Seniors services include:

- light housekeeping services for individuals in need due to age, disability, recent hospital discharge, or illness
- Meals on Wheels
- supports accessing a personal emergency system
- senior's information and resources
- accessible transportation

Eligibility Requirements: Yes,
Service targeted to:

- varies based on programming

Access: See below
To access service:

- call or e-mail for more information

Website: http://www.lacombefcss.net

Locations:	Phone	Fax	Address
Lacombe Memorial Centre	403-782-6637	403-782-6639	5214 50 Avenue, Lacombe, Alberta T4L 0B6

Food Hampers Provided by: Lacombe Community Food Bank and Thrift Store
Description:
Service provides:

- produce, bread, pastries, and dairy products on a drop-in basis
- food hampers once per month per client
- the acceptance of donations of non-perishable food items

Eligibility Requirements: Yes,
Service is targeted to:

- individuals and families with low income
- who reside in the Lacombe area

Access: Walk-in / Drop in Service
To access service:

- drop in
- hampers are available once per month per client
- additional food items may be available to be picked up any time during office hours

In order to receive a hamper, individuals are asked to provide:

- picture identification
- proof of residency
- the health cards of any dependants

A verification of income form is asked to be completed annually by clients receiving hampers.

Locations:	Phone	Fax	Address
Adventist Community Services Centre	403-782-6777		5225 53 Street, Lacombe, Alberta T4L 1H8

Lamont - Free food

Free food services in the Lamont area.

Christmas Hampers Provided by: County of Lamont Food Bank

Description:
Service provides:

- Christmas hampers to individuals and families with low income that are in need of nutritious food within Lamont County

Eligibility Requirements: Yes,
Service targeted to:

- individuals and families with low income
- who are residents of Lamont County

Access: Application Required
To access service:

- call to apply
- application forms must be submitted by the application cut-off date to receive a hamper

Clients are asked to pick up their hampers, although delivery can be done by volunteers if required.

Website: https://countylamontfoodbank.com

Locations:	Phone	Fax	Address
Lamont Hall	780-619-6955		4844 49 Street, Lamont, Alberta T0B 2R0

Food Hampers Provided by: County of Lamont Food Bank

Description:
Service provides:

- food hampers that are available once every 4 weeks to individuals and families with low income that are in need of nutritious food within Lamont County

Eligibility Requirements: Yes, Service targeted to:

- individuals and families with low income
- who are residents of Lamont County

Access: By Appointment, to access service:

- call and leave contact information to book an appointment
- calls will be returned to confirm number of individuals in household and to book an appointment time
- clients need to call before noon on Tuesday to receive a hamper that Thursday

When picking up a hamper, clients will be asked to provide:

- identification for everyone in the household
- proof of residency

Website: https://countylamontfoodbank.com

Locations:	Phone	Fax	Address
Lamont Alliance Church	780-619-6955		5007 44 Street, Lamont, Alberta T0B 2R0

Lavoy - Free Food

Free food services in the Lavoy area.

Food Hampers Provided by: Vegreville Food Bank Society
Description: Service provides:

- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes, service targeted to:

- area residents

Access: Application Required
To access service:

- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4
Vegreville 5129 52 Avenue	780-208-6002		5129 52 Avenue, Vegreville, Alberta T9C 1M2

Mannville - Free Food

Free food services in the Mannville area.

Food Hampers Provided by: Vermilion Food Bank
Description:
Service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Minburn - Free Food

Free food services in the Minburn area.

Food Hampers Provided by: **Vermilion Food Bank**
Description:
Service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Myrnam - Free Food

Free food services in the Myrnam area.

Food Hampers Provided by: **Vermilion Food Bank**
Description:
Service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Paradise Valley - Free Food

Free food services in the Paradise Valley area.

Food Hampers Provided by: **Vermilion Food Bank**
Description: service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address

Holy Name Parish	780-853-5161	4620 53 Avenue, Vermilion, Alberta T9X 1S2

Ranfurly - Free Food

Free food services in the Ranfurly area.

Food Hampers Provided by: Vegreville Food Bank Society

Description: service provides:

- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes, service targeted to:

- area residents

Access: Application Required, to access service:

- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4
Vegreville 5129 52 Avenue	780-208-6002		5129 52 Avenue, Vegreville, Alberta T9C 1M2

Red Deer - Free Food

Free food services in the Red Deer area.

Community Impact Centre Provided by: Mustard Seed - Red Deer

Description:
Service offers:

- free community suppers
- drop-in location with a light lunch, snacks, and coffee
- basic services

Includes:

- access to basic needs materials, including bread, dairy, clothing, and toiletries
- counselling services
- employment coaching
- housing diversion advocacy
- social systems navigation
- spiritual care

Eligibility Requirements: Yes,
Service targeted to:

- 18 years and older
- who are not intoxicated

Access: Walk-in / Drop in Service
To access service:

- walk-in / drop in
- or call to book an appointment

Website: https://theseed.ca/services

Locations:	Phone	Fax	Address

Red Deer 6002 54 Avenue	1-888-448-4673	6002 54 Avenue, Red Deer, Alberta T4N 4M8

Food Bank Provided by: **Salvation Army Church and Community Ministries - Red Deer**
Description: service offers:

- a short-term emergency supply of food to those in need
- emergency clothing and other urgent assistance

Eligibility Requirements: Yes, service targeted to:

- individuals and families with low income

Access: By Appointment, to access service:

- call to make an appointment

Website: https://www.salvationarmyreddeer.com

Locations:	Phone	Fax	Address
Salvation Army Church, Red Deer	403-346-2251	403-342-5892	4837 54 Street, Red Deer, Alberta T4N 2G5

Food Hampers Provided by: **Red Deer Christmas Bureau Society**
Description: service offers:

- food hampers to people at Christmas time

It is recommended that individuals have transportation after picking up the food hampers due to their weight.

Eligibility Requirements: Yes, service targeted to:

- people with children who reside in Red Deer or surrounding area
- with low income

Eligibility may be denied to people who did not pick up their food hampers the previous year.

Access: Application Required, to access service:

- call or visit **website** for more information

To apply, the following is required:

- Alberta Health Care card for each person in household
- photo identification
- proof of income
- proof of residency
- and 1-month bank statement

Locations:	Phone	Fax	Address
Red Deer 7428 49 Avenue			7428 49 Avenue, Red Deer, Alberta T4P 1M2
Red Deer 4630 61 Street	403-347-2210		4630 61 Street, Red Deer, Alberta T4N 2R2

Free Baked Goods Provided by: **Salvation Army Church and Community Ministries - Red Deer**
Description:
Service offers:

- free baked goods donated and picked up from local stores to anyone in need

Access: See below
To access service:

- call or visit website for details

Website: https://www.salvationarmyreddeer.com

Locations:	Phone	Fax	Address

Salvation Army Church, Red Deer	403-346-2251 403-342-5892	4837 54 Street, Red Deer, Alberta T4N 2G5

Hamper Program Provided by: Red Deer Food Bank Society

Description: Service offers:

- food hampers to individuals in need
- information and referrals to other community resources to provide individuals and families the support that they may require in times of crisis
- acceptance of non-perishable food items and monetary donations

Eligibility Requirements: Yes, service targeted to:

- residents of Red Deer and surrounding area
- who are in need of food

Access: Registration Required, to access service:

- call Hamper Request phone line following business day (Monday to Friday)
- hamper requests called in the morning may be picked up that afternoon
- to donate non-perishable food or money, call or visit website for details
- hamper requests called in the afternoon may be picked up the

Individuals requesting a hamper are asked to provide for each household member:

- proof of residence
- valid identification
- proof of income

Website: https://www.reddeerfoodbank.com/hamper-program

Locations:	**Phone**	**Fax**	**Address**
Red Deer 7429 49 Avenue	403-346-1505 (Hamper Request)		7429 49 Avenue, Red Deer, Alberta T4P 1N2

Seniors Lunch Provided by: Salvation Army Church and Community Ministries - Red Deer

Description: service offers:

- a weekly full course meal
- a fellowship program with guest speakers or a musical performance

Eligibility Requirements: Yes, service targeted to:

- individuals 60 years and older

Access: Registration Required, to access service:

- call to register

Deadline to register is the Wednesday two days before the meal.

Website: https://www.salvationarmyreddeer.com

Locations:	**Phone**	**Fax**	**Address**
Salvation Army Church, Red Deer	403-346-2251	403-342-5892	4837 54 Street, Red Deer, Alberta T4N 2G5

Soup Kitchen Provided by: Red Deer Soup Kitchen

Description:
Service offers:

- supports to individuals experiencing homelessness with obtaining basic needs

Includes:

- hot meals two nights a week
- brunch every Sunday

Eligibility Requirements: Yes,
Service targeted to:

- individuals experiencing homelessness

Access: Walk-in / Drop in Service
To access service:

- call ahead to confirm dates, locations, and times

Website: https://www.reddeersoupkitchen.ca

Locations:	Phone	Fax	Address
Red Deer 5014 49 Street	403-341-4470		5014 49 Street, Red Deer, Alberta T4N 1V5

Students' Association Provided by: Red Deer Polytechnic

Description: service offers:

- services to enrich and enhance the quality of student life

Includes:

- locker registration
- access to faxing and photocopying
- information on the students' benefit plan
- an on-campus student food bank
- managing student groups and room bookings
- an off-campus housing directory

Eligibility Requirements: Yes, service targeted to:

- students

Access: See below to access service:

- drop in, call, or visit **website** for more information

Website: https://rdpolytech.ca

Locations:	Phone	Fax	Address
Red Deer Polytechnic	403-342-3200		100 College Boulevard, Red Deer, Alberta T4N 5H5

The Kitchen Provided by: Potter's Hands Ministries

Description:
Service offers:

- various meals throughout the week

Includes:

- breakfast / brunch
- weekly soup lunch
- weekly supper

Access: Walk-in / Drop in Service
To access service:

- visit **website** for meals schedule
- walk-in during service hours

Website: https://www.pottershandsministries.org/the-kitchen

Locations:	Phone	Fax	Address
Red Deer 4935 51 Street	403-309-4246		4935 51 Street, Red Deer, Alberta T4N 2A8

Rimbey - Free Food

Free food services in the Rimbey area.

Rimbey Food Bank Provided by: Family and Community Support Services of Rimbey

Description: service offers:

- collecting and distributing donated foods to individuals and families experiencing a crisis situation

Eligibility Requirements: Yes, service targeted to:

- individuals and families in crisis
- who are residents of Town of Rimbey or west half of Ponoka County

Access: Application Required to access service:

- call for more information

Applicants will need to provide proof of:

- income / expenses
- dependents
- government issued identification

Hamper pick-up location will be given to client upon application approval. Identification must be produced at time of pick up.

Website: http://www.rfcss.com

Locations:	Phone	Fax	Address
Rimbey Provincial Building and Courthouse	403-843-2030	403-843-3270	5025 55 Street, Rimbey, Alberta T0C 2J0

Rocky Mountain House - Free Food

Free food services in the Rocky Mountain House area.

Activities and Events Provided by: Asokewin Friendship Centre

Description: service offers:

- activities and events

Includes

- free soup, bannock, and coffee on Monday, Wednesday, and Friday from 11:30 AM to 1:00 PM
- free coffee from Monday to Friday during business hours
- MMIWG2S + Sew & Share every Tuesday from 4:00 PM to 7:00 PM, and on Monday, Wednesday, and Friday from 1:00 PM to 4:30 PM

Access: See below to access service:

- registration is required for Craft-ernoons
- call or visit website for details

Website: https://www.rockynativefriendshipcentre.com/

Locations:	Phone	Fax	Address
Asokewin Friendship Centre	403-845-2788	403-845-3093	4917 52 Street, Rocky Mountain House, Alberta T4T 1B4

Ryley - Free Food

Free food services in the Ryley area.

Food Distribution Provided by: Tofield Ryley and Area Food Bank

Description: service offers:

- food hampers that may be accessed monthly and are intended to last 4 to 5 days
- emergency food, such as bread and soup that may be provided at any time (if supplies are adequate)
- school lunch programs

Hampers typically include:

- soup
- bread
- margarine
- canned beans
- canned veggies
- pasta
- rice
- meat
- cereal
- potatoes
- hamburger
- instant noodles
- peanut butter
- canned fruit
- tuna / salmon

Food Bank donations vary from day to day, so future hampers may contain different food items. Additional items such as school lunch foods, flour, sugar, tea / coffee, or oatmeal may be included when available.

Eligibility Requirements: Yes,
Service targeted to:

- families, seniors, and individuals
- with low income or who are in need

Access: Registration Required
To access service:

- call and leave a message with your name and telephone number before 9:00 pm the day before hamper day

Clients are asked to provide the following information to register:

- document showing your current address to confirm service area residence
- number of people in household
- photo identification (ID) for all adults in the household
- Alberta Health Care number or other government identification (ID) for each household resident

Clients may request 1 hamper per 30-day period.

Website: http://www.trafoodbank.ca

Locations:	Phone	Fax	Address
Tofield 5204 50 Street	780-662-3511		5204 50 Street, Tofield, Alberta T0B 4J0

Sundre - Free Food

Free food services in the Sundre area.

Food Access and Meals Provided by: **Sundre Church of the Nazarene**
Description:
Service offers:

- free hampers and potlucks through Sundre Ministerial
- referral to the local food bank (Plus One)

Access: See below
To access service:

- call ahead to arrange support
- call for a referral to access food bank (Plus One)

Website: https://www.mainavefellowship.ca

Locations:	Phone	Fax	Address
Main Avenue Fellowship	403-636-0554		402 Main Avenue W, Sundre, Alberta T0M 1X0

Sundre Santa's Provided by: **Greenwood Neighbourhood Place Society**
Description:
Service offers:

- collection of donations of food items, gifts, and financial donations for Christmas hampers
- delivery of hampers to families in need during the holiday season

Eligibility Requirements: Yes,
Service targeted to:

- families and individuals who live in the Sundre and area district

Access: Application Required
To access service:

- fill out an intake form before the intake deadline
- contact for more information on how to apply, including dates, times, and deadlines

Website: https://www.mygnp.org/sundre-santas

Locations:	Phone	Fax	Address
Sundre Community Centre	403-638-1011	403-368-1012	96 2 Avenue NW, Sundre, Alberta T0M 1X0

Sylvan Lake - Free Food

Free food services in the Sylvan Lake area.

Tofield - Free Food

Free food services in the Tofield area.

Food Distribution Provided by: **Tofield Ryley and Area Food Bank**
Description: service offers:

- food hampers that may be accessed monthly and are intended to last 4 to 5 days
- emergency food, such as bread and soup that may be provided at any time (if supplies are adequate)
- school lunch programs

Hampers typically include:

- soup
- bread
- margarine

- canned beans
- canned veggies
- pasta
- rice
- meat
- cereal
- potatoes
- hamburger
- instant noodles
- peanut butter
- canned fruit
- tuna / salmon

Food Bank donations vary from day to day, so future hampers may contain different food items. Additional items such as school lunch foods, flour, sugar, tea / coffee, or oatmeal may be included when available.

Eligibility Requirements: Yes,
Service targeted to:

- families, seniors, and individuals
- with low income or who are in need

Access: Registration Required
To access service:

- call and leave a message with your name and telephone number before 9:00 pm the day before hamper day

Clients are asked to provide the following information to register:

- document showing your current address to confirm service area residence
- number of people in household
- photo identification (ID) for all adults in the household
- Alberta Health Care number or other government identification (ID) for each household resident

Clients may request 1 hamper per 30-day period.

Website: http://www.trafoodbank.ca

Locations:	Phone	Fax	Address
Tofield 5204 50 Street	780-662-3511		5204 50 Street, Tofield, Alberta T0B 4J0

Two Hills - Free Food

Free food services in the Two Hills area.

Food Hampers Provided by: Vegreville Food Bank Society
Description: service provides:

- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes, service targeted to:

- area residents

Access: Application Required to access service:

- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4

Vegreville 5129 52 Avenue	780-208-6002	5129 52 Avenue, Vegreville, Alberta T9C 1M2

Vegreville - Free Food

Free food services in the Vegreville area.

Food Hampers Provided by: **Vegreville Food Bank Society**
Description: service provides:

- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes, service targeted to:

- area residents

Access: Application Required, to access service:

- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4
Vegreville 5129 52 Avenue	780-208-6002		5129 52 Avenue, Vegreville, Alberta T9C 1M2

Vermilion - Free Food

Free food services in the Vermilion area.

Food Hampers Provided by: **Vermilion Food Bank**
Description:
Service provides:

- a maximum of 1 food hamper every 2 weeks to individuals and families who require assistance

Access: Registration Required
To access service:

- drop in to register
- provide proof of residency in the service area

Food hampers may be accessed a maximum of once every two weeks.

Locations:	Phone	Fax	Address
Holy Name Parish	780-853-5161		4620 53 Avenue, Vermilion, Alberta T9X 1S2

Willingdon - Free Food

Free food services in the Willingdon area.

Food Hampers Provided by: **Vegreville Food Bank Society**
Description:
Service provides:

- regular food hampers every 2 months
- emergency hampers at agency discretion
- direction to clients to resources for sustainable living whenever possible

Eligibility Requirements: Yes, service targeted to:

- area residents

Access: Application Required, to access service:

- call, e-mail, or visit website to make an appointment
- 1 piece of ID per person required every visit
- proof of physical address required every 6 months

Referrals are accepted when applicable.

Locations:	Phone	Fax	Address
Vegreville 4615 Maple Street	780-208-6002		4615 Maple Street, Vegreville, Alberta T9C 1N4
Vegreville 5129 52 Avenue	780-208-6002		5129 52 Avenue, Vegreville, Alberta T9C 1M2

Free Food in Alberta: North Zone

Free food services that are offered in North Zone including food banks, food hampers, and free meals.

Ansell - Free Food

Free food services in the Ansell area

Barrhead - Free Food

Free food services in the Barrhead area.

Food Bank Provided by: Family and Community Support Services of Barrhead and District
Description:
Service offers:

- a food bank for local residents

Eligibility Requirements: Yes,
Service targeted to:

- residents of Barrhead and the Fort Assinboine area

Access: By Appointment
To access service:

- call cellular phone number to book curbside pickup appointment
- contact for more information

Application may be required.

Website: http://www.fcssbarrhead.com

Locations:	Phone	Fax	Address
Barrhead 4921 50 Avenue	780-674-3341	780-674-4571	4921 50 Avenue, Barrhead, Alberta T7N 1J2
Barrhead 5115 45 Street	780-674-3341	780-674-4571	5115 45 Street, Barrhead, Alberta T7N 1J2

Bezanson - Free Food

Free food services in the Bezanson area.

Food Bank Provided by: Family and Community Support Services of Sexsmith
Description:
Service provides:

- food hampers to individuals in need
- gift cards up to 6 times per year for each household

Also accepts non-perishable food donations.

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need
- who are residents of Bezanson, Clairmont, LaGlace, Teepee Creek, or Sexsmith

Access: By Appointment
To access service:

- call to place an order before Wednesday and a pick-up time will be given
- bring identification and proof of residency for each household member

Website: http://www.sexsmith.ca

Locations:	Phone	Fax	Address

Sexsmith Town Office	780-568-3681	780-568-2200	9927 100 Street, Sexsmith, Alberta T0H 3C0
Wellington Resource Centre	780-567-2843		10407 97 Street, Clairmont, Alberta T8X 5E8
Grace Bible Fellowship Church	780-568-4345	780-568-2200	9515 93 Street, Sexsmith, Alberta T0H 3C0
Sexsmith Community Centre	780-568-4345	780-568-2200	9802 103 Street, Sexsmith, Alberta T0H 3C0

Brule - Free Food

Free food services in the Brule area.

Food Hampers Provided by: Hinton Food Bank Association
Description:
Service provides:

- food items to clients in need

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need

Access: See below
To access service:

- new clients are asked to identify themselves and provide identification (ex. Alberta Health Card) for each member of household when first accessing service
- drop in during program hours
- visit **website** or agency **Facebook page** for more information

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-6256		111 Government Road, Hinton, Alberta T7V 2A6
Hinton 124 Market Street	780-865-6256		124 Market Street, Hinton, Alberta T7V 2A2

Cadomin - Free Food

Free food services in the Cadomin area.

Food Hampers Provided by: Hinton Food Bank Association
Description:
Service provides:

- food items to clients in need

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need

Access: See below
To access service:

- new clients are asked to identify themselves and provide identification (such as Alberta Health Card) for each member of household when first accessing service
- drop in during program hours
- visit **website** or agency **Facebook page** for more information

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-6256		111 Government Road, Hinton, Alberta T7V 2A6

Hinton 124 Market Street	780-865-6256	124 Market Street, Hinton, Alberta T7V 2A2

Carrot Creek - Free Food
Free food services in the Carrot Creek area.

Food Hampers Provided by: Edson Food Bank Society
Description:
Service provides:

- food donated by local individuals and businesses to individuals and families with short-term food needs

Access: Walk-in / Drop In Service
To access service:

- call to book an appointment or drop-in
- present identification (such as Alberta Health Card) for each member of household

Website: https://edsonfoodbanksociety.ca

Locations:	Phone	Fax	Address
Edson 4511 5 Avenue	780-725-3185		4511 5 Avenue, Edson, Alberta T7E 1B9

Clairmont - Free Food
Free food services in the Clairmont area.

Food Bank Provided by: Family and Community Support Services of the County of Grande Prairie
Description:
Service provides:

- a weekly food banks
- Christmas hampers

Eligibility Requirements: Yes,
Service targeted to:

- residents of the County of Grande Prairie

Access: By Appointment
Website: http://www.countygp.ab.ca/wrc

Locations:	Phone	Fax	Address
Wellington Resource Centre	780-567-2843		10407 97 Street, Clairmont, Alberta T8X 5E8

Edson - Free Food
Free food services in the Edson area.

Food Hampers Provided by: Edson Food Bank Society
Description:
Service provides:

- food donated by local individuals and businesses to individuals and families with short-term food needs

Access: Walk-in / Drop in Service
To access service:

- call to book an appointment or drop-in
- present identification (such as Alberta Health Card) for each member of household

Website: https://edsonfoodbanksociety.ca

Locations:	Phone	Fax	Address
Edson 4511 5 Avenue	780-725-3185		4511 5 Avenue, Edson, Alberta T7E 1B9

Embarras - Free Food

Free food services in the Embarras area.

Entrance - Free Food

Free food services in the Entrance area.

Food Hampers Provided by: Hinton Food Bank Association
Description:
Service provides:

- food items to clients in need

Eligibility Requirements: Yes, Service targeted to:

- individuals in need

Access: See below
To access service:

- new clients are asked to identify themselves and provide identification (ex. Alberta Health Card) for each member of household when first accessing service
- drop in during program hours
- visit **website** or agency **Facebook page** for more information

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-6256		111 Government Road, Hinton, Alberta T7V 2A6
Hinton 124 Market Street	780-865-6256		124 Market Street , Hinton, Alberta T7V 2A2

Fairview - Free Food

Free food services in the Fairview area.

Food Hampers Provided by: Fairview Food Bank Association
Description:
Service provides:

food hampers to those in need

Includes:

- food hampers that may be accessed once per month
- bread that may be accessed weekly if needed
- a Christmas hamper in December that includes toys for children if needed

Access: Application Required
To access service:

- drop in to apply
- provide Alberta Health Care number and proof of address when applying

Locations:	Phone	Fax	Address
Fairview 10902 103 Avenue	780-835-2560		10902 103 Avenue, Fairview, Alberta T0H 1L0
Fairview Mall on Main	780-835-2560		10308 110 Street, Fairview, Alberta T0H 1L0

Fort Assiniboine - Free Food

Free food services in the Fort Assiniboine area.

Food Bank Provided by: Family and Community Support Services of Barrhead and District
Description:
Service offers:

- a food bank for local residents

Eligibility Requirements: Yes,
Service targeted to:

- residents of Barrhead and the Fort Assinboine area

Access: By Appointment
To access service:

- call cellular phone number to book curbside pickup appointment
- contact for more information

Application may be required.

Website: http://www.fcssbarrhead.com

Locations:	Phone	Fax	Address
Barrhead 4921 50 Avenue	780-674-3341	780-674-4571	4921 50 Avenue, Barrhead, Alberta T7N 1J2
Barrhead 5115 45 Street	780-674-3341	780-674-4571	5115 45 Street, Barrhead, Alberta T7N 1J2

Fort McKay - Free Food

Free food services in the Fort McKay area.

Supper Program Provided by: Fort McKay Women's Association

Description:
Service offers:

- a free dinner

Eligibility Requirements: Yes,
Service targeted to:

- 6 to 17 years

Access: Walk-in / Drop In Service
Website: https://fortmckay.com/programs-services/community-resources

Locations:	Phone	Fax	Address
Fort McKay Wellness Centre	780-828-4312	780-828-4311	Fort McKay Road, Fort McKay, Alberta T0P 1C0

Fort McMurray - Free Food

Free food services in the Fort McMurray area.

Soup Kitchen Provided by: Salvation Army, The - Fort McMurray

Description:
Service offers:

- free meals to individuals and families with low income

Includes:

- meals on weekends and holidays
- lunches twice a week in July, August, and early September

Eligibility Requirements: Yes,
Service targeted to:

- individuals and families with low income

Access: Walk-in / Drop in Service
Website: https://salvationarmy.ca

Locations:	Phone	Fax	Address

Fort McMurray 9919 MacDonald Avenue	780-743-4135	780-791-2909	9919 McDonald Avenue , Fort McMurray, Alberta T9H 1S7

Soup Kitchen Provided by: **North Life Fellowship Baptist Church**
Description:
Service provides:

- nutritious hot meals served to those in need

Includes:

- a non-judgmental atmosphere
- a safe, warm place for 1 hour
- a message from God's word to consider
- prayer requests

Access: Walk-in / Drop in Service
Website: https://www.northlifechurch.ca

Locations:	Phone	Fax	Address
Fellowship Baptist Church	780-743-3747		141 Alberta Drive, Fort McMurray, Alberta T9H 1R2
Fort McMurray 9919 MacDonald Avenue	780-743-3747	780-743-3749	9919 McDonald Avenue, Fort McMurray, Alberta T9H 1S7

Fox Creek - Free Food

Free food services in the Fox Creek area.

Fox Creek Food Bank Society Provided by: **Fox Creek Community Resource Centre**
Description:
Service offers:

- food hampers for individuals and families with low income 6 times a year (only once in any calendar month)

Eligibility Requirements: Yes,
Service targeted to:

- residents of Fox Creek and Little Smoky area
- who are from households with low income

Access: See below
To access service:

- call to register for hampers
- identification documents (ID) and proof of residency are required to pick up hampers

Website: http://www.foxcreek.ca

Locations:	Phone	Fax	Address
Community Resource Centre	780-622-3758	780-622-3738	304A 4 Avenue, Fox Creek, Alberta T0H 1P0
103 2A Avenue Fox Creek	780-622-3758	780-622-3738	103 2A Avenue, Fox Creek, Alberta T0H 1P0

Fulham - Free Food

Free food services in the Fulham area.

Grande Prairie - Free Food

Free food services for the Grande Prairie area.

Community Kitchen Provided by: **Grande Prairie Friendship Centre**
Description:
Service provides:

- free meals to the community

Includes:

- breakfasts, lunches, and suppers
- outreach supports

Eligibility Requirements: Yes,
Service targeted to:

- members

Membership registration is free and can be accessed on the website.

Access: Walk-in / Drop in Service
To access service:

- drop in

Website: https://www.gpfriendshipcentre.org

Locations:	Phone	Fax	Address
Grande Prairie 10507 98 Avenue	780-532-5722		10507 98 Avenue, Grande Prairie, Alberta T8V 4L1

Food Bank Provided by: Salvation Army, The - Grande Prairie

Description:
Service provides:

- a food bank

Includes:

- food hampers once per month
- drop in access to bread, bakery items, and canned foods
- snack packs for children, diapers, hygiene packs, socks, and more items when in stock

Access: See below
To access food hampers, clients must book an appointment and bring:

- identifications (ID) for each member of the household, such as Alberta Health Care Cards
- proof of residency, such as a rent receipt, utility bill, etc.
- and a 30/31-day bank statement

Bread racks are available by drop in during hours of operation throughout the week. No appointment is required.

School snacks, hygiene products, and baby items are available once per week on a drop-in basis. No appointment is required.

Website: http://www.salvationarmygp.ca

Locations:	Phone	Address
Grande Prairie 9615 102 Street	780-532-3720	9615 102 Street, Grande Prairie, Alberta T8V 2T8

Grande Prairie Friendship Centre

Description: This organization is: Registered Not-For-Profit
To deliver programs that meet the needs of Indigenous people in the community migrating to urban centres. To bridge the cultural gap between the Indigenous and non-Indigenous communities through a wide variety of initiatives.

Website: https://www.gpfriendshipcentre.org

Phone	Address
780-532-5722	10507 98 Avenue, Grande Prairie, Alberta T8V 4L1

Little Free Pantry Provided by: City of Grande Prairie Library Board

Description:
Service provides:

- a pantry filled with non-perishables, snack food and drinks, and hygiene items that are free for anyone to take

The pantry is stocked through donations by community members, organizations, and local companies.

Access: Walk-in / Drop in Service
To access service:

- drop in

Located in the middle of the adult fiction collection.

Website: http://www.gppl.ca

Locations:	Phone	Address
Montrose Cultural Centre	780-532-3580	9839 103 Avenue, Grande Prairie, Alberta T8V 6M7

Salvation Army, The - Grande Prairie

Description: This organization is: Registered Not-For-Profit
To share the love of Jesus Christ, meet human needs, and be a transforming influence in the communities of the world.

Website: http://www.salvationarmygp.ca

Phone	Address
780-532-3720	9615 102 Street, Grande Prairie, Alberta T8V 2T8

Hinton - Free Food

Free food services in the Hinton area.

Community Meal Program Provided by: BRIDGES Society, The

Description:
Service provides:

- hot lunches in a family table style to help reduce loneliness and foster meaningful connections with others
- a barbecue (BBQ) series in July with a weekly neighbourhood block party, celebrating community and togetherness

Events are sponsored by local businesses and organizations, who provide food and volunteers.

Access: Walk-in / Drop In Service
To access service:

- contact or visit **website** for dates and times

Website: https://bridgeshinton.org

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-4464		111 Government Road , Hinton, Alberta T7V 2A6
Hinton 250 Hardisty Avenue	780-865-4464		250 Hardisty Avenue , Hinton, Alberta T7V 1B9

Food Hampers Provided by: Hinton Food Bank Association

Description:
Service provides:

- food items to clients in need

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need

Access: See below
To access service:

- new clients are asked to identify themselves and provide identification (such as Alberta Health Card) for each member of household when first accessing service
- drop in during program hours
- visit **website** or agency **Facebook page** for more information

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-6256		111 Government Road, Hinton, Alberta T7V 2A6
Hinton 124 Market Street	780-865-6256		124 Market Street, Hinton, Alberta T7V 2A2

Homelessness Day Space Provided by: Hinton Adult Learning Society
Description:
Service provides:

- a drop in for community members who are homeless or at risk of homelessness to receive supports

Includes:

- access to a dedicated staff person to help with all areas
- hot meals
- referrals to mental health and addictions programs
- access to clothing and personal hygiene products
- group sessions

Eligibility Requirements: Yes,
Service targeted to:

- individuals who are homeless or at risk of homelessness

Access: Walk-in / Drop In Service
Website: https://hintonhelp.ca

Locations:	Phone	Fax	Address
Hinton 110 Brewster Drive	780-865-1686 (phone)		110 Brewster Drive, Hinton, Alberta T7V 1B4

Hythe - Free Food
Free food for Hythe area.

Food Bank Provided by: Hythe and District Food Bank Society
Description:
Service provides:

- healthy food to those in need

Eligibility Requirements: Yes,
Service targeted to:

- anyone in need of food

Access: Walk-in / Drop In Service

Locations:	Phone	Fax	Address
Hythe Community Centre	780-512-5093		10108 104 Avenue , Hythe, Alberta T0H 2C0

Hythe and District Food Bank Society
Description: This organization is: Registered Charity / Foundation, Registered Not-For-Profit
To provide healthy food for those in need.

Phone	Address
780-512-5093	10108 104 Avenue, Hythe, Alberta T0H 2C0

Jasper - Free Food

Free food services in the Jasper area.

Food Bank Provided by: **Jasper Food Bank Society**
Description:
Service provides:

- a food bank that is open on a weekly basis

Access: See below
To access service:

- drop in or contact for more information

Website: https://jasperfoodbank.com/

Locations:	Phone	Fax	Address
Jasper 600 Geikie Street	780-931-5327		600 Geikie Street, Jasper, Alberta T0E 1E0
Jasper 401 Gelkie Street	780-931-5327		401 Gelkie Street, Jasper, Alberta T0E 1E0

La Glace - Free Food

Free food services in the La Glace area.

Food Bank Provided by: **Family and Community Support Services of Sexsmith**
Description:
Service provides:

- food hampers to individuals in need
- gift cards up to 6 times per year for each household

Also accepts non-perishable food donations.

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need
- who are residents of Bezanson, Clairmont, LaGlace, Teepee Creek, or Sexsmith

Access: By Appointment
To access service:

- call to place an order before Wednesday and a pick-up time will be given
- bring identification and proof of residency for each household member

Website: http://www.sexsmith.ca

Locations:	Phone	Fax	Address
Sexsmith Town Office	780-568-3681	780-568-2200	9927 100 Street, Sexsmith, Alberta T0H 3C0
Wellington Resource Centre	780-567-2843		10407 97 Street, Clairmont, Alberta T8X 5E8
Grace Bible Fellowship Church	780-568-4345	780-568-2200	9515 93 Street, Sexsmith, Alberta T0H 3C0
Sexsmith Community Centre	780-568-4345	780-568-2200	9802 103 Street, Sexsmith, Alberta T0H 3C0

Little Smoky - Free Food

Free food services in the Little Smoky area.

Fox Creek Food Bank Society Provided by: **Fox Creek Community Resource Centre**
Description:

Service offers:

- food hampers for individuals and families with low income 6 times a year (only once in any calendar month)

Eligibility Requirements: Yes,
Service targeted to:

- residents of Fox Creek and Little Smoky area
- who are from households with low income

Access: See below
To access service:

- call to register for hampers
- identification documents (ID) and proof of residency are required to pick up hampers

Website: http://www.foxcreek.ca

Locations:	Phone	Fax	Address
Community Resource Centre	780-622-3758	780-622-3738	304A 4 Avenue, Fox Creek, Alberta T0H 1P0
103 2A Avenue Fox Creek	780-622-3758	780-622-3738	103 2A Avenue, Fox Creek, Alberta T0H 1P0

Mackay - Free Food

Free food services in the Mackay area.

Marlboro - Free Food

Free food services in the Marlboro area.

Mayerthorpe - Free Food

Free food services in the Mayerthorpe area.

Food Hampers Provided by: Mayerthorpe Food Bank

Description:
Service provides:

- food hampers for those in need

Eligibility Requirements: Yes,
Service targeted to:

- those who have lived in the service area for at least 3 months
- and who demonstrate a need for food

Situations will be assessed on a case-by-case basis.

Access: See below
To access service:

- drop in
- or contact to make an appointment

Clients are asked to provide Alberta Health Care number and photo identification.

Locations:	Phone	Fax	Address
Mayerthorpe 4606 52 Street	780-786-4668		4606 52 Street, Mayerthorpe, Alberta T0E 1N0
Pleasant View Lodge	780-786-4668		4407 42-A Avenue, Mayerthorpe, Alberta T0E 1N0

Mountain Park - Free Food

Free food services in the Mountain Park area.

Food Hampers Provided by: Hinton Food Bank Association

Description:
Service provides:

- food items to clients in need

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need

Access: See below
To access service:

- new clients are asked to identify themselves and provide identification (such as Alberta Health Card) for each member of household when first accessing service
- drop in during program hours
- visit **website** or agency **Facebook page** for more information

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-6256		111 Government Road , Hinton, Alberta T7V 2A6
Hinton 124 Market Street	780-865-6256		124 Market Street , Hinton, Alberta T7V 2A2

Food Hampers Provided by: Edson Food Bank Society
Description:
Service provides:

- food donated by local individuals and businesses to individuals and families with short-term food needs

Access: Walk-in / Drop in Service
To access service:

- call to book an appointment
- or drop-in
- present identification (such as Alberta Health Card) for each member of household

Website: https://edsonfoodbanksociety.ca

Locations:	Phone	Fax	Address
Edson 4511 5 Avenue	780-725-3185		4511 5 Avenue, Edson, Alberta T7E 1B9

Niton Junction - Free Food
Free food services in the Niton Junction area.

Food Hampers Provided by: Edson Food Bank Society
Description:
Service provides:

- food donated by local individuals and businesses to individuals and families with short-term food needs

Access: Walk-in / Drop in Service
To access service:

- call to book an appointment
- or drop-in
- present identification (such as Alberta Health Card) for each member of household

Website: https://edsonfoodbanksociety.ca

Locations:	Phone	Fax	Address
Edson 4511 5 Avenue	780-725-3185		4511 5 Avenue, Edson, Alberta T7E 1B

Obed - Free Food

Free food services in the Obed area.

Food Hampers Provided by: Hinton Food Bank Association

Description:
Service provides:

- food items to clients in need

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need

Access: See below
To access service:

- new clients are asked to identify themselves and provide identification (such as Alberta Health Card) for each member of household when first accessing service
- drop in during program hours
- visit **website** or agency **Facebook page** for more information

Locations:	Phone	Fax	Address
Hinton 111 Government Road	780-865-6256		111 Government Road , Hinton, Alberta T7V 2A6
Hinton 124 Market Street	780-865-6256		124 Market Street , Hinton, Alberta T7V 2A2

Peace River - Free Food

Free food for Peace River area.

Food Bank Provided by: Salvation Army, The - Peace River

Description:
Service provides:

- a monthly hamper to families in need

Eligibility Requirements: Yes,
Service targeted to:

- varies based on need

Eligibility will be determined on site.

Access: By Appointment

Locations:	Phone	Fax	Address
Peace River 9710 74 Avenue	780-624-2370	780-624-4070	9710 74 Avenue, Peace River, Alberta T8S 1E1

Peace River Community Soup Kitchen

Description: This organization is: Registered Charity / Foundation
To help the less fortunate in the area by providing a meal 3 times a week.

Website: http://www.prsoupkitchen.org

Phone	Address
780-618-7863	9709 98 Avenue, Peace River, Alberta T8S 1S8

Salvation Army, The - Peace River

Description: This organization is: Registered Not-For-Profit
To provide an emergency food bank to families in need.

Phone	Fax	Address

780-624-2370 780-624-4070 9710 74 Avenue, Peace River, Alberta T8S 1E1

Soup Kitchen Provided by: Peace River Community Soup Kitchen
Description:
Service provides:

- 3 free meals per week to guests from the Peace region

Access: Walk-in / Drop in Service
Website: http://www.prsoupkitchen.org

Locations:	Phone	Fax	Address
St. James Anglican Cathedral	780-618-7863		9709 98 Avenue, Peace River, Alberta T8S 1J3

Peers - Free Food
Free food services in the Peers area.

Food Hampers Provided by: Edson Food Bank Society
Description:
Service provides:

- food donated by local individuals and businesses to individuals and families with short-term food needs

Access: Walk-in / Drop in Service
To access service:

- call to book an appointment or drop-in
- present identification (such as Alberta Health Card) for each member of household

Website: https://edsonfoodbanksociety.ca

Locations:	Phone	Fax	Address
Edson 4511 5 Avenue	780-725-3185		4511 5 Avenue, Edson, Alberta T7E 1B9

Pinedale - Free Food
Free food services in the Pinedale area.

Food Hampers Provided by: Edson Food Bank Society
Description:
Service provides:

- food donated by local individuals and businesses to individuals and families with short-term food needs

Access: Walk-in / Drop in Service
To access service:

- call to book an appointment
- or drop-in
- present identification (such as Alberta Health Card) for each member of household

Website: https://edsonfoodbanksociety.ca

Locations:	Phone	Fax	Address
Edson 4511 5 Avenue	780-725-3185		4511 5 Avenue, Edson, Alberta T7E 1B9

Robb - Free Food
Free food services in the Robb area.

Rycroft - Free Food
Free food for the Rycroft area.

Central Peace Food Bank Society

Description: This organization is: Registered Not-For-Profit
To lead the fight to end hunger in partnership with the community and in service to neighbours in need.

Phone	Address
780-876-2075	4712 50 Street, Rycroft, Alberta T0H 3A0

Food Bank Provided by: **Central Peace Food Bank Society**
Description:
Service provides:

- food to those in need

Includes

- promoting the access of food throughout the community
- identifying food gaps in the community and providing a means to fill the gap
- identifying available community and provincial organizations to partner with to increase food accessibility
- referrals to available resources and providing guidance when necessary
- assisting volunteers and the community with promotion of food accessibility
- encouraging individual and family well-being by helping gather food staples to meet the Canadian Food Guidelines and / or resources on how to gather food items

Eligibility Requirements: Yes,
Service targeted to:

- residents of the Town of Spirit River, Village of Rycroft, Municipal District of Spirit River, Birch Hills County, and Saddle Hills County

Access: By Appointment
To access service:

- contact to book an appointment
- or visit **Facebook page** for more information

Locations:	Phone	Fax	Address
Spirit River 4608 50 Street	587-297-7680		4608 50 Street, Spirit River, Alberta T0H 3G0
Rycroft 4712 50 Street	780-876-2075		4712 50 Street, Rycroft, Alberta T0H 3A0

Sexsmith - Free Food

Free food services in the Sexsmith area.

Food Bank Provided by: **Family and Community Support Services of Sexsmith**
Description:
Service provides:

- food hampers to individuals in need
- gift cards up to 6 times per year for each household

Also accepts non-perishable food donations.

Eligibility Requirements: Yes,
Service targeted to:

- individuals in need
- who are residents of Bezanson, Clairmont, LaGlace, Teepee Creek, or Sexsmith

Access: By Appointment
To access service:

- call to place an order before Wednesday and a pick-up time will be given
- bring identification and proof of residency for each household member

Website: http://www.sexsmith.ca

Locations:	Phone	Fax	Address

Sexsmith Town Office	780-568-3681	780-568-2200	9927 100 Street, Sexsmith, Alberta T0H 3C0
Wellington Resource Centre	780-567-2843		10407 97 Street, Clairmont, Alberta T8X 5E8
Grace Bible Fellowship Church	780-568-4345	780-568-2200	9515 93 Street, Sexsmith, Alberta T0H 3C0
Sexsmith Community Centre	780-568-4345	780-568-2200	9802 103 Street, Sexsmith, Alberta T0H 3C0

Shining Bank - Free Food
Free food services in the Shining Bank area.

Teepee Creek - Free Food
Free food services in the Teepee Creek area.

Food Bank Provided by: Family and Community Support Services of Sexsmith
Description:
Service provides:

- food hampers to individuals in need
- gift cards up to 6 times per year for each household

Also accepts non-perishable food donations.

Eligibility Requirements: Yes, Service targeted to:
- individuals in need
- who are residents of Bezanson, Clairmont, LaGlace, Teepee Creek, or Sexsmith

Access: By Appointment
To access service:

- call to place an order before Wednesday and a pick-up time will be given
- bring identification and proof of residency for each household member

Website: http://www.sexsmith.ca

Locations:	Phone	Fax	Address
Sexsmith Town Office	780-568-3681	780-568-2200	9927 100 Street, Sexsmith, Alberta T0H 3C0
Wellington Resource Centre	780-567-2843		10407 97 Street, Clairmont, Alberta T8X 5E8
Grace Bible Fellowship Church	780-568-4345	780-568-2200	9515 93 Street, Sexsmith, Alberta T0H 3C0
Sexsmith Community Centre	780-568-4345	780-568-2200	9802 103 Street, Sexsmith, Alberta T0H 3C0

Whitecourt - Free Food
Free food services in the Whitecourt area.

Food Bank Provided by: Family and Community Support Services of Whitecourt
Description:
Service provides:

- emergency food

Includes:

- a week's worth of food for each family member residing in the household
- referrals to other community resources

Eligibility Requirements: Yes, Service targeted to:

- families in need of food
- who are residents of Whitecourt

Access: Walk-in / Drop in Service
To access service:

- drop in

No identification (ID) necessary. Limited quantities of perishable boxes available.

Locations:	Phone	Fax	Address
Allan & Jean Millar Centre			58 Sunset Boulevard, Whitecourt, Alberta T7S 1N6
Carlan Services Community Resource Centre	780-778-2341		76 Sunset Boulevard, Whitecourt, Alberta T7S 1N6

Food Bank Provided by: Whitecourt Food Bank
Description:
Service provides:

- food hampers to families with food security issues up to 6 times a year
- perishable boxes of food

Eligibility Requirements: Yes,
Service targeted to:

- residents of Whitecourt and surrounding areas within 30 kilometres

Access: Walk-in / Drop in Service
To access food hampers:

- drop in
- clients must bring government identification (ID) and current proof of residency for everyone in the household

To access perishable food boxes:

- drop in
- boxes are handed out on a first come, first served basis and require no ID or registration

Website: http://www.whitecourt.ca

Locations:	Phone	Fax	Address
Carlan Community Resource Centre	780-778-2341	780-778-3843	76 Sunset Boulevard, Whitecourt, Alberta T7S 1K9

Soup Kitchen Provided by: Tennille's Hope Community Kitchen Fellowship
Description:
Service provides:

- free hot meals
- winter clothing for those in need

Access: Walk-in / Drop In Service
Website: http://www.tennilleshope.com

Locations:	Phone	Fax	Address
Whitecourt 5020 50 Avenue	780-778-8316	780-778-8316	5020 50 Avenue, Whitecourt, Alberta T7S 1P5

Wood Buffalo - Free Food

Free food services in the Wood Buffalo area.

Food Hampers Provided by: Wood Buffalo Food Bank Association
Description:
Service provides:

- food hampers once every 30 days, up to a maximum of 6 times a year, to individuals in need

Includes:

- hampers available in 5 sizes to accommodate family needs

Does **not** provide emergency food assistance.

Eligibility Requirements: Yes,
Service targeted to:

- residents of Regional Municipality of Wood Buffalo
- with low income

Access: By Appointment
To access service:

- call to schedule an appointment and discuss application process

At appointment, clients must provide:

- a completed application form, found on website
- other documents requested by staff

Website: http://www.woodbuffalofoodbank.com

Locations:	Phone	Fax	Address
Fort McMurray 10117 King Street	780-743-1125	780-743-9156	10117 King Street, Fort McMurray, Alberta T9H 3J1
Wood Buffalo Food Bank	780-743-1125		10010 Centennial Drive, Fort McMurray, Alberta T9H 4A2

Mobile Pantry Program Provided by: Wood Buffalo Food Bank Association
Description:
Service offers:

- monthly food hampers to individuals and families with low income living in rural communities within the Regional Municipality of Wood Buffalo, who have little or no access to transportation and / or where there might be no full-service grocery stores within reasonable distance

Includes:

- volunteers sorting food, assembling boxes, and delivering hampers to designated community sites
- pre-packaged hampers containing 30 days' worth of food that may be varied based on special diets, availability of products, and the time of year

May be able to tailor food hampers to meet cultural and dietary needs, upon request.

Eligibility Requirements: Yes,
Service targeted to:

- individuals living in geographically isolated or rural areas of the Regional Municipality of Wood Buffalo

Access: Registration Required
To access service:

- contact for more information

Website: http://www.woodbuffalofoodbank.com

Locations:	Phone	Fax	Address
Anzac Community Hall	780-743-1125 Ext. 226 (Mobile Pantry Program Co - Cordinator)	780-743-9156	105 Christina Drive, Anzac T0P 1J0

Wood Buffalo Food Bank	780-743-1125 Ext. 226 (Mobile Pantry Program Co-ordinator)	10010 Centennial Drive, Fort McMurray, Alberta T9H 4A2

Yellowhead County - Free Food

Free food services in the Yellowhead County area.

Nutrition Program and Meals Provided by: Reflections Empowering People to Succeed

Description:

Service provides:

- free meals and nutrition information

Includes:

- developing menus
- shopping on a budget
- the preparation of meals
- social interaction
- annual community dinners

Meals on Wheels frozen, prepackaged meals also available for purchase.

Eligibility Requirements: Yes,

Service targeted to:

- 18 years and older

Access: See below

To access service:

- phone ahead to ensure there is enough food for all participants

Website: http://reflectionsedson.com

Locations:	**Phone**	**Fax**	**Address**
Edson 5029 1 Avenue	780-723-2390	780-723-2342	5029 1 Avenue, Edson, Alberta T7E 1V8
Edson 4920 1 Avenue	780-723-2390	780-723-2342	4920 1 Avenue, Edson, Alberta T7E 1V8

Help Available 24/7

The following helplines are available 24/7 for support or access to addiction and substance use or mental health information and services.

Helplines

- Addiction Helpline - 1-866-332-2322
- Mental Health Helpline - 1-877-303-2642

Additional Support

- 811 Health Link - Health Advice 24/7
- 211 Alberta - Community Services
- Indigenous Support Line – 1-844-944-4744

Find Services & Support

If you are looking for specific support or help, additional resources are available.

- Crisis Text Line - Text CONNECT to 741741
- Family Violence – Find Supports – 310-1818 (call/text, online chat)
- Income Supports – 1-866-644-5135
- Indigenous Support Line – 1-844-944-4744
- Kids Help Phone – 1-800-668-6868 or text CONNECT to 686868
- MyHealth.Alberta.ca: List of Important Numbers
- Suicide Crisis Helpline – 988
- Talk Suicide Canada call – 1-833-456-4566, text – 45645

Marketing can influence your food choices

Food marketing and you

Food marketing is advertising that promotes the sale of certain food or food products. Many foods and drinks that are marketed can contribute too much sodium, sugars or saturated fat to our eating patterns.

Food marketing can take on many forms, such as:

- branding
- sponsorship of events
- celebrity endorsements
- contests and sales promotions
- Social media posts on:
    - Twitter
    - Pinterest
    - Snapchat
    - Facebook
    - Instagram

- Commercials
    - on TV
    - on the radio
    - on the internet
    - before the start of movies

- Product Placement
    - on TV
    - in movies
    - in magazines
    - on social media posts
    - in music lyrics and videos

Newer forms of marketing like sponsored posts on social media can be more difficult to recognize. This can make it hard to know when you are being advertised to.

Marketing can also be targeted to you based on your personal data, like your:

- age and gender
- purchasing history
- web browsing history

Behavioral advertising tracks your personal data and online activities over time in order to deliver targeted ads.

How food marketing can affect your food choices

Food marketing is all around us. You likely receive a constant stream of changing and often conflicting messages about food. This can make it hard to make healthy food choices.

Food marketing can impact you in many different ways. It is designed to:

- create food trends
- encourage you to:
    - buy certain foods or drinks
    - buy foods in order to get promotional items such as:
        - loyalty points
        - tickets to movies or sports events
        - coupons for future food purchases
- create links between certain foods or brands and a particular lifestyle
- build brand loyalty so you will continue to purchase from a particular store or products with a brand name

Benefits of being aware of food marketing

Being aware of food marketing is a food skill that can help you:

- recognize when foods are being marketed to you
- decide whether a food item is healthy by using food labels rather than relying on marketing messages alone
- teach those who may be more vulnerable to food marketing, like young children and teens, about marketing techniques

How to be aware of food marketing when making food choices

Use these tips to help you make an informed choice:

Use food labels.

Stick to your grocery list and avoid impulse buys.

Question why you want to purchase a certain food or drink. Do you think:

- Is it cool?
- Is it healthy?
- Will it improve your mood?
- Will it provide nutritional benefits?

Question what form of marketing you got these ideas from, like:

- a sponsored blog post
- a celebrity endorsement
- messages on the product itself

Explore ways to lessen your exposure to ads. Try:

- limiting screen time
- using ad-free platforms
- downloading software that limits advertising and pop-ups

Learn about:

- what you can do to protect your privacy
- how your online browsing history can be used to send you targeted ads

Before you share or like content online like a video, game, blog or quiz ask:

- if you really want to share a promotion for a food or drink product

Talk with those around you about the effects of marketing. Ask each other:

- whether you have ever purchased foods even if you did not intend to and why you think that is
- what strategies you use to help limit your exposure to food marketing

PHYSICAL ACTIVITY GUIDELINES
for Adults with Spinal Cord Injury

Physical activity guidelines for adults with spinal cord injury (SCI) have been developed by an international group of SCI scientists, people living with SCI, clinicians, and representatives from SCI organizations. These physical activity guidelines are based on the best scientific evidence available.

The guidelines have two levels: a starting level and an advanced level. Which level you choose depends on your goals, abilities and current fitness level. If you're just starting a physical activity program, consider working up to the starting level and ideally work up to the advanced level. If you're already physically active, you might want to begin with the advanced level.

STARTING LEVEL

AEROBIC ACTIVITY

20 MINUTES **2x** A WEEK

of moderate to vigorous intensity

AND

STRENGTH-TRAINING ACTIVITY

3 SETS **10** REPS **2x** A WEEK

for each major muscle group

ADVANCED LEVEL

AEROBIC ACTIVITY

30 MINUTES **3x** A WEEK

of moderate to vigorous intensity

AND

STRENGTH-TRAINING ACTIVITY

3 SETS **10** REPS **2x** A WEEK

for each major muscle group

START **MEET** **EXCEED**

GLOSSARY

- **The starting level** is the minimum level of activity needed to achieve fitness benefits.
- **The advanced level** will give you additional fitness and health benefits, such as lowering your risk of developing Type 2 diabetes and heart disease.
- **Aerobic activities** are physical activities that are done continuously and that increase your heart rate and breathing rate, such as wheeling, swimming, hand cycling or dancing.
- **Strength-training activities** are activities that increase muscle strength, such as exercises using resistance bands, or lifting weights.
- **Moderate intensity activities** require you to work somewhat hard, but you should feel like you can keep going for a long time. You should be able to talk during these activities, but not sing your favourite song.
- **Vigorous intensity activities** require you to work really hard, and you can only continue them for a short time before getting tired.

For more information please visit www.sciguidelines.com

SCI ACTION CANADA
cdpp Canadian Disability Participation Project / Le projet canadien sur la participation sociale des personnes en situation de handicap
UBC THE UNIVERSITY OF BRITISH COLUMBIA
Rick Hansen Institute / Institut Rick Hansen
Social Sciences and Humanities Research Council of Canada / Conseil de recherches en sciences humaines du Canada
Canada

05.29.19

18-64 years

CANADIAN 24-HOUR MOVEMENT GUIDELINES

FOR ADULTS AGED 18-64 YEARS:

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

PREAMBLE

This document is intended for use by policy makers, health professionals, and researchers, and it may be useful to interested members of the public.

These 24-Hour Movement Guidelines are relevant to adults (aged 18-64 years), irrespective of gender, cultural background, or socio-economic status. These Guidelines may not be appropriate for adults aged 18-64 years who are pregnant or persons living with a disability or a medical condition; these individuals should consider consulting the *Get Active Questionnaire*, disability/condition-specific recommendations, or a health professional for guidance.

Adults aged 18-64 years should participate in a range of physical activities (e.g., weight bearing/non-weight bearing, sport and recreation) in a variety of environments (e.g., home/work/community; indoors/outdoors; land/water) and contexts (e.g., leisure, transportation, occupation, household) across all seasons. Adults aged 18-64 years should limit long periods of sedentary behaviours and should practice healthy sleep hygiene (routines, behaviours, and environments conducive to sleeping well).

Following the 24-Hour Movement Guidelines is associated with these health benefits:

- a lower risk of mortality, cardiovascular disease, hypertension, type 2 diabetes, several cancers, anxiety, depression, dementia, weight gain, adverse blood lipid profile; and
- improved bone health, cognition, quality of life and physical function.

The benefits of following these Guidelines far exceed potential harms. Following these Guidelines may be challenging at times; progressing towards any of the Guideline targets will result in some health benefits.

These 24-Hour Movement Guidelines were informed by the best available evidence, expert consensus, stakeholder consultation, and consideration of values and preferences, applicability, feasibility, and equity. A glossary and more details on the Guidelines, the background research, their interpretation, guidance on how to achieve them, and recommendations for further research and surveillance are available at https://csep.ca/guidelines.

CSEP | SCPE
Public Health Agency of Canada | Agence de la santé publique du Canada
Queen's University
PARTICIPACTION

For health benefits, adults aged 18-64 years should be physically active each day, minimize sedentary behaviour, and achieve sufficient sleep.

A healthy 24 hours includes:

PHYSICAL ACTIVITY

Performing a variety of types and intensities of physical activity, which includes:

- **Moderate to vigorous aerobic physical activities** such that there is an accumulation of at least 150 minutes per week
- Muscle strengthening activities using major muscle groups at least twice a week
- Several hours of **light physical activities**, including standing

SLEEP

Getting 7 to 9 hours of good-quality sleep on a regular basis, with consistent bed and wake-up times

SEDENTARY BEHAVIOUR

Limiting sedentary time to 8 hours or less, which includes:

- No more than 3 hours of recreational screen time
- Breaking up long periods of sitting as often as possible



Replacing sedentary behaviour with additional physical activity and trading light physical activity for more moderate to vigorous physical activity, while preserving sufficient sleep, can provide greater health benefits.

Progressing towards any of these targets will result in some health benefits.

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Queen's University
PARTICIPACTION

65 years or older

CANADIAN 24-HOUR MOVEMENT GUIDELINES

FOR ADULTS 65 YEARS OR OLDER:

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

PREAMBLE

This document is intended for use by policy makers, health professionals, and researchers, and it may be useful to interested members of the public.

These 24-Hour Movement Guidelines are relevant to adults aged 65 years or older, irrespective of gender, cultural background, or socio-economic status. These Guidelines may not be appropriate for adults aged 65 years or older living with a disability or a medical condition; these individuals should consider consulting the *Get Active Questionnaire*, disability/condition-specific recommendations, or a health professional for guidance.

Adults aged 65 years or older should participate in a range of physical activities (e.g., weight bearing/non-weight bearing, sport and recreation) in a variety of environments (e.g., home/work/community; indoors/outdoors; land/water) and contexts (e.g., leisure, transportation, occupation, household) across all seasons. Adults aged 65 years or older should limit long periods sedentary behaviours and should practice healthy sleep hygiene (routines, behaviours, and environments conducive to sleeping well).

Following the 24-Hour Movement Guidelines is associated with these health benefits:

- a lower risk of mortality, cardiovascular disease, hypertension, type 2 diabetes, several cancers, anxiety, depression, dementia, weight gain, adverse blood lipid profile, falls and fall-related injuries; and
- improved bone health, cognition, quality of life and physical function.

The benefits of following these Guidelines far exceed potential harms. Following these Guidelines may be challenging at times; progressing towards any of the Guideline targets will result in some health benefits.

These 24-Hour Movement Guidelines were informed by the best available evidence, expert consensus, stakeholder consultation, and consideration of values and preferences, applicability, feasibility, and equity. A glossary and more details on the Guidelines, the background research, their interpretation, guidance on how to achieve them, and recommendations for further research and surveillance are available at https://csep.ca/guidelines.

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PARTICIPACTION

For health benefits, adults aged 65 years or older should be physically active each day, minimize sedentary behaviour, and achieve sufficient sleep.

A healthy 24 hours includes:

PHYSICAL ACTIVITY

Performing a variety of types and intensities of physical activity, which includes:

- **Moderate to vigorous aerobic physical activities** such that there is an accumulation of at least 150 minutes per week
- Muscle strengthening activities using major muscle groups at least twice a week
- Physical activities that challenge balance
- Several hours of **light physical activities**, including standing

SLEEP

Getting 7 to 8 hours of good-quality sleep on a regular basis, with consistent bed and wake-up times

SEDENTARY BEHAVIOUR

Limiting sedentary time to 8 hours or less, which includes:

- No more than 3 hours of recreational screen time
- Breaking up long periods of sitting as often as possible



Replacing sedentary behaviour with additional physical activity and trading light physical activity for more moderate to vigorous physical activity, while preserving sufficient sleep, can provide greater health benefits.

Progressing towards any of these targets will result in some health benefits.

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0-4 years

CANADIAN 24-HOUR MOVEMENT GUIDELINES FOR THE EARLY YEARS (0-4 YEARS):

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

PREAMBLE

These Guidelines are relevant to all apparently healthy infants (less than 1 year), toddlers (1-2 years), and preschoolers (3-4 years), irrespective of gender, cultural background, or the socio-economic status of the family. These Guidelines may be appropriate for young children with a disability or medical condition; however, a health professional should be consulted for additional guidance.

To encourage healthy growth and development, young children should receive support from their parents and caregivers that allows for an active lifestyle with a daily balance of physical activities, sedentary behaviours, and sleep. Young children should participate in a range of developmentally appropriate, enjoyable, and safe play-based and organized physical activities in a variety of environments (e.g., home/child care/school/community; indoors/outdoors; land/water; summer/winter), both independently as well as together with adults and other children. For infants, supervised activities could include tummy time, reaching and grasping, pushing and pulling, and crawling. The quality of sedentary behaviour matters; for example, interactive non-screen-based behaviours (e.g., reading, storytelling, singing, puzzles) are encouraged. Developing healthy sleep hygiene in the early years is important; this includes having a calming bedtime routine with consistent bedtimes and wake-up times, avoiding screen time before sleep, and keeping screens out of the bedroom.

Following these Guidelines through the early years is associated with better growth, cardiorespiratory and musculoskeletal fitness, cognitive development, psychosocial health/emotional regulation, motor development, body composition, quality of life/well-being, as well as reduced injuries. The benefits of following these Guidelines exceed potential harms.

For those not currently meeting these 24-Hour Movement Guidelines, a progressive adjustment toward them is recommended. Adhering to these Guidelines may be challenging at times; resources are available for assistance at www.BuildYourBestDay.com/EarlyYears.

These Guidelines were informed by the best available evidence, expert consensus, stakeholder consultation, and consideration of values and preferences, applicability, feasibility, and equity. The specific Guidelines and more details on the background research, their interpretation, guidance on how to achieve them, and recommendations for further research and surveillance are available at www.csep.ca/guidelines.

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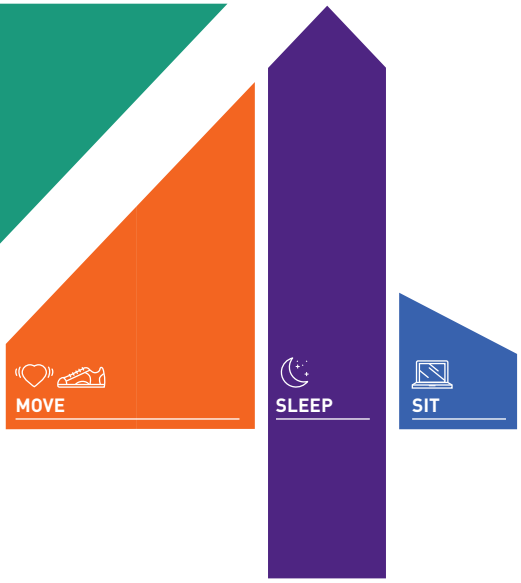
Canadian 24-Hour Movement Guidelines for the Early Years (0-4 years)

For healthy growth and development, infants, toddlers, and preschoolers should achieve the recommended balance of physical activity, high-quality sedentary behaviour, and sufficient sleep.

A healthy 24 hours includes:



MOVE	SLEEP	SIT
INFANTS (LESS THAN 1 YEAR)		
Being physically active several times in a variety of ways, particularly through interactive floor-based play—more is better. For those not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake.	14 to 17 hours (for those aged 0-3 months) or 12 to 16 hours (for those aged 4-11 months) of good-quality sleep, including naps.	Not being restrained for more than 1 hour at a time (e.g., in a stroller or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.
TODDLERS (1–2 YEARS)		
At least 180 minutes spent in a variety of physical activities at any intensity, including energetic play, spread throughout the day—more is better.	11 to 14 hours of good-quality sleep, including naps, with consistent bedtimes and wake-up times.	Not being restrained for more than 1 hour at a time (e.g., in a stroller or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour—less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.
PRESCHOOLERS (3–4 YEARS)		
At least 180 minutes spent in a variety of physical activities spread throughout the day, of which at least 60 minutes is energetic play—more is better.	10 to 13 hours of good-quality sleep, which may include a nap, with consistent bedtimes and wake-up times.	Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour—less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.

Replacing time restrained or sedentary screen time with additional energetic play, and trading indoor for outdoor time, while preserving sufficient sleep, can provide greater health benefits.

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18-64 years

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CSEP-PATH: MOVEMENT COUNSELLING TOOL

FOR ADULTS AGED 18-64 YEARS

The Canadian 24-Hour Movement Guidelines for adults integrate three core movement behaviour recommendations for optimal health benefits:

MOVE MORE | **REDUCE SEDENTARY TIME** | **SLEEP WELL**

Use this tool to guide your conversation with clients that express an interest in changing a movement behaviour.

STEP 1: ASK client for permission to discuss their movement behaviours (i.e., physical activity, sedentary time, sleep).

- *"May I discuss Canada's daily movement recommendations with you?"*
- Discuss the Canadian 24-Hour Movement Guidelines with your client.

STEP 2: ASSESS client's physical activity, sedentary time, and sleep.

- Ask open-ended questions such as *"Tell me about your current physical activity levels?"* or *"How would you describe your sleep schedule?"*
- Use the information gathered and the movement recommendations below to help guide goal setting and action planning (STEP 4).

A HEALTHY 24 HOURS INCLUDES:

PHYSICAL ACTIVITY



150 minutes per week of moderate to vigorous aerobic physical activities



Muscle strengthening activities at least twice a week



Several hours of light physical activities including standing

SEDENTARY TIME



Limit sedentary time to 8 hours or less



No more than 3 hours of recreational screen time



Break up long periods of sitting as often as possible

SLEEP



Get 7 to 9 hours of good-quality sleep on a regular basis



Consistent bed and wake-up times

Replacing sedentary behaviour with additional physical activity and trading light physical activity for more moderate to vigorous physical activity, while preserving sufficient sleep, can provide greater health benefits.

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STEP 3: ADVISE client on their current movement behaviours.

- Discuss the health benefits and/or risks of their current status if necessary.

STEP 4: AGREE on a realistic goal with your client.

- Ask client which movement behaviour(s) they would like to focus on. Create a SMART goal with your client that helps them move towards the guideline recommendations (see **Goal Setting Worksheet**). Offer practical strategies when needed. (examples of strategies for each target are below)
- **Remind** client that progressing towards **any** of the movement behaviour targets will result in some health benefits.

PHYSICAL ACTIVITY



Discuss ways to increase the types and intensities of aerobic activity they perform each day.



Develop an appropriate resistance training program for your client.



Discuss how they could replace sedentary periods of their day with light activities such as standing.

SEDENTARY TIME



Identify periods of the day where they are sedentary and discuss how to replace them with other movement behaviours (e.g., standing).



Encourage them to keep screens away from bedrooms and eating areas.



Encourage them to get up and get a glass water during the day, or use technology to remind them to take breaks.

SLEEP



Have them develop relaxing bedtime routine, avoid caffeine consumption in afternoon, no screens 30-60 mins before bedtime.



Encourage them to go bed at the same time every day.



Make your whole day matter.

SMART Goal:

STEP 5: ASSIST client to increase self-confidence and overcome barriers.

- Consider using tools such as the **Decision Balance Worksheet** or the **Barriers to Physical Activity Tool**, to help facilitate the discussion.

STEP 6: ARRANGE a follow-up with your client (e.g., 2 weeks).

Follow-up date and time:

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65 years or older

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CSEP-PATH: MOVEMENT COUNSELLING TOOL

FOR ADULTS AGED 65 YEARS OR OLDER

Canada's 24-Hour Movement Guidelines for adults integrate three core movement behaviour recommendations for optimal health benefits:

MOVE MORE | **REDUCE SEDENTARY TIME** | **SLEEP WELL**

Use this tool to guide your conversation with clients that express an interest in changing a movement behaviour.

STEP 1: ASK client for permission to discuss their movement behaviours (i.e., physical activity, sedentary time, sleep).

- *"May I discuss Canada's daily movement recommendations with you?"*
- Discuss the Canadian 24-Hour Movement Guidelines with your client.

STEP 2: ASSESS client's physical activity, sedentary time, and sleep.

- Ask open-ended questions such as *"Tell me about your current physical activity levels?"* or *"How would you describe your sleep schedule?"*
- Use the information gathered and the movement recommendations below to help guide goal setting and action planning (STEP 4).

A HEALTHY 24 HOURS INCLUDES:

PHYSICAL ACTIVITY



150 minutes per week of moderate to vigorous aerobic physical activities



Muscle strengthening activities at least twice a week



Several hours of light physical activities including standing



Physical activities that challenge balance

SEDENTARY TIME



Limit sedentary time to 8 hours or less



No more than 3 hours of recreational screen time



Break up long periods of sitting as often as possible

SLEEP



Get 7 to 8 hours of good-quality sleep on a regular basis



Consistent bed and wake-up times

Replacing sedentary behaviour with additional physical activity and trading light physical activity for more moderate to vigorous physical activity, while preserving sufficient sleep, can provide greater health benefits.

CSEP | SCPE

STEP 3: ADVISE client on their current movement behaviours.

- Discuss the health benefits and/or risks of their current status if necessary.

STEP 4: AGREE on a realistic goal with your client.

- Ask client which movement behaviour(s) they would like to focus on. Create a SMART goal with your client that helps them move towards the guideline recommendations (see **Goal Setting Worksheet**). Offer practical strategies when needed. (examples of strategies for each target are below)
- **Remind** client that progressing towards **any** of the movement behaviour targets will result in some health benefits.

PHYSICAL ACTIVITY



Discuss ways to increase the types and intensities of aerobic activity they perform each day.



Develop an appropriate resistance training program for your client.



Discuss how they could replace sedentary periods of their day with light activities such as standing.



Develop an appropriate balance training program for your client.

SEDENTARY TIME



Identify periods of the day where they are sedentary and discuss how to replace them with other movement behaviours (e.g., standing).



Encourage them to keep screens away from bedrooms and eating areas.



Encourage them to get up and get a glass water during the day, or use technology to remind them to take breaks.

SLEEP



Have them develop relaxing bedtime routine, avoid caffeine consumption in afternoon, no screens 30-60 mins before bedtime.



Encourage them to go bed at the same time every day.



Make your whole day matter.

SMART Goal:

STEP 5: ASSIST client to increase self-confidence and overcome barriers.

- Consider using tools such as the **Decision Balance Worksheet**, or **Barriers to Physical Activity Tool**, to help facilitate the discussion.

STEP 6: ARRANGE a follow-up with your client (e.g., 2 weeks).

Follow-up date and time:

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2025 Canadian Guideline for Physical Activity, Sedentary Behaviour & Sleep Throughout the First Year Postpartum.

Preamble:

This Guideline provides evidence-based recommendations regarding physical activity, sedentary behaviour, and sleep throughout the first year postpartum to promote maternal and infant health. Physical activity following childbirth was associated with a reduction in the odds of depression (45%), urinary incontinence (37%), and type 2 diabetes (28%), as well as improvements in the symptom severity of depression, anxiety, lumbopelvic pain, weight change, body mass index, and triglycerides.

Importantly, the systematic reviews did not identify an increased risk of harm, including injury, adverse events, fear of movement, or decreased breast milk quality or quantity, and exercise was shown to reduce fatigue levels.

Our systematic reviews also found that sleep interventions (e.g., education about infant sleep patterns and strategies) were associated with reduced severity of depressive symptoms, and physical activity interventions were associated with improved sleep quality and decreased daytime fatigue.

The postpartum period is an essential transitional life event that presents unique barriers that may make following this Guideline challenging. Robust social and emotional support from partners, family, and society to help postpartum women and people overcome the challenges and barriers associated with the transition from pregnancy to postpartum is essential to effectively progressing towards these recommendations.

For postpartum women and people experiencing difficulties meeting the targets in this Guideline, any progress, even if small, in meeting physical activity targets increases maternal physical and mental health. At the same time, any reductions in sedentary behaviour may also improve cardiometabolic health.

An extensive systematic review of the literature, expert opinion, end-user consultation, and considerations of feasibility, acceptability, costs, and equity informed these guidelines.

Recommendations:

The specific recommendations in the 2025 Canadian Guideline for Physical Activity, Sedentary Behaviour and Sleep throughout the First Year Postpartum are provided below:

1. We recommend that all postpartum women and people without contraindications be physically active to obtain clinically meaningful benefits (e.g., prevent and reduce depressive symptoms).

2. We suggest women and people with potential contraindications to physical activity (see below) obtain medical clearance from a primary healthcare provider (e.g., family physician) about beginning or continuing moderate-to-vigorous physical activity (MVPA) following childbirth. In most cases, MVPA may proceed, but modifications may be required until the medical problem has resolved.

3. We recommend accumulating at least 120 minutes of MVPA (e.g., brisk walking, cycling) spread over four or more days of the week that incorporates a variety of aerobic and resistance training activities.

4. We recommend performing pelvic floor muscle training (PFMT) daily to reduce the risk of urinary incontinence and rehabilitate pelvic floor muscles impacted by pregnancy, labour, and delivery. Instruction on proper technique from a pelvic floor physiotherapist is recommended to obtain optimal benefits.

5. We recommend beginning or returning to MVPA in the first 12 weeks postpartum to support mental health.

6. We suggest initiating early mobilization with light-intensity physical activity (e.g., gentle walking, pelvic floor muscle training) and progressing to MVPA once surgical incisions or perineal tears have sufficiently healed and vaginal bleeding (lochia) does not increase with MVPA.

7. We suggest following an individualized, gradual, and symptom-based progression toward at least 120 minutes/ week of MVPA.

8. We recommend adopting a healthy sleep hygiene routine (e.g., avoid screen time and maintain a dark, quiet environment before bed) to support maternal mental health.=

9. We suggest limiting sedentary time to 8 hours or less, including no more than 3 hours of recreational screen time, and breaking up long periods of sitting when possible.

All postpartum women and people can participate in physical activity after childbirth, except those with medical conditions that may not be recommended (contraindications; listed below). Those with relative contraindications should discuss the advantages and disadvantages of moderate-to-vigorous physical activity with their primary healthcare provider before participation. However, they may continue their usual daily activities.

The newly developed Get Active Questionnaire for Postpartum was designed to empower postpartum women and people to identify if they require medical guidance before beginning or returning to moderate-to-vigorous intensity physical activity postpartum, and to reduce barriers to physical activity participation.

Relative contraindications to moderate-to-vigorous intensity physical activity in the first year after childbirth.

- Severe abdominal pain
- Vaginal bleeding not associated with menses
- Postpartum cardiomyopathy
- Caesarean section with symptoms that worsen with moderate-to-vigorous physical activity (e.g., surgical incision pain)
- High blood pressure (>140/90 mmHg systolic/diastolic) that is not stable
- Eating disorder
- Malnutrition
- Excessive fatigue suggestive of anemia or low energy availability (e.g., relative energy deficiency in sport)
- Fractures or other significant musculoskeletal injuries
- Calf pain or swelling suggestive of deep vein thrombosis
- Hemodynamic instability
- Acute systemic infection accompanied by fever, body aches, or swollen lymph glands
- Breathing difficulties, such as shortness of breath at rest that is not relieved with medications
- New onset of chest pain, discomfort, or other angina-like symptoms with exertion
- Dizziness or lightheadedness during moderate-to-vigorous physical activity
- Loss of consciousness for any reason
- Neurological symptoms such as ataxia or muscle weakness affecting balance
- Kidney disease
- New symptoms of heart disease or stroke
- Other medical or physical conditions that may affect the ability to be physically active

While the following are not contraindications to physical activity, additional screening, support, and treatment for potential barriers to MVPA by a healthcare provider or qualified exercise professional may be recommended:

- Mental health
- Pelvic floor and abdominal wall function
- Musculoskeletal pain
- Wound healing
- Relative energy deficiency of sport
- Poor sleep
- Fear of movement
- Lactation status
- Social/emotional support
- And eating disorders

The Guideline was supported by the Christenson Professor in Active Healthy Living, and has been endorsed by the Canadian Association of Midwives, the Canadian Physiotherapy Association, the Chartered Association of Sport and Exercise Sciences (formerly known as the British Association of Sport and Exercise Sciences), the Exercise and Sports Science Australia, ParticipACTION, the American College of Sports Medicine, and the Canadian Academy of Sport and Exercise Medicine.

Pregnancy

2019 Canadian Guideline for Physical Activity throughout Pregnancy

Preamble:

These *Guidelines* provide evidence-based recommendations regarding physical activity throughout pregnancy in the promotion of maternal, fetal and neonatal health. In the absence of contraindications (see next page for a detailed list), following these *Guidelines* is associated with: 1) fewer newborn complications (i.e., large for gestational age); and 2) maternal health benefits (i.e., decreased risk of preeclampsia, gestational hypertension, gestational diabetes, caesarean section, instrumental delivery, urinary incontinence, excessive gestational weight gain, and depression; improved blood glucose; decreased total gestational weight gain; and decreased severity of depressive symptoms and lumbopelvic pain).

Physical activity is not associated with miscarriage, stillbirth, neonatal death, preterm birth, preterm/prelabour rupture of membranes, neonatal hypoglycemia, low birth weight, birth defects, induction of labour, or birth complications. In general, more physical activity (frequency, duration and/or volume) is associated with greater benefits. However, evidence was not identified regarding the safety or additional benefit of exercising at levels significantly above the recommendations. Prenatal physical activity should be considered a front-line therapy for reducing the risk of pregnancy complications, and enhancing maternal physical and mental health.

For pregnant women not currently meeting these Guidelines, a progressive adjustment toward them is recommended. Previously active women may continue physical activity throughout pregnancy. Women may need to modify physical activity as pregnancy progresses. There may be periods when following the guidelines are not possible due to fatigue and/or discomforts of pregnancy; women are encouraged to do what they can and to return to following the recommendations when they are able.

These Guidelines were informed by an extensive systematic review of the literature, expert opinion, end-user consultation and considerations of feasibility, acceptability, costs and equity.

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Recommendations:

The specific recommendations in the 2019 Canadian Guideline for Physical Activity throughout Pregnancy are provided below.

1

All women without contraindication should be physically active throughout pregnancy.

Specific subgroups were examined:

- Women who were previously inactive.
- Women diagnosed with gestational diabetes mellitus.
- Women categorized as overweight or obese (pre-pregnancy body mass index ≥25 kg/m^2).

2

Pregnant women should accumulate at least 150 minutes of moderate-intensity physical activity each week to achieve clinically meaningful health benefits and reductions in pregnancy complications.

3

Physical activity should be accumulated over a minimum of three days per week; however, being active every day is encouraged.

4

Pregnant women should incorporate a variety of aerobic and resistance training activities to achieve greater benefits. Adding yoga and/or gentle stretching may also be beneficial.

5

Pelvic floor muscle training (e.g., Kegel exercises) may be performed on a daily basis to reduce the risk of urinary incontinence. Instruction in proper technique is recommended to obtain optimal benefits.

6

Pregnant women who experience light-headedness, nausea or feel unwell when they exercise flat on their back should modify their exercise position to avoid the supine position.

Contraindications:

All pregnant women can participate in physical activity throughout pregnancy with the exception of those who have contraindications (listed below). Women with absolute contraindications may continue their usual activities of daily living but should not participate in more strenuous activities. Women with relative contraindications should discuss the advantages and disadvantages of moderate-to-vigorous intensity physical activity with their obstetric care provider prior to participation.

Absolute contraindications to exercise are the following:

- ruptured membranes,
- premature labour,
- unexplained persistent vaginal bleeding,
- placenta previa after 28 weeks gestation,
- preeclampsia,
- incompetent cervix,
- intrauterine growth restriction,
- high-order multiple pregnancy (e.g., triplets),
- uncontrolled Type I diabetes,
- uncontrolled hypertension
- uncontrolled thyroid disease,
- other serious cardiovascular, respiratory or systemic disorder.

Relative contraindications to exercise are the following:

- recurrent pregnancy loss,
- gestational hypertension,
- a history of spontaneous preterm birth,
- mild/moderate cardiovascular or respiratory disease,
- symptomatic anemia,
- malnutrition,
- eating disorder,
- twin pregnancy after the 28th week,
- other significant medical conditions.

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APPLE Schools

HOME CHALLENGES

Take a Break Home Challenge

Copy for School Health Facilitators/Champions

Take a Break helps students to gain an understanding of the importance of taking breaks throughout the day. This challenge was designed to accompany the *Unwind Your Mind* monthly campaign.

Encourage staff to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a school wide event to see how many families you can encourage to participate.

Please send out the attached email copy to your school's staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for the next 14 days.

Email for SHF/SHC to send to staff
Please personalize as you see fit.

Hello (School name) staff,

Take a Break is a fun home challenge that educates and engages students on the importance of taking mindful breaks throughout the day. Please share this challenge with your students so they can take the fun home!

Encourage students to take a leadership role by initiating the challenge with family/guardians.

1. Read through the home challenge parent instructions (attached) to get familiar with it.
2. Explain the activity to students and give each student an instruction and tracking sheet to take home.
3. Remind students throughout the weeks to participate and have fun with the challenge.

If you distribute the materials on a Monday, then students should return their tracking sheet on the following Monday, with as many activities completed as possible.

At the end of the challenge, collect completed and initialed tracking sheets from your students. Encourage participation -- if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Take a Break

Dear Parent/Guardian,

It is important to take time throughout the day for mindful breaks.

The *Take a Break* challenge encourages your family to take mindful breaks together by participating in healthy activities. The objective of this challenge is to try to complete as many of the 20 break activities listed below within the next 2 weeks. This activity has been adapted from the *50 Ways to Take a Break* activity.[1]

This activity is a leadership role opportunity for your child and a chance for you to role model the importance of taking healthy and engaging breaks throughout the day.

Here is how you and your child can participate:

1. Plan a time in the day to engage in a healthy and thoughtful activity break with your family from the suggestions found on the tracking sheet. Some of the breaks are active outdoor breaks like going for a bike ride, while others are quiet and relaxing breaks like reading a book.
2. Every time you and your child complete a break from the list, initial on the **tracking sheet** (attached) to indicate that you completed the activity. If you and your child do a healthy or mindful activity not listed, write it down in the space below the chart and initial beside it.
3. Complete as many breaks as you can over the 2 weeks.
4. At the end of the 2 weeks your child must bring the signed tracking sheet to school to give to their teacher.

[1] https://www.huffpost.com/entry/gps-guides_b_1632700

APPLE Schools

HOME CHALLENGES

Take a Break Tracking Sheet

Name:_____ Grade:_____

Break Activity	**Initial**	**Break Activity**	**Initial**
Learn something new		Visit a park	
Read a book		Have a healthy snack	
Play some music and dance		Engage in small acts of kindness	
Do some gentle stretches		Sit in nature	
Go for a walk outside		Go for a run	
Take a nap		Write in a journal	
Pet a furry friend		Take some relaxing deep breaths	
Watch the stars		Look at something with fresh eyes	
Forgive someone		Watch the clouds	
Read or watch something funny		Write a letter	

APPLE Schools

HOME CHALLENGES

12 Days of Fitness Challenge

Dear Parent/Guardian,

Staying active during the cold winter months can be a challenge!

The *12 Days of Fitness* challenge presents a fun way to be active indoors leading up to the holiday season. This challenge was inspired by the *12 Days of Christmas* song – each day, you introduce a new activity and complete it along with the previous day activities.

Encourage your child to lead this activity for the family. Embrace this fitness challenge to increase your heart rate, try different exercises, and have fun!

Here is how it works:

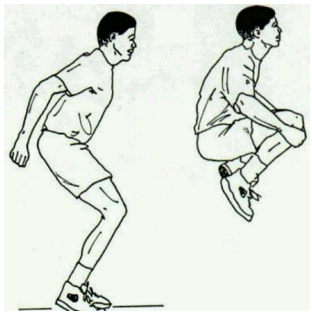
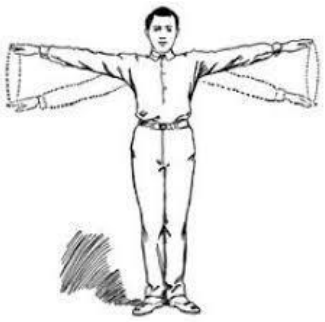
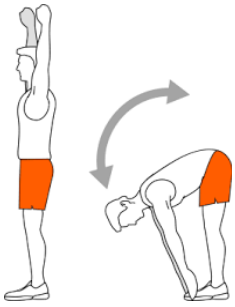
1. Complete the day 1 exercise and use the tracking sheet to mark down the number of family members who participated. Write your initials for each day.
2. On the next day, complete the day 2 exercise, followed by the day 1 exercise. Track the number of family members who participated.
3. Continue each day, adding a new exercise to the ones from previous days. By day 12 you begin with the day 12 exercise and complete each exercise all the way down to day 1.
4. After finishing all 12 days of fitness, your child will bring the completed and initialed form to school to hand to their teacher.

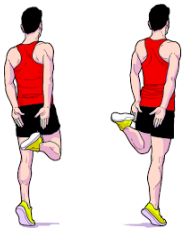
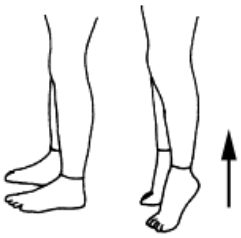
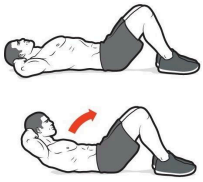
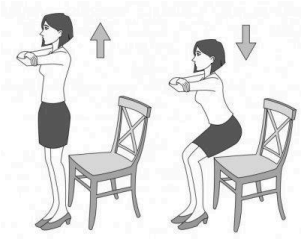
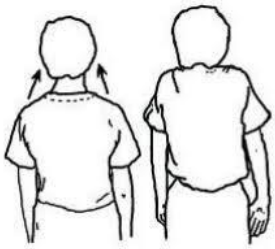
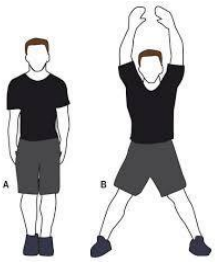
APPLE Schools

HOME CHALLENGES

12 Days of Fitness Tracking Sheet

Name:_____

Day and Activity	# of Participants and Parent Initial	Day and Activity	# of Participants and Parent Initial
Day 1: 1 tuck jump 		**Day 7:** 7 arm circles and days 6 to 1 exercises 	
Day 2: 2 toe touches and day 1 exercises 		**Day 8:** 8 knee lifts and days 7 to 1 exercises 	

Day 3: 3 muscle poses and days 2 and 1 exercises 		**Day 9:** 9 bum kicks and days 8 to 1 exercises 	
Day 4: 4 table push ups and days 3 to 1 exercises 		**Day 10:** 10 calf raises and days 9 to 1 exercises 	
Day 5: 5 crunches and days 4 to 1 exercises 		**Day 11:** 11 chair squats and days 10 to 1 exercises 	
Day 6: 6 shoulder shrugs and days 5 to 1 exercises 		**Day 12:** 12 jumping jacks and days 11 to 1 exercises 	

APPLE Schools

HOME CHALLENGES

12 Days of Fitness Home Challenge

Copy for school health facilitators/champions

This home challenge is to encourage students and their families to stay active during the winter months. It works well in conjunction with the *12 Days of Fitness* monthly campaign.

Encourage staff to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a school-wide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for 12 days (attached).

Email for SHF/SHC to send to staff
Please personalize as you see fit.

> Hello (School name) staff,
>
> The winter months make it challenging to get enough physical activity. When students don't move enough, they don't function in a healthy way at school. That's why I encourage you to get your students onboard with a fun home challenge: The 12 Days of Fitness!
>
> All you need to do is:
>
> - Read through the home challenge to become familiar with it (attached).
> - Explain the activity and give each student an instruction and tracking sheet to take home.

- Remind students throughout the week to participate and have fun with the challenge.

After day 12, please collect completed and signed challenges and hand them in to me. Encourage students take advantage of this leadership opportunity and try the exercises with their parent/guardian and any other family members.

Encourage participation by offering a healthy class reward like (choose a healthy celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Brilliant Brains Home Challenge

Copy for School health facilitators/champions

The Brilliant Brains home challenge engages students in healthy brain activities with family members. It works well in conjunction with the Brilliant Brains monthly campaign.

Encourage staff to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a school-wide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for 7 days (attached).

Email for SHF/SHC to send to staff
Please personalize as you see fit.

Hello (School name) staff,

Brilliant Brains is a fun and unique home challenge that gets students engaged in healthy brain activities with family/guardians. Please share this challenge with your students so they can take the fun home!

Encourage students to take a leadership role by initiating the challenge with family/guardians.

1. Read through the home challenge parent instructions (attached) to get familiar with it.
2. Explain the activity and give each student an instruction and tracking sheet to take home.

3. Remind students throughout the week to participate and have fun with the challenge.

If you distribute the materials on a Monday, then students should return their tracking sheet on the following Monday, with as many activities completed as possible.

At the end of the challenge, collect completed and initialed tracking sheets from your students. If more than half the students in your class participate in this initiative by returning their signed forms to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Brilliant Brains

Dear Parent/Guardian,

Your child spent the month learning about how physical activity, healthy eating, and mental health helps the brain develop properly. Now we are encouraging students to take the healthy learnings home.

The Brilliant Brains home challenge encourages you and your child to do activities together that maintain good brain and mental health[1] -- childhood is the optimal time to promote healthy habits that will remain for the rest of your child's life. A healthy brain helps children to stay alert and learn more in school. He or she should take a leadership role in this activity by leading you and anyone else in your family through the activities.

Here is how you and your family can participate:

1. Complete the day 1 activity called *Eat Healthy Foods* (below). In the *How did you participate?* section, your child will track what healthy foods they ate. **Please initial after each entry that an activity was completed.**
    a. E.g., "We had dinner as a family, and I ate carrot sticks" for Day 1.
2. Continue the same practice for all 7 days.
3. Encourage your child to be aware of how they feel before, during, and after each of the daily activities.
4. At the end of the activity send your child's tracking sheet back to school to give to their teacher.

[1] This activity has been adapted from an Alberta Health Services Mental Health Challenge, the "Ways to Wellness Toolkit"
https://www.albertahealthservices.ca/info/Page13769.aspx

APPLE Schools

HOME CHALLENGES

Brilliant Brains at Home Tracking Sheet

Day 1: Eat healthy foods - Eating nutritious foods like vegetables and fruit can help you to feel better physically and mentally. All the good nutrients in these foods help brains to grow and develop.

How did you participate:

_____

_____

Initial:

Day 2: Give someone a hug - Ask a loved one if you can give them a hug! Giving and receiving hugs releases endorphins in your brain that make your brain feel good. This also creates new connections and brain cells which means the brain is growing and developing.

How did you participate:

_____

_____

Initial:

Day 3: Drink water - More than 70% of your brain is made up of water. Drinking water regularly helps to keep your brilliant brain hydrated and happy. Try putting some fresh fruit like a lemon or lime wedge in your water at family dinner for a tasty kick!

How did you participate:

_____

_____

Initial:

Day 4: Get Active - Be physically active for at least 60 minutes today. Physical activity helps to create new connections in your brain and keeps your brain growing and healthy. A great way to be active as a family is to go for a long walk together.

How did you participate:

_____

_____

Initial:

Day 5: Appreciate yourself - Appreciating yourself can improve mental health. Write a journal entry about what you like about yourself and those around you. The whole family can take part and you can share your journal entries with each other.

How did you participate:

_____

_____

Initial:

Day 6: Get your groove on - Listening to music can increase positive emotions and give your brain a break from working all day long. Take a few minutes as a family to listen to music and take care of your brain by de-stressing. Try dancing to sneak in a physical activity break!

How did you participate:

_____

_____

Initial:

Day 7: Laugh - Laughing is a great way to promote positive emotions! Try reading a funny book, or someone in the family can tell a funny story and you can laugh the day away!

How did you participate:

_____

_____

APPLE schools

HOME CHALLENGES

What's the Commotion about Emotions?

Dear Parent/Guardian,

The purpose of this home challenge is to encourage structured family time to initiate conversations around positive emotions[1]. Family communication builds strong connections and fosters empathy in children.

An excellent time for this is during any family time like dinner, in the car, or a meeting. In this challenge, your child will have the opportunity to take a leadership role in promoting good mental health for the family by initiating communication and connection.

Here is how you and your family can participate:

1. Gather the family together at dinner time, or another time when most of the family is available.
2. Have your child pick one question on the tracking sheet to read out loud. Allow your child to answer the question first, then allow every other family member to take turns answering the question.
3. Use the tracking sheet to mark the date that the question is discussed, the number of family members participating, and your signature.
4. At the end of the two-week period, send the tracking sheet back to school with your child to hand in to their teacher. Try to answer all six questions in two weeks, limiting the questions to only one per day.

---

[1]This activity has been adapted from the Alberta Health Services Mental Health Kit: "Healthy Communication: Dinner Talk"
https://www.albertahealthservices.ca/assets/programs/ps-7344-mhk-elem-manual-high.pdf

What's the Commotion about Emotions? Tracking Sheet

Student Name:_____ Grade:____

Family Time Question	Circle how many family members participated in the discussion	Date	Parent/Guardian Signature
How does our family show that we love each other?	All Most Some		
What is something that you are excited for?	All Most Some		
What was the funniest thing that happened this week?	All Most Some		
What is something that you are grateful for?	All Most Some		
What makes you the most proud of yourself?	All Most Some		
What is something that makes you feel cared about?	All Most Some		

APPLE Schools

HOME CHALLENGES

What's the Commotion about Emotions? Home Challenge

Copy for school health facilitators/champions

This home challenge encourages students to take a leadership role in improving the emotional wellness and mental health of their families by initiating conversation around positive emotions. The challenge works well in conjunction with the *What's the Commotion about Emotions?* monthly campaign.

Encourage staff to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a school-wide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for 7 days (attached).

Email copy for staff

Please personalize as you see fit.

> Hello (School name) staff,
>
> This is a valuable home challenge that I encourage you to initiate in your classroom during the *What's the Commotion about Emotions?* monthly campaign. The purpose of this activity is to encourage students to initiative conversations about positive emotions in their homes.

All you need to do is:

1. Read through the home challenge parent instructions (attached) to get familiar with it.
2. Explain the activity and give each student an instruction and tracking sheet to take home.
3. Remind students throughout the week to participate and have fun with the challenge.

After the two weeks, please collect completed and signed tracking sheets. Remind your students to initiate the conversations using the suggested question prompts, as this is an excellent opportunity for them to take a leadership role in a beneficial mental health focused activity. Encourage participation by offering a healthy class reward like (chosen healthy celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Don’t Hibernate – Participate!

Copy for school health facilitators/champions

This home challenge encourages students and their families to embrace the outdoors and stay active during the winter months. It works well in conjunction with the *Don’t Hibernate – Participate!* monthly campaign.

Reach out to school staff to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a schoolwide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out over two weeks (attached).

Email for SHF/SHC to send to staff
Please personalize as you see fit.

> Hello (School name) staff,
>
> The winter months make it challenging to spend time outdoors being physically active. But there are many fun activities families can engage in that embrace the snow. That’s why I encourage you to get your students onboard with this fun winter home challenge: *Don’t Hibernate-Participate!*
>
> All you need to do is:
>
> 1. Read through the home challenge parent instruction/tracking sheet (attached) to get familiar with it.
> 2. Explain the activity to students and give them each an instruction/tracking sheet to take home.

3. Remind students throughout the two weeks to participate and have fun with the challenge.

After 2 weeks, collect completed and signed challenges and hand them in to me.
Encourage students to take advantage of this leadership opportunity and get their parents/guardians/family onboard to do the exercises together!

At the end of the challenge, collect completed and initialed tracking sheets from your students. Encourage participation -- if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Don’t Hibernate – Participate!

Dear Parent/Guardian,

Staying active during the cold winter months can be a difficult task!

The *Don’t Hibernate –Participate!* challenge presents a fun way to embrace the cold and participate in fun outdoor activities regardless of the weather outside. The goal is to complete an adapted Active Family Bucket List of fun winter activities from Be Fit For Life[1].

Encourage your child to lead this activity for the family. Embrace this challenge to get you and your family moving during the cold winter months!

Here is how you and your family can participate:

1. The “*Don’t Hibernate—Participate*” **tracking sheet** (attached) has 10 outdoor active winter activities to complete. Every time you and your family complete an activity, indicate roughly how many people participated by circling the correct option for you.
2. Initial next to the activity to indicate that it has been completed. Try to complete all the activities listed!
3. At the end of the 2 weeks your child must bring the signed tracking sheet to school to give to their teacher.

[1] https://d10k7k7mywg42z.cloudfront.net/assets/5931e127d4c96144e2325932/bffl_bucketlist_final.pdf

APPLE Schools

HOME CHALLENGES

Don’t Hibernate — Participate! Tracking Sheet

Student Name:_____ Grade:___

Activity	**Circle how many people participated**	**Initial**
Build a snowman	All Most Some	
Go tobogganing	All Most Some	
Go skating at an outdoor rink	All Most Some	
Go for a walk with the whole family	All Most Some	
Catch snowflakes on your tongue	All Most Some	
Build an outdoor snow fort	All Most Some	
Make snow angels	All Most Some	
Go for a hike in a park	All Most Some	
Shovel snow and jump in the snow piles	All Most Some	
Shovel a neighbour’s driveway	All Most Some	

APPLE Schools

HOME CHALLENGES

Family Olympics Challenge

Dear Parent/Guardian,

The Olympics are here, and our school is celebrating! Join us with your family and participate in a home activity called *Family Olympics Challenge.*

The *Family Olympics Challenge* presents a fun and active way to bring the games home and enjoy the event – you will do exercises based on the real games!

Encourage your child to lead this activity for your family. Embrace this fitness challenge to increase your heart rate, try different exercises, and have fun!

Here is how it works:

1. Review the different exercises in the **Olympics Activity sheet** (attached), which have been modelled after Winter Olympics events.
2. Gather as many family members as you can and spend 3 nights a week for the next 3 weeks completing all of the listed exercises for each session.
3. You will begin with the Opening Ceremonies warm up (explained below). Once everyone is warm you will move together through each of the listed exercises until you have completed each exercise once. Don't forget to stretch afterwards!
4. Use the **tracking sheet** (attached) to write down the names of people who participated. Do this for each session. Have the parent/guardian initial by each day.
5. After the 3 weeks, your child must bring the tracking sheet to school to give to their teacher.

APPLE Schools

HOME CHALLENGES

Family Olympics Tracker

Name:_____

Week	Day 1 Participant Names	Day 2 Participant Names	Day 3 Participant Names
Week 1			
Initials:			
Week 2			
Initials:			
Week 3			
Initials:			

Olympics Activity

Opening Ceremonies Walk/Jog:
Perform a 5-10min walk/jog to warm up. Walk up & down stairs to increase the intensity or perform 20-30min of a walk/jog to challenge your heart and lungs.

Mogul Hops
Perform 4-10



Skeleton Lift
Lift & Hold for 2 sec. 4-10x's



Luge Sit
Lift & Hold for 15, 30 or 60 sec



The Spiral
Balance for 5-10 breaths each side



Curlers Lunge
Perform 6-12 each side



The Hockey Twist
Perform 6-12 each side



Aerial Jump
Jump & Strike a pose mid-air 4-8 x's



The Star Lift
Lift & hold for 10, 20, or 30 sec



Cross Country Ski
Perform 6-20 each side



Bobsledder Shuffle
Perform 4-10 each side



Speed Skater Squat
Perform for 40 sec or 60 sec



Downhill Squat Hold
Hold for 20, 40 or 60 sec



APPLE Schools

HOME CHALLENGES

Family Olympic Challenge

Copy for school health facilitators/champions

This home challenge is an opportunity to engage students and their families in physical activity through exercises modelled after the winter Olympics. This is a fun way for the students to bring the Olympics into their home and celebrate them.

Get staff onboard to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a school-wide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for three weeks (attached).

Email for SHF/SHC to send to staff
Please personalize as you see fit.

> Hello (School name) staff,
>
> With the Olympics upon us, we have a fun opportunity to get students and their families engaged in exercises modelled after the Olympics. Students can take the Olympics to their own home through the *Family Olympic Challenge!*
>
> All you need to do is:
>
> All you need to do is:
>
> 1. Read through the home challenge parent instructions/tracking sheet (attached) to get familiar with it.
> 2. Explain the activity to students and give them each a parent instruction/tracking sheet to take home.

3. Remind students to participate throughout the 2 weeks and have fun with the challenge.

After three weeks, please collect completed and signed challenges and hand them in to me.

Encourage participation -- if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Fun in the Sun with Vita-Man D

Copy for School Health Facilitators/Champions

The *Fun in the Sun with Vita-Man D* home challenge is for students and their families to participate in healthy, safe fun in the sun. It works well in conjunction with the *Fun in the Sun with Vita-Man D* monthly campaign.

Get staff onboard to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a schoolwide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for 2 weeks (attached).

Email for SHF/SHC to send to staff

Please personalize as you see fit.

Hello (School name) staff,

This challenge was designed to encourage families to spend time embracing healthy and fun outdoor activities while practicing sun safety. The objective is to challenge families to complete a list of outdoor activities within two weeks.

All you need to do is:

1. Read through the home challenge parent instructions/tracking sheet (attached) to get familiar with it.

2. Explain the activity to students and give them each a parent instruction/tracking sheet to take home.
3. Remind students to participate throughout the 2 weeks and have fun with the challenge.

If you distribute the materials on a Monday, then students should return their tracking sheet 2 Mondays from then, with as many activities completed as possible.

At the end of the challenge, collect completed and initialed tracking sheets from your students. Encourage participation -- if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Fun in the Sun with Vita-Man D

Dear Parent/Guardian,

This month your child has been learning about having healthy, safe fun in the sun. Now we are encouraging students to take the healthy learnings home.

The *Fun in the Sun with Vita-Man D* home challenge encourages you and your child to participate in fun outdoor activities together that have been adapted from the Be Fit For Life's Active Family Bucket List.[1]

While participating in this challenge, keep these sun safety tips in mind: use sunscreen that blocks out both UVA and UVB rays and has a sun protection factor (SPF) of 15 or more, wear a hat or sunglasses to protect your eyes, and drink plenty of water to stay hydrated.[2]

Encourage your child to lead this activity for the family. Embrace this challenge to try to increase family time spent being active in the sun.

Here is how you and your family can participate:

1. Use the *Fun in the Sun with Vita-Man D* **tracking sheet** (attached), which has 12 active outdoor activities to complete.
2. Every time you and your family complete an activity, indicate roughly how many people participated by circling the correct option. Then initial next to the activity to indicate that it has been completed. Try to complete all the activities listed!
3. At the end of the 2 weeks your child must bring the signed tracking sheet to school to give to their teacher.

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[1] https://d10k7k7mywg42z.cloudfront.net/assets/5931e127d4c96144e2325932/bffl_bucketlist_final.pdf
[2] https://www.albertahealthservices.ca/news/releases/2009/Page511.aspx

APPLE Schools

HOME CHALLENGES

Fun in the Sun with Vita-Man D Tracking Sheet

Student Name:_____ Grade:_____

Outdoor Activity	**Circle how many people participated**	**Initial**
Go swimming at an outdoor pool or lake	All Most Some	
Go for a family walk in your community	All Most Some	
Go for a bike ride	All Most Some	
Log roll down a hill	All Most Some	
Collect wild flowers and make a flower crown	All Most Some	
Catch and release a bug	All Most Some	
Create your own hopscotch with sidewalk chalk	All Most Some	
Play in a sprinkler	All Most Some	
Go to a park and kick a ball around	All Most Some	
Play frisbee or catch a ball	All Most Some	
Climb a tree	All Most Some	
Go for a hike or nature walk	All Most Some	

APPLE Schools

HOME CHALLENGES

Minimizing Screen Time Home Challenge

Copy for Health Facilitators/Champions

The Minimizing Screen Time home challenge is for students and their families to track their physical activity and screen time. It works well in conjunction with the *Turn off the Tube, Get on the Move* monthly campaign.

Encourage staff to engage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a school-wide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity with their students. Each student will require the instruction/tracking sheet for parents that needs to be filled out for 2 weeks (attached).

Email for SHF/SHC to send to staff

Please personalize as you see fit.

> Hello (School name) staff,
>
> The *Minimizing Screen Time Home Challenge* encourages families to spend less time being sedentary and more time being active. It also educates them on the sedentary behaviour and physical activity Canadian Society for Exercise Physiology (CSEP) guidelines[1]. The way it works is that they track both sedentary and active time, thereby gaining more awareness of how much time they spend in each category.
>
> All you need to do is:
>
> 1. Read through the home challenge parent instruction/tracking sheet (attached) to get familiar with it.

[1] http://csepguidelines.ca/

2. Explain the activity to students and give them each an instruction sheet to take home.
3. Remind students throughout the two weeks to participate and have fun with the challenge.

If you distribute the materials on a Monday, then students should return their tracking sheet on the Monday after next, with as many activities completed as possible.

At the end of the challenge, collect completed and initialed tracking sheets from your students. Encourage participation -- if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Minimizing Screen Time Challenge

Instructions and Tracking Sheet

Dear Parent/Guardian,

Growing up in the digital age can make it difficult for kids -- and their parents -- to put their screens down and choose to be active instead.

The *Minimizing Screen Time* challenge is a fun way to learn about sedentary behaviour and physical activity guidelines (from CSEP)[1] and allow you to track where your family fits in each category. This is important as it has been proven that less sedentary time can increase academic success, improve social skills, and lead to more time spent being physically active.[2] This challenge will involve tracking how much time is spent on both recreational screen and physical activity each day for the next two weeks, with the goal of meeting the CSEP guidelines.

Encourage your child to lead this activity for your family. Embrace this challenge to try and increase family time spent being active.

Here is how you and your family can participate:

1. Use the *Daily Guidelines for Each Age Group* chart provided to determine how much time should be spent being physically active versus sedentary for each participant age group. Use the **tracking sheet** (attached) to record.
2. Every day, have each participant record how many minutes they spent being physically active and how many minutes they spent on recreational screen time. Use the **tracking sheet** (attached) for the next two weeks to keep track. At the end of each week, check how many family members were able to stay within both sets of guidelines.
3. After the 2-week period, staple your 2 tracking sheets together and send them back to school with your child where your family's impressive health efforts will be displayed for their class to see.

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[1] http://csepguidelines.ca/

[2] http://www.screensmartschools.ca

APPLE Schools

HOME CHALLENGES

Daily Guidelines for Each Age Group [3]

Age	Physical Activity Guidelines	Sedentary Behaviour Guidelines
0-2 years	180 minutes of physical activity at any intensity spread throughout the day	Screen time is not recommended
2-4 years		Screen time should be limited to under 1 hour per day (less is better)
5-11 years	60 minutes of moderate to vigorous intensity physical activity daily	Limit recreational screen time to no more than 2 hours per day (less is better)
12-17 years		
18 years and older	150 minutes or more of moderate to vigorous intensity aerobic physical activity per week	No official guidelines - limit recreational screen time to no more than 2 hours per day (less is better)

Here are some helpful tips for this challenge provided by CSEP on how to replace sedentary behaviour with active behaviour:



[3] These guidelines have been summarized for the purpose of this challenge. For the complete and detailed guidelines, visit www.csepguidelines.ca

APPLE Schools

HOME CHALLENGES

Tracking Sheet

Names		**Partipant 1:** _____	**Partipant 2:** _____	**Partipant 3:** _____	**Partipant 4:** _____	**Partipant 5:** _____
Activity		**Recommended number of minutes per day according to the CSEP chart provided**				
	Screen Time					
	Physical Activity					
Week 1		**Number of Minutes Spent Completing the Activity**				
Day 1	Screen Time					
	Physical Activity					
Day 2	Screen Time					
	Physical Activity					
Day 3	Screen Time					
	Physical Activity					
Day 4	Screen Time					
	Physical Activity					
Day 5	Screen Time					
	Physical Activity					
Day 6	Screen Time					
	Physical Activity					
Day 7	Screen Time					
	Physical Activity					

Did you meet the guidelines this week?(Yes or No)						
Week 2		**Number of Minutes Spent Completing the Activity**				
Day 1	Screen Time					
	Physical Activity					
Day 2	Screen Time					
	Physical Activity					
Day 3	Screen Time					
	Physical Activity					
Day 4	Screen Time					
	Physical Activity					
Day 5	Screen Time					
	Physical Activity					
Day 6	Screen Time					
	Physical Activity					
Day 7	Screen Time					
	Physical Activity					
Did you meet the guidelines this week?(Yes or No)						

APPLE Schools

HOME CHALLENGES

Power of Positivity Gratitude Jar

Dear Parent/Guardian,

This month your child has been learning about supporting their mental health through a campaign called Power of Positivity. Now we are encouraging students to take the healthy learnings home.

The Power of Positivity home challenge encourages you and your family to reflect on the things in your life that you are grateful for, whether it be that your child enjoys soccer practice or that they are doing well in school. Gratitude is associated with greater happiness and it helps people feel more positive, appreciate good experiences, improve their health, deal with challenges, and build strong relationships.[1]

Here is how you and your family can participate:

1. Print the gratitude jar picture below.
2. Once a day, take time together to talk about what you are grateful for.
3. Take turns writing down what you are grateful for in the gratitude jar picture until it is overflowing (with gratitude!).
4. Once it is full, have your child bring it to school so they can share with their peers all the reasons your family has the power of positivity!

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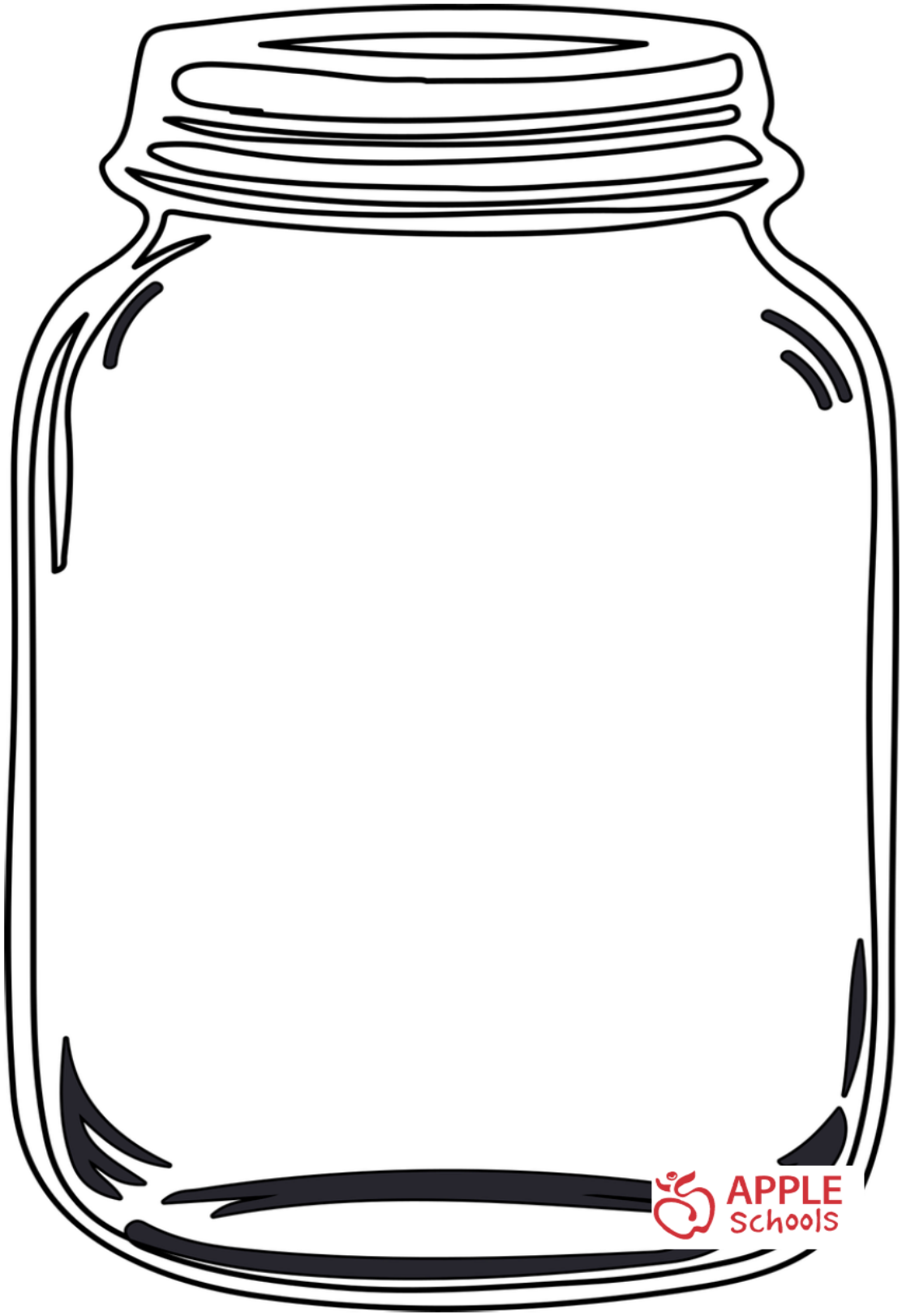
[1] https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier

GRATITUDE JAR



APPLE Schools

HOME CHALLENGES

Power of Positivity Gratitude Jar

Copy for School Health Facilitators/Champions

The *Power of Positivity* home challenge encourages students and their families to reflect on the things in their lives that they are grateful for.

Get staff onboard to encourage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a schoolwide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the instruction/activity sheet for parents that needs to be filled out for two weeks (attached).

Email for SHF/SHC to send to staff
Please personalize as you see fit.

> Hello (School name) staff,
>
> The *Power of Positivity* home challenge was designed to encourage families to reflect on the things in their lives that they are grateful for. The objective is to challenge families to fill their gratitude with things that they are grateful for.
>
> All you need to do is:
> 1. Read through the home challenge parent instructions/activity sheet to get familiar with it.
> 2. Explain the activity to students and give them each a parent instruction/activity sheet to take home.
> 3. Remind students to participate throughout the two weeks and have fun with the challenge.

If you distribute the materials on a Monday, then students should return their gratitude jar two Mondays from then, overflowing with gratitude.

At the end of the challenge, collect completed and initialed BINGO sheets from your students. Encourage participation – if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HOME CHALLENGES

Rise and Shine, it's Breakfast Time BINGO

Dear Parent/Guardian,

This month your child has been learning about the importance of eating a healthy breakfast. Now we are encouraging students to take the healthy learnings home.

The *Rise and Shine, it's Breakfast Time* home challenge encourages you and your child to try out some quick and healthy breakfast options that have been adapted from Alberta Health Services' *Wake Up to Breakfast Every Day*. [1] This activity provides some breakfast ideas that are delicious and nutritious – a great way to start the day!

Here is how you and your family can participate:

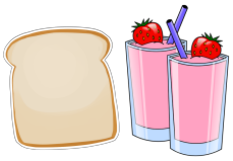
1. Encourage your child to choose an option from the BINGO card below that they think sounds yummy, and have them try that out. You can make it an opportunity to connect, and work together to make the food!
2. Initial each square that you and your family try.
3. Aim to eat four breakfast options from the same row or column in the next two weeks to get a BINGO!
4. Once you have completed a row, have your child bring in their BINGO card to school for their class to get the chance to participate in a class reward!

[1] https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-wake-up-to-breakfast.pdf

Rise and Shine, it's Breakfast Time!

Here are some quick and healthy breakfast ideas. Complete a row and bring your BINGO card to school to be entered for a draw!

*Be sure to check out our Taste Testing for new vegetable and fruit ideas

Whole grain hot or cold cereal with fruit and low fat milk (skim, 1%, or 2% Milk Fat) 	Whole grain toast or bagel topped with peanut butter and sliced banana	Whole grain pancake topped with fruit and low fat yogurt (1%, or 2% Milk Fat) 	Whole grain crackers, lower fat cheese (less than 20% Milk Fat), and an apple
A small oatmeal muffin, low fat yogurt, and an orange	Unsalted nuts mixed with dry whole grain cereal, and a piece of fruit 	Leftovers: homemade pizza, soup, pasta, or casserole	Whole grain toast and a smoothie 
Scrambled eggs with vegetables (Microwave it for 1 – 1 ½ minutes to cook it) 	A whole grain tortilla topped with scrambled eggs and lower fat cheese	A small whole grain bagel toasted and topped with ham and sliced tomato 	A whole grain pita stuffed with cottage cheese and chopped fruit
Peanut butter spread on a whole grain tortilla, rolled up with a banana	A whole grain pita stuffed with tuna, chopped tomatoes, and lettuce 	Oatmeal and milk with peanut butter and cinnamon mixed in, topped with raisins	Canned peaches or frozen berries mixed with low fat yogurt and whole grain cereal 

APPLE Schools

HOME CHALLENGES

Rise and Shine, it's Breakfast Time BINGO

Copy for School Health Facilitators/Champions

The *Rise and Shine, it's Breakfast Time* home challenge encourages students and their families to try out some quick and healthy breakfast ideas that are delicious and nutritious, and a great way to start the day.

Get staff onboard to encourage their students in the challenge by offering to reward participating classes with a healthy celebration (e.g., extra recess or physical education time, class dance party, or healthy food celebration). Consider running this challenge as a schoolwide event to see how many families participate.

Please send out the attached email copy to school staff explaining how to facilitate this activity for their students. Each student will require the BINGO sheet for parents that needs to be filled out for two weeks (attached).

Email for SHF/SHC to send to staff
Please personalize as you see fit.

> Hello (School name) staff,
>
> This challenge was designed to encourage families to try out some quick and healthy breakfast ideas. The objective is to challenge families to complete a row of breakfast ideas within two weeks to get a BINGO!
>
> All you need to do is:
>
> 1. Read through the home challenge parent instructions/bingo sheet (attached) to get familiar with it.
> 2. Explain the activity to students and give them each a parent instruction/bingo sheet to take home.

3. Remind students to participate throughout the two weeks and have fun with the challenge.

If you distribute the materials on a Monday, then students should return their bingo sheet two Mondays from then, with a row of breakfasts completed.

At the end of the challenge, collect the completed and initialed bingo sheets from your students. Encourage participation – if more than half the students in your class take part in this initiative by returning their signed form to you, the class will be rewarded with (extra recess time, dance party, healthy food celebration).

And remember to have fun!

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Christmas

Delicious Decorations

Ingredients

- Nutritious dip (see the *Healthy Dips and Sauces* page for options)
- Water crackers or any whole wheate round crackers
- Colourful vegetables such as peas, peppers, and carrots
- Broccoli stems

Instructions

- Spread the nutritious dip on the crackers, top with colourful veggies like peas, dices peppers, carrot slices, and finish with a broccoli stem.



Frosty the Bagel

Ingredients

- Mini whole wheat bagel
- Nutritious dip (see the *Healthy Dips and Sauces* page for options)
- Baby carrots, celery, broccoli, and sliced red peppers
- Raisins, craisins, or dried cherries

Instructions

- Spread half a mini whole wheat bagel with a nutritious dip, then add a baby carrot nose, dried fruit for eyes, and a sliced red pepper mouth.
- For the earmuffs: curve a thinly sliced piece of celery along the top of the bagel and hold in place with a broccoli floret at each end. You may wish to use a toothpick to help secure it in the spot.



Snowman on a Stick



Ingredients

- Bananas
- Grapes
- Carrots
- Apples
- Bamboo skewers
- Raisins or craisins
- Pretzel sticks

Instructions

- For each snowman, you will need three thick slices of banana, a grape, a sliver of carrot, some raisins, and a triangular piece of apple. Tip: poke a hole in the apple piece with a bamboo skewer first to make assembly easier.
- Slide three slices of banana onto the skewer, followed by the apple and grape.
- Use the carrot slivers for the noses, raisins for eyes and buttons, and pretzel sticks for arms.

Mini Bagel Wreaths

Ingredients

- Whole wheat mini bagels
- Nutritious dip (see the *Healthy Dips and Sauces* page for options)
- Red, green, and yellow bell peppers

Instructions

- Cut mini bagels in half.
- Spread mini bagels halves with the nutritious dip.
- Finely dice the red, yellow, and green bell peppers and sprinkle them onto the bagel to create a holiday wreath.



Vegetable Tree



Ingredients

- Snap Peas
- Cheese (cheddar, mozzarella, Havarti, etc.)
- Pretzel Sticks

Instructions

- On a plate or small platter, arrange snap peas to form the tree's branches and use pretzels for the tree trunk.
- Slice a piece of cheese in the shape of a star and place it on the top of the tree.

Holiday Cucumber Cups

Ingredients

- Medium cucumbers
- Nutritious dip (see the *Healthy Dips and Sauces* page for options
- Chopped chives for garnish

Instructions

- Create decorative stripes on the sides of the cucumbers using a vegetable peeler or a citrus zester.
- Cut the cucumbers crosswise into 2.5 cm-thick rounds. Using a teaspoon or melon baller, scoop out the seeds to forma well, about 1cm deep, in each slice.
- Spoon about ½ tbsp of the nutritious dip into the wells of the cucumber cups, mounding it slightly.
- Sprinkle all the chopped chives.



Apple Cinnamon Wreaths



Ingredients

- Apples
- Cinnamon

Instructions

- Core apples and slice into thin circles.
- Preheat oven to 350°F and place apples evenly on a cookie sheet covered by parchment paper.
- Sprinkle cinnamon on the apple circles and place cookie sheet into the oven for 40 minutes. At 20 minutes flip the apple circles, add a little more cinnamon and place back into the over for remaining 20 minutes.

Vegetable Gift Basket



Ingredients

- Nutritious dip (see the *Healthy Dips and Sauces* page for options)
- Whole wheat bread baguette
- Carrots
- Celery
- Cucumber

Instructions

- Cut baguette on an angle and hollow out, or compress the center to create a cavern.
- Spoon approximately 2 tbsp of the nutritious dip into the cavern, and top with sliced vegetables.

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

HALLOWEEN

Apple Bites

Ingredients

- Apples
- Broken up banana chips OR almond slivers



Instructions:

1. Quarter and core an apple, cut a wedge from the skin side of each quarter, and press banana chips in place for teeth.
2. Note: If you are not going to serve the apple bites right away, baste the apples with orange juice to keep them from browning.

Carrot-Carved Pumpkin

Ingredients

- Nutritious dip (see the *Healthy Dips and Sauces* resource page for options)
- Baby carrots
- Crown of broccoli for the pumpkin stem
- Your choice of cucumber or other vegetables to create the mouth



Instructions:

1. On a large platter, organize the baby carrots or other vegetables of your choice into the shape of a pumpkin. Use small containers filled with dip to create the eyes.

Note: Try making other festive shapes with vegetables like a skeleton, spider, or a graveyard scene.

Eyeballs

Ingredients

- Carrots
- Nutritious dip (see the *Healthy Dips and Sauces* resource page for options)
- Pitted black olives, blueberries, or raisins



Instructions:

1. Slice carrots into one-inch-thick chunks, top each with the nutritious dip, and one half of a pitted black olive, raisin, or blueberry. Serve and enjoy!

Finger Food



Ingredients

- Nutritious dip (see the *Healthy Dips and Sauces* resource page for options)
- Carrots and other vegetables of your choice
- Banana chips or almonds

Instructions:

1. Fill a serving bowl with a nutritious dip.
2. Peel and cut carrots or other vegetables to create long goblin-like fingers.
3. Using a paring knife, cut a flat, shallow notch on the tip of each finger, then use dip to attach a banana chip or almond on each notch.
4. Place the goblin fingers into the dip, and serve with plenty of carrots and other vegetables for dipping.

Cheesy Fingers



Ingredients

- Mozzarella sting cheese
- Green bell pepper
- Nutritious dip (see the *Healthy Dips and Sauces* resource page for healthy options)

Instructions:

1. Using a paring knife, cut each string cheese in half. Then carve a shallow area for a fingernail just below the rounded end of each half.
2. Make knuckle joints by carving out tiny horizontal wedges of cheese (see image).
3. For the fingernails, slice a green bell pepper into small strips and stick them on as fingernail using the nutritious dip.

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Healthy Dips and Sauces

Tzatziki

Ingredients



- 3 cucumbers, English works best
- 1 tsp salt
- 2 cups plain yogurt, low fat
- 2-3 garlic cloves
- 1 tbsp vinegar
- ½ tsp lemon
- 2 tbsp olive oil
- ¼ tsp dried mint
- ¼ tsp dried dill

Instructions:

1. Peel cucumbers and scoop out seeds if desired. Grate cucumbers into a medium bowl, sprinkle salt over them, and mix well.
2. Allow to sit for about 30 minute. Squeeze out liquid that collects.
3. Mix cucumbers with remaining ingredients and chill in the refrigerator.

Serving Suggestions:
Serve with pita bread, whole wheat crackers, as a spread on sandwiches, or as a dip for fresh vegetables. It is also great on backed or boiled potatoes, yams, and with roasted vegetables.

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Creamy Hummus



Ingredients

- 1 can chickpeas, rinsed and drained
- 2 tbsp Lemon juice
- 2-3 garlic cloves
- ½ tsp cumin
- ½ cup fresh parsley

Instructions:

1. Place all ingredients into a food processor or blender.
2. Blend, adding a little water if necessary, to desired consistency.
3. Add salt and pepper to taste.

Serving Suggestions:
Serve with baked tortillas, as a spread on sandwiches, as a dip for fresh vegetables, or on toasted pita bread.

Egg Dip for Vegetables



Ingredients

- 4 hard-boiled eggs, peeled
- 1/3 cup plain yogurt, low fat
- 2 tbsp light mayonnaise
- 2 tbsp green onion, chopped
- 2 tsp fresh dill, chopped (or use ¼ tsp dried)
- 2 tsp fresh basil, chopped (or use ¼ tsp dried)
- 1 tsp dijon mustard
- cayenne pepper and garlic power to taste (optional)

Instructions:

1. In a food processor or blender, puree eggs.
2. Blend in yogurt, mayonnaise, onion, dill, basil, and mustard.
3. Season with salt, cayenne pepper, and garlic powder.
4. Refrigerate covered. Can be stored up to 3 days.

Serving Suggestions:
Serve with pita bread, whole wheat crackers, as a spread on sandwiches, or as a dip for fresh vegetables

Dilled Sour Cream Dip

Ingredients



- 1 cup sour cream, light or fat free
- 6 tbsp low fat mayonnaise
- 4 tbsp fresh dill, minced (or use 2 tsp dried dill weed)
- 2 tbsp fresh parsley, minced
- 2 tbsp green onion, minced
- 2 tbsp chili suace (or use ½ tsp dried chili flakes)
- 1 tsp dijon mustard
- 2 cloved garlic finely minced
- ½ tsp Worcestershire sauce

Instructions:

1. Combine all ingredients in a bowl.
2. Season to taste with salt and pepper.
3. Refrigerate until well-chilled.

Serving Suggestions:
Serve with roasted or boiled potatoes, whole wheat crackers like Ryvita, or with fresh vegetables.

Homemade Salsa



Ingredients

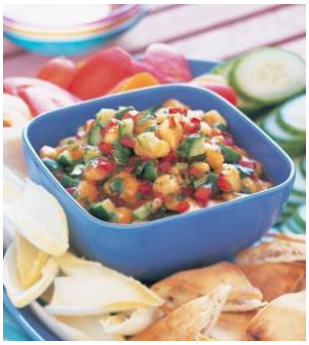
- 2 tomatoes, chopped
- ½ onion, chopped
- 1 green pepper, chopped
- 2 garlic cloves
- 6 jalapenos, fresh or from a jar
- 2 fresh ears of corn (or use 2 cans of corn)
- 1 cup black beans, canned, rinsed
- ¼ cup tomato paste, unsalted

Instructions:

1. Chop the tomatoes, onion, green pepper, garlic cloves, and jalapenos into tiny pieces.
2. Combine the chopped vegetables in a bowl. Add the tomato paste and mix well.

Serving Suggestions:
Serve with crispy pita bread, crispy baguette, or baked tortillas. Or use as a filling for fresh corn tortillas and wraps. Also delicious as a salad topper.

Cucumber Peach Salsa



Ingredients

- 2 cups firm, ripe peaches, diced and peeled
- 1 cup cucumber, diced (long English is best)
- ¾ cup red pepper, diced
- 1/3 fresh cilantro, chopped (use less if desired)
- 2 tbsp fresh lime juice
- 2 tbsp apricot preserves (or use chopped dried apricot)
- 1 tsp chopped canned chipotle chilies in adobo sauce (or use jalapeno peppers)

Instructions:

1. Combine all ingredients in a bowl. Season salsa at the end with a little salt and pepper if needed.
2. Refrigerate until well chilled. Stir before serving.

Serving Suggestions:
Salsa can be served as an accompaniment for grilled chicken or fish, serve with crispy pitas or baked tortillas, or as a filling for a wrap.

Roasted Eggplant Spread



Ingredients

- 1 medium eggplant
- 2 orange or red bell peppers, seeded
- 1 medium red onion, peeled
- 2 garlic cloves, minced
- 1 tbsp olive oil
- ½ tsp ground pepper
- ½ tsp salt
- 1 tbsp tomato paste

Instructions:

1. Preheat oven to 400F. Cut the eggplant, bell pepper, and onion into 1 inch cubes. Toss them in a large bowl with garlic, olive oil, salt and pepper. Spread them on a baking sheet and roast for 45 minutes, until the vegetables are lightly browned and softened. Toss once during cooking.
2. Allow to cool slightly.
3. Place the vegetables into a food processor, add the tomato paste, and pulse 3-4 times. The mixture should still have some texture left.

Serving Suggestions:
Serve with whole wheat French bread, whole wheat pita bread, use as a sandwich spread, or as a dip for vegetables.

Creamy Black Bean Dip



Ingredients

- 1 can black beans, rinsed and drained
- ½ cup salsa, mild or medium
- 3 tbsp fresh lime juice
- 2 tbsp canola oil
- 1 tbsp cilantro leaves, fresh, chopped
- 1 garlic clove
- ½ tsp ground cumin
- 1 container (12 oz.) sour cream, low fat
- 1 avocado, ripe, peeled, seeded and diced
- 1 tomato, medium
- 1 can olives, drained, and sliced
- 1 tbsp lime juice, fresh

Instructions:

1. Combine beans, salsa, lime juice, canola oil, cilantro, garlic, and cumin in a blender or small food processor and puree until smooth.
2. Place the mixture in 9-inch pie pan and spread evenly using the back of a spoon or spatula. Top with the remaining ingredients in the order listed. Garnish dip with sprig of cilantro.

Tip: Adding the lime juice at the end prevents the avocado from discolouring.

Serving Suggestions:
Serve as a dip for fresh vegetables or roasted vegetables, use as sauce for wraps or fresh corn tortillas. Or use as stuffing for chicken breasts.

Apple Cinnamon Fruit Dip



Ingredients

- 1 cup plain Greek yogurt, low fat
- ½ cup unsweetened apple sauce
- 1 tbsp honey
- ½ tsp vanilla extract
- ½ tsp cinnamon

Instructions:

1. Combine all ingredients in a small bowl and mix. Chill and serve.

Serving Suggestions:

Serve with sliced apples, strawberries, pineapples, melon, peaches or add a dollop on top of a fruit salad.

Poppy Seed Dip



Ingredients

- ½ cup plain yogurt, low fat
- 2 tsp lime juice
- 1 tbsp honey
- ½ tsp vanilla extract
- 1 tsp poppy seed

Instructions:

1. Combine all ingredients in a small bowl and mix. Chill and serve.

Serving Suggestions:

Serve with fruit cubes. Drizzle it on fruit kabobs.

Nut Butter Fruit Dip



Ingredients

- 16.5 oz plain Greek yogurt, low fat
- ¼ cup peanut butter, almond butter, or legume butter
- 1 Tbsp honey (optional)
- ½ tsp vanilla extract

Instructions:

1. Combine all ingredients in a small bowl and mix. Chill and serve.

Serving Suggestions:

Serve with sliced bananas, apples, and any other fruit in season.

Pumpkin Dip Recipe

Ingredients



- ½ cup cream cheese, low fat, softened
- 15 oz. canned or fresh pumpkin
- ½ cup plain Greek yogurt, low fat
- ¾ cup brown sugar
- 3 tsp pumpkin pie spice (or a mix of nutmeg and cinnamon)
- 1 tsp vanilla extract
- ½ ground ginger
- ¼ cup maple syrup (optional)

Instructions:

1. In a large bowl beat the cream cheese and sugar. Gradually add the pumpkin, pie spice, vanilla, and ginger. Beat everything until smooth.
2. Chill and serve.

Serving Suggestions:
Serve with sliced apples and pears or it can be used as a spread on whole wheat toast.

Brownie Batter Dip

Ingredients



- 1 can chickpeas or black beans, drained, and washed
- 3 tbsp cocoa powder
- 2 tbsp milk
- ¼ cup nut butter, any of your choice (or ¼ cup canola oil)
- 3 tsp vanilla extract
- 1/8 tsp salt
- ½ cup maple syrup or brown sugar

Instructions:

1. Combine all ingredients in a food processor and blend until very smooth.
2. Chill and serve.

Serving Suggestions:
Serve with strawberries, blackberries, or sliced fruit. Or use it as icing on a muffin.

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Spring Celebrations

Flower Power

Ingredients

- Carrots
- Celery stalks
- Nutritious dip (see Healthy Dip handout for healthy options)



Instructions

Select and prepare a dip from the Healthy Dip handout (healthy holiday celebrations resource webpage).

Pour dip into a small white or clear bowl.

Arrange carrot sticks around the bowl to create the flower petals.

Carrot Bags

Ingredients

- Clear plastic baggies (sandwich size)
- Goldfish crackers (preferably cheddar and made from whole grain)



Instructions

Fill a baggie with goldfish crackers and tie it with a green twist tie in the shape of a carrot. You can also substitute crackers for baby carrots.

Spring Fruit Basket



Ingredients

- Wide variety of fresh fruits
- A large basket
- Green leafy lettuce

Instructions

Cover the large basket with a layer of green leafy lettuce.

Dice fruit into smaller-sized bites and decorate the basket with all the colourful pieces.

Bunny Bread Bowl



Ingredients

- Long, whole wheat baguette
- A large, circular bread loaf for the bread bowl
- A small, circular bread loaf for the bunny's head
- Raisins & celery strips
- Nutritious dip (see Healthy Dip handout for options)

Instructions

Cut the long whole wheat baguette in half, to be used as the ears.

Hollow out a hole in the large circular bread loaf to create the bunny's tummy. Should be large enough to hold about one cup of dip.

Pour nutirious dip into the bunny's tummy.

Arrange raisins and celery strips on the small circular bread load to create eyes, nose, whiskers

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Easter Chick Skewers



Ingredients

- Cherry tomatoes
- Soft, low-fat mozzarella balls
- Peppercorns, poppy seeds, or raisins
- Carrot bits
- Bamboo skewers

Instructions

Pierce a cherry tomato on the skewer, followed by a mozzarella ball, and another cherry tomato.

Decorate the mozzarella ball with poppy seeds, peppercorns, or raisins for eyes tiny carrot bits for beaks.

Repeat this process for as many skewers needed.

Edible Easter Bunny



Ingredients

- Bananas
- Hard-boiled eggs
- Low-fat, dry curd cottage cheese
- Carrots
- Rasins

Instructions

On a large plate, place about 1/3 cup of cottage cheese onto the bottom half of the plate to create the outline on the bunny's face.

Hard boil an egg, let it cool, peel it, and slice it in half. Use for the bunny's eyes, topping them with raisins.

Peel and cut a large banana in half. Use as the bunny's ears and attach them to the upper section of the cottage cheese.

Easter Egg Surprise



Ingredients

- 12 colorful plastic Easter eggs that easily open
- An egg carton to hold the eggs
- Your choice of healthy snacks (i.e. grapes, strawberries, cheese, whole wheat crackers, almonds, and cherry tomatoes)

Instructions

Fill the colorful Easter eggs with your healthy snack ideas.

Close the eggs and place them in a carton, so there will be a surprise with every egg!

Note: you might also want to try placing fun physical activity descriptions inside the eggs to mix things up and get active!

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

St. Patrick's Day

Rainbow Fruit Skewers

Ingredients

- Assorted fruits (strawberries, melons, pineapple, kiwi, blueberries, red grapes)
- Skewers



Instructions

- Wash and cut fruit to appropriate size for children.
- Skewer the fruit, and enjoy!

Kiwi Shamrocks

Ingredients

- Kiwi
- Clover-shaped cookie cutter

Instructions

- Peel kiwi and slice.
- Using a mini clover-shaped cookie cutter, stamp out shamrocks from kiwi slices.



Irish Flag Kabobs



Ingredients

- Carrots
- Green pepper
- Cauliflower
- Tooth picks

Instructions

- Cut vegetables into small, long pieces.
- Place 2 pieces of carrot on toothpicks, then 1 piece of cauliflower, and then a piece of pepper.

Shamrock Green Peppers



Ingredients

- Green peppers

Instructions

- Slice a green pepper widthwise; it will reveal a shamrock or lucky four-leaf clover shape.
- Slice another pepper lengthwise to create stems.
- Put the two together on the plate when serving.

Leprechaun Hats



Ingredients

- Cucumber
- Yellow bell pepper
- Honey
- Small square cutter

Instructions

- Cut cucumbers into 1-inch cylinders . One cylinder makes 2 hats.
- Stand your cucumber cylinders up, and cut down the middle. Lay them cut- side down. Those are the tops of the hats.
- Use the rest of your cucumber to cut cucumber sticks to be the lip of your hats. Cut a cucumber cylinder larger than your top hat cylinder. Cut those in half, and then cut to make cucumber sticks.
- Cut a few squares out of yellow bell pepper.
- Use a knife to cut some strips of cheese.
- Assemble the hats: you need half a cucumber cylinder, one cucumber stick, one yellow bell pepper square and one piece of cheese. You can use a little bit of honey or agava nectar to glue down the cheese and bell pepper.

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Valentine's Day

Cupid's Strawberry Heart

Ingredients

- Strawberries
- Vanilla yogurt



Instructions

- Wash strawberries and cut off stems.
- Dip strawberries (halved or whole) in yogurt. Put strawberries on a sheet pan lined with parchment or wax paper. Freeze until yogurt hardens.

Mini Heart-Shaped Strawberry Sandwiches



Ingredients

- 100% whole wheat bread
- Vanilla yogurt
- Strawberries

Instructions

- Wash strawberries and cut off stems.
- Cut bread into small heart-shaped pieces using a heart-shaped cookie cutter and cut strawberries in half.
- Place approximately 1-2 tsp of yogurt on bread, and top with strawberries

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Eat Your Heart Out



Ingredients

- Various vegetables and fruit

Instructions

- Using a small heart-shaped cookie cutter, see how many different healthy foods you can create! Carrots, kiwi, pineapple, whole wheat bread, apples, and bell peppers are a few good examples.

Cupid's Arrow



Ingredients

- Seedless watermelon
- Cantaloupe
- Honeydew melon
- Small heart-shaped cutter
- Small triangle-shaped cutter
- 6-inch bamboo skewers

Instructions

- Slice fruit into ¼-inch thick slices. Use the heart cutter to create heart shapes out of the watermelon and cantaloupe. Use the triangle-shaped cutter to cut a piece of honeydew melon. Cut another piece of honeydew into a V-shape using a knife.
- Skewer the fruits as shown in the picture, and enjoy!

Fresh Fruit Pops

HYPERLINK "http://q1oqf5v1kj-flywheel.netdna-ssl.com/wp-content/uploads/2015/02/fruit-pops.jpg"

Ingredients

- Strawberries
- Bananas
- Vanilla yogurt
- Granola
- Popsicle sticks

Instructions

- Cut green tops off of strawberries and cut each banana into 5 chunks.
- Skewer the strawberries (through the tip end) and the bananas with the popsicle sticks.
- Dip the strawberries and bananas into the yogurt followed by granola.

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Healthy Christmas Snack Ideas



School holiday celebrations provide a unique opportunity to make healthy eating fun and exciting for children. As an APPLE School, we want to serve food that tastes good, is nutritious, and provides students with positive education experiences.

When sending food to school for your child's holiday party, please consider sending some fun AND nutritious foods! To get you started, here are some examples:

- Air-popped popcorn or pretzels
- Baked chips or multigrain tortillas with salsa
- Mix sparkling water with 100% cranberry juice
- Whole grain bagels, cut into quarters, spread with hummus, and topped with fresh vegetables
- Cheese and crackers with an apple slice. Aim for while wheat crackers
- Angel food cake with fresh fruit as a topping
- Fruit salad or fruit tray (use red, green, and white fruits to be festive) with vanilla yogurt as the topping
- Festive muffins made with whole grain flour. Keep the portion small
- Anything on a stick – veggie or fruit kabobs are always fun.
- Christmas smoothies: blend raspberries and kiwi with vanilla yogurt and ice
- Bakes whole wheat pita triangles with hummus for dipping
- Choose cookies with whole grains and dried fruit (e.g., oatmeal and raisin)

Tip: You can reduce the fat in your Christmas baking by replacing about half the butter or margarine with unsweetened apple sauce or vegetable oils. Add dried fruit or replace white flour with whole wheat.

Red, white, and green add holiday flair, so try making a festive veggie or fruit tray, or salad, using these colourful suggestions:

RED	WHITE	GREEN
Fruits	**Fruits**	**Fruits**
Blood Oranges	Bananas	Avocados
Cherries	Brown Pears	Green Apples
Cranberries	Dates	Green Grapes
Pink/Red Grapefruit	White Nectarines	Green Pears
Pomegranates	White Peaches	Honeydew Melon
Raspberries	**Vegetables**	Kiwifruit
Red Apples	Cauliflower	Limes
Red Grapes	Mushrooms	**Vegetables**
Red Pears	Parsnips	
Strawberries	Shallots	Artichokes
Red Watermelon	Turnips	Asparagus
Rhubarb	White Corn	Broccoli
Vegetables	White onions	Celery
Beets		Cucumbers
Red Peppers		Green Beans
Radishes		Green Cabbage
Red Leaf Lettuce		Green Leaf Lettuce
Red Onions		Green Onions
Tomatoes		Green Bell Pepper
		Leafy Greens

		🎬 Peas 🎬 Romaine Lettuce 🎬 Snow Peas 🎬 Spinach 🎬 Sugar Snap Peas 🎬 Zucchini

APPLE Schools

HEALTHY HOLIDAY CELEBRATIONS

Heart Healthy Party Foods

School holiday celebrations provide an opportunity to make healthy eating fun and exciting for children. As an APPLE School, we want to serve food that tastes good, is nutritious, and creates positive experiences for students.

When planning for your classroom's Valentine's Day party, consider serving some fun AND nutritious foods!



Here are some examples to get you started:

- Air-popped popcorn or pretzels
- Baked chips or multigrain tortillas with salsa
- Mix sparkling water with 100% cranberry juice
- Cheese and whole wheat crackers with an apple slice
- Angel food cake with fresh fruit as a topping
- Fruit salad or fruit tray (use red, pink, and white fruits to be festive) with vanilla yogurt as the topping
- A vegetable tray arranged into a heart design.
- Festive muffins made with whole grain flour. Keep the portion small
- Veggie or fruit kabobs are always fun
- Valentine's Day smoothies: blend yogurt, strawberries, bananas and frozen blueberries together
- Baked whole wheat pita triangles with hummus for dipping
- Have a red, pink and white vegetable and fruit taste-test! Have students pick a variety of vegetables and fruit to try or keep it a secret until the big day!

Tip: You can reduce the fat in your Valentine's Day baking by replacing about half the butter or margarine with unsweetened apple sauce or vegetable oils. Add dried fruit or replace white flour with whole wheat.

Red and white add holiday flair, so try making a festive veggie or fruit tray, or salad, using these colourful suggestions:

RED	WHITE
Fruits Blood Oranges Cherries Cranberries Red/Pink Grapefruit Pomegranates Raspberries Red Apples Red Grapes Red Pears Strawberries Red Watermelon Rhubarb **Vegetables** Beets Red Peppers Radishes Red Leaf Lettuce Red Onions Tomatoes	**Fruits** Bananas Pears White Nectarines White Peaches **Vegetables** Cauliflower Mushrooms Parsnips Shallots Turnips White Corn White onions

Enjoy a heart healthy Valentine's Day party using these fun ideas:

- Instead of focusing on candies and chocolates, infuse your Valentine's Day celebration with **artwork and crafts**! Have students make crafts like heart hats or crowns, or special **Valentine's Day cards** for parents, grandparents, or other family members.

- Focus on concepts **of friendship, respect, and appreciation** for others, and encourage students to make these pillars an important part of their daily lives. Have a **good deed day** on Valentine's Day, where students are encouraged to **show random acts of kindness** to others.

- February is Heart Month! Go to the Heart and Stroke Foundation's website to get lesson plans to teach students about **keeping their hearts healthy and strong**!

- Have students **dress up** in red and pink. Challenge other classes to do the same.

- An alternative to candy-grams is to have students **write one positive comment** about each classmate on a heart-shaped paper and pass them out on Valentine's Day. This is both a healthy and inclusive option for the students.

Chapter eleven

School Resources



Creating a Positive Food Environment in Schools

Students spend a large portion of their day at school, and creating a positive school food environment helps them learn, play, and grow. Schools should be a place that makes it easy for students to eat well and encourages students to develop a positive relationship with food.

What is the School Food Environment?

The school food environment includes components that are within your control such as the foods that are offered and sold at school, the language used to talk about food, and other elements that often involve food within your school such as rewards, celebrations, and fundraisers.

This resource provides tips to address these components to help create or maintain a positive food environment within your school.



Offer and sell foods that meet the policy and guidelines

Many schools offer or sell meals and snacks to students throughout the day, which presents an opportunity to provide a variety of foods from Canada's Food Guide. When offering or selling food at school, refer to the two documents below that apply to the school setting in Ontario:

1. **School Food and Beverage Policy (PPM-150)**
   - Applies to all food and beverages **sold** to students at school
   - Based on the previous version of Canada's Food Guide (2007)
   - Last updated in 2011
   - Will be updated in the future - stay tuned!
2. **Student Nutrition Program (SNP) Guidelines**
   - Applies to all food and beverages **offered** to students at school, as part of a Student Nutrition Program (e.g., breakfast or snack program)
   - Based on the current Canada's Food Guide (2019)
   - Last updated in 2020

It is suggested to use the SNP guidelines for all food and beverages **sold and offered** in schools, as they are current and more comprehensive from a nutritional standpoint. See pages 34-39 in the SNP Guidelines for meal and snack ideas. It should, however, be noted that school administrators must continue to follow, at a minimum, PPM-150 for items **sold** in schools.

The PPM 150 and SNP Guidelines are meant to be used **for adults making decisions about food offered or sold to students in the school setting**. They should **not** be used to support student food and nutrition education or to comment on food brought from home. Deciding what to pack in a lunch is the caregivers'/parents' or student's responsibility, depending on age and ability. For more information, see the resources *Nurturing Healthy Eaters in* Elementary Schools and Secondary Schools.

Provide an appropriate eating environment

Ensure students have enough time to eat within the school's set meal and snack times. At least 20 minutes for meals is ideal. Minimize distractions, such as screen time (e.g., tablet, television, smart board), which can support students in being mindful of their hunger and fullness cues.

Adopt neutral language when talking about food



Talking about food in a neutral way can help students maintain a positive relationship with food. Labelling foods as "healthy" or "unhealthy", "good" or "bad", or "treats" or "junk food" can make some foods seem more desirable than others and create feelings of being "good" or "bad" based on what we eat. Instead, call food by its name (e.g., broccoli, candy, hamburger, apple, or cookie). Describe foods based on features like colour, texture, and flavour.

Promote positive body image

Recognize that bodies come in all different shapes and sizes. We cannot determine a person's health by their body shape or size. Keep conversations free of "diet talk" and teach students about body diversity and accepting, respecting, and celebrating our bodies. Avoid commenting negatively on your own body or the bodies of others, as well as imposing personal views about food or dieting practices (e.g., "I don't eat dairy so students shouldn't either"). For more information, see the resource Mental Health and Weight Bias in Schools.

Involve students in preparing and growing food

The more students are exposed to a variety of foods, the better. Growing and preparing food helps increase students' interest in eating foods from Canada's Food Guide and can help promote mental well-being by building confidence and self-esteem.

Consider rewarding students with non-food items/activities

Rewards are commonly used to recognize achievements or to manage behaviour, and often involve food. When food is used as a reward, it can create lifetime habits of rewarding oneself with food, and places certain foods on a pedestal. Consider rewarding students with positive recognition, extra outdoor time, or other non-food items.

Fundraise and celebrate with non-food items or foods from Canada's Food Guide.

Movement, music, and special activities are an important part of celebrations. Consider hosting a dance party or special craft activity to celebrate, and fundraising with items such as greeting cards, plants or local fruits and vegetables.

Support from a Public Health Dietitian is also available to review your school's food environment using a comprehensive school health approach. Contact your local health unit for more information.

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ODPH Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

bright bites

La création d'un environnement alimentaire positif dans les écoles

Parce que les élèves passent une grande partie de leur journée à l'école, la création d'un environnement alimentaire positif à l'école les aide à apprendre, jouer et croître. Les écoles devraient représenter un endroit où les élèves peuvent facilement manger bien et être encouragés à développer une relation positive avec la nourriture.

Qu'est-ce qu'un environnement alimentaire en milieu scolaire?



L'environnement alimentaire en milieu scolaire comprend les éléments qui sont sous votre contrôle, tels que les aliments offerts et vendus à l'école, le langage utilisé pour parler de l'alimentation et d'autres choses souvent associées aux aliments dans votre école, comme les récompenses, les célébrations et les collectes de fonds.

Cette ressource fournit des conseils pour prendre ces éléments en charge dans le but de créer ou maintenir un environnement alimentaire positif dans votre école.

Offrir et vendre des aliments conformes à la politique et aux lignes directrices

De nombreuses écoles offrent ou vendent des repas et des collations aux élèves pendant la journée, donnant ainsi l'occasion de fournir une variété d'aliments du Guide alimentaire canadien. Pour offrir ou vendre de la nourriture à l'école, consulter les deux documents ci-dessous qui s'appliquent au milieu scolaire en Ontario :

1. **La Politique concernant les aliments et les boissons dans les écoles (NPP 150)**
   - S'applique à tous les aliments et les boissons **vendus** aux élèves dans les écoles
   - Selon la version précédente du Guide alimentaire canadien (2007)
   - Dernière mise à jour en 2011
   - Sera actualisée dans le futur – restez à l'écoute!
2. **Les lignes directrices du Programme d'alimentation saine pour les élèves (PASE)**
   - S'appliquent à tous les aliments et les boissons **offerts** aux élèves dans les écoles, dans le cadre du Programme d'alimentation saine pour les élèves (ex. un programme de déjeuner ou de collation)
   - Selon la version courante du Guide alimentaire canadien (2019)
   - Dernière mise à jour en 2020

Il est suggéré d'utiliser les lignes directrices du PASE pour tous les aliments et boissons vendus et offerts dans les écoles, car elles sont à jour et plus complètes d'un point de vue nutritionnel. Consulter les pages 36 à 41 des lignes directrices du PASE pour des idées de repas et de collations. Il convient toutefois de noter que les administrateurs scolaires doivent continuer à suivre, au moins la NPP 150 pour les aliments vendus dans les écoles.

La NPP 150 et les lignes directrices du PASE sont destinées à être utilisées par les adultes qui prennent des décisions concernant les aliments offerts ou vendus aux élèves dans le cadre scolaire. Elles ne doivent pas être utilisées pour soutenir l'éducation alimentaire et nutritionnelle des élèves ni pour faire des commentaires sur les aliments apportés de la maison. Les tuteurs ou les parents, ou l'élève selon son âge et sa capacité, sont responsables de choisir ce qui sera mis dans la boîte à dîner. Pour de plus amples renseignements, consulter les ressources Favoriser une saine alimentation dans les écoles élémentaires et les écoles secondaires.

Fournir un environnement alimentaire approprié

S'assurer que les élèves ont suffisamment de temps pour manger à l'heure des repas et des collations fixée par l'école. L'idéal est au moins 20 minutes pour les repas. Minimiser les distractions, telles que le temps passé devant un écran (ex. tablette, télévision, tableau intelligent), cela peut sensibiliser les élèves à leurs signaux de faim et de satiété.

Adopter un langage neutre pour parler de nourriture

Parler de nourriture d'une manière neutre peut aider les élèves à maintenir une relation positive avec la nourriture. Étiqueter les aliments comme « sains » ou « malsains », « bons » ou « mauvais », ou « friandises » ou « malbouffe » peut rendre certains aliments plus attrayants que d'autres, et nous faire sentir « bons » ou « mauvais » selon ce que nous mangeons. Appeler plutôt les aliments par leur nom (ex. brocoli, bonbon, hamburger, pomme ou biscuit). Décrire les aliments en fonction de caractéristiques telles que la couleur, la texture et la saveur.



Promouvoir une image corporelle positive

Reconnaître que les corps se présentent sous différentes formes et tailles. On ne peut pas déterminer la santé d'une personne par la forme ou la taille de son corps. Garder les conversations exemptes de « discours sur les régimes » et enseigner aux élèves la diversité corporelle et l'acceptation, le respect et la célébration de son corps. Éviter de faire des commentaires négatifs sur son propre corps ou sur le corps des autres, ainsi que d'imposer des opinions personnelles sur les pratiques alimentaires ou diététiques (ex. « Je ne mange pas de produits laitiers, donc les élèves ne devraient pas non plus »). Pour plus d'information, consulter la ressource Santé mentale et préjugés liés au poids à l'école.

Faire participer les élèves à la préparation des aliments et au jardinage

Plus les élèves sont exposés à une variété d'aliments, mieux c'est. Cultiver et préparer des aliments aide à accroître l'intérêt des élèves à consommer des aliments du Guide alimentaire canadien et peut aider à promouvoir le bien-être mental en renforçant la confiance et l'estime de soi.

Envisager de récompenser les élèves avec des articles/activités non alimentaires

Les récompenses sont couramment utilisées pour reconnaître les réalisations ou pour gérer le comportement, et sont souvent présentées sous forme de nourriture. Lorsque la nourriture est utilisée comme récompense, elle peut créer des habitudes de vie qui incluent se récompenser avec de la nourriture et placer certains aliments sur un piédestal. Il pourrait être préférable d'utiliser une récompense qui prend la forme d'une reconnaissance positive, de temps supplémentaire à l'extérieur ou d'autres articles non alimentaires.

Ramasser des fonds et célébrer à l'aide d'articles non alimentaires ou des aliments du Guide alimentaire canadien.

Le mouvement, la musique et les activités spéciales sont un élément important des célébrations. Envisagez d'organiser une soirée dansante ou une activité artisanale spéciale pour célébrer, ou considérez ramasser des fonds avec des articles tels que des cartes de souhaits, des plantes ou des fruits et légumes locaux.

Le soutien de la part d'une diététiste en santé publique est également disponible pour examiner l'environnement alimentaire de votre école en utilisant une approche globale de la santé en milieu scolaire. Contactez votre bureau de santé local pour de plus amples renseignements.

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ODPH Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

bouchées brillantes

Design healthy eating spaces

This information is part of a series to help you take action on school wellness. Use it to spark your imagination and adapt it to suit your school community. Find more ideas and tips at schools.healthiertogether.ca.

What's it about?

This strategy draws attention to factors beyond food and drink that influence healthy eating patterns at school. It involves taking a critical look at the physical space, time, and social culture of school meals, then making changes informed by best practice.

With small shifts in design, you can make it easier for students to focus on their food, and transform school meals into an experience they look forward to and enjoy.

> **Healthy eating is more than the foods you eat. It's also about where, when, why, and how you eat.**
>
> **~** ***Canada's food guide***

What's involved?

Design pleasant eating spaces

Use the school spaces you have to provide a comfortable and pleasant eating experience for students. Consider use of traditional spaces (like cafeterias or classrooms) and alternative spaces (like outdoor classrooms, learning commons, studios, and gyms). These spaces have the potential to support healthy eating if they:

- Are well maintained and clean
- Have access to facilities for hand washing and sanitizing
- Are safe and accessible for all, including students with mobility challenges and food allergies

Bonus: Try to offer a variety of seating options—not everyone is comfortable with a single set up. For example, give students the chance to use different eating spaces or seating options each day or week.

> **Make eating spaces part of your school's routine cleaning schedule. Try these tips for cleaning and disinfection of public facilities.**

Consider when students eat at school

If you can, build some flexibility into when students eat at school. This is especially important for younger students who may find it hard to wait for scheduled times to eat.

Try to provide at least 20 minutes for students to eat lunch. Remember, the clock starts only after students have washed their hands, gathered or purchased their food, and taken a seat.

- Have younger students head outside for unstructured play and social time before they eat—it's shown to help kids focus on their food and reduce waste, and may improve behaviour. Learn more with the Reverse lunch toolkit: Play before lunch!
- For older grades, connect with students about what works for them. They may have creative ideas about how to limit time spent transitioning in the hallways, waiting in line to buy food, or finding a space to eat their meal.

Keep it positive

For some students, eating at school can be an overwhelming or challenging experience. Use these tips to improve the social atmosphere at lunch (while also boosting the likelihood they'll eat):

- Engage students about the design of eating spaces and the changes they'd like to see—for example, they can design murals or create artwork for eating spaces.
- Limit electronic distractions like phones, tablets, or movies during school meals. Instead:
    - Use conversation prompts or trivia questions to encourage discussion
    - Read out loud or play audiobooks
    - Set up lunch playlists
- Limit loud sounds (like whistles and bells) to help encourage conversation.
- At least once in a while, encourage students to sit with different peers.

Make water the drink of choice

Use design concepts to promote drinking water throughout the school day. Try these proven actions:

- Encourage students to bring reusable water bottles from home, and keep them handy in the classroom.
- Provide easy access to water refill stations.
- Designate time for water breaks during the school day.
- Use posters and visual prompts to remind students and staff to drink water. Try the Drink water, if thirsty poster from AHS.

How it connects

Design features have been shown to influence the likelihood that students will drink water and eat healthy food (like vegetables and fruit) when they have the opportunity at school.

They're an important part of the healthy food environment, a component of the comprehensive school health framework.

> **Get inspired with Nature and design, a story of how one Alberta school community transformed their healthy eating space.**

You might also like these related topics:

- Focus on food literacy
- Go beyond food
- Market healthy food and drink

Resources

Creating healthy eating environments in schools
Alberta Health Services

Healthy eating poster series
Alberta Health Services

Reverse lunch toolkit: Play before lunch
Alberta Health Services

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Go beyond food

This information is part of a series to help you take action on school wellness. Use it to spark your imagination and adapt it to suit your school community. Find more ideas and tips at schools.healthiertogether.ca.

What's it about?

This strategy uses food-free alternatives to transform school traditions involving unhealthy food, like hot dog lunches, candy rewards, or bake sale fundraisers. It encourages us to creatively re-shape classroom celebrations and promote a healthy school culture.

By letting go of food-based school traditions, you can make it easier for students with food allergies, religious or cultural food restrictions, or financial barriers to participate fully in classroom and school experiences.

What's involved?

Celebrate in creative ways

Get creative when it comes to food-free theme days, cultural events, and class milestones. Try music, art, physical activity, and other relationship-building activities. Here are some great alternatives for food-free seasonal celebrations:

- Story-writing activities for Halloween
- Traditional games or dances to mark significant cultural dates
- Friendly neighbourhood snow-shoveling during winter months
- Random acts of kindness for Valentine's Day
- Outdoor active experiences in spring, like track and field events or community walks

Try non-food rewards

If you use rewards to recognize student achievement, offer non-food options like:

- Words of praise and encouragement
- Certificates or awards of recognition
- Small non-food items, like stickers, stamps, erasers
- Extra time outside to socialize, play a game, or try a sport
- Leadership opportunities in the classroom or school

Fundraise the healthy way

Fundraise for school-based activities or charitable causes without resorting to sales of unhealthy foods. Instead try:

- Book fairs or student art auctions
- Pledge-based activities like read-a-thons or walk-and-wheel-a-thons
- Sales of non-food products like plants and flowers, coupon books, gift cards, or school spirit items (like school water bottles, reusable lunch bags, or sport gear)

How it connects

Going beyond food reinforces healthy eating across the key components of the comprehensive school health framework—social and physical environments, policies, partnerships, and teaching and learning practices.

> **Get inspired with The power of a nutrition procedure! Find out how non-food rewards are a key part of Rocky View Schools' framework for supporting healthy eating.**

You might also like these related topics:

- Focus on food literacy
- Market healthy food and drink
- Put nutrition policy in place

Resources

Healthy school fundraising
Alberta Health Services

Hosting healthy sporting events e-toolkit
Ever Active Schools

Special lunch days
Alberta Health Services

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Grow love for vegetables and fruit

This information is part of a series to help you take action on school wellness. Use it to spark your imagination and adapt it to suit your school community. Find more ideas and tips at schools.healthiertogether.ca.

What's it about?

This strategy gives centre stage to some of the healthiest food around: vegetables and fruit. It's about recognizing produce as an important part of school meal and snack programs, and getting students involved in opportunities to grow food at school. These are science-based ways of helping students to see vegetables and fruit as tasty and nutritious foods for every day.

Bonus: Once firmly rooted, your students' love for vegetables and fruit can last a lifetime.

What's involved?

Boost your school food program

If your school has a breakfast or lunch program, incorporate vegetables and fruit into every meal. Or if you're new to school food programming, start with a snack program on a daily, weekly, monthly, or seasonal basis. These programs are a great way to boost students' intake of vegetables and fruit, and to support a school culture where produce is appreciated and enjoyed. Here are some tips:

- Serve whole fruit like apples, bananas, or oranges.
- Portion no-prep veggies (like baby carrots, sugar snap peas, or cherry tomatoes) into small compostable containers or bags for easy distribution.
- Offer single servings of unsweetened apple sauce, fruit salad, or veggie and fruit-based smoothies.
- Incorporate vegetables and fruits grown locally (like wild berries, root and leaf vegetables and dried fruits) and prepared using Indigenous methods.
- In the winter, offer frozen or canned vegetables or fruit.

- Serve produce with healthy dip options, like pre-packaged hummus, tzatziki, or yogurt-based fruit dip.
- Take part in fun events or class challenges that promote vegetables and fruit, like “crunch days” or celebrations based on eating a variety of colours.

> **Vegetables for breakfast? Why not!**
>
> **For tips to boost your breakfast program with vegetables and fruit, check out our School Breakfast Program Toolkit.**

Get growing

Find ways for students to get involved in seeding, planting, weeding, or harvesting their own vegetables or fruit. Some Alberta schools have had success with models like:

- Outdoor school gardens (or partnerships with nearby community gardens)
- Edible schoolyard projects
- Learning about Indigenous gardening practices (with sacred plants used for food, medicine, or spiritual purposes)
- Indoor container gardens or tower gardens
- Seed kits sent home with students
- Partnerships with nearby farms (both urban and rural)
- Learning from local chefs and Elders about food preservation, like drying fruit or meat

How it connects

When students are exposed to vegetables and fruit through school, they become more familiar with produce, more willing try it, and more likely to eat it. They also encourage family members at home to do the same.

As well, young people who learn to love vegetables and fruit are likely to make healthy food choices into adulthood.

> **Get inspired with Growing passion and purpose, the story of how one Alberta school community produces a large portion of their cafeteria's fresh organic food—everything from vegetables and herbs to lemons, pineapples, and figs.**

You might also like these related topics:

- Focus on food literacy
- Market healthy food and drink
- Put nutrition policy in place

Resources

Agriculture education K-12 resource
Government of Alberta

Community school gardens
University of Alberta

School breakfast program toolkit
Alberta Health Services

Snack on fruit (poster)
Alberta Health Services

Snack on vegetables (poster)
Alberta Health Services

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Nutrition Services, Population and Public Health

A Guide to Offering Healthy Food and Drinks in Schools

Use this chart to help you find food and drinks based on the Alberta Nutrition Guidelines for Children and Youth (ANGCY)*. This resource is for food purchasing and food provision only and is not intended to be used as guidance for individual students or their families.

Food Item	Offer Most Often	Offer Sometimes	Offer Least Often
Vegetables	• Fresh, frozen, or canned • Prepared with healthy cooking methods (grilled, steamed, baked, roasted, stir-fried, sautéed, or poached)	• Baked, commercial potato or sweet potato fries, wedges, or hash browns • 100% dried or baked vegetable snacks with added salt • With added fat or sauces	• Deep-fried potato or sweet potato fries, wedges, or hash browns • Deep-fried vegetables • Pickled vegetables
Fruit	• Fresh, frozen, dried, or pureed (sauces) with no added sugar • Canned in water or juice	• Fresh, frozen, dried, or pureed sauces with added sugar • Canned in syrup	• Frozen desserts or snacks made with fruit juice (sorbet, gummies, or gelatin desserts) • Dried fruit with a chocolate or yogurt coating
Grains	Products with whole grains as the first ingredient: • Bread products, crackers, pasta, and noodles • Cereal with ≤10 grams of sugar per ¾–1 cup (175–250 mL) serving • Pancake, waffle, muffin or granola bar, or cookie with ≤10 g of sugar in a 35 g serving • Cooked whole grains (quinoa, brown or wild rice, cornmeal, oats, bulgur, couscous, or barley)	Products with non-whole grains as the first ingredient: • Bread products, baked crackers, pasta, and noodles • Cereal with 11–16 g of sugar per ¾–1 cup (175–250 mL) serving • Pancake, waffle, muffin granola bar, or cookie with 11–16 g of sugar in a 35 g serving • Non-whole grains such as white rice or rice noodles, or white pasta made with durum wheat • semolina	• Deep fried bread products, or crackers • Pasta, rice, or rice noodle products that have been seasoned with salt • Cereal with >16 g sugar per ¾–1 cup (175–250 mL) serving • Pancake, waffle, cookie, muffin, or granola bar with >16 g of sugar in a 35 g serving • Instant noodles
Nuts, Seeds, Beans, and Lentils	• Canned or dried beans, peas, and lentils • Tofu, soybeans, and edamame with no added salt • Nuts and seeds with no added fat, salt, or sugar • Nut and seed butters	• Nuts and seeds with added salt, fat, or sugar • Meat alternatives with added salt or fat (burger, hot dog, ground meat, or deli meat)	• Canned beans with added fat or sugar (baked beans) • Flavoured nut spreads with added sugar (chocolate, hazelnut, caramel, or other flavours) • Nuts and seeds roasted or deep-fried in oil • Dessert tofu
	• Refried beans, hummus, and bean-based dips. Read labels when purchasing and select lower sodium options as possible. If preparing on site, use recipes with little or no sodium.		
Dairy and Alternatives	• Milk, kefir, cottage cheese or yogurt with no added sugar • Cheese and cheese strings with ≤20% M.F. • Fortified cheese alternative • Fortified soy, pea, or chickpea beverage with no added sugar • Fortified plant-based yogurt with no added sugar (soy, almond, or coconut)	• Milk, kefir, cottage cheese or yogurt with added sugar • Cheese and cheese strings with >20% M.F. • Fortified soy, pea, or chickpea beverage with added sugar • Fortified plant-based yogurt with added sugar (soy, almond, or coconut)	• Cream cheese • Processed cheese spreads • Processed cheese slices

Food Item	Offer Most Often	Offer Sometimes	Offer Least Often
Meat, Poultry, Fish, and Eggs	Prepared with healthy cooking methods (grilled, steamed, baked, roasted, stir-fried, or poached) • Lean ground meats • Lean meats or wild game • Eggs • Fresh or frozen fish and seafood without added salt	• Ham, turkey breast, roast beef, or chicken breast deli slices • Processed meat products (chicken strips, fish sticks, chicken nuggets, meat or fish burgers, or meatballs)	• Pepperoni, salami, bologna, or pastrami deli slices • Bacon, hot dogs, or sausages • Deep-fried products (chicken strips or nuggets, popcorn shrimp, or fish sticks) • Pickled eggs or fish • Dried meat jerky
	• Canned fish – Read labels when purchasing and select lower sodium options as possible.		
Meals and Combination Dishes	• Made only with *Offer Most Often* foods • Made with healthy cooking methods (grilled, steamed, baked, roasted, stir-fried, or poached) • ≤700 mg sodium per meal or dish	• Made with any *Offer Sometimes foods* and no *Offer Least Often* foods • 701–900 mg sodium per meal or dish	• Made with any *Offer Least Often* foods • Deep-fried foods • >900 mg sodium per meal or dish

Drinks	• Plain, flavoured, or carbonated water with no added sugar
	• Milk or kefir with no added sugar
	• Smoothie made with no added sugar or juice
	• Fortified plant-based beverages with no added sugar (soy, pea, oat, chickpea, almond, hemp, coconut, rice, or cashew)
		• Milk or Kefir with added sugar
		• Yogurt drink with added sugar
		• Smoothie made with juice but no other added sugar
		• Fortified plant-based beverages with added sugar (pea, oat, chickpea, almond, hemp, coconut, rice, or cashew)
			• Fruit juice
			• Drinks with sugar substitutes
			• Drinks with added sugar
			  ○ pop, iced tea, and slushes
			  ○ sports drinks
			  ○ hot chocolate
			  ○ energy drinks
			  ○ vitamin water
			  ○ smoothies
			• Drinks with caffeine

Sweets and Snacks	• Popcorn with ≤3 g fat per 2 cups (500 mL)
	• Trail mix with no added salt, sugar, candy, or chocolate
	• Rice cakes made with brown rice and no added sugar
	• Nut, seed, fruit, or protein bars with no added sugar
		• Popcorn with >3g and ≤10 g fat per 2 cups (500 mL)
		• Trail mix with added salt or sugar
		• Rice cakes made with white rice or added sugar
		• Baked snacks:
		  ○ potato, bean, pea, corn, soy, vegetable, or rice chips
		  ○ non-whole grain crackers
		  ○ cheese or vegetable puffs
		• Nut, fruit, or protein bars with added sugar
		• Roasted seaweed snacks
			• Popcorn with >16 g sugar or >10 g fat per 2 cups (500 mL)
			• Trail mix with added candy or chocolate
			• Deep-fried snacks:
			  ○ potato, bean, pea, corn or soy, or rice chips
			  ○ cheese or vegetable puffs
			• Pudding
			• Popsicles®, ice cream, frozen yogurt, and frozen desserts
			• Pretzels
			• Candy and marshmallows
			• Chocolate
			• Doughnuts, cakes, pies, and pastries

*Some variations from ANGCY may be indicated.

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Mental Health and Weight Bias in Schools

Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

What educators can do to support inclusive and safe environments for all.

Did you know?

Weight-based stigmatization is the most common cause of bullying in schools[1]. When children enter elementary school they have already been exposed to and adopted negative attitudes about people in larger bodies. Weight-based bullying occurs in primary grades and escalates by middle school. It can be severe, frequent, and upsetting and causes stronger emotional reactions than teasing for other reasons.

What is weight bias?

Weight bias refers to the beliefs, assumptions and judgments towards individuals based on their weight, shape, or size. Weight bias is a result of our conscious and unconscious thoughts, feelings and attitudes. It can affect people at all weights and can lead to treating people differently because of their size. People in larger bodies are often more negatively affected and experience stigma and discrimination.

Body weight is a result of many complex factors. A person's body weight, shape or size doesn't tell us anything about their overall health or their health behaviours (e.g., eating well, being active).

Why should we reduce weight-based stereotypes and bias in schools?

Weight bias exists in the classroom, on the playground, and through interactions children have with adults and their peers. Students experiencing weight stigma are more likely to:

- Have poor body image and low self-esteem
- Have increased stress, depression, anxiety and suicidal thoughts
- Suffer from bullying and harassment
- Experience social isolation
- Avoid physical activity and engage in unhealthy eating practices
- Be assessed differently in school compared to smaller bodied peers (e.g., receive lower grades for similar work)
- Poorer attendance and academic achievement

Reducing weight bias promotes positive body image and will improve student well-being and success.



Source: UConn Rudd Center for Food Policy & Obesity.

Body image is our attitudes, beliefs and feelings about how we look and what our body can do. A healthy body image means feeling comfortable in your body. Individuals of any body size can have a positive body image. Positive body image is linked to good self-esteem, confidence and resilience.

What can we do to reduce weight bias and promote a positive body image?

1. Reflect on our own attitudes, beliefs and biases about body size and eating patterns

We all have weight bias; it would be surprising not to in our current culture. When we start to be aware of this bias, we might notice it in conversations or interactions with students and colleagues, including:

- Commenting on weight or weight loss of others (e.g., "you look great, you've lost weight!")
- Promoting physical activity and eating well as a way to lose weight
- Admiring someone's restraint with certain foods (e.g., "You are being so good not having any of that cake!")
- Questioning whether or not a student needs a second serving at Breakfast Club



Source: UConn Rudd Center for Food Policy & Obesity.

"Using a flexible and balanced approach and avoiding rigidity regarding food rules and guidelines can reduce potential triggers to body image and eating concerns. Sensitivity regarding weight and shape and personal values regarding "what is healthy" are important when considering instruction. What can always be stressed, however, is that healthy eating and regular physical activity are essential requirements for maintaining good health over the long term." Ontario H&PE curriculum (Gr 1-8), 2019. p. 42.

2. Reframe messages about food, activity, bodies and health



Children learn from the conversations they hear about food, activity, bodies and health from trusted adults. Focusing on weight can be detrimental to health. Gaining weight is a normal part of growth throughout childhood and adolescence. Focus on what bodies can do, not what they look like.

When teaching about food, activity and health:

Instead of…	Try…
Focusing on nutrients	Encouraging satisfying meals and snacks to support healthy growth and development. Focus on the benefits of fuelling the mind and body with a variety of food.
Labelling food as "good" or " bad", or "healthy" or "unhealthy"	Questioning experiences students have had with food - where they have eaten it, what they were doing, who they were with, what they enjoyed about it. Providing opportunities to see, smell, touch, taste, grow and cook nutritious foods without talking about the "need" to eat them for health.
Commenting on the food in a student's lunch, which may make students and parents feel badly	Not commenting at all. Students don't necessarily have control over what foods are in their lunch. Many factors, including family income, education or time, may influence foods packed by families.
Talking about dieting, watching calories or being more active to lose weight before vacation	Talking about how much fun it is to learn new activities and move your body. Discuss other benefits including socializing with others, having more energy and reducing stress.
Talking about using food or physical activity to control weight, change body shape, size, or appearance or prevent obesity	Promoting acceptance of and appreciation for different bodies. There is no "ideal" body. All bodies are worthy of being respected, celebrated and cared for to feel good – not to change weight or appearance.
Imposing our personal views about food or dieting practices (e.g., "I don't eat dairy so students shouldn't either")	Explaining different ways to enjoy and experience food. Acknowledge that healthy eating looks different to everyone and can be influenced by our culture and family situations.
Focusing on nutrition, physical activity or weight as the only contributors to health	Explaining that health is influenced by income, education, genetics, and social connections. These factors may have more influence on health than health behaviours.

"The issue of body image and the detrimental effects of homogenized standards of beauty and physical appearance promoted in the media also have implications for equity and inclusiveness that may affect students." Ontario H&PE curriculum (Gr 1-8), 2019. p. 76.

3. Create a weight inclusive school environment

Educators can create a school that supports a child's healthy growth and development, including positive mental health, by ensuring the classroom is an emotionally safe place to be.

- Promote positive body image for students of all shapes and sizes
- Reinforce that people come in diverse body shapes and sizes
- Redirect students away from a focus on weight and appearance when discussing the benefits of physical activity, eating well, and sleep
- Challenge students' assumptions about people based on their weight or appearance to dispel weight-based stereotypes
- Address weight-based teasing and help students recognize the harm
- Foster an understanding of weight bias as an equity issue
- Teach students to critically assess media and cultural portrayals of bodies
- Never weigh students or have them calculate Body Mass Index (BMI)[2]

"Any effort you make to promote a healthy body image through positive health messaging (e.g., enjoying foods, engaging in fun physical activities) instead of problem-based messaging (e.g., weight loss, inactivity, obesity) will have a positive impact." - A Tool for Every Educator

Creating a supportive environment allows students to feel valued, respected and comfortable in their bodies and supports physical, mental and social well-being. Educators can reduce weight bias by reflecting on their own bias, positively framing messages, and addressing weight-based bullying. Educators have a unique opportunity to influence children and youth to develop positive relationships with food, activity, bodies and health.

For more information, contact your local public health unit.

[1]Weight discrimination and bullying. Puhl and King. Best Practice & Research Clinical Endocrinology & Metabolism 27 (2013) 117–127. https://www.ncbi.nlm.nih.gov/pubmed/23731874

[2]Ophea & OASPHE. Quality Assessment to Support the Development of Physical Literacy Skills in Health and Physical Education. Part of the OPHEA Open Dialogue Position Paper Series. https://www.ophea.net/sites/default/files/pdfs/articles/OPH019_E_Screen.pdf

Santé mentale et préjugés liés au poids à l'école

Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

Ce que peuvent faire les éducateurs pour favoriser des milieux inclusifs et sécuritaires pour tous.

Le saviez-vous?

La stigmatisation liée au poids est la principale cause d'intimidation à l'école[1]. Lorsque les enfants commencent l'école primaire, ils ont déjà été exposés à des attitudes négatives à l'égard des personnes au corps plus volumineux et les ont adoptées. L'intimidation liée au poids survient à l'école primaire et s'aggrave à l'école intermédiaire. Elle peut être grave, fréquente et perturbante, et elle suscite des réactions affectives plus intenses que les taquineries non liées au poids.

Qu'est-ce que les préjugés liés au poids?

Les préjugés liés au poids représentent les croyances, suppositions et jugements à propos des personnes sur la base de leur poids, leur forme ou leur taille. Ces préjugés sont le résultat de nos pensées, attitudes et sentiments conscients et inconscients. Ils peuvent être appliqués à des personnes de tout poids et inciter certains à traiter d'autres personnes différemment en raison de leur taille. Souvent, les personnes au corps plus volumineux sont davantage ciblées et font face à la stigmatisation et à la discrimination.

Le poids corporel est une combinaison de plusieurs facteurs complexes. Le poids, la forme ou la taille d'une personne ne nous disent rien sur sa santé en général ou ses comportements liés à la santé (p. ex., bien manger, être actif).

Pourquoi devrions-nous réduire nos stéréotypes et préjugés liés au poids dans les écoles?

Les préjugés liés au poids sont à l'œuvre en classe, dans la cour d'école et lors des interactions des enfants avec des adultes et leurs pairs. Les élèves qui subissent de la stigmatisation liée au poids sont plus susceptibles :

- d'avoir une mauvaise image corporelle et une faible estime de soi;
- d'être plus stressés, dépressifs et anxieux ou d'avoir davantage de pensées suicidaires;
- d'être victimes d'intimidation et de harcèlement;
- de vivre de l'isolement social;
- d'éviter l'activité physique et d'adopter des pratiques alimentaires malsaines;
- d'être évalués différemment à l'école par rapport à leurs pairs moins volumineux (p. ex., obtenir des notes plus faibles pour des travaux similaires);
- d'être moins assidus et de moins bien réussir à l'école.

La réduction des préjugés liés au poids favorise une image corporelle positive et accroît le bien-être et la réussite des élèves.



Source : Rudd Center for Food Policy & Obesity de l'Université du Connecticut.

L'image corporelle est constituée de nos attitudes, croyances et sentiments concernant notre apparence et ce que notre corps peut faire. Avoir une image corporelle saine, c'est se sentir à l'aise dans son corps. Les personnes de toutes les tailles peuvent avoir une image corporelle positive, laquelle est associée à une estime de soi, à une confiance et à une résilience saines.

Que pouvons-nous faire pour réduire les préjugés liés au poids et promouvoir une image corporelle positive?

1. Réfléchir à nos propres attitudes, croyances et préjugés sur la taille corporelle et les habitudes alimentaires

Nous entretenons tous des préjugés liés au poids, et le contraire serait étonnant dans notre culture actuelle. Lorsque nous commençons à prendre conscience de nos préjugés, nous les remarquons dans nos conversations ou interactions avec nos élèves et collègues, notamment sous les formes suivantes :

- Faire des commentaires sur le poids ou la perte de poids d'autres personnes (p. ex., « Tu parais bien, tu as perdu du poids! »)
- Promouvoir l'activité physique et une alimentation saine comme façons de perdre du poids
- Admirer les restrictions alimentaires que s'imposent certaines personnes (p. ex., « Tu es vraiment bonne de ne pas manger une part de ce gâteau! »)
- Mettre en question si un élève a besoin ou non d'une deuxième portion au Club des petits déjeuners.



Source : Rudd Center for Food Policy & Obesity de l'Université du Connecticut.

« Une approche souple et équilibrée, sans rigidité par rapport aux règles et aux lignes directrices en matière d'alimentation, peut contribuer à réduire les facteurs qui pourraient déclencher des problèmes d'image corporelle et d'alimentation. Il est important de faire preuve de sensibilité par rapport aux questions de poids et de forme ainsi qu'en ce qui a trait aux valeurs personnelles sur ce qui est sain ou ce qui ne l'est pas. Toutefois, on peut toujours mettre l'accent sur l'importance de l'alimentation saine et de la pratique régulière d'activités physiques pour le maintien d'une bonne santé à long terme. » Curriculum de l'Ontario – Éducation physique et santé (1re à 8e année), 2019, p. 47.

2. Recadrer les messages sur la nourriture, l'activité, les corps et la santé



Les enfants apprennent en écoutant les conversations des adultes de confiance sur la nourriture, l'activité, les corps et la santé. Il peut être néfaste pour la santé de mettre l'accent sur le poids. Il est normal de prendre du poids pendant l'enfance et l'adolescence. Insistez sur ce que les corps peuvent faire plutôt que sur leur apparence.

Lorsque votre enseignement porte sur la nourriture, l'activité physique et la santé :

À éviter	À essayer
Mettre l'accent sur les éléments nutritifs	Privilégier des repas et collations satisfaisants qui favorisent une croissance et un développement sains. Insister sur les avantages d'alimenter le corps et l'esprit en mangeant divers aliments.
Qualifier des aliments de « bons » ou « mauvais », de « sains » ou « malsains »	Poser des questions sur les expériences des élèves concernant la nourriture – où ils ont mangé, ce qu'ils faisaient en même temps, avec qui ils étaient, ce qu'ils ont apprécié dans la nourriture. Fournir des occasions de voir, sentir, toucher, goûter, cultiver et cuire des aliments nutritifs sans parler de la « nécessité » d'en manger pour être en santé.
Faire des commentaires sur les aliments que mange un élève le midi, ce qui peut mettre l'élève et ses parents mal à l'aise	Ne pas faire de commentaires. Les élèves ne choisissent pas nécessairement le contenu de leur boîte à dîner. De nombreux facteurs, dont le revenu familial, le niveau de scolarité ou le temps dont on dispose, peuvent influencer la nature des aliments que mettent les familles dans les boîtes à dîner.
Parler de suivre un régime amaigrissant, de surveiller les calories ou d'être plus actif pour perdre du poids avant les vacances	Évoquer le plaisir associé à l'apprentissage de nouvelles activités et à l'activité physique. Discuter des autres avantages de ces activités, comme la socialisation avec les autres, le surcroît d'énergie et la réduction du stress.
Parler d'utiliser la nourriture ou l'activité physique pour contrôler le poids, pour changer la forme, la taille ou l'apparence du corps, ou pour prévenir l'obésité	Favoriser l'acceptation et l'appréciation des corps différents. Il n'y a pas de corps « idéal ». Tous les corps méritent d'être respectés et célébrés et de recevoir des soins pour se sentir bien, et non pas pour en changer le poids ou l'apparence.
Imposer ses vues personnelles sur la nourriture ou les régimes amaigrissants (p. ex., « Je ne mange pas de produits laitiers, donc les élèves ne devraient pas en manger non plus. »)	Décrire les différentes manières de percevoir et d'apprécier la nourriture. Reconnaître qu'un régime alimentaire sain varie d'une personne à l'autre et peut être influencé par la culture et la situation familiale.
Désigner la nutrition, l'activité physique ou le poids comme les seuls facteurs qui contribuent à la santé	Expliquer que la santé est influencée par le revenu, l'éducation, la génétique et les liens sociaux. Ces facteurs peuvent avoir une plus grande influence sur la santé que les comportements liés à la santé.

« La standardisation et l'uniformisation que véhiculent les médias par rapport à la beauté et à l'apparence physique pourraient avoir des effets néfastes sur les élèves des deux sexes, ainsi que des incidences en matière d'équité et d'inclusion. » Curriculum de l'Ontario – Éducation physique et santé (1re à 8e année), 2019, p. 87.

3. Créer un milieu scolaire inclusif pour les élèves de tous les poids

Les éducateurs peuvent créer un milieu favorisant la croissance et le développement sains des enfants, dont une santé mentale positive, en faisant de la salle de classe un espace sécuritaire sur le plan affectif.

- Promouvoir une image corporelle positive pour les élèves de toutes formes et tailles
- Répéter que les gens présentent des formes et tailles corporelles variées
- Ne pas permettre aux élèves d'insister sur le poids et l'apparence lorsque vous discutez des avantages de l'activité physique, d'une alimentation saine et du sommeil
- Remettre en question les suppositions des élèves à propos des gens fondées sur leur poids ou leur apparence pour démanteler les stéréotypes associés au poids
- Lutter contre l'intimidation liée au poids et aider les élèves à reconnaître ses effets néfastes
- Expliquer que les préjugés liés au poids sont une question d'équité
- Enseigner aux élèves à évaluer de façon critique les représentations médiatiques et culturelles des corps

> « Toute initiative visant à promouvoir une image corporelle saine en véhiculant des messages sur la santé positifs (p. ex., apprécier la nourriture, participer à des activités physiques agréables) plutôt que des messages fondés sur les problèmes (p. ex., perte de poids, inactivité, obésité) aura un impact positif. » – A Tool for Every Educator (en anglais)

- Ne jamais peser les élèves ni les aider à calculer leur indice de masse corporelle (IMC)[2]

La mise en place d'un milieu favorable permet aux élèves de se sentir valorisés, respectés et à l'aise dans leur corps, en plus de soutenir leur bien-être physique, mental et social. Les éducateurs peuvent réduire les préjugés liés au poids en réfléchissant à leurs propres idées préconçues, en formulant les messages de façon positive et en luttant contre l'intimidation liée au poids. Les éducateurs ont une occasion unique d'influencer les enfants et les jeunes et de mettre en place des relations positives avec la nourriture, l'activité physique, les corps et la santé.

Pour plus de renseignements, communiquez avec votre bureau de santé publique local.

[1]Puhl et King. « Weight discrimination and bullying », *Best Practice & Research Clinical Endocrinology & Metabolism*, n° 27, 2013, p. 117 à 127. https://www.ncbi.nlm.nih.gov/pubmed/23731874

[2]Ophea et OASPHE. *Quality Assessment to Support the Development of Physical Literacy Skills in Health and Physical Education*, document paru dans le cadre de l'Open Dialogue Position Paper Series d'OPHEA. https://www.ophea.net/sites/default/files/pdfs/articles/OPH019_E_Screen.pdf

Suggested Answers to Common Food & Nutrition Questions from Students

Students learn from and model the food and eating beliefs, attitudes and behaviours of adults, friends, peers and many other influences in their lives.

As an educator, you are a key influencer of students. Below are suggested responses to common questions or comments you may hear from your students around nutrition, food and eating to help them: build their knowledge in this topic area, correct misinformation, be respectful of others' food and eating habits and choices, and develop a positive relationship with food and eating for life.

Q. How do you respond when a student tells you that "My _____ (insert grandmother/Dad/friend etc.) says that _____ (insert commonly questioned food here e.g. cookies, chocolate bars, meat, gluten, dairy, processed food) are unhealthy and bad for you?"

Possible response:

- People eat different foods for lots of reasons (e.g. food cost and what's available, foods they're used to eating, how food tastes, what they like to eat, allergies, family culture and traditions).
- What's important is that we each have different foods available to us that we like and that can give us what we need to grow, learn and play.

Q. How do you respond when a student describes a food being discussed in class, offered at school or being eaten by someone else as "gross"?

Possible responses:

- It's OK not to like a food. But think about how you would feel if someone called a food you like to eat "gross" (a good come-back for this is "Don't yuck my yum.").
- People eat in different ways for different reasons (e.g. food cost and what's available, family culture and tradition, foods they're used to eating, how food tastes, what they like to eat, and allergies).
- Instead, let's say things like "I've never tried that food", or "I've tried it and I didn't like it", or "No, thank you, I don't want any".

Q. When there is no-pop policy in place, how do you respond when a student asks "Why can't we have pop at school?"

Possible Response:

- It's our school's policy to offer water, milk and fortified soy beverages to make it easier for students and staff to get enough of these drinks at school. These drinks can quench our thirst and support us to grow, learn and play.

Q. How do you respond when students tell you they want to go out and play instead of eating their lunch (because they only have XYZ minutes)?

Background context:

It can be hard not to comment when a child is not eating their lunch.

Research shows that pressuring children to eat (including using rewards, describing the health benefits of food, requesting "two more bites" or comparing eating habits) doesn't work. In fact, pressure to eat can lead to children eating less than they usually would, and it can make it harder for children to accept and like new foods. Rather, schools and educators can focus on setting expectations around meal and snack routines at schools (e.g. when to eat, where to eat, how long students need to stay at their desk before going outside), and ensuring students have a comfortable and pleasant space to eat. Within that structure, students always decide whether, how much and in what order to eat the foods that have been provided to them.

Possible responses to students:

- "That's your choice. I heard you say yesterday that you were hungry after skipping lunch."
- "This is your last chance to eat at school today."
- "I expect all students to stay at their desk for 10 minutes, and then they may go out to play."

Q. How do you respond when a student shares that they have been told that eating _____ (insert questioned food here e.g. meat, dairy, fish, eggs, packaged foods) is bad for the environment and/or is "not right" (e.g. unethical)?

Possible responses:

- The environment is very important, and science is constantly learning more about how human activities affect the environment. Because of this, people are thinking more about how the foods they eat affect the environment e.g. how the food is grown, the journey the food makes from field to table.
- But food choices and eating habits are complicated, since people eat in different ways for different reasons (e.g. food cost and what's available, family culture and tradition, what they're used to and what they like to eat, allergies).
- People make food choices that are possible for them, and no single way of eating can work for everyone.

Q. How do you respond when a student comments that "If you eat too much _____ (insert specified food e.g. food; sugary food; fatty food; fried food; fast food) you will be unhealthy?

Possible Response:

- No one food, way of cooking or eating makes a body healthy or unhealthy. Food is only one of many things that helps our body grow and develop, such as getting enough sleep, playing and other physical activities, and feeling good about ourselves.

Q. How do you respond when a student asks "Why do some students choose to eat packaged snack foods for lunch or snack instead of the free healthy food offered by the school?"

Possible responses to students:

- Some students may not be familiar with or like the foods offered by the school.
- Different people eat in different ways for lots of reasons (e.g. what's available to them, foods they're used to eating, how food tastes, what they like to eat, , family culture and tradition, allergies).
- What's important is that we each have different foods available to us that we like and that can give us what we need to grow, learn and play.

Q. How do you respond when a student asks "How do I know how much I need to eat?"

Possible responses:

- Our bodies and stomachs naturally know how much we need to eat. Our bodies and stomachs tell us to eat when we are hungry, and to stop eating when we are satisfied. For example, how does your body or stomach tell you when you are hungry? Or when you are full? This is part of why it can help to sit down and make time to eat – so that we can enjoy eating and listen to our bodies and stomachs. Plus, everybody is different and we all need different amounts of food at different times. Some days we may eat more and some days we eat less, and that's OK.

Q. How do you respond when a student comments that sometimes students bring unhealthy lunches to school?

Possible Response:

- It's common to hear people talk about food using words such as unhealthy or bad. In our classroom we don't label foods as unhealthy vs. healthy (or bad vs. good) so we can all enjoy our food.
- People eat in different ways for different reasons (e.g. food cost and what's available, family culture and tradition, foods they're used to eating, how food tastes, what they like to eat, and allergies). Each person is unique, and what's important is that we each have a variety of foods available to us that we like and that can give us what we need to grow, learn and play.

How do you respond when a student asks which type of diet is best for health and weight loss?

Possible Response:

- Bodies naturally come in many shapes and sizes and are mostly decided by the genes we are born with - that's why each of us is unique. Food is only one of many things that gives our body what it needs to grow, learn and play. For example, getting enough sleep and physical activity, and feeling good about ourselves are also important. Except for special diets to help a medical condition, like allergies, children and youth don't need to be on a diet.

How do you respond when a student asks "Are smoothies good to have for breakfast every day?"

Possible Response:

- Smoothies sound like a yummy breakfast! What do you like to have in your smoothies? Do you like to eat it in a cup or a bowl?
- Smoothies sound great! There are many different breakfast options that can keep our body and stomach satisfied until our next snack or meal
- What do you think about having smoothies for breakfast everyday? Are there other breakfast foods that you also like?

Écoles saines : Faire le lien entre la nutrition et le bien-être mental

Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

Alimentation saine ⟷ Bien-être mental positif

Les faits - Élèves de l'Ontario (de la 7e à la 12e année)

85 %

ne mangent **pas** assez de légumes et de fruits.



58 %

ne déjeunent **pas** tous les jours avant l'école.



247 000

27% des élèves jugent leur santé mentale passable ou mauvaise.



Des aliments sains pour un esprit sain

Consommer des aliments sains peut mener à une :

- meilleure santé mentale et un meilleur bien-être
- meilleure estime de soi et moins de problèmes avec les pairs
- meilleure performance et à de meilleurs résultats scolaires
- amélioration de l'attention et de la mémoire
- meilleure capacité à gérer le stress
- diminution des sentiments de dépression et d'anxiété

Consommer des aliments moins sains peut mener à :

- une mauvaise humeur
- des sentiments d'anxiété
- un comportement indésirable en classe
- des résultats scolaires peu favorables

Les écoles jouent un rôle important - Que pouvons-nous faire?

- ☑ Faites de l'alimentation saine une priorité et incluez-la aux plans d'action de l'école.
- ☑ Créez un environnement alimentaire sain à l'école en utilisant le cadre des fondements d'une école saine.
- ☑ Proposez des choix d'aliments et de boissons sains chaque fois que de la nourriture est proposée.
- ☑ Limitez l'accès aux aliments qui sont liés à un bien-être mental faible.

> **Une alimentation saine ne se limite pas aux aliments que vous mangez. Il s'agit aussi de savoir où, quand, pourquoi et comment vous mangez.**
>
> ***Source : Guide alimentaire canadien***





1. Proposez seulement de l'eau lors des activités scolaires.
2. Utilisez des récompenses non alimentaires pour la reconnaissance des élèves.
3. Utilisez les aliments du Guide alimentaire canadien dans les leçons ou les activités scolaires.
4. Offrez des possibilités pratiques de littéracie alimentaire pour apprendre à connaître, à voir, à sentir, à toucher, à cultiver, à cuisiner et à goûter à une variété d'aliments.
5. Rendez les fêtes de classe plus saines.
6. Encouragez les élèves à manger ensemble et prévoyez au moins 25 minutes pour manger. Limitez les distractions et éteignez les écrans.
7. Prenez l'habitude de ne pas faire de commentaires sur les repas des élèves. Comprenez que de nombreux facteurs ont une influence sur les aliments que les familles proposent. Faites confiance aux élèves dans leur capacité à écouter leurs propres signaux de faim.
8. Proposez, dans le cadre des programmes de nutrition pour élèves, des produits alimentaires qui respectent les lignes directrices sur la nutrition.
9. Prenez part à des initiatives saines de collecte de fonds.
10. Proposez des menus nutritifs et appétissants et créez un environnement social chaleureux à la cafétéria.

Vous cherchez d'autres idées ? *Consultez le site* brightbites.ca/fr/

Référence : **ODPH: Summary of Evidence: Nutrition and Mental Well-being in School-aged Children and Youth, 2021**

TABLE 1: Teaching and Talking to Students About Food and Nutrition

This resource provides examples for a food exploration approach to food and nutrition education. It may present entirely new ways of talking and teaching about food to students that may take time to feel comfortable and confident with using. The **Teach Food First** toolkit offers lessons and activities for K-8 classrooms that use food exploration and connect to Canada's Food Guide.

This resource was adapted and reproduced with permission from the Ontario Dietitians in Public Health (ODPH).

Try this, instead of:	Rationale
Try this: Letting students determine whether, how much, and what order to eat of the food that is offered to them. **Instead of:** Focusing on how much or in what order student should eat their food (e.g., eat your sandwich before you can have your cookie!)	When children are pressured to eat a food, they are less likely to choose to eat that food later on. They also learn that some foods are "better" than others. Keeping the focus away from what, how much, or what foods students eat can help them feel more relaxed at snack and mealtimes.
Try this: Inspiring curiosity about food through experiential learning and food exploration. **Instead of:** Emphasizing the health benefits of specific foods (e.g., you need to eat certain foods to "be healthy".)	Eating is a sensory experience and food is best explored through the senses. Emphasizing health benefits does not support learning to accept foods and can lead to anxiety for some students. Focusing on building skills related to growing, identifying, and preparing foods can go further in supporting the life-long enjoyment of a variety of nutritious foods.
Try this: Providing students with repeated, neutral exposures to a certain food or different foods (e.g., reading about it, seeing it, touching it, growing it, watching others eat it, without any pressure to try it) **Instead of:** Telling students to try or eat a food (e.g., just try it, you'll like it!") or praising them when they do.	All children differ in how they approach foods. Some may like a new food right away, and some may take many exposures (e.g., 15 or more to that food) before being willing to try it. When children are told to eat certain foods, it can come across as pressure. Removing pressure makes space for curiosity, exploration, and learning at one's own pace.

Try this: Talking about food in a neutral manner. **Instead of:** Labeling foods as "healthy" and "unhealthy", or "green light"/"red light".	Research shows that children are less likely to try foods that are labeled as "healthy" and may assume these foods are less tasty. Labelling foods this way promotes "all or none" thinking without considering the many factors that influence eating patterns including personal preference, food availability, socioeconomic and family situation, pleasure, convenience, culture, and food skills.
Try this: Explaining that eating looks different to everyone and will depend on their family situation, culture and many other factors. **Instead of:** Focusing on one type of eating pattern or one way of eating.	Eating patterns encouraged within Canada's food guide are flexible, diverse and include foods that hold culture, personal or religious significance (and that are available and accessible, economically or otherwise) to students and their families.
Try this: Referring to foods by their actual name. **Instead of:** Referring to foods as "junk" or "treat" foods.	Labelling foods as "treats" can put them on a pedestal and give them "special status", often making the foods seem more appealing. Even though certain foods may be offered less often, they can still be described as "food".
Try this: Recognizing how food supports our social and mental wellbeing; honouring foods' connection to culture, tradition, history, community, and the land. **Instead of:** Focusing solely on "food as fuel" or eating only for physical health.	Food is a source of enjoyment and can hold deep personal and cultural meaning. Food education is most meaningful when it considers all these aspects and helps students connect food to their lived experiences.
Try this: Exploring food and building food skills (learning about how and where it grows, how it gets to our plates, different ways it can be eaten and prepared). **Instead of:** Focusing on the nutrients that foods contain	Research shows that activities that help students build food literacy skills have a much greater impact than lessons about nutrients.

Try this: Talking about what food gives us now, in the present moment (e.g. enjoyment, comfort, connection to friends and family, the energy to grow, play and learn). **Instead of:** Focusing on making food choices to limit the risk for chronic disease or other negative health outcomes.	The idea that food choices cause disease is oversimplified and can stigmatize people living with chronic disease. The causes of disease are complex and are strongly associated with social determinants of health such as income, access to resources, education, and housing.

Tips for Choosing Classroom Resources

One way educators can support their students in developing and maintaining a healthy relationship with food and their body is to ensure that the resources used in the classroom are positive and inclusive. Use the questions below to help you choose resources for your classroom or school environment such as videos, books, posters, images, worksheets, assignments, and lesson plans.

Ask (where applicable), "Does this resource..."

- ☑ include a variety of foods without pressure, judgment, guilt, or commenting about food and bodies, by using neutral language, such as calling food by its name rather than 'good' or 'bad'?
- ☑ emphasize the many aspects of healthy eating patterns, such as enjoyment, connecting with others, comfort, or energy to grow, play and learn?
- ☑ recognize that factors such as taste, culture, traditions, access, and availability play a role in food choices?
- ☑ promote exploring food and building food skills?
- ☑ avoid individual comparisons of food intake and/or body sizes?
- ☑ show that healthy bodies come in a variety of shapes and sizes?
- ☑ focus on the overall benefits of physical activity, eating well, mental well-being, and sleep?
- ☑ promote physical activity and movement for people of all sizes and abilities?
- ☑ teach students to critically assess how food and bodies are portrayed in the media?

Date: November 2024
Created by: Population & Public Health Dietitians

Nutrition Services
Essential partners in health

My resource does not promote a healthy relationship with food and body, now what?

When assessing a resource, you may find that it does not “check all of the boxes” for promoting a healthy relationship with food and body.

Here are a few tips for what to do:

- ☑ If possible, find a different resource or tool that better promotes a healthy relationship with food and body.

- ☑ Edit or remove sections of the resource that may lead to judgment or shame about food and bodies.

- ☑ If it is not possible to edit or remove, (for example, in a documentary), help your students develop critical literacy skills. Talk with your students about a healthy relationship with food and body. Ask them questions like:
  - Does this resource judge how, what, or why we eat (for example, labels a food as ‘junk’ instead of calling it by its name)?
  - What does this resource tell me I should value, think, or believe?
  - Is this resource different from what I have learned, think, or value?
  - Does this resource make judgements about body size, shape, food choices, or ways of eating?
  - What other ways might there be to look at this topic?
  - Does this resource favour certain ideas, values, or groups while leaving others out?

Developing critical literacy skills is especially helpful in later grades. It can help students learn to question health and media messages that over-emphasize appearance and undermine a healthy relationship with food and body.

More support

If you have questions about finding resources that promote a healthy relationship with food:

- visit www.ahs.ca/SchoolNutrition and click on Healthy Relationship with Food
- contact an AHS public health dietitian at publichealth.nutrition@ahs.ca

For K – 3 educators, if you’d like suggestions for books that align with a healthy relationship with food, please contact us at publichealth.nutrition@ahs.ca.

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Ways Educators Can Promote a Healthy Relationship with Food

What you say and do can shape your students' relationship with food. A healthy relationship with food contributes to students' physical development and supports their social and mental well-being. As you read the tips below, take a moment to reflect on your actions and words and how they may influence your students.

1. Emphasize enjoyment and positive aspects of eating

Help students understand how food impacts us in many ways. Here are some ideas:

- Recognize how food supports our physical, social, cognitive, and mental well-being.
- Honour foods' connection to culture, tradition, history, community, and the land.
- Encourage students to choose a variety of foods and flavours that they enjoy. A variety of foods over time helps to provide the nutrients the body needs.
- Make space for all foods when talking about food and nutrition.
- Emphasize how behaviours like physical activity, sleep, hydration, and regular meals and snacks can help students feel good.
- Encourage eating with others. Eating with others helps to foster social connections and communication skills. It brings enjoyment and an opportunity to spend quality time, share traditions, and be exposed to new foods.

2. Words matter! Use neutral language when talking about food

Here are some ideas:

- Call food by its name. Attaching judgement or labels to food such as 'good', 'bad', 'clean', 'junk', etc., may lead to students feeling 'good' or 'bad' for eating those foods. It can also lead to guilt, shame, and stress around eating which can create an unhealthy relationship with food.
- Use descriptive words to explain the sensory aspects of food such as colour, shape, smell, flavour, and texture. Examples are words such as 'crunchy', 'spicy', or 'round'. This helps students learn about, become familiar with, and accept new foods.
- Save nutrition education for the classroom rather than at mealtimes. Engage students in casual conversations during school meals and focus on non-food related conversations.

Here are some examples of language to use if talking about food:

Try saying this:	Instead of this:
Drinking water keeps you hydrated so you can play and think.	Don't drink juice or pop, they are bad for you.
Eat what you like from your lunch and stop when you feel comfortably full.	Finish your whole lunch, please.
Eat what you want from your lunch in any order you like.	You need to eat your sandwich before you have your brownie.
I like that apples taste so juicy, crisp, and sweet.	Snacking isn't good. If you snack, you should only snack on foods like apples that are good for you.
Eating a variety of foods can help fuel your body and your brain.	I don't eat a lot of pasta and bread because I don't want to gain weight.
If you work on your assignment quietly, you can have 5 minutes of free time.	If you work on your assignment quietly, you can have a chocolate.

3. Respect roles around food and eating

Whether it is in the classroom, lunchroom, the cafeteria, recess or an after-school activity, adults and students have different roles around food. When you respect these roles, you can help support healthy relationships with food. Here's how:

Parents and caregivers:

- Decide **what** foods are packed for meals and snacks. As students get older, they may play a role in choosing foods from **what** is available at home or buying foods at the school cafeteria, nearby stores, or restaurants.

Students:

- Decide **if** and **how much** to eat from the food available. This includes eating food in the order they choose. Trust students when they tell you they are full or hungry for more. This allows students to trust what their bodies are telling them.

Schools:

- Plan **when** students will eat during the school day.
- Determine **what** foods are offered when food is sold or provided.
- Decide **where** food is eaten.
- Ensure students have enough time to eat their meals and snacks.
- Encourage social connection through casual, fun conversations at mealtime.
- Limit distractions at mealtimes (e.g., lunchtime movies, tablets, phones, etc.)

Resources to guide schools in **what** to offer when food is sold or provided at school:

- How to Create a Healthy Eating Environment www.ahs.ca/nutrition/page6459.aspx
- Healthy Eating at School https://food-guide.canada.ca/en/tips-for-healthy-eating/school/

4. Reflect on actions around food and bodies

Messages and actions can impact students. Here are some things to keep in mind:

- Use non-food rewards. Using food to reward behaviour, to comfort or soothe, or to coax students to do something, can undermine healthy eating habits and the natural ability to use hunger and fullness cues to regulate eating.
- Allow students enough time to enjoy and finish their meals and snacks. Limiting or taking food away from a student or not allowing a student to eat can make them anxious or worried that they might not get enough food or will be hungry. This can lead to eating whenever food is around rather than listening to hunger cues.
- Be a positive role model. Students notice adults' conversations, behaviours, and beliefs. They may worry and internalize behaviours such as negative body talk or restricting food to control body weight. They may begin to think and feel similar things about themselves leading to an unhealthy relationship with food and a poor body image.
- Focus on your own and others' personal attributes like kindness and tenacity instead of commenting on weight, height, or appearance.

For more information

Visit www.ahs.ca/schoolnutrition and click on Healthy Relationship with Food.

Check out the Canada's Food Guide website (Canada.ca/FoodGuide) to learn about healthy eating patterns and how healthy eating is more than just what you eat:

- Eat Meals with Others
- Enjoy Your Food
- Hunger Cues

If you are concerned about a student because of an ongoing issue related to food, follow school policies and procedures. Use a family-centred approach rather than trying to address the issue with the student directly.

More support

If you have questions about these topics, contact an AHS Public Health Dietitian at: PublicHealth.Nutrition@albertahealthservices.ca

Reference: Raise a healthy child who is a joy to feed (https://www.ellynsatterinstitute.org/how-to-feed/the-division-of-responsibility-in-feeding/), Ellen Satter Institute, 2023.

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Weight-Neutral Wellbeing in the School Setting

A Condensed Summary of Research and Recommendations by the Body Image Research Lab

Weight Bias and Diet Culture

Weight bias includes the negative attitudes, beliefs, and stereotypes about individuals with large bodies. **Diet culture** is characterized by a preference for thin bodies, moralization of weight, and a belief that thinness represents good health. Weight bias and diet culture beliefs can permeate all aspects of our lives, including health promotion efforts in schools that seek to improve the health of students through a focus on body weight. A **weight-neutral** approach considers various dimensions of health and is focused on choices and behaviours instead of weight. The weight-neutral approach is health-promoting and inclusive for all bodies.

Weight-Centric Health Promotion in Schools Compromises Student Wellbeing

Because weight bias and diet culture are so commonplace in our culture, weight-centric messages can influence well-intended efforts to teach or promote health in the school setting. Research has repeatedly shown that the school setting is not an appropriate context for health interventions related to body size, and that messages that simplistically link health with weight are health-demoting. Teachers are more likely to struggle with disordered eating and eating disorders than the general population, and may not have been given specific training on the complex topics of nutrition or body image, which can all negatively impact health messages at school.



Photo Source: UConn Rudd Center for Food Policy and Health

Unintended Harm: Reinforcement of Weight Bias

Weight is very complex, and influenced by numerous factors including genetics, culture, food environment, and physical activity. When health messages in the school setting suggest that a so-called "healthy weight" is completely under an individual's control, weight bias in the school setting is unintentionally perpetuated, and students with larger bodies may experience greater stigma. Students of all sizes report bullying based on weight more frequently than bullying based on academic ability, physical ability, race, religion, or class. Weight-based bullying in the school setting teaches weight bias to both victims and bystanders and is associated with several negative physical and psychological consequences, including body dissatisfaction and disordered eating behaviors.

Unintended Harm: Eating Disorder Risk

Eating disorders are serious mental illnesses that arise from a complex combination of factors. Some students are more vulnerable to developing an eating disorder due to genetic factors, family environment, personality, or co-occurring mental conditions (i.e. autism spectrum disorder, ADHD, and anxiety). An emphasis on maintaining a "healthy weight" increases eating disorder risk even when the dangers of eating disorders are discussed in the classroom. Even very young students may have weight-loss goals that can distort their interpretation of health messages in school. Research has found that learning assignments that invite students to measure their weight/BMI or encourage the tracking of food, calories, steps, or other forms of exercise can prime vulnerable students for a disordered and unhealthy relationship with their bodies.

SCHOOL IS FOR *EVERY* BODY

Recommendations for Practice: Weight-Neutral Approaches to Comprehensive School Health

A Comprehensive School Health approach considers the multi-dimensional wellbeing of all members of a school community and relies on four inter-related components related to health education and health promotion. The Comprehensive School Health framework is a useful tool for considering how to ensure health is promoted from a weight-neutral perspective in the school setting. While each school will have its own specific needs to address, the following suggestions are recommended for creating schools where all students can thrive.

Teaching & Learning

- Teachers can access professional learning to address their own relationship with their body and how to teach from a weight-neutral perspective
- Classroom activities avoid measurement or tracking of body size (height/weight), food intake (calories), or physical activity
- Classroom resources positively depict bodies of different size, shape, race, ability, and gender
- Health and Physical Education lessons emphasize benefits of nutrition and activity instead of fear-based messages; avoid messages that simplistically categorize foods as good/bad

Social & Physical Environment

- Schools are free from discussions about dieting, weight loss, or commenting on others' bodies
- Meal supervision emphasizes creating a sociable and comfortable atmosphere; students feel supported in choosing what and how much to eat of their food, and in the order they choose
- Remove scales from student areas and ensure that desks, chairs, playground equipment, costumes, jerseys, uniforms, etc. can accommodate students of all sizes

Policies & Practices

- Bullying policies explicitly prohibit any form of body-based discrimination and take weight-based bullying as seriously as other forms of discrimination
- A non-food reward policy can emphasize the benefits of the policy (i.e. reduced burden on parents and caretakers, safer for students with allergies) without calling celebratory treats unhealthy or "junk food"

Partnerships & Services

- Respect parents' food choices; avoid messages that could increase shame or pressure around food for students' families
- Guest speakers invited to address a health topic should be vetted and informed of the school's weight-neutral approach to health
- Teachers and guidance counsellors can work together for prompt referral of students who may be struggling with disordered eating to mental health professionals; early intervention is key to the treatment of eating disorders

References & Recommended Resources

This summary is based largely on the following publication:

Tingle, E., Saunders, J. F., Nutter, S., & Russell-Mayhew, S. (2023). Taking weight out of the equation: Unintended harms of weight-focused health promotion in schools. *Journal of Physical Education, Recreation, and Dance, 94*(2), 49—58. https://doi.org/10.1080/07303084.2022.2146818

We also recommend the following seminal articles on the weight-neutral paradigm and summaries of current research for further reading:

Bacon, L., & Aphramor, L. (2011). Weight science: Evaluating the evidence for a paradigm shift. *Nutrition Journal, 10*, 69. https://nutritionj.biomedcentral.com/articles/10.1186/1475-2891-10-9

Mauldin, K., May, M., & Clifford, D. (2022). The consequences of a weight-centric approach to health care: A case for a paradigm shift in how clinicians address body weight. *Nutrition in Clinical Practice*, 1—16 https://doi.org/10.1002/ncp.10885

Nutter, S., Ireland, A., Alberga, A. S., Brun, I., Lefebvre, D., Hayden, K. A., & Russell-Mayhew, S. (2019). Weight bias in educational settings: A systematic review. *Current Obesity Reports*, 8, 185—200. https://doi.org/10.1007/s13679-019-00330-8

O'Dea, J. (2005). Prevention of child obesity: 'First, do no harm.' *Health Education Research, 20*(2), 259—265. https://doi.org/10.1093/her/cyg116

Pinhas, L., McVey, G., Walker, K. S., Norris, M., Katzman, D., & Collier, S. (2013). Trading health for a healthy weight: The uncharted side of healthy weights initiatives. *Eating Disorders*, 21(2), 109—116. https://doi.org/10.1080/10640266.2013.761082

Piran, N. (2004). Teachers: On "being" (rather than "doing") prevention. *Eating Disorders*, 12, 1—9. https://doi.org/10.1080/10640260490267724

This document may be used for policy or educational purposes

Learn more about the Body Image Research Lab

School Food Vendor Checklist

This checklist can assist schools when working with vendors or caterers. Further detail may be outlined when schools ask for proposals and when vendors or caterers enter into a contract to provide food.

When working with vendors and caterers, consider what resources the school has and what food is currently provided. Schools can use the 'Getting Started' section of the School Breakfast Program Toolkit (pg. 7-12) and the 'School Menu Checklist' to assist with this checklist. Check with the manager or owner of a vendor or caterer to ensure that the nutrition information provided is accurate.

Instructions for use: Use this checklist to determine whether a vendor or caterer can meet the specific needs of your school when providing food. Work with the vendor or caterer to answer 'yes' or 'no' to the following questions. Add comments to remind you of discussion points related to negotiations for a food provision contract.

Overall Menu Question:	**Yes**	**No**	**Comments**
Do you have the ability to provide lunches for ( ) for ( ) throughout the entire school year?			
Does your menu include items from each of the four food groups in Canada's Food Guide with each meal?			
Does your menu offer a variety of options including cultural recipes and seasonal variations?			
Does your menu meet the allergy restrictions of the school?			
Does your menu offer options for religious or dietary restrictions? (example: vegetarian options)			
Does your menu offer affordable options?			
Are recipe ingredients and nutritional information available upon request?			
Are you willing to make changes to your menu based on feedback from students, parents, and staff?			

Nutrition Guidelines Question:	**Yes**	**No**	**Comments**
Are you familiar with our school district's nutrition policy? (if applicable)			
Are you familiar with the Alberta Nutrition Guidelines for Children and Youth and the AHS resource the Healthy Food Checker?			
Are you committed to developing menus and recipes that follow the Alberta Nutrition Guidelines for Children and Youth?			

Order and Delivery Question:	Yes	No	Comments
The ordering of the food and how far in advance it needs to be ordered has been determined?			
Does your company deliver the food? ○ What time can the food be delivered? ○ Is there a delivery fee?			
Does your company provide items that may be needed for meals, such as utensils and napkins?			
Does your company help to serve the meals to students?			
Will the meals be ready to serve or is additional preparation (example: refrigeration or heating) and portioning required?			

Cost and Contract Question:	Yes	No	Comments
The cost per student per day for lunch is known?			
Is the cost consistent from day to day, or does it change according to the menu items offered?			
Will our school be charged any extra operating costs?			
Do you have any conditions that need to be included in your contract such as the minimum length of contract or vendor exclusivity?			
Are you willing to build a contract to ensure both parties have a clear understanding of expectations?			

Certification and Food Safety Question: *Contact your local Public Health Inspector/Environment Health Officer (AHS Environmental Public Health) about the type of Food Handling Permit needed for your school.*	Yes	No	Comments
Does your company have a food handling permit?			
Does your staff have up-to-date food safety training?			
Do you have references from previous clients?			
What food safety factors will be taken into account for the lunch program? (Maintaining safe food temperatures before service and during transportation/delivery, prevention of cross contamination, etc.)			
Will food be labelled to ensure students with allergies or diet restrictions receive the proper food?			

For more information:
Canada's Food Guide
Alberta Nutrition Guidelines for Children and Youth
Healthy Eating Starts Here

For questions, contact:
PublicHealthNutrition@ahs.ca

School Menu Checklist

This menu checklist provides general guidance to schools around healthy food choices, when reviewing menus for school meals and snacks. It is based on Canada's Food Guide and does not include product or recipe analysis; therefore alignment with the Alberta Nutrition Guidelines for Children and Youth (ANGCY) is by estimate only. To review the school menu according to the ANGCY, please refer to Healthy Eating for Children and Youth in Schools. Also, this menu checklist does not compare the menu to the overall nutrition needs of a student because the school is providing only a portion of the student's nutritional intake for the day.

Instructions for use: Use this checklist to determine whether the overall menu and specific menu items meet recommendations from the CFG and the ANGCY. Any sections marked as *Sometimes* or *Not at All* are potential areas for improvement. Use the comments box to note suggested menu revisions or to add general comments. Schools may also wish to collect and use feedback from students, parents, and staff to improve menu satisfaction.

Recommendations	**Our school meets the recommendation:**			
Overall Menu:	**Usually**	**Some-times**	**Not at all**	**Comments**
Include a variety of foods from each of the four food groups in Canada's Food Guide (CFG).				
Offer foods which are fresh and/or minimally processed; refer to the ANGCY for nutrient criteria. This includes foods that have no or minimal amounts of added sugar, salt, fats. You may wish to visit the Healthy Food Checker to analyze the packaged foods provided.				
Include food that is handled properly and safely. Contact your local Public Health Inspector/Environment Health Officer (AHS Environmental Public Health) about the type of Food Handling Permit needed for your school.				
Provide a variety of options for meals and snacks where possible. Consider: • Food colours, textures, flavours, shapes, temperatures (e.g. cold salad, hot sandwich) • Seasonal availability and cultural variations				
Offer options for religious or dietary restrictions where applicable (e.g. vegetarian options available).				
Use cooking methods such as roasting and baking that require little or no added fat. Avoid deep-fried or pan fried foods.				
Avoid foods that are high in saturated and trans fats, sugar and salt (e.g. cookies, chips, ice cream).				
Avoid the use of sugar sweetened beverages and sugar substitutes (e.g. pop, iced tea, fruit punch).				

Recommendations	Our school meets the recommendation:			
Meals and snacks:	**Usually**	**Some-times**	**Not at all**	**Comments**
Meals – Aim to include foods from each of the four food groups from CFG.				
Snacks – Aim to include two food groups from CFG; if offering one food group choose a Vegetable or Fruit.				
Food Groups and Beverages:	**Usually**	**Some-times**	**Not at All**	**Comments**
Vegetables & Fruit – use a variety of fresh, frozen and canned vegetables and fruit. Offer vegetables or fruit instead of juice. If offering juice, limit to ½ cup (125mL) per day. • Aim for 1 serving from CFG*				
Grain products – make at least half of the grain products whole grain such as whole wheat bread, buns, bagels, tortillas, pita bread, noodles and rice. Starchy vegetables such as potatoes, yams, or corn can be offered instead of a grain product at meals. • Aim for 1 serving from CFG*				
Milk & Alternatives – offer unflavored 2%, 1%, or skim milk and unsweetened or plain fortified soy beverage. • Aim for ½ - 1 serving from CFG*				
Meat & Alternatives – include a variety of lean meats, poultry, fish and meat alternatives such as eggs, beans, lentils, or tofu. Avoid processed meats (eg sausages, hot dogs). • Aim for around ½ - 1 serving from CFG*				
Avoid sticky, sweet food such as dried fruit, which can stick to the teeth and cause cavities.				
Offer water along with other beverages. Encourage water throughout the day.				
* Servings for meals. Serving sizes at snacks may be smaller. If required, additional servings at meals and snacks can be provided. Please refer to ANGCY and CFG for serving size recommendations and amounts.				

For more information:
Canada's Food Guide
Alberta Nutrition Guidelines for Children and Youth
Healthy Eating Starts Here
Healthy Eating Resources
Inspiring Healthy Eating

For questions, contact: PublicHealthNutrition@ahs.ca

Favoriser une saine alimentation dans les écoles élémentaires



Le parent ou la personne qui s'occupe de l'élève
décide des aliments à mettre dans la boîte à dîner.

L'école
décide quand et où mangent les élèves.

L'élève
décide s'il veut manger et choisit la quantité de nourriture qu'il veut manger.

Créer un environnement alimentaire positif

- Assurez-vous que les élèves ont assez de temps pour manger à l'intérieur des heures préétablies de l'école pour le dîner et les collations.
- Limitez les sources de distraction comme les écrans.
- Parlez de tout et de rien avec les élèves. Réservez l'éducation sur la nutrition pour la salle de classe; ne parlez pas de la nutrition aux repas.

Respecter les signes naturels de la faim et de la satiété

- Laissez les élèves décider de leur propre consommation – évitez de leur dire quelle quantité ils doivent manger ou de les inciter à prendre 'juste une autre bouchée'.
- Laissez les élèves manger les aliments dans l'ordre qu'ils choisissent – pas nécessaire de finir de manger un aliment avant d'en manger un autre.
- Faites confiance aux élèves lorsqu'ils disent ou qu'ils montrent qu'ils sont rassasiés ou qu'ils ont encore faim, puis respectez leur choix.

Établir un lien de confiance avec les élèves et les familles

- Respectez le fait que bien des facteurs influencent le choix des aliments de la famille et que les enfants ont des besoins différents en matière de santé.
- Laissez les élèves manger les aliments qu'ils apportent de la maison, à moins qu'un aliment pose un risque lié à une allergie. Les élèves doivent avoir la certitude que leur parent ou la personne qui s'occupe d'eux peut bien les nourrir et les enseignants doivent avoir la même certitude.
- Encouragez la consultation de renseignements fiables sur la nutrition, p. ex. Télésanté Ontario (1-866-797-0000), decouvrezlesaliments.ca et canada.ca/guidealimentaire.

Une alimentation saine, c'est bien plus que les aliments que vous consommez. Cela concerne tant la manière dont vous mangez, l'endroit et le moment où vous mangez, que la raison pour laquelle vous mangez.

Guide alimentaire canadien

Enseigner la nutrition d'une manière positive

- Mettez l'accent sur les bienfaits de nourrir le corps et l'esprit à l'aide de toutes sortes d'aliments.
- Ne transmettez que des messages positifs. Évitez les énoncés négatifs qui visent à faire peur comme 'un tel aliment n'est pas bon pour la santé'.
- Créez des façons pratiques de permettre aux élèves de voir, de sentir, de toucher, de cultiver, de cuisiner et de goûter toutes sortes d'aliments.
- Mettez l'accent sur les comportements comme prendre des repas régulièrement, bien dormir et faire de l'activité physique pour bien se sentir, et non pour contrôler son poids ou bien paraître.
- Évitez de peser les élèves ou d'utiliser des tableaux ou des graphiques qui représentent le poids, et de faire des activités axées sur le calcul des calories.
- Tirez des exemples d'aliments du Guide alimentaire canadien pour les leçons données en classe et les activités scolaires.
- Évitez d'utiliser la nourriture comme récompense.

Promouvoir une image corporelle positive

- Faites attention à ce que vous dites et évitez de donner votre opinion sur l'alimentation, les régimes amaigrissants et le poids.
- Enseignez la diversité corporelle naturelle. Le corps de chacun est unique et nous devrions accepter, respecter et célébrer les différences!
- Enseignez aux enfants à porter un regard critique sur les messages et les stéréotypes dans les médias. Il n'existe pas de corps 'idéal' et tous les corps sont dignes de respect.



Il devrait être agréable de manger

Les renseignements fournis dans cet article sont fondés sur les principes et les lignes directrices d'Ellyn Satter (www.ellynsatterinstitute.org).
Adapté avec la permission du Manitoba School Nutrition Action Group.

ODPH Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

Obtenez un supplément d'information sur la nutrition à l'école en consultant brightbites.ca/fr/

Nurturing Healthy Eaters in Elementary Schools



Parents & Caregivers
decide what foods are available to pack.

School
decides when and where students eat.

Student
decides what and how much to eat from what's available.

Provide a Positive Eating Environment

- Ensure students have enough time to eat within the school's set meal and snack times.
- Limit distractions such as screen time.
- Talk with children in casual conversation. Save nutrition education for the classroom instead of at mealtimes.

Respect Natural Hunger & Fullness Cues

- Allow students to control their own intake – avoid telling them how much to eat or suggesting "one more bite."
- 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 many factors influence what foods families provide and that 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.
- Refer families to appropriate community resources and reliable nutrition information such as Telehealth Ontario (1-866-797-0000), Unlockfood.ca and Canada.ca/FoodGuide.

Healthy eating is more than the food you eat. It is also about where, when, why and how you eat.

Canada's Food Guide

Teach Nutrition in a Positive Way

- Focus on the benefits of fuelling the mind and body with a variety of food.
- Keep all messages positive. Avoid negative/fear-based statements like "that food is not healthy."
- Create practical opportunities to learn about, see, smell, touch, grow, cook, and try a variety of food.
- Focus on behaviours, such as regular meals, sleep and physical activity to feel good, not for weight control or appearance.
- Avoid weighing students, using weight tables or charts, or calorie counting activities.
- When using food in classroom lessons or school activities, choose foods from Canada's Food Guide.
- Avoid using any food as a reward.

Promote Positive Body Image

- Be mindful of what you say and avoid sharing personal views about food, dieting and body weight.
- Teach about natural body diversity. Each person's body is different, and we should respect, accept and celebrate these differences!
- Teach students how to look at media messages and stereotypes critically. There is no 'ideal' body and all bodies are worthy.



Eating Should Be Enjoyable

The information in this article is based on Ellyn Satter's principles and guidelines (www.ellynsatterinstitute.org).

Adapted with permission from the Manitoba School Nutrition Action Group

ODPH Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

Visit BrightBites.ca for more information on school nutrition

Health topic: Nutrition Health Promotion
Focus on food literacy

What's it about?

Food literacy is a broad set of behaviours, skills, and mindsets about food and nutrition. It’s like a toolbox for healthy eating—one we carry for life.

Food literacy includes:

- Food knowledge, like understanding how food is grown and prepared
- Nutrition knowledge, like having a grasp on common terms in nutrition, understanding Canada's food guide, and knowing about nutrients in food
- Skills and confidence to prepare food safely and follow recipes
- Ability to identify credible nutrition information and make sense of it
- Willingness to try new foods and to enjoy eating with others
- Understanding how food is connected to health and the social determinants of health
- Students who develop food literacy are empowered to make informed decisions about nutrition, and are set for a lifelong journey with healthy eating.

What's involved?

Make food literacy part of everyday learning.Food literacy isn’t something that grows out of a single, stand-alone opportunity. Look for opportunities to integrate food and nutrition concepts across the curriculum—with a little creativity, food literacy can be part of your routine teaching practice. Here are some examples:

- Discuss food waste and environmental sustainability in Science.
- Adjust measurements or calculate recipe yields in Mathematics.
- Read food labels and compare food options in Health and Life Skills.
- Write about how marketing can influence your food choices in English Language Arts.

Explore traditional food systems (plants and animals harvested from land and water in your local area). Help students reflect on the sustainability of these food systems in Science, or consider how they were affected by colonialism as part of Social Studies.

Invite local Elders and Indigenous community members to share stories and teachings on:

- Growing and harvesting plants
- Fishing, hunting, and trapping wild game
- Foraging and gathering berries and edible plants
- Preparing and preserving traditional foods

Practice storing, handling, and preparing foods safely in Career and Technology Foundations. Find classroom activities for grades 7-12 in Alberta food safety facts: Teacher resource kit.

Compare the cost of eating take-out versus eating at home as part of Career and Life Management.

Talk about different food customs, traditions, ceremonies, and cultural practices, like ways of gathering with family and friends to plan, prepare, and enjoy food together. Encourage students to share stories, recipes, and food (if appropriate).

Use authentic tasks

Authentic tasks help students connect with real-world challenges and allow for inquiry. They can engage and excite students about healthy eating, and help to build food literacy. Here are some examples of tasks students may be able to take on:

- Create a healthy menu or feature item for the canteen or cafeteria.
- Plan a grocery store shopping list based on a healthy recipe to make at home.
- Publish a cookbook featuring healthy recipes from families.
- Design, grow, or maintain a school or community garden. Use Indigenous-informed teaching and learning practices (like observation, storytelling, and role modelling) to help students learn about Indigenous practices of harvesting from the land.
- Start a virtual cooking club (with online community partners like local food producers, grocers, chefs, and Registered Dietitians).
- Connect with local farms, greenhouses, or produce markets to find opportunities for service learning, volunteering, or summer employment.

Nurture a healthy relationship with food

As an educator, there are many ways you can promote a healthy relationship with food. Take time to reflect on your words and actions when it comes to food and nutrition. Here are some ideas:

- Try to talk about food in a positive way. Focus on the appealing aspects of healthy eating instead of the negative consequences of poor nutrition. Try to avoid:
    - Using labels like 'junk food'
    - Talking about fad diets
    - Commenting on students' snacks or lunches brought from home

Encourage students to pay attention to their hunger and fullness cues, and to eat nutritious food that suits their cultural preference. Talk about how we use food to nourish our bodies and give us energy.

Try to eat with your students, at least once in a while. Limit distractions (like noise & digital devices) and connect with them through conversations or stories. Enjoy your food together.

Get involved in efforts to promote healthy eating across the school community, including staff wellness activities.

How does it connect?

Food literacy is an evolving concept that can influence whether students choose healthy options (like vegetables and fruit) when given the opportunity. It also improves confidence in their ability to prepare healthy food and may help to build life-long healthy eating patterns.

Food literacy is one aspect of a whole-school nutrition strategy, guided by the comprehensive school health framework and involving coordinated action to address policies, environments, and practices.

You might also like:

- Design healthy eating spaces
- Go beyond food
- Put nutrition policy in place

APPLE Schools

School Health Champions

The school health champion (SHC) is a school staff member who volunteers as the liaison between APPLE Schools and each APPLE ally school community. This person leads school staff in building and maintaining a healthy culture by initiating discussions and facilitating action plan implementation. APPLE Schools supports SHCs with resources, knowledge exchange events, in-person meetings, and mentorship.

Champion: SHCs are just that! They are role models who guide the school in applying a health lens to regular-day activities and strive to create a healthy school community for all.

Helper: SHCs are always on a mission to help others become health leaders in the school community, and are the go-to persons when someone wants to contribute.

Adaptable: SHCs know that change can be a processes of trial and error until the school community finds what works. SHCs adapt well to change and try new ideas, while encouraging others to do the same.

Motivator: SHCs have a can-do attitude with a positive and inclusive approach that makes health fun and engaging.

Partner: SHCs partner closely with their principals to create change in the school community. SHCs are also masters at creating partnerships both inside and outside the school to involve the whole community.

Integrator: SHCs apply a health lens to existing school activities and integrate wellness to all that the school does without adding a lot of extra work on others.

Observer: SHCs identify areas of improvement and areas of success that are worthy of celebration in the school. They are great listeners who gather diverse voices to ensure the community reflects its members' needs.

Not the broccoli police: SHCs promote a welcoming and inclusive approach that respects all choices and does not create shame. The education they provide on food is based on provincial, district, and school guidelines for nutrition.

School Health Champions in Action

A SHC role is designed to easily integrate into regular school staff activities. The day-to-day work depends on each SHC's facilitation style and the school's goals and activities in the action plan. Throughout the year, the SHC oversees action plan implementation. The person in the role needs scheduled time at staff meetings and other school events to share resources and ideas with the rest of the staff. Ultimately, the role of the SHC is unique, continuously looking at the school environment through a health lens to find ways to enhance the health of its members. The APPLE school health mentor provides support each step of the way.

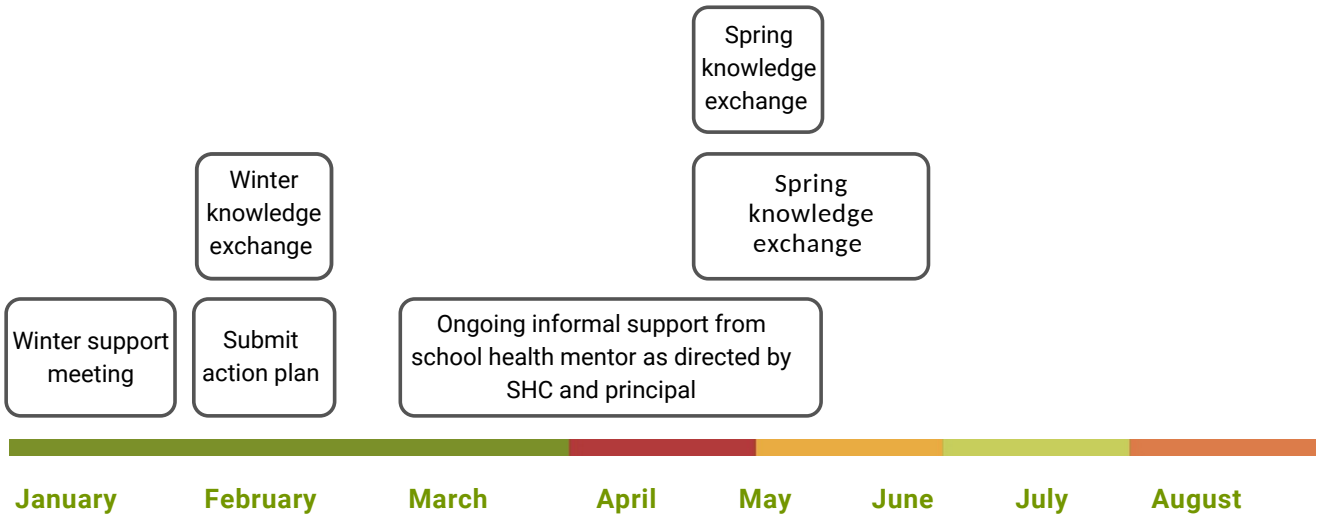
Annual Responsibilities

1. **Create, update, and submit the action plan:** SHCs gather feedback from students, staff, families, and other stakeholders on the creation, changes, or updates they would like to see in the school action plan for the year. Gathering feedback on the action plan and activities within it is important to evaluate outcomes, effectiveness, barriers, and gaps in implementation. SHCs send the action plan to school health mentors to review and approve allocation of APPLE Schools' funds.

2. **Attend biannual support meetings:** SHCs attend an in-school meeting with their school health mentor and principal twice per year. Once to review the school health goals for the year, and the second time to review successes and challenges of achieving those goals.

3. **Attend biannual professional development events:** SHCs attend knowledge exchange sessions 2-3 times per year. The school health mentor ensures topics covered at the event increase SHCs' knowledge and skills to fulfill the role. The events are funded by APPLE Schools.

Annual APPLE Ally School 2022 Timeline



APPLE Schools

School Health Champions

Every APPLE school has one. The school health champion (SHC) is a school staff member who volunteers as the liaison between APPLE Schools and the school community. This person leads school staff in building and maintaining a healthy culture by initiating discussions and facilitating action plan implementation. APPLE Schools supports SHCs with resources, knowledge exchange events, in-person meetings, and mentorship.

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School Health Champions in Action

A SHC role is designed to easily integrate into regular school staff activities. The day-to-day work depends on each SHC's facilitation style and the school's goals and activities in the action plan. Throughout the year, the SHC oversees action plan implementation and tracks funding and spending. The person in the role needs scheduled time at staff meetings and other school events to share resources and ideas with the rest of the staff. Ultimately, the role of the SHC is unique, continuously looking at the school environment through a health lens to find ways to enhance the health of its members. The APPLE school health mentor provides support each step of the way.

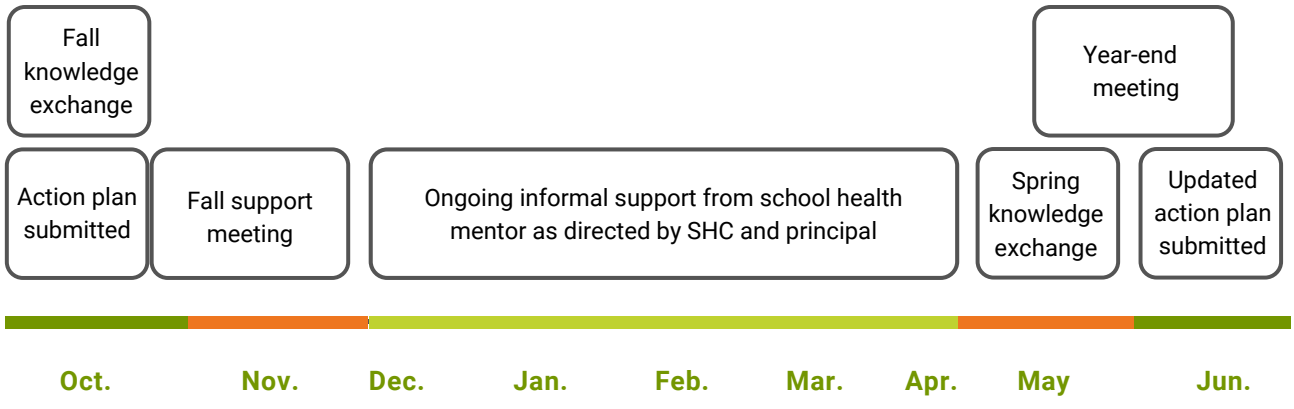
Annual Responsibilities

1. **Update and submit the action plan:** SHCs gather feedback from students, staff, families, and other stakeholders on changes or updates they would like to see in the school action plan for the year. Gathering feedback on the action plan and activities within it is important to evaluate outcomes, effectiveness, barriers, and gaps in implementation. SHCs send the action plan to school health mentors to review and approve allocation of APPLE Schools' funds.

2. **Attend biannual support meetings:** SHCs attend an in-school meeting with their school health mentor and principal twice per year. The first is in the fall to review the school health goals for the year, and the second in the spring to review successes and challenges of achieving those goals.

3. **Attend biannual professional development events:** SHCs attend a full-day knowledge exchange event twice per year. The school health mentor ensures topics covered at the event increase SHCs' knowledge and skills to fulfill the role. The event is funded by APPLE Schools.

Annual APPLE School Timeline



Taste Test: Apple



Apples are a delicious autumn fruit with a crisp skin and a white inside. There are over 100 varieties of apples grown in North America. The most common colours of apples are either red or green[1.] The flavour of an apple is sweet but somewhat tart, with the green apples being sourer and the red being sweeter.

Food Fact

Apples are a source of vitamin C, are high in fibre and are very low in sodium[2]

How to Choose:

- ☐ Look for an apple that is firm.
- ☐ Make sure the apple skin is intact and has minimal cuts or bruises.
- ☐ The colour of the apple does not need to be uniform.
- ☐ If you prefer sweet, choose Red and Golden Delicious apples.
- ☐ If you prefer sour, choose Granny Smith and Fuji apples.
- ☐ To check if an apple is ripe, gently squeeze it. It's ripe if it feels soft.

How to Prepare:

- ☐ To wash the apple, run it under cold water. You can bite in with the skin intact.
- ☐ Or, cut the apple into slices. To prevent browning, coat cut surfaces with lemon juice.[2]

How to Store:

- ☐ Keep apples in the fridge, where they can be stored for about a month.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try apples again?

☐ YES ☐ NO

Ideas for Serving Apples:

- Apples cut into bite-size pieces are a delicious addition to both fruit or green salads.
- Make fruit kebabs with bite-size cubes of apples, bananas, strawberries, and grapes.
- Drizzle honey on chopped apple and warm in the microwave for 20 seconds. Sprinkle apples with chopped walnuts and cinnamon. Serve warm.

Apple Treats

Makes 2 servings (½ sliced apple)



Ingredients:

- ☐ 1 apple sliced ½ inch thick, unpeeled
- ☐ 2 bsp almond butter
- ☐ 1/3 cup granola
- ☐ Cinnamon to taste

Directions:

1. Spread one side of sliced apple with almond butter and sprinkle with cinnamon.
2. Dip the apple slices into granola to cover the almond butter.

Recipe adapted from https://whfoods.com/genpage.php?tname=recipe&dbid=273.

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]Ministry of Agriculture (British Columbia). Apples. http://www.agf.gov.bc.ca/aboutind/products/plant/apples.htm Accessed July 19, 2012.
[2]Live Science. Apples:Health Benefits, Risks, & Nutrition Facts https://www.livescience.com/44686-apple-nutrition-facts.html Accessed Oct. 17, 2017
[3]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 19, 2012.

Taste Test: Banana



Bananas are long cylinder-shaped fruits with a bright yellow, thick, inedible peel on the outside and a white creamy flesh on the inside. Bananas grow year-round on trees in bunches called *hands*, which consist of 10-25 bananas in tropical regions like Costa Rica, Mexico, Ecuador, and Brazil. Bananas are a very sweet fruit and are eaten almost daily by many North Americans.

Food Fact

Bananas are high in potassium and vitamin $B_{6,}$ and are a source of vitamin C, magnesium and fibre[1]

How to Choose:

- ☐ Bananas ripen after they are picked off the tree.
  - Green bananas are not ripe.
  - Yellow bananas are perfectly ripe.
  - Yellow bananas with brown speckles indicate the banana is sweet and tender.
- ☐ Base your banana colour choice on how soon you want to eat them.

How to Prepare:

- ☐ Pull the banana peel down, and enjoy.
- ☐ To prevent browning, coat the surface with lemon juice.
- ☐ Use overripe bananas in baking.

How to Store:

- ☐ On the counter at room temperature.
- ☐ To ripen bananas faster, place them in a paper bag or wrap them in newspaper.
- ☐ To slow the ripening process, place bananas in the fridge.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try apples again?

☐ YES ☐ NO

Ideas for Serving Bananas:

- Add bananas to a smoothie recipe.
- Add bananas to cold cereal or oatmeal for a sweet and creamy addition.
- Make a peanut butter and banana sandwich on whole grain bread with a drizzle of honey.

Banana Muffins



Makes 12 muffins

Ingredients:

- ☐ 1 ¾ cup whole wheat flour
- ☐ 2 tsp baking powder
- ☐ 2 cups mashed ripe banana
- ☐ 1 tsp baking soda
- ☐ ½ cup low fat yogurt
- ☐ ¼ cup canola oil
- ☐ 2 eggs
- ☐ ½ cup packed brown sugar
- ☐ 2 tsp vanilla
- ☐ ¼ cup mini chocolate chips

Directions:

1. Preheat the oven to 400°F.
2. In a large bowl, whisk together both flours, baking powder and salt; set aside.
3. In another bowl, stir together bananas and baking soda; set aside.
4. In a third bowl, whisk together yogurt, oil, eggs, sugar and vanilla until combined. Stir into banana mixture. Pour over the flour mixture and stir until just moistened.
5. Using a large ice cream scoop, scoop batter into 6 paper lined or greased muffin cups.
6. Stir chocolate chips into remaining batter and scoop into the last 6 muffin cups.
7. Bake for about 20 minutes or until muffins spring back when lightly touched.

Recipe adapted from https://www.cookspiration.com/recipe.aspx?perma=065D7F4E475&g=3

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]Government of Canada. *Nutrient Value of Some Foods* https://www.canada.ca/en/health-canada/services/food-nutrition/healthy-eating/nutrient-data/nutrient-value-some-common-foods-2008.html Accessed July 20, 2012.
[2]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx . Accessed July 20, 2012.

Taste Test: Beets



Beets are versatile and delicious! They are a root vegetable and are rich in vitamin A, iron, and calcium. The most common type of beets have beautiful bright red/pink interiors. The compound responsible for this colour is called betalain, which is a type of powerful antioxidant that has been shown to reduce inflammation and help reduce the risk of cancer and heart disease.[1] Beets also come in golden, white, and chioggia varieties.[2]

Food Fact

The leafy green tops of beets are also edible and contain additional nutrients such as vitamin A and C![2]

How to Prepare:

- Choose beets that have a firm texture, smooth skin and a deep red exterior colour[2]
- Inspect the greens on top of the beet to make sure they are fresh and not wilted
- Small to medium sized beets have a more pleasant flavour and they cook more quickly[2]
- Canned beets are also a great alternative to fresh beets and also can be stored for up to 4 years[2]

How to Prepare:

- Beets can be consumed in numerous ways
- Due to their pigment, beats have the potential to stain skin and other surfaces temporarily, therefore it is recommended to wear gloves when handling to prevent this!
- If boiling or steaming beats, keep the skin on for easy clean up, this also helps to soften the flesh.[2]

How to Store:

- Keep beets unwashed in the crisper drawer of your refrigerator, cut off the leaves so 2 inches remain
- Store the remaining beet leaves in an airtight container, these will stay fresh for up to 3 days[2]
- Freeze beets by boiling, placing them in an ice bath, then cutting into cubes, or pickling!

Note:

Canada's food guide recommends:

- Half of your plate containing a variety of vegetables and fruits[3]

I Tried It!

My Rating (circle one):

Would you like to try beets again?

☐ YES ☐ NO

Ideas for Serving Beets:

-Prepare pickled beets

-Use cubed beets as an additional vegetable in your salad!

- Try making beet hummus
- Try grilling or roast beets
- Try adding beets to your morning smoothie
- Beets pair beautifully with fruits like apple and peaches

Lentil Borscht with Kale

Makes 8 servings



Ingredients

- 2 tbsp canola oil
- 1 onion, diced
- 2 carrots, diced
- 2 celery stalks, diced
- 4 beets, diced
- 3 garlic cloves, minced
- 1 tsp paprika
- 1/4 tsp salt
- 1/4 tsp pepper
- 6 cups low sodium chicken, beef, or vegetable stock
- 28 oz (1 can) diced tomatoes
- 1 cup green lentils
- 4 cups kale, centre rib removed, torn into small pieces
- 1 lemon, juiced
- Optional: sour cream or plain Greek yogurt (for garnish)

Directions

1. Heat oil in a Dutch oven over medium-high heat. Add onion, carrot, celery, and beets, and cook for 5-7 minutes, until onions are soft.
2. Stir in garlic, paprika, salt, and pepper and cook for another minute.
3. Pour in stock, tomatoes, and lentils. Increase heat to high and bring soup to a boil. Reduce heat to medium-low and simmer for 40-50 minutes, until lentils are cooked and beets are soft.
4. Stir in kale, lemon juice, dill, and sugar. Cook for another 5 minutes until kale is soft. If the soup is too thick, add more stock or water. Adjust seasonings with more salt and pepper, if needed.
5. Ladle into soup bowls and garnish with sour cream or plain Greek yogurt.

Recipe adapted from Cookspiration.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

[1]Alberta Diabetes Foundation. Bring on the Beets. https://www.albertadiabetesfoundation.com/bring-on-the-beets. Accessed March 2022.

[2]Todays Dietitian. Beets- The History, Myriad Uses, and Health Benefits of These Beloved Roots. https://www.todaysdietitian.com/newarchives/0220p26.shtml. Accessed March 2022.

[3]Government of Canada. Canadas Food Guide. https://food-guide.canada.ca/en/. Accessed March 2022.

Taste Test: Black Plum



Black plums are juicy, medium-sized fruits with a smooth, deep purple outer skin, and a peach-coloured inside containing a small pit. Plums are like peaches and nectarines – they have a sweet, light taste when they are ripe. Black plums are available between May and October and are grown in Japan and Europe.

Food Fact

Black plums are high in vitamin C and antioxidants[1]

How to Choose:

- ☐ Ripe black plums are firm but soft when you apply pressure, especially near the top.
- ☐ Avoid black plums that are shriveled or contain bruised spots or punctures in the skin.

How to Prepare:

- ☐ Simply wash under cold water, and enjoy!

How to Store:

- ☐ Plums that are not ripe can be left at room temperature to ripen.
- ☐ Ripened plums can be kept in the refrigerator for up to 5 days.[2]
- ☐ Plums can also be frozen, but the inside pit should be cut out first.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try black plum again?

☐ YES ☐ NO

Ideas for Serving Black Plums:

- Add black plum slices to cold cereal.
- Bake pitted plum halves in the oven at 200°F until they are wrinkled, then drizzle with honey, cinnamon, and walnuts.
- Add plum slices to warm oatmeal.

Grilled Fruit Kabobs



Makes 12 servings

Ingredients:

- ☐ ¼ cup margarine
- ☐ 2 tbsp honey
- ☐ 3 fresh peaches, pitted and quartered
- ☐ 3 fresh plums, pitted and quartered 3 bananas, cut into 4 pieces each
- ☐ 12 strawberries, hulled
- ☐ 12 skewers

Directions:

1. Preheat an outdoor grill to medium heat and place a large piece of tin foil on the grate.
2. Melt the margarine and honey together in a small saucepan over medium heat. Reduce heat to low and cook gently, stirring occasionally, until slightly thickened. Do not let the sauce boil.
3. Thread a peach quarter, a plum quarter, a banana piece, and a strawberry onto each skewer. Place the skewers onto the foil on the preheated grill, then brush margarine-honey sauce over each skewer.
4. Grill until the fruit has softened and the sauce thickened and cooked onto the fruit, about 5 minutes. Flip the skewers, brush more margarine-honey sauce over each, and grill for about 5 more minutes on the other side.

Recipe adapted from: http://allrecipes.com/recipe/grilled-fruit-kabobs/detail.aspx

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]The World's Healthiest Foods. Plums. http://www.whfoods.com/genpage.php?tname=foodspice&dbid=35 Accessed July 24, 2012.
[2]Still Tasty. http://www.stilltasty.com/fooditems/index/18023 . Accessed July 14, 2017.

Taste Test: Blackberries



Blackberries look exactly how their name describes: a deliciously juicy black berry. This berry has a smooth, fragile skin and is composed of many seed-containing sacks, called droplets, which cluster together around an inner greenish-white core. The blackberry is very sweet and somewhat tart. They are commonly grown in Canada, Serbia, and Mexico.

Food Fact

Blackberries are one of the most antioxidant-rich fruits.

How to Choose:

- ☐ Ripe blackberries are deep purple in colour
- ☐ A delicious blackberry will have large droplets
- ☐ Avoid small and shrivelled blackberries
- ☐ Be aware the mold can easily blend into the dark colour of the fruit

How to Prepare:

- ☐ Simply remove them from the container, run them under cold water, and serve

How to Store:

- ☐ In the refrigerator for up to one week
- ☐ If you have extra blackberries, you can freeze them.
    - Lay washed berries on a cookie sheet and freeze for one hour.
    - Transfer the berries to an air-tight container to be kept in the freezer.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try blackberries again?

☐ YES ☐ NO

Ideas for Serving Blackberries:

- Blackberries are delicious in a fruit smoothie.
- Top a bowl of blackberries with a dollop of vanilla yogurt and chopped walnuts.
- Add blackberries to oatmeal or cereal for more colour and flavour.

Berry Smoothie



Makes 6 servings

Ingredients:

- ☐ 1 banana, broken into chunks
- ☐ 1 cup low-fat strawberry flavoured yogurt
- ☐ 1 cup unsweetened orange, strawberry, and banana juice
- ☐ 1 cup mixed frozen berries (strawberries, blueberries, raspberries, and blackberries)

Directions:

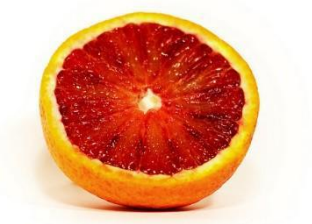
1. In a blender, on high speed, blend banana, berries, yogurt, and juice for 30 seconds or until smooth.

Recipe from https://www.cookspiration.com/recipe.aspx?perma=FA4DAAE5C9C&g=31

Getting children involved in cooking at home makes them more likely to eat fruits and vegetables and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx - Accessed July 20, 2012

Taste Test: Blood Orange



Blood oranges are a different variety of orange that looks like an orange on the outside, but has an inside flesh that is a bright red colour, giving it its name. Blood oranges have a distinct sweet, tart flavour, with a hint of raspberry. Blood oranges are commonly grown in the Mediterranean and in California.

Food Fact

Blood oranges get their bright blood-red colour from high concentrations of a pigment called anthocyanin, a powerful antioxidant[1]

How to Choose:

- ☐ A good blood orange's peel should feel smooth.
- ☐ It should be firm with no bruises.
- ☐ Choose a heavier blood orange to ensure it is very juicy.

How to Prepare:

- ☐ Wash the blood orange to remove bacteria.
- ☐ Cut the fruit down the middle, then cut each half into 2 or 3 wedges.
- ☐ Eat the inner red flesh.

How to Store:

- ☐ Store blood oranges in the fridge or on the counter for up to 2 weeks.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try blood oranges again?

☐ YES ☐ NO

Ideas for Serving Blood Oranges:

- Eat them as a sweet snack on their own
- Add them to any fruit salad
- Juice them like oranges

Blood Orange & Strawberry Smoothie



Makes 4 servings

Ingredients:

- ☐ 2 cups of freshly squeezed blood orange juice
- ☐ 1 cup fresh or frozen strawberries, washed and hulled
- ☐ 3/4 cup vanilla yogurt
- ☐ ½ cup soft tofu or plain Greek yogurt
- ☐ 2 Tbsp honey
- ☐ 4 ice cubes

Directions:

1. Place all ingredients except the ice cubes in a blender and purée until smooth.
2. Add the ice cubes and pulse until the ice is crushed.
3. Pour into 4 glasses and serve immediately. Enjoy!

Recipe from https://www.thespruceeats.com/blood-orange-and-strawberry-smoothie-1665741

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca

[1]Sunkist Citrus & Products. Moro (Blood Oranges). http://www.sunkist.com/products/oranges.aspx#moro Accessed July 26, 2012.
[2]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 26, 2012.

Taste Test: Blueberries



Blueberries are small, round berries. The outside skin has a smooth, deep blue skin and the inside has a light-peach coloured flesh with small seeds. Blueberries grow on bushes in clusters between May and October and are similar to cranberries. They have a mildly sweet taste but can sometimes be tart depending on their ripeness when picked from the bush.

Food Fact

Blueberries are found to be one of the best sources of antioxidants, and they are high in vitamin K, vitamin C, and fibre[1]

How to Choose:

- ☐ Pick blueberries that are a deep, blue-purple colour.
- ☐ Avoid blueberries that are too soft and shrivelled.

How to Prepare:

- ☐ Rinse the berries and remove any that look damaged.
- ☐ Eat them raw or add them to baking.

How to Store:

- ☐ Keep blueberries in the fridge for up to 10 days.
- ☐ Extra blueberries can be frozen. Wash them, lay them on a cookie sheet and freeze for one hour. Then transfer to a container to be kept in the freezer.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try blueberries again?

☐ YES ☐ NO

Ideas for Serving Black Plums:

- Add blueberries to a smoothie.
- Add fresh blueberries to cold cereal or oatmeal for more flavour and colour.
- Make a blueberry and yogurt parfait by alternating layers of blueberries and yogurt in a glass and top with granola.

Blueberry Oat Muffins



Makes 12 muffins

Ingredients:

- ☐ 1 cup all-purpose flour
- ☐ ¾ cup quick-cooking rolled oats
- ☐ 2 tsp baking powder
- ☐ 1 tsp ground cinnamon
- ☐ ½ tsp baking soda
- ☐ ½ tsp salt
- ☐ ¼ cup packed brown sugar
- ☐ 1 egg
- ☐ ⅔ cup 1% milk
- ☐ ½ cup 1% plain yogurt
- ☐ ¼ cup vegetable oil
- ☐ 1 cup fresh or frozen blueberries

Directions:

1. In a large bowl, combine flour, oats, baking powder, cinnamon, baking soda, and salt.
2. In a medium bowl, whisk together brown sugar, egg, milk, yogurt and oil until well blended. Stir into flour mixture until just blended. Gently fold in blueberries.
3. Divide batter evenly among prepared muffin cups. Bake in a preheated oven for 20 to 25 minutes or until the tops spring back when lightly touched. Let cool in a pan on a wire rack for 5 minutes, then transfer to the rack to cool.

Recipe adapted from https://www.cookspiration.com/recipe.aspx?perma=sSxgMaOPdRW&g=3

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]Healthy Hints. https://healthyhints.com/blueberries. Accessed November 1, 2017.
[2]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 26, 2012.

Taste Test: Bocconcini



Bocconcini, which means *little mouthfuls* in Italian, are small mozzarella cheese balls that originated in Naples, Italy. Bocconcini is also called Buffalo cheese because it was traditionally made from the milk of water buffaloes. Today it is usually made from cow's milk by dipping whey curds into hot whey. The cheese is pulled, stretched, and kneaded, similarly to how bread is made.

Food Fact

Bocconcini is much lower in sodium and saturated fat than regular cheeses.

How to Choose:

- Find a large selection in Italian supermarkets.
- Choose bocconcini marinated in herbs or packed in water over those marinated in oil.

How to Prepare:

- Bocconcini can be eaten fresh or added to salads, pastas, or melted on casseroles or pizza.

How to Store:

- Fresh bocconcini is best kept packed in water and stored in the fridge.
- Marinated bocconcini cannot be stored as long and should be used shortly after purchasing.

Note:

Canada's food guide recommendation:

- Choose plant-based protein foods more often because plant-based protein has more fibre and less saturated fat than other types of protein foods.

I Tried It!

My Rating (circle one):



Would you like to try bocconcini again?

☐ YES ☐ NO

Ideas for Serving Bocconcini:

- Serve sliced with tomatoes, minced basil, and balsamic vinaigrette; or make kabobs with bocconcini, cherry tomatoes, zucchini.
- Slice on to a sandwich.
- Add to pasta or use as cheese on a pizza or lasagna.

Bocconcini and Cantaloupe Salad

Makes 6 servings

Ingredients:

- 2 Tbsp lime juice (about 1 lime)
- 1 ½ Tbsp olive oil
- ½ tsp salt
- ¼ tsp black pepper
- 2 Tbsp chopped fresh mint
- 1 cantaloupe, diced small
- ½ cup chopped bocconcini cheese
- 1 cup cherry tomatoes, halved
- ¼ cup thinly sliced red onion
- ¼ cup unsalted almonds, toasted and roughly chopped
- ¼ cup unsalted pumpkin seeds

Directions:

1. In a large bowl, whisk together lime juice, olive oil, salt, pepper, and mint.
2. Add cantaloupe, bocconcini, tomatoes, and onion.
3. Toss well and top with almonds and pumpkin seeds when ready to serve.

Recipe from https://food-guide.canada.ca/en/recipes/cantaloupe-bocconcini-cheese-salad/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. for more information please contact APPLE Schools at info@appleschool.ca

Information and adapted recipe taken from http://en.wikipedia.org/wiki/Bocconcini and https://food-guide.canada.ca/en/recipes/cantaloupe-bocconcini-cheese-salad/

Taste Test: Broccoli



Broccoli is a green vegetable that's part of a group called cruciferous vegetables and is related to cabbage. Broccoli is made up of little florets attached by small stems to a larger stalk that makes it look like a tree. The most common type of broccoli is Italian green. Broccoli is typically grown in the United States, especially California, between October and March.

Food Fact

Broccoli is very high in vitamin C and vitamin K. It also contains many other nutrients like folate, calcium and potassium.[1]

How to Choose:

- ☐ Choose broccoli with compact floret clusters
- ☐ The florets should all be the same colour
- ☐ Choose dark-green broccoli for the most nutritional benefit

How to Prepare:

- ☐ Rinse broccoli under cold water
- ☐ Cut the florets into quarters
- ☐ Eat it fresh in salads, or with healthy dip, or lightly steam it

How to Store:

- ☐ In a plastic bag for up to 10 days in a fridge
- ☐ For maximum storage time, leave broccoli unwashed until it's time to prepare it

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try broccoli again?

☐ YES ☐ NO

Ideas for Serving Broccoli:

- After steaming broccoli, add it to your favourite pasta recipe.
- Puree cooked broccoli and cauliflower together and combine with seasonings to make a simple soup.
- Add chopped broccoli florets to your favourite omelette recipe.

Cheesy Broccoli Toast



Makes 2 servings

Ingredients:

- ☐ 2 cups frozen broccoli
- ☐ 2 slices whole grain bread
- ☐ ¼ tsp red pepper flakes
- ☐ ½ tsp garlic powder
- ☐ ¼ cup light cheddar cheese, grated

Directions:

1. Preheat oven to 400˚F. Place frozen broccoli in a microwaveable bowl, cover with a plate and microwave on high for approximately 5 minutes. Allow to cool slightly then roughly mash with a fork. Add pepper flakes and garlic.
2. Lightly toast bread in the oven or toaster. Place toast on a baking tray. Layer mashed broccoli mixture on each slice and evenly sprinkle the grated cheddar cheese over each slice.
3. Bake in the oven until the cheese is melted and golden, approximately 5 minutes.

Recipe from https://food-guide.canada.ca/en/recipes/cheesy-broccoli-toast/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

[1] Health Line. https://www.healthline.com/nutrition/foods/broccoli#section5. Accessed Nov. 2, 2017

Taste Test: Brown Rice



Brown rice is a whole grain that is highly nutritious because it contains all three parts of the grain including the bran, germ, and endosperm! White rice only contains the inner endosperm portion, so the outer nutrient-dense portions are removed. Brown rice is high in fibre, gluten-free and contains no cholesterol or trans-fat. It is high in B vitamins, folate, iron, magnesium, and selenium making it a great alternative to refined grains![1]

Food Fact

Did you know there are over 40,000 varieties of rice grown and produced worldwide![2]

How to Choose

- There are many different brands of brown rice to choose from
- Look for the 100% whole grain sticker on the label
- If you have limited time, try choosing a precooked brown rice instead

How to Prepare:

- Make sure to rinse rice well under cold water before preparing to remove excess starch
- Boil or steam rice according to the package directions
- For extra flavour, try using chicken or vegetable broth instead of water
- Try adding spices such as parsley or dill for added flavour after the rice is cooked[2]

How to Store:

- Store uncooked rice in a cool, dark space and preferably an airtight container or strong bag clip
- Uncooked rice properly stored can last up to six months in the pantry, 12 to 16 months in the fridge, or can be frozen for up to two years!
- Brown rice has a wonderful nutty flavorful due to the outer bran and germ later containing oils that are rich in unsaturated fats and is therefore subject to rancidity – making sure rice is properly stored is key in preventing unwanted flavours or smells![2]

Note:
Canada's food guide recommends:

- Replacing refined grains with whole grains as they contain important nutrients such as fibre, vitamins and minerals!
- Eating whole grains can help to lower your risk of stroke, colon cancer, heart disease and type 2 diabetes[2]

I Tried It!

My Rating (circle one):



Would you like to try brown rice again?

☐ YES ☐ NO

Ideas for Serving Brown Rice:

- Try preparing rice in bulk so you can add brown rice to meals during the week!
- Try adding rice to salads, protein/vegetable bowls, or soup for added fibre
- Try making a rice pudding for a delish and nutrient-rich dessert
- Try making a stir fry with brown rice and add vegetables and fresh herbs such as cilantro, parsley, or dill

The Perfect Rice Bowl



Makes 4 servings

Ingredients

- 1 cup brown rice (cooked)
- 1 cup no salt added black beans, drained and rinsed
- 2 cups broccoli slaw
- 1/2 avocado sliced
- ½ mango cubed
- 4 tbsp salsa
- 4 tbsp Greek yogurt
- 4 lime slices
- Cilantro to garnish

Directions

1. Cook the rice according to the package directions
2. Place in the bottom of the bowl.
3. Top the rice with the rest of the ingredients.

Optional: You can change it up and try with other vegetables or protein.

Recipe adapted from Half Your Plate.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

1. Live Science. Brown Rice: Health Benefits & Nutrition Facts. https://www.livescience.com/50461-brown-rice-health-benefits-nutrition-facts.html. April 2022.
2. Harvard T.H. Chan: School of Public Health. https://www.hsph.harvard.edu/nutritionsource/food-features/rice/. The Nutrition Source. Accessed April 2022.
3. Government of Canada. Canadas Food Guide. https://food-guide.canada.ca/en/. Accessed April 2022.

Taste Test: Cantaloupe



Cantaloupe is a delicious summer melon with a rough, cream-colored, inedible outside rind and a juicy orange edible flesh. The fruit grows on vines on the ground and it is related to the watermelon, squash and pumpkin. The inside has a hollow cavity that contains small, white seeds. Cantaloupes are grown in Turkey, Iran, and the United States.

Food Fact

Cantaloupe is high in vitamin C, a source of potassium and folate. Cantaloupes are also high in beta-carotene, the same antioxidant found in carrots.

How to Choose:

- ☐ If you're picking from sliced cantaloupe, pick slices that have a bright orange flesh.
- ☐ If you're picking from a whole cantaloupe, pick one that is heavy for its size, and has a smooth, yellow or cream-coloured rind.
- ☐ TIP: Tap the cantaloupe with the palm of your hand. If it sounds hollow, it is ripe.

How to Prepare:

- ☐ Slice the cantaloupe in half and scoop out the cluster of stringy fruit and seeds in the centre.
- ☐ The flesh can be sliced, cubed, or scooped into balls.

How to Store:

- ☐ Keep unsliced cantaloupe at room temperature.
- ☐ Keep sliced cantaloupe in the fridge for about 1 week.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try cantaloupe again?

☐ YES ☐ NO

Ideas for Serving Cantaloupe:

- Cantaloupe makes a delicious addition to any fruit salad.
- Cut a cantaloupe in half, scoop out the seeds and fill the hollow cavity with low fat cottage cheese or vanilla yogurt for a quick healthy snack or breakfast.
- Wrap a slice of cantaloupe with turkey or lean ham for a snack or appetizer.
- Make fruit kebabs with bite-sized pieces of watermelon, cantaloupe, kiwi, and grapes.

Cantaloupe Salad with Lime and Mint

Makes 2 servings



Ingredients:

- ☐ 4 cups fresh spinach
- ☐ 1 cup sliced cantaloupe
- ☐ 1 cup cubed avocado
- ☐ ½ cup diced red bell pepper
- ☐ 2 Tbsp chopped fresh mint

Suggested dressing:

- ☐ 1 Tbsp mint apple jelly
- ☐ 1 ½ tsp white wine vinegar
- ☐ 3 Tbsp vegetable oil
- ☐ 1 clove of garlic, minced

Directions:

1. Divide spinach between 2 serving plates. Arrange half of the cantaloupe and half of the avocado in a circular pattern over the spinach on each plate. Sprinkle with diced red pepper and fresh mint.
2. Mix together the mint jelly, white wine vinegar, oil and garlic. Drizzle over the salads. Serve.

Recipe from https://allrecipes.com/recipe/spinach-cantaloupe-salad-with-mint/detail.aspx

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 27, 2012

Taste Test: Cape Gooseberries



Cape Gooseberry is native to warm subtropical regions throughout the world, and is often imported from South America and Colombia. The fruit is orange or yellow, grows inside a lantern- shaped shell; hence the cape gooseberry is also known as the Chinese lantern. The berries have a sweet-sour taste and have the texture of tomatoes. They can be used with sweet or savory foods, but typically they are used in jams or garnishes.

Food Fact

Cape gooseberries are rich in vitamins A and C. They contain more vitamin C than an orange, and the riper the fruit, the higher the amount of vitamin A. Vitamin C is an antioxidant and vitamin A helps keep vision better at night.

How to Choose:

- ☐ Choose bright-yellow berries that are firm to the touch.
- ☐ The outer covering should be intact.

How to Prepare:

- ☐ Peel back the lantern shell and twist the berry off from the shell.
- ☐ Wash and eat as is or use in salads, baking, or sauces.

How to Store:

- ☐ Leave the outer shell intact.
- ☐ When the shell is intact the fruit can be stored for up to eight weeks in a dry, cool place such as a kitchen pantry or cold room.
- ☐ Gooseberries can also be stored in the fridge for 2-3 weeks.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try cape gooseberries again?

☐ YES ☐ NO

Ideas for Serving Cape Gooseberries:

- The berries are a delicious sweet snack just on their own.
- The berries can be added to a salad, yogurt, or cereal.
- They make a great addition to baking such as in fruit crisps, muffins or in sauces like chutneys and salsas.

Cape Gooseberry Scones with Lemon



Makes 8 scones

Ingredients:

- ☐ 2 cups all-purpose flour
- ☐ ½ cup granulated sugar
- ☐ 1 large lemon, zested (1 Tbsp)
- ☐ 2 ½ tsp baking powder
- ☐ ½ tsp salt
- ☐ ½ cup unsalted Butter, frozen
- ☐ ½ cup heavy cream
- ☐ 1 egg
- ☐ 1 ½ tsp pure vanilla extract
- ☐ 6 oz cape gooseberries, sliced

Directions:

1. In a large bowl, whisk the flour, sugar, lemon zest, baking powder, and salt together until well combined. Grate the frozen butter using a box grater. Add it to the flour mixture and combine with a pastry cutter, two forks, or your fingers until the mixture comes together in pea-sized crumbs. Place in the refrigerator or freezer as you mix the wet ingredients together.
2. In a small bowl, whisk 1/2 cup heavy cream, the egg, and vanilla extract together until just incorporated. Drizzle over the flour mixture, add the gooseberries, then mix together until everything appears moistened.
3. Pour onto the counter and, with floured hands, work dough into a ball as best you can. The dough will be sticky. If it's too sticky, add a little more flour. If it seems too dry, add 1-2 more tablespoons of heavy cream. Press into an 8-inch disc, and with a sharp knife or bench scraper, cut into 8 wedges.
4. Brush the scones with the remaining heavy cream.
5. Preheat the oven to 400°F and arrange the scones 2-3 inches apart on a parchment paper lined baking sheet, and refrigerate for at least 15 minutes.
6. Bake for 22-25 minutes or until golden brown around the edges and lightly browned on top.

Recipe adapted from https://www.alifedelicious.com/cape-gooseberry-scones/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. for more information please contact APPLE Schools at info@appleschool.ca

Taste Test: Carrots



Carrots are bright-orange root vegetables. Each carrot is topped with leafy greens that form an umbrella shape at the top. The leafy greens are not typically eaten. There are many different colors of carrots grown in the world including purple, yellow, white, and red, but the orange is the most commonly eaten one. North Americans eat an average of 12 pounds of carrots a year!

Food Fact

Carrots are best known for their extremely high content of an antioxidant called beta-carotene, which is a vitamin A precursor that gives this vegetable its characteristic bright orange color.[1]

How to Choose:

- ☐ Choose carrots that are firm and brightly coloured.
- ☐ A deeply-orange carrot is more nutrient rich.
- ☐ If the leafy greens are still intact, they should be bright green and fresh-looking.[2]

How to Prepare:

- ☐ Gently scrub carrot with a vegetable brush.
- ☐ Peel carrots with a potato peeler, cut, and enjoy!

How to Store:

- ☐ Store carrots in the coolest part of the refrigerator.
- ☐ Store carrots in a plastic bag or wrapped in paper towel to help to minimize the amount of water loss.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try carrots again?

☐ YES ☐ NO

Ideas for Serving Carrots:

- Add raw shredded carrots to your favorite salad.
- Puree cooked carrots and boiled potatoes. Add your favorite spices and seasonings for a quick and easy soup.
- Slice carrots and dip into your favorite vegetable dip or hummus for a quick and healthy snack.

Carrot and Apple Salad

Makes 500 mL (2 cups)

Ingredients:

- ☐ 2 carrots, peeled and grated
- ☐ 1 large apple, grated
- ☐ ¼ cup soybeans or walnuts
- ☐ 1 Tbsp lemon juice
- ☐ 1 tsp cinnamon
- ☐ 1 tsp liquid honey

Directions:

1. Add soybeans to a small saucepan of boiling water. Cover and simmer for 2 minutes. Drain and place in a large bowl.
2. Combine carrots, apple, soybeans, lemon juice, honey and cinnamon. Stir to coat well.

Recipe from https://www.cookspiration.com/recipe.aspx?perma=FBF802783DE&g=31

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. for more information please contact APPLE Schools at info@appleschool.ca

[1]Strive for Five at School! A Guide to Promoting Fruits and Vegetables. http://nshps.ca/sites/default/files/root/files/S45%20Resource%20Guide%20Eng-Web.pdf Accessed July 27, 2012

[2]Mix it Up!TM Campaign. Fruit&Veggies Primer. http://www.5to10aday.com/en/fruits-veggies-primer/fruits-from-a-to-z/a Accessed July 27, 2012.

[3]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx . Accessed July 20, 2012

Taste Test: Cauliflower



Cauliflower is a white vegetable that is a part of the cabbage family, a group called *cruciferous* vegetables. The cauliflower vegetable is made up of little flower buds attached by small stems on a larger stalk that makes it look like a tree. Raw cauliflower is firm but spongy in texture. Nova Scotia produces about 100 hectares of cauliflower each year.[1]

Food Fact

Cauliflower is high in vitamin C and a source of various nutrients including vitamin K, vitamin B_6 and folate.

How to Choose:

- ☐ Choose cauliflower that is creamy white.
- ☐ Ensure that the flower buds are free from brown spots.
- ☐ Cauliflower heads surrounded in large, green leaves are better protected and taste fresher.

How to Prepare:

- ☐ Rinse the cauliflower under cold water.
- ☐ The healthiest way to eat cauliflower is by lightly steaming it because this keeps the maximum amount of nutrients intact. Cut the cauliflower into small stems, fill a pot with 2 inches of water, bring water to a boil, and place cauliflower on a steamer basket for about 5 minutes.
- ☐ Or, cut off the leaves surrounding the cauliflower, then slice the flower buds at the base where they meet the stalk. Enjoy it fresh!

How to Store:

- ☐ Store cauliflower in a plastic bag with all the air removed for up to 1 week in the refrigerator.
- ☐ Do not wash the cauliflower before storing.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try cauliflower again?

☐ YES ☐ NO

Ideas for Serving Cauliflower:

- After steaming the cauliflower, add it to your favourite pasta recipe.
- Puree cooked cauliflower and broccoli together and combine with seasonings and milk to make a simple soup.
- Add chopped cauliflower florets to your favourite omelet recipe.

Easy Cauliflower Cheddar Soup



Makes 6-8 servings

Ingredients:

- ☐ 9 cups chopped cauliflower
- ☐ 2 stalks celery, diced
- ☐ 1 onion, chopped
- ☐ 3 potatoes, peeled and diced
- ☐ 2 tsp minced garlic cloves
- ☐ Pepper to taste
- ☐ 2 cups chicken broth
- ☐ 1 cup water
- ☐ 2 Tbsp all-purpose flour
- ☐ 2 ½ cups milk
- ☐ A pinch of ground nutmeg
- ☐ 1 ½ cups shredded cheddar cheese

Directions:

1. In a large pot, combine cauliflower, celery, onion, potatoes, garlic, pepper to taste, chicken broth and water; cover and bring to a boil over high heat. Reduce heat to medium-low, cover and boil gently for 15 to 20 min or until vegetables are soft.
2. Whisk flour into milk; pour into the pot with nutmeg to taste. Cook, stirring, for about 3 min or until slightly thickened. Remove from heat.
3. Using an immersion blender or transferring in batches to an upright blender, purée until smooth.
4. Return to pot, if necessary. Heat over medium heat, stirring often, for about 5 min or until bubbling. Remove from heat and stir in 1 cup of the cheese until melted. Season with pepper and up to 1/4 tsp salt. Ladle into warm bowls and sprinkle with remaining cheese.

Recipe adapted from
https://dairyfarmersofcanada.ca/en/canadian-goodness/recipes/easy-cauliflower-cheddar-soup

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012.

Taste Test: Celery



Celery is a light-green vegetable with four parts: stalks, leaves, roots, and seeds. The most commonly eaten parts of the celery are the stalks. The other components are used for food seasonings and as natural medicines. Celery grows about 12 to 16 inches tall. The stalks are very crunchy and have a mildly salty taste. Celery is typically grown in the United States, Mexico, and Canada.

Food Fact

Celery has many important nutrients, including fibre, vitamin A and C, folate and potassium. [1]

How to Choose:

- ☐ Celery should be crisp and snap easily when pulled apart.
- ☐ Pick celery that is pale to bright green in colour.
- ☐ Light green celery has the most preferred flavour.
- ☐ Avoid celery with yellow or brown patches.

How to Prepare:

- ☐ Separate stalks and rinse thoroughly.
- ☐ Trim leaves *(reserve for soups)*, remove bottom end and any brown spots.
- ☐ Dice, slice, or cut into sticks.

How to Store:

- ☐ In a sealed container.
- ☐ Refrigerate unwashed for up to two weeks.
- ☐ Do not freeze celery.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try celery again?

☐ YES ☐ NO

Ideas for Serving Celery:

- Add cut up celery to your favourite salad or stir fry recipe.
- Add chopped celery to your favourite tuna or chicken salad sandwich recipe.
- Slice up celery and dip into your favourite vegetable dip or hummus for a quick and healthy snack.

Ants on a Log

Makes 10 servings



Ingredients:

- ☐ 5 stalks celery
- ☐ ½ cup peanut butter
- ☐ ¼ cup raisins

Directions:

1. Cut the celery stalks in half. Spread with peanut butter and sprinkle with raisins.

Recipe adapted from https://www.allrecipes.com/recipe/23953/ants-on-a-log/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@applschool.ca.

[1]Strive for Five at School! A Guide to Promoting Fruits and Vegetables. http://nshps.ca/sites/default/files/root/files/S45%20Resource%20Guide%20Eng-Web.pdf Accessed July 31, 2012

[2]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012.

Taste Test: Cherry Tomatoes



A cherry tomato is a miniature version of a regular tomato. Tomatoes have fleshy internal segments filled with slippery edible seeds surrounded by water. Tomatoes can be red, yellow, orange, green, or purple in colour. Despite popular belief, tomatoes are a fruit because the edible part of the plant contains the seeds. Cherry tomatoes are a summer fruit and grow in the United States, Russia, Italy, Spain, and China.

Food Fact

Cherry tomatoes are very high in ***lycopene:*** an antioxidant that can help prevent certain types of cancer. They are also a source of vitamin C, K and folate.

How to Choose:

- ☐ Pick cherry tomatoes that are smooth and well-formed.
- ☐ Cherry tomatoes should be firm and uniform in colour.

How to Prepare:

- ☐ Run tomatoes under cold water to wash, and enjoy!

How to Store:

- ☐ Keep tomatoes unwashed and uncovered at room temperature out of direct sunlight for up to one week.
- ☐ Do not refrigerate unless very ripe.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):

Would you like to try cherry tomatoes again?

☐ YES ☐ NO

Ideas for Serving Cherry Tomatoes:

- Cherry tomatoes are a great addition to any salad and soup.
- Add sliced cherry tomatoes to sandwiches or wraps.
- Enjoy a classic Italian salad with cherry tomatoes, fresh basil, and mozzarella cheese drizzled with olive oil.

Slow-Roasted Cherry Tomatoes Bruschetta

Makes 7 servings



Ingredients:

- ☐ 3 pints cherry tomatoes
- ☐ 1 Tbsp extra-virgin olive oil
- ☐ 3 cloves minced garlic
- ☐ ½ tsp salt
- ☐ ½ tsp freshly ground pepper
- ☐ ¼ cup fresh sliced basil
- ☐ 1 Tbsp red wine vinegar
- ☐ 14 sliced baguette, preferably whole wheat, toasted

Directions:

1. Preheat the oven to 325°F. Toss tomatoes with oil, garlic, salt, and pepper. Place on a baking sheet and roast until broken down, 45 to 55 minutes.
2. Combine the roasted tomatoes with basil and vinegar.
3. Top baguette slices with the roasted tomato mixture. Garnish with kalamata olives or fresh basil.

Recipe adapted from
https://www.eatingwell.com/recipe/249352/slow-roasted-cherry-tomato-bruschetta/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012.

Taste Test: Cottage Cheese



Have you heard the song lyrics “Little Miss Muffet, sat on a tuffet, eating her curds and whey …?” What she was eating was cottage cheese! Cottage cheese first got its name in 1848 because it was made in cottages from any milk left over after making butter.[1] It takes 100 pounds of milk to make 15 pounds of cottage cheese!

Food Fact

Cottage cheese is a good source of calcium and high in protein. These nutrients are an important part of a healthy diet.[1]

How to Choose:

- ☐ Buy cottage cheese with reduced sodium and fat.
- ☐ Check the *best before* date.

How to Prepare:

- ☐ Enjoy straight from the container plain as a snack or side dish.

How to Store:

- ☐ Keep refrigerated at 2°C - 4°C in the original container, with lid tightly sealed.
- ☐ Store upside down, it will stay fresh longer.

Note:

Canada's food guide recommendation:

- ☐ Choose plant-based protein foods more often because plant-based protein has more fibre and less saturated fat than other types of protein foods.

I Tried It!

My Rating (circle one):



Would you like to try cottage cheese again?

☐ YES ☐ NO

Ideas for Serving Cottage Cheese:

- Include in lasagna and other pasta sauces for a creamier texture.
- Mix with your favourite fruit: fresh, canned, or pureed.
- Beat the cottage cheese and use it as a substitute for cream cheese for reduced fat and extra protein.
- Use as a simple topping for pasta or baked potatoes.
- Sprinkle it with granola or nuts and a drizzle of honey for a quick snack.

Cottage Cheese and Yogurt Parfait



Makes 4 servings

Ingredients:

- ☐ 1 cup of fruit of choice, fresh or frozen (thawed)
- ☐ 1 Tbsp maple syrup
- ☐ 2 cups cottage cheese, unsalted
- ☐ 1 cup vanilla yogurt
- ☐ 1 cup granola

Directions:

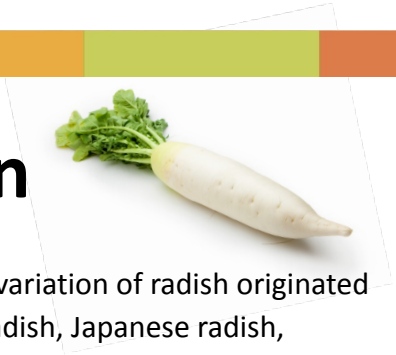
1. Toss fruit and maple syrup together. Set aside.
2. Mix together the cottage cheese and yogurt. Divide into four portions.
3. Top evenly with fruit mixture. Make sure to include all the juices that have collected at the bottom of the bowl.
4. Sprinkle with ¼ cup granola. Serve immediately or store in the fridge until ready.

Recipe adapted from
https://simplebites.net/breakfast-on-the-go-recipe-cottage-cheese-yogurt-parfait/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]Dietitians of Canada. Food Sources of Calcium. http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Osteoporosis/Food-Sources-of-Calcium.aspx Accessed August 3, 2012.

Taste Test: Daikon



Daikon is a mildly flavored white radish shaped like a giant carrot. This variation of radish originated in Asia and means “large root” in Japanese, but it is also called white radish, Japanese radish, Oriental radish, Chinese radish, or mooli. Daikon is harvested commercially in Texas and California and can be found in grocery stores year-round.

Food Fact

Both the root and the leaves are edible. Daikon is a source of vitamin C, potassium, magnesium, copper, calcium, and vitamin B_6

How to Choose:

- ☐ Look for daikon that is free of growth cracks and bruises and has firm, crisp roots.

How to Prepare:

- ☐ Scrub and peel skin as you would a carrot and cut according to recipe.
- ☐ Save the leaves for a salad or to add to soup.

How to Store:

- ☐ Store in the refrigerator in a perforated plastic bag to maintain humidity.
- ☐ Keep a wet paper towel in the bag to maintain humidity.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My rating (circle one):



Would you like to try daikon again?

☐ YES ☐ NO

Ideas for Serving Daikon:

- Daikon can be eaten raw in salads or added to stir-fries or soups.
- Daikon can be pickled or used in a dip.
- The leaves can be used as a garnish for salads.

Spicy Roasted Daikon Radish French Fries



Makes 4 servings

Ingredients:

- ☐ 5 cups daikon radish, peeled and sliced
- ☐ 3 ½ Tbsp canola oil
- ☐ 1 ½ tsp chili paste
- ☐ 1 tsp soy sauce
- ☐ ½ tsp ginger pulp, freshly grated
- ☐ ½ tsp granulated sugar
- ☐ ½ tsp sea salt

Directions:

1. Preheat the oven to 475°F, and adjust a rack to the center.
2. Cut the Daikon into sections approximately 3-inches long, then cut them vertically into sticks about ¼-inch thick. Add all of the Daikon slices to a baking sheet and set aside.
3. In a small bowl, combine the oil, chili paste, soy sauce, ginger, sugar and salt.
4. Drizzle this over the Daikon slices and then use your hands to toss them until they're all evenly coated and in a single layer.
5. Place the baking sheet in the preheated 475°F oven and roast until they are golden brown on all sides, about 30 minutes, toss/flip them about halfway through the cooking time.
6. Add a double layer of paper towels to another baking sheet, and when the fries are done, add them on top of the towels to drain and cool. Serve!

Recipe adapted from
https://cookingontheweekends.com/spicy-roasted-daikon-french-fry-recipe/#recipe

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012.

Taste Test: Dragon Fruit



Dragon fruit, also known as pitaya, dragon pear fruit, and strawberry pear, grows on a type of cactus in tropical countries. It is bright and colourful on the outside, and its flesh has texture like a kiwi. The scaly look of its outer skin is the reason some call it “dragon fruit,” and there are several types. It is native to Mexico and South America but it is also grown in Asia and Australia.

Food Fact

Dragon fruit contains nutrients including vitamin C, calcium and fibre.

How to Choose:

- ☐ Look for dragon fruit with bright skin free of moldy spots.
- ☐ A ripe dragon fruit is slightly soft but not mushy (similar to a ripe kiwi).

How to Prepare:

- ☐ Preparing dragon fruit is easy! All you need to do is cut it in slices, quarters, or strips.
- ☐ You can also cut the dragon fruit in half and scoop it out with a spoon, like you would do with a kiwi.

How to Store:

- ☐ Dragon fruit can be stored at room temperature or in the refrigerator for several days.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try dragon fruit again?

☐ YES ☐ NO

Ideas for Serving Dragon Fruit:

- It can be juiced, added to smoothies, or mixed in a salad.
- Dragon fruit has an interesting appearance that is attractive to kids and can help them reach those recommended vegetables and fruit servings per day.

Dragon Fruit Shake

Makes 2 servings



Ingredients:

- ☐ 1 dragon fruit, peeled
- ☐ 2 tangerines, peeled and segmented
- ☐ 1 lime, juiced
- ☐ 4 leaves fresh basil
- ☐ 2 Tbsp brown sugar
- ☐ 1 cup water
- ☐ 1 cup crushed ice

Directions:

1. Cut two ¼ inch thick slices from the peeled dragon fruit to use as a garnish, set aside.
2. Place the remaining dragon fruit into a blender with the tangerine segments, lime juice, basil, brown sugar, and water. Puree until smooth.
3. Stir in the crushed ice and pour into glasses. Garnish with the reserved dragon fruit slices to serve.

Recipe adapted from https://www.allrecipes.com/recipe/154950/dragon-fruit-shake/

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012.

Taste Test: Grape Tomatoes



Grape tomatoes are a much smaller version of a tomato and have an oblong shape. They can be red, yellow, orange, green, or purple in colour. Inside, they are juicy and filled with edible seeds. Their taste is sweeter and more concentrated than regular tomatoes. It is a common belief that grape tomatoes are a vegetable, but they are actually a fruit. Grape tomatoes are typically a summer fruit and grow in the United States, Russia, Italy, Spain, and China.

Food Fact

Grape tomatoes are very high in ***lycopene***, a specific type of *phytochemical* that acts as a powerful antioxidant.

How to Choose:

- ☐ Pick grape tomatoes that are a deep colour. Avoid pale-coloured ones.
- ☐ Pick grape tomatoes that are firm and have a smooth skin.

How to Prepare:

- ☐ Remove grape tomatoes from the container, run under cold water, and enjoy!

How to Store:

- ☐ Store grape tomatoes at room temperature and away from sunlight.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try grape tomatoes again?

☐ YES ☐ NO

Ideas for Serving Grape Tomatoes:

- Add to a salad or soup.
- Add sliced grape tomatoes to sandwiches or wraps.
- Enjoy a classic Italian salad with sliced onion, grape tomatoes, mozzarella cheese, and drizzled with olive oil.

Easy Garden Tomato Sauce

Makes 5 servings



Ingredients:

- ☐ 1 Tbsp olive oil
- ☐ 6 cloves garlic, chopped
- ☐ 1 ½ lbs grape tomatoes, cut in half
- ☐ Salt and fresh pepper
- ☐ 2 Tbsp fresh chopped oregon, or fresh basil
- ☐ ⅛ tsp crushed red pepper flakes

Directions:

1. In a large non-stick pan, heat oil on high heat.
2. Add garlic and cook until golden.
3. Add tomatoes, salt, crushed red pepper flakes, and fresh black pepper, and reduce heat to low.
4. Simmer, covered for 15 minutes.
5. Add fresh oregano and cook for another 15 minutes.

Serve with whole wheat pasta or on top of toast with eggs for a delicious breakfast. Can also be tossed into a salad or used as a filling for a sandwich/stuffed pita.

Recipe adapted from https://www.skinnytaste.com/easy-garden-tomato-sauce/#recipe

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Taste Test: Green Grapes



Green grapes are a small, oval, berry-like fruit with a thin skin and a juicy interior. They are crunchy and have a sweet, yet tart flavor. There are many different types of grapes. Some contain seeds while others are seedless. Green grapes grow on vines in warm places like Italy, Spain, France, United States, Mexico, and Chile.

Food Fact

Grapes are high in vitamin K, a source of vitamin C and very low in sodium and fat.

How to Choose:

- ☐ Choose grapes that are about the size of a marble.
- ☐ They should be round, plump, free of wrinkles, and have slightly yellow-green skin.

How to Prepare:

- ☐ Wash grapes under cold running water, pat dry, pull off the vine, and enjoy!

How to Store:

- ☐ Store in the fridge unwashed in a plastic bag for up to one week.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try green grapes again?

☐ YES ☐ NO

Ideas for Serving Green Grapes

- Frozen green grapes can be a sweet, fun summer snack! just wash and dry grapes, then lay them on a cookie sheet and freeze in the freezer. Once frozen, transfer grapes to a plastic bag and return to the freezer.
- Green grapes can be added to any fruit salad.

Green Apple Slaw



Makes 12 servings

Ingredients:

- ☐ ½ cup light mayonnaise or salad dressing
- ☐ 2 tsp honey
- ☐ ½ tsp poppy seeds
- ☐ 4 granny smith apples, quartered and thinly sliced (4 cups)
- ☐ 1 Tbsp lemon juice
- ☐ 1 ½ cups coarsely chopped cabbage
- ☐ ¾ cup seedless green grapes, halved
- ☐ ½ cup thinly sliced celery

Directions:

1. In a small bowl, stir together mayonnaise, honey, and poppy seeds. Set aside.
2. In a large salad bowl, combine apples and lemon juice; toss to combine. stir in cabbage, grapes, and celery. Pour dressing over mixture; toss gently to coat. Cover with plastic wrap or foil and chill in the refrigerator for 1 to 24 hours before serving.

Recipe adapted from http://www.eatingwell.com/recipe/259942/green-apple-slaw/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. for more information please contact APPLE Schools at info@appleschools.ca.

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed December 22nd, 2017

Taste Test: Honeydew



Honeydew is a summer melon with a cream-colored, rough outside rind and a juicy light-green inside. The inside of the honeydew has a hollow cavity, which contains small, white seeds. Honeydew melons are typically grown in the United States and Mexico, and are tastiest between the months of August and October.

Food Fact

Honeydew melon is a source of vitamin C, folate and potassium. It is fat free and very low in sodium.

How to Choose:

- ☐ If buying an uncut honeydew, pick one that is heavy for its size, and has a smooth, cream-colored rind.
- ☐ Avoid honeydew that is too firm, soft, bruised, or contains brown spots.

How to Prepare:

- ☐ Cut the honeydew in half and scoop out the cluster of stringy fruit and seeds.
- ☐ The flesh can be sliced, cubed, or scooped into balls.

How to Store:

- ☐ Keep uncut honeydew at room temperature.
- ☐ Once cut, a honeydew must be kept in the fridge and will last for up to three days.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try honeydew again?

☐ YES ☐ NO

Ideas for Serving Honeydew:

- Honeydew makes a delicious addition to any type of fruit salad.
- Cut honeydew in half, scoop out the seeds and fill the hollow cavity with a low fat cottage cheese of vanilla yogurt for a quick and healthy dessert.
- Make fruit kebabs with bite-sized pieces of watermelon, cantaloupe, oranges, and honeydew.

Honey, Apple, and Avocado Smoothie



Makes 2 servings

Ingredients:

- ☐ 2 cups chunks honeydew melon
- ☐ 1 small ripe avocado, peeled and cut into chunks
- ☐ 1 small yellow apple, peeled and cut into chunks
- ☐ 1 cup milk
- ☐ ¼ cup chopped fresh mint or coriander
- ☐ 1 tsp fresh ginger minced
- ☐ 3 Tbsp lemon juice
- ☐ Honey to taste

Directions:

1. In a blender, combine melon, avocado, apple, milk, mint, and ginger. Puree until smooth.
2. Add lemon juice and honey, if melon is not super sweet.
3. Pour into 2 glasses and serve.

Recipe adapted from
https://dairyfarmersofcanada.ca/en/canadian-goodness/recipes/honeydew-apple-and-avocado-smoothie

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012

Taste Testing: Hummus



Hummus is a dip/spread made mainly from cooked, mashed chickpeas, and other ingredients and spices. Chickpeas are high in protein and fit into the Meat and Alternatives food group of the Canadian Food Guide. Hummus originated in Egypt and is a common food in Middle Eastern countries. Original hummus is slightly tart and has a mild garlic flavour.

Food Fact

Hummus is a good source of energy due to the high content of protein and carbohydrates, providing a healthy and filling snack.

How to Choose:

- ☐ When choosing pre-made hummus, be sure to choose one that is properly sealed and is not expired.

How to Prepare:

- ☐ Check out the recipe on the next page.

How to Store:

- ☐ Store fresh hummus in the fridge in an air-tight container for 4 - 5 days.

Note:

Canada's food guide recommendation:

- ☐ Choose plant-based protein foods more often because plant-based protein has more fibre and less saturated fat than other types of protein foods.

I Tried It!

My Rating (circle one):



Would you like to try hummus again?

☐ YES ☐ NO

Ideas for Serving Hummus:

- Hummus is very versatile. You can add many different spices and foods to the original recipe, like chipotle peppers, dill, feta cheese, or sundried tomatoes to play with the flavour.
- Use it as a vegetable dip for your favourite raw vegetables or whole wheat pita bread.
- Use hummus as a spread on your sandwich or wrap to add extra flavour.

Creamy Dream Hummus



Makes 2 cups

Ingredients:

- ☐ 1 can chickpeas, drained and rinsed
- ☐ ¼ cup tahini (sesame seed paste)
- ☐ 1 tsp ground cumin
- ☐ ¼ cup vegetable broth
- ☐ ½ tsp grated lemon rind
- ☐ 1 Tbsp lemon juice
- ☐ 2 Tbsp water
- ☐ 1 clove garlic, minced

Directions:

1. In a food processor bowl, combine chickpeas, tahini, and cumin. Pulse until coarse.
2. Add broth, lemon rind and juice, and water, adding more as necessary to make a smooth textured hummus.
3. Whirl until very smooth and stir in garlic.

Recipe adapted from https://food-guide.canada.ca/en/recipes/creamy-dreamy-hummus/

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 9, 2012.

Taste Test: Kefir



Kefir is a dairy product similar to yogurt. It is made from milk and is fermented with belly-friendly bacteria and yeast. It has a texture that is quite different from other dairy products. The combination of the milk, bacteria, and yeast gives it a chunky texture. It looks a bit like cauliflower when the liquid is drained.

Food Fact

Kefir is a good source of calcium so it can help you grow strong bones and teeth.[1] It is also a good source of protein that contains probiotics – bacteria that are good for your digestive system.

How to Choose:

- ☐ Kefir is found in most grocery stores in the yogurt or milk aisle.
- ☐ Look at the best-before date. The package will tell you how long it lasts once it is open (usually 1 week).

How to Prepare:

- ☐ Check out the recipe on the next page.

How to Store:

- ☐ Kefir is stored in the refrigerator, just like milk and yogurt.

Note:

Canada's food guide recommendation:

- ☐ Choose plant-based protein foods more often because plant-based protein has more fibre and less saturated fat than other types of protein foods.

I Tried It!

My Rating (circle one):



Would you like to try kefir again?

☐ YES ☐ NO

Ideas for Serving Kefir:

- Kefir is great in smoothies, with fruit or as the star ingredient in a salad dressing.
- Make delicious and nutritious breakfast if you combine it with fresh whole grain granola and fruit.

Okroshka (Cold Summer Soup)



Makes 4 servings

Ingredients:

- ☐ 1 boiled potato, cubed
- ☐ 3 hard boiled eggs, cubed
- ☐ 1 cup radishes, thinly sliced
- ☐ 1 cup scallions, thinly sliced
- ☐ 1 large cucumber, halved, seeds removed, diced into cubes
- ☐ 1 cup fresh dill, finely chopped
- ☐ 2 cups 1% kefir
- ☐ 3 Tbsp lemon juice
- ☐ Salt to taste

Directions:

1. Thinly slice radishes using a sharp knife. Arrange slices in small stacks on your cutting board. Thinly slice the stacks of radish to make thin matchsticks.
2. In a large bowl, combine boiled potato, hard cooked eggs, radish, scallions, cucumber, and dill. Pour kefir over mixture, add lemon juice and stir well to combine.
3. Refrigerate and serve when ready.

Recipe adapted from https://food-guide.canada.ca/en/recipes/okroshka-cold-summer-soup/

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[1]Dietitians of Canada. Food Sources of Calcium. http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Osteoporosis/Food-Sources-of-Calcium.aspx Accessed August 9, 2012.

[2]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx. Accessed July 20, 2012.

Taste Test: Kohlrabi



Kohlrabies are pale green or purple root vegetables with long stalks and large leaves. They are cousins with the cabbage. The taste and texture of the flesh is sweet and crisp like a radish, while the stems and leaves taste more like cabbage. Popular in Germany, central Europe, and parts of India, China, and Southeast Asia, this cool-season plant will grow almost anywhere, including a Canadian vegetable garden.

Food Fact

Kohlrabi is very high in vitamin C and a source of folate, fibre and potassium.

How to Choose:

- ☐ Choose kohlrabi with fresh-looking leaves that are bright and uniform in colour.
- ☐ Bulbs the size of a peach or smaller yield the best texture and flavour.

How to Prepare:

- ☐ Trim stalks and leaves.
- ☐ If eating raw, peel kohlrabi root to expose the white inner flesh, then cut the flesh as desired.
- ☐ If eating it cooked, wait to peel until after cooking.
- ☐ Kohlrabi should be cooked like a turnip.

How to Store:

- ☐ Cut off leaves and refrigerate bulbs unwashed and covered for up to one week.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try kohlrabi again?

☐ YES ☐ NO

Ideas for Serving Kohlrabi:

- Raw kohlrabi slices or sticks make a tasty snack.
- Add kohlrabi slices to salads, or grate and marinate in salad dressing.
- Season cooked kohlrabi with butter, lemon juice, or fresh herbs.
- Try them in a saute.

Butternut Squash and Kohlrabi Soup



Makes 4 servings

Ingredients:

- ☐ 1 small butternut squash
- ☐ 1 kohlrabi
- ☐ 1 onion
- ☐ 2 cloves of garlic
- ☐ 1 stock cube
- ☐ Boiling water
- ☐ 1 Tbsp oil

Directions:

1. Peel and chop the butternut squash and kohlrabi into chunks.
2. Peel and finely slice the garlic and onion.
3. Heat the oil in the pan.
4. Fry off the garlic and onions.
5. Add the squash and kohlrabi to the pan.
6. Dissolve the stock cube in 400 - 500 mL boiling water.
7. Add to the pan.
8. Pressure cook for 10 minutes or boil and simmer for 30 minutes or until tender.
9. Use a hand blender to make smooth and serve.

Recipe adapted from https://www.dietitianslife.com/recipes/butternut-squash-and-kohlrabi-soup/

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 13, 2012

Taste Test: Lettuce



Lettuce is a leafy green vegetable often used as the base to most green salads. There are many kinds of lettuce; the most common are romaine, iceberg, butter, and leaf lettuce. Each type of lettuce is a different colour and has a different shape and crispiness. Lettuce does not have a distinct taste which is why it is usually mixed with other vegetables and topped with a dressing.

Food Fact

Different varieties of lettuce are very high in vitamin K and a good source of folate. Romaine lettuce is a source of vitamin C.

How to Choose:

- ☐ Choose lettuce leaves that are crisp.
- ☐ Choose lettuce leaves that are bright green in colour.
- ☐ Avoid lettuce leaves that are wilted, dark, slimy, or have yellow or brown spots.

How to Prepare:

- ☐ If using it for a salad, wash under cold water, rip lettuce leaves into bite sized pieces and enjoy!

How to Store:

- ☐ Rinse and dry well. Wrap in a towel, store in an airtight container, refrigerate for up to five days.
- ☐ For Boston lettuce, do not wash before storing. Store in an airtight plastic bag.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try lettuce again?

☐ YES ☐ NO

Ideas for Serving Lettuce:

- Add to Sandwiches for extra crunch and nutrients.
- Use a variety of lettuce as the base to your salads. Use your imagination for other additions to your salads like nuts, seeds, fruit, croutons, cheese, whole grains, or whatever your heart desires.

Greek Veggie, Chicken, and Cheese Wraps



Make 4 servings

Ingredients:

- ☐ ½ cup 2% plain yogurt
- ☐ 1 tsp grated lemon zest
- ☐ 1 large black olive, minced
- ☐ 4 large lettuce leaves
- ☐ 4 large whole wheat pita breads
- ☐ 1 cup boneless chicken breast, shredded and cooked
- ☐ 1 cup chopped english cucumber
- ☐ 1 cup cherry tomatoes, in halves
- ☐ 2 Tbsp thinly sliced red onion
- ☐ 3 ½ oz diced feta cheese
- ☐ 1 tsp dried oregano

Directions:

1. In a bowl, combine yogurt, lemon zest and olive. Put in a container, cover and refrigerate until serving, for up to 1 day.
2. Place one lettuce leaf on each pita; arrange chicken, cucumber, tomatoes, onion, feta cheese and oregano in a line down the centre of each, dividing evenly. Fold top and bottom of pita over filling, then roll up pita tightly around filling to enclose.
3. Wrap tightly in plastic wrap and refrigerate until serving, for up to 4 hours. To serve, unwrap pita, cut in half crosswise, if desired, and serve with lemon-olive yogurt for dipping or spreading.

Recipe adapted from
https://dairyfarmersofcanada.ca/en/canadian-goodness/recipes/greek-veggie-chicken-cheese-wrap

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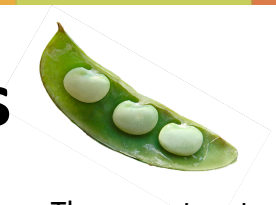
[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 13, 2012.

Taste Test: Lima Beans



The lima bean got its name from the large seed variety first grown in Lima, Peru. There are two types of lima beans: a small and large seed variety. The large seed type is also called *butter bean* because it is yellowish white. The small lima beans are generally green and often called *baby lima beans*. Lima beans are legumes, and they are easy to add to any salad, soup, casserole, or stew. Most are available canned, but sometimes they can be purchased fresh in the pod.

Food Fact

Lima beans, like many other legumes, are a good source of fibre. They contain both insoluble and soluble fibre. Soluble fibre helps manage blood sugars and cholesterol.

How to Choose:

- ☐ Lima beans are available in the bulk section at the supermarket

How to Prepare:

- ☐ Soak dried lima beans overnight before cooking.
- ☐ Make sure to replace soaking water for cooking.
- ☐ Do not add salt, tomatoes, or any acid (like lemon juice) before they are tender as this will lengthen the cooking time.

How to Store:

- ☐ Dried lima beans can be stored in an airtight container for up to a year.
- ☐ Keep them stored in a dry, cool place like the pantry.
- ☐ Canned lima beans can be kept for a long time.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try lima beans again?

☐ YES ☐ NO

Ideas for Serving Lima Beans:

- Add to any salad or soup.
- Blend and serve as a vegetable dip.
- Add them to any casserole.

Greek-Style Lima Beans



Makes 4 servings

Ingredients:

- ☐ 1 pack of frozen or canned baby lima beans
- ☐ 1 cup water
- ☐ 3 Tbsp extra virgin olive oil
- ☐ 2 Tbsp chopped fresh flat-leaf parsley
- ☐ 1 Tbsp minced garlic
- ☐ ½ tsp salt

Directions:

1. Cook lima beans, water, 2 tablespoons oil, 1 tablespoon parsley, garlic, and salt in a 2-quart heavy saucepan, tightly covered, over moderate heat, stirring occasionally, until beans are tender, 17 to 20 minutes.
2. Season with salt and pepper and transfer to a bowl.
3. Serve sprinkled with remaining tablespoon parsley and drizzled with remaining tablespoon oil.

Recipe adapted from
https://www.epicurious.com/recipes/food/views/greek-style-lima-beans-108744

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 19, 2012.

Taste Test: Mango



A mango is a delicious, juicy, tropical fruit with a sweet flavour. Mangoes have a thick multicoloured outer skin that is not typically eaten. The inside of a mango is a bright orange colour. The flavour of the inside flesh of the mango is very rich and sweet but slightly tangy. Mangoes are grown typically in India but can also be found in California and Florida. They are the most flavourful in May and June.

Food Fact

Mango is high in vitamins A and C, and are a source of vitamin B_6, folate and vitamin K.

How to Choose:

- ☐ Look for a mango that is firm but not too hard.
- ☐ Make sure the skin of the mango is intact, and does not have mold or bruises.
- ☐ Green mangoes are not ripe.
- ☐ Brown speckles on the skin of a mango indicates that it is past its prime ripeness.

How to Prepare:

- ☐ Rinse and make shallow cuts in four sections of the mango and peel like a banana. Or, cut in half and remove the pit. Fruit clings to the pit so slice as much as possible from it.

How to Store:

- ☐ Keep mangoes at room temperature to let them ripen.
- ☐ Once ripe, store mangoes in the fridge for up to 1 week.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try mango again?

☐ YES ☐ NO

Ideas for Serving Mango:

- Mango cut into bite-sized pieces are a delicious addition to oatmeal, granola, or other breakfast cereals.
- Make fruit kebabs with bite-sized cubes of mangoes, bananas, strawberries, and grapes.
- Add mangoes to smoothies for a tropical twist.

Mango Lassi



Makes 2 servings

Ingredients:

- ☐ 1 cup plain low-fat yogurt
- ☐ ½ cup milk
- ☐ 1 cup chopped mango, peel and remove stone
- ☐ 4 tsp sugar
- ☐ A dash of ground cardamom

Directions:

1. Put mango, yogurt, milk, sugar, and cardamom into a blender and blend until very smooth, then pour into individual glasses and serve.

Recipe adapted from: http://www.simplyrecipes.com/recipes/mango_lassi/

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 13, 2012.

Taste Test: Oranges



Oranges are a delicious round citrus fruit with thick, orange-colored, inedible skin. There are many different types of oranges all with slightly different taste and sizes. The most popular varieties of oranges include: Valencia, Navel, and Jaffa, and the red-colored blood orange. Oranges taste sweet and are grown in warm places like the United States, Brazil, Mexico, Spain, China, and Israel.

Food Fact

Oranges are very high in vitamin C and folate. They are also a source of vitamin B_1 (thiamine), fibre, and potassium.

How to Choose:

- ☐ Choose oranges that have a smooth skin and are heavy for their size.
- ☐ The colour of the orange does not need to be uniform or perfectly orange to be good.
- ☐ Avoid oranges with soft spots or traces of mold.

How to Prepare:

- ☐ Simply rinse the fruit, peel off the skin, and pull apart the sections of the orange. Or, cut the orange into quarters and eat it right off the peel.

How to Store:

- ☐ You can keep oranges in the refrigerator or on the counter depending on your preference.
- ☐ Oranges will last about 1 week at room temperature or up to a month in the refrigerator.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try oranges again?

☐ YES ☐ NO

Ideas for Serving Oranges:

- Orange segments are a delicious addition to both fruit or green salads.
- Make fruit kebabs with bite-sized cubes of oranges, bananas, and strawberries.
- Simply put orange segments, ice, milk, and vanilla yogurt into a blender on high speed until combined for a delicious orange creamsicle drink.

French Toast Sticks with Pineapple Orange Toppings



Makes 4 servings

Ingredients:

- ☐ ½ cup skim milk
- ☐ 2 eggs
- ☐ ½ tsp grated orange rind
- ☐ 1 tsp vanilla
- ☐ ½ tsp ground cinnamon
- ☐ 1 cup bran flakes, crushed
- ☐ 4 slices whole grain bread

Pineapple orange topping:

- ☐ 1 tsp soft non-hydrogenated margarine
- ☐ 1 tsp granulated sugar
- ☐ 1 navel orange, peeled & chopped
- ☐ 1 cup diced pineapple

Directions:

1. In a large bowl, whisk together milk, eggs, orange rind, vanilla and cinnamon. Place bran flakes on a plate. Dip a slice of bread in egg mixture and coat both sides well. Dip one side of the bread into the bran flake mixture.
2. Heat a nonstick skillet or griddle over medium high heat and spray lightly with cooking spray. Cook coated bread slices, bran flake side down, for about 3 minutes or until golden. Turn over and cook for another 2 minutes or until golden. Repeat with remaining bread slices. Place French toast on a baking sheet and keep warm in a preheated 250°F oven.
3. In another nonstick skillet, melt margarine and sugar over medium- high heat. Add orange and pineapple and bring to a simmer for 2 minutes to warm through.
4. Cut each French toast slice into 4 sticks and serve pineapple orange topping on the side or on top.

Recipe adapted from
https://food-guide.canada.ca/en/recipes/french-toast-sticks-pineapple-orange-topping/

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 14, 2012.

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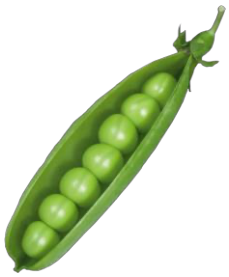

Taste Test: Pea Pod

Green pea is a legume. Legumes are plants that bear fruit in the form of pods enclosing the fleshy seeds we know as beans. Pea pods come in many different varieties like snow peas, snap peas, and garden peas. Snap and snow pea pods are the sweetest tasting. When eaten with the pod, green peas are very crunchy and sweet.

Food Fact

Green peas are very high in vitamin C, high in vitamin K, folate, manganese, and fibre. They are also a source of zinc, magnesium, phosphorus and vitamin B_6.

How to Choose:

- Look for pods that are firm, velvety, smooth, and a vibrant green color.
- Avoid pea pods that are too dark or light, have black speckles, or are bruised.

How to Prepare:

- When eating the whole pea pod, simply run the pea pods under cold water, and enjoy.
- Shell peas immediately before using. Boil (2-3 minutes, use the minimum amount of water needed). Do not add salt because they'll toughen up. Steam 1-2 minutes.

How to Store:

- Refrigerate washed pea pods immediately after bringing them home from the store. This keeps the peas crunchy and sweettasting.

Note:

Canada's food guide recommendations:

- Include vegetables and fruit in all meals and snacks.
- Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try pea pods again?

☐ YES ☐ NO

Ideas for serving peas:

- ☐ Add fresh peas to any salad.
- ☐ Add pea pods to your stir fry.
- ☐ Eat raw, along with other veggies and your favorite veggie dip.

Snap Peas with Ginger and Garlic

Makes 6 servings

Ingredients:

- ☐ 1 tbsp olive oil
- ☐ 2 shallots, thinly sliced
- ☐ 1 tbsp finely chopped peeled fresh ginger
- ☐ 1 garlic clove, finely chopped
- ☐ ¾ pound sugarsnap peas, trimmed
- ☐ ½ cup water



Directions:

1. Heat oil in a large skillet over moderately high heat until hot but not smoking, then sauté shallots, ginger, and garlic, stirring for 1 minute.
2. Add peas and sauté, stirring for 2 minutes. Add water and simmer, stirring occasionally, until peas are crisp-tender, about 2 minutes. Season with pepper and salt.

Recipe adapted from https://www.epicurious.com/recipes/food/views/sugar-snap-peas-with-ginger-and-garlic-104897

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[1] EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 14, 2012.

Taste Test: Pea Shoots



Pea shoots are the young leaves and stems of a pea plant. You can identify when the plant is edible as it will have soft leaves, curly-cue tendrils, and watery stems. As the pea plant matures, the shoots become inedible because the leaves and stem become tough and stringy. Pea shoots can be served raw or cooked, and they make a great garnish. They are most commonly found in various Asian cuisines but are getting more popular in North America. You can find pea shoots at grocery stores, farmers markets or you can grow them at home.

Food Fact

Pea shoots are a leafy green and therefore a good source of vitamin C, iron, and fibre[1].

How to Choose:

- ☐ If buying, look for pea shoots that are fresh, green, and crisp.
- ☐ They are best when they are brightly coloured and in crisp bunches with no yellow stalks or leaves.

How to Prepare:

- ☐ Wash the pea shoots in cold water.
- ☐ Cut off any yellowed or thick stems and tear the shoots into smaller pieces to either eat raw in a salad or to cook with.

How to Store:

- ☐ Within 1 day of obtaining your pea shoots, wrap them in a paper towel and place them in an open plastic bag in the refrigerator.
- ☐ Pea shoots can last up to 2-3 days in the refrigerator.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try pea shoots again?

☐ YES ☐ NO

Ideas for Serving Pea Shoots:

- Add to any pasta as either a garnish or cooked into the sauce.
- Saute with olive oil, fresh lemon, and a dash of salt and pepper.
- Add to any salad or sandwich for an extra crunch.
- Saute with olive oil and garlic, add cayenne pepper for some spice.

Pea Shoot Salad with Fresh Lemon Vinaigrette

Makes 6 servings



Ingredients:

- ☐ ½ tsp lemon zest
- ☐ 1 Tbsp fresh squeezed lemon juice
- ☐ 1 clove garlic, crushed
- ☐ 1 tsp white wine vinegar
- ☐ ½ tsp sugar
- ☐ ¼ cup extra-virgin olive oil
- ☐ 6 cups pea shoots
- ☐ ½ cup frozen peas, defrosted
- ☐ ¼ shaved parmesan cheese
- ☐ Salt and pepper to taste

Directions:

1. Make the dressing by combining the lemon zest, lemon juice, crushed garlic, vinegar, sugar, and olive oil in a small bowl. Whisk together.
2. In a large salad bowl, toss together pea shoots with frozen peas. Sprinkle shaved parmesan over salad and season with salt and pepper.
3. Pour dressing over salad and toss just before serving.

Recipe from https://thestayathomechef.com/pea-shoot-salad-with-fresh-lemon/#jump-to-recipe

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[1]Berkeley Wellness: University of California. Nutritious Pea Shoots. sweet pea shoots nutrition Accessed April 17, 2018.
[2]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 19, 2012.

Taste Test: Pear



Pears are a delicious autumn fruit with a thin, yellow-green skin and a butter-soft, creamy white inside. There are thousands of different types of pears, all with different shapes, colours, taste, and sizes. The flavour of a pear is very light and sweet, somewhat like the taste of an apple. Pears commonly grow in places like China, Italy, and the United States.

Food Fact

Pear is high in fibre and a source of vitamin C, K and folate.

How to Choose:

- ☐ Look for a pear that is firm but not too hard.
- ☐ Make sure the skin is intact and free from bruises or mold.
- ☐ The colour of the pear does not need to be uniform.
- ☐ Brown speckles on the skin are just fine and might even indicate a more intense flavour.

How to Prepare:

- ☐ To eat a pear, run it under cold water to wash, then bite into it, eating the skin and all.
- ☐ Or, cut up the pear into slices. To prevent slices from naturally browning, you can squeeze a little bit of lemon or lime juice on the pear or wrap the pear tightly with plastic.

How to Store:

- ☐ Keep pears at room temperature to let them ripen.
- ☐ Once ripe, store pears in the fridge for up to 1 week.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try pears again?

☐ YES ☐ NO

Ideas for Serving Pears:

- Pears cut into bite-sized pieces are a delicious addition to oatmeal, granola, or smoothies.
- Make fruit kebabs with bite-sized cubes of pear, banana, strawberries, and grapes.
- Drizzle honey on chopped pear and warm in the microwave for 20 seconds. Sprinkle pear with chopped walnuts and cinnamon. Serve warm.

Pear PB & J Bouquet

Makes 8 servings



Ingredients:

- ☐ 1 large pear
- ☐ 8 tsp peanut butter
- ☐ 4 tsp strawberry preserves
- ☐ 8 slices whole grain wheat bread

Directions:

1. Use a circular-shaped cookie cutter (or even an upside-down cup) to cut each slice of bread.
2. Wash the pear and dry it with a paper towel. Cut the pear in half, and remove the core. Cut each pear half into four slices, then cut each slice into five pieces. You will use only the centre three pieces of each slice, so go ahead and eat the end piece!
3. Spread 1 teaspoon of peanut butter in a circle in the centre of each bread slice.
4. Place 3 pieces of pear on the peanut butter on each slice of bread. Arrange the pears so the skin is facing out and the white centres are touching in the middle.
5. Drizzle ½ teaspoon of strawberry preserves in the centre of each slice of bread and over the pears.

Recipe adapted from https://usapears.org/recipe/pear-pb-and-j-bouquet/

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[1] EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 15, 2012.

Taste Test: Pineapple



Pineapples are a sweet tropical fruit that have a hard, yellow-brown skin with rough spines called “eyes” on the outside that resemble a pinecone, and a juicy, yellow edible fruit interior. The flavor of a pineapple is very sweet and somewhat tart. Pineapples were first discovered on a Caribbean island called Guadalupe and now commonly grow in warm places like Hawaii, Thailand, the Philippines, China, Brazil and Mexico.

Food Fact

Pineapple is very high in vitamin C and source of folate.

How to Choose:

- ☐ Look for a pineapple that is heavy for its size
- ☐ The stem should smell sweet and fragrant
- ☐ The exterior should be free from dark patches and bruises

How to Prepare:

- ☐ First, cut the crown and the base of the fruit off with a knife.
- ☐ To peel the pineapple, place the base side down and begin cutting along the sides of the fruit, cutting off all the eyes and exterior skin.
- ☐ Once the skin is removed, simply cut the pineapple into the desired shape such as rings or cubes.

How to Store:

- ☐ Cut up pineapple can be stored in the fridge, covered, for up to 6 days.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try pineapple again?

☐ YES ☐ NO

Ideas for Serving Pineapple:

- Add pineapple to fruit salads, especially those containing other tropical fruits like papaya, mango, kiwi, and banana.
- Add pineapple on ham pizza for a tropical flare.
- Cut up pineapple, drizzle with maple syrup, and broil in the oven until brown. Serve with yogurt for a quick, healthy dessert.
- Rings of pineapple can be barbecued and served warm with sprinkled cinnamon and a scoop of frozen yogurt.

Tropical Pineapple Smoothie

Makes 2 servings



Ingredients:

- ☐ ½ cup water
- ☐ 1 cup fresh or frozen pineapple chunks
- ☐ ¼ cup coconut shreds or flakes
- ☐ 1 tsp lime juice
- ☐ 3-5 ice cubes

Add-ins:

- ☐ ½ cup fresh or frozen mango chunks
- ☐ 1 kiwi, peeled
- ☐ 1 Tbsp chia seeds

Directions:

1. Place the ingredients into your blender and blend for around 45 seconds or until your desired consistency is reached.

Recipe adapted from https://www.healthysmoothiehq.com/tropical-pineapple-smoothie-recipe

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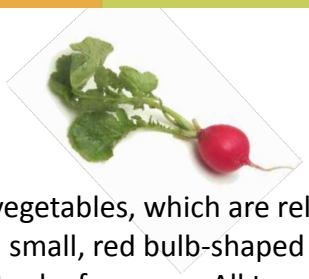
[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 15, 2012.

Taste Test: Radish



A radish is a white and red root vegetable that is part of “cruciferous” vegetables, which are related to broccoli, cauliflower, and brussel sprouts. The radish is made up of a small, red bulb-shaped root that is most commonly consumed, and it is topped with edible, but bitter leafy greens. All types of radishes have a tangy, almost spicy taste due to the mustard oil in the radish. Radishes can be found in the grocery store between April-June and October-January.

Food Fact

Radishes are a source of vitamin C and folate.

How to Choose:

- ☐ Choose radishes that are smooth and brightly coloured.
- ☐ Choose radishes that have bright green and fresh-looking greens.
- ☐ Avoid radishes that are soft, dull coloured or contain brown spots.

How to Prepare:

- ☐ Slice off the roots and leaves, wash, and pat dry.
- ☐ Serve radishes fresh. They can be enjoyed whole, sliced, diced, minced or grated.

How to Store:

- ☐ Remove the radish greens.
- ☐ Store radishes in a plastic bag for up to 1 week.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try radish again?

☐ YES ☐ NO

Ideas for Serving Radishes:

- Add chopped radishes to your favourite green salad.
- Grate radishes into pasta or bean salads for a different taste and texture.
- Add radishes to your vegetable platters for a pop of colour and flavour.

Radish and Spinach Salad



Makes 4 servings

Ingredients:

- ☐ ¼ cup vegetable oil
- ☐ 1 Tbsp lemon juice
- ☐ 2 tsp grainy mustard
- ☐ 1 clove garlic, minced
- ☐ ¼ tsp dried dill weed
- ☐ Salt and pepper
- ☐ 6 cups torn spinach leaves
- ☐ ½ cup sliced radishes
- ☐ ½ cup shredded swiss cheese
- ☐ 1 carrot, thinly sliced

Directions:

1. In a salad bowl, whisk together vegetable oil, lemon juice, mustard, garlic, dill weed, salt, and pepper.
2. Add spinach leaves, sliced radishes, swiss cheese, and carrot. Toss and serve.

Recipe adapted from https://www.canadianliving.com/food/recipe/radish-and-spinach-salad

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed August 20, 2012.

Taste Test: Spaghetti Squash



The spaghetti squash, also known as vegetable spaghetti, noodle squash, and gold string melon, is grown all over Canada. It is commonly found in farmers markets and grocery stores during harvest season (at the end of August and during the fall season). Spaghetti squash is easy to prepare and is a great way to add colour and fun to your plate!

Fun Fact

Spaghetti squash is full of vitamins and minerals, and is low in calories.

How to Choose:

- ☐ Look for spaghetti squash with shiny, pale, lemon-yellow skin.
- ☐ If the squash is white or green, it is not ripe.

How to Prepare:

- ☐ Spaghetti squash can be baked, boiled, steamed, or microwaved.
- ☐ Cut the squash in half, lengthwise, scoop out the seeds, place enough water to cover the bottom of the pan, place face down on a baking sheet, pierce skin with a fork, and bake (350°F for 45 minutes) until flesh is soft and scoops out easily with a fork.

How to Store:

- ☐ You can store whole spaghetti squash in a cool, dry place for up to 3 months. Refrigeration can speed up spoiling.
- ☐ Cooked spaghetti squash should be wrapped in plastic, and refrigerated for up to 2 days.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try spaghetti squash again>

☐ YES ☐ NO

Ideas for Serving Spaghetti Squash

- Try new recipes of your own creation.
- Mix squash with your favourite cheeses, spices, and vegetables after you cook it to add your own personal touch.
- Spaghetti squash can be used as a substitute for spaghetti pasta noodles to make a light side dish instead of a large meal.

Spaghetti Squash with Tomato-Basil Sauce

Makes 6 servings



Ingredients:

- ☐ 1 spaghetti squash
- ☐ 1 Tbsp olive oil
- ☐ 2 garlic cloves, minced
- ☐ 1 can no-salt-added diced tomatoes
- ☐ 1 can diced tomatoes
- ☐ ½ cup chopped fresh basil, divided
- ☐ 6 Tbsp shredded pecorino Romano cheese

Directions:

1. Preheat the oven to 350°F. Cut squash in half, lengthwise. Scoop out seeds and discard them. Place squash halves, cut sides down, on a baking sheet. Bake for 1 hour or until tender.
2. Heat oil in a medium saucepan over medium heat. Add garlic; cook 3 minutes, stirring occasionally. Add tomatoes; bring to a simmer. Cook for 15 minutes or until thickened. Remove from heat; stir in 1/3 cup basil.
3. Cool squash at room temperature for 10 minutes or until cool enough to handle. Scrape out the spaghetti squash with a fork (about 5 cups). Divide squash evenly among 6 plates. Top each serving with 1/3 cup of sauce and 1 tbsp cheese. Top with remaining basil.

Recipe adapted from https://www.myrecipes.com/recipe/spaghetti-squash-tomato-basil

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[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed December 15, 2017.

Taste Test: Star Fruit



Star fruit, also known as carambola, is a tart and juicy tropical fruit native to Sri Lanka; however, they are now cultivated in many other regions of Asia and South America as well. The cross-section of the fruit looks like a five-pointed star – that is where it gets its name!

Food Fact

Star fruit is very high in vitamin C, and a source of fibre and folate!

How to Choose:

- ☐ Look for firm, glossy, unbruised fruit.
- ☐ Browning on the tips of the ridges is a sign of ripeness.
- ☐ Overripe fruit will be yellow with brown spots.

How to Prepare:

- ☐ Wash, dry, and cut crosswise into thin slices.
- ☐ Use as a garnish for meat dishes, appetizers, and in salads.

How to Store:

- ☐ Cover and refrigerate unwashed ripe fruit for up to 2 days.
- ☐ Ripen at room temperature until it smells slightly sweet, and the skin is golden with slightly brown ribs.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I tried It!

My Rating (circle one):



Would you like to try star fruit again?

☐ YES ☐ NO

Ideas for Serving Star Fruit:

- Add stars (slices of star fruit) to your salads and fruit salads.
- Diced star fruit can be added to curry dishes.

Grilled Pineapple with Star Fruit



Makes 4 servings

Ingredients:

- ☐ 1 small pineapple
- ☐ 1 star fruit, sliced
- ☐ 1 Tbsp coconut, shredded

Directions:

1. Preheat grill and line grill pan with foil.
2. Remove top and base of pineapple, then cut away skin, removing as many eyes as possible.
3. Cut pineapple in half lengthways. Then slice into half rounds 5mm thick.
4. Grill till golden brown on each side. Serve with starfruit and sprinkle with coconut.

Recipe adapted from https://livelighter.com.au/Recipe/86/grilled-pineapple-with-star-fruit

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]Mix it Up!TM Campaign. Fruit&Veggies Primer. http://www.5to10aday.com/en/fruits-veggies-primer/fruits-from-a-to-z/a Accessed July 30, 2012.

Apple



My Rating:

- Apples are a source of vitamin C, are high in fibre and are very low in sodium
- There are over 100 varieties of apples grown in North America.
- Green apples are sourer and the red are sweeter.
- Apples are used in salads, deserts, fruit kabobs & are great to snack on individually

Avocado



My Rating:

- An avocado is a fruit and not a vegetable! It is a member of the berry family.
- They are rich in omega-3, magnesium, phosphorus, iron and potassium.
- Choose Black avocados if you are planning to use them right away, choose green if you aren't. An avocado is ready to eat when it is slightly soft, but not have sunken spots or cracks.
- Avocados are good in salads, sandwiches, smoothies, & are the main ingredient in guacamole.

Banana



My Rating:

- Bananas are high in potassium, vitamin B6, & are a source of vitamin C, magnesium & fibre
- Bananas grow year-round on trees in bunches called hands, which consist of 10-25 bananas
- Green bananas are not ripe. Yellow bananas are perfectly ripe. Yellow bananas with brown speckles means the banana is sweet & tender.
- Bananas are used in smoothies, cereal, oatmeal, baking and enjoyed on their own!

Beets



My Rating:

- They are a root vegetable and are rich in vitamin A, iron, and calcium.
- Try grilling or roast beets, Prepare pickled beets, making beet hummus, and to smoothies and salads.
- Choose beets that have a firm texture, smooth skin and a deep red exterior colour.
- Small to medium sized beets have a more pleasant flavour and they cook more quickly.

Blackberries



My Rating:

- Blackberries are one of the most antioxidant-rich fruits.
- The blackberry is very sweet and somewhat tart.
- Ripe blackberries are deep purple in colour, delicious blackberry will have large droplets.
- Delicious in a fruit smoothie, top a bowl of blackberries with a dollop of vanilla yogurt and chopped walnuts.

Black Plum



My Rating:

- Black plums are high in vitamin C and antioxidants
- Plums are like peaches and nectarines – they have a sweet, light taste when they are ripe
- Avoid black plums that are shriveled or contain bruised spots or punctures in the skin. Ripe black plums are firm but soft when you apply pressure, especially near the top.

Blood Orange



My Rating:

- Blood oranges get their bright blood-red colour from high concentrations of a pigment called anthocyanin, a powerful antioxidant
- Blood oranges have a distinct sweet, tart flavour, with a hint of raspberry.
- A good blood orange's peel should feel smooth. It should be firm with no bruises, Choose a heavier blood orange to ensure it is very juicy.

Brown Rice



My Rating:

- Did you know there are over 40,000 varieties of rice grown and produced worldwide!
- Its highly nutritious because it contains all three parts of the grain including the bran, germ, and endosperm!
- It is high in B vitamins, folate, iron, magnesium, and selenium making it a great alternative to refined grains!

Broccoli



My Rating:

- Broccoli is very high in vitamin C and vitamin K. It also contains many other nutrients like folate, calcium and potassium.
- Choose broccoli with compact floret clusters, florets should all be the same colour and dark-green broccoli for the most nutritional benefit
- Eat it fresh in salads, or with healthy dip, or lightly steam it

Bocconcini



My Rating:

- Bocconcini is much lower in sodium and saturated fat than regular cheeses.
- Bocconcini, means “little mouthfuls” in Italian
- Bocconcini can be eaten fresh or added to salads, pastas, or melted on casseroles or pizza.

Cantalope



My Rating:

- Cantaloupe is high in vitamin C, a source of potassium and folate.
- The fruit grows on vines on the ground and it is related to the watermelon, squash and pumpkin
- When picking a whole cantaloupe, pick one heavy for its size, has a smooth, yellow or cream-coloured rind. Tap the cantaloupe with the palm of your hand. If it sounds hollow, it is ripe.

Cape Gooseberries



My Rating:

- Wash and eat as is or use in salads, baking, or sauces.
- Cape gooseberries are rich in vitamins A & C. They contain more vitamin C than an orange, & the riper the fruit, the higher the amount of vitamin A
- Choose bright-yellow berries that are firm to the touch. The outer covering should be intact.

Carrots



My Rating:

- There are many colors of carrots grown in the world including purple, yellow, white, & red, but orange is the most commonly eaten one.
- Carrots are best known for their extremely high content of an antioxidant called beta-carotene, which is a vitamin A
- Pick carrots that are firm & brightly coloured. Deeply-orange carrots is more nutrient rich. If the leafy greens are still intact, they should be bright green and fresh-looking

Cauliflower



My Rating:

- Cauliflower is high in vitamin C and a source of various nutrients including vitamin K, vitamin B6 and folate
- Nova Scotia produces about 100 hectares of cauliflower each year.
- Pick cauliflower that is creamy white. Make sure flower buds are free from brown spots. Cauliflower heads surrounded in large, green leaves are better protected & taste fresher

Celery



My Rating:

- Celery has many important nutrients, including fibre, vitamin A and C, folate and potassium.
- Avoid celery with yellow or brown patches. Celery should be crisp and snap easily.
- Celery is a light-green vegetable with four parts: stalks, leaves, roots, & seeds. The most commonly eaten parts of the celery are the stalks. The other components are used for food seasonings & as natural medicines.

Cherry Tomatoes



My Rating:

- Run tomatoes under cold water to wash, and enjoy!
- Cherry tomatoes are very high in lycopene: an antioxidant that can help prevent certain types of cancer. They are also a source of vitamin C, K and folate
- Pick cherry tomatoes that are smooth and well-formed. Cherry tomatoes should be firm and uniform in colour.

Coconut



My Rating:

- Although the word “nut” is in “coconut”, they are not nuts at all. They are referred to as “drupes”!
- Coconuts can be found in your local grocery store, some have the brown, textured exterior and some are green on the exterior.
- To choose a coconut, pick one up, it should feel relatively heavy, shake it, and listen for liquid inside. Avoid choosing one with cracks, so be careful to inspect before purchasing!

Cottage Cheese



My Rating:

- Include in lasagna and other pasta sauces for a creamier texture. Mix with your favourite fruit: fresh, canned, or pureed.
- Cottage cheese is a good source of calcium and high in protein. These nutrients are an important part of a healthy diet
- Have you heard the song lyrics “Little Miss Muffet, sat on a tuffet, eating her curds and whey …?” What she was eating was cottage cheese!

Daikon



My Rating:

- Daikon is a mildly flavored white radish shaped like a giant carrot. This variation of radish originated in Asia and means “large root” in Japanese
- Look for daikon that is free of growth cracks and bruises and has firm, crisp roots.
- Daikon can be eaten raw in salads or added to stir-fries or soups. Daikon can be pickled or used in a dip. The leaves can be used as a garnish for salads.

Dragon Fruit



My Rating:

- Dragon fruit contains nutrients including vitamin C, calcium and fibre.
- Look for dragon fruit with bright skin free of moldy spots. A ripe dragon fruit is slightly soft but not mushy (similar to a ripe kiwi).
- It can be juiced, added to smoothies, or mixed in a salad.
- Dragon fruit, grows on a type of cactus in tropical countries.

Eggs



My Rating:

- Eggs are a healthy source of cholesterol, protein, choline, and vitamins A and B72
- Eggs can be prepared in many ways, some examples include fried, scrambled, poached, and hard-boiled
- White and brown eggs are the most common colours of eggs found in the grocery store, however they also come in a variety of other colours as well.

Grape Tomatoes



My Rating:

- Grape tomatoes are very high in lycopene, a specific type of phytochemical that acts as a powerful antioxidant.
- Add to a salad or soup. Add sliced grape tomatoes to sandwiches or wraps.
- Pick grape tomatoes that are a deep colour. Avoid pale-coloured ones. Pick grape tomatoes that are firm and have a smooth skin.

Green Grapes



My Rating:

- Grapes are high in vitamin K, a source of vitamin C and very low in sodium and fat.
- Choose grapes that are about the size of a marble. They should be round, plump, free of wrinkles, and have slightly yellow-green skin.
- Frozen green grapes can be a sweet, fun summer snack! just wash and dry grapes, then lay them on a cookie sheet and freeze in the freezer. Once frozen, transfer grapes to a plastic bag and return to the freezer

Green Pepper



My Rating:

- Run tomatoes under cold water to wash, and enjoy!
- Cherry tomatoes are very high in lycopene: an antioxidant that can help prevent certain types of cancer. They are also a source of vitamin C, K and folate
- Pick cherry tomatoes that are smooth and well-formed. Cherry tomatoes should be firm and uniform in colour.

Honey Dew



My Rating:

- Honeydew melons are typically grown in the United States and Mexico, and are tastiest between the months of August and October.
- If buying an uncut honeydew, pick one that is heavy for its size, and has a smooth, cream-colored rind. Avoid honeydew that is too firm, soft, bruised, or contains brown spots.
- Honeydew melon is a source of vitamin C, folate and potassium. It is fat free and very low in sodium

Hummus



My Rating:

- Hummus is a good source of energy due to the high content of protein and carbohydrates, providing a healthy and filling snack.
- Hummus originated in Egypt and is a common food in Middle Eastern countries. Original hummus is slightly tart and has a mild garlic flavour
- Use it as a vegetable dip for your favourite raw vegetables or whole wheat pita bread.

Kefir



My Rating:

- Kefir is a dairy product similar to yogurt. It is made from milk and is fermented with belly-friendly bacteria and yeast.
- Look at the best-before date. The package will tell you how long it lasts once it is open (usually 1 week).
- Kefir is great in smoothies, with fruit or as the star ingredient in a salad dressing.

Kiwi



My Rating:

- Run tomatoes under cold water to wash, and enjoy!
- Cherry tomatoes are very high in lycopene: an antioxidant that can help prevent certain types of cancer. They are also a source of vitamin C, K and folate
- Pick cherry tomatoes that are smooth and well-formed. Cherry tomatoes should be firm and uniform in colour.

Kohlrabi



My Rating:

- Kohlrabies are pale green or purple root vegetables with long stalks and large leaves. They are cousins with the cabbage.
- Choose kohlrabi with fresh-looking leaves that are bright and uniform in colour. Bulbs the size of a peach or smaller yield the best texture and flavour.
- Season cooked kohlrabi with butter, lemon juice, or fresh herbs. Add kohlrabi slices to salads, or grate and marinate in salad dressing.

Lentils



My Rating:

- Canada leads the world's production of lentils, followed by India
- They have a mild, earthy, and nutty flavour and are an excellent source of protein, folate, fibre, Iron, potassium, and manganese.
- Add to salads, Use in an omelet, Add lentils to pasta sauce, Substitute lentils instead of chickpeas for hummus, Add half lentils and half meat to chili, stews, or taco filling

Lettuce



My Rating:

- Different varieties of lettuce are very high in vitamin K and a good source of folate. Romaine lettuce is a source of vitamin C.
- Add to Sandwiches for extra crunch and nutrients. Use a variety of lettuce as the base to your salads.
- Choose lettuce leaves that are crisp. Choose lettuce leaves that are bright green in colour. Avoid lettuce leaves that are wilted, dark, slimy, or have yellow or brown spots

Lima Beans



My Rating:

- The lima bean got its name from the large seed variety first grown in Lima, Peru.
- Lima beans are easy to add to any salad, soup, casserole, or stew. Most are available canned, but sometimes can be purchased fresh in the pod.
- Soak dried lima beans overnight before cooking. Replace soaking water & Do not add salt, tomatoes, or any acid before they are tender as this will lengthen the cooking time

Mango



My Rating:

- A mango is a delicious, juicy, tropical fruit with a sweet flavour & high in vitamins A, C, and are a source of vitamin B6 , folate and vitamin K.
- Rinse & make shallow cuts in four sections of the mango & peel like a banana. Or, cut in half & remove the pit.
- Look for a mango that is firm but not too hard and the skin of the mango is intact, & does not have mold/bruises. Green mangoes are not ripe. Brown speckles on the skin of a mango indicates that it is overripe.

Oranges



My Rating:

- Oranges taste sweet and are grown in warm places like the United States, Brazil, Mexico, Spain, China, and Israel.
- Choose oranges that have a smooth skin and are heavy for their size. The colour of the orange does not need to be uniform or perfectly orange to be good.
- Oranges are very high in vitamin C & folate. They are also a source of vitamin B1 (thiamine), fibre, & potassium.

Persimmon



My Rating:

- Persimmons are a relatively uncommon fruit, however they are delicious & packed with vitamins A and C, antioxidants, & minerals
- Look for persimmons that are free from blemishes/bruises, or open scratches, & have deep red undertones. Ensure the persimmon you are choosing has green leaves at the top
- Add persimmons to yogurt or oatmeal, Add frozen persimmons to smoothies for extra natural sweetness, Try dried persimmon or eat as is.

Pea Pod



My Rating:

- Peapods come in many different varieties like snow peas, snap peas,and garden peas.Snap and snow pea pods are the sweetest tasting.
- Green peas are very high in vitamin C,high in vitamin K,folate,manganese,and fibre.They are also a source of zinc, magnesium, phosphorus and vitamin B6.
- Look for pods that are firm, velvety, smooth, and a vibrant green color

Pea Shoots



My Rating:

- Pea shoots are the young leaves and stems of a pea plant.
- If buying, look for pea shoots that are fresh, green, and crisp. They are best when they are brightly coloured and in crisp bunches with no yellow stalks or leaves
- Add to any pasta as either a garnish or cooked into the sauce. Saute with olive oil, fresh lemon, and a dash of salt and pepper. Add to any salad or sandwich for an extra crunch.

Pear



My Rating:

- Pear is high in fibre and a source of vitamin C, K and folate
- Look for a pear that is firm but not too hard. Make sure the skin is intact and free from bruises/mold. The colour of the pear doesn't need to be uniform. Brown speckles on the skin are just fine and might even indicate a more intense flavour
- Keep pears at room temperature to let them ripen. Once ripe, store pears in the fridge for up to 1 week

Pineapple



My Rating:

- Pineapple rings can be barbecued, served warm with sprinkled cinnamon & a scoop of frozen yogurt.
- Look for a pineapple that is heavy for its size and stem should smell sweet & fragrant. The exterior should be free from dark patches and bruises
- Pineapples are a sweet tropical fruit that have a hard, yellow-brown skin with rough spines called "eyes" on the outside that resemble a pinecone, and a juicy, yellow edible fruit interior.

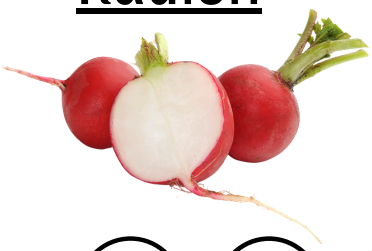
Quinoa



My Rating:

- Quinoa is also packed with fibre, vitamins, minerals and is an excellent gluten-free alternative to rice.
- Quinoa is pronounced as "KEEN-wah and is often described as a "superfood" due to its amazing health benefits.
- Prior to cooking, rinse the quinoa (this removes any unwanted flavour profiles)

Radish



My Rating:

- A radish is a white and red root vegetable that is related to broccoli, cauliflower, and brussel sprouts.
- Choose radishes that are smooth and brightly coloured. Choose radishes that have bright green, fresh-looking greens. Avoid radishes that are soft, dull coloured or contain brown spots.
- Add chopped radishes to your favourite green salad.

Spaghetti Squash



My Rating:

- The spaghetti squash, also known as vegetable spaghetti, noodle squash, and gold string melon, is grown all over Canada.
- Look for spaghetti squash with shiny, pale, lemon-yellow skin. If the squash is white or green, it is not ripe
- Spaghetti squash can be baked, boiled, steamed, or microwaved.
- Spaghetti squash is full of vitamins and minerals, and is low in calories.

Spinach



My Rating:

- It can be prepared in many ways, sauteed, steamed, & added to many recipes. Before preparation, wash well under cold water prior to use & dry well
- When purchasing spinach, look that the leaves are dark green in colour and contain no discoloured yellow leaves, are crisp and not wilted
- Spinach is a delicious and versatile leafy green! It is packed with calcium, potassium, magnesium, and many vitamins and minerals.

Star Fruit



My Rating:

- Star fruit is very high in vitamin C, and a source of fibre and folate!
- Look for firm, glossy, unbruised fruit. Browning on the tips of the ridges is a sign of ripeness. Overripe fruit will be yellow with brown spots.
- Add stars (slices of star fruit) to your salads and fruit salads. Diced star fruit can be added to curry dishes.

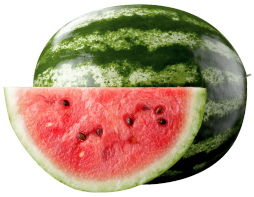
Tofu



My Rating:

- Tofu is made from soybeans that are soaked, washed, and boiled and often packed into a solid block.
- Tofu first originated in China and has been consumed for over 2,000 years!
- When choosing tofu, look for white tofu that smells fresh. Choose from silken, soft, medium, firm, extra firm, and super firm varieties depending on the recipe you are preparing!

Watermelon



My Rating:

- Watermelons grow on vines on the ground and are related to the cantaloupe, squash, and pumpkin.
- Watermelons are a source of vitamin C and are very low in sodium
- If you can see the interior of the watermelon, pick a watermelon with a deep pink flesh & no white lines. If buying an uncut watermelon, pick one that is heavy for its size with a smooth rind.

Yam



My Rating:

- Bake, broil, or microwave until tender when pierced.
- Choose yams that are firm. The skin should be free from cracks, or bruises. Avoid yams that are found in the fridge section of the grocery store, as this affects the taste of the yam when cooked.
- Many people find it challenging to know the difference between yams and sweet potatoes, and although they are similar, yams tend to be drier and starchier than sweet potatoes.

Zucchini



My Rating:

- Zucchini can be dark or light green. A related hybrid, the golden zucchini, is a deep yellow or orange color
- Look for a zucchini that is firm and dark green. Look for zucchinis that are 6-8 inches in length and relatively thin.
- Zucchini can be cut into noodle-like spirals and served as a low carb substitute for pasta or can be used in baking breads and cakes.

Taste Test Guidelines

Why Try Taste Tests?

Current Canadian dietary guidelines state that fruits and vegetables are an important part of healthy eating habits, and eating a variety of vegetables and fruit may lower the risk of heart disease[1]. However, data from a nationally representative survey showed that 62-68% of Canadian children aged 9-13 do not eat enough[2].

Food preferences can influence fruit and vegetable intake in children[3]. Increasing a child's exposure to a fruit or vegetable can increase the likelihood that they will enjoy the food[4].

FUN FACT: Studies showed that exposing a child to an unfamiliar vegetable for up to **8 sessions led to increased liking** [5]. Repeated exposure led to increased liking of a previously disliked vegetable[6]. Taste-testing sessions can be **an effective health promotion strategy to increase fruit and vegetable preference and intake.**

It's also a lot of fun to see the reactions kids have toward new foods!

Key Points for a Taste Test

1. Make sure to teach proper tasting etiquette. All students should try the food. If they dislike the food, they should quietly either swallow what is in their mouth, or spit the rest in a tissue and throw it away. Discourage rude sounds or gestures like *EEEWWWs* and *YUCKs.* This can ruin the experience for students who may like the food but are now scared to admit it.

2. Teach the students about the food. Show them what it looks like in whole form if they are tasting cut up pieces. Tell them which part of the world the food came from. Give them some nutritional information, *i.e., carrots are good for your eyes because they have beta-carotene.* Suggest ways that they can eat the food: cooked raw, sliced, in healthy desserts, etc. Invite them to guess which food group this item is from.

Pro Tip: *A lot of this extra information is provided on each taste test sheet.*

3. Invite students to use their senses. Let them touch and see the food before they eat it. Ask students to describe the physical properties of the food including texture, color and physical appearance. Have them smell it and ask them what they think about how it tastes once they try it.

4. Give each student an *I Tried It* card to take home to parents. Find a template on the taste testing resource page, and add interesting information about the food, which you can find on each taste testing sheet. The most important thing about the cards is the portion where students fill in how much they liked it. If the kids tried broccoli at school and loved it, then the parents can provide it more often.

5. Have fun with it! There is no one set way to offer taste testing. Some schools combine the taste testing with their snack shack. Some have a facilitator go to each class and walk them through the process. Some go outside at recess and have the students try the food there.

Do you Need Parent/Guardian Permission?

Yes. Discuss parental permission with your administrators, as it may vary in each school. Some schools offer snack programs and the taste testing could be blanketed under the same activity. Some schools will require a signed consent form for each taste test session, and some schools will need one consent form for the entire year. You must have permission before serving children any food. They may have allergies or cultural reasons for limiting certain foods.

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Taste Test: Coconut



Coconuts are such a cool fruit! They contain a textured brown exterior and a smooth white flesh in the interior. The white part of the coconut is referred to as the kernel and has a subtle, sweet flavour. The kernel can be eaten raw or in dried form and has been utilized in many other processed food applications such as coconut milk, oil, water, and coconut flour. Coconuts also contain high amounts of saturated fat, manganese, copper, iron, and selenium.[1]

Food Fact

Although the word “nut” is in “coconut”, they are not nuts at all. They are referred to as “drupes”!

How to Choose:

- Coconuts can be found in your local grocery store, some have the brown, textured exterior and some are green on the exterior.
- These two varieties are the same, however the brown coconuts are fully mature and often contain less juice, whereas the green coconuts are not completely ripe and usually contain less flesh.
- To choose a coconut, pick one up, it should feel relatively heavy, shake it, and listen for liquid inside. Avoid choosing one with cracks, so be careful to inspect before purchasing![2]

How to Prepare:

- To open the coconut, try poking a skewer through the soft part of the bottom of the shell to create a ½ inch hole. Drain the coconut water into a dish, usually you can obtain around ¾ cup, the juice should smell fresh and have a subtle, sweet taste.
- Next, use a hammer to gently tap the shell with a hammer, turn as needed until the shell starts to crack in half. Once the coconut is opened, gently loosen the flesh from the exterior with a butter knife. If there is brown on the flesh, use a vegetable peeler to remove, and voila![2]

How to Store:

- A raw, whole coconut can be stored at room temperature for up to 4 months, if the meat of the coconut is removed in the shell, it can be refrigerated for up to a week or frozen for 3 months.

Note:
Canada's food guide recommends:

- Trying a variety of fruits and vegetables, this includes opting for different textures, colours and shapes![3]

I Tried It!

My Rating (circle one):



Would you like to try coconut again?

☐ YES ☐ NO

Ideas for Serving Coconut:

- Try a glass of refreshing unsweetened coconut water with ice
- Try adding toasted coconut flakes into your baking
- Make a trail mix using coconut flakes
- Use shredded coconut to make protein balls
- Crust your favourite fish in fine coconut flakes

No-Bake Coconut & Banana Lentil Energy Bites



Makes 25-30 Bites

Ingredients:

- 1 cup coconut flakes, unsweetened
- 1/4 cup sunflower seeds, unroasted, unsalted
- ½ tsp ground cinnamon
- ½ cup mashed, ripe banana, approx. 1 whole banana
- ½ cup cooked green lentils
- 3 tbsp honey
- ¼ cup mini chocolate chips, or chopped chocolate
- 1 tbsp coconut oil, melted (not hot)
- ½ cup coconut flour or almond flour

Directions:

1. In a food processor, add coconut flakes, sunflower seeds, cinnamon, banana, lentils, and honey. Pulse until smooth, scrape down the sides and pulse again until well mixed. Transfer to a bowl using a spatula.
2. Stir in the chocolate chunks or chips until well mixed. Stir in the coconut or almond flour until fully combined.
3. Roll into bite-sized balls. About 1 tbsp in size. Cover in an airtight container and refrigerate for a quick and easy snack during the week. Alternatively, you can freeze them until ready to use!

Recipe adapted from Cookspiration.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

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Taste Test: Eggs



Eggs are an amazing food! They have many properties that allow them to be incorporated into a variety of food applications. They are rich in protein, vitamins, and minerals and are therefore a great addition to your morning breakfast. White and brown eggs are the most common colours of eggs found in the grocery store, however they also come in a variety of other colours as well.[1]

Food Fact

Eggs are a healthy source of cholesterol, protein, choline, and vitamins A and B7[2]

How to Choose:

- Make sure no eggs in the carton are cracked prior to purchasing[2]
- Check the expiry date on the egg carton to make sure the eggs are fresh
- Plan your grocery list so the eggs are one of the last ingredients to pick up
- Put the eggs in the fridge promptly when arriving home[2]

How to Prepare:

- Make sure your hands are well washed before and after handling raw eggs
- Eggs can be prepared in many ways, some examples include fried, scrambled, poached, and hard-boiled

How to Store:

- Keep eggs stored in the coldest section of your refrigerator
- Eggs stay fresh for approximately 4-6 weeks from the expiry date[2]

Note:
Canada's food guide recommends:

- Including eggs in your diet as they are a quality source of protein, containing all nine essentials amino acids[1]
- Trying hard-boiled eggs as a quick and delicious snack option!

I Tried It!

My Rating (circle one):



Would you like to try eggs again?

☐ YES ☐ NO

Ideas for Serving Eggs:

- Prepare hard-boiled eggs, season with salt and pepper, cayenne, or everything bagel seasoning for added flavour
- Add hard-boiled eggs to salads or whole-grain vegetable bowls
- Add a fried egg to your avocado toast
- Make scrambled eggs into breakfast tacos, you could add cherry tomatoes, avocado, spinach, and cheese to increase the nutrient content

Caprese muffin-tin frittatas



Makes 8 servings

Ingredients

- 6 eggs
- 85 mL (⅓ cup) skim milk or unsweetened fortified plant-based beverages
- 2 mL (½ tsp) salt
- 2 mL (½ tsp) pepper
- 2 tomatoes, chopped finely
- 5 mL (1 tsp) dried basil
- 125 mL (½ cup) grated low fat mozzarella cheese.

Directions

1. Preheat the oven to 200° C (400° F). Lightly spray or paper-line 6 muffin tins.
2. In a large bowl, whisk together eggs, milk, salt, and pepper. Add tomatoes and basil and whisk well.
3. Using a ½ cup measuring cup, scoop batter into muffin tins until divided evenly. Add 1 tbsp of grated cheese on top of each frittata.
4. Cook frittatas in the oven for about 15 minutes, or until it is set.
5. Let cool for 3-5 minutes before removing from muffin tins.

Tip - Use up leftover vegetables you have in your fridge to help reduce food waste. Try adding sautéed spinach or kale, or finely chopped broccoli, cauliflower, and onions at step 2.
Tip- Make a double batch and refrigerate extras for 3 – 4 days or freeze for up to 2 – 3 months. Warm in the microwave when ready to eat.

Recipe adapted from Canada's food guide.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

1. Egg Farmers of Canada. Egg Nutrition. https://www.eggs.ca/nutrition/view/1/egg-nutrition. Accessed March 2022.
2. Harvard T.H. Chan: School of Public Health. The Nutrition Source. https://www.hsph.harvard.edu/nutritionsource/food-features/eggs/. Accessed March 2022.

Taste Test: Lentils



Lentils are considered a pulse, as they belong to the legume family, along with peas and beans! They are native to Western Asia and North America and are one of the earliest domesticated crops. They have a mild, earthy, and nutty flavour and are an excellent source of protein, folate, fibre, Iron, potassium, and manganese. Lentils are also low in sodium and saturated fat making them an excellent vegetarian protein source. Lentils are available in both dried and canned form and easy to find in most grocery stores.[1]

Food Fact

Canada leads the world's production of lentils, followed by India[1]

How to Choose:

- The most common types are green, brown, black, red, and orange lentils
- They can be found as whole lentils or split with the outer layer removed[1]

How to Prepare:

- Rinse lentils in a strainer before cooking
- Follow package directions to boil the lentils
- The time can be adjusted based on texture preferences
- If you are wanting firmer lentils, lower the cooking time
- If you are wanting a softer texture, increase the cooking time[1]

How to Store:

- Dried lentils can be kept for up to 1 year in a tightly sealed container
- Store in a cool, dry, and dark location
- Cooked lentils can be kept for up to 1 week in the refrigerator or up to 3 months in the refrigerator[1]

Note:
Canada's food guide recommends:

- Legumes are a great addition to your diet as they are an excellent plant-based protein option!
- Plant-based protein foods can provide more fibre and often less saturated fat than other types of protein foods
- This makes lentils a heart healthy option![2]

I Tried It!

My Rating (circle one):

☺ 😐 ☹

Would you like to try lentils again?

☐ YES ☐ NO

Ideas for Serving Lentils:

- Add to salads
- Use in an omelet
- Add lentils to pasta sauce
- Substitute lentils instead of chickpeas for hummus
- Add half lentils and half meat to chili, stews, or taco filling
- Use a food processor to grind lentils into a paste to use for meatless meatballs![1]

Chocolate Lentil Protein Muffins



Makes 12 muffins

Ingredients:

- 1 can lentils, drained and rinsed (or 1 cup of cooked red lentils)
- 3 large eggs
- 1 large over-ripe banana (or two small)
- ¼ cup honey or maple syrup
- 1/3 cup unsweetened cocoa powder
- 1 tsp baking sofa
- 3 tbsp coconut oil, melted
- 1 tsp vanilla extract
- 1/3 cup dark chocolate chips

Directions:

1. Preheat oven to 350 degrees F and wash hands well.
2. Prepare 12 muffin cups by lining with muffins papers
3. Place banana(s), lentils, eggs, honey, cocoa powder, baking soda, coconut oil, and vanilla extract into blender or food processor; cover.
4. Blend until smooth, then add the chocolate chips and stir gently using a wooden spoon.
5. Fill muffin cups 2/3 full
6. Bake for 20-25 minutes or until a toothpick comes out clean.
7. Cool completely and enjoy!

Recipe adapted from Sarah Remmer.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

[1]Harvard T.H. Chan: School of Public Health. https://www.hsph.harvard.edu/nutritionsource/food-features/lentils/. The Nutrition Source. Accessed April 2022.

[2]Government of Canada. Canadas Food Guide. https://food-guide.canada.ca/en/. Accessed April 2022.

Taste Test: Persimmon 

Persimmons are a relatively uncommon and fruit, however they are delicious and packed with vitamins A and C, antioxidants, and minerals. They pair very well with both savoury and sweet foods and are similar to peaches in size. These orange fruits are often mistaken as tomatoes, due to their green top and orange exterior. They are perfectly sweet and pleasant when fully ripe! Persimmons have been grown in China and Japan for thousands of years and are only now becoming more common in Canada and the United States.[1]

Food Fact

Persimmons contain carotenoids which give them their orange colour and help with immune protection![1]

How to Choose:

- Look for persimmons that are free from blemishes, bruises, or open scratches
- Look for persimmons that have deep red undertones
- Ensure the persimmon you are choosing has green leaves at the top
- Persimmons that are plump with a satin, smooth skin are recommended[2]

How to Prepare:

- Wash your persimmon well before consumption
- They can be eaten raw, like an apple or cut into quarters, skin included!
- Waiting until they are quite soft to consume, as the natural sweetness will be more pleasant!
- They can take up to 1 week to ripen, for a quicker ripening process try putting them in a brown paper bag with a banana[2]

How to Store:

- Store in the refrigerator when ripe[2]

Note:
Canada's food guide recommends:

- Trying to make half your plate full of fruits and vegetables
- Opting for a variety of different colours and textures in your meals and snacks[3]

I Tried It!

My Rating (circle one):



Would you like to try persimmon again?

☐ YES ☐ NO

Ideas for Serving Persimmon:

- Add persimmons to yogurt or oatmeal
- Add frozen persimmons to smoothies for extra natural sweetness
- Try dried persimmon
- Add persimmon to an avocado salad
- Eat as is!
- Cut and serve with your morning breakfast
- Make persimmon cookies or scones
- Try adding to persimmon to a salad

Slow cooker persimmon applesauce



Makes 6 servings

Ingredients

- 6 medium apples
- 4 persimmons
- Juice of one lemon
- 2 teaspoons vanilla extract
- ½ cup water

Directions

1. Peel, core and thinly slice the apples and persimmons.
2. Place them in your crockpot and add in the lemon juice, vanilla extract, and water. Cover your crockpot and set the temp to high.
3. Let everything cook for 3-6 hours (depending on the strength of your crockpot).
4. Once the cooking time is up, mash the fruit with a potato masher until your desired consistency.
5. Store in an airtight container in the fridge.

Recipe adapted from The Conscientious Eater.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

[1] American Heart Association. Persimmons pack plenty of nutritional punch. https://www.heart.org/en/news/2020/10/19/persimmons-pack-plenty-of-nutritional-punch. Accessed May 2022.

[2] Half Your Plate. Persimmon. https://www.halfyourplate.ca/fruits/persimmon-japanese/. Accessed May 2022.

[3] Government of Canada. Canadas Food Guide. https://food-guide.canada.ca/en/. Accessed May 2022.

Taste Test: Quinoa 

Quinoa is a whole-grain and delicious plant-protein option. Quinoa is also packed with fibre, vitamins, minerals and is an excellent gluten-free alternative to rice. It also contains iron, copper, thiamine, phosphorus, folate, and vitamin B6. Quinoa was originally produced in South America, however due to its growing popularity, it has expanded and is now grown in more than 70 countries! [1]

Food Fact

Quinoa is pronounced as “KEEN-wah and is often described as a “superfood” due to its amazing health benefits.[1]

How to Choose:

- Quinoa can be prepared in many delicious ways
- Make sure to check the label to make sure the quinoa is gluten-free if you have a gluten allergy[1]
- Choose your variety of choice! There are many types of quinoa, however the white, red, or mixed varieties are most popular in Canada[1]
- The white variety is more flavorful while the red is considered to have more nutrients[1]
- There are many brands, try finding one that has been thoroughly rinsed and air dried
- Quinoa is also available in flour or flake form[2]

How to Prepare:

- Prior to cooking, rinse the quinoa (this removes any unwanted flavour profiles)[2]
- Quinoa is similar to cooking rice and can be combined with water on the stove top, microwave, instant pot, or rice cooker[2]

How to Store:

- Uncooked quinoa can be stored in a cool, dry place in an airtight container for up to 1 year[2]
- Cooked quinoa can be stored in a sealed container for up to 5 days or up to 2 months in the freezer[2]

Note:
Canada's food guide recommends:

- Including whole-grains foods in your daily food choices, doing so can help to lower your risk of stroke, colon cancer, heart disease, and type II diabetes.[3]
- Choosing whole-grain foods rather than refined grains because all parts of the grain are intact. Refined grains have parts of the grain removed during processing.[3]

I Tried It!

My Rating (circle one):



Would you like to try quinoa again?

☐ YES ☐ NO

Ideas for Serving Quinoa:

- Try preparing quinoa like hot cereal, just add milk or fortified soy beverage to leftover cooked quinoa. Top with cranberries, fresh fruit, or nuts and seeds!
- Serve quinoa as a side to your main meal, enjoy plain or with leftover vegetables, sauteed mushrooms, or diced cooked sweet potato, frozen green peas, beans, or edamame!
- Use quinoa to make a salad! Add lean meats, fish like salmon, tofu, your favourite legume, like canned beans or vegetables!
- Add leftover quinoa to a frittata, or soup!

Vegetable Quinoa Salad



Makes 10 servings

Ingredients:

- 1 cup quinoa, well rinsed and drained
- 2 cups cold water
- 2 tomatoes, chopped
- 2 large sprigs Italian flat-leaf parsley (leaves only), or cilantro, chopped
- ½ English cucumber, chopped
- 1/3 cup chopped red, green, yellow, or mixed bell pepper
- Vinaigrette
- 3 tbsp. extra virgin olive oil
- 2 tbsp freshly squeezed lemon juice
- 1 ½ tsp hot pepper flakes
- ½ tsp salt
- ½ tsp freshly ground black pepper
- ½ tsp dried lavender flowers (optional)

Directions:

1. In a medium saucepan, over medium heat, bring quinoa and water to a boil. Reduce heat to low and gently simmer for 10 to 15 minutes or until the white or red germ separates from the seed (or follow according to package directions). Cover, remove from heat, and let stand for 5 minutes. Remove lid, let cool, and fluff with a fork.
2. In a large bowl, combine vegetables – tomatoes, parsley or cilantro, cucumber and bell peppers. Stir in cooled quinoa.
3. Prepare the vinaigrette. In a small bowl, whisk together the olive oil, lemon juice, salt, pepper, hot pepper flakes and lavender (if using)
4. Pour the vinaigrette over the salad and toss to coat. Serve and enjoy!

Recipe adapted from UnlockFood.ca.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

[1]Live Science. Quinoa: Health Benefits & Nutrition Facts. https://www.livescience.com/50400-quinoa-nutrition-facts.html. Accessed April 2022.
[2]UnlockFood.Ca. All About Quinoa. https://www.unlockfood.ca/en/Articles/Cooking-And-Food/Grain-Products/All-about-quinoa.aspx. Accessed April 2022.
[3]Government of Canada. Canada's Food Guide. https://food-guide.canada.ca/en/. Accessed April 2022.

Taste Test: Spinach



Spinach is a delicious and versatile leafy green! It is packed with calcium, potassium, magnesium, and many vitamins and minerals. It is also packed with many phytonutrients, antioxidants, flavonoids, and carotenoids. Spinach has been found to be beneficial for maintaining healthy skin, hair, and strong bones due to its protein and vitamin K content. It has also been found to lower the risk for diabetes, heart disease, and certain cancers. Including spinach in your daily diet is nutritious and affordable[1]

Food Fact

Spinach is a part of the Chenopodiaceae family, which also is related to swiss chard and beets making it a highly nutritious vegetable![2]

How to Prepare:

- When purchasing spinach, look that the leaves are dark green in colour and contain no discoloured yellow leaves, are crisp and not wilted
- If purchasing a pre-washed bag or container of spinach, check the best before date and inspect all sides to make sure there are not slimy or yellow leaves
- Choose spinach that is in a cooler, rather than on an unrefrigerated shelf[2]

How to Prepare:

- Spinach can be prepared in many ways, sauteed, steamed, and added to many recipes
- Before preparation, wash well under cold water prior to use and dry well[2]

How to Store:

- Store in the refrigerator with a bag clip if opened, so no air can get in the bag easily
- If moisture is present, pat off excess moisture with a clean paper towel before storing to prevent early wilting of the leaves
- You can also try wrapping the spinach in a clean tea towel or paper towel and placing in the crisper drawer[2]

Note:
Canada's food guide recommends:

- Trying to make half your plate full of fruits and vegetables
- Trying a variety of fruits and vegetables and rotate leafy greens such as kale, spinach, bok choy, and Swiss chard[3]

I Tried It!

My Rating (circle one):



Would you like to try spinach again?

☐ YES ☐ NO

Ideas for Serving Spinach:

- Try using canned or frozen spinach
- Add spinach to soup, chili, or sauces
- Add to sandwiches or wraps
- Add to a summer pasta dish
- Add to scrambled eggs, omelets, or frittatas
- Add to smoothies, you can't even taste it!
- Make a salad[2]

Crustless Spinach and Feta Quiche



Serves 4

Ingredients:

- 1 tsp butter
- 7 cups fresh baby spinach
- ½ cup crumbled feta cheese
- 4 eggs
- 2 cups milk
- ½ tsp pepper

Directions:

1. Preheat oven to 375 degrees F.
2. In a large skillet or pan, melt butter over medium-high heat, add spinach and sauté for 3 to 4 minutes or untiled wilted.
3. Spread spinach in a 9-inch ceramic or glass quiche dish or pie plate. Sprinkle with feta cheese.
4. In a medium size-bowl, whisk the eggs until blended, then milk and pepper until frothy. Pour over the spinach mixture. Using a spoon, stir gently, just enough to make sure the egg mix covers the spinach mixture.
5. Bake for 35 to 40 minutes or until kale inserted into centre comes out clean. Let stand for 5 minutes before serving. Enjoy!

Recipe adapted from Cookspiration.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

[1] Live Science. Spinach: Health Benefits & Nutrition Facts. https://www.livescience.com/51324-spinach-nutrition.html#section-eat-more-spinach Accessed May 2022.

[2] Healthy Family Project. Spinach. https://healthyfamilyproject.com/produce-tips/spinach/ Accessed Nov 2022.

[3] Government of Canada. Canadas Food Guide. https://food-guide.canada.ca/en/. Accessed May 2022.

Taste Test: Tofu



Tofu is made from soybeans that are soaked, washed, and boiled and often packed into a solid block. There are many textures of tofu including silken, soft, medium, firm, extra firm, and super firm. Choose the tofu that best suits the dish you are preparing. Tofu contains many nutrients including vitamin B, fibre, potassium, magnesium, and is considered a complete protein in which it contains all nine essential amino acids, which is often hard to find in a plant food source! Tofu is an excellent food to incorporate into your diet, as it is very versatile.[1]

Food Fact

Tofu first originated in China and has been consumed for over 2,000 years![1]

How to Choose:

- When choosing tofu, look for white tofu that smells fresh
- Choose from silken, soft, medium, firm, extra firm, and super firm varieties depending on the recipe you are preparing![2]

How to Prepare:

- Tofu can be prepared in many ways due to their being such a variety of textures!
- To get crispy tofu, use extra firm tofu and use a source of fat to cook it in, such as olive oil, coconut oil, or avocado oil
- Pat the tofu completely dry, removing most of the liquid as much as possible, try placing a paper towel on top and a heavy cutting board on top of that, this really helps to get all that excess moisture out!
- Cook the tofu at a high heat, such as medium-high on the stove top[2]

How to Store:

- An unopened package of tofu can be stored in the refrigerator for up to 3-5 days
- Opened tofu must be stored in an airtight container with water for up to 3-5 days
- Tofu can also be frozen; however, it can alter the texture, causing extra firm tofu to become spongier which may be undesirable
- Check the expiration date to make sure it is fresh and not expired before preparation![2]

Note:
Canada's food guide recommends:

- Trying to replace some meat or poultry with plant-based protein foods such as tofu
- Including plant-based protein foods in your diet, as they are an important part of healthy eating![3]

I Tried It!

My Rating (circle one):



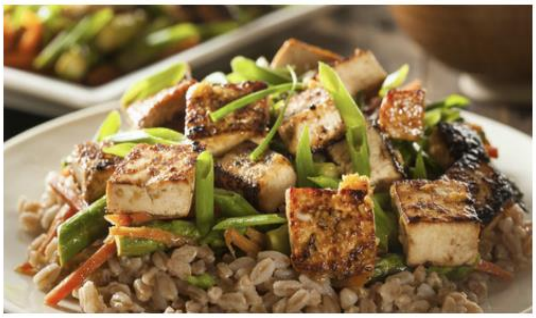
Would you like to try tofu again?

☐ YES ☐ NO

Ideas for Serving Tofu:

- Try marinating tofu!
- Use tofu in soups or stews
- Try using tofu in stir fry's
- Make crispy tofu
- Try grilling tofu
- Try using soft tofu to make scrambled eggs[2]

Sweet Chili Tofu Stir-Fry



Serves 4

Ingredients:

- 5 oz firm tofu, cut into thin strips
- ¾ cup sliced Spanish onion
- 1 cup broccoli florets
- 1 cup baby carrots, cut into bite-sized pieces
- ¾ cup sugar snap peas, trimmed
- ½ cup julienned red bell pepper
- ½ cup vegetable broth or water
- ¼ cup sweet chili sauce
- 1 tsp grated orange zest
- 1 tsp chopped fresh cilantro
- Vegetable spray

Directions:

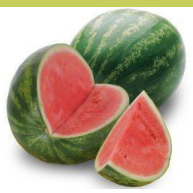
1. Over medium-high heat, in a large wok or skillet, spray vegetable oil on the pan. Brown the tofu on both sides, spacing them evenly, about 5 minutes per side. Remove from the pan and set aside.
2. Add the onion to the wok and sauté for 1 minute. Add the broccoli, carrots, peas, and red pepper; stir-fry until tender-crispy, about 5 minutes. Return to the wok and stir in the broth, chili sauce, and orange zest. Heat until bubbling. Add the tofu back in.
3. Transfer stir fry to serving platter and sprinkle with cilantro (optional). Serve with brown rice and enjoy!

Recipe adapted from Unlockfood.ca.

Getting children involved in cooking at home makes them more likely to eat more protein and select healthy foods. For more information, please contact APPLE Schools at info@appleschool.ca.

1. Harvard T.H. Chan. School of Public Health. The Nutrition Source. Straight Talk About Soy. https://www.hsph.harvard.edu/nutritionsource/soy/. Accessed May 2022.
2. Masterclass. How to Store Tofu: Tips for Refrigerating or Freezing Tofu. https://www.masterclass.com/articles/how-to-store-tofu#how-long-does-tofu-last. Accessed May 2022.
3. Government of Canada. Canadas Food Guide. https://food-guide.canada.ca/en/. Accessed May 2022.

Taste Test: Watermelon



Watermelon is a delicious summer melon with a thick, striped, green outside rind and a juicy, pink inside flesh. Watermelons grow on vines on the ground and are related to the cantaloupe, squash, and pumpkin. Watermelons have high water content and, with their lightly sweet taste, are perfect for quenching your summer thirst. Although the most common colour of the inside flesh of a watermelon is deep pink, there are varieties that are orange, yellow or even white.

Food Fact

Pink watermelon is a source of an antioxidant called lycopene (also present in tomatoes). Watermelons are also a source of vitamin C and are very low in sodium.

How to Choose:

- ☐ If you can see the interior of the watermelon, pick a watermelon with a deep pink flesh and no white lines.
- ☐ If buying an uncut watermelon, pick one that is heavy for its size with a smooth rind.
- ☐ Tip: make sure the watermelon you pick has a creamy yellow-coloured spot, this indicates the watermelon was ripened properly.

How to Prepare:

- ☐ There are many ways to cut a watermelon. The flesh can be sliced, cubed, or scooped into balls.

How to Store:

- ☐ Keep uncut watermelon at room temperature. Whole melons will keep for 7-10 days.
- ☐ Once cut, a watermelon must be kept in the fridge and will last about 3-4 days.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try watermelon again?

☐ YES ☐ NO

Ideas for Serving Watermelon:

- Watermelon makes a delicious addition to any fruit salad.
- Puree watermelon and kiwi together and swirl into low fat vanilla yogurt for a delicious, healthy dessert.
- Make fruit kebabs with bite-sized pieces of watermelon, cantaloupe, kiwi, and grapes.

Watermelon Feta Bites

Makes 6 servings



Ingredients:

- ☐ 3 oz feta cheese, crumbled
- ☐ Handful fresh mint leaves
- ☐ 6 slices of watermelon
- ☐ Balsamic glaze
- ☐ Pink peppercorns, crushed

Directions:

1. Scatter cheese over watermelon slices.
2. Add fresh mint leaves.
3. Drizzle with balsamic glaze.
4. Sprinkle with pink popcorn.

Recipe adapted from
https://dairyfarmersofcanada.ca/en/canadian-goodness/recipes/watermelon-feta-bites

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed July 30, 2012.

Taste Test: Yam



Yam is a long cylinder-shaped vegetable from the potato family. This starchy vegetable represents a staple food in many countries in west Africa. Many people find it challenging to know the difference between yams and sweet potatoes, and although they are similar, yams tend to be drier and starchier than sweet potatoes. Yams are in season in November and December.

Food Fact

Yam is a very nutrient-rich root vegetable. It is a source of vitamin C, manganese, vitamin B_6, copper, and fibre.

How to Choose:

- ☐ Choose yams that are firm.
- ☐ The skin should be free from cracks, or bruises.
- ☐ Avoid yams that are found in the refrigerated section of the grocery store, as this affects the taste of the yam when cooked.

How to Prepare:

- ☐ Scrub yams well if leaving the peel on. Leave whole or peel and cut as desired.
- ☐ Bake, broil, or microwave until tender when pierced.

How to Store:

- ☐ Store yams in a cool, dark place, away from extreme temperatures.
- ☐ Store yams either loose or in a paper bag (do no store in a plastic bag).
- ☐ Yams kept in the proper environment will last about 10 days.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



Would you like to try yams again?

☐ YES ☐ NO

Ideas for Serving Yams:

- Bake yams in the oven at 350°F for approximately 45 minutes, and serve topped with baked beans for a quick, healthy meal.
- Slice yams into cubes, drizzle with olive oil, and maple syrup, and roast in the over at 350°F for 30 minutes until golden brown. Remember to flip them about halfway through.

Roasted Yam Fries

Makes 4 servings



Ingredients:

- ☐ 2-3 medium Yams
- ☐ 1 tsp coarse salt
- ☐ 1 Tbsp olive oil
- ☐ 1 tsp ground cumin
- ☐ ¼ tsp ground pepper

Directions:

1. Preheat oven to 425°F. Scrub yams under cold water; pat dry. Half lengthwise, then quarter each half lengthwise.
2. On a large, rimmed baking sheet, toss sweet potatoes with cumin, salt, pepper, and oil until coated. Arrange, cut sides down, in a single layer.
3. Roast, turning potatoes halfway through, until tender and browned, about 30 minutes. Let cool slightly before serving.

Recipe adapted from https://www.marthastewart.com/1155714/roasted-sweet-potato-fries

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed December 18, 2017.

Taste Test: Zucchini



Zucchini is a delicious summer squash. Zucchini can be dark or light green. A related hybrid, the golden zucchini, is a deep yellow or orange color. They are plentiful in the late summer and fall months and grow easily in a Canadian climate. Zucchinis are usually picked when under 20 cm (8 in.) in length, when the seeds are still soft and immature. Mature zucchini can grow to more than 1 meter!

Food Fact

Zucchini contains a high amount of folate, vitamin A and potassium.

How to Choose:

- ☐ Look for a zucchini that is firm and dark green.
- ☐ Look for zucchinis that are 6-8 inches in length and relatively thin.

How to Prepare:

- ☐ Wash the zucchini by running it under cold water.
- ☐ You can cut the zucchini into chunks, slices, or spiralize it for zucchini noodles.
- ☐ Zucchini is versatile: it can be cooked, steamed, boiled, grilled, stuffed and baked, barbecued, fried or incorporated into other recipes.

How to Store:

- ☐ Refrigerate for up to a week in a loosely tied plastic bag.
- ☐ Do not cut the zucchini until you are ready to cook or freeze it.

Note:

Canada's food guide recommendations:

- ☐ Include vegetables and fruit in all meals and snacks.
- ☐ Aim for half your plate to be vegetables and fruit.

I Tried It!

My Rating (circle one):



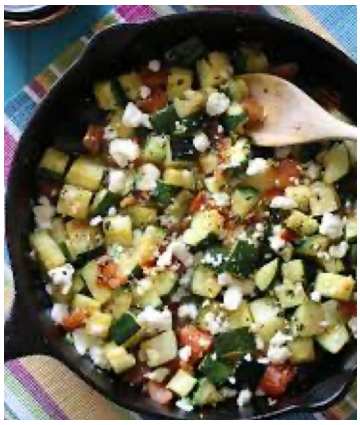
Would you like to try zucchini again?

☐ YES ☐ NO

Ideas for Serving Zucchini:

- Zucchini can be cut into noodle-like spirals and served as a low carb substitute for pasta.
- Zucchini can be baked into bread or incorporated into a cake mix.
- You can cut zucchini into potato-like chunks, sprinkle with salt and pepper and bake until cooked.

Skillet Mexican Zucchini



Makes 4 servings

Ingredients:

- ☐ 1 garlic clove
- ☐ 1 Tbsp olive oil
- ☐ 1 lb zucchini, diced
- ☐ 1 large tomato, seeded and diced
- ☐ 1 green onion
- ☐ 1 Tbsp fresh cilantro
- ☐ 1 tsp jalapeno
- ☐ ½ cup crumbled feta
- ☐ Fresh lime juice, salt, and pepper to taste

Directions:

1. Cook the garlic in oil in a large skillet over medium heat for 1 minute, stirring until sizzling.
2. Add zucchini and cool, stirring occasionally, about 3 minutes or until slightly softened.
3. Add the tomato and green onion and cook for about 3 minutes.
4. Remove skillet from heat and add cilantro, jalapeno, and lime juice.
5. Season with Salt and pepper to taste, and top with feta. Serve hot.

Recipe adapted from https://www.skinnytaste.com/skillet-mexican-zucchini/

Getting children involved in cooking at home makes them more likely to eat fruit and vegetables, and select healthy foods. For more information please contact APPLE Schools at info@appleschool.ca.

[1]EaTracker.ca. Recipe Analyzer. http://www.eatracker.ca/recipe_analyzer.aspx Accessed January 26, 2018.

APPLE Schools

STAFF CHALLENGES

8-Day Sleep Challenge

This staff challenge prioritizes health by promoting something many of us take for granted – sleep!

We balance countless tasks each day and often neglect our sleep in the process. It is recommended that adults get 7-9 hours of sleep each night[1] for optimal health because the potential benefits of getting great sleep include:

1. Improved mood regulation[2]
2. Increased energy levels[2]
3. Improved immune system functioning[2]

Goal:
Each staff member will track his or her sleep for 8 nights, working toward getting a minimum of 7 hours of sleep each night.

Timeline:
This challenge is designed to last 8 nights, but could be extended over a longer period of time by adjusting the tracking sheet provided. This activity pairs well with the monthly campaign called *Be a Sleep Star*, but it can be used at any time.

Materials:
1. One sleep tracking sheet per staff member (*attached*).
2. Email to staff (*attached*).

Instructions:
1. Send out suggested email copy to staff.
2. Distribute a sleep tracking sheet to each staff member.

---

[1] Sleep Foundation Guidelines
[2] Sleep Satisfaction

3. Send out an email reminder halfway through the challenge, encouraging staff to continue.
4. Collect completed tracking sheets from staff on the final day of the challenge.

Next Steps:

1. Share your staff's progress on your school's social media. Please tag @APPLESchools so that we can re-post and promote!
2. Continue to prioritize healthy sleeping habits.
    a. Encourage staff to continue tracking their sleep.
    b. Check out any of the APPLE Schools sleep-focused campaigns like *Be a Sleep Star* for tips on healthy sleep habits. Find them here.

Suggested staff email copy

Please personalize as you see fit.

Hello (school name) staff,

It is easy to fill up our busy schedules with tasks and responsibilities but neglect getting a good night's rest. That is why I am inviting you all to take part in our new staff wellness initiative, the *8-Day Sleep Challenge*!

This challenge is recommended by APPLE Schools to improve overall health and well-being, and to model healthy sleep behaviours to students.

It is recommended that we get 7-9 hours of sleep every night. Getting the recommended amount of sleep is linked to improved mood regulation, increased energy levels, and better immune system functioning. Our goal is to get 7-9 hours of sleep each night for the next 8 nights.

I have attached a tracking sheet which you can fill out with the number of hours you sleep each night.

Please return your completed tracking sheet to me after 8 nights. Sweet dreams!

STAFF CHALLENGES

Tracking Sheet

Name:_____

APPLE Schools	Hours Slept
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	

APPLE Schools

STAFF CHALLENGES

50 Ways to Take a Break

This staff wellness initiative encourages school staff to take breaks throughout the day. It is easy to get wrapped up in the day-to-day of school life so being mindful of taking time to breathe is important! Taking active or thoughtful breaks can improve well-being and model healthy behaviours for students.

Other potential benefits of taking breaks throughout the day include:

1. Increase in energy[1]
2. Increase in work engagement[2]
3. Better overall health and vitality

Timeline:
It should take about one month to complete all 50 Ways to Take a Break collectively as a staff.

Goal:
To have everyone on staff complete the 50 Ways to Take a Break activities as a team. Ideally, each staff member should participate in at least one break.

Materials:
1. Email to staff (attached)
2. Display materials (attached)
3. Scissors, and glue or tape

[1] Blasche G, Szabo B, Wagner-Menghin M, Ekmekcioglu C, Gollner E. Comparison of rest-break interventions during a mentally demanding task. *Stress and Health*. 2018;1–10. Doi: 10.1002/smi.2830

[2] Kühnel, J., Zacher, H., de Bloom, J., & Bledow, R. (2017). Take a break! Benefits of sleep and short breaks for daily work engagement. *European Journal Of Work & Organizational Psychology*, *26*(4), 481-491. doi:10.1080/1359432X.2016.1269750

Instructions:

1. Create and post the 50 Ways to Take a Break poster in the staff room or in a hallway where students can see staff progress.
    a. Refer to the original poster created by Karen Horneffer-Grinter *(attached)* to see an example of the display layout.
    b. Cut out the attached photos and text, including the title, to create your display. The picture samples provided were used by the APPLE Schools team when we ran this initiative in our office.



2. Post photos of yourself participating in one or two of the breaks to role model to staff members how this challenge works.
3. Send out email explaining the staff wellness challenge to staff *(attached).*
4. When a staff member successfully participates in a break activity and sends you a photo, post it on the challenge display. Send out email reminders to your staff to send you their photos, or to post the photos themselves.
5. Encourage staff to have fun with the photos and create new ways to take a break if their favorite is not listed.

Next Steps:

1. Once your display has some staff engagement, take a photo of it and share it on Twitter and/or Facebook. Please tag @APPLESchools so that we can re-post!
2. Continue the momentum of caring for mental health:
    a. Encourage taking breaks, even after the activity has ended.
    b. Check out any of the APPLE Schools mental-health-focused monthly campaigns, like Address Your Stress, Unwind Your Mind, or Power of Positivity.
    c. Refer to APPLE Schools' Mental Health Bin, which has many breathing and reflection activities that staff could try in their classrooms.

Suggested staff email copy

Please personalize as you see fit.

Hello (school name) staff,

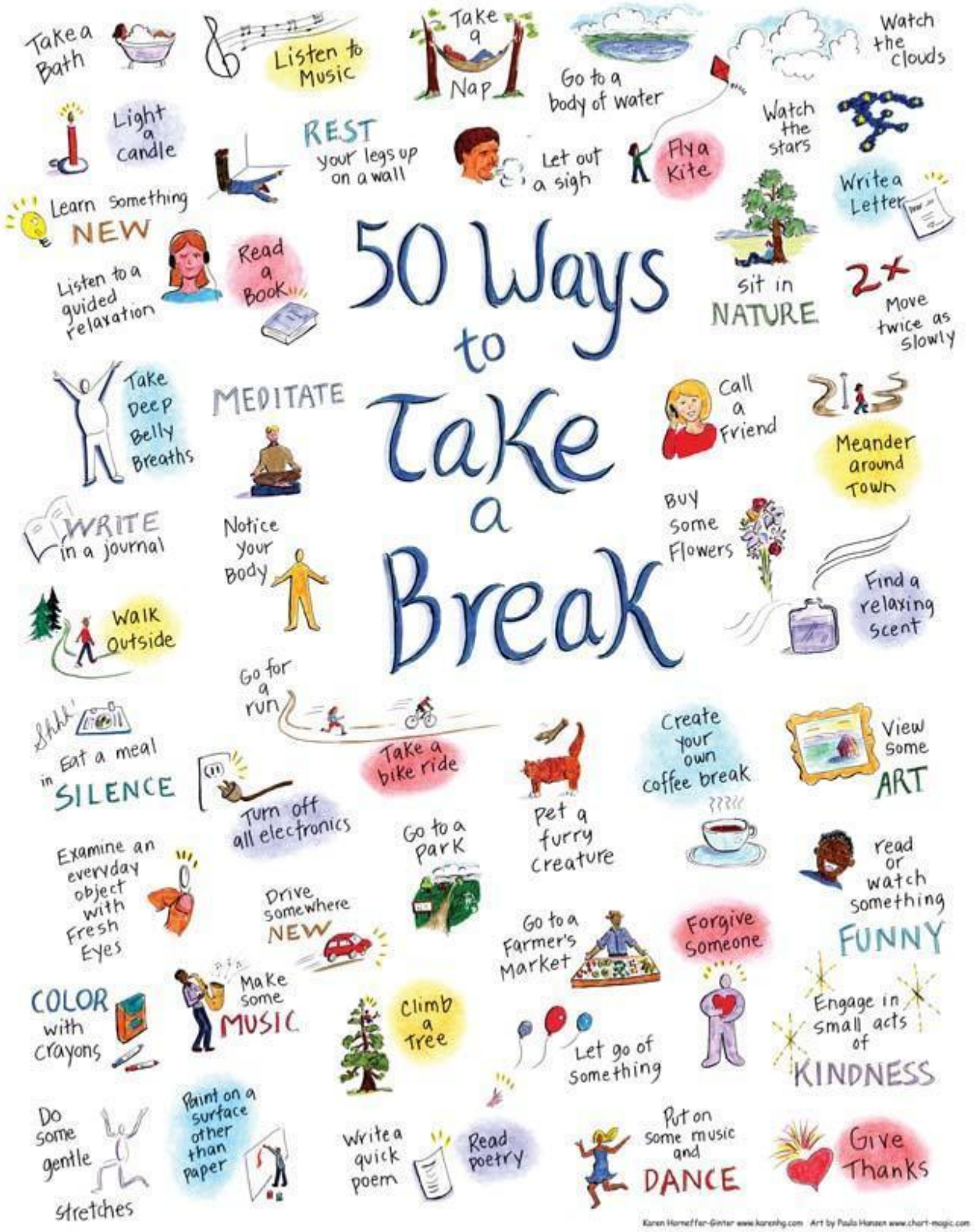
As school staff, we know how easy it is to forget to take much-needed breaks during the day -- that's why I am inviting you all to take a breather with a new staff wellness challenge.

50 Ways to Take a Break will encourage us to take active or thoughtful breaks to improve well-being and model healthy behaviour for students. The ultimate goal is to make mental health a priority in our busy lives.

a. Check out the 50 Ways to Take a Break display located in (location).
b. Snap a photo of you doing the take-a-break activities listed on the poster.
c. Print the photo and stick it on the poster or email the photo to me and I will post it for you.

The display will be posted until (length of time chosen) and I hope that by the end, each and every one of you will have taken some time to take at least one break (with an accompanying photo), because you deserve it!

Original poster by Karen Horneffer-Grinter. Use for reference.



Images and text to cut and glue to display:

50 Ways to Take a Break



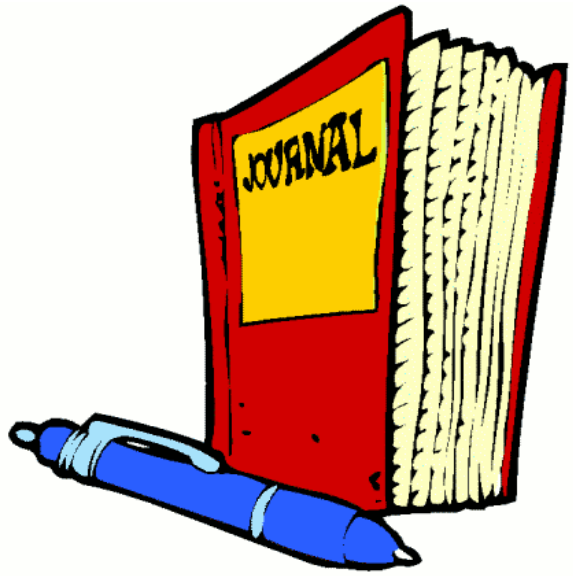
Learn Something New



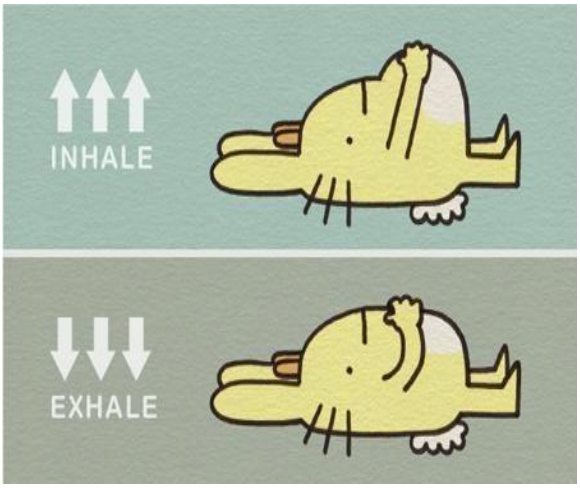
Listen to a Guided Relaxation



Walk Outside



Write in a Journal



Take Deep Belly Breaths



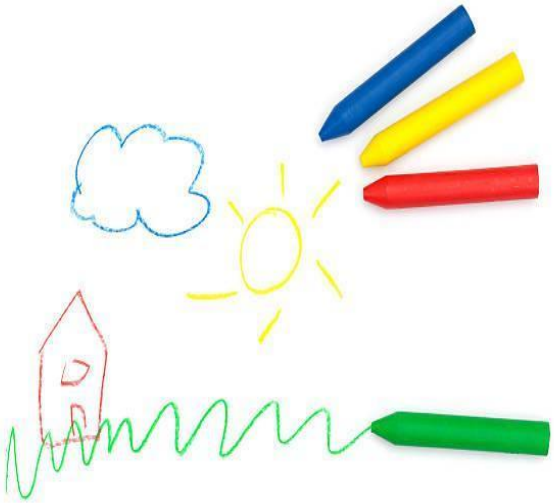
Do Some Gentle Stretches



Eat a Meal in Silence



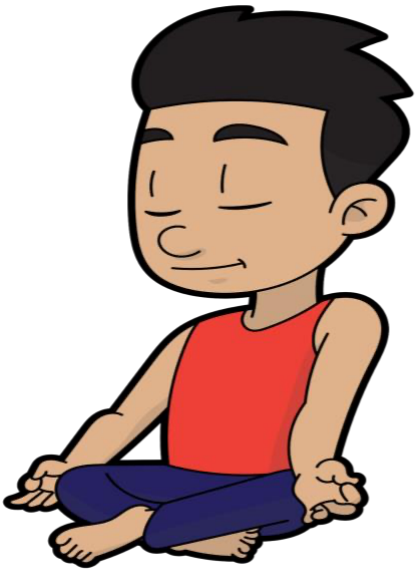
Rest Your Legs on a Wall



Colour with Crayons



Read a Book



Meditate



Notice Your Body



Go for a Run



Examine an Object with Fresh Eyes



Make Some Music



Turn off all Electronics



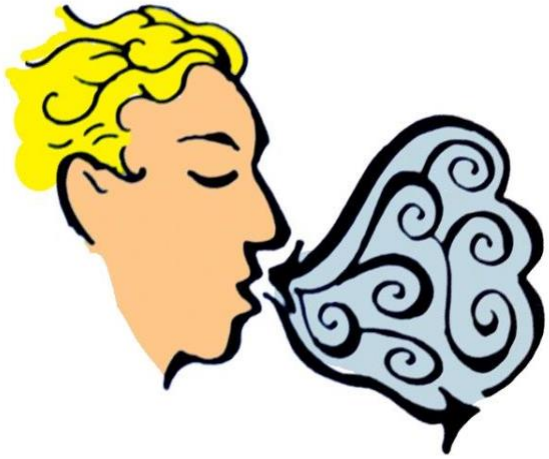
Listen to Music



Print on a Non-Paper Surface



Take a Nap



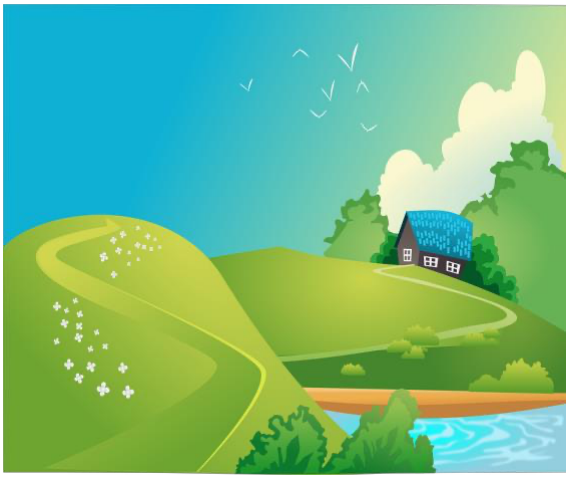
Let Out a Sigh



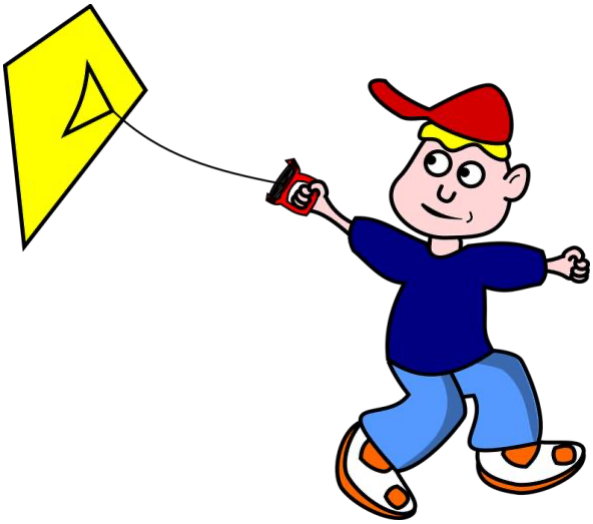
Drive
Somewhere New



Sit in Nature



Visit a Body of Water



Fly a Kite



Call a Friend



Buy Flowers



Take a Bath



Have a
Coffee Break



Light a Candle



Pet a Furry
Creature



Climb a Tree



Write a Quick Poem



Read Poetry



Forgive Someone



Go to a Farmer's Market



Watch the Stars



Let go of Something



Watch the Clouds



Put on Some Music and Dance



Write a Letter



Move Twice as Slow



View Some Art



Meander Around Town



Read/Watch Something Funny



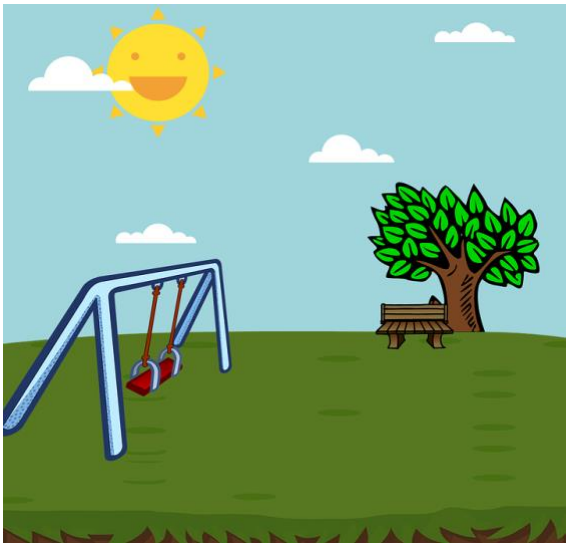
Engage in Small Act of Kindness



Find a Relaxing Scent



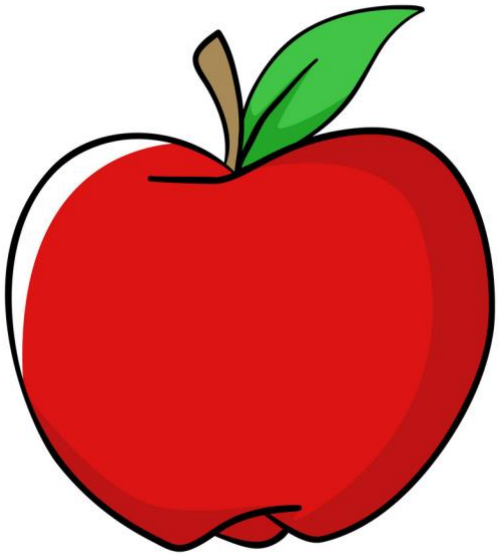
Give Thanks



Visit a Park



Take a Bike Ride



Have a Snack

150 and Beyond Weekly Tracking Sheet

Name:	Date Range:

How to Track:

1. Determine if the activity is moderate of vigourous according to CSEP (see below).
2. Record a description of the activity in the correct column.
3. Enter the number of minutes you were active in the adjacent column.
4. At the end of each week, email your sheet to _____ to be entered into a draw for a small prize.

Defining intensity according to CSEP:

1. Moderate-intensity physical activity will cause adults to sweat a little and to breathe harder: Activity examples such as brisk walking or bike riding.
2. Vigorous-intensity physical activity will cause adults to sweat and be 'out of breath'. Activitiy examples such as jogging or cross-country skiing.

Being active for at least 150 minutes per week can lead to improved fitness, strength and mental health. So what are you waiting for? Get out there and get active!!

Week Day	Moderate-Intensity Physical Activities	Duration (minutes)	Vigorous-Intensity Physical Activities	Duration (minutes)	Cumulative Progress
Monday					0.00
Tuesday					0.00
Wednesday					0.00
Thursday					0.00
Friday					0.00
Saturday					0.00
Sunday					0.00
			Weekly Total:		**0.00**

Show yourself some love

To:

Show Yourself Some Love

To:



Show Yourself Some Love

To:



APPLE Schools

STAFF CHALLENGES

Dear Future Self

Prioritize well-being among staff by prompting them to show themselves some appreciation and love.

Goal:
Each staff member will write themselves a note of love and appreciation, then access the postcard later to enjoy the surprise reminder of their self-love and appreciation!

Timeline:
Approximately one month but may be adjusted as seen fit.

Materials:

1. One postcard per staff member (*attached*)
2. One envelope per staff member
3. Prompts (*below*)
4. Email copy to staff (*below*)

Instructions:

1. Provide a postcard to each staff member at a staff meeting or in their mailboxes.
2. Share the writing prompts below to help them formulate their words of appreciation and self-love, then ask them to write a response.
3. Ask staff members to place their postcard in an envelope and seal it.
4. Collect the postcards from each staff member as they leave the meeting and store it in a safe place, or ask them to place their completed postcard in your mailbox.
5. Return the postcards to staff members after approximately a month or when a pick-me-up is needed.

STAFF CHALLENGES

Next Steps:

1. Share a picture of this staff activity on your school's social media. Please tag @APPLESchools so that we can re-post and promote!
2. Have the staff members continue demonstrating appreciation for themselves outside of the challenge to continue prioritizing mental health.

Make it an ongoing activity

Rather than running this activity once, you can also spread it over the whole school year. Have staff write themselves a postcard for each month of the school year at the start of the year. Then, at the first staff meeting of each month, you can return the postcards to the staff members. Receiving postcards throughout the year will help with overall staff motivation,

Prompts

1. What can you add to your life that will create more joy?
2. What are your best qualities?
3. How can you take better care of yourself?
    - (e.g., workout, podcast, spa day, bake a tasty meal, read more books)
4. Write the words you need to hear.
5. What is something you have done that makes you proud?
6. What is something you can do that makes you feel grateful for who you are or what you do?

Suggested staff email copy

Please personalize as you see fit.

Hello (school name) staff,

It is easy to fill up our busy schedules with tasks and responsibilities without taking time for yourself. That is why I am inviting you all to take part in a new staff wellness initiative, *Dear Future Self.*

This APPLE Schools challenge supports staff mental health and well-being and models a form of healthy self-care to students. Most importantly, it urges us to show ourselves a little more love!

With *Dear Future Self*, you will write yourself a little love note on a postcard to express some well-deserved appreciation and enjoy it at a later date.

You can find the postcard template and writing prompts _____(attached to this email / in your staff mailbox / at the staff meeting / in the office). Feel free to use the prompts to get you thinking about ways you can show yourself some appreciation and care.

Please write a postcard to yourself, place it in an envelope and return it to me. I will send them back to you later, so you can enjoy a little surprise from yourself!

APPLE Schools

Fantastic Four

Name:

Date Range:

How to Track:

1. Week 1 record how many servings of Milk & Alternatives and Meat & Alternatives you consumer per meal per day.
2. Week 2 record how many servings of Vegetables & Fruit and Grains you consumer per meal per day.
3. Week 3 record how many serviings of all 4 food groups you consume per meal per day.

Serving Sizes According to Canada's Food Guide:

Milk & Alts.: Examples of one serving includes 1 cup of milk or fortified soy beverage, 3/4 cup yogurt, 1 1/2 oz of cheese, 1/2 cup canned milk and 3/4 cup of kefir.

Meat & Alts.: Examples of one serving includes 1/2 cup cooked fish, shellfish, poultry or lean meat, 3/4 cooked legumes, 3/4 cup tofu, 2 eggs, 2 tablespoons peanut or nut butters and 1/4 cup shelled nuts and seeds.

Week Day	Breakfast	Serving #	Lunch	Serving #	Supper	Serving #	Snacks	Serving #	Daily Total
Monday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00
Tuesday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00
Wednesday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00
Thursday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00
Friday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00
Saturday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00
Sunday	Milk & Alts		Milk & Alts		Milk & Alts		Milk & Alts		0.00
	Meat & Alts.		Meat & Alts.		Meat & Alts.		Meat & Alts.		0.00

	Daily Goals (19-50)		Daily Goals (51+)	
	Male	**Female**	**Male**	**Female**
Milk & Alternatives	2	2	3	3
Meat & Alternatives	3	2	3	2

APPLE Schools

STAFF CHALLENGES

Days of Happiness Challenge

This staff challenge prioritizes mental health by prompting us to consider our day-to-day happiness moments. They can be small and simple daily pleasures, or something out of the ordinary.

Goal

Each staff member will recall or take a picture of something that made them happy and made their day better. They will then share this moment of happiness with other staff. The purpose is to actively reflect on the things that bring you joy that you might otherwise overlook.

Timeline

Approximately one month but may be adjusted as seen fit.

Materials (dependent on sharing format, see next section for ideas)

1. Email sharing format:
    a. Email to staff (attached)
2. Poster sharing format:
    a. Bulletin board or whiteboard-sized piece of paper
    b. Markers
    c. Post it notes
    d. Tape

Sharing Format Ideas:

- Use a large poster paper and write the title *Days of Happiness* along the top. Under the title, write *Daily Happiness Moments* on the left half, and *Big Happiness Moments* on the right half. Leave room under each sub header for staff to post pictures, sticky notes, or to write their happiness moments.
- Use a blank bulletin board, white board, or wall that staff can use to post pictures, stickies, or write directly on. Write the title of the challenge at the top.
- Start a staff email chain where people can send pictures and messages to the entire staff, or participating staff.
- Do anything else that works for your staff to share!

STAFF CHALLENGES

Instructions

1. Decide on a sharing format that works best for your school's staff to share happiness moments.

2. Prepare your display if you're using one. Hang it in the staff room or accessible location.

3. Send out suggested email (*email copy provided below*) to your staff explaining the challenge.
    - *Option:* If daily sharing is too often, encourage people to share a few things per week, or only on Mondays.
    - *Option:* Ask staff share **why** this brought them joy. For example, someone could share a picture of their coffee and say that their morning coffee brings them daily happiness because it is something hot and delicious to look forward to everyday.

4. Send out an email reminder halfway through the challenge, encouraging everyone to continue participating.

5. At the end of the challenge, take a moment to celebrate with your staff and wrap-up the challenge! It is fun to see what people come up with and to celebrate what brings everyone joy. You never know, what may be a daily joy for one person could be a big moment of happiness for another. Find what works best for your group to celebrate!

    Celebration Ideas:
    - At a staff meeting, take a moment to each share one thing that brought them the most joy throughout the challenge.
    - Have a staff BYO salad lunch party and share with one another some happiness moments from during the challenge.
    - On last day of challenge provide coffee or tea for everyone, so the whole school can partake in a moment of happiness to wrap up the challenge.

Next Steps

1. Once your display has some staff engagement, take a photo of it and share it on Twitter and/or Facebook. Please tag @APPLESchools so that we can enjoy your staff's happiness too!
2. Continue to prioritize happiness. Encourage staff to continue reflecting on what brings them joy throughout their days.

STAFF CHALLENGES

Suggested staff email copy

Please personalize as you see fit.

Hello (school name) staff,

It is easy to fill up our busy schedules with tasks and responsibilities and forget about what make us happy or brings us joy throughout the day. That is why I am inviting you all to take part in our new staff wellness initiative, the *Days of Happiness Challenge*!

The purpose of this staff challenge is to actively reflect on the things that bring you joy that you might otherwise overlook in the moment. It is an opportunity to celebrate what makes you happy, and to learn what brings your co-workers joy!

INSTRUCTIONS

1. Everyday, reflect on something that made you happy and improved the quality of your day. It can be work related or not. It can be small things that bring you joy each day, like a hot cup of coffee, or it can be big things that bring you a lot of joy, like going for a family outing. Take a picture or make a note of what brought you the happiness.
2. Share this happiness moment with the rest of the staff. Indicate where they can share based on what you decided to do for your school (email, stickies, pictures, poster, wall, white board, etc.)
3. This staff challenge will last one month, we will end on _____ . After, we will take a moment to celebrate together as a staff, and learn what brings one another joy.

APPLE Schools

STAFF CHALLENGES

Hydration Station

Do you drink enough water? How much water is enough? A few of the incredible benefits of drinking enough water include:

1. Lower risk of dehydration and stroke[1]
2. Maintaining a healthy blood pressure[1]
3. Improved digestive functioning[1]

This challenge encourages staff to hydrate properly.

Goal:
To encourage staff to consume the recommended amount of water each day for 7 days. Men should consume at least 12 cups of water per day, and women should consume at least 9 cups of water per day.

Timeline:
This challenge should last for 1 week. However, you are welcome to encourage your staff to continue tracking their water intake for a longer period of time. This challenge pairs well with the *Way to go H2O* or *Choose like a Champion* monthly campaigns, but it can be done at any time.

Materials:

1. One hydration tracking sheet per staff member (*attached*).
2. Email to staff (*attached*).

Instructions:

1. Send out suggested email copy to staff.
2. Distribute a tracking sheet to each staff member.
3. Send out an email reminder about half way through the challenge to encourage staff to continue tracking their water intake.
4. Collect completed tracking sheets from staff on the final day of the challenge.

---

[1] Dietitians of Canada

Next Steps:

1. Share your staff's progress on your school's social media. Please tag @APPLESchools so that we can re-post and promote!
2. Continue prioritizing hydration.
    a. Encourage staff to continue tracking their water intake by running this initiative periodically.
    b. Check out the *Way to go H2O* and *Choose Like a Champion* monthly campaigns which focus on healthy beverage choices. Find them here.

Suggested staff email copy

Please personalize as you see fit.

Hello (school name) staff,

Do you think that you drink enough water in a day? It is recommended that women drink 9 cups and men should drink 12 cups of water each day. To put this into perspective, a typical 500 mL plastic water bottle is equal to 2 cups. Drinking enough water can lower your risk of dehydration or stroke, help you to maintain a healthy blood pressure, and improve digestive functioning. To help us increase our water intake, we will be trying the Hydration Station staff challenge! I have attached a tracking sheet that you can use to track how much water you drink. Every time you drink a glass of water just cross off one of the glasses on your tracking sheet. Bring a reusable water bottle to help you remember to hydrate.

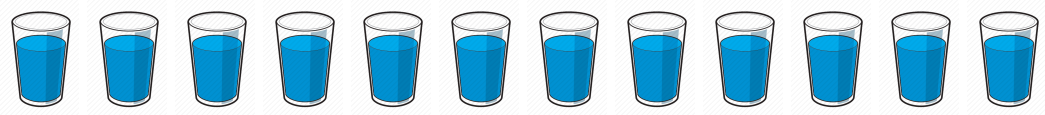
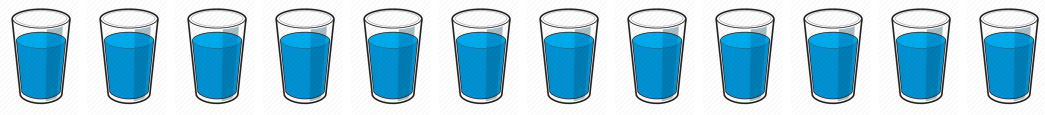
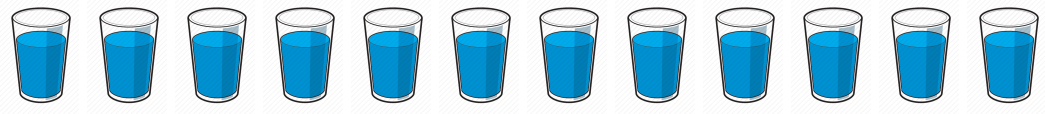
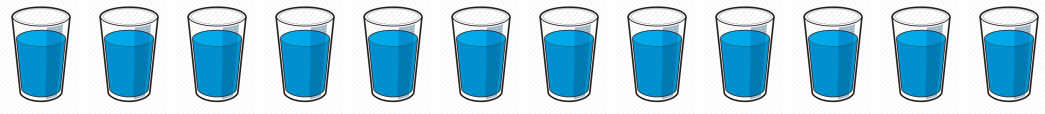
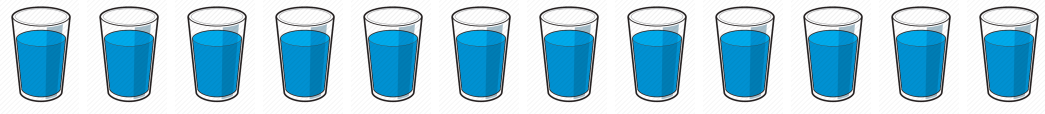
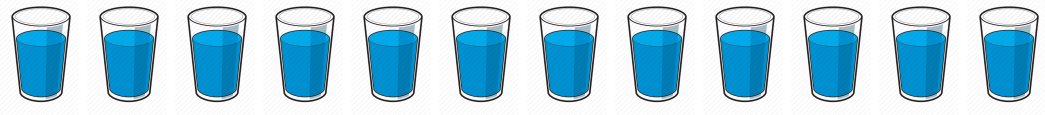
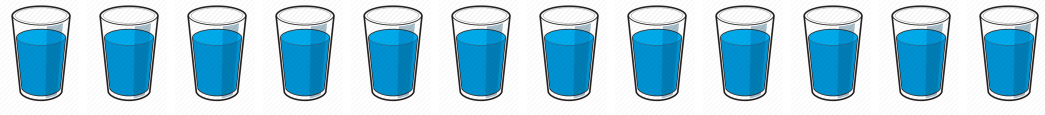
At the end of day 7, please return your completed tracking sheet to me. I will post the tracking sheets in the staff room and count up how many cups of water our staff drank as a collective!

APPLE Schools

STAFF CHALLENGES

Tracking Sheet

Name:_____ **Total cups of water consumed: _____**

	Cups of water consumed
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	

Standing Up Against Sedentary Behaviour

Name:	Date Range:

How to Track:

1. Plan to take 4 active breaks each day for two weeks.
2. Record each activity.
3. Each activity must take a minimum of 5 minutes (i.e., short walks, office yoga or a dance party).
4. If you choose to do 10 minutes of standing desk work, you only need to take two active breaks in the day.

Defining sedentary behaviour according to Canadian Society for Exercise Physiology (CSEP):

CSEP defines sedentary behaviour as "Postures of activities that require very little movement". Examples included prolonged sitting, watching TV, playing passive video games, and motorized transportation.

Chronic sedentary behaviour increases risk of developing negative health outcomes. Recommendations state that breaking up proglonged bouts of sedentary behaviour by standing up rather than sitting, or going for a short walk can drastically improve longterm health outcomes.

Week Day	Sedentary Break 1	Sedentary Break 2	Sedentary Break 3	Sedentary Break 4
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

APPLE Schools

STAFF CHALLENGES

Fantastic Four Challenge

Understanding Eating Well with Canada's Food Guide will help you make educated and healthy decisions when choosing foods.

When you eat the proper serving sizes of recommended foods, and follow the various tips in Canada's Food Guide, you will:

1. Meet your needs for vitamins, minerals, and other nutrients.
2. Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
3. Improve your overall health and vitality.

Timeline:
The Fantastic Four staff challenge should last for three weeks.

Goal:
The goal is to track your consumption of each food group to determine whether you are meeting the recommendations from Canada's Food Guide or not.

Instructions:

1. Download the tracking.
2. Week 1: Track Milk and Alternatives & Meats and Alternatives.
3. Week 2: Track Grain Products & Vegetables and Fruits.
4. Week 3: Track all fantastic four food groups.

Note: If anyone on your staff has food restrictions, consider making the challenge more accessible (e.g., highlighting celiac-friendly, lactose-free, or meat-free options).

APPLE Schools

STAFF CHALLENGES

150 and Beyond Challenge

Canada's physical activity guidelines recommend that adults participate in at least 150 minutes of moderate to vigorous physical activity each week. This can lead to improved fitness, strength, and mental health while reducing the risk of numerous chronic diseases such as heart disease and Type 2 Diabetes.

Timeline:
The 150 and Beyond staff challenge should last 1-4 weeks. Strive for 4!

Goal:
Each participant will strive to do at least 150 minutes of moderate to vigorous physical activity each week. Try various activities including aerobic (cardio), flexibility, balance, and strength activities.

Instructions:

1. Each participant needs a tracking sheet. Use the attached excel tracking sheet, or sign up for free with www.uwalk.ca.
2. Each time the participant exercises, he/she must record the number of minutes in their tracking sheet.
3. At the end of each week, each participant must send the physical activity tracking sheet to the organizer.
4. Each week that a person meets the goal of 150 minutes of moderate to vigorous physical activity, his/her name will be entered in a draw to win a draw prize at the end of the challenge.

Note the difference between *moderate* and *vigorous* physical activity.

1. Moderate-intensity activities will cause a little bit of sweating and slightly harder breathing. This could include activities like a brisk walk or bike riding.
2. Vigorous-intensity activities will cause more sweating and individuals will be out of breath. This could include activities like jogging or cross-country skiing.

APPLE Schools

STAFF CHALLENGES

Standing Up Against Sedentary Behaviour

Prolonged, frequent durations of sedentary behavior have been linked to various negative health effects.

A study at the University of Queensland found that even when adults meet the physical activity guidelines, sitting for prolonged periods can compromise health. Most prolonged sedentary behaviors occur at the work place. By interrupting these bouts with a five-minute walk, an energizer, or by standing at your desk, you can drastically reduce the negative health effects.

Note: Curious about how much you're sitting on an average day? Take two minutes to fill out the sitting calculator. You might be surprised to learn how much time you spend sitting and hopefully this will motivate you for this month's challenge.

Timeline:
The Standing up Against Being Sedentary staff challenge should last for 2 weeks.

Goal:
To incorporate at least FOUR active breaks throughout your workday.

Instructions:

1. Pick four times during the work day to dedicate to an active break.
2. During your selected times, either engage in 5 minutes of movement (this can be anything from taking a walk to doing office gymnastics), or choose to stand while doing desk work for at least 10 minutes.
3. Record your progress in the Standing Up Against Being Sedentary tracking sheet.

APPLE Schools

PROCESSES



APPLE Wellness Policy Tree

Purpose:
To assist in developing a general wellness policy by creating parameters and encouraging conversations around it.

This process is targeted at new school health facilitators who will be developing and implementing a wellness policy in their school community.

Materials:

- A tree with roots, a trunk, and 7 to 8 branches drawn on large poster paper
- Leaf cutouts (attached)
- A marker for each individual
- A copy of your school community's vision statement

Time for process: 20 minutes

Pre-process Steps:

1. Draw a tree with roots, a trunk, and 7 to 8 branches on a large piece of paper.
2. Prepare four to five leaf cutouts for each individual.

Process:

1. Review the school community's health vision and discuss how the vision represents the school's values around health and wellness. The vision and values will be maintained and implemented through the wellness policy, which is the trunk. Write *Wellness Policy* on the tree trunk.

2. Ask participants to share examples of school settings where the wellness policy would apply (e.g., staff meetings, administrator meetings, core committee meetings, etc.). Write each setting on a tree branch.

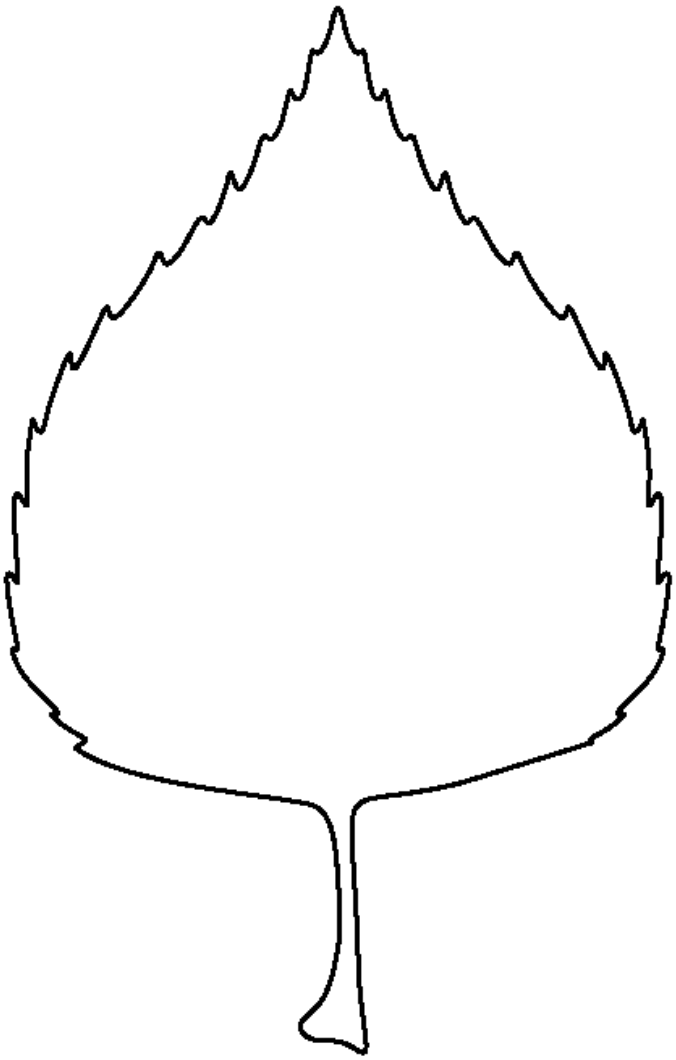
3. Give each participant 4-5 leaf cutouts and ask them to quietly write down potential specifics of the wellness policy for the different settings written on the branches, then tape each leaf on or around the tree branch that it applies to.

E.g. A potential setting might be at staff meetings, and a leaf might state that any food brought for staff must be choose-most-often according to the Alberta Nutrition Guidelines for Adults.

4. Review the branches with your group. Group similar leaves together. The groups of leaves on each branch will form the basic policy outline for what is expected for health and wellness in each setting.

Next Steps: The information from the wellness policy tree can be used to create a wellness policy for healthy eating, physical activity, or mental health, and the scope of that policy. Separate participants into small groups to create a draft policy. Regroup and have each group present their draft policy to everyone else.

Leaf Cutout:



APPLE Schools

PROCESSES



Break It Down & Build It Up

Purpose:
To provide a structure for the APPLE Core Committee or staff to review their current action plan with the intent to prioritize activities for the school year.

This process is best for the start of the school year to prep the action plan for the current year, OR for the end of the year to prep for the following school year.

Materials:

- Current year action plan
- 3 Large poster or chart papers
- Colourful labels (post-it flags or address-sized labels)
- Tape

Time for Process:
30 minutes

Pre-process Steps:

1. On three large chart papers, write the headings *Physical Activity*, *Mental Health*, and *Healthy Eating*. One heading on each paper.
2. Draw a vertical line under the headings to separate the empty space into two sections. Label one section *Priorities* and the other one *Potentials*.
3. Write a list of activities from your current action plan. Cut each activity out individually. Sort the activities into healthy eating, physical activity, or mental health depending on which they address.
4. Create colourful labels with the words: *admin*, *teachers*, *parents*, *student*s, and *community*. Make sure each label is represented by a different colour.

Process:
Part 1:

If there are more than 8 participants, divide them into 3 different groups and have each group work through steps 3-6.

1. Explain to participants that they will work together to break down the school community action plan and build it back up again based on activities that they feel are a

priority for the school year for healthy eating, physical activity and mental health.

2. Give the group the cut out activities and prepared chart paper.
3. Ask the group to read one activity at a time and determine if it is a *priority* or a *potential*.
    - *Priority*: Activities the group decides should remain on the action plan.
    - *Potential*: Activities the group decides are not necessary but may be considered in the future.
4. Instruct the group to tape the activities in the appropriate section of the appropriate chart paper.
5. Using the colourful labels, the group must indicate in the *Priority* list which partners should be involved in organizing the activity. More than one label can be added to an activity.
6. Continue until all activities have been categorized in either *Priority* or *Potential* and all partners have been identified for all the activities.

Part 2:

7. Provide time for the whole group to revisit all the discussed activities.
8. Encourage individuals or groups to add their thoughts or make any changes or additions to the activities or labels.
9. As a group, determine which activities from the *Potential* lists, if any, should be included in the action plan, and what groups should be involved.

Next Steps:

1. Discuss the visual representation of their year plan with staff, parents, and/or students. Initiate discussion with questions like:
    - What does this visual representation show? *It shows that everyone is involved in creating a healthy school environment.*
    - Are there activities that need more involvement from the stakeholders?
    - What responsibilities are you willing to take on?
    - How does this plan impact your role in creating and maintaining a healthy school?

2. Use the information gathered from this process to create the school action plan.

Bridging the Gap

Purpose:
To identify any gaps in comprehensive school health implementation at the school level, and brainstorm activities or initiatives that will *bridge the gaps*.

Materials:

- JCSH Healthy School Planner Report OR a completed copy of an assessment tool that contains evidence of impact.
- Chart paper
- Markers
- Paper bridges
- Sticky tack

Time for process: 35-40 minutes

Pre-process Steps:

1. Complete the JCSH Healthy School Planner or assessment tool.
2. Look through the JCSH Healthy School Planner report or other assessment tools and determine two to three gaps that you think are prevalent in your school community.
3. Print and cut the attached bridges.
4. Place two pieces of chart paper on the wall side by side with a space between each piece of chart paper (big enough for the bridge to fit between).

Process:

1. Identify gaps in comprehensive school health implementation.
    a. Have participants review the report generated from the JCSH Healthy School Planner (or other assessment tool) and identify areas for improvement based on the rubric and assessment feedback.
    b. Write the areas of improvement or *gaps* on the first piece of chart paper (left hand side).
2. Determine end goals or objectives that would fill the previously identified gaps.
    a. Discuss as a group what goals would address the gaps identified.
    b. Write the end goals on the chart paper across from the gap your school community wishes to address.
    c. Repeat until all gaps have been addressed.
3. Bridge the gap

a. Ask participants: *how can we reach the identified end goal or objective?*
b. Brainstorm action items, activities, or initiatives that would meet the goal or objective.
c. Write the action item or activity on the bridge (one per bridge). Place the bridge between the gap and the end goal to *bridge the gap.*
d. Repeat for each gap.

Next Steps: Follow up on each bridge. Look at the action items on each bridge and determine a timeline, partners engaged, and budget. Then determine where the new activity or action item can fit into the action plan.









APPLE Schools

PROCESSES



Cause and Effect

Purpose:
This process allows staff members, school councils, or small interested groups to delve deeper into school data and it's cause and effect; and use it to make changes to school goals and priorities.

Materials:

- School research report (in 1st or 3rd implementation year), school-level surveys, government accountability surveys, satisfaction surveys, academic results, behaviour monitoring, **or** attendance reporting.
- 11x17 paper
- Glue
- At least 1 marker or pen per person
- Post-it notes

Time for Process: 30 minutes

Pre-process Steps:

1. Print out your school's research report.
2. Choose important statistics in areas that need improvement for the group to reflect on (at least one statistic for each group). Cut out the statistic results and glue each one in the middle of a 11x17 paper. Write on the paper the question that relates to the statistic (e.g. What percentage of students consume enough vegetables?)
3. Cover the statistics with post-it notes to allow for discussion before the statistic is revealed.
4. Distribute the papers around the room either on tables or taped to the wall.
5. Ensure that you have at least one different statistic for every group of participants.

Process:

1. Ask participants to get into groups of 3-4 people. Each group must pick a statistic to start with.

2. Ask one group member to read the question and invite others to guess what the answer is (percentage). Once everyone has guessed and elaborated on why they think the result is that high or low, reveal the statistic by removing the post-it-note.
3. Ask participants to consider what might have caused the result to be as high or low as reported. Record their ideas on the paper (allow a couple of minutes for discussion).
4. Next, ask participants to consider what could be done to improve that result. Record their ideas again on the paper (allow a couple of minutes for discussion).
5. Remind participants to cover up the data result before moving to the next statistic.
6. Repeat this process allowing all groups to consider all statistics. Allow only 5 minutes for discussion, recording new ideas, and considering cause and effect relationships at each station.
7. If limited by time, ask participants to only consider one statistic and report results of the discussion to the whole group.
8. Conclude the meeting by making note of the positive growth the school community has experienced over the last year, reminding everyone that this process allows us to do both: look critically at what needs to be improved and at what we need to celebrate.
9. End with a celebration cheer for the school, a toast to a job well done, or another activity that ensures the group leaves in a positive mind set.

Next Steps:

Use the results of this discussion to determine priorities for your school action plan, school goals, or as topics for deeper conversations later.

APPLE Schools

PROCESSES



Creating a 10-Month Action Plan

Purpose:
To create a document that guides the school with their health and wellness goals (school action plan).

Materials:

- 10 pages of chart paper
- Markers
- Stickers in the shape of dots
- Star stickers
- Sticky tack or transparent tape
- Current action plan (if available)
- References (one copy per group)
    - District wellness policy or school wellness guidelines
    - List of monthly campaigns (one copy per small group)
    - Joint Consortium for School Health, Healthy School Planner Foundational Module Report for the school

Time for Process:

- 45 minutes

Pre-process Steps:

1. Create a list of activities that the school currently participates in that relate to comprehensive school health (use the activity column of the current action plan if available).
2. Divide the activity list so that each activity can be distributed individually (i.e., one activity on one piece of paper).
3. Print off one copy of all references listed above for each small group.
4. Prepare the room with tables for small group work.
5. On each table, place markers, a copy of resources, 10 dot stickers per person, and equally divided activities (several per table).
6. Write each month (September to June) on one side of 10 chart papers as a heading. Post them around the room.

Process:

1. Sit participants in small groups of 4-5.

    a. Shift focus to activities on table. Ask participants to divide them into wellness priorities (Healthy Eating, Physical Activity, and Positive Mental Health) and label them as such.
    b. Have the participants sort the activities onto the pages representing the 10 months, choosing the month that they feel is the best time for the activity to be implemented.
    c. Encourage participants to add other activities that they think should be considered to each of the month pages.
2. Once the activities are sorted into the appropriate months, give each participant 10 dots and invite them to select the top ten activities they would like to see continued or added to the action plan. At this time, you should put stars next to any activities that are non-negotiable due to expectations from the district or school policies.
3. As a large group.:
    a. Review each month's activities.
        i. Are there too many in any month or not enough? Are the priorities (Nutrition, Physical Activity, and Mental Health) addressed?
        ii. Are there direct links to the components of comprehensive school health (teaching and learning, community partnerships, policies, and social and environment) addressed each month?
        iii. Are there other activities that should be included? Should some activities be moved to other months (if there are too many in one month and not enough in another)? Or eliminated altogether (not enough support)?
    b. Choose a monthly campaign for each month that fits with the chosen activities.
    c. Establish a plan to determine who will take on roles and responsibility for each of the activities during the next school year. Commitment from staff can be gathered either in the spring or the fall.

Next Steps:

1. Using one of the action plan templates, input the information into the action plan template.
2. Meet with the administration of the school to determine how costs will be covered in the budget (either from APPLE funding, school funding or other sources).
3. Bring back the action plan for final approval and seek commitments to roles and responsibilities from all staff members.
4. Share the action plan with other stakeholders (students, parents, community members, APPLE Core committee) to solicit support, buy-in, and/or participation.

APPLE Schools

PROCESSES

Decision Dollars

Purpose:
To provide a framework for voting on ideas, activities, or best options. Participants can include staff, students, parents, or community members and each person has an equal voice in the process.

Materials:

- Decision Dollars (attached)
- Sticky tack or tape
- Chart paper
- Markers

Time for Process:

- 5 to 15 minutes

Pre-process Steps:

1. Print and cut out enough Decision Dollars for each participant (about 3-5 each).
2. Write down the ideas, activities, or options on the chart paper that participants will vote on if they have already been determined (e.g., Activities to add to the action plan, or activities in the action plan to allocate funding to). If they have not been predetermined, you will decide on them as a group. Leave enough room on the paper for people to stick their Decision Dollars to.
3. Hang the chart paper.

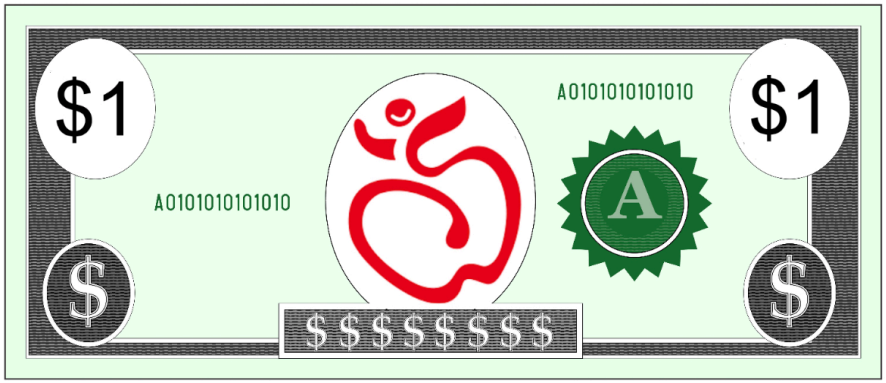
Process:

1. If you have predetermined the options, provide a short review of them (where the idea of the option was generated, what the options will be used for). If the options have not yet been determined, brainstorm possible ones with the group. Write them on the chart paper.
2. Give each participant an equal amount of Decision Dollars.
3. Explain to the participants:
    a. Each person has equal number of Decision Dollars.
    b. Each Decision Dollar equals one vote.
    c. Participants determine the value they place on each decision. They can choose to vote on several options with one vote for each, a few options with two or more votes, or put all their votes on one preferred option.
4. Give participants a few minutes to allocate their Decision Dollars to their preference.

The options with the most money allocated to them are deemed to be the preferred ones.

Next Steps:

- Use the group's input to prioritize ideas, activities, or best options when moving forward.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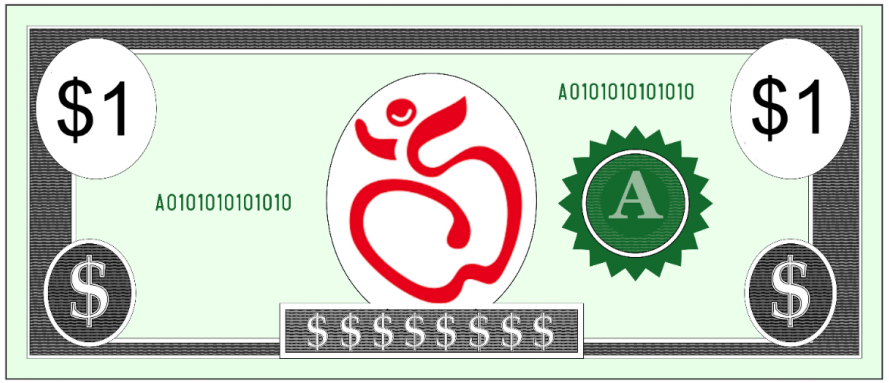
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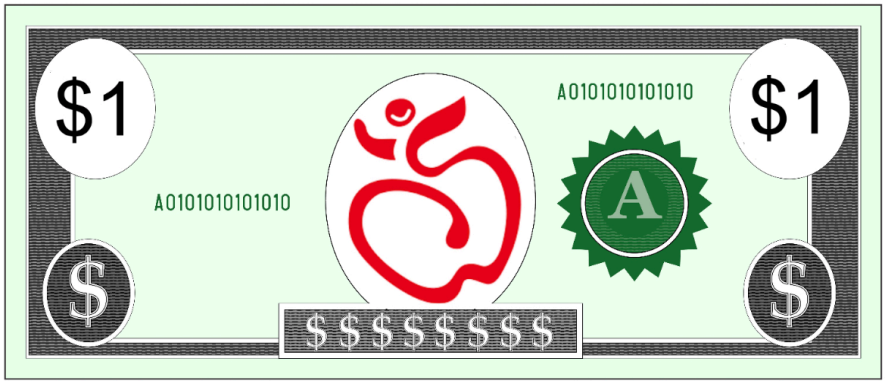
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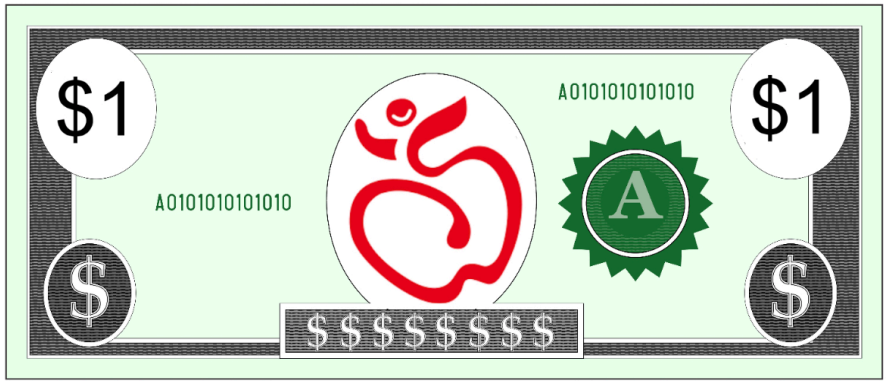
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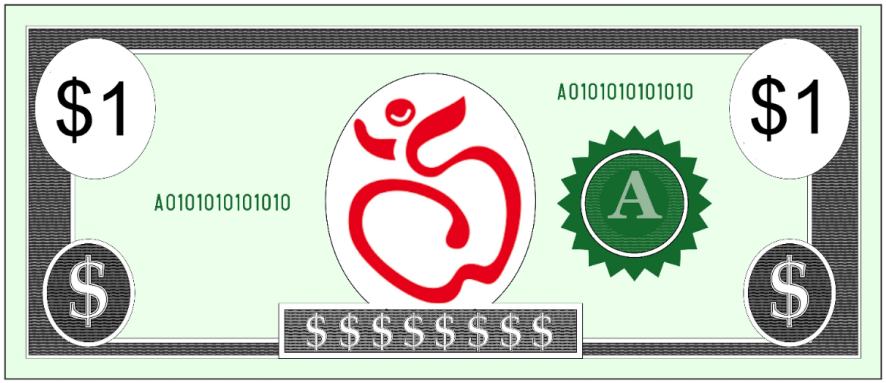
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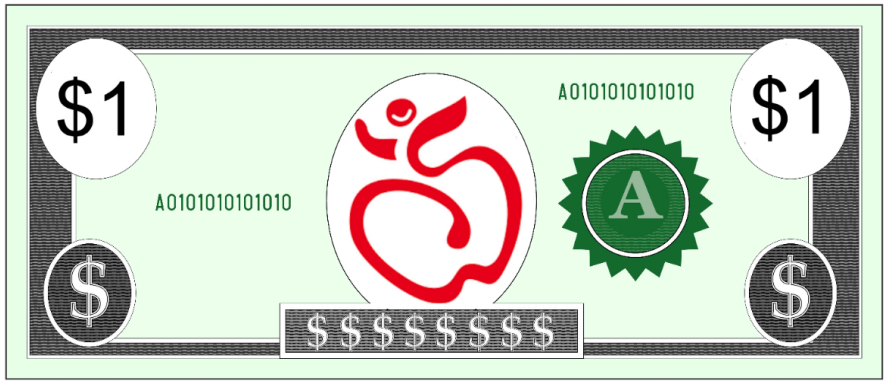
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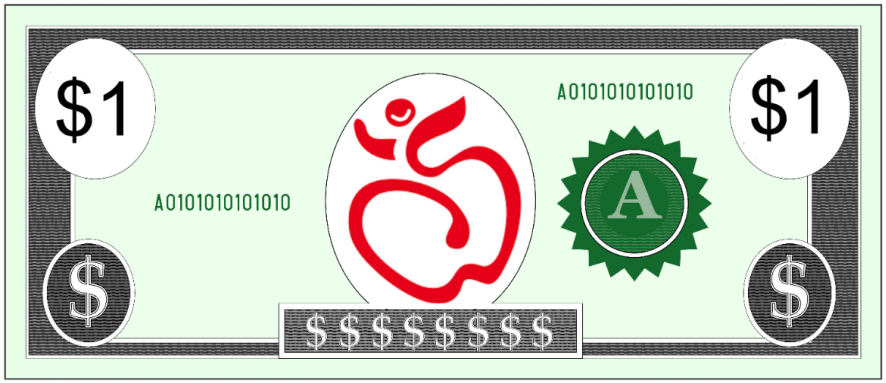
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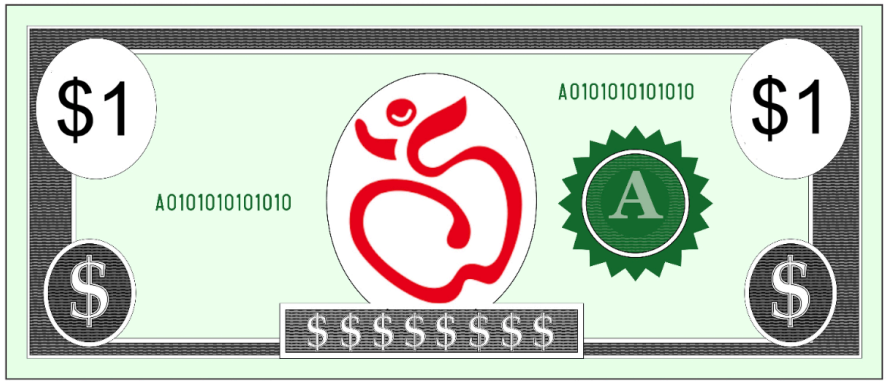
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APPLE Schools

PROCESSES



Dot-mocracy

Purpose:
To provide a framework for voting on ideas, activities, or best options with each participant having an equal voice. Participants can include staff, students, parents, or community members.

Materials:
- Sticky Dots

Time for Process:
- 5 to 15 minutes

Pre-process Steps:
1. On the flip chart, list the ideas or activities that are to be voted on. Leave some room for the participants to add their dot votes.
    - ideas or activities can come from ones brainstormed for the action plan by the APPLE Core Committee or school health facilitator/champion, or generated from the Positive Delta process.
2. Separate dots into groups of 3 to 5, depending on the number of options to be voted on. If there are five or less options, give 3 dots per participant. If there are more than 5 options, give 5 or more dots.

Process:
1. Give each participant the same number of dots
2. Explain that each dot represents one vote and that participants can put their dots on any of the listed ideas or activities to reflect how important they are based on school needs. Participants can choose to put as many dots on each item as they like, based on personal opinion based on how activities would contribute to reaching school goals.
3. Once all dots are placed on the ideas or activities, the ones with the most votes are determined to be most important.

Next Steps:
- Use the group's input to prioritize ideas, activities, or best options when moving forward.
- Record the activities and ideas that were not chosen so that they could be considered at a later date.

APPLE Schools

PROCESSES



Hard Questions

Purpose:
To discuss potentially contentious topics of wellness in the school community, generate discussion around areas of a future policy or action plan that needs discussion, and to safely allow all participants to express opinions.

Materials:

- Flip chart paper and markers.
- Hard questions and statements (See pre-process for instructions)

Time for Process:
Approximately 30 minutes, depending on number of statements.

Pre-process Steps:

1. Think of the hard questions or statements that match the discussion needs of your group and write each statement on one piece of flip chart paper. Some examples of hard questions or statements may include:
    a. Do as I say, not as I do.
    b. I can get my students to behave and perform well academically when I use candy as a reward.
    c. What's the harm in a little treat?
    d. Academics are more important than physical fitness.
    e. Let's make the healthy choice the easy choice.
    f. Why does our school need to change?
    g. The students get so excited when we have McDonalds for hot lunch.
    h. Chocolate bar sales are a great way to make fast money in a school.
    i. Why does there need to be healthy food in the staff room?
2. Spread the chart papers around the room with enough space between each page to allow a group to gather around each page.

Process:

1. Ask participants to form groups of 3-6. You may want to pre-determine the groups to vary expertise in each grouping.
2. Assign each group to one of the statements posted around the room. Have all participants in each group write their personal reaction to the statement or question answer to the question on the flipchart paper.

- It is important that answers are recorded in a non-verbal format, so everyone's voice is equal.

3. After everyone has written their remarks, take a few minutes for discussion so people can explain their response or reflect on what they are seeing.
4. After 3-5 minutes, ask the group to circulate to the next statement. Repeat the process until all participants had time with each statement.
5. Ask each group to circulate around the room and read all the responses to each statement.

Next Steps:

1. Collect all questions and statements and write people's responses verbatim in a word document. You will find some statements have great consensus, while others seem to have a clear discord.

2. Meet with the school administrator to determine the next steps on which questions need further discussion as a school community.

Those with many differing opinions usually require further discussion. The responses can also help form the basis for any wellness policy your school may be developing, as there are usually many statements that already garner support from the vast majority of members, and it is easy to see that the outlying opinions are in the minority, e.g., only one staff member in support of candy as a reward.

APPLE Schools

PROCESSES



High Return on Investment

Purpose:
To help your school community (planning committee, Core APPLE committee, staff, or parent council) identify health and wellness priorities, and evaluate their impact as defined by the time and money necessary to support them.

Materials:

- Health promotion grid (attached)
- Current school action plan
- Labels (attached)
- Tape

Time for Process:
45 minutes

Pre-process Steps:

1. Print out 1 health promotion grid (print on 11x17 paper or draw on large paper) and post it on the wall.
2. Print and cut out the activities from your school's current action plan.
3. Print and cut out labels (attached).
4. Set up tables to support small group work. Place tape and one action plan on each table.

Process:

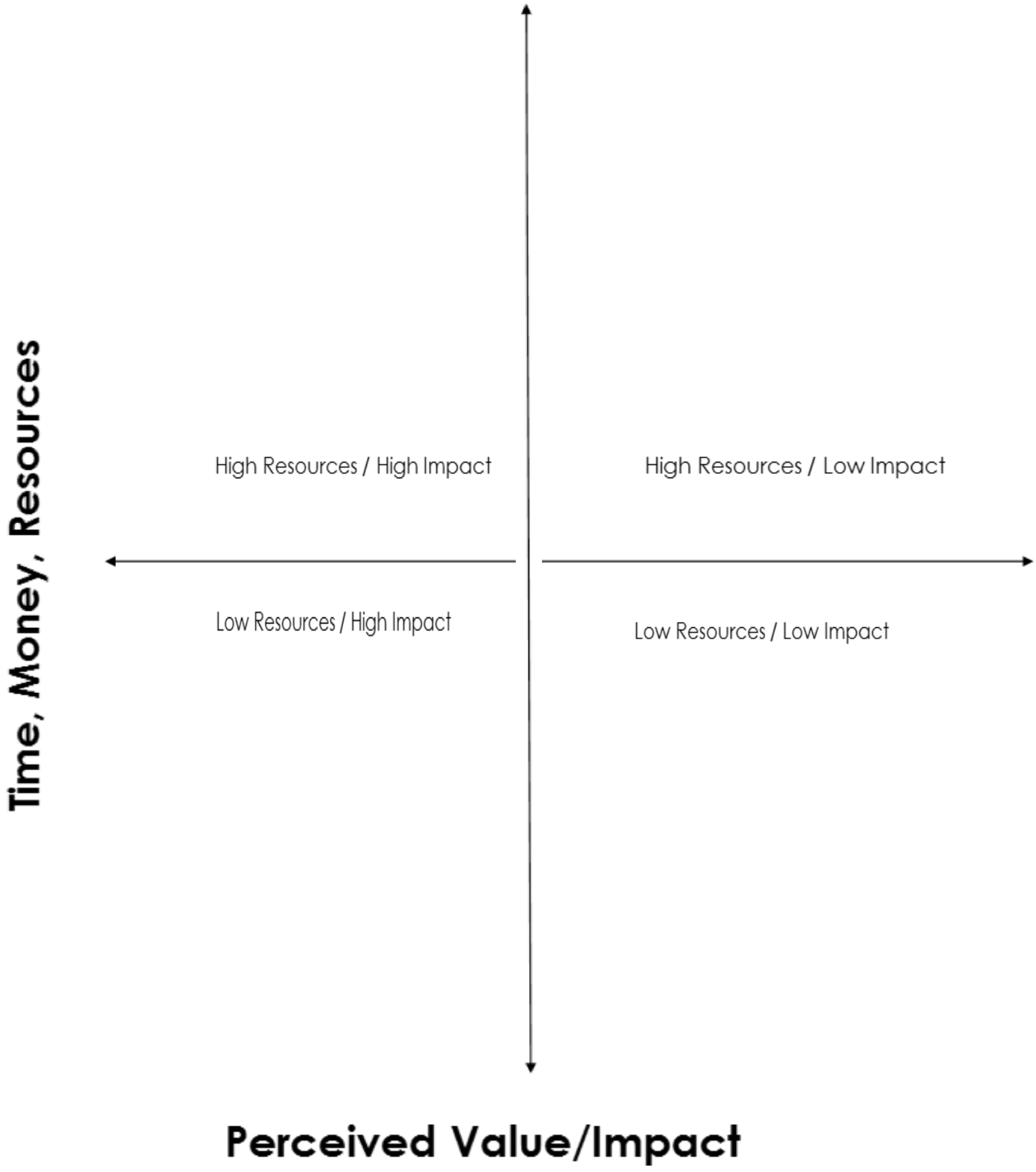
1. Explain how to assess whether activities in the action plan have a high impact and value for the school considering the amount of resources allocated to them. In this activity, impact and value are defined in the following ways:
    a. High Impact: The activity increases the school community's culture of living a healthy life and/or increases buy-in from stakeholders.
    b. Low impact: Although it may fun in nature, the activity does not affect the healthy lifestyle of students and/or the community.
    c. High Resources: The activity either is costly or needs considerable time to set up, implement and/or clean up.
    d. Low resources: It is either free or low cost and takes little time to set up, implement, and/or clean up.
2. Divide participants into small groups of 3-4 people.
3. Divide action plan activity cut-outs equally and among the groups.

4. Ask groups to tape the activities on the health promotion grid according to whether they have high or low resource investment and high or low impact and value.
5. As a whole group, review the activities that individual groups discussed. Remind participants that to achieve sustainability, high impact / value activities that involve fewer resources are best. Allow time for experienced participants to provide rationale for any desired changes. Identify items that the school or district policy requires to keep. If necessary, move activities from one quadrant to another with consensus from the group.
    a. Activities with **high impact / value and low resources** should be kept on the school action plan for the next year.
    b. Reflect on activities in the **high impact and high resources** category. As a group, decide whether the impact of the activity is worth the high allocation of time and/or money. If yes, allocate money and/or time labels to the activity and the activity will remain in the action plan.
    c. Reflect on activities that are **low impact and low resources** to determine whether they should be kept. Sometimes these activities are best described as "just plain fun" so you might want to include them.
    d. Reflect on activities that are **low impact and high resources** and determine if they can be eliminated from the action plan. If the activity is to remain in the action plan, allocate money and/or time labels to the activity.
6. Once all activities have been labelled, attach a healthy eating, physical activity, or mental health label to each one to ensure that the activities address all healthy priority areas.

Next Steps:

Work with school's APPLE Core Committee to create the budget and action plan for the next year based on the time/money resources available, and the items that were considered high impact by participants.

Health Promotion Grid





high return money



high return money



high return money



high return money



high return money



high return money



high return time



high return time



high return time



high return time



high return time



high return time

Healthy Eating

Physical Activity

Mental Health

Planning

Planning a healthy school community involves using data from various sources to identify healthy goals and plan actions in all components of comprehensive school health to improve health and learning outcomes.

Has your school used data (e.g., surveys, attendance records, policy review) collected from the following groups to inform your action plan for creating a healthy school community?

	Yes	No	Unsure
Students			
Teachers/ Other Staff			
Parents/families/ guardians			
Formal review of policy or practice			

Does your school develop time-limited goals that are specific, measurable, attainable, and realistic to create a healthier school community?

Yes, we develop goals with all above criteria.	
Yes, we develop goals without meeting all criteria.	
No, we do not develop goals.	
Don't know	
Our school does not have an action plan.	

Does your school community communicate the message *healthier students are better learners* with the following groups at least once a year?

	Yes	No	Unsure
Students			
Teachers/ Other Staff			
Parents/families/ guardians			
Formal review of policy or practice			

Does your action plan for a healthy school community include ways to:

	Not at all	Minimally	Somewhat	Fully
Support students and staff in improving their well-being through **teaching and learning ?**(i.e., across the curriculum, inside/outside the classroom, staff PD)				
Foster a **social environment** at the school to enhance the well-being of the school community?				
Use the **physical environment** at the school to enhance the well-being of the school community?				
Develop or implement **healthy school policies ?**				
Involve the broader school community to leverage **community partnerships and services ?**				

Teaching and Learning

Resources, activities and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and well-being. Through formal and informal curriculum and associated activities, students gain knowledge, understanding and skills to improve their health and well-being, and enhance learning outcomes. This also includes health-related PD opportunities for staff.

Beyond health and physical education classes, does your school encourage integration of health and well-being?

	Yes	No
During instructional time (e.g., across curriculum)?		
During non-instructional time (e.g., extra-curricular activities)?		

Do students with various skills and characteristics (e.g., age, gender, ability, culture) play a leadership role in the organizing school activities?

No activities (0-10%)	
Some activities (11-50%)	
Most activities (51-80%)	
All activities (81-100%)	

Physical Environment

The physical environment is safe and accessible; and supports healthy choices for all members of the school community. The physical environment includes:

- The buildings, grounds, play space, and equipment in and surrounding the school.
- Basic amenities such as sanitation and air cleanliness.

How well do the following physical environments promote safety and/or injury prevention?

	Not at all	Minimally	Somewhat	Fully
Outdoor spaces (e.g., adequate lighting, car-free zones, shade)				
Indoor spaces (e.g., facilities, equipment)				
Air quality (e.g., temperature, free from mould)				
Water quality (e.g., free from bacteria, taste, colour)				

How well do the following physical environments promote safety and/or injury prevention?

	None	Some	Most	All
Outdoor Spaces				
Indoor Spaces (e.g., washrooms, change rooms, desks, classrooms)				

Social Environments

The social environment is:

- The quality of the relationships among and between staff and students in the school.
- The emotional wellbeing of students and staff.
- Influenced by relationships with families and the wider community.

The school's social environment supports the school community in making healthy choices by building competence, autonomy, and connectedness.

Competency refers to our need for recognizing and using our personal gifts and strengths in achieving personal goals. Fulfilment of this need provides individuals with a sense of personal achievement and accomplishment.

Autonomy refers to our need for personal freedom to make choices or decisions that affect our lives. When this need is satisfied in conjunction with other need areas, freedom and choice are expressed in ways in which respect is demonstrated for self and others.

Connectedness refers to the extent to which students and staff perceive they are accepted, respected, included and supported by others in the educational environment.

Does your school community foster a safe and supportive environment for everyone?

Not at all	Minimally	Somewhat	Fully

Does your school community foster a respectful environment?

Not at all	Minimally	Somewhat	Fully

Does your school community foster a sense of connectedness?

	Not at all	Minimally	Somewhat	Fully
Within the school?				
Within the broader community?				

Are staff supported to maintain and improve their personal health and well-being?

Not at all	Minimally	Somewhat	Fully

Healthy School Policy

Management practices, decision-making processes, rules, procedures, and policies at all levels that promote health and wellbeing, and shape a respectful, welcoming and caring school environment. All school policies/guidelines and practices support learning outcomes while concurrently addressing healthy school initiatives in a planned, multi-faceted and integrative manner.

How frequently does your school engage the school community to review and update implementation of healthy school policies and practices (e.g., healthy eating policies, bullying policies)?

Never	Less than once a year	At least once per year	Don't know

Does your school use existing information or gather evidence to update implementation of policies and practices to create a healthy school community (e.g., district level reports, school satisfaction surveys, school accountability surveys)?

Not at all	Minimally	Somewhat	Fully

Partnerships and Services

The school collaborates with partners in the school community (e.g., families, community groups, businesses, non-governmental organizations, schools, and school districts/divisions/boards, provincial/local/municipal governments, regional/local health authorities) to create and sustain a healthy school environment.

Partnerships are:

- Connections between the school and students' families.
- Supportive working relationships within the schools (staff and students), between schools, and between schools and other community organizations and representative groups.
- Health, education and other sectors working together to advance school health.

Services are:

- Community and school-based services that support and promote student and staff health and wellbeing.

Has your school used data (e.g., surveys, attendance records, policy review) collected from the following groups to inform your action plan for creating a healthy school community?

	Yes	No
Individuals/organizations within the school community (e.g., families, volunteers, parent council)		
Other schools		
Community group(s) or non-governmental organization(s)		
Business(es)		
Government at any level		
Health authority/health region		
Other (please specify)		

Thinking of the effective partnerships identified in the previous questions, which of the following supports have your partnership provided in the last 12 months? (check all that apply)

Funding	
Services (e.g., health services, volunteer activities, training opportunities, professional development)	
Material Resources (e.g., handouts, signage, computers, equipment)	
None of these	
Other (please specify)	

How many of your school community members (staff, students) are engaged in community service through your school (e.g., promoting community events, promoting or coordinating food drives, hosting blood donation clinics, raining money for charities)?

None (0-10%)	
Some (11-50%)	
Most (51-80%)	
All (81-100%)	

In a typical week, how often do community members (including parents) volunteer in your school?

Volunteer activities do not have to be specific to health and well-being (think about all volunteers in your school).

Rarely	1 or 2 days per week	Most days	Every day

Celebrate

Celebration of healthy school initiatives is an important part of instilling the concept and importance of health promoting schools in the minds of school students and staff, parents, the local community and senior officials.

How often does your school celebrate successful healthy school initiatives?

	Less that 1 time/year	1-2 times/year	More than 2 times/year
Within the school (students and staff)?			
With the broader community (families, other groups)?			

Does your school community recognize, acknowledge, and celebrate contributions of volunteers?

Not at all	
Minimally	
Somewhat	
Fully	

Sustaining your healthy school community

A successful health promoting school takes steps to sustain its efforts and achievements into the medium and longterm.

How many school staff participated in learning opportunities (e.g., PD, staff meetings, expert consultations) related to creating a healthy school community in the last 12 months?

None (0-10%)	
Some (11-50%)	
Most (51-80%)	
All (81-100%)	

How well has your school community prepared a succession plan (formal or informal) if your leader for healthy school initiatives was to leave (e.g., having shared leadership, vice-chair, mentorship for new leader candidates)?

Not at all	
Minimally	
Somewhat	
Fully	
Our school does not have a leader for healthy school initiatives	

How many of your healthy school initiatives are implemented school wide?

none (0-10%)	
Some (11-50%)	
Most (51-80%)	
All (81-100%)	

Are your healthy school initiatives embedded in your school's action plan?

Yes	
No	
Don't Know	
Our school does not have an action plan	

Monitoring & Evaluation

A successful health promoting school seeks continuous improvements to its planning and implementation of policies and practices reflecting a comprehensive school health approach through ongoing monitoring and evaluation.

How often does your school formally assess its progress on creating a healthy school community?

Less that 1 time/year	
1 time per year	
More than 1 time per year	
Conducting a school assessment but did not use results to plan or monitor progress	

APPLE Schools

PROCESSES

JCSH Healthy School Planner

To access the JCSH Healthy School Planner, visit healthyschoolplanner.com.

Purpose:
Collect diverse feedback to assess the current state of health in your school community and use the generated data to inform future practices that should create measurable changes to the school environment

Materials:

- Computer with internet access
- JCSH Healthy School Planner Foundational Module Question Template Posters (in appendices)
- Pens for each participant
- Access to JCSH Healthy School Planner website

Time:
Introduction to process – 10 min.
Data collection – Varied time.

Data collection could be completed in various ways, e.g., meetings, posted for staff to complete at their convenience over an allotted time period, or shared as a Google Form).

Next steps:
Tally results – 10 min.
Input data – 15 min.

Pre-process Steps:

1. Confirm your school's access to the JCSH Healthy School Planner website.
2. In your school's action plan, record the email and password used to register your school.
3. Print JCSH processes posters.
4. Post the question posters around the room.

Process:

1. Explain purpose of the JCSH Healthy School Planner. The Healthy School Planner is a free tool for schools to assess their current health environment. The results should inform updates and revisions needed for the school's action plan for health to reflect the current needs of the school community. Explain the importance of having strong

representation of all school community members.

- It offers a comprehensive reflection of your school community
- Increases buy-in and support from the school community as action plans are developed.

2. Ask participants to work together to complete the Healthy School Planner Foundational Module. Participants will read through each of the questions posted around the room and check off the response option they feel best represents their school community for each question.

3. After all participants answer each question, explain that you will tally the answers and input them in the JCSH online module to generate a school specific report that will be shared with all participants at a future meeting. T
    - The report will provide tailored feedback and a list of resources that will help the school take action in areas selected for improvement. Your school can use this informal assessment to decide on priorities for action and develop improvement initiatives based on current capacity.

Next Steps:

1. If school community members were absent for this process, ask your school health mentor to give you a Google Form link that you can send out to gather their feedback. This will allow them to still contribute to the school's report.
2. Tally responses on the JCSH question template posters and include the Google Form responses if it was used.
3. Log on to the JCSH Healthy School Planner website and fill out the foundational module.
4. For each question, record the response option with the most check marks into the JCSH Healthy School Planner online module. Once you answer all in the online module, the website will automatically generate a report.
5. The report should be presented back to the school community (i.e., staff, students, parents) for response and discussion. The information should be used to inform the school community's action planning for the coming year. Areas in which improvements could be made should be addressed as priorities in the plan moving forward.

APPLE Schools

PROCESSES



The Percent is Right: Sharing Research Data

Purpose:
To share important information from your school's research report in a fun and engaging way. This process can be done at a staff meeting, a parent council meeting, or an APPLE core meeting.

Materials:

- Your school's research report (the one conducted by researchers at the University of Alberta School of Public Health)
- PowerPoint presentation called *Price is Right Research Stats Process*
- 3-5 polyspots or pylons
- 3 small balls
- 3 kids' golf clubs or pool noodles
- 1 hula hoop
- Dollar Store prizes for the contestants (optional).

Time for Process:
10-20 minutes

Pre-process Steps:

1. Open the PowerPoint presentation and read all the slides carefully. Insert the data from your school research report in the slides where required.
2. If there is data in your school report you believe is more important for your school to see than the stats included in the Powerpoint template, include it in the slideshow instead.
3. You will need 3-5 polyspots or pylons, three small balls, kids golf clubs or pool noodles, and a hula-hoop for the *Hole in One* game.
4. Set up *Hole in One* in front of the room by placing the 3 polyspots or pylons at varying distances away from the hula hoop.

Process:

1. Begin by going through the Powerpoint presentation, explaining each slide to the audience.
2. Once you get to the *Percent is Right* slide, welcome everyone to the exciting game of *Higher or Lower* and introduce yourself as the game show host.
3. Ask the audience for 3 volunteers to be contestants on the *Percent is Right* game.

4. Show everyone the prize(s) to be won (optional).
5. Explain to the contestants that you are going to show them a stat from their school's research report, and that each stat has been altered, and they will have to individually guess if the real stat is higher or lower than what is presented to them.
    - Encourage the audience to help the contestants by shouting out if they think the answer is higher or lower.
6. The game show host reveals the first stat. If the contestants guess higher or lower correctly, they get to move to the first pylon (the one farthest from the hula hoop).

    Those who guess incorrectly stay where they are. Each time a contestant guesses correctly, they move to another pylon closer to the hoop. Then, each contestant gets a chance to try to get a hole-in-one from whichever pylon they are at.

7. The contestants who either come closest to, or who gets the hole-in-one picks their prize.
8. Select another 3 contestants to participate in the next 3 statistics and repeat the process.

Next Steps:
Using the last slide as a prompt, initiate a discussion about ways your school community can use the research data to enhance the use of comprehensive school health at your school.

Sharing Research Data



APPLE Schools Research

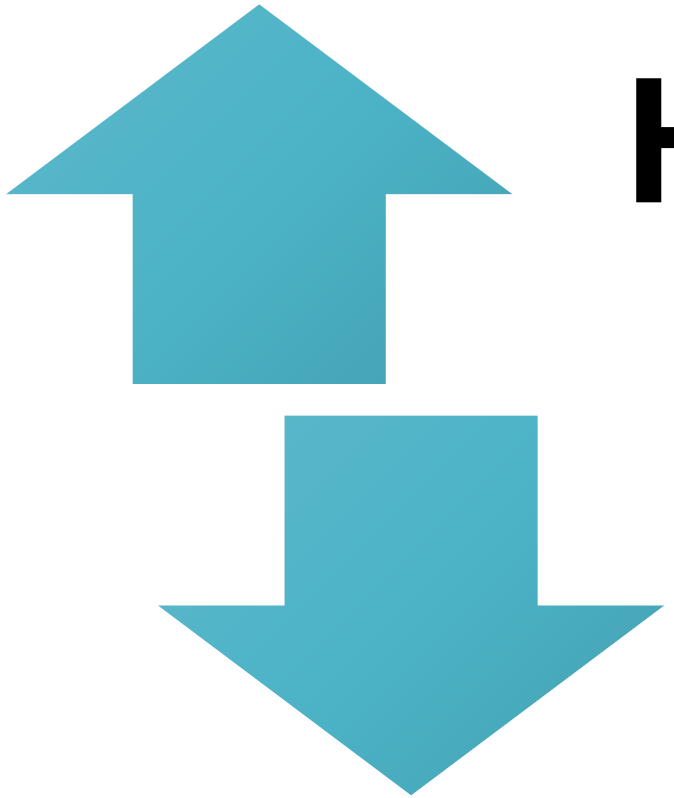
- School research is conducted by the School of Public Health at the University of Alberta.

- Initial research is conducted to gather baseline results. Follow-up research is conducted in years 2 and 4 of implementation.

Research Consists of:

- Parent Surveys
- Student Surveys
- Administrator Surveys
- Pedometer Data
- Height, Weight, and Arm Span Measurements

The Percent is Right!



HIGHER

OR

LOWER?

Higher or Lower?

Insert % of school name students consume the recommended 6 servings of fruits and vegetables per day.



ACTUAL = *Insert school's %*



Higher or Lower?

Insert % of school name students consume at least 3 servings of milk and alternatives per day.



ACTUAL = *Insert school's %*

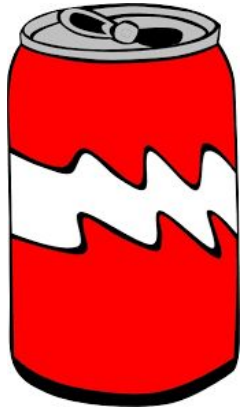


Higher or Lower?

Insert % of school name students reported eating non-nutritious food or drinks 2 or more times per day.



ACTUAL = *Insert school's %*



Hole in One!



Higher or Lower?

Insert % of insert school name students reported spending more than 2 hours per day outside of school.



ACTUAL = *Insert school's %*



Higher or Lower?

School name students get an average of *Insert a #* steps per day.
(The recommended amount of daily steps is 12,000)



ACTUAL = *Insert school's #*



Higher or Lower?

Insert % of school name students report that they think their future looks good to them.

ACTUAL = *Insert school's %*

Hole in One!



Research shows that children attending an APPLE school demonstrate:

↑10%

more fruits and vegetables eaten

↑35%

increase in physical activity



Improvements in quality of life, leadership abilities, productivity and learning outcomes

Next Steps

- Did the results surprise you? If so, why?
- How could this research impact how we prioritize health in the school?
- What changes could this create in the way we implement CSH?

APPLE Schools

PROCESSES



Sharing the Load

Purpose:
To familiarize staff or parents with the school's action plan and to spread responsibilities of the action plan among all stakeholders.

Materials:
- Copy of current action plan
- Chart paper
- Markers
- Stickers

Time for Process:
- 30 to 45 minutes

Pre-process Steps:
1. Write each of your school action plan goals at the top of a large piece of blank chart paper (one goal per page).
2. Divide each page into two columns. Label the left column *Activity* and the right column *Responsibility*.
3. For each goal, write down all the activities from your action plan in the activity column. Leave some space between each activity.
4. Repeat the process for all goals. Note: you might need more than one piece of chart paper for each goal depending on how many activities are listed in your action plan.

Process:
1. Divide participants into small groups of 2 to 3 people.
    a. Give each group some stickers and ask them to place a sticker under the activities they feel are effective.
    b. Encourage groups to add activities in the empty boxes that they would like to see added to the action plan.
    c. Once all groups have reviewed the activities, discuss as a larger group the activities that received the least number of stickers to determine if these activities should be kept or discarded. Cross out discarded activities.

2. Continue to work in the small groups.
    a. Ask each group to return to the activities with the intent to take responsibility for leading that activity or a portion of it.

I.e., Implement Monthly Campaigns: responsibility may include organizing students to read campaign announcements, creating the campaign bulletin board, participating in all activities associated with the campaign, or teaching the topic in depth during health.

b. Individuals will write their name next to the responsibility that they will commit to for that activity. The commitment can be either to lead it or be responsible for a small portion of it.
c. Continue until all the activities have been addressed.

3. Bring all participants back together.
    a. Debrief the activity. Demonstrate that the action plan is designed to be the action plan is responsibility of the **whole school community (administration, teachers, parents and students)**, rather than a few people if there is to be impact. Initiate conversation with questions like:
        - Are there people who may not be in the room, who would could support the activities? If so, how can they be contacted?
        - Are there some activities that had little involvement? Are they going to be achieved? Should they be eliminated? If activities without committed engagement are to be kept, how will the activity and responsibilities be adjusted to ensure that the goal is met?
    b. Establish a plan to implement an activity that no one has taken responsibility for.
        - Will the activity be removed from the action plan?
        - Can the activity be modified to make it less of a commitment for someone to take on?
        - Will others outside of the room be approached to take on the responsibility? Who will approach them to confirm commitment?

Next Steps:

1. Other stakeholders are approached to take on responsibilities.
2. School health facilitator or champion updates the action plan and adds the names to partners section of the action plan.
3. The action plan is shared with parents, students, and staff at the school.

APPLE Schools

PROCESSES



Simultaneous Round Table

Purpose:
To gather ideas on various topics pertaining to your school community health and allow for participants to build on other people's ideas in a timely manner. This process is quick and good to do in staff meetings where time is limited.

Materials:
Paper, pencils, pens for everyone.
One envelope for collecting papers in at end of the activity to keep everything together.

Time for Process:
Approximately 10 to 20 minutes.

Pre-process Steps:

1. Think of questions or topics that you want to get your staff engaged in and/or want feedback on. Some example of topics could be: activities in the school action plan, whole-school events, or parent nights.
2. Write your questions or topics on separate sheets of paper (one topic per paper). There should be enough for one per participant attending.

Process:

1. Explain to participants that gathering ideas is extremely important for continued growth and development. You are doing this process because it is a quick way for everyone to contribute their voice.
2. Form groups of 6-8 (if group is smaller, break up into pairs or two groups).
3. Hand out a different topic or question sheet to each person. By the end, everyone should have a paper with a different question/topic on it.
4. Ask each participant to write a response to their question/topic. Once they are done, they pass their paper clockwise within their group. The person receiving it adds their input to the existing responses and then continues passing it to the next person in the group.
5. Participants continue to pass the questions/topics around their group until everyone has had a chance to respond to each one.
6. As each group finishes, ask one representative from each group to collect the responses and place them in the envelope so you can compile them.
7. Thank participants and explain what will be done with the compiled information (see next steps).

Next Steps:
Use these responses for yourself, share them at an APPLE Core Meeting, or post them in the staff room to allow staff a chance to look at all the responses in a non-formal way.

Spider Web

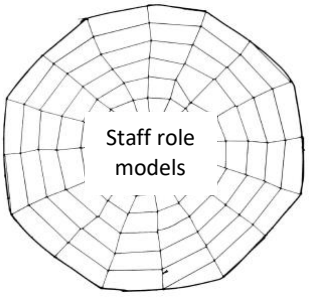
Purpose:
To allow participants to share their thoughts and build on others' ideas using a focused brainstorm session to gather consensus on a specific topic.

Materials:
Flip chart paper and markers.

Time for Process:
Approximately 30 minutes.

Pre-process Steps:

1. Make multiple webs with different topics in the center. On a flip chart page, draw a small octagon shape in the middle and write the topic for discussion in the middle of the octagon.
    a. Topics for discussion should be specific enough to focus conversations and allow for various views and ideas. For example:
        i. Rewarding students in classrooms
        ii. Staff as role models
        iii. Lead person for health and wellness activities
        iv. Inclusivity in physical activity
2. Draw a larger octagonal shape around the first one, and a connecting line between each point of the octagons to make it look like a spider web. Make sure the space between the first and second octagon is spacious enough row to write in. Draw enough rows so that groups can circulate to each web and add to the layer of discussion below others' comments.



3. If you would like to guide the brainstorming in a specific way, you can fill in the first row around a topic with specific ideas (e.g., if the topic is *staff as role models*, one row

around the topic could say *all staff should role model* so that participants will expand on that idea with their own thoughts).

Process:

1. Post several *webs of discussion* around the room, each with a different topic to address.
2. Break participants into small groups and ask each group start at a different web.
3. Ask groups to brainstorm and discuss any thoughts they have related to the topic in their web. Using the empty row closest to the center, ask the group to write down their ideas regarding that topic. Each new thought brainstormed about a topic is written in a new row closest to the center.
4. After 3 to 5 minutes, move the groups counterclockwise to the next web.
5. At the next web, groups should discuss the new topic and the ideas that the previous group contributed. The group will brainstorm, build off of the previous groups' ideas, and capture their own ideas in the row above the existing comment. Ensure groups are keeping the specific web topic in mind.
6. Continue rotating groups to ensure all participants visit all spider webs.

Next Steps:

1. Collect the responses and review. There may be some support for certain concepts or sometimes there is an obvious topic that needs to be discussed with the administration.
2. Record the topics of discussion from each web in a word document and circulate to all participants for further reflection. Key brainstormed ideas can be added to your school action plan or school wellness guidelines.

APPLE Schools

PROCESSES

Trimming The Weeds

Purpose:
To provide a framework to review resources with the intent of *weeding out* those that participants do not find valuable and relevant.

Participants should be frontline staff that work directly with the resources being evaluated.

Materials:

- Laptops and WIFI (if the resources are online)
- Copies of the resources (if resources are hard copies)
- Mini flower pots (or any small container)
- Fake flowers
- Premade Trimming the Weeds Resource Evaluation sheet, with names of resources on them (attached)
- Pens

Time for Process:

- 45 to 60 minutes (allows time for 10 resources per participant to be reviewed and discussed)

Pre-process Steps:

1. Identify the resources that need to be reviewed
2. Determine a list of questions that will help participants determine whether the resource is valuable or not. For example:
    a. When was the resource created?
    b. Is there a better resource available?
    c. Is the resource easily accessible?
    d. Does this resource make sense for your work?
3. Populate the resource evaluation sheet with the name of the resource and questions that you want feedback on (template attached).
4. Pre-determine your groups (2 to 3 people) and what resources they will be reviewing (no more than 10 resources per group). Be sure that at least two groups review each resource, and that participants are reviewing resources in their expertise field.
5. Put fake flowers into flower pots and place on the table.

Process:

1. Welcome participants and explain the purpose of the session.

2. Organize participants into pre-determined groups.
3. Provide each group with pre-determined resource evaluation sheet for them to review
4. Provide instruction on how to decide if the resource is valuable or not. Give them the created list of questions to consider.
5. Explain the process of completing the resource evaluation sheet.
    a. First column provides the description and location of the resource.
    b. Second column asks if they have ever used the resource.
    c. Third column asks if they feel the resource is valuable based on the question prompts.
    d. Fourth column asks for specific feedback or recommendations on the resource.
6. Establish how long should be spent on each resource, when to review the next resource, and the method for determining when time is over. Allow approximately 4 to 5 minutes for each resource.
7. Once the group has determined a verdict for the resource, they will either *plant* the resource in the flower pot indicating it has value, or discard into the *weeds* pile if there is limited or no value. This process is repeated for each resource in the bundle.
8. Weeds from both the flowerpots (valuable resources) and weeds pile are collected from each group.

Next Steps:

- Use the feedback to determine whether the resources will continue to be shared or not. Resources that were *planted* by all groups reviewing should be considered valuable and worthy of keeping.
- Consider asking for more feedback from others if the participants evaluating the resources have never used the resources in the discarded weeds pile. They might be valuable to a different subset of people using the resources.

Trimming the Weeds: Resource Evaluation

Resource:	Have you ever used this resource? Yes ☐ No ☐	Use the prepared questions to review the resource to determine whether it is valuable or not.	Feedback and Recommendations
Website (if online)	When did you last use it? This Year ☐ Last Year ☐ 2 Years or more ☐	Is the resource valuable? Yes ☐ No ☐	

Trimming the Weeds: Resource Evaluation

Resource:	Have you ever used this resource? Yes ☐ No ☐	Use the prepared questions to review the resource to determine whether it is valuable or not.	Feedback and Recommendations
Website (if online)	When did you last use it? This Year ☐ Last Year ☐ 2 Years or more ☐	Is the resource valuable? Yes ☐ No ☐	

APPLE Schools

PROCESSES



Visioning

Purpose:
To guide participants through visualizing what a healthy school community that follows the comprehensive school model looks, feels, and sounds like.

Materials:

- Flip chart or white board
- Post-it notes
- Markers/pens
- Prompt questions

Time for Process:
30 minutes.

Pre-process Steps:

1. Gather required materials.

Process:

1. Using the prompt statements provided on the next page, take the participants on an imaginary hot air balloon ride. Start by asking them to imagine themselves in the balloon floating over their school. Ask the first prompt question.
2. Once you have finished the journey using the prompt questions, ask participants to write down statements on post-it notes about what they saw. Only one statement per post-it note.
3. After everyone has written down a few statements, review comprehensive school health with the group. Divide a chart paper into four sections, label each section with a CSH components (Social and Physical Environment, Teaching and Learning, Partnership and Services, and Policy). Leave room for the post-it notes underneath.
4. Describe each of the four components so that participants understand the model.
5. Ask the participants to stick their post-it-notes under the most appropriate component. *Does the example refer to Social and Physical Environment, Teaching and Learning, Partnerships and Services, or Policy?*
6. As a larger group, discuss the ideas put forward. Is one CSH component addressed more than the others? Which of the ideas engage the home, school, and community? Are all environments adequately covered? Are there ideas for each of the 3 priority areas of physical activity, healthy eating, and mental health?

Next Steps:

Summarize all the ideas into one document eliminating any duplicate ideas. Consider using the ideas put forward in this activity in your school action plan by having your Core Committee vote on the summarized ideas using a dotmocracy process.

Prompt Questions:

1. Imagine you are floating up to your school. As you approach the front doors, what do you see outside? What does the school yard look like? Is there a playground? What does it include? What else is outside? Can you tell it is a healthy school just by looking at the exterior?

2. As you enter the front doors, you look around at the walls, the windows, the hallways. What tells you it is a healthy school? What are they advertising? What does the newsletter say? What is the school council doing for fundraising?

3. The morning announcements come on and you listen. What do they talk about on the announcements? Who is on the announcements?

4. As you float through the halls, what do you hear happening in the classrooms? What are the kids talking about? What do teachers give out as prizes? What are they eating for their snacks and lunches? What are they doing in physical education classes? Who is participating?

5. The bell rings for recess. You watch the students outside from your balloon. What are they doing? Who is moving? Who isn't? What are the teachers doing? What equipment do the children have? You decide to go to the staff room. What are the teachers doing at recess? What are they eating and drinking? What is on the tables?

6. Today happens to be a hot lunch day. What are the students and staff eating? Where did it come from? Who is serving the food? Are the students enjoying the food?

APPLE Schools

PROCESSES



Weathering Change

Purpose:
To encourage participants to look at an issue or question through new lenses, creating a well-rounded perspective to generate positive solutions.

Materials:

- Pens or markers
- Popsicle sticks
- Copies of the five weather symbols (each group of five should have one set of symbols)
- Copies of the symbols chart handout with descriptions of symbols on one side and clear skies image on the other side (one per participant).

Time for Process:
Approximately 30 minutes.

Pre-process Steps:

1. Prepare your issue or question for the participants to discuss.
2. Determine the number of groups you will have based on five participants per group and print a set of symbols for each group.
3. Cut out the symbols and attach each of them to a popsicle stick.
4. Place the symbol sets on the tables, one set per group.
5. Print the symbols chart handout; one per participant.

Process:

1. Explain to the group that we tend to view issues from one perspective. This process will help participants look at an issue from various viewpoints to get a well-rounded perspective, which will help them to generate solutions.
2. Form groups of five and distribute the symbols chart handout to each participant.
3. Review the definition for each symbol and explain that each symbol represents a different perspective.
4. Explain that participants will answer questions based on the perspective of each weather symbol.
5. Pose the question to be discussed; e.g., “Is the implementation of your school community action plan sustainable?”; “Is there a need for developing a nutrition policy for our school community?” “Are our parents engaged with the healthy schools focus at our school?”.

6. Provide a few minutes for each participant to jot down a few notes under each perspective on the symbols chart handout.
7. Each group member will select one of the symbols. Their will answer the posed question from the perspective of their corresponding symbol. Each group member will take 30 seconds to share their perspective. Ask presenters to hold up their symbol so other group members know what perspective they are speaking from.
8. After three minutes, participants will rotate their images clockwise and speak from the new weather symbol perspective.
9. After each group member presents on all five perspectives, everyone will use their "Clear skies" image to brainstorm together what they feel is the most effective way to move forward on the question or issue.
10. Once groups have finished their brainstorming, provide time for each one to present their plan of action with the larger group. Use this to generate group discussions.

Next Steps:
Correlate responses and discuss next steps with the school administrator for presentation to staff and parents.

APPLE Schools

TOPIC OF DISCUSSION:

SYMBOL	DEFINITION	NOTES
	Information – What information do I have? What are the facts I need to know to answer the question?	
	Benefits –Why is this a good thing? What are the positive results we will see?	
	Cautions – Judgment – What issues or concerns do I anticipate? Will this work?	
	Creativity – What new ideas are possible? Are there new and innovative ways to answer this question?	
	Feelings – What is my gut-reaction to this question? What are my feelings?	

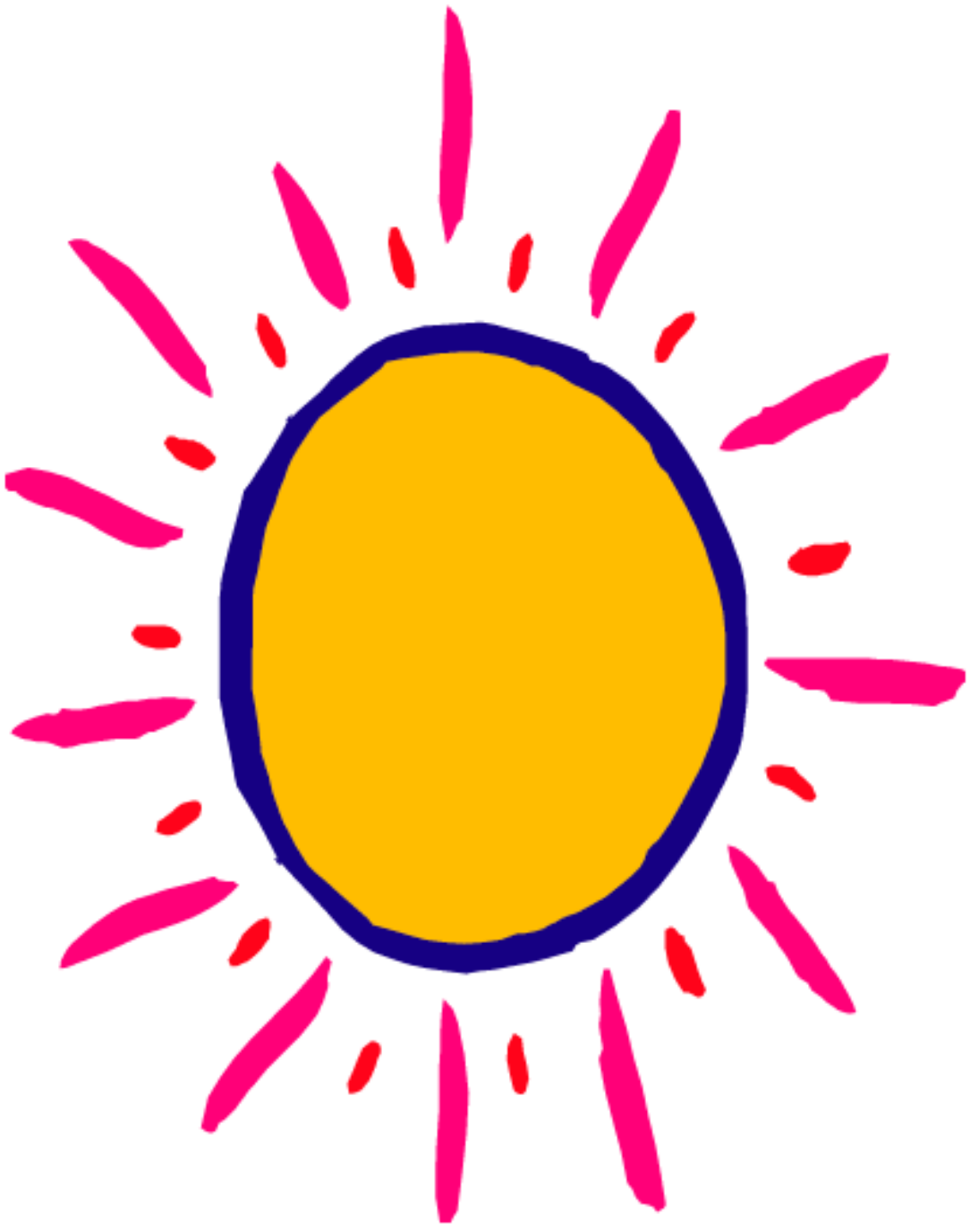
Symbol	Translation	Notes
	Planning – Where are we now? What are my next steps? What thinking is needed to move this forward?	











Chapter eleven

Studies & Trends



Diets and food trends

About fad diets

Fad diets are popular diets that claim to offer a quick fix to your health issues. Some claim to:

- help you lose weight
- be good for your mood, skin or sports performance

There may be little to no evidence to support these claims.

These diets can also be restrictive, which means there are limits on:

- the kinds of food you can eat
- the amounts of food you can eat

Fad diets that are restrictive can be harmful to you even when you follow them for a short period of time.

Why fad diets that are restrictive may be harmful

There are many negative short- and long-term consequences of fad diets.

These diets may be harmful to your physical health if they cause you to:

- cut out many healthy foods
- be in a cycle of weight loss and weight gain
- eat too few calories to fuel your daily activities
- become so focused on food that it begins to:
    - control your life
    - prevent you from enjoying daily activities

Speak to your dietitian before changing your diet or starting a supplement to determine if it is right for you.

How to spot a restrictive fad diet

You can determine whether the fad diet you are considering is restrictive or unrealistic by asking yourself a few questions:

- Is the diet very low in calories?
- Will it be hard to fit into your lifestyle?
- Would this diet be hard to follow in the long term?
- Does it promise fast weight loss or results that seem too good to be true?
- Do you need to buy special foods or supplements from a specific company?
- Do you have to cut out certain foods or types of foods that you enjoy forever?

If the answer to any of these questions is yes, the diet you are considering may be restrictive.

If you are sick or have a health condition, your dietitian may recommend a special diet to help manage your symptoms. This is different from a restrictive fad diet and usually involves medical supervision.

Make healthy dietary changes you can maintain

You can make healthy eating habits easier to maintain over the long term by:

- finding options that fit your daily routine
- choosing healthy foods that you enjoy and reflect your preferences related to:
    - taste

    - budget
    - culture
    - lifestyle

Making healthy foods and drinks a regular part of your eating pattern can help you:

- meet your nutritional needs
- maintain your overall health
- achieve and maintain a healthy body weight

In addition to what you eat, it is also important to think about how you eat. This includes:

- being mindful of your eating habits
- noticing your hunger and fullness cues
- planning and preparing healthy meals and snacks

Remember that everyone's health goals and individual needs differ. It is important to find healthy food choices and habits that are right for you.

SUMMARY OF EVIDENCE:

How nutrition effects mental well-being in school-aged children and youth

Ontario Dietitians in Public Health
Diététistes en santé publique de l'Ontario

Background

Childhood and adolescence is a period of rapid development, where establishing a foundation for good physical and mental health is critically important so this can be carried into adulthood. Children and youth's dietary and emotional health and well-being are affected by the complexity of social, physical and economic factors.[1,2] The Ministry of Education Foundations for a Healthy School resource identifies well-being as one of the core goals for Ontario's vision for education. This goal emphasizes the need to focus not just on academic success but also on the whole child and student – their cognitive, emotional, social, and physical development. It acknowledges that healthy students are better prepared to learn, and education is a key determinant of health.[3]

Evidence suggests that there is an increasing number of Ontario children and youth that are concerned with their mental health and well-being.[4,5,6] Mental health is not simply the absence of a mental health condition; it is "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".[7] In 2017, Ontario Student Drug Use and Health Survey (OSDUHS) report[4] showed that 29% of Ontario students believed that their mental health affects their school grades a "great deal" or "quite a lot". Just under half (46%) of students self-reported their mental health as excellent or very good, while more than one quarter (27%) rated it as fair or poor.[6] Twenty-seven percent of Ontario students also reported visiting a mental health care professional for a mental health issue at least once in the past year - this is estimated to be 260,900 Ontario students.[6]

In Canada, dietary risk factors are one of the leading risk factors for chronic disease, including heart disease, stroke, diabetes and some types of cancer.[8] In addition, other evidence suggests that a concerning number of Ontario children and youth are not meeting health-promoting recommendations, particularly when it comes to eating a healthy diet. Seventy-seven percent of youth (ages 12-19) reported inadequate vegetable and fruit consumption in Ontario, specifically consuming less than 5 times per day.[9] The majority of Ontario grade 7-12 students eat too few healthy food choices like vegetables and fruit (85%) and many are indulging in less healthy choices on a daily basis, like sugary drinks and high-caffeine energy drinks.[5] In 2015, Canadian children consumed up to 25% of total energy intake per day from total sugars with the top source of sugar from sugary beverages.[10] In addition, over half (58%) of Ontario students in grades 7-12 don't eat breakfast before school every day.[5]

Nutritional risk factors for chronic diseases are considered modifiable, however many people are not able to make changes due to their food environment or life circumstances. Children's food choices can be affected by household income, parental employment status and parental health making them vulnerable to poor dietary intake.[8] As many as 55,500 students in Ontario report going to bed or school hungry on a daily basis and this has significantly increased from 2015 to 2019.[5] These dietary habits put children and youth at risk of not meeting nutrient needs that support healthy growth and development and of developing other health conditions such as dental cavities, diabetes and heart disease, some cancers and mental health concerns throughout their lifetime.[11,12,13,14,15,16,17]

Children and youth spend a great deal of their lives at school. As such, it has been identified that schools play an important role in promoting healthy eating and positive mental health and well-being of children and youth.[1,3] Ontario public health units are mandated to support schools in promoting and achieving optimal health and well-being of students, as an important factor in achieving academic success.





Purpose

An evidence review was conducted to inform public health practice and to understand the effects of nutrition and nutrition strategies on mental well-being in school-aged children and youth.

Research questions

The following four questions were developed to gain further knowledge and understanding of this topic:

1. What is the relationship between diet and mental well-being in children and youth aged 4-17?
2. What is the relationship between diet and behaviour-related outcomes in children and youth aged 4-17 in the school setting?
3. What is the relationship between diet and academic-related outcomes in children and youth aged 4-17 in the school setting?
4. How do nutrition strategies in the school setting impact mental well-being in children and youth aged 4-17?

Synthesis of Findings

Based on a review and critical appraisal of current literature the following are the findings. For more details related to the search process and research strategy, see the Appendix.

1. Relationship between diet and mental well-being in children and youth aged 4-17:

- An overall pattern of positive eating behaviours that emphasizes whole meals, vegetables and fruits, whole grain foods, and protein foods; includes health promoting behaviours and limits processed or prepared food that contributes excess sodium, free sugars, and/or saturated fat is associated with lower feelings of depression and/or better mental health in children and youth.[14,16,17] Specifically:
- There may be a positive association between consumption of fruit and vegetables, fish, whole meal, and fat based on dietary guidelines and all indicators of well-being.[17]
- Fruit & vegetable consumption (400-500g per day) may be associated with mental well-being and fewer peer problems*. [17]
- Fish intake (2-3 times per week) may be associated with better self-esteem and no emotional or peer problems*. [17]
- Intake of a whole meal according to healthy dietary guidelines may be associated with no peer problems*. [17]
- There may be an association between diet quality and self-esteem in children. Those that follow nutrition guidelines tend to have better self-esteem, and those that have better self-esteem tend to follow nutrition guidelines.[17]
- An overall pattern of eating that emphasizes foods high in saturated fat, sugar and sodium through regular consumption of highly processed or prepared foods (fast/take-away food), confectionaries, sweetened beverages, and frequent snacking [8,14] is associated with low mood** and/or feelings of anxiety in children and youth.[14,15]

*Peer problems was assessed using a survey that asked about behaviours related to playing alone or with others, having friends, being liked by other children, being bullied or picked on and getting along with others.[17]

**Low mood includes symptoms such as feeling tired, trouble sleeping, feeling unhappy, sad, depressed, hopeless, nervous, tense, worrying too much about things, didn't feel like eating, stomach aches, scared, lonely, felt like crying.[15]

2. Relationship between diet and behaviour related outcomes in children and youth aged 4-17 in the school setting:

- Increased consumption of food and/or beverages that are high in saturated fat, added sugars, and sodium may be associated with adverse classroom behaviour***.[16]
- There may be an association between consumption of soft drinks and adverse classroom behaviour***.[16]

***Adverse classroom behaviour refers to measures of classroom behaviour including hyperactivity, inattention and classroom conduct, frequency of classroom disruption, inability to pay attention, restlessness, fidgeting, easily distracted, ability to concentrate, ability to think before acting.[16]

3. Relationship between diet and academic related outcomes in children and youth aged 4-17 in the school setting:

- Increased consumption of food and/or beverages that are high in saturated fat, added sugars, and sodium may be associated with poorer academic grades[16]
- Eating a diet that emphasizes vegetables and fruits, whole grain foods, and protein foods; includes health promoting behaviours and limits processed or prepared food that contributes excess sodium, free sugars, and/or saturated fat may be associated with better academic achievement.[16,18] Specifically:
    - Fruit and vegetable intake daily may be associated with better academic performance.[16]
    - Regular breakfast consumption may be associated with better academic achievement.[16]
    - Consuming breakfast may be associated with a short term (within 4 hours) increase in attention and memory in children and adolescents, especially among those that are undernourished.[19] Yet, no conclusions can be made regarding the type and amount of breakfast that will impact cognitive performance such as memory, attention and information processing.[19,20,21]

4. Nutrition strategies in the school setting that impact mental well-being in children and youth aged 4-17:

- There was a lack of evidence regarding the impact of nutrition strategies and approaches and mental well-being in children and youth in school settings.

Limitations of evidence

- This literature review revealed relatively few studies that examined diet and mental health in children and youth. This was also identified by other researchers, especially when compared with the large number of studies with adult participants.[14] In addition, few studies examined mental health from a well-being perspective. Studies tended to focus on diagnosed mental illness rather than studying the well individual and well-being; many of the studies measured depression only or other diagnosed mental illnesses.
- Associations between nutrition and mental health should be interpreted with caution due to possible confounding factors that may affect the relationship between the variables. Other factors (e.g. socioeconomic status, income, parents education, culture, age, etc.) that are highly correlated with diet and mental health in children and youth may play a role, since they were not measured consistently or controlled by some studies.[14,17]
- There is a lack of evidence regarding nutrition strategies that would improve mental well-being in children and youth in schools.
- There are challenges with assessing the correlation between nutrition and mental health and well-being in children and youth. Many studies used measures that relied on child/adolescent self-report or parent/caregiver reports of child's diet, which may affect accuracy due to social desirability or lack of parents' knowledge of the child's actual intake.[14]
- There are challenges with studying mental health and well-being in children and youth in the school setting as it requires rigorous, ethical and administrative procedures and there is a lack of validated tools.

Implications for Practice

The following recommendations are for consideration for population health messaging in the school setting, based on the findings of this literature review, additional background information and Canada's Dietary Guidelines:

- **Raise awareness** with school communities about the probable association between nutrition and mental well-being including behaviour and academic outcomes for children and youth. Specifically:
    - A healthy diet and eating behaviours may be associated with better mental health, better self-esteem, and better academic achievement.
    - An unhealthy diet and eating behaviours may be associated with low mood, feelings of anxiety, adverse classroom behaviour and poorer academic outcomes.
    - Consuming breakfast may be associated with a short term (within 4 hours) increase in attention and memory in children and adolescents, especially among those that are undernourished.
- **Collaborate with and support** schools, school boards and education stakeholders to create healthy school nutrition environments that are supportive of mental health and well-being by:
    - Identifying opportunities and addressing barriers to healthy eating within policy, programs, and initiatives using the Foundations for Healthy School Framework.
    - Encouraging access and availability to foods that are associated with positive mental health outcomes including vegetables and fruits, whole grain foods, protein foods, and water as the beverage of choice.
    - Encouraging access and availability to school food programs and initiatives that are associated with positive mental health outcomes such Student Nutrition Programs (e.g. breakfast and snack) and food literacy initiatives.
    - Limiting access and availability to the types of food associated with poor mental health outcomes including those high in saturated fat, sugar and sodium such as processed or prepared foods (fast/take-away food), confectionaries, and sugar sweetened beverages.
    - Limiting practices that might encourage consumption of foods that are associated with poor mental health outcomes such as rewarding students with food, celebrating with unhealthy foods, and offering unhealthy foods at events.

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Conflict of Interest:

Team members received the support to participate in the research project from their Public health employers. No additional financial or other support was provided. There is no conflict of interest to declare.

Appendix: Evidence Review Process and Strategy

Search Process

A search strategy was developed with guidance from Public Health Ontario, EIDM experts within Ontario Public Health units, and tools from the National Collaborating Center for Methods and Tools (NCCMT). Three databases were searched for published literature in January 2019 (Medline, Psycinfo, CINAHL). Seventeen websites and search engines were searched for grey literature between January and November, 2019. A total of 2054 published literature abstracts and 75 grey literature documents were reviewed for alignment with PICO and search terms across all four research questions. Thirty-seven published articles and 8 grey literature sources were reviewed and critically appraised. A total of 8 articles (7 published and 1 grey literature) met inclusion criteria. Five articles were systematic reviews; one article was a scoping review; and one cohort study. All 8 articles were rated as moderate quality.

Research Questions

Question #1 PICO:

Population: children and youth ages 4-17 years

Intervention: diet and/or nutrition

Comparison: no comparison

Outcome: mental well-being

Question #2 PICO

Population: children and youth ages 4-17 years

Intervention: diet

Comparison: no comparison

Outcome: behaviour

Question #3 PICO

Population: children and youth ages 4-17 years

Intervention: diet

Comparison: no comparison

Outcome: academic performance

Question #4: PICO

Population: children and youth ages 4-17 years

Intervention: nutrition strategies

Comparison: no comparison

Outcome: mental well-being

Research Strategy

ODPH members at participating health units work collaboratively with their librarian to research one or more assigned priority nutrition issues affecting Ontario schools and create evidence-based recommendations for assigned priority nutrition issue(s).

Process:

1. Define research question(s) for assigned nutrition topic. Refer to the example in Appendix A to help guide you as you develop your research questions:

- Research teams of at least two members of the Evidence-informed SNWG task group will work with assigned librarians and use PICO/PECO/PS search terms tool to develop research questions. Document your research questions into Research Question Template.
- Final research questions to be sent out to the group by e-mail for review.
- Large group discuss and finalize by teleconference.

2. Librarians conduct literature search using Exclusion and Inclusion Criteria to guide the search:

- If the initial search does not meet the original search criteria, then the search will be re-run with expanded search criteria based on the findings.

3. Review titles and abstracts based using Exclusion and Inclusion Criteria:

- To pilot test this process, the entire group pilot tested the exclusion and inclusion criteria using the first 10-15 titles and abstracts for one selected nutrition topic.
- The entire group reviewed exclusion and inclusion criteria for consistency and edited as necessary.
- Revised exclusion and inclusion criteria were used by research teams to screen all titles/abstracts for their assigned research question(s). Each member of the team screened the abstracts separately, and then compared results of screening to come to an agreement about which abstracts to exclude or include. There were at least two reviewers screening abstracts in each team. In the case where it is unclear whether the abstract should be included, the EIDM specialist was consulted to resolve the dispute.
- Research teams obtain full text articles meeting inclusion criteria for assigned nutrition topic.

4. Research team read and critically appraise articles that meet inclusion criteria:

- Used the PHO MetaQAT Guide and Framework for guidance
- Used a MetaQAT PDF form to record your appraisal comments for each individual article.
- Specific companion appraisal tools were used to support critical appraisal of articles:
  - Systematic reviews, scoping reviews, etc. - Amstar II and guidance document.
  - Grey literature AACODS tool.
  - Cross-sectional Studies EPHPP Quality Assessment Tool and associated dictionary.
  - All other study designs as listed in PHO recommended companion tools (Table 1).

5. Document the Data Extraction step in the PHO MetaQAT customizable data extraction spreadsheet.

Exclusion and Inclusion Criteria

Exclusion	Inclusion
Published studies and grey literature sources published prior to 2013.	Published studies and grey literature sources between 2013-2018. *Note: If initial search results in limited sources, a second search will be conducted for 2007-2012.*
Non-English speaking articles or documents Developing/Underdeveloped Nations: • Asia (including Japan) • Africa • Middle East • Russia • All others	***Published literature:*** English speaking articles and documents from these nations including: • Canada • USA • United Kingdom • Australia/New Zealand • South America • Europe (except those listed in excluded list) ***Grey literature:*** bolded items should be searched for every research topic. Decision to search additional sites will depend on the topic, capacity, and amount of available published and grey literature. Research teams should determine final list in collaboration with librarian. Some sites will only be accessible by public health nutrition professionals. Librarians should create the search terms and nutrition professionals can use them to search grey literature sites Health Canada, Canadian best practices portal, Nutrition Resource Center Navigator, Apple schools Alberta, BC school health network, Pan Canadian Joint Consortium for Schools, Dietitians of Canada (PEN) (login required), ODPH (login required), The Academy of Nutrition and Dietetics, CDC Healthy Schools, National Association of School Nurses, Google, Google scholar (first 25), Public Health Ontario, Centre for Addiction and Mental Health (CAMH), Ontario Centre of Excellence for Child and Youth Mental Health, World Health Organization (WHO)

Study population • Children less than 4 yrs of age • Adults 18 years and above or age range overlaps into adulthood over 18 years • Any sample that has diagnosed medical conditions or mental health diagnosis	**Study Population** Children ages 4-17 or 4-14 (If the assigned nutrition topic is only applicable to elementary) If the age range overlaps with adults (e.g. 15-24), include if the <18 results are presented separately
Types of Studies ***Published:*** Single studies that are included in systematic reviews and reviews. Narrative reviews ***Grey literature:*** Newspaper articles, website blogs, conference proceedings or posters, thesis, technical reports	**Types of Studies** ***Published:*** Systematic reviews, scoping reviews and rapid reviews If no reviews, single studies will be included including cohort, case-control, cross-sectional and mixed method, etc. ***Grey literature:*** Government reports; unpublished evaluations, practice guidelines
Outcomes of Study Outcomes related to non-school settings Non health or nutrition-related health outcomes Non-student related learning outcomes	**Outcomes of Study** Health risks or outcomes related to the research questions Student learning outcomes of the nutrition issue: calm, alert, focus, resilience, concentration, behaviour, thought, self-control, self-regulation, attention, mindful, knowledge, academic achievement, test scores, performance, attitude, growth mindset Effective/successful strategies or interventions in school settings related to the research questions
Quality of Study Exclude studies rated low quality	**Quality of Study** Include studies rated moderate or high quality

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Purpose/Background

Healthy eating is an integral part of growth and development. An increasing amount of research draws connections between student health and potential for learning. Additionally, children learn from role models. Therefore, the Division endeavours to create supportive school environments for good nutrition and lifelong well-being by encouraging healthy eating for all students and staff.

The development of healthy eating habits is achieved through education in a health-promoting environment. Division schools shall implement a coordinated comprehensive food and nutrition plan that encourages all students and staff to develop good eating habits by promoting the consumption of nutritious and dentally acceptable foods, and controlling the sale and use of non-nutritious foods.

Procedures

1. Each Principal shall:
   - 1.1 Utilize and implement the RVS Approach to Healthy Eating.
   - 1.2 Develop school guidelines and procedures pertaining to food allergies and with reference to Administrative Procedure 316, Medication/Personal Care.
   - 1.3 Develop school guidelines and procedures pertaining to food handling for all School Food Activities as referenced by Alberta Health regulations.
   - 1.4 Monitor the implementation and maintenance of this nutrition Administrative Procedure on an annual basis.
   - 1.5 Ensure staff have Alberta Food Safety training.
   - 1.6 Ensure school facility has Alberta Health and Safety permit.

2. Healthy Eating Guidelines
   - 2.1 The Appendix is to serve as a guideline only, as the lists are not comprehensive or exhaustive. Food and beverage choices not on the list are to be considered in the spirit of these guidelines.

3. Vending Machines
   - 3.1 All beverage vending machines in all Division schools will have water and may have products in the form of one hundred percent (100%) unsweetened juice and/or vegetable juices and/or milk.
   - 3.2 All food product vending machines in all Division schools will have product chosen from the "Serve Most Often" list and product chosen from the "Serve Sometimes" list.

4. Principals that choose to operate a canteen will always offer items from the "Serve Most Often" list and may offer foods from the "Serve Sometimes" list, and limit the sale of foods from the "Serve Least Often" category.

5. Principals that choose to operate a cafeteria shall incorporate the principles outlined in the Alberta Nutrition Guideline for Children and Youth (2008) and the RVS Approach to Healthy Eating.

6. All schools in the Division will be limited to only one (1) major food-related fundraising activity, which may include items from the "Serve Least Often" list. All other food-related fundraising activities will only include items from the "Serve Most Often" and "Serve Sometimes" lists.

7. All Division schools are encouraged to limit the use of unhealthy food as rewards and incentives.

8. All Division school special events (sports events, class parties, field trips, etc.) will incorporate the principles outlined in the Alberta Nutrition Guideline for Children and Youth.

9. The beverages consumed by students during instructional time will be water or other healthy choices as allowed by individual school procedures.

10. Division staff is encouraged to model healthy food and beverage choices during instructional time.

11. This Administrative Procedure does not impact on lunches, snacks, etc. that students or staff members bring from home.

Reference:

- Section 33, 52, 53, 196, 197, 222 Education Act
- Public Health Act Food Handling Regulations, 2006
- Alberta Health and Wellness Food Retail and Food Services Code
- Alberta Nutrition Guideline for Children and Youth

Appendix A – ROCKY VIEW SCHOOLS APPROACH TO HEALTHY EATING

Goal

Rocky View Schools supports success in students by promoting healthy eating environments in all schools and by coordinating the efforts of people and resources within schools and across the division.

Commitment

Rocky View Schools recognizes that healthy eating is an important part of growth and development and contributes to student learning.

School environments are unique and in the best position to determine what activities are effective in encouraging healthy eating behaviours in the lives of students. The division is committed to supporting schools to promote equity both within the school environment and across the school division.

Philosophy

Rocky View Schools believes that Healthy Eating Guidelines are most effective when they:

- Can be maintained from year to year.
- Promote healthy food and beverages and limit the availability of less healthy food and beverages.
- Acknowledge that all foods can be enjoyed occasionally when healthy eating and active living are a regular part of life.
- Encourage healthy attitudes towards food.
- Recognize the role food plays in students' emotional, social and physical development.
- Provide the school community with information and education around making healthier food and drink choices.
- Encourage students to use self-assessment strategies, modelling and discussion to learn healthy eating behaviours.
- Encourage students to critically think about the impact of their food choices on their current and long- term health.
- Recognize that students learn from role models at home, at school and in the community.
- Encourage the school community to promote lifestyles that support healthy eating.
- Recognize the diversity of students, as related to religion, culture, stages of growth and development, activity levels and food allergies/intolerances.
- Provide messaging and nutrition education around portion sizes related to growth, development, and activity level.
- Promote accessibility, competitive pricing, and the visible display of healthy choices.
- Recognize the importance of value for money and a reasonable product/profit ratio when selling food.

Foundational Principles

Rocky View Schools agrees to implement Healthy Eating Guidelines that:

- Build on current success and strive for positive change.
- Support healthy school food environments.
- Ensure the use of best practices that are evidence based.
- Include collaboration with key stakeholders, including parents, community partners, Alberta Health Services, and food service providers.
- Work with schools to identify school-specific needs and appropriate actions.
- Enhance access to safe and nutritious foods; comply with safe food regulations and standards; and use locally grown food and environmentally friendly packaging where feasible.
- Facilitate nutrition education in the school community.

To successfully implement Healthy Eating Guidelines, schools are encouraged to:

- Prepare by gaining support from key stakeholders, identifying a health champion, and forming a collaborative team
- Create a shared vision of the ideal healthy school food environment.
- Assess the school environment using the *Joint Consortium for School Health*
- Develop an action plan focusing on at least one of the priority areas of the school food environment outlined in the *Strategies to Implement Healthy Eating Guidelines* document.
- Work with businesses, organizations, parent-run and volunteer food service providers to offer healthy food items as outlined in the Alberta Nutrition Guidelines for Children and Youth.
- Use the Alberta Health Services implementation resources available on their website.
- Reflect, evaluate and celebrate the implementation of healthy eating initiatives.
- For additional support, schools may contact the RVS Community Partner Program Coordinator.

Healthy Eating Standards

The Healthy Eating Standards, outlined in ***Tables 1-3***, will guide school communities in making informed choices about the food and beverages provided within the school environment and are based on the recommendations in Alberta Nutrition Guidelines for Children and Youth, and Eating Well with Canada's Food Guide.

Table 1. Food Rating System

Choose Most Often (Sell Most Often)	Choose Sometimes (Sell Sometimes)	Choose Least Often (Do not Sell)
These foods have good or excellent nutritional value. The products in this category are lower in unhealthy fat and added sugar, and higher in vitamins, minerals and/or fibre. These foods should be consumed daily in appropriate amounts and portion sizes, based on age category.	These foods have moderate amounts of nutrients, but are higher in sugar, sodium and/or fat. These foods should be consumed in moderation (about 2-3 times per week). Eating too many foods from this category may displace the consumption of more nutrient rich foods.	These foods provide little nutrient value and are high in fat, sugar or salt and low in vitamins and minerals. To make healthy choices the easy choice, these items are not recommended and should be offered rarely and in small portions. These foods are not part of the four food groups in Eating Well with Canada's Food Guide.

Table 2. Recommendations for School Level Standards

	Choose Most Often (Sell Most Often)	Choose Sometimes (Sell Sometimes)	Choose Least Often (Do Not Sell)
Elementary School	100%	0%	0%
Junior High School	60%	40%	0%
High School	50%	50%	0%

Table 3. Recommendations for the Food and Beverages that can be Served and Sold in Schools

Priority Area	Recommendations
1. Internal School Run Food Programs (including canteens, kiosks, breakfast or lunch programs)	• Schools will strive towards providing *100%* of foods and beverages from the *Choose Most Often* and/or *Choose Sometimes* categories. • Use *Eating Well with Canada's Food Guide* to ensure meals contain foods from at least three of the four food groups and snacks contain foods from two food groups. • Schools will create their own implementation plan, respecting individual school environments. (see *Strategies to Implement the Healthy Eating Guidelines* document)

2. Contracted Food Service Providers	• District Food Service Contracts will align with the Alberta Nutrition Guidelines for Children and Youth. • Choices from the ***Choose Most Often*** and/or ***Choose Sometimes*** categories will be given preferred placement in cafeterias, kiosks and canteens to maximize visibility. These items should be placed at eye level or in prominent display cases as each school environment allows. • Information regarding contracts for cafeteria services (Chartwells), snack vending (Mr. Vend-It) and beverages (Coca-Cola) can be found by contacting Supply Management
3. Fundraising Events	• Strive towards non-food fundraisers • If a food-based fundraiser is held, use foods from the ***Choose Most***
5. Rewards in the Classroom	• Strive towards offering non-food items for rewards • If food rewards are used, offer foods and beverages from the ***Choose***
6. Special Lunch Days	• Ensure balanced lunches by providing at least 3 of the 4 food groups from Eating Well with Canada's Food Guide, using foods from the ***Choose Most Often*** and/or ***Choose Sometimes*** categories.
7. Special Events	• When more than one food choice is offered, balance food choices with a variety of foods from the 4 food groups and limit foods from the ***Choose Least Often*** category. • If permitted, offer only small portion sizes of ***Choose Least Often*** items.

Resources:

- Alberta Government. Alberta Nutrition Guidelines for Children and Youth. (2012)
- Eating Well with Canada's Food Guide (2011)
- Joint Consortium for School Health. Healthy School Planner
- Alberta Health Services. Comprehensive School Health
- Alberta Health Services. School Nutrition
- Rocky View Schools. Strategies to Implement Healthy Eating Guidelines
- Rocky View Schools. Healthy Eating Initiative

Appendix B – STRATEGIES TO IMPLEMENT HEALTHY EATING GUIDELINES

Strategies to Implement Healthy Eating Guidelines

The Comprehensive School Health approach can be used to successfully implement Healthy Eating Guidelines. The Comprehensive School Health approach outlines a cyclical process for building healthy school communities by following these steps; prepare, create a shared vision, determine the priority issues, develop an action plan, implement and monitor, and reflect, evaluate and celebrate. The emphasis is on creating an environment to support student well-being through consultation, collaboration and student engagement. Continuous implementation of healthy eating guidelines can be accomplished by establishing a clear vision and goals, then creating an action and evaluation plan that is reviewed on an annual basis. Visit the Alberta Health Services website for more information on the Comprehensive School Health Approach.

Examples of school food environments and strategies to begin the process of change are included in the table below.

Priority Area	Examples	Strategies for Change
1. Food Served and Sold in School (cafeteria, kiosk, canteen, breakfast, lunch and snack programs) (continued)		• Where possible have ingredient information available for foods provided and sold. • Ensure that staff is able to recognize and be sensitive to hunger due to inadequate access to food and have healthy foods discretely available to any student if they come to school without breakfast or lunch. • Explore the resources available to address inadequate access to food such as Breakfast for Learning, the local food bank & COBS. • When implementing community food programs, strive to incorporate; universal access and participation, school and community involvement, healthy food and menu planning, safety, and evaluation. • Respect diversity and individual needs by being sensitive and inclusive to faiths/cultures, special dietary needs etc.

2. Beverages Served and Sold in School	• Milk, flavoured milk, soymilk, water and 100% juice. • Rocky View Schools has an exclusive beverage contract with Coca-Cola.	• Involve students or school action groups where possible in decisions about the school food environment to increase student support. • Make healthy choices more visible (eye level); use attractive displays and presentations. • Offer healthy beverages with meal combos. • Label healthy foods to raise awareness of healthier choices by using a healthy choice sticker or symbol or create or a promotion campaign (posters, vending headers and postcards.) • Sports drinks are considered a ***Choose Least Often*** beverage, except during vigorous and lengthy sporting events. Eliminate the sale of all sports drinks except when provided by the school's coach to student athletes participating in sports programs involving vigorous activity of more than one hour in duration. • Energy drinks will not be sold or offered in any school environment • Natural health products and beverages with herbal ingredients will not be sold because the safety, effectiveness and related health claims of many of these ingredients is currently unknown (particularly among children and youth).
3. Snacks Sold in Vending	• Baked chips, multigrain chips, pretzels, granola bars, trail mix, sunflower seeds, fruit	• Involve students or school action groups where possible in decisions about the school food environment to

Priority Area	Examples	Strategies for Change
3. Snacks Sold in Vending Machines (continued)	• If a refrigerated machine is available then items like packaged sandwiches, subs, wraps, salads, yogurt, fruit, and veggies and dip can be sold. • Rocky View Schools has an exclusive vending machine contract with Mr. Vend-It.	• Work together with the vendor to select products using the criteria in the Alberta Nutrition Guidelines for Children and Youth. Vendors are often the first to hear of new products. • Label healthy foods to raise awareness of healthier choices by using a healthy choice sticker or symbol • Offer taste testing of new products to increase student support. • Create or use an existing promotion campaign (posters, vending headers and postcards.) • Price healthy choices competitively or lower if competing with unhealthy choices.
4. Fundraising	• Non-food items: activity challenges, intramural challenges, used book and toy sales, cookbooks, 'service' auctions, school logo items, potted plants/herbs • Food: fresh fruit or vegetables, pasta, nuts, seasoning spices, popcorn, fruit or veggie grams	• Contact local businesses for support in fundraising initiatives. • Initiate conversation at the School Council level around the cost to students and families for the purchase of unhealthy snacks at school • and the resulting profit shares. Consider alternatives to collecting funds for school-based initiatives.

5. Rewards in the Classroom	• Non-Food Items: School supplies, dollar store items, novelty pens, pencils, paperback books, school logo items, gift certificates, or points or school 'bucks' to cash in for larger item at end of year or semester. • Privileges: Field trips, class outside or alternative class settings • Recognition: Certificates of accomplishment	• Create a school policy of 'no food rewards in the classroom • Partner with local businesses to offer non-food items for rewards. • Discuss the consequences of food rewards in the classroom such as eating when not hungry and promoting a preference for sweet treats over healthier foods. Discuss how this can discourage positive attitudes towards healthy eating habits and be contradictory to what is taught in the classroom.
6. Special Lunch Days	• Sub sandwiches, wraps, pitas using: whole grains, 4" or 6" portion size, lots of vegetables, lean meats, lower fat cheese and lower fat mayonnaise • Pizza using: whole wheat crust, tomato sauce, lower fat cheese, leaner meats, more vegetables, and a moderate portion size such as 1/6 of a 14" pizza • Hamburgers using: whole grain buns, lean meat or vegetarian burger, pre-portioned condiments and lower fat cheese	• At the beginning of the year determine the frequency of items offered for special lunch days. For example, if only hot dogs and pizza are offered, start by offering them less often and offering other healthy options as well. • Partner with local businesses to offer healthy special lunch day options. • Use seasonal foods when available

Priority Area	Examples	Strategies for Change
6. Special Lunch Days (continued)	• Pasta using: whole grain pasta, low sodium tomato sauce, milk instead of cream in white sauce, and added vegetables • Hot soup or chili and a whole wheat bun • Breakfasts: breakfast burritos, whole grain muffins and smoothies made with yogurt in small portion sizes • Ethnic foods such as sushi, samosas, and salad rolls • Snacks: smoothies, yogurt parfaits, popcorn, fruit cones	
7. Special Events	• For examples see 'Special Lunch Days'	• Take a whole school approach to defining what a special event is and determining the foods and beverages offered. For example, consider the frequency of all opportunities where food is sold or offered to students at school. When special lunch days and special events take place at • least once a week, consider the impact that changes to food choices will have on the students. • Consider consistent healthy messaging for events that involve physical activity such as track meets, tournaments, Terry Fox Run, etc. Make healthy food choices available to support physical activity.

8. Other		• Consider various elements of a pleasant dining experience (time, space and environment). • Consider 'recess before lunch' for elementary schools. There is evidence that students eat more and are better prepared for afternoon classes when they play before eating. See the 'Reverse Lunch Toolkit" • Encourage staff to role model healthy eating behaviours. • Ensure that lunch room supervisors are trained to support children with food based allergies and inadequate access to food. • Partner with a local community health centre, dietitian or public health nurse to educate staff,/students,/and parents about healthy eating including the hunger/satiety cycle, healthy snacking, portion sizes related to growth, development and activity level etc.

Healthy Eating at Rocky View Schools

The power of a nutrition procedure



Policy in partnership

Rocky View Schools (RVS) and Alberta Health Services (AHS) have a long history of promoting eating well at school. For more than a decade they've worked together to champion the RVS nutrition administrative procedure, a framework for how RVS schools encourage and support healthy eating. The procedure sets out the RVS approach to food and drinks sold or available at school. It also covers related topics, like allergies, food safety, rewards, fundraising, and special events.



Evaluation through observation

By 2019, the RVS nutrition procedure had been in place for nearly ten years. Both partners were keen to take a formal look at how the policy had shaped school food environments. They had a hunch the procedure had rolled out well, but wanted to better understand its value and impact.

With the support of RVS leaders, AHS staff visited nine schools to gather qualitative evidence of how the procedure was affecting students, teachers, and whole school communities. They made observations, took photos, and gathered documents (like menus and recipes) to find out what was really going on.

Here are some of their key observations. Many of these examples continue to this day.

School food programs	Free daily breakfast and snack programs, open to all studentsTaste-testing activities to get students to try new foods for breakfast or snackMini-fridges in common areas, stocked with healthy grab-and-go items (like fruit, cheese, and yogurt)
Healthy options for school events	Vegetable and fruit platters for classroom celebrationsAir-popped popcorn and water served at school dances
Non-food rewards to celebrate student success	Recess parties and gamesExtra time outside
Promoting water as the drink of choice	Water bottle refill stations and water fountains available at schoolEncouraging students to keep their water bottles handy in the classroom
Supports for students with allergies	Signs on classroom doors to raise awareness of allergensTraining for teachers and school staff on how to respond to an allergic reaction



Reporting back

After each school visit, AHS staff created infographics to highlight the successes they had observed. They also noted any areas of concern and offered ideas for improvement. For example, they helped staff at one school brainstorm ways to shift away from food-based rewards, and joined a staff meeting at another school to suggest options for healthier hot lunches.

Next, AHS staff and RVS leaders worked together to create a final report—a collection of stories, photos, menus, and other forms of qualitative data. Taken together, these data helped explain where the policy had been successful, and where there were gaps.



The next frontier

The final report concluded with some practical recommendations to strengthen the procedure as it moved into its second decade. Here are some of the key suggestions:

- Develop tip sheets to better explain how the procedure can be applied, with examples from different schools
- Offer professional learning for school food program staff, with a focus on:
  - Sharing resources and success stories
  - Creating and taste-testing new recipes
- Connecting with community partners in school nutrition (like AHS public health dietitians and public health inspectors, community organizations, local businesses, and funders)
- Reach out to school councils to raise awareness of the procedure
- Create monthly themes to boost interest around key topics (like hot lunch options, milk programs, canteen menus, and food-based fundraising), and share resources for each theme with teachers, students, and families

Food For Thought

RVS recognizes the importance of daily nutrition and believes healthy eating is a key component in educational success. Food For Thought is a program that partners RVS with local groups to promote healthy eating and provide nutritious food items for students every day, following Alberta Health Service's (AHS) healthy eating guidelines. Food support varies from school to school. Funding is provided through grants, donations and in-kind services from national, provincial and local groups.

Volunteers are crucial in supporting Food For Thought. If you are interested in volunteering at one of our schools, please visit Volunteers & Visitors and speak to your school's administrator.

We would like to thank Breakfast Clubs of Canada, President's Choice Children's Charity, the Provincial School Nutrition Program and various local community partners for their support of the Food For Thought program.
For more information about Food For Thought, contact RVS' Community Partner Program Co-ordinator at 403-945-4069 or by email. To donate to Food for Thought, visit the CanadaHelps website.

Community Partners

RVS is grateful to our community partners who provide support to individuals and families in need and support healthy eating initiatives in schools. These include:

- Airdrie COBS Bread
- Airdrie Food Bank
- Breakfast Clubs of Canada
- Chestermere Regional Food Bank
- Cochrane Food Bank

Summer Food Support

RVS has partnered with local food banks to continue to support kids during the summer months. Please refer to this poster for more information.

Nutrition in Schools

The best source of information on healthy eating in schools is AHS. You can find more resources on the AHS website.

Healthy Eating at Rocky View Schools

Celebrations & Events

Celebrations and events are an exciting time for students; however, there are many throughout the year and they can add up quickly! Keep students happy and healthy by offering healthy food choices at celebrations and events. Ask parents and guardians to provide snacks such as vegetables, fruit, whole grains and protein foods like hummus, cheese or yogurt. Consider having a fun, food-free event and plan activities like crafts or games instead!

Resources



Snacks for Children:
This AHS handout provides information on healthy choices for snacks. Choose healthy "GO" snacks every day.

Special Event Days:
This AHS resource has great ideas for your next healthy classroom celebration or event.

Examples



Cooper's Crossing School planned a healthy and spooky Halloween party that included only vegetables and fruit (pictured).

For birthday celebrations at **A.E. Bowers Elementary** parents are asked to send air-popped popcorn.

Try a special, non-food celebration for birthdays. The student could be the special helper or wear a special sash or crown for the day.

SECTION THREE

Local & Cultural Program



Chapter Twelve



Apple School Program

About APPLE Schools

APPLE Schools has been named a top 100 global education innovation of 2020, and 2023 by HundrED for its proven impact on thousands of vulnerable Canadian children each year.

APPLE Schools works with vulnerable school communities to make kids healthier for life. Its staff work closely with community members in each school to re-imagine their ideal healthy school community, and equip them with the skills, tools, and resources they need to centre students' well-being for life.

APPLE Schools is a proven, student-centered, cost-effective project that is unique in Canada, giving students positive experiences that translate into a lifetime of healthier choices and experiences. The project shifts the paradigm from treatment of chronic illness and disease to prevention and sustainability.

15+ years of scientific research demonstrates that APPLE Schools benefits all students, regardless of socioeconomic background, Students who attend an APPLE school take ownership of their own health and demonstrate many proven benefits:

Decreased mental health visits in adolescence
35% increase in physical activity
2-3 times more steps taken per day
40% less chance of becoming obese than students in comparison schools
Consume 10% more fruit and vegetables per day
Show an improved quality of life, leadership abilities, productivity, and learning
Take healthy habits home, positively influencing the home environment

APPLE Schools

Proud to be an APPLE School!







As an APPLE School, we are committed to making the healthy choice the easy choice for our students by creating and sustaining supportive physical and social environments that foster lifelong health, wellness, and learning.

What is an APPLE School?

APPLE Schools promotes physical activity, nutrition, and mental wellness in schools through a Comprehensive School Health approach. This approach combines health promotion, education, and a positive school environment to support overall well-being in our school.

APPLE Schools has been recognized as a top 100 global education innovation by HundrED, and listed on the National Cancer Institute's Research-tested Intervention Programs website for its innovative, evidence-based approach. Currently, the project helps support over 33,000 Canadian students to be healthier every year.

APPLE Schools is 100% funded by donations. School communities are not required to make any financial commitments to be an APPLE school.

What an APPLE School does NOT do:

APPLE Schools does not have its own nutrition policy, set food rules, or control what is served or sold in schools. The focus is on empowering students and families to make informed decisions about their health and well-being.

Instead, they promote healthy choices and encourage schools to adopt a balanced approach to nutrition that aligns with the guidelines set out by provincial curriculum, and district, provincial and national food guidelines.

appleschools.ca

info@appleschools.ca

How it Works:

An APPLE School is a school that's all about supporting students' health and well-being! These schools have either a **School Health Facilitator (SHF)** with dedicated time towards implementing changes, or one or more **School Health Champions (SHC)** who volunteer their time to drive initiatives to ensure the school remains a healthy place. These roles are guided and supported by an APPLE School Health Mentor, and the schools receive funds to help achieve the goals set in their healthy school action plan.

Some of the activities supported by the SHF or SHC may include, but not limited to:

- **Taste tests** where everyone gets to sample healthy foods
- **Wellness challenges** that encourages everyone to reach new goals
- **Movement breaks** that bring fun energy to any classroom
- **Healthy celebrations** that showcase the importance of connection, culture, and wellness
- **Special physical activity classes, clubs, and events** to promote movement and active living
- **Daily Physical Activity and Mental Well-Being Bins** for classrooms



Benefits of APPLE Schools

Research has proven that students in APPLE Schools exhibit better nutrition habits, increased physical activity, and experience enhanced mental well-being compared to other students who do not attend an APPLE School.

Improvements in quality of life, leadership abilities productivity and learning outcomes.





10%

More fruits and vegetables eaten.

Fewer mental health visits to the doctor during adolescence than peers who did not attend an APPLE school in their childhood.



Get involved!

Want to support your child's wellness at home?

- Help establish a regular bedtime routine
- Pack lunch together, and always include a water bottle
- Ensure a healthy balance between screen time and activity time
- Make time for outdoor activities

You can also sign up for the APPLE Schools parent newsletter that offers many ideas and resources to continue what our students are learning at home!

Building an **APPLE School**

A roadmap to sustainable healthy school communities



APPLE Schools

What is APPLE Schools?

APPLE Schools is an innovative school-based health promotion project. It works with schools across Western Canada to improve the lives of thousands of students each year. The project supports healthy eating, physical activity, and mental health by implementing the comprehensive school health approach for building healthy school communities. APPLE Schools is a registered charitable organization governed by a board of directors.

Impact of APPLE Schools

Research demonstrates that students in APPLE schools experience the following benefits:

- 35 % increase in physical activity.
- 10 % increase in daily fruit and vegetable consumption.
- 40 % less likely to be obese than students in comparison schools.
- Fewer mental health visits in adolescent years.
- Improved quality of life, leadership abilities, and learning outcomes.
- Healthier home environment due to introducing healthy habits learned at school.

VISION

Healthy Kids in Healthy Schools

MISSION

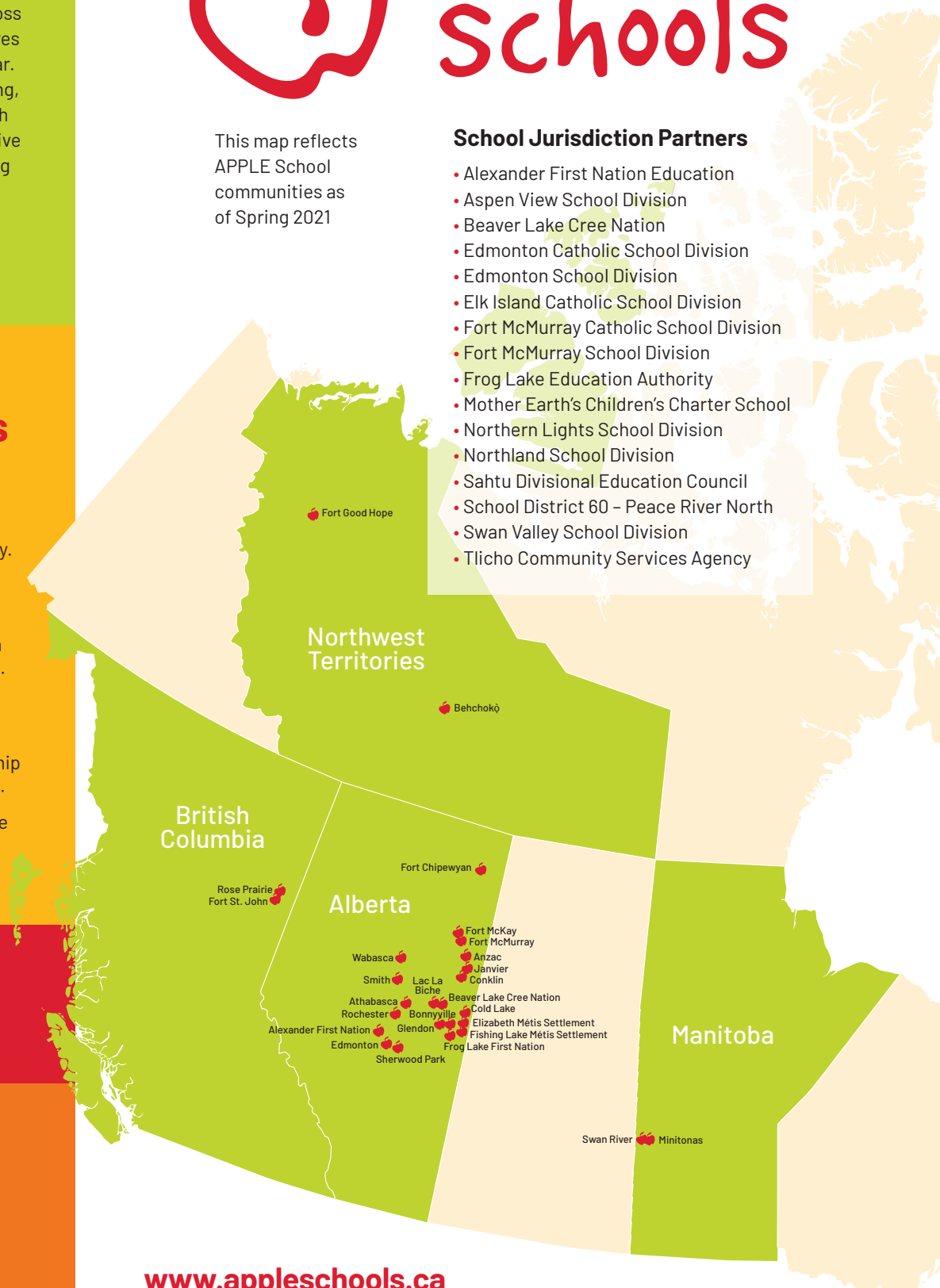
To inspire and empower school communities to lead, choose, and be healthy by recommending and supporting measureable and sustainable changes.

APPLE schools

This map reflects APPLE School communities as of Spring 2021

School Jurisdiction Partners

- Alexander First Nation Education
- Aspen View School Division
- Beaver Lake Cree Nation
- Edmonton Catholic School Division
- Edmonton School Division
- Elk Island Catholic School Division
- Fort McMurray Catholic School Division
- Fort McMurray School Division
- Frog Lake Education Authority
- Mother Earth's Children's Charter School
- Northern Lights School Division
- Northland School Division
- Sahtu Divisional Education Council
- School District 60 – Peace River North
- Swan Valley School Division
- Tlicho Community Services Agency



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Welcome

We are excited about your interest in building a healthy school community!

This document is your roadmap to building a school environment where the healthy choice is the easy choice for life.

It will guide your school in developing a unique, personalized model for implementing the comprehensive school health approach to improve the lives of your students, staff, and families. It is based on APPLE Schools' experience and evidence-based approach and is meant to provide a solid sense of the road ahead and how to prepare so that you reach your destination successfully.

If you're reading this, you have likely already committed to becoming an APPLE school and probably have many questions. As a school leader, you might be thinking about where to start, what resources are available, intended timelines, staff engagement, and ultimately, how to make this a sustainable project.

There is great news! The APPLE Schools team has been on this road since 2007 and has learned a great deal from our partners in education, Indigenous communities, funders, and researchers. This roadmap is driven by scientific evidence gathered since 2007, the voices of more than 21,000 students involved annually, and current and past APPLE Schools staff. This guide will provide key elements and guidance to start you on your journey.

Change takes time but you won't be alone in making it happen. From the onset, you will get students, teachers, parents, and partners onboard so you can reach your destination together. Your school will work with an APPLE Schools mentor who will guide you through the process with expertise, support, and resources.

Creating school communities that are sustainably healthy is challenging but certainly possible. No matter how far along you are on your road to a healthy school community, remember to have fun and celebrate each step of the way, even when the victories seem small.

We are proud and excited to share our learnings with you. For examples and more detailed information about the project, please visit our website at appleschools.ca to find promising practices that can be implemented in schools across Canada.

As a school leader, you are at the starting point of supporting healthy kids in healthy schools and we are pleased that you have chosen to embark on this health journey.



Jenn Flynn
Executive Director, APPLE Schools

Definitions

This roadmap uses the following terms which you will see and use frequently in an APPLE school:

Action plan: An action plan outlines a school's unique health goals and how to attain those goals. Each APPLE school has its own action plan that reflects its specific needs. An APPLE Schools mentor works with school staff to review and renew the plan each year.

Administrator: For the purposes of this guide, administrator refers to a school principal or school assistant/vice principal.

APPLE Schools vs. APPLE schools: It's not a typo! The difference is in the uppercase/lowercase "s". APPLE Schools refers to the organization. APPLE school(s) refers to a school that the organization works with to implement the APPLE Schools model.

Comprehensive school health (CSH): An internationally recognized framework that uses a whole-school approach to support healthy school communities in an integrated and holistic way. APPLE Schools uses this approach to promote health.

Initiative: Refers to any action a school community takes to promote mental health, physical activity, or healthy eating. It can include things like planting a school garden, doing energizer exercises, mindfulness activities, hosting healthy celebrations, or taste tests.

Maintenance: Refers to year four or later of implementation for an APPLE school. The school no longer has a paid school health facilitator; instead, it has a volunteer school health champion from the school community, usually a teacher, who maintains and builds on healthy initiatives that were introduced in the first three years. At this point, the school has measures in place to sustain its healthy culture.

Readiness: Refers to the work that must happen before project implementation: connecting with districts, identifying schools, delivering presentations to prospective school communities about the project, confirming commitment with schools, interviewing and hiring school health facilitators, and collecting pre-intervention data.

School health champion (SHC): A volunteer school staff member in each maintenance APPLE school who acts as the bridge between APPLE Schools and their school community. SHCs drive healthy initiatives to ensure the school remains a healthy place. The SHC is mentored and supported by a school health mentor.

School health facilitator (SHF): A person hired by the school district to implement the APPLE Schools model in a new APPLE school for the first three years of the project. This person engages the school community to establish healthy practices and work toward maintenance. The SHF is mentored and supported by a school health mentor.

School health mentor (SHM): An APPLE Schools staff member who supports school administrators, school health facilitators, and school health champions in creating and maintaining healthy school communities. They provide customized school support, professional development, access to resources, and share best practices with schools.

Why Use the APPLE Schools Model?

Chronic diseases have dramatically increased in children. According to the 2014 REAL Kids Alberta evaluation, obesity rates in Grade 5 students in Alberta had reached 8.1%.[1] Children are being exposed to many chronic disease risk factors including poor diets, low levels of physical activity, and increasingly sedentary activities.[2]

APPLE Schools works with school communities to curb these negative health trends. Our innovative, school-focused health promotion project improves the lives of students and people in school communities. Research by Dr. Paul Veuglers has shown that students in APPLE schools have better nutrition habits, are more physically active, and experience improvements in quality of life, leadership abilities, productivity, and learning outcomes.[1,3,4] The proven effectiveness of APPLE Schools is a compelling reason to be part of this project. Visit the scientific publications page of our website to see the research.

In addition to quantitative and economic evaluation, Dr. Kate Storey conducts qualitative research for APPLE Schools. This research documents project implementation as perceived by students, teachers, administrators, and other stakeholders, and explores potential barriers and facilitators in the implementation process. The knowledge gained from over 14 years of experience has been summarized in this guide, giving you the benefit of learning from the wisdom of parents, students, administrators, and other school health leaders.

The APPLE Schools model can be successfully adapted in schools with students from diverse socioeconomic backgrounds and cultures; research has shown that the project can help increase opportunities for healthy habits in students experiencing health inequities.[5] It provides students with positive experiences that translate into a lifetime of healthy living.

APPLE Schools is shifting the paradigm from chronic illness and disease treatment to prevention and sustainability. It has been recognized by the National Cancer Institute on the Research-Tested Intervention Programs website and received recognition from HundrED as a top 100 global education initiative of 2020.

This roadmap will create a sense of the journey that APPLE schools take to reverse unhealthy trends, how they move the needle from readiness to maintenance, how they get there, and how they stay there.



From Readiness to Maintenance

It takes one year of preparation, plus three years of substantial intervention for APPLE schools to achieve sustainability, which we refer to as maintenance. During those three intervention years, schools work toward a point where healthy initiatives are embedded in day-to-day life – the journey from readiness to maintenance.

Prior to intervention is the readiness stage, when APPLE Schools and school communities prepare to take on a long-term, school-wide health promotion project. It involves the work that must happen before the first year – connecting with districts, identifying schools, delivering presentations to prospective school communities about the project, confirming commitment with schools, interviewing and hiring school health facilitators, and hopefully collecting pre-intervention data.

APPLE Schools provides a high level of support when a school begins its first year of intervention, including:

- A hired and trained school health facilitator (SHF).
- Materials, resources, and tools to support implementation.
- Professional learning for school staff, SHFs, and community members.
- Ongoing support from and communication with APPLE Schools staff.
- Dedicated financial resources.

Over the three years, some initial resources and activities will remain while others will gradually reduce. The SHF position is phased out in year four and replaced with a volunteer school health champion as schools settle into maintenance.

	School Readiness	Year 1	Year 2	Year 3	Year 4+ (Maintenance)
School Selection	School is selected by school authority				
School Health Facilitator (SHF)	SHF is hired	SHF in place with a minimum of 0.5 FTE	SHF in place with a minimum of 0.5 FTE	SHF in place with a minimum of 0.2 FTE	Transition to an identified in-school health champion (0 FTE)
Resources	Resources provided to support implementation: i. Professional learning	Resources provided to support implementation: i. Staffing ii. Materials iii. Professional learning iv. Funds for action plan	Resources provided to support implementation: i. Staffing ii. Materials iii. Professional learning iv. Funds for action plan	Resources provided to support implementation: i. Staffing ii. Materials iii. Professional learning iv. Funds for action plan	Resources provided to support implementation: i. Materials ii. Professional learning iii. Funds for action plan
Implementation	Project information shared with community and committment formalized	Vision and action plan developed by school core committee	Action plan assessed and adjusted Policy developed by school core committee	Action plan and policy assessed and adjusted	Action plan and policy assessed and adjusted Health goals embedded into school plan
Evaluation	Formal baseline data collected Report provided	Ongoing school assessment	Ongoing school assessment and formal data collected Report provided	Ongoing school assessment	Ongoing school assessment and formal data collected Report provided
	A school health mentor provides ongoing support each step of the way				

Planning for Implementation

Before diving into the first year of implementation, APPLE Schools takes several steps to ensure that schools are set up for success.



School selection

To maximize impact and success, APPLE Schools works with school district leaders to gain support for creating healthy school communities within their district and to help identify schools that would benefit the most from the project. Criteria may include, but is not limited to:

- Socio-economic status.
- Number of students requiring additional learning support (e.g., students who need English language support).
- Capacity of the school community to adopt a major initiative.
- Administrators' commitment to provide leadership of a major long-term initiative.

Administrator and school commitment

Commitment is a big word, as are its implications. School leaders and members must make a full and genuine pledge to implement and support a healthy school community.

School administrators sit in the driver's seat, taking charge of the first step in developing commitment to being an APPLE school by building buy-in with the wider school community.[12] They connect with staff, parents, elders, students, and other community members about whether they want to become a healthy school using the APPLE Schools model.

A school health mentor (SHM) guides the school administrator in gaining support from their school community through delivering presentations to staff, parents, and community members, providing one-on-one mentorship support, and connecting with each school on a regular basis.

SHM presentations help the school community to understand:

- Current health outcomes of school-aged children.
- Importance of addressing health and learning together.
- School autonomy, where schools set their own goals to create sustainable changes.
- Timeline for project implementation.
- Resources available to the school to create a healthy school culture.

Once the school administrator, with support from the SHM, gets buy-in from the school community and stakeholders, it is time for the administrator to sign a commitment letter with APPLE Schools on behalf of the entire school community. The letter is a formal indicator that the school community is ready to start implementing healthy changes at the school and signals that the entire school community agrees to support the work it takes to shift to a sustainable healthy school culture.

School health facilitator (SHF) selection

Change agents. We have all met them before and seen them in action. They are a key piece to ensure that positive and effective change takes place. The school health facilitator (SHF) is the individual who gets hired to be the change agent in the school.

A school health facilitator's (SHF) qualities are truly unique. There is no single degree or diploma that provides all the skills, attitudes, and knowledge needed to be a successful SHF. Effective SHFs are energetic, passionate about health, knowledgeable or eager to learn, respected as leaders, and they come from various backgrounds like teaching, kinesiology, psychology, registered dietitians, parents, or are local community/band members. They understand people and the value of relationships.

Having a dedicated, paid SHF position for the first three years of implementing the APPLE Schools model has been vital to the program's success at each APPLE school. In APPLE schools, the school administrator, school jurisdiction, and SHM all work together to create a job description, and interview potential candidates together to find the person who is the right fit for the role.

The ideal SHF job candidate is someone from the local community because having prior knowledge and relationships in the school community are huge advantages for the role. The SHF could be a teacher, education assistant, or cook already working at the school or a member of the broader community. In rare occasions where the community has trouble hiring local talent, the SHF may be brought in from outside the community. Regardless, the school jurisdiction and APPLE Schools always choose the person with a positive can-do attitude to help the school successfully implement the project.

It is key to provide training and professional development for the selected SHF in the readiness stage so that he or she can effectively fulfil that role.



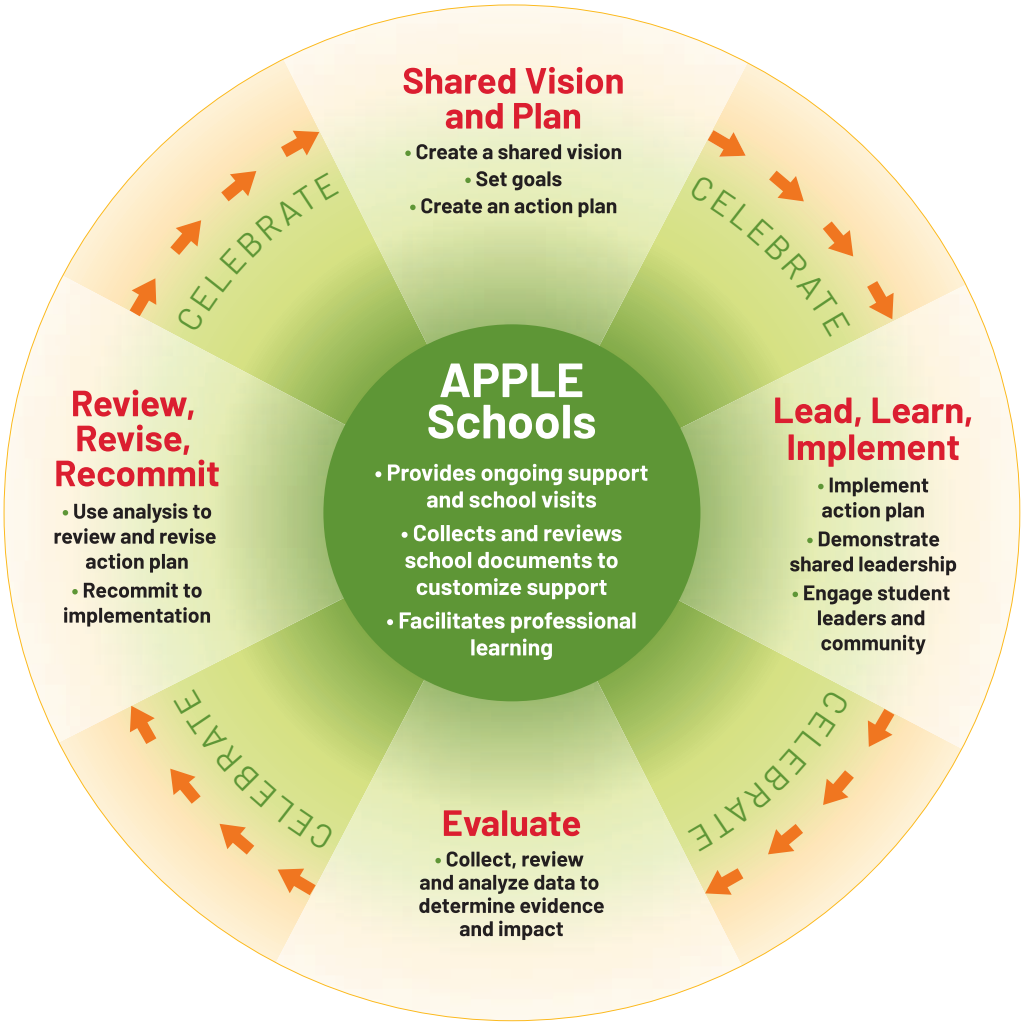
The Annual School Cycle

As each implementation year unfolds, the school health facilitator (SHF) and administrator in each school follow an annual cycle to support implementation and ensure sustainability.

Every year, each school:

- Creates and confirms a shared vision.
- Develops a unique action plan.
- Implements the activities outlined in the action plan.
- Determines evaluation practices to measure results.
- Examines data and works to revise the action plan as needed.
- Celebrates successes.

This annual school cycle has proven effective for APPLE schools and is depicted below. The school health mentor (SHM) guides each school through the process, step by step.



Shifting to a healthy community should include, but is not restricted to these actions:

1. Create a shared vision and plan

SHFs and administrators invite parents, elders, staff members, community members, and students to form a core committee. The core committee then guides the healthy school community work during this initial part of the annual cycle.

Actions include:

- Creating a shared healthy vision and mission.
- Identifying existing assets and school needs.
- Setting goals to reach the vision.
- Brainstorming initiatives to achieve goals.
- Developing an action plan using an action plan template.
- Determining evaluation criteria to review annual progress.

During this part of the annual cycle, a SHM supports each school by sharing facilitation strategies for gathering input from all school community members on the development of the shared vision and action plan. The SHM guides school health champions (SHC) and SHFs through processes their school can use to outline what their healthy school will look like and develop a plan to realize that vision.

2. Lead, learn, implement

This part of the annual cycle is embedded in the day-to-day operations of the school community. When creating a healthy school community, members should follow the essential elements outlined in the next section of this roadmap to ensure the greatest impact.

Actions include:

- Demonstrating shared leadership by allowing school community members to take on lead roles in healthy initiatives.
- Developing engagement strategies to involve the entire student body in creating a healthy school culture.
- Role modelling healthy choices.
- Implementing the action plan and engaging the community in leading all aspects of the plan.
- Developing an in-school policy to provide consistent implementation of healthy school initiatives.

The SHM helps each school to reach its goals outlined in its school action plan through regular check-ins, professional development events, a bi-weekly e-newsletter, and sharing best practices and quality resources.



3. Evaluate

It's important to take the time to participate in or lead formal or informal assessments each year. This helps to determine whether the goals and activities outlined in the action plan are being achieved and are having a positive impact on students' health behaviours.

Actions include:

- Participating in formal assessments led by APPLE Schools in the readiness stage, year two, and year four.
- Gathering input from parents, elders, staff members, community members, and students through informal assessment tools such as the Pan-Canadian Joint Consortium for School Health Healthy School Planner.

> The SHM helps to coordinate formal data collection depending on the year of the school's health journey. The SHM also provides information on informal assessment tools that a school can use to track its progress in creating a sustainable healthy culture from year to year. They also share facilitation processes that SHFs can use to ensure they gather all voices in assessing their school's impact on student health behaviours.



4. Review, revise, and recommit

This part of the annual cycle occurs at the end of the school year to reflect on and celebrate the accomplishments of the year. It should involve reviewing the assessments completed earlier in the school year to ensure there is school community input on what to revise in the action plan before recommitting to the project for the next year.

Actions include:

- Using assessments conducted in the evaluation part of the annual cycle to review and revise the action plan.
- Involving the school community when recommitting annually to implementation to ensure everyone is aware of the school's vision, goals, and school policy.
- Planning to educate new students, current and new staff, and administration on what it means to be an APPLE school.

> The SHM meets with school community members near the end of the school year to review their school action plan, the successes and challenges they had around achieving healthy school goals, and to provide guidance on any improvements that may be needed. They also confirm each school's recommitment to making health a priority in the upcoming school year.

Don't forget to celebrate!

Think big, start small, and celebrate at every step along the way! Social media posts, thank-you cards, announcements at assemblies, agenda items at staff and parent council meetings, and the school website are all tools that can be used to share the news that a school is changing. Celebration is woven throughout the cycle, and the SHM will point out celebratory moments for the school and encourage it to do the same. APPLE Schools values having fun and believes that health is worth celebrating.

Eight Essential Elements[6]

As APPLE Schools has grown, staff and researchers have learned and developed best practices for making the change to a healthy school more seamless.

APPLE Schools has eight essential elements for successfully implementing the APPLE Schools model and creating a sustainable healthy school community. Dr. Kate Storey has captured the elements in her research titled *Essential Conditions for Comprehensive School Health*.

1. **Comprehensive School Health Approach**
2. **Dedicated Champion**
3. **Students as Change Agents**
4. **Administrative Leadership**
5. **School Autonomy**
6. **Professional Learning**
7. **Dedicated Funding**
8. **Use of Evidence**

For each of the eight essential elements, school community stakeholders have shared their stories of challenges, successes, and the lessons learned from implementing the APPLE Schools model. Their stories, included at the end of each element section, highlight the essential elements in action.

A **THINK ABOUT** > **ACTION** > **RESULTS** *diagram is included with the description of each essential element. The diagrams summarize how the essential elements might look in a practical way. They are not meant to be comprehensive diagrams of all the thoughts, actions, and results a school may experience, rather they are meant to give examples of how APPLE Schools incorporates each element.*

THINK ABOUT

How do you picture your school community? To create a collective vision and get the results that you want, imagine your school next year, the year after, and into maintenance. What will your school look like? What changes might be made?

ACTION

What will you and your school community do to act on the vision? These are actions that you will implement to support the collective vision and to move toward effective change.

RESULTS

What are your ultimate health goals for your school community? Consider the positive and effective outcomes that will be evidence of healthy changes at your school.

Comprehensive School Health Approach

1

It is crucial to understand comprehensive school health (CSH) as a base for a school's wellness journey. APPLE Schools follows the CSH framework that is outlined by the Pan-Canadian Joint Consortium for School Health. This proven approach is highly recommended across Canada as a method for improving students' health behaviours.[1,2,6,7]

> Health and education are interdependent. Healthy students are better learners, and better-educated students are healthier. Research has shown that the CSH approach is an effective way to enhance that link, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime.

This roadmap highlights some insights on the four components of CSH from the APPLE Schools perspective. All four components should be implemented when taking a CSH approach, and connections to the home, school, and community should be purposefully planned.

1. Teaching and learning

Teaching and learning include both formal and informal education based on provincial/territorial curricula, health guidelines, and CSH resources. The whole school community benefits from learning about healthy living, which allows project initiatives to be infused into the entire school. Students, teachers, and families should participate in both teaching and learning so that all school community members develop the knowledge and skills required to build healthy behaviours for life.

2. Partnerships and services

APPLE Schools' experience has shown that there is a strong correlation between a school's ability to sustain healthy changes and the number of partners that support the school's health vision. Organizations and services like local recreation centres, sporting agencies, and health-related agencies are often interested in contributing to a school's health vision and want to become life-long partners with the school community.

One of the most significant partnerships to nurture in a school community is students' families. The more that families are provided with opportunities to be involved in planning or leading initiatives, the more engaged they will become. Engaged families, elders, and caregivers tend to be more supportive of the project and help ensure that health messages are reinforced in the home and community.

Intentionally finding ways to include partners in the work to create a healthy school will support long-term sustainability of the initiatives being implemented.

3. Social and physical environment

The social and physical environment of a healthy school should boast evidence of a health promoting environment. Examples include posters, health-related announcements, mental health support, physical activity, and the serving and sale of healthy foods.

Intentionally building a healthy social and physical environment can create a warm and welcoming space where students feel safe and have a sense of belonging. In a healthy school community, the social and physical environment equally supports the learning that teachers carefully plan.

It is important to recognize that APPLE schools are like snowflakes – no two are identical. Implementing wellness using a CSH approach looks and feels different in each school, so social and physical environments are unique.

4. Policy

Each school should develop its own health and wellness policy. Forming a policy based on a school's unique vision for its journey and action plan establishes and solidifies expectations of the school community. Many provinces and territories in Canada have established provincial guidelines for health and wellness which can and should be adopted for the unique environment in each school. Schools should also learn about and follow existing district policies that outline school expectations around health and wellness.

THINK ABOUT

- Providing learning opportunities for all school community members to learn how to apply the CSH approach in their work.
- Engaging meaningfully and collectively with potential partners and stakeholders.
- Transforming your school's social and physical environment so that it supports and encourages health.
- Implementing existing health and wellness policies and developing a policy that is collaborative and supported by members in your school community.

ACTION

- Encourage healthy behaviours through bulletin boards, daily announcements, active recesses, and after-school activities.
- Invite elders, family members, and community members to join a core committee.
- Develop a policy that supports your healthy school community vision.
- Teachers incorporate health-related curricula into classrooms using healthy rewards, physical activity breaks, and cross-curricular activities with a focus on health.
- All school community members model actions that are aligned with your healthy school vision.

RESULTS

- Students achieve learning outcomes within a healthy environment.
- Community partners are engaged and lead the implementation of the action plan, increasing sustainability of your healthy school culture.
- Families are aware of health messages, policies, and programs in your school.
- School policies support consistent messaging across all areas of your school community.
- Your school adopts a positive culture that supports health both in and outside of the school.

There is a **THINK ABOUT** > **ACTION** > **RESULTS** ***template*** *in Appendix 1 of this guide to use as a designated writing space to outline your thoughts about how each essential element will look in your school.*



SCHOOL STORY

Comprehensive School Health Approach

This is what comprehensive school health looks like at one APPLE school.

Father Beauregard School has been an APPLE school since 2011 and we've been growing in our wellness journey ever since. We've sustained a healthy school culture because we followed the comprehensive school health (CSH) approach each time we introduced a health initiative.

An example of this is how we implemented Trail Tales, an initiative that I learned about through Ever Active Schools. It is about getting classes outdoors to enjoy the community's beautiful trails with a walking book, promoting both physical activity and literacy. To bring it to life, a book is selected, taken apart, and the pages are placed onto stands every 50-100 meters along a walking trail so students walk and read at the same time. Not only did it help our school to achieve an action plan goal, but it also connected to all four components of CSH, ensuring it would be sustainable and effectively support positive student health behaviours.

The partnerships and services component of this initiative is clear. We utilized a resource created by another health promoting organization that connected the school, students, families, and community members. To reach the whole community we advertised it on our school community Facebook page to help foster student wellness outside of school hours and involve their families. We also reached out to the local radio station and organizations to bring their staff on the trails and promote this activity within the city.



The walking book is interchangeable so the teaching and learning component is achieved in many ways – it provides an opportunity to connect movement to curricular outcomes and any subject matter. Our school health champion met with teachers and the First Nations, Metis, and Inuit liaisons within our district to discuss future books to highlight Indigenous-based learning and curricular outcomes across other subjects while students are active outdoors.

To ensure sustainability, it is important that we implement initiatives that align with the policy component of the comprehensive school health approach. Not only does Trail Tales allow teachers another opportunity to meet the provincial mandate of 30 minutes of daily physical activity per day, but it also supports our healthy school policy and division wellness policy.

Trail Tales has been a great addition to our school wellness focus and encompasses the social and physical environment component. The staff and students have shown an increased sense of positivity and excitement about this project which has improved our social environment and literally expanded our physical learning environment.

By following the CSH approach to implement Trail Tales in our school, it has become a successful, sustainable initiative that will have a long-term impact on the health and well-being of all our school community stakeholders.

Jason Campbell
Principal
Father Beauregard School
Fort McMurray, AB

Dedicated Champion[7]

2

One unique element to every APPLE school is that its wellness journey is guided by a school health facilitator (SHF) or a school health champion (SHC). The SHF works in a school for the first three years of implementation, after which the role transitions to a volunteer SHC. The SHF's role is to create capacity in the school so that healthy school initiatives can be easily managed and sustained in year four by a volunteer SHC once the school moves into maintenance.

The SHF is a trained, in-school staff person who facilitates change, gains buy-in from all staff, and drives healthy initiatives. To accomplish this, they work with students, families, school staff, and community members to develop and implement the healthy school action plan. SHFs ensure the action plan meets the school's unique needs for health promotion and that it is aligned with the comprehensive school health components.

The most important strength a SHF should have is the ability to build relationships. This person needs to guide the school to take ownership of healthy initiatives so that when the position phases out, the school community can sustain the healthy initiatives that the SHF helped introduce.

> Like the SHFs, SHCs also facilitate capacity building with all staff members through role modelling initiatives and empowering others to take leadership roles. When the whole school community shares the load, it makes initiatives sustainable.

THINK ABOUT

- Implementing existing health and wellness policies and developing a policy that is collaborative and supported by members in your school community.

ACTION

- Encourage healthy behaviours with bulletin boards, daily announcements, and after-school activities.
- SHF/SHC attends and participates in training and ongoing professional development.
- SHF/SHC motivates others to take lead roles in activities, programs, policy development, and developing action plans.
- SHF/SHC hosts meetings with all school community leaders to determine goals and activities.
- SHF/SHC works closely with the school health mentor to ensure quality implementation.

RESULTS

- Your school has a dedicated and trained individual who leads and facilitates attainment of your school's health goals.
- SHF/SHC facilitates support for staff members, students, elders, parents, and community members who are active participants and leaders of change.

SCHOOL STORY
Dedicated Champion

This is what a dedicated champion looks like at one APPLE school.

As the dedicated school health champion at Dr. K.A. Clark School, it is my role to support the implementation of our school action plan and provide guidance to my school community on making our healthy school initiatives sustainable.

Being a member of the Dr. K.A. Clark school staff before I became the school health champion means I had already established relationships with the staff and students and possessed a strong knowledge of the school community context. This was a huge asset – it accelerated my ability to facilitate changes in our school that led to our shared vision for health and wellness. I was able to build on my existing relationships with my administrator, co-workers, and students to encourage them to participate in, take ownership of, and lead our healthy school activities.

I am intentional about sharing the knowledge and skills about healthy eating, physical activity, and mental health with my school community. I give regular APPLE updates at staff meetings and hold APPLE-specific meetings where I lead facilitated processes with staff on our healthy school goals and common vision, and how we want to achieve the goals as a team. I really value a team approach to health and wellness promotion, so I guide our school to create committees and teams to take on various initiatives. Throughout the years, we've had new administration and new staff members join, and due to the collaborative approach that I facilitate, they are able to easily integrate with our healthy school culture.

I have regular communication with our administration team, and they are supportive of my role as the SHC. I share the latest APPLE Schools resources or monthly campaign information with them so they can include it in the parent newsletter to ensure our families are receiving health messages that match what is being delivered at school.



My role to support and facilitate healthy school initiatives comes down to the relationships that I have with the staff and the culture of the school that we create. As I have worked hard with the school community to embed wellness into the day-to-day operations and in the community, I know that Dr. K.A. Clark School will be a strong advocate of healthy schools, with or without my presence in the building.

Alyssa Hennigar
School Health Champion and Teacher
Dr. K.A. Clark School
Fort McMurray, AB

Students as Change Agents[9,10,11]

3

Students are the heart of the project and the reason for implementing comprehensive school health (CSH). They are also the first in the schools to embrace change, often before teachers or staff. Students who are invited to lead and be part of planning healthy school activities are more likely to engage with health promotion and communicate CSH messages beyond school walls. This makes them compelling change agents in the school environment and at home.[10]

Engaging students is the most effective way to create buy-in among all school staff and to get parents interested in the project. Students have the ability to successfully communicate healthy messages to families and change families' health behaviours. Once engaged, family members can help support CSH and strengthen the project.

Examples of student leadership include starting groups like SWAT (Student Wellness Action Team) or PALs (Physical Activity Leaders) to coordinate healthy events and share ideas about what a healthy school looks like. Some schools have a buddy program to allow disengaged students to partner with a positive role model to help all students feel like they belong. Many schools also develop a whole-school leadership model through programs like Leader in Me™.

THINK ABOUT

- Students demonstrating leadership around health and creating a healthy school environment.
- Increasing student leaders' confidence and ability to work with their peers.
- Considering students who typically don't participate or take leadership roles engaging in healthy initiatives.

ACTION

- Teach students leadership skills to improve confidence and sense of involvement through things like leadership clubs and intramurals.
- Invite students to implement school-wide initiatives promoting a healthy school community.
- Identify students who don't traditionally participate in activities and create strategies to engage them.

RESULTS

- Students are leaders in planning, designing, and supporting healthy living initiatives in school.
- Students are leaders in their own health decisions and those of their school community.
- Students communicate and demonstrate healthy living inside and outside of school.
- Students who were previously not engaged in activities are active participants and take on leadership roles.

SCHOOL STORY

Students as Change Agents

This is what students as change agents looks like in one APPLE school.

The students at Youngstown School are strong leaders in the hallways, classrooms, and on the playground. They are eager to take on leadership opportunities that promote healthy eating, active living, and positive mental health while supporting our school action plan goals.

Our students are part of the APPLE Core Club. This energetic group takes on many leadership roles: they plan taste tests, make posters for healthy school-wide events, and spread news about healthy activities. We believe that students can be powerful advocates for change, and we take pride in fostering their leadership skills by involving them in planning and implementing activities in our school. Every month, a Healthy Hopper (a student who exemplifies leadership by promoting healthy living) is chosen in every class to celebrate their skills and attitudes and encourage them to share their ideas for making our school a healthy place.

One teacher spoke about how everyone benefits from strong student leadership in an active, healthy school: *"From the moment you walk through the doors at Youngstown School, it is evident that the students take pride in their leadership abilities to promote healthy living. From student-led morning announcements that spread a healthy message, to student-led assemblies that incorporate movement breaks, it is obvious that students have an important role in promoting healthy living."*

Recently, our older students helped plan and run the Arctic Winter Games event. Grade leaders led groups of students around the school to participate in sport and cultural activities that are unique to the Arctic region. Since it was students leading one another through the activities, we saw children who are normally hesitant to participate enjoying themselves. They were jumping, dancing, and having fun while engaged in events that promoted sport and friendship.

Our students take great pride in making healthy choices. They spread healthy messages to their families at home. Recently, one parent commented that her daughter was begging for more fruits and vegetables in her lunch because of what she was learning at school. Our students are true leaders both at school and at home. It is wonderful to see their leadership skills extending beyond the walls of the school.

Corinne Dechene
Teacher and Former School Health Champion
Youngstown School
Edmonton, AB



Administrative Leadership[12,13]

4

One of the most influential school community members is the school administrator. Not only do they have the capacity to shift the paradigm and bring about positive school changes, but they can lead others through commitment, role modelling, and action.

A critical element to effective change comes from the administrator's support of shared leadership, ensuring that the school health facilitator (SHF) or school health champion (SHC), families, students, and staff all believe that they can lead and affect results.

Demonstrated administrative leadership differs from passive leadership in that the administrator plays an invaluable role throughout the process of creating a whole-school approach. The administrator should be an active member of the implementation team rather than solely a strong supporter of other champions like the SHF or SHC. Teachers and SHFs indicate that active leadership by the school administrator allows for comprehensive school health (CSH) to become essential to the school's agenda and thus viewed as a priority.

"...it's a huge role because you really set the vision. Everybody is looking to you for leadership, so you have to carefully choose the direction that you want to head."

– APPLE school administrator[6]

THINK ABOUT

- Administrator empowering staff to be part of the change process and participate in professional learning opportunities.
- Administrator engaging your entire school community in the change process.
- Administrator supporting the SHF/SHC to effectively facilitate healthy school change.

ACTION

- Administrator works with the SHF/SHC to lead your school to develop goals and innovative strategies to create a healthy school community.
- Administrator is a role model for healthy living behaviours, attitudes, and actions.
- Administrator makes time for regular meetings with the SHF/SHC.
- Administrator supports embedding healthy habits into the overall operations of the school.

RESULTS

- All school community members understand and demonstrate that healthy living goals are an essential part of your school culture.
- All school community members model healthy behaviours.
- Health goals are embedded in the long-term school plan.

SCHOOL STORY
Administrative Leadership

This is what administrative leadership looks like at one APPLE school.

In 2019, Duncan Cran Elementary School was presented with the opportunity to become an APPLE school. As the school administrator I felt that our school's values and my vision for our school aligned with the APPLE Schools project. I pitched the idea of becoming an APPLE school with our staff because this long-term commitment required everyone to be on board, and they approved. I understood from day one that I need to play an active role in implementing healthy changes using the comprehensive school health approach to create long-term, sustainable changes.

I learned from the start just how important my role is in supporting the school health facilitator (SHF). I intentionally make it clear that her role is highly regarded, and that she should feel comfortable to connect with me about her work whenever she needs to, which sends a message to school staff that her role is valuable. To further maximize her impact, she always has designated "APPLE time" at staff meetings to present new initiatives or resources, lead collaborative processes, or answer any questions or concerns.

I recognize that I need to be an active participant in implementing the healthy initiatives outlined in our action plan, which our SHF-led core committee developed. As a member of this committee, I demonstrate my commitment to leading healthy school changes by communicating our healthy school vision during staff meetings, parent council meetings, whole-school assemblies, and through interactions with students.

I work with the admin team to send out monthly campaign newsletters to families and celebrate healthy school initiatives with families and the wider community on our school social media. I also involved myself as a key player with two action plan goals of renovating our school kitchen and refurbishing our school playground. I wrote grants, secured community donations, and sourced equipment and materials.



Being a part of the core committee highlights for me the strong connections between our school framework and action plan, and how to weave the two together to create sustainable changes. For example, to ensure the success of our school breakfast program when the SHF role transitions to a volunteer school health champion role, I have found funds in our budget to hire staff to prepare and deliver food. Embedding healthy habits into the overall operations of our school demonstrates to the school community that health is an essential part of the school culture.

Healthy choices are ingrained in our school culture, so I don't differentiate between whether an initiative is an APPLE Schools initiative or not. Leading our school with that mindset has established health as a priority for Duncan Cran School, and I feel confident the changes our school is making will stick around for a long time.

Griff Peet
Principal
Duncan Cran Elementary School
Fort St. John, BC

School Autonomy

5

An essential element of implementing the APPLE Schools model is preserving the autonomy of each school so it can develop its own healthy community based on local needs. Using a tailored approach is vital to building a sense of ownership over cultural changes in the school.

Each APPLE school creates a unique action plan that outlines initiatives to reach school-determined health goals. Initiatives are chosen by the school so it can build upon its strengths, assets, and needs.

As one teacher indicated, "Not every school is going to have the same way of doing things or have the same issues and needs. So if you can be flexible enough and respond to the things that are happening in the school, you're in. I think the project is more beneficial that way."

What is consistent across APPLE schools is the process of creating an action plan, determining existing assets, setting goals, and developing strategies based on input from across the school community. How those come to life will look different at every school.

THINK ABOUT

- Building a sense of ownership and direction for your school.
- Gathering voices from all members of your school community.
- Identifying what is unique about your school population, location, culture, and needs.

ACTION

- Create a core committee with representation from students, families, elders, and community members to plan healthy goals and initiatives.
- Develop your school's health vision and action plan to create changes for your unique school community.
- Plan your school-specific initiatives to build on your school's strengths, assets, and needs.

RESULTS

- There is a sense of ownership and buy-in to support your school's health vision.
- Your action plan is implemented through a shared leadership model.
- Health and wellbeing are a primary focus and goal of your school community.

SCHOOL STORY

School Autonomy

This is what school autonomy looks like at one APPLE school.

Homesteader School has been an APPLE School since 2011, continually striving to promote a healthy lifestyle for our students and community. We realized early on that autonomy is a critical piece in developing buy-in from our staff and wider school community. It was refreshing to know that we could develop an action plan that would work at our unique school and for our students.

Working with our school health mentor, we were able to take a deep look at existing programs and supports within the school, like our intramural program. We came to realize that the students who signed up for intramurals were the same students who were active at recess. We also found that there was only a small number of female students taking part, and the programs were only offered to students from grades 4 to 6. As well, our intramural sports were all highly competitive, traditional sports.



If increasing physical activity levels at our school was our goal, then we certainly were not meeting it. So we changed things up! Having the autonomy to meet the needs of our students in a way that fits our school, instead of following a one-size-fits-all approach made an immediate and dramatic impact.

We opened intramurals to students from grades 1 to 6, holding separate programs for both divisions. We changed the focus from competitive sports to cooperative games and held separate intramurals for girls and boys in grades 4 to 6. The results were astonishing as participation rates of all students, regardless of grade and gender, increased dramatically.

Having the flexibility to make autonomous decisions about how to achieve our action plan goal of increasing activity levels in the school was key in bringing people to the table to make it a reality. It also allowed a high degree of authenticity to the process. As a school, we continue to look at ways for our community members to be involved in healthy activities and programs that support students in making healthy choices and becoming resilient.

Andrea Cooper
Principal
Homesteader School
Edmonton, AB

Professional Learning[14]

6

APPLE Schools provides professional learning to administrators, school health facilitators (SHFs), and school health champions (SHCs) so they can increase their own understanding of how to lead a healthy school community. They become equipped to educate school staff, elders, parents, and students on how to build their knowledge, skills, and attitudes to lead healthy changes.

Both SHFs and SHCs are provided with initial and ongoing professional learning to ensure they are confident in their ability to lead healthy, sustainable changes. The school health mentor (SHM) also provides customized ongoing mentorship to SHCs and SHFs through regular one-on-one meetings where they share successes, address challenges, and help the SHCs and SHFs navigate the school through the annual cycle.

> Consistently, more than 85% of surveyed SHFs have stated that formal training strengthened their knowledge and essential skills for working in schools. A detailed description of the initial SHF training is included in Appendix 2.

In APPLE schools, the SHF or SHC ensure that teachers feel comfortable and confident incorporating healthy messages into everyday teaching in the classroom and delivering the health and physical education curriculum.

APPLE Schools also provides professional development specifically for administrators so they have a supportive network to share their successes and challenges with and can learn and share administrative practices for implementing comprehensive school health.

"...The SHF is teaching your kids but she's also teaching you, so then you're going to have that knowledge and then carry it forward when she's not here anymore."

– APPLE school teacher[6]

THINK ABOUT

- The knowledge and skills needed by community members to improve health in your school community.
- When and where learning events can be facilitated.
- Opportunities that will support the SHF/SHC and all school community members with ongoing learning.
- Local experts who can share wisdom (e.g., elders, or recreation and health professionals).

ACTION

- SHFs/SHCs, administrators, and school community members receive professional learning opportunities that increase their understanding of implementing CSH.
- SHFs/SHCs provide school community members with knowledge and skills to support your healthy school community.
- Administrators provide SHFs/SHCs time to attend professional learning events and share that knowledge with your school community.

RESULTS

- SHF/SHC and administrator have the confidence and competence to implement the comprehensive school health approach in your school.
- School staff have increased confidence and competence in delivering quality learning opportunities for students.
- School community members have increased confidence in using tools and resources that support healthy school changes.

SCHOOL STORY
Professional Learning

This is what professional learning looks like at one APPLE school.

As a school health facilitator, the professional development (PD) I received from APPLE Schools not only increased my confidence, competence, and knowledge in guiding my school on their healthy journey, it was also a catalyst to achieving a major goal in our school action plan.

When APPLE Schools highlighted DANCEPL3Y at a PD event, I saw a strong connection between the program and how it would improve health behaviours in our school and increase students' confidence and mental wellness, which were two goals in our action plan. Through the quality PD that I received from APPLE Schools, I had the confidence and skills needed to introduce the dance fitness program to my school in a way that would create positive, health-focused change.

One thing I learned through APPLE-led PD events was to never do anything alone. So first, I approached our school core committee about introducing DANCEPL3Y to ensure I had support from key stakeholders. They were fully in favour of the idea, so I spoke to the school music teacher about partnering with me to implement it in our school. We created a dance recess club where we engaged students using plug and play videos from DANCEPL3Y.

The recess club was so successful that the music teacher and I became certified DANCEPL3Y instructors, allowing us to provide PD to staff to make them feel confident in incorporating the program into their teaching, and engaged our community in a new, fun physical activity. We introduced parents and guardians to it at our family games nights and parent nights, with our students being the biggest promoters as they raved about how much fun they had with DANCEPL3Y.

As a result of the knowledge and skills I learned at APPLE Schools' PD events, I felt confident in leading our school community to reach our action plan goals and sustain them. DANCEPL3Y is now an embedded part of our school community, and since introducing it, our school is much more engaged in finding ways to get students moving more consistently and vigorously.

Tina Skakun
Former School Health Facilitator
Vera M. Welsh Elementary School
Lac La Biche, AB



Dedicated Funding

7

Funding is a critical resource for each school to be able to lift the APPLE Schools implementation model off the ground and sustain a healthy school culture.

APPLE Schools provides funding to schools that gradually decreases over years one to three of implementation. During those three years, funding supports staffing, materials, professional development, and the action plan. In year four and beyond, a further reduced amount is provided for materials, professional development, and the action plan.

The school health mentor also provides each school with tools and resources to approach potential partners that can provide additional funding to support action plan goals. Connecting the action plan's goals with funding allows schools to identify their priorities and builds in some accountability for those funds.

"The financial support from the project was huge. It's not about questioning whether healthy initiatives are important. It's about our primary role to be teachers and leaders of education... "

– APPLE school administrator[6]

THINK ABOUT

- Developing a budget for the action plan based on your school's needs.
- Identifying local resources, grants, and businesses to support healthy initiatives in your school.
- Sustaining your school's funding sources.

ACTION

- Engage school community members in conversations about how funds can best support the action plan.
- Apply for outside funding opportunities to support the action plan.
- Contact partners who can provide ongoing resources or donations to support initiatives in the action plan.

RESULTS

- Your school's action plan is fully funded and sustainable.
- The impact of the funds and resources are evident to all school community members.
- All school community stakeholders have a voice in the fund allocation.

SCHOOL STORY
Dedicated Funding

This is what dedicated funding looks like at one school.

Our school health champion team at St. Martha School intentionally seeks funding opportunities that will ensure the school can achieve the goals and activities outlined in our action plan.

I applied for grant opportunities that I learned through APPLE Schools' bi-weekly newsletter and was pleasantly surprised when we were approved for the Alberta Medical Association's (AMA) Youth Run Club and PC Children's Charity grants. These grants led to implementing new wellness initiatives that we would not have been able to do otherwise.

Our school was looking for new ideas to encourage physical activity for students. A run club was a great solution because it is accessible and encourages lifelong healthy habits. I registered my school for the free AMA Youth Run Club which gave me access to resources on how to lead a run club and a chance to apply for an AMA Youth Run Club grant. Applying for, and receiving the grant, gave our school extra funds to support our school run club. I wanted to ensure that no students were excluded from the run club so I talked to other school community members about utilizing the grant funds for new runners for students who could not afford them. The idea was approved, and the students were thrilled to receive this practical gift so they could join the fun and be a part of the run club.

And thanks to the funds from the PC Children's Charity grant, we were able to expand our existing nutrition program. We provided students whose families face a food shortage with choose-most-often snacks to ensure no one faced hunger barriers to learning. Our nutrition program feeds hungry students and benefits the whole community as it engages parent volunteers, teachers, and students, building a sense of community and providing invaluable leadership experiences for students.

Dedicated funding fulfilled the goals outlined in our school action plan. The grants allowed us to provide fun physical activity opportunities for all students and increase access to healthy eating options; plus, it decreased participation barriers on many levels for students whose families faced financial hardship. St. Martha's school environment is a healthier and more inclusive place thanks to dedicated funding. It is such a pleasure to see students benefit in ways that will encourage healthy habits for life!

Erin Martens-Walsh
School Counsellor and School Health Champion
St. Martha School
Fort McMurray, AB



Use of Evidence

8

A foundational aspect of APPLE Schools is the world-class research that is conducted in each school during its formative implementation years. APPLE Schools' use of evidence to improve practice is unique and serves as a guiding principle for the project. Whether the data is formal (conducted by an outside researcher) or informal (such as students surveying other students), it is an essential element for driving decisions and motivating change. Sharing data is important for continuous development and has a significant impact on helping school community members buy into the concept of becoming a healthy school.

APPLE Schools' formal research is conducted as a full process evaluation, including quantitative data measuring physical activity levels, healthy eating habits, mental well-being, sleep, leadership, and other outcomes as determined by a research advisory committee. Prior to project implementation, in the school readiness year, researchers collect baseline data. After that, formal follow-up data is collected on two more occasions in years two and four if budget allows. Qualitative research continues to provide impactful implementation data to constantly improve practices in schools.

Each APPLE school receives a report that outlines detailed information on its students' health (without identifying any students), the strengths of and areas of improvement for the school environment and provides school-specific recommendations for action.

School community leaders can make changes to their school action plan based on the results from data collected through formal or informal evaluation. Using local school-level data is essential for planning, refining, and supporting the school action plan.

After the formal data collection years, there are other ways that schools can assess their actions like using the Joint Consortium for School Health Healthy School Planner. Schools should ultimately be in the habit of using data to drive decisions.

THINK ABOUT

- How school-specific data would benefit your school community in determining its health needs.
- What current tools your school uses to gather input from the school community.
- What you will consider as evidence of change in your school.

ACTION

- Support the SHF/SHC or school community members in distributing data collection tools and ensuring staff are aware of the importance of data collection.
- Share the school reports with the broader community.
- Use data to make informed decisions on how to review and revise the school action plan.

RESULTS

- Your school meets its activity and improvement goals that were identified using data.
- Your school community uses data to review and revise the action plan to ensure healthy school initiatives are addressing student health behaviours.
- There are continual improvements in health outcomes and the school environment.

SCHOOL STORY
Use of Evidence

This is what the use of evidence looks like at APPLE schools.

While I was the manager at APPLE Schools, I witnessed the impact of formal and informal evidence on school communities' journeys in becoming healthier places. It always amazed me how data gathered from students and families often led to immediate change.

I recall one administrator's reaction to the school report she received from formal data collection. The report showed that almost 50 per cent of parents or guardians in her school felt they would run out of food each month before they had more money coming into the household. She was shocked by the data and quickly realized that asking parents to contribute a couple of dollars to supplement field trips, hot lunches, or other events could greatly affect a family and could mean losing a meal or excluding their child from an event. The administrator immediately stopped all fundraisers in the school and worked out other strategies to ensure all students could attend events and be fed lunches without their families having to pay.

In another case, teachers in one school were not making an effort to integrate health and wellness into their teaching. The school health mentor offered a myriad of support to engage the teachers; but playing an active role in creating a healthy school culture was not a priority for the staff. However, after receiving their school report, staff learned that parents knew more about health and physical education curricula than the students who were receiving the health lessons. This realization led to the administrator adding professional learning for staff to the action plan on how to deliver quality instruction to students on health and physical education, and teachers started taking ownership of teaching health and wellness in all areas of curriculum.

The research data also strengthened our organization to be more focused and evidence based. For example, the data showed that in the first year of implementation, APPLE schools had increased physical activity for the fit children but had not affected the activity levels for inactive students. The school health mentors and project staff refocused messages to guide



schools to engage the disengaged students. Suddenly, there were Girl Power and Boy Power activities at lunch and after school. They started doing Zumba, yoga, dance, and less traditional activities, played floor hockey with pool noodles, and had access to more outdoor activities. A subsequent evaluation demonstrated a 35% increase in physical activity, particularly for inactive kids.

Without the use of evidence there would have been no way to know whether mentorship and guidance for schools were truly having an impact or not. Paying attention to the data at the school level and the project level is key to making a positive, long-term difference to student health behaviours.

Marg Schwartz
Former Manager
APPLE Schools

Next Stop: Maintenance

So what happens after the first three years of the journey, when the school health facilitator says farewell to their school community?

The journey is not finished. In fact, it continues with a new, ongoing phase.

In year four, a school community volunteer takes on the role of school health champion (SHC) to replace the school health facilitator. This is usually a teacher, but it could be any school staff member or member of the wider community, like a parent.

The SHC continues to keep health a priority in the school community by updating the school action plan and ensuring the school community continues working together to meet its goals. Most initiatives are already in place and the school community has already bought into being an APPLE School, so the SHC does not carry the load of changing school culture.

Being in maintenance does not mean SHCs are alone. A school health mentor continues to be a resource, guiding the SHC and their school community through the annual cycle.

There is no end in the journey to becoming a healthy school community. Once you reach maintenance, the work doesn't disappear, it just shifts direction. We would wish you good luck, but you don't need it because together we will take your school from readiness to maintenance. At each leg of the journey, APPLE Schools will be by your side to keep you on track and realize our vision of healthy kids in healthy schools in your school community.



Appendix 1

Think About > Action > Results

Photocopy this template to record your ideas about the eight essential elements in your school community.

Essential Element: _____

THINK ABOUT	ACTION	RESULTS

Appendix 2

School Health Facilitator Training Overview[1,14]

APPLE Schools' implementation model is unique in that it employs the expertise of a school health facilitator (SHF) who works closely with an APPLE school community for the first three years.

Experience and research indicate the critical role of the SHF as a catalyst for ensuring healthy changes in a school community. Training SHFs to understand how they can impact a school's culture through the APPLE Schools model focused on physical activity, healthy eating, and mental health will play an important role in implementation success, ultimately supporting lifelong changes in student health behaviours.

Training is a carefully planned multi-day, in-person event where all SHFs share and learn together. Practical learning opportunities that demonstrate tangible tools and resources that SHFs can take back to their schools are provided. SHFs take away a toolbox full of facilitation techniques, information to share with stakeholders, and wellness activities that can be immediately implemented in their school communities.

> This appendix provides an overview of the goals and topics covered during training, and the key messages that should be communicated to SHFs throughout.

Training Goals

All topics covered during training are guided by three goals:

1. SHFs will improve their competence and confidence to create a healthy school community.
2. SHFs will develop the knowledge, skills, and attitudes necessary to fulfil their role.
3. SHFs will develop a sense of teamwork and provide support to each other.

Training Topics

APPLE Schools condenses school health facilitator (SHF) training into three eight-hour days. The agenda covers seven core topics. The order of topics outlined below reflects how APPLE Schools approaches training.

The order is not fixed and can be moved around to best meet your team's needs. Training facilitators should design the sessions to provide a clear understanding of each topic and cover the key messages, all of which are outlined below. While the topics are meant to provide an introduction to various concepts, attendees are not required to walk away with expert knowledge of the topics. Ongoing professional development will deepen their understanding.

Topic 1: Setting the Stage

Provide SHFs with an understanding of:

- APPLE Schools' approach in supporting schools to create sustainable healthy changes and generate an understanding of the overall project.
- The four-year process of *Readiness to Maintenance* (page 4) and APPLE Schools' annual cycle (page 7).
- APPLE Schools' eight essential elements (page 10).

Key messages:

- APPLE Schools uses eight essential elements, which have been captured by Dr. Kate Storey, PhD, as well as demonstrated practices that are a necessary part of the journey to a healthy school community. These will be highlighted throughout training and ongoing professional learning.
- *Building an APPLE School: a roadmap to sustainable healthy school communities* is a guide, not an exact prescription. While APPLE Schools has identified eight essential elements to creating a sustainable healthy school community, how and when those elements come together can look completely different from school to school. Those differences are something to embrace and celebrate.
- Once an APPLE school, always an APPLE school. The work of shifting to a healthy school culture is never over. Each year the annual cycle starts anew. Even after the school transitions to a maintenance mode, it still has access to a school health mentor and limited funding from APPLE Schools to support its action plan and school health champion.

Topic 2: What is Comprehensive School Health?

Provide SHFs with an understanding of:

- The comprehensive school health (CSH) approach and how it supports sustainable change.

  It is important to take dedicated time early in training to explore the essential element of CSH as it is multifaceted. The other essential elements are woven throughout topics over the course of training.

- How the CSH approach incorporates health into all aspects of learning.

Key messages:

- Learning the fundamentals of CSH early on helps SHFs understand how to implement sustainable, healthy changes in their own school communities.
- The more a school can integrate all four components of CSH, the more likely its healthy changes will be sustainable.
- The four components should be applied to any new activity or initiative that a SHF introduces to a school to encourage life-long, healthy student behaviours.

Topic 3: Creating a Shared Vision

Provide SHFs with an understanding of:

- Why developing a shared vision within a school community is important for creating and maintaining a healthy school.
- How to facilitate a shared visioning process in their school communities.

Key messages:

- Creating a shared vision that includes input from all stakeholders in the community will foster a sense of ownership and buy-in among the school community.
- Each school is unique with its own set of needs, barriers, and strengths. Creating a shared vision that truly reflects the goals and challenges specific to the community builds autonomy.
- The annual school cycle (page 7) begins with creating a shared vision at the start of the school year. The remaining three steps of the annual cycle depend on the vision and guidance provided by that shared vision process.

Topic 4: Health Priority Areas (Mental Health, Physical Activity, Healthy Eating)

> Topic 4 is an extensive topic that covers the three health priority areas: healthy eating, physical activity, and mental health. We recommend splitting it up over the three days with no more than two of the priority areas occurring on the same day as the content can be a lot to digest in a single day of learning.

Provide SHFs with an understanding of:

- The role of mental health, physical activity, and healthy eating in reducing chronic disease and increasing learning outcomes within the provincial curriculum.
- The expectations for their role in educating their school community on the three health priority areas.
- The materials, resources, partnerships, and services that are available to support mental health, physical activity, and healthy eating in school communities.

Key messages:

- SHFs do not need to be the experts in any of the three health areas; rather, they should be familiar with resources, guidelines, and policies that support their implementation within the school.
- When it comes to physical activity, look around and ask who is not participating. Aim to reach all students, especially those who are absent from physical activities, rather than the athletes. Look to incorporate movement into all areas of the school – whole school assemblies, indoor recesses, curricular linked physical activities, or in the staff room.
- SHFs are not the food police. They do not monitor student or staff lunches. They engage the school in deciding what food to supply to students, staff, and parents in the community, rather than personal food choices that people make for themselves. This ensures that the healthy choice is the easy choice for students when it comes to the food served and sold in schools.
- Supporting school communities with mental wellness is different from treating mental illness. At the school level, the school environment should support all students in developing their leadership qualities, identifying their strengths, and building their confidence to meet their highest level of potential.

Topic 5: Research and Evaluation

Provide SHFs with an understanding of:

- The value of doing formal and informal evaluation to determine if the school goals and activities are positively impacting student health behaviours.
- How to effectively communicate research findings to a school community.
- How to inspire excitement among school community members about being part of a research-based project with a proven track record of generating healthy changes.

Key messages:

- APPLE Schools' use of evidence to improve practice is unique and serves as a guiding principle for the project.
- Conducting evaluations and sharing the results is important for continuous development and has a significant impact on helping people buy into the concept of becoming a healthy school.

Topic 6: Role of the School Health Facilitator

Provide SHFs with an understanding of:

- The expectations for the SHF role.
- How to plan next steps for implementing the APPLE Schools model in a school community.
- The importance of working as a team with other SHFs to connect and share challenges and successes.

Key messages:

- The best skill for a SHF to possess is relationship building. Building positive relationships with the school community is paramount to the success of the SHF and fosters long-term sustainability of healthy changes.
- The SHF is a facilitator, not a doer. They use facilitation processes to gather input from school community members, then guide the school community to build and maintain a healthy school culture, versus doing it themselves.

Topic 7: Promising Practices

Provide SHFs with an understanding of:

- Health-promoting strategies that have been successful across various APPLE schools.
- Initiatives that intentionally encompass all four components of CSH.

Key messages:

- SHFs don't need to reinvent the wheel. There are a number of established resources that have proven success in schools which SHFs can implement to achieve sustainable, healthy changes like monthly campaigns, daily physical activity bins, taste tests, and healthy celebrations.

> Examples of promising practices can be found in the resource section of the APPLE Schools website.

- At training, demonstrating promising practices provides hands-on learning experiences for SHFs and allows them to practice their facilitation skills. This also helps SHFs gain confidence heading into their new role and ensures they can lead the practices with their school communities.

Bits of Wisdom

There are two overarching principles that APPLE Schools has adopted and attempts to weave into as many training topics as possible.

1. **Apply a health lens.** A phrase we often use to convey this message is to *apply a health lens to all school activities*. Becoming an APPLE School does not mean creating more work for your school community. It is about taking a closer look at what you are already doing and considering simple modifications that can be made to reach positive health outcomes. Things like changing the snack served after a school-wide Terry Fox Run or providing non-food rewards to recognize student accomplishments. Applying a health lens helps gain new perspective on how to make "the healthy choice the easy choice" in existing school activities.
2. **Change takes time.** Each school starts at a different level of preparedness. Some adopt certain changes more easily or quickly than others. APPLE follows a four-year model of moving from readiness to maintenance and the speed at which changes occur within that timeframe will vary from school to school. Be patient and seek balance between pushing the community to adopt changes and providing them with the space and time to think, adjust, and accept these changes.

Tips for Effective School Health Facilitator Training

A school health facilitator (SHF) training event is designed to incorporate various learning styles, provide practical hands-on experience, and be fun and engaging. Over the years of providing training and knowledge exchange events, APPLE Schools has identified several key strategies that ensure the SHF training event is an effective learning experience for participants.

Adopting the following tips will ultimately model how SHFs should approach information delivery in their own school communities.

> School health champions also receive ongoing professional development that demonstrates these tips for effective training. They too should incorporate the tips in their role as health champions when sharing information and leading healthy changes.

1. **Theme:** Using a carefully chosen theme throughout training creates an opportunity to convey the objectives of the training event and each session in a playful way. It creates connections from one session topic to the next, adds flavour and fun to the event, and ensures the professional development event is memorable.
2. **Role Modelling:** Training presents an opportunity to model desired facilitation techniques. The food and snacks served are nutritious and showcase ways the SHF can host staff wellness activities with healthy food options. The learning environment is set up in a way that ensures it is a safe space for participants to take risks, share their honest thoughts and opinions, and ask questions. The sessions demonstrate to the SHFs how they could confidently deliver the same information in their own school communities.
3. **Partners:** APPLE Schools doesn't reinvent the wheel. Instead, we tap into the wisdom of our partners that support comprehensive school health (CSH) and the three priority areas. Whether they are local, provincial, or federal, it is important for SHFs and school communities to recognize the collective input and resources our partners provide to the important work around CSH. Invite partners to your training and ensure you highlight the resources and tools that they have to support schools. They can be experts who deliver content on some of the main topics or attendees that participate in parts of the event and share knowledge about the presentation content.
4. **Learning Modalities:** Everyone learns differently, and it is important to offer various learning modalities throughout training. Use creative ways of teaching participants through graphic organizers, acting/creating skits, drawing, creating displays out of random objects, movement, storytelling, peer coaching, visualization, or group brainstorming. Using different learning modalities helps keep content fresh and engaging and caters to all learning styles.
5. **Movement Break:** Adults are no different than kids when it comes to the need for regular movement breaks. Build intentional movement breaks into the daily training agenda. This acts as an effective modelling tool and keeps energy levels high so SHFs can stay focused throughout training. The learning environment is also set up so that participants can feel free to sit, stand, or move around as needed during sessions.
6. **Make it Fun.** At APPLE Schools we value fun, and we communicate that value throughout the three days of training. By incorporating fun into the mix, SHFs are more likely to be engaged, create memories, learn, and be motivated to return to their school communities to start the work of building a healthy school community. This can include simple things like playing upbeat music when participants are entering the room in the morning and during breaks, decorating the room so it matches the theme, or incorporating games into your content delivery.
7. **The Answer is in the Room.** New SHFs will have a lot of questions about their role and what it looks like in a school. Participants often forget that they already possess diverse knowledge, skills, and attitudes that can help answer questions from others in the room. Recognizing the strengths of the participants provides an opportunity for the SHFs to become experts and share their knowledge. For SHFs, hearing first-hand about experiences and challenges from other schools is very impactful and sharing among schools is something we strive to facilitate in training and professional development events.

Final Notes

The primary role of a SHF is to find ways to seamlessly integrate health into school processes and facilitate leadership in bringing a healthy vision to life. Initial training provides a strong foundation for SHFs to be confident in their role, understand the importance of relationship building, and gather the necessary tools to accomplish the tasks and demands required of them over the course of each school year.

In addition to the initial three-day APPLE Schools training, it is important to remind new SHFs that they will have access to a school health mentor (SHM) for guidance. The SHM will provide ongoing mentorship to SHFs throughout their three years working in the school through one-on-one meetings and monthly SHF staff meetings. SHFs will keep expanding their knowledge on a number of topics like action plans, facilitation processes, informal assessments, building a core committee, and running effective meetings.

Learning for this role is a journey and it continues long after the initial training. Even when the SHF role transitions to a SHC role, the SHM will provide ongoing mentorship through bi-weekly newsletters and professional development events with other APPLE schools.

Most importantly, training should inspire SHFs to lead their communities toward a lifetime of healthy choices. These choices should help them achieve sustainability in the school, as outlined in the professional development essential element. So, remember to inject fun and energy each step of the way, and enjoy the ride!

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April 2021

WELCOME TO OUR APPLE ALLY SCHOOL COMMUNITY!

APPLE Schools is a health promotion project with the vision of healthy kids in healthy schools. The project is student-centered, evidence-based, and unique in Canada. APPLE Schools works with schools across Alberta, British Columbia, Manitoba, Ontario and the Northwest Territories. It improves thousands of students lives annually by supporting healthy eating, physical activity, and mental health habits.

WHAT AN APPLE ALLY SCHOOL LOOKS LIKE

The APPLE Schools organization works with each APPLE Ally school to transform its community through an approach called comprehensive school health (CSH). CSH empowers school communities to lead boldly, choose wisely, and embrace health at every turn.

CSH requires schools to apply four components for successful health promotion:

1. **Teaching and Learning:** Each APPLE Ally school should expand health education beyond the classroom, applying a health lens to all aspects of teaching and learning for staff, students, parents, and community members.

How will you model healthy behaviours for students to encourage lifelong habits?

2. **Social and Physical Environment:** People entering an APPLE Ally school should see healthy visual displays, positive social interactions, and healthy messages being championed by all staff.

When you first walked into your school, what health messages did you notice?

3. **Policy:** Three levels of policies or guidelines exist to promote health in APPLE schools: province-wide, district-wide, and school-specific. They help to apply a health lens to school initiatives. Staff are encouraged to familiarize themselves with all three levels.

Have you read your school 's policies and guidelines?

4. **Partnerships and Services:** APPLE Ally schools do not work in isolation from the broader community, but rather strive to establish partnerships with community services and businesses to increase healthy opportunities. I.e., partnering with a grocery store that donates fresh fruit to the school.

Do you have community connections that can support your school?

MANY APPLE ALLY SCHOOLS HAVE SCHOOL HEALTH CHAMPION

The school health champion (SHC) is a school staff member who volunteers as the liaison between APPLE Schools and your school community. This person supports your school staff in building and maintaining a healthy culture by initiating discussions and facilitating the school action plan implementation. APPLE Schools supports SHCs through shared resources, PD events, meetings, and much more.

EVERY APPLE ALLY SCHOOL HAS A UNIQUE ACTION PLAN

The action plan is your school's roadmap to wellness that ensures all activities are viewed through a health lens. Your school staff creates the action plan with support from the SHC and an APPLE Schools mentor. It is customized for your unique school community, outlining goals and activities to improve students' physical activity, healthy eating, and mental health habits. Each year, it gets revised, implemented, and assessed by your school community. It is perfectly OK to start simple and build on it each year. Be sure to get a copy from your SHC.

GET TO KNOW YOUR APPLE ALLY SCHOOL COMMUNITY

Here are some questions you can ask to get familiar with your school's health culture:

- How do we ensure that students/staff are learning about healthy living? Are healthy messages visually displayed in the school? What are the expectations for staff in being role models?
- Who is involved in building our healthy school culture? Do all staff take an active role in leading and implementing activities?
- How do school policies and guidelines (i.e., nutrition, safe and caring schools, wellness) impact the food and beverages served to students and staff? How do they apply to classroom parties, holiday celebrations, and student rewards?
- How does your school support positive mental health? What leadership opportunities are available to students in your school? How do we create a positive work environment for all staff?
- How do we ensure that all students are getting their 30 minutes of daily physical activity?

ALWAYS CELEBRATE THE GOOD TIMES

APPLE Ally schools should celebrate success every step of the way! Take the time to celebrate with staff, students, parents, and community members to recognize the incredible work your school does to build a healthy, happy community.

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- How does your school support positive mental health? What leadership opportunities are available to students in your school? How do we create a positive work environment for all staff?
- How do we ensure that all students are getting their 30 minutes of daily physical activity (DPA)? Do we have DPA bins in our classrooms for additional movement breaks?

ALWAYS CELEBRATE THE GOOD TIMES

APPLE schools celebrate success every step of the way! Take the time to celebrate with staff, students, parents, and community members to recognize the incredible work your school does to build a healthy, happy community.

Learn more about APPLE Schools at appleschools.ca

School Name: Insert school name
School Year: Insert current school year
School Vision: write your school's vision statement for creating a healthy school community. Create a vision with input from all school community members.

SCHOOL ACTION PLAN TEMPLATE

Use this template to plan healthy school activities that will help you reach your school year goals.

Goal One: *Your school community goal(s) for becoming a healthy school. Ensure that they are SMART (Specific, Measurable, Attainable, Realistic and Timely). Goals should reflect the target your school community has for the year.*								
Objective One: *The objective should break the goal down into parts. A goal will typically have 2-4 objectives. Objectives should be achievable in 1-3 months, although some may be on-going objectives. Ensure that each objective is measurable and leads you towards your goal.*								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Activities are specific initiatives, actions, and strategies that will help you reach the objective, and consequently, the goal. Plan your activity to support your objective.	*Partners are those individuals or organizations that support the school community in hosting successful activities (staff member, school cook, class, parent, volunteer, community organization, etc.). If possible, add a name and contact information.*	*Expected date of completion or duration of activity if ongoing.*	*List the funds provided by APPLE Schools.*	*List the funds that your school dedicates to the healthy activity.*	*List the funds that you secure through grants dedicated to the healthy activity.*	*Any other funds used to support the healthy activity.*	*The total of all the funds used to support the healthy activity.*	*The progress report should include a short description related to completing each activity, and attaining the objectives and goals. Include information on each activity's success, any changes that should be made in the future, and ways the activity is (or will be) sustainable.* *Submit the progress report to APPLE Schools twice during the school year — about midway and end of the school year. Update progress on a regular basis as the activities are occurring. If another person is the lead on an activity, encourage them to update the progress to create sustainability and represent various voices in the plan.*

Goal One:								
Objective One:								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Objective Two (if needed):								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Objective Three (if needed):								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	

Goal Two:								
Objective One:								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Objective Two (if needed):								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Objective Three (if needed):								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	

Goal Three:								
Objective One:								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Objective Two (if needed):								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	
Objective Three (if needed):								
Activity	**Partners Engaged**	**Timeline**	**Funds**					**Progress**
			From APPLE	**From School**	**From Grants**	**From Other**	**Total**	

School Name: Insert school name
School Year: Insert current school year

SCHOOL ACTION PLAN TEMPLATE

Use this template to plan healthy school activities that will help you reach your school year goals.

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School Year Goal(s): *Your school community goal(s) for becoming a healthy school. Ensure that they are SMART (Specific, Measurable, Attainable, Realistic and Timely). Goals should reflect the target your school community has for the year.*

ACTION PLAN EXPLANATION:

Activities	Timeline	Expenses	Partners Engaged	Progress
Activities are specific initiatives, actions, and strategies that will help you reach the goal. *Plan your activity to support your goal. Please identify if it is targeting physical activity (PA), Healthy Eating (HE), Mental Health (MH).*	*Expected date of completion or duration of activity if ongoing.*	*Indicate the budget allotted for each activity. When creating your action plan, be sure to indicate if the monies are coming from APPLE funding or other sources.*	*Partners are those individuals or organizations that support the school community in hosting successful activities (staff member, school cook, class, parent, volunteer, community organization, etc.). If possible, add a name and contact information.*	*The progress report should include a short description related to completing each activity and attaining goals. Include information on each activity's success, any changes that should be made in the future, and ways the activity is (or will be) sustainable.* *Submit the progress report to APPLE Schools twice during the school year — about midway and end of the school year. Update progress on a regular basis as the activities are occurring. If another person is the lead on an activity, encourage them to update the progress to create sustainability and represent various voices in the plan.*

School Vision:

School Year Goal(s):

SEPTEMBER

Activities	Timeline	Expenses	Partners Engaged	Progress
Review and revise school action plan				
Determine leads for each activity				

OCTOBER

Activities	Timeline	Expenses	Partners Engaged	Progress
Fall support meetings				

NOVEMBER

Activities	Timeline	Expenses	Partners Engaged	Progress

DECEMBER

Activities	Timeline	Expenses	Partners Engaged	Progress

JANUARY

Activities	Timeline	Expenses	Partners Engaged	Progress
Update action plan progress to date and funds				

FEBRUARY

Activities	Timeline	Expenses	Partners Engaged	Progress

MARCH

Activities	Timeline	Expenses	Partners Engaged	Progress

APRIL

Activities	Timeline	Expenses	Partners Engaged	Progress
Complete JCSH School Planner. Send report to School Health Mentor				

MAY

Activities	Timeline	Expenses	Partners Engaged	Progress
Update action plan progress to date and expense				

JUNE

Activities	Timeline	Expenses	Partners Engaged	Progress
Review and submit commitment letter for next school year				
Submit fund request form for next school year				

School Name: Insert school name
School Year: Insert current school year

SCHOOL ACTION PLAN TEMPLATE

School Vision	*Write your school's vision statement for creating a healthy school community. Create a vision with input from all school community members.*										
School Health Goal(s)	*Your school community goal(s) for becoming a healthy school. Ensure that they are SMART (Specific, Measurable, Attainable, Realistic and Timely). Goals should reflect the target your school community has for the year.*										
	September	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**Progress**
Monthly Campaign	*Chose a monthly campaign for each month*										
Priority Area	*List the activities that occur each month. Activities are specific initiatives, actions, and strategies that will help you reach your school goal. Plan your activity to support your objective.*										*The progress report should include a short description related to completing each activity, and attaining the objectives and goals. Include information on each activity's success, any changes that should be made in the future, and ways the activity is (or will be) sustainable.* *Submit the progress report to APPLE Schools twice during the school year — about midway and end of the school year. Update progress on a regular basis as the activities are occurring. If another person is the lead on an activity, encourage them to update the progress to create sustainability and represent various voices in the plan.*
	Daily / Yearlong - *List the activities anchored to the priority area that occur daily or are ongoing throughout the school year.*										
Funds	*Indicate the budget allotted for each of the activities when creating your action plan be sure to indicate if the monies are coming from APPLE funding or other sources.*										

School Name Action Plan – School Year											
School Vision											
School Health Goal(s)											
	September	October	November	December	January	February	March	April	May	June	Progress
Monthly Campaign											
Priority Area 1 Healthy Eating											
	Daily / Yearlong -										
Funds											
Priority Area 2 Physical Activity											
	Daily / Yearlong -										
Funds											
Priority Area 3 Mental Health											
	Daily / Yearlong -										
Funds											
Implement and Monitor	Review and revise school action plan				Update action plan progress to date and funds			Complete JCSH Healthy School Planner. Send report to School Health Mentor	Update action plan progress to date and funds	Review and submit commitment letter for next school year	
	Determine leads for each activity									Submit fund request form for next school year	
Always celebrate successes with school community											

Boost healthy eating with snack and recipe ideas

What's involved

Support healthy eating habits by sharing recipe ideas with students and families. Sharing healthy, easy-to-prepare snacks and recipe ideas with your student population is easy and can be done via school social media pages, class health lessons, and school newsletters.

Note: this practice could be extended to preparing the recipe as a class, whether in person or virtually.

Who can deliver it

- School staff
- School administration
- Student leaders
- Support staff

Time commitment

- 5 to 15 minutes

Resources required

- Computer
- Access to school social media page
- Access to school newsletter

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Hybrid classroom
- Traditional classroom

Build food hampers for families

What's involved

Access to healthy foods for those who can not afford them is essential when students are learning virtually. To support families with food access, you will need funding to provide healthy food options, a way to purchase the foods, and organize, and distribute them to families.

Funding can come from different sources. Consider the following: local school authority, Alberta Nutrition Grant, food bank, band or settlement, private donation, grant programs, or local food banks and food recovery programs. Purchasing and organizing food hampers can be done in partnership with your school staff and community outreach partners such as church groups, charity organizations, or your local high school. Delivery of food hampers/ boxes can be done in partnership with school bus drivers, picked up by parents at the school, community access buses, or your local car dealerships.

Who can deliver it

- Senior administration
- School administration

Time commitment

- 1 to 5 hours per week for total practice
- Setting up this initiative may take up to 3 hours
- Finding partnerships may be the most challenging part

Resources required

- Manpower
- Food
- Funding
- Partnerships

Ideal learning environment

- Long-term virtual learning

Engage students in APPLE Schools' healthy eating campaigns

What's involved

- Access APPLE School campaigns from APPLE Schools website.
- Choose from the healthy eating campaigns (see examples below):
    - Rise and Shine it's Breakfast Time
    - Feel Great with a Healthy Plate
    - Get the Scoop on Whole Grains
    - Choose like a Champion
    - Colour your World with Vegetables and Fruit
- Customize the announcements, bulletin boards, and newsletters to your own school community.
- Share in school, on social media channels, etc.

Who can deliver it

- Teachers
- School staff
- Principals
- School districts

Time commitment

- 30 minutes to customize
- 45 minutes to print materials and put up bulletin board

Resources required

- Computer
- Printer (optional for some online environments)

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Hybrid classroom
- Traditional classroom

Grocery store gift cards for families

What's involved

Access to groceries is crucial to reduce stress among families experiencing financial strain, so providing grocery gift cards can help them immensely. Schools can look into using school funds, grant funding, or private donations to support families with food costs.

If you want to implement this activity in your school:

- Decide on the eligibility criteria (i.e., who will receive funding);
- Purchase gift cards (e.g., virtual gift cards, physical gift cards);
- Distribute gift cards to selected families.

Who can deliver it

- School administration
- Teachers
- Support staff

Time commitment

- 2 to 5 hours

Resources required

- Criteria for who will receive gift cards
- Funding to purchase gift cards
- Method for distribution

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Summer break
- Hybrid classroom

Host baking tutorials

What's involved

When students participate in cooking or baking, they build confidence in the kitchen and learn hands-on life skills, responsibility, and enjoy a sense of accomplishment while applying math and language skills in a fun and enjoyable task.

To implement this activity:

- Survey the classroom to understand students' skill levels
- Pick recipes that are within the students' skill level
- Pick recipes that use common ingredients to build an inclusive environment.

Who can deliver it

- Teachers
- School staff
- Student leaders

Time commitment

- 30 minutes to 2 hours

Resources required

- Computer
- Recipes
- Kitchen tools
- Ingredients

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Hybrid classroom
- Traditional classroom

Host healthy eating challenges

What's involved

- Find or create a challenge around healthy eating (e.g., share your rainbow lunch, drinking water, and how many grains you can try).
- Decide how students will participate (e.g., will there be a goal to reach? will they share pictures, timelines, etc.?).
- Share the challenge with staff, students, and families in various ways (e.g., in class, online classroom, and social media channels).
- Share the results with staff, students, and families.

Who can deliver it

- Principals
- School administrators
- Teachers

Time commitment

- 1 hour to set up
- Timing will depend on type of challenge

Resources required

- Computer
- Social media channels
- Prizes (optional)

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Summer break
- Outdoor education
- Hybrid classroom
- Traditional classroom

Host virtual taste testing

What's involved

Taste testing introduces children to a variety of vegetables and fruit. Taste testing is an easy and effective health promotion strategy to increase vegetable and fruit intake. Below is the information you need to know as a teacher to successfully implement taste testing in your classroom.

- Make sure to teach proper tasting etiquette. All students should try the food. If they dislike the food, they should quietly either swallow what is in their mouth or spit the rest in a tissue and throw it away. Discourage rude sounds or gestures like EEEWWWs and YUCKs. This can ruin the experience for students who may like the food but are now scared to admit it.
- Teach students about the food. Show them what it looks like in the whole form if they are tasting cut-up pieces. Tell them which part of the world the food came from. Give them nutritional information (e.g., carrots are good for your eyes because they have beta-carotene). Suggest ways that they can eat the food: cooked raw, sliced, in healthy desserts, etc. Invite them to guess which food group the item is from.
- Invite students to use their senses. Let them touch and see the food before they eat it. Ask students to describe the physical properties of the food, including texture, colour and physical appearance. Have them smell it and ask them what they think about how it tastes once they try it.
- Give each student an" I Tried It" card to take home to parents. Find a template on the taste testing resource page and add interesting information about the food, which you can find on each taste testing sheet. The most important thing about the cards is the portion where students fill in how much they liked it. If the kids tried broccoli at school and loved it, then the parents can provide it more often.
- Have fun with it! There is no one set way to host taste tests. Some schools combine taste testing with their snack shack. Some have a facilitator go to each class and walk them through the process. Some go outside at recess and have the students try the food there.

When completing this in a virtual classroom, planning ahead is key:

- Taste test familiar common household vegetables and fruits.

- Work with families to give them a heads up of the vegetables and fruit that you will be virtually taste testing so that they will have them available. Make an addition to your classroom calendar so that parents have time to purchase.
- If schools are providing meal services/ food hampers to families, work with them to match food items from those hampers to the ones being taste tested, to ensure all students have access.

Who can deliver it

- Teachers
- School staff
- Principals
- School districts
- School leadership

Time commitment

- 15 to 30 minutes

Resources required

- Computer
- Taste testing information
- Taste testing etiquette reminder
- Vegetable or fruit to taste test

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Summer break
- Hybrid classroom
- Traditional classroom

Promote healthy eating in school lessons, newsletters, social media

What's involved

Look for ways to infuse healthy eating into the curriculum and messages you are already sharing with students and parents. For example, count carrots instead of cookies in math lessons, add a healthy snack option to a virtual family night, share a recipe on the school website or social media channels and do unit conversions.

Who can deliver it

- Anyone

Time commitment

- Minimal, this can be done by tweaking what you are already sharing

Resources required

- None

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Summer break
- Outdoor education
- Hybrid classroom
- Traditional classroom

Send food items in students' home learning packages

What's involved

For schools that send home learning packages, adding healthy food items to the packages is a promising activity that supports healthy eating at home.

Food items can include fruits, vegetables, apple sauce, pre-packaged foods, frozen freezer meals, and whatever is easy to pack. Notifying parents and students that food items are in the learning packages is important to prevent waste if they aren't put away immediately.

Who can deliver it

- Administration
- Support staff
- Teachers

Time commitment

- Varies based on how often you are sending home food packages (e.g., if you are doing it weekly, you are looking at 2 to 4 hours including purchasing, organization, and food delivery)

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Hybrid classroom

Share resources promoting healthy eating and nutrition information

What's involved

- Find websites, videos, resources, apps, and other materials online to share via social media channels or on your school's website.
- Investigate what you are sharing to ensure it is accurate, appropriate, and effective.
- Share on social media.

Who can deliver it

- Teachers
- School staff
- Principals
- School districts
- Student leaders

Time commitment

- Short, it will only take you a few minutes to post
- Looking for websites/resources may take longer, try starting with our list of go to partners for health

Resources required

- Computer, phone or tablet

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Summer break
- Hybrid classroom
- Traditional classroom

Solicit support from local grocers or businesses

What's involved

Community organizations are helpful partners for supporting healthy food programs at school. Securing partners in your community to help with donations and additional funding increases the quality of your food program if you have a limited budget.

To complete this activity:

- Determine the types of service providers you have in your community, such as:
    - Food banks
    - Food recovery services (e.g., Food for Thought, Second Harvest);
    - Grocery stores
    - Bakeries
    - Sources of external funding (e.g., NGOs, organizations that provide grants to schools)
    - Other companies or organizations that want to support school food programs (e.g., church groups, charity organizations).
    -
- Request a donation: please see helpful tips at gofundme! Consider some mentioned below:
    - Tell your story, explain why your school/class needs the partnership.
    - Make sure your message is suited to the organization (don't request funding from a program that only delivers food).
    - Explain why the donation is time specific (e.g., what is the need right now?).
    - Be specific about how much you need and what the donation will accomplish.
    - Share how you will recognize the organization/donor.

Who can deliver it

- Teachers
- Support staff
- School administration
- Senior administration
- Student leaders

Time commitment

- 1 to 5 hours

Resources required

- Computer
- Telephone
- Contact information of people to donate
- Letter of request
- Links to grant organizations

Ideal learning environment

- Long-term virtual learning
- Short-term virtual learning
- Summer break
- Hybrid classroom
- Traditional classroom

A

ALLIGATOR



ACTIVITIES

- Alternate knee lifts
- Chomp your arms together like an alligator 10 times while walking

B

BEAR



ACTIVITIES

- Balance on any THREE body parts for 10 seconds
- Bear Crawl for 10 seconds

Ever Active Schools

APPLE Schools

C

CAT



ACTIVITIES

- Calf raises: Rise & lower on your tip toes 10 times
- Cat Walk on a line on the Floor for 10 seconds

Ever Active Schools

APPLE Schools

D

DUCK



ACTIVITIES

- Do the twist for 10 seconds
- Duck Walk for 10 seconds

Ever Active Schools
APPLE Schools

E

ELEPHANT



ACTIVITIES

- Energizer Bunny Jumps for 10 seconds
- Stomp like an elephant around the room for 10 seconds

F

FROG

ACTIVITIES

- Free dance! Do your favourite moves for 10 seconds
- Leap Frog for 10 seconds



Ever Active Schools

APPLE Schools

G

GORILLA



ACTIVITIES

- Gluteal kick 10 times each leg
- Gorilla Squat 10 times

H

HYENA



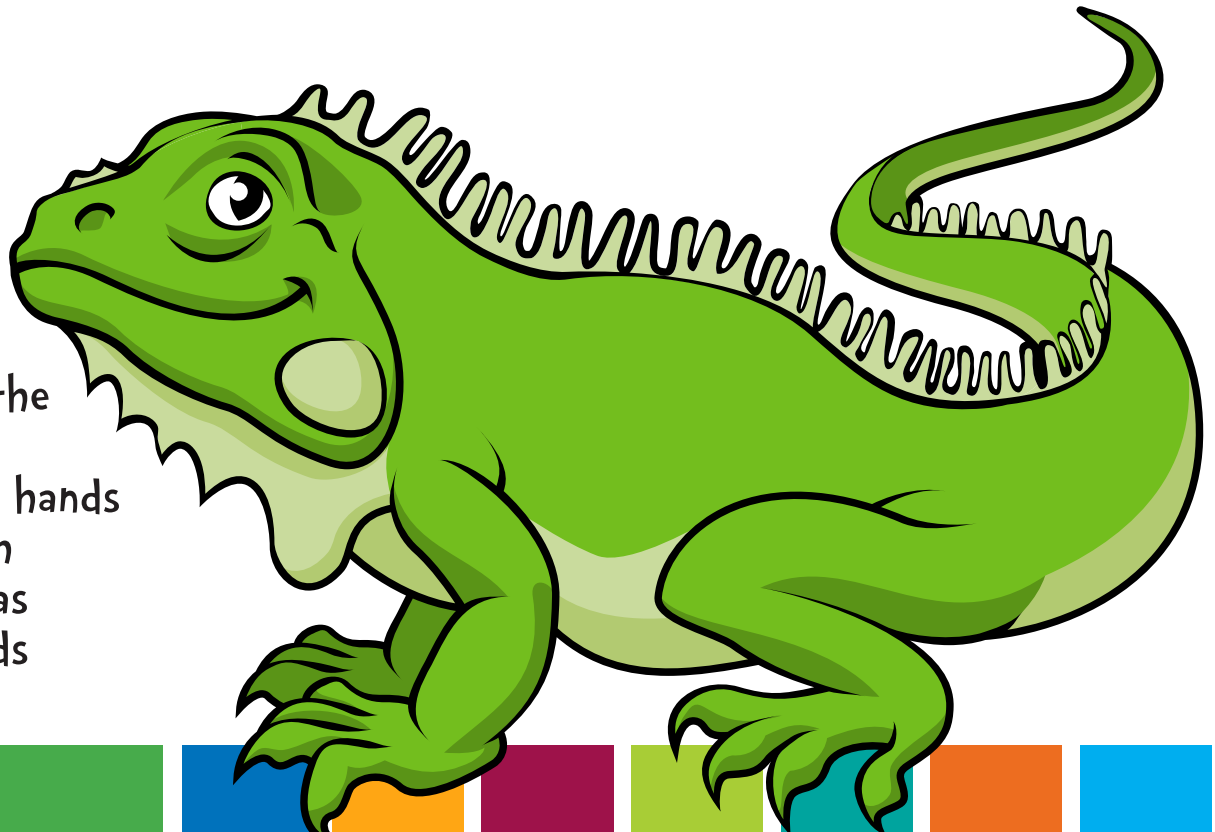
ACTIVITIES

- Hop on each foot 10 times
- Walk like a hyena: on hands & knees for 10 seconds

Ever Active Schools
APPLE Schools

I

IGUANA



ACTIVITIES

- Intense marching on the spot for 10 seconds
- Iguana Crawl: on your hands and feet with stomach as low to the ground as possible for 10 seconds (slither on the floor)

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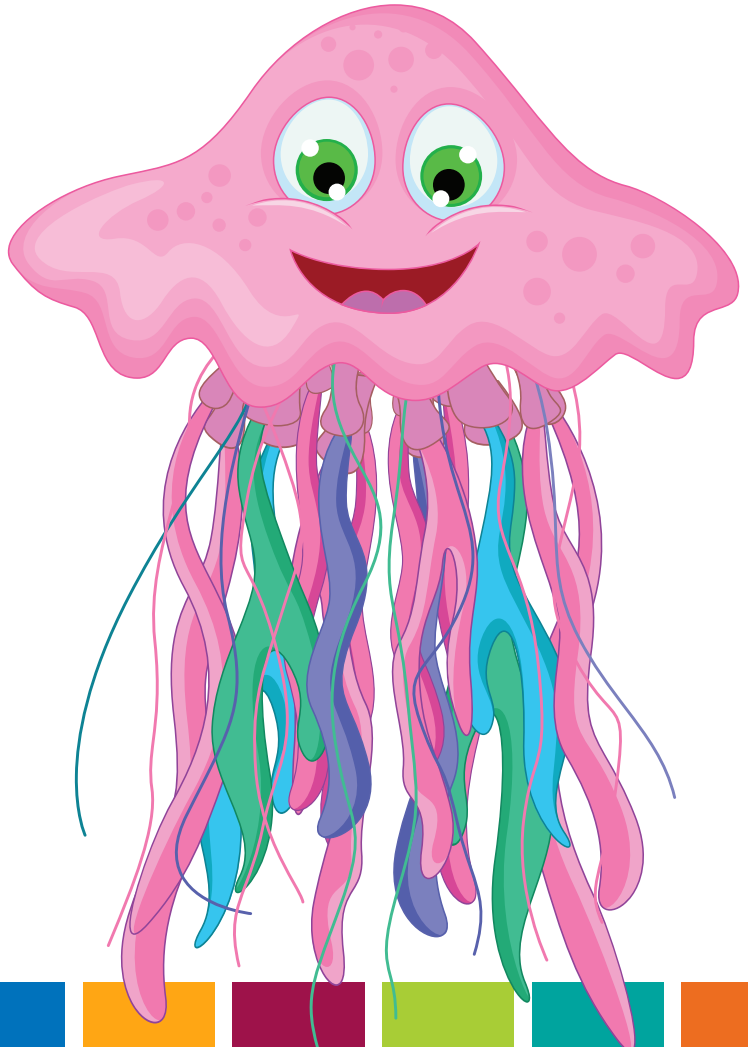
J

JELLYFISH



ACTIVITIES

- Jumping jacks 10 times
- Jiggle like a jellyfish for 10 seconds

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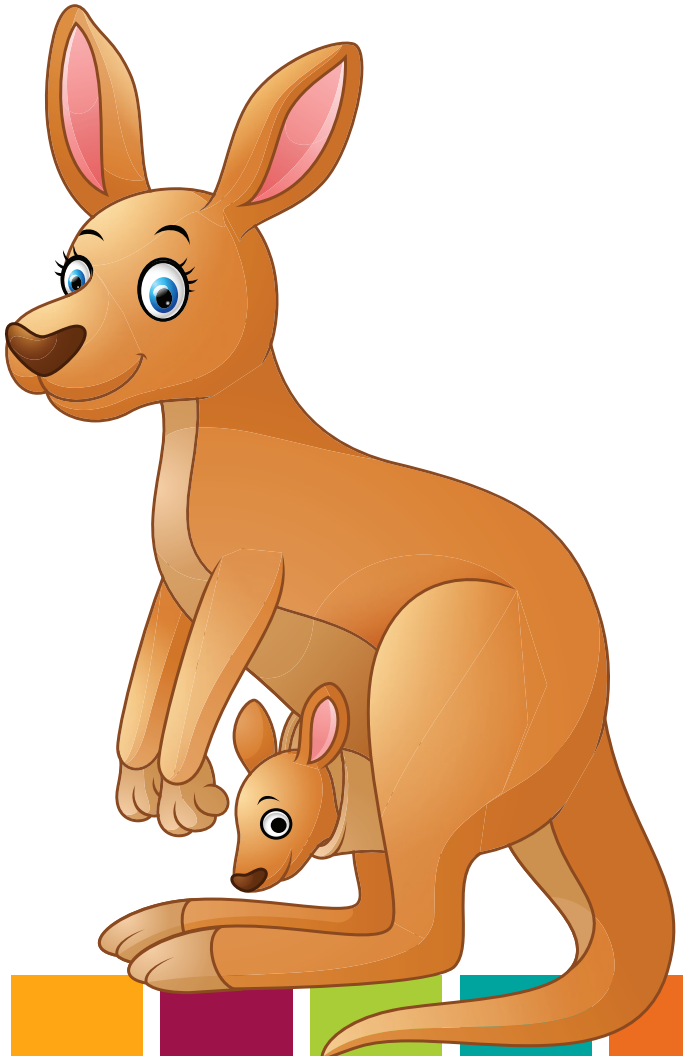
K

KANGAROO



ACTIVITIES

- Leap around the room 10 times
- Kangaroo Jump 20 times

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APPLE Schools

L

LLAMA



ACTIVITIES

- Lunges 5 times on each leg
- Gallop like a llama for 10 seconds

M

MONKEY

ACTIVITIES

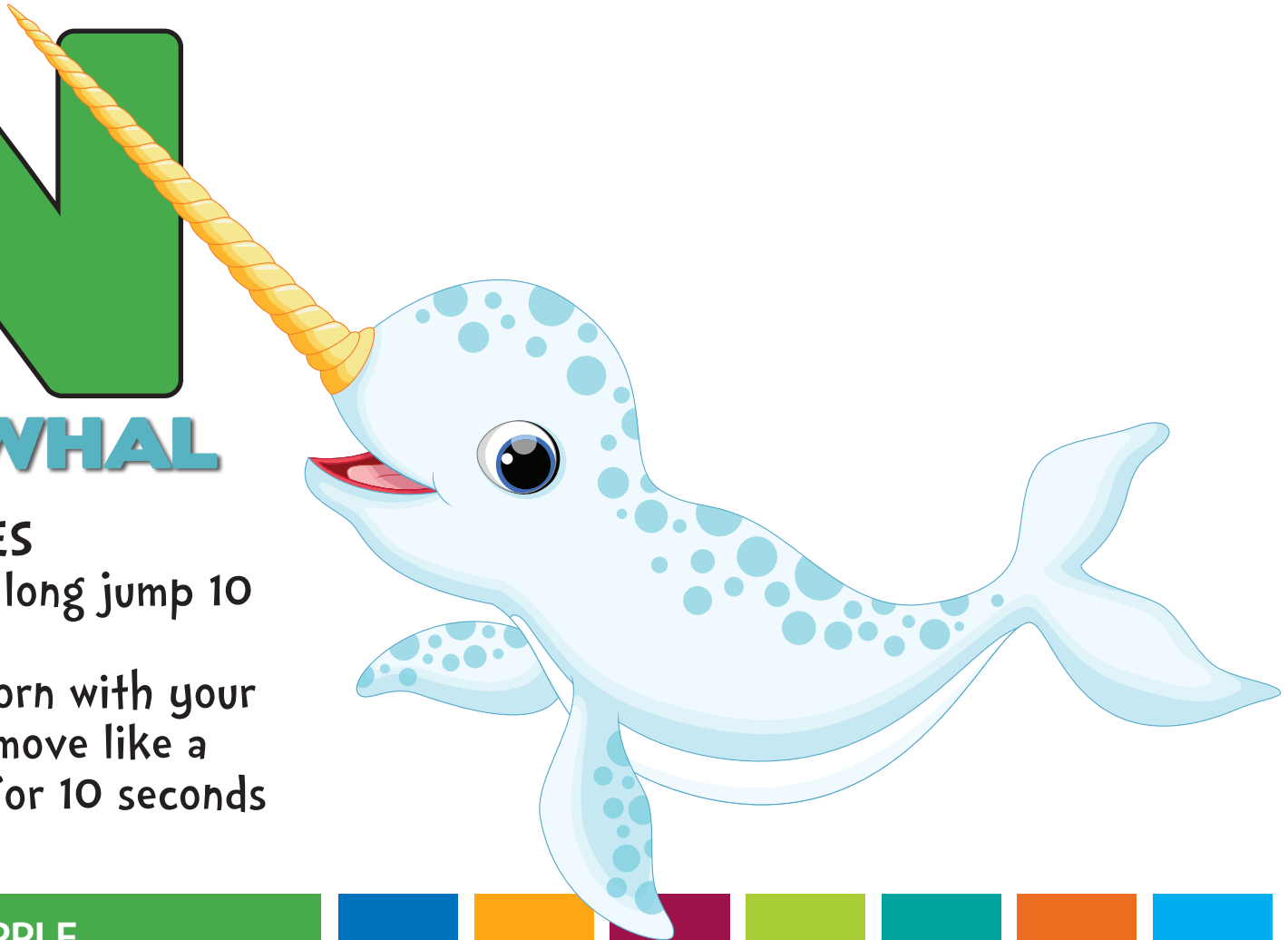
- Mountain climbers 10 times
- Monkey Leap for 10 seconds



APPLE Schools

N

NARWHAL

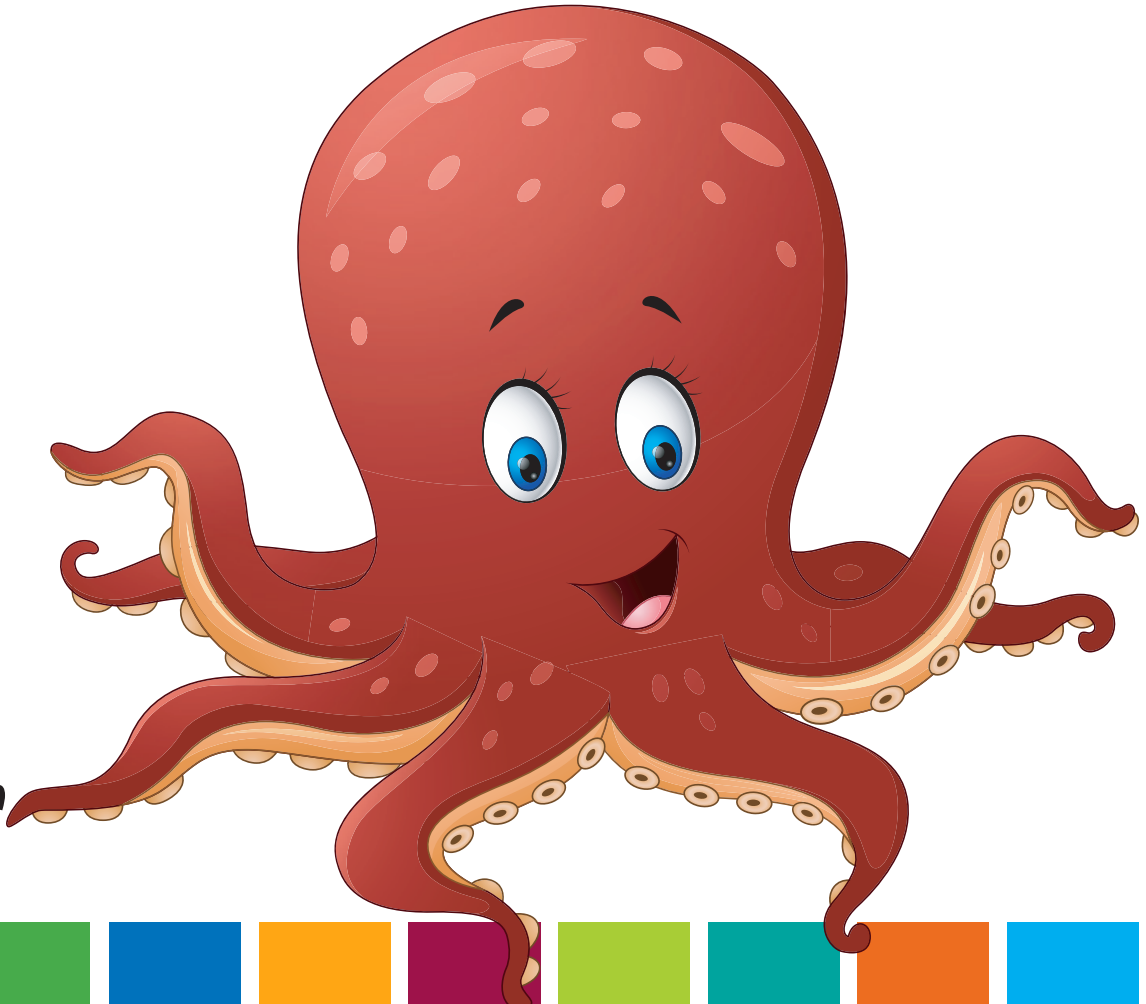


ACTIVITIES

- Standing long jump 10 times
- Make a horn with your arm and move like a narwhal for 10 seconds

O

OCTOPUS



ACTIVITIES

- Hop on each foot 10 times
- Octopus Crunch: lay on your back and spread your arms and legs out, then crunch up to reach your fingers to your toes 10 times

Ever Active Schools
APPLE Schools

P

PENGUIN



ACTIVITIES

- Hold a plank for 10 seconds
- Waddle like a penguin for 10 seconds

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APPLE Schools

Q

QUAIL

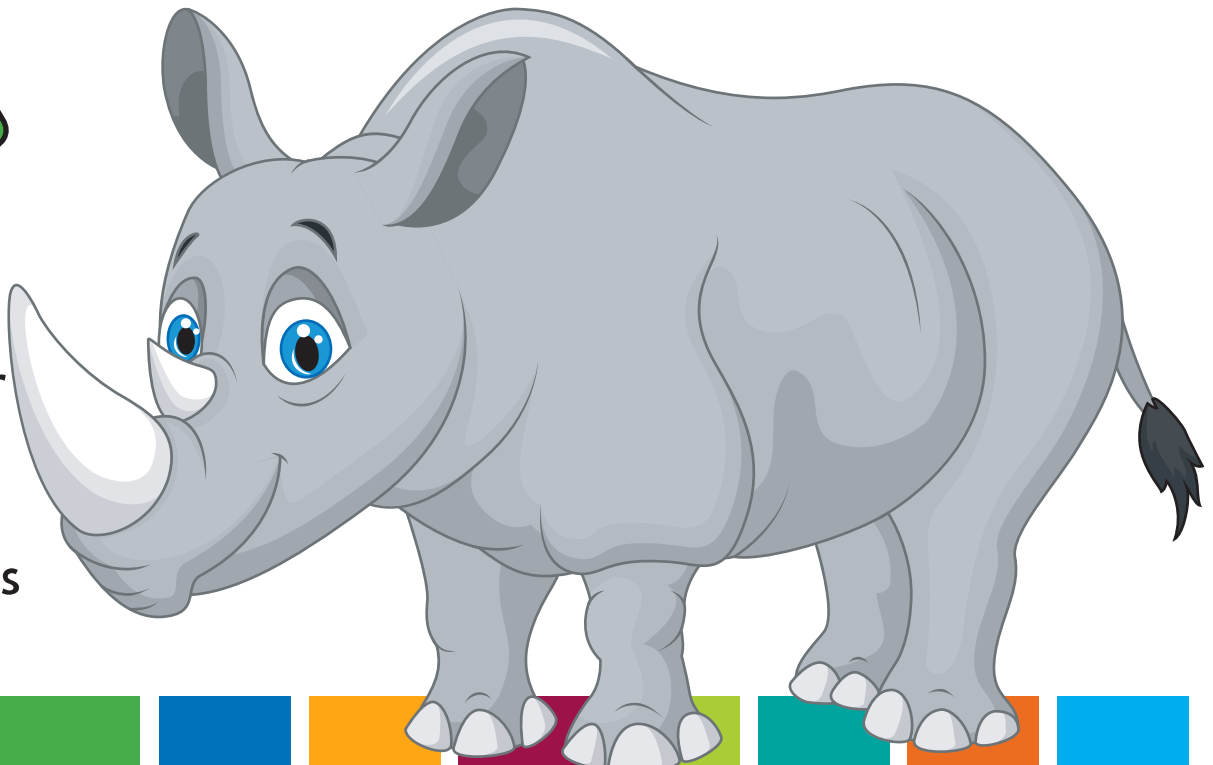


ACTIVITIES

- Quick feet for 10 seconds
- Run quick like a quail around the room 2 times

R

RHINO



ACTIVITIES

- Run on the spot for 10 seconds
- Romp around like a rhino for 10 seconds

S

SNAKE



ACTIVITIES

- Squats: slow and controlled 10 times
- Slither around on the floor like a snake for 10 seconds

Ever Active Schools

APPLE Schools

T

TURTLE



ACTIVITIES

- Twist your upper body while walking around the room
- Turtle Pose: sit down with knees bent, lower your head down to the ground and hold for 20 seconds

U

UNICORN



ACTIVITIES

- You stretch it! Reach up high for 10 seconds then reach down to the floor for 10 seconds
- Trot around like a unicorn for 10 seconds

V

VULTURE



ACTIVITIES

- V-sit for 10 seconds
- Flap your arms wide and slow like a vulture while jogging around the room for 10 laps

W

WOLF



ACTIVITIES

- Walk around the room quickly for 10 seconds
- Howl like a wolf while high-fiving people for 10 seconds

X

XENOPS



ACTIVITIES

- Jump over a line on the floor (cross (x) activity)
- Flutter your arms quickly while running on the spot for 10 seconds

Y

YAK



ACTIVITIES

- Do the 'YMCA' dance for 10 seconds
- Graze grass like a yak for 10 seconds

Z

ZORILLA



ACTIVITIES

- Zig-zag jump from side to side 10 times
- Slink around the room like a zorilla for 10 seconds

APPLE Schools

ENERGIZERS

Air Writing (EEP-Gr.2)

Instructions:

Have students stand at their desk or in small groups.

1. Students begin by moving in place or around the room based on the following actions that the teacher will call out.
   - Jumping
   - Marching
   - Hopping
   - Twisting
2. Teacher calls out letter, number, word or shape and students stop activity.
3. Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
4. Students continue new activity until teacher calls out another letter, number, word or shape.

APPLE Schools

ENERGIZERS

All My Friends

Instructions:

1. Remove one chair from the classroom or move it out of play.
2. Have enough chairs so that only one person does not have one. That person stands in the middle of the circle.
3. Start the game by using the sentence starter, “All my friends who…” then they will choose a trait that some people who are seated have. For example: “All my friends who have green on”. All of the students that have green on will get up and race to another chair, leaving one person standing in the middle of the circle, only to repeat the phrase, with a new trait.
4. The rule is that you MUST get up, and move to another chair if the trait applies to you.
5. You cannot move to the chair next to you.

APPLE schools

ENERGIZERS

The Aroostasha (a-ROO-stah-shaw) (Gr.1-6)

Instructions:

1. Starting off
    a. Participants should be facing the leader with enough space to turn around in a circle.
    b. Explain that participants will be repeating the words after you EXCEPT the Aroostasha dance, which is done all together
    c. The Aroostasha dance just consists of saying the following phrase in a rhythmic fashion while turning around in whatever position you end up in… Aroostasha, Aroostasha, Aroostasha, sha (one direction) – repeat in the other direction: Aroostahsha, Aroostahsha, Aroostahsha, sha
    d. Repeat the phrases in order below starting with arms up and finishing with the Aroostasha dance in the final position:
2. ARMS UP! – ACCESS the ENERGY
    a. start bent over and raise your arms and torso as high as possible while shouting the phrase
    b. feel free to elongate the AAAAAAAARMS UUUUUP!
3. WRISTS TOGETHER – INCREASE BLOOD FLOW
    a. Use a sort of whispery voice to say the phrase as you bring your wrists together in front of your face
4. ELBOWS IN – MAINTAIN HEALTHY BODY WEIGHT
    a. Bring your elbows in tight to your sides
    b. Use a squeaky, high voice for the IIIIIIIIIN!
5. KNEES TOGETHER – INCREASE BONE DENSITY
    a. Bring both knees together so they are touching
6. FEET OUT – LIVE A BALANCED LIFE
    a. Keeping the knees together, move your feet out as far as possible
    b. Tip! For the dance you may want to hop a bit…
7. BUM OUT – ENCOURAGE HEALTHY DIGESTION
    a. Keeping all your other body action stick your bum as far out as possible
    b. Try to maintain your dignity as you hop around and do the dance (good luck!)
8. HEAD UP – ENERGIZE YOUR BRAIN
    a. Lift your head up as high as possible and do the final dance!

ENERGIZERS

The main ingredient to add to this activity as a leader is a ton of fun and an utter lack of embarrassment. Feel free to jazz up the phrases and use different voices and syncopation to add variety.

Ever Active. Retrieved from World Wide Web Aug 3, 2011:
http://www.everactive.org/uploads/files/Documents/newsletter/2008Nov.pdf

APPLE Schools

ENERGIZERS

As If…(EEP-Gr.3)

Instructions:

Have students stand at their desks.

1. The teacher reads each sentence to the class:
   - Jog in place **as if** a big scary bear is chasing you
   - Walk forward **as if** you're walking through pudding
   - Jump in place **as if** you are popcorn popping
   - Reach up **as if** grabbing balloons out of the air
   - March in place and play the drums **as if** you are in a marching band
   - Paint **as if** the paint brush is attached to your head
   - Swim **as if** you are in a giant pool of yogurt
   - Move your feet on the floor **as if** you are ice skating
   - Shake your body **as if** you are a wet dog

2. Students act out each sentence for 20 – 30 seconds.

3. Students may create their own sentences for additional activities.

APPLE Schools

ENERGIZERS

Banana Dance (EEP – Gr. 6)

Instructions:

Action All:	*Hands go over the head like a pencil while leader says "banana's of the world unite"*
Leader:	Banana's of the world…unite!
Action:	*Reach up to pick bananas, alternating left and right*
Leader:	Pick bananas, pick-pick bananas
All:	Pick bananas, pick-pick bananas
Action:	*Fist pump right, then left*
Leader:	Peel bananas, peel-peel bananas
All:	Peel bananas, peel-peel bananas
Action:	*Karate chop in front of the body, alternating hands*
Leader:	Slice bananas, slice-slice bananas
All:	Slice bananas, slice-slice bananas
Action:	*With hands in fists, bump the top of the hand bottom of the other hand in a mashing motion*
Leader:	Mash bananas, mash-mash bananas
All:	Mash bananas, mash-mash bananas
Action:	*Pretend to eat mashed bananas with your hands*
Leader:	Eat bananas, eat-eat bananas
All:	Eat bananas, eat-eat bananas
Action:	*Dance and spin in a circle with hands over your head*
Leader:	Go bananas, go-go bananas!
All:	Go bananas, go-go bananas!

*You can check out YouTube for a video demonstration of the song.

APPLE Schools

ENERGIZERS

Do This, Do That (Gr.3-6)

Instructions:

This energizer is played similar to ‘Simon Says’.

1. The teacher will go through a variety of movements and for each one, will say ‘DO THIS’. Movements could be anything to get the students moving such as jump up and down, stick a leg out, touch your nose, tap your heels together in the air, etc.
2. The students will copy the teacher’s movements until the teacher says “DO THAT”. If you repeat the ‘do that’ action you must do 10 jumping jacks to get back in the game.

APPLE Schools

ENERGIZERS

Funky Food Rhymes (EEP-Gr.2)

Instructions:
For younger students, you may use the songs as written. For older students, as a class or as individuals, make songs for each of the food groups using popular nursery rhymes such as “Row, row, row your boat”, or “Mary had a little lamb”.

Example: “Row, row, row your boat”
Milk, milk, milk and alternatives
For strong and healthy teeth.
Yogurt, cheese and smoothies too
Are moo-velous to eat.

Or combine food groups: To the tune of “If you’re happy and you know it”

If you’re healthy and you know it, eat your carrots- chomp chomp
If you’re healthy and you know it, eat your carrots- chomp chomp
If you’re healthy and you know it, then your EYES will really show it
If you’re healthy and you know it, eat your carrots- chomp chomp!

If you’re healthy and you know it, drink your milk- slurp slurp
If you’re healthy and you know it, drink your milk- slurp slurp
If you’re healthy and you know it, then your BONES will really show it
If you’re healthy and you know it, drink your milk- slurp slurp!

If you’re healthy and you know it, eat your toast- crunch crunch
If you’re healthy and you know it, eat your toast- crunch crunch
If you’re healthy and you know it, then your ENERGY will show it
If you’re healthy and you know it, eat your toast- crunch crunch!

If you’re healthy and you know it, eat your chicken- bock bock
If you’re healthy and you know it, eat your chicken- bock bock
If you’re healthy and you know it, then your MUSCLES will really show it
If you’re healthy and you know it, eat your chicken- bock bock!

If you’re healthy and you know it eat your lunch- chomp chomp- slurp slurp- crunch crunch- bock bock
If you’re healthy and you know it eat your lunch- chomp chomp- slurp slurp- crunch crunch- bock bock
If you’re healthy and you know it, then your SMILE will really show it
If you’re healthy and you know it eat your lunch- chomp chomp- slurp slurp- crunch crunch- bock bock!

APPLE Schools

ENERGIZERS

Head and Shoulders, Knees and Toes (EER-Gr.6)

Instructions:

Everyone sings the song ‘Head and Shoulders’ while doing the actions for each part.

Actions:
Head (touch head) and shoulders (stretch head to each shoulder), knees (touch knees), and toes (touch toes), knees and toes, knees and toes.
Head and shoulders, knees and toes, eyes (open eyes as wide as you can), ears (pull on ears with hands), mouth (open mouth as wide as possible) and nose (wiggle nose).

Once all students get the hang of the movements, do the song faster, and faster.

APPLE Schools

ENERGIZERS

Heart Smart (Gr.2-6)

Instructions:

Have students stand at their desks.
1. Teacher will discuss the heart:
- Where it is located? Left side of the chest. (Have students put their hand over their heart)
- What size is it? Size of a fist. (Have students make a fist)
- Function? Deliver blood to the body.
- What strengthens the heart? Jumping, swimming, jogging. (Students act out each activity)
- What weakens the heart? Inactivity, smoking, unhealthy diet.

2. Teacher calls out a habit that strengthens or weakens the heart.

3. If the habit strengthens the heart, students will respond by jumping. If the habit weakens the heart, students will respond by squatting.

Habits:

- Riding a bike – jump
- Eating 4 pepperoni pizzas – squat
- Walking your dog – jump
- Smoking cigarettes – squat
- Never going outside to play and watching TV all the time – fall
- Dancing with your friends – squat
- Skating – jump
- Never eating fruits/vegetables – squat
- Riding a scooter – jump
- Shooting baskets – jump
- Playing PlayStation – squat
- Eating fast food – squat
- Raking the leaves - jump
- Washing the car – jump
- Taking the stairs – jump
- Taking the elevator – squat
- Swimming – jump
- Eating potato chips and Twinkies – squat

*Suggestion: Have students think of their physical activity and eating habits.

APPLE Schools

ENERGIZERS

Knots of People (Gr.1-6)

Instructions:

Divide the group into teams of 8 to 12 members. Have each person join right hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right. Then have each person join left hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right and someone other than before.

Now the groups have to untangle themselves without letting go of hands. They may have to loosen their grips a little to allow for twisting and turning. They may have to step over or under other people. The first group to untangle their knot is the winner.
SPECIAL NOTE: There are four possible solutions to the knot.

1. One large circle with people facing either direction.
2. Two interlocking circles.
3. A figure eight.
4. A circle within a circle.

APPLE Schools

ENERGIZERS

Litter Box (EEP-Gr.6)

Instructions:

Have students find a partner and have 1 piece of paper. Have a student roll up the piece of paper into a ball and place it on the floor.

1. Ask the partners to pick up the paper using the body parts called out by the teacher:
   - Elbow and elbow
   - Foot and foot
   - Knee and knee
   - Forearm and elbow
   - Foot and elbow
   - Knee and elbow
   - Forehead and back of hand
   - Toe and finger

   Students can place the paper ball back on their desks, or move it to other parts of the room.

Variations:

1. Each student can have his or her own paper ball and play individually.
2. Could be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

APPLE Schools

ENERGIZERS

Millimeter, Centimeter, and Meter

Instructions:

Have students line up around the perimeter of the room or stand at their desks.

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent millimeter or “small”.
2. Have students place one foot in front of the other to represent centimeters or “medium”.
3. Have students take one large step forward to represent meter or “large”.
4. Call out different measurements:
   Example – Move forward 2 centimeters, then 5 millimeters, then 1 yard.
5. Have all students move in the same direction.

Variations:

1. Add directions (right, left, forward, back). Example: Move back 3 meters and right 2 centimeters.

APPLE Schools

ENERGIZERS

Mingle, Mingle, Mingle! (EEP-Gr.6)

Instructions:

Everyone does a ‘walking dance’ around the classroom and chants “Mingle, Mingle, Mingle”. Continue doing this until the teacher shouts out a number. Each number has a related activity for it (Review this with the students beforehand). The students must find people to be in their group until they reach the number that was called. After they have the right amount of people in the group, they must do the action. If there is a student left out, allow some groups to be larger to take the extra person in. Once every group has done the action, continue to ‘mingle, mingle, mingle’ until the next number is called.
Examples of actions:

- 2 - go back to back
- 3 - stand with toes touching
- 4 - stand with heads touching
- 5 - sit in a circle

APPLE Schools

ENERGIZERS

Morning Routine

Instructions:

Have students stand at their desks.

1. Students begin the day with a series of simple activities lasting 30 seconds or more:
    - Jumping jacks
    - Knee lifts
    - Flap arms like a bird
    - Hopping
    - Scissors (feet apart then cross in front, feet apart then cross in back)
2. Follow each activity with a basic stretching movement:
    - Reach for the sky
    - Runner's stretch (stand on one leg, bend the other leg back so your heel is touching your bottom)
    - Butterfly stretch (sit with bottom of feet together)
    - Knee to chest
    - Rotate ankles
    - Scratch your back
3. Hold stretches for 10 – 30 seconds.
4. Repeat a different simple activity followed by a new basic stretch as many times as desired.

APPLE Schools

ENERGIZERS

Over, Under, Around and Through (EEP-Gr.3)

Instructions:

Students line up around the perimeter of the room (can also be done standing at desks)

1. Teacher decides on a pattern where students go over, under, around and through imaginary or real objects.
2. Lead the line of students around the room, following this pattern.

Example 1 – Over a sea of sticky peanut butter, under a cherry tree, around a bowl of fruit, and through a sea of yogurt.
Example 2 – Over a turtle, under a big dog, around the elephant and through a giraffe's legs.

Examples of each action:

Over	Under	Around	Through
Steep mountain	Subway	Hard, round rock	Deep, dark cave
Atlantic Ocean	Underground	Your desk	A creaky door
Wiggly bridge	Sand	Chair	Long tunnel
Steep hill	Horse	Circle	Window
Thorny bush	Water	Dirty Trashcan	Haunted house
A puddle	Limbo stick	The school	A swamp
A tightrope	Bridge	House	Spooky hole
A hole	Tree	Campfire	Swimming pool
Rainbow	A desk	The bed of a giant	A sea of yogurt

APPLE Schools

ENERGIZERS

Pull My Finger (Gr.1-6)

Instructions:

1. Have students in groups of 6-10 form large circles.
2. Each participant holds out their left hand with their palm up and flat and holds out their right index finger pointing down.
3. Once the circle is properly formed, each participant's right finger will be touching the left palm of the person beside them.
4. The teacher calls out a key word, such as "cheese". When the key word is called out, participants attempt to squeeze the finger of the person beside them with their left hand while trying to pull their right finger away.
5. The teacher can feel free to call out words that rhyme with the keyword, such as, "please", "keys", "sneeze", etc. to see if the participants are paying attention.
6. Have participants change hands for round two and for a real challenge have them cross their arms.

APPLE Schools

ENERGIZERS

Rock! Paper! Scissors! Evolution! (Gr.1-6)

Instructions:

1. Everyone STARTS AS AN EGG and waddles around the classroom. If you win the 'rock, paper, scissors' match, you will GROW TO A CHICKEN.
2. CHICKENS crouch down to move to find another CHICKEN to play paper, rock, scissors against. If you win the next match, you will GROW TO A DINOSAUR.
3. DINOSAURS clap hands while moving around to move to find another DINOSAUR to play paper, rock, scissors against. If you win the next match, you will GROW TO A MONKEY.
4. MONKEYS move around hunched over and swinging arms low to move to find another MONKEY to play rock, paper, scissors against. If you win the next match, you will GROW TO A SUPER COOL HUMAN BEING.
5. SUPER COOL HUMANS move around by showing your muscles to find another SUPER COOL HUMAN to play rock, paper, scissors against.
6. If you lose a match, you stay the same...unless you are a super being then you go back to an egg!

APPLE Schools

ENERGIZERS

Smile, Clap, Hurray! (Gr.1-6)

Instructions:

Explain to the students that when you call out a number from the chart, they will do the corresponding action. H- stand up and shout "Hurray!" and sit down, C-stand up and give 3 quick claps and sit down, S-stand up and look at the person that is close to you and give them your best Hollywood smile! To start out, you may want to read the numbers in order. (You can also change the actions for the letters. i.e. H-high five, C- clap behind your back, S- shout your name)

H 1	S 2	C 3	S 4
H 5	C 6	S 7	S 8
C 9	H 10	C 11	S 12
C 13	H 14	S 15	H 16
C 17	H 18	C 19	H 20

APPLE Schools

ENERGIZERS

The second step is to sit on the lowercase letters. For example, they sit and shout “Hooray!” when they see an “h” and will stand and shout “Hooray!” when they see an “H”.

H 1	s 2	c 3	S 4
h 5	C 6	s 7	S 8
c 9	H 10	C 11	s 12
c 13	h 14	S 15	H 16
C 17	H 18	C 19	H 20

ENERGIZERS

The third step shows a more advanced level where they do the opposite if the letter is underlined. For example, when students see an ”h” they will stand up and shout “Hooray!”

H 1	s 2	c 3	S 4
h 5	C 6	s 7	S 8
c 9	H 10	C 11	s 12
c 13	h 14	S 15	H 16
C 17	H 18	C 19	H 20

Adapted from: Mental Wellness: Part of Your Healthy School Community, Ever Active Schools, 2010. Retrieved from the World Wide Web August 4, 2011: http://www.everactive.org/uploads/files/Documents/Workshops/2010%20-%202011/Mental%20Wellness-%20Part%20of%20Your%20HSC.pdf

APPLE Schools

ENERGIZERS

Warm Up Apples (Gr.1-6)

Instructions:

Go through the actions of each apple. Once students know the actions the leader calls out the type of apple and the students do the actions. Start slow and then call out the type of apples faster and faster to get students thinking and moving.

Crab apple – finger wagging

Green apple – nausea (pretend to throw up)

Chilean apple – shiver

Apple jelly – jiggle and wiggle

Apple crisp – straight rigid bodies

Apple juice – stomp the apples

Apple pear – pair up with a neighbor

Pink lady apple – curtsy and ‘oo lala!’

Apple turnover – ‘the wave’

APPLE Schools

ENERGIZERS

Wiggles (EEP-Gr.6)

Instructions:

Have students stand at their desk.

1. Jog in place while doing the following activities.
2. On the teacher's signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

Variations:

1. Start from toes and work your way up (toes, knees, hips, etc.).
2. Repeat activity without jogging as cool down.

APPLE Schools

FUN FITNESS CIRCUITS



April Circuit

Have some fun with this Spring egg-themed circuit! Please refer to the schematic in the Fun Fitness Guidelines document for ideas on how to structure the stations around a gymnasium.

***Station 1*: Egg Jump**
Equipment: None Students will do tuck jumps. 1. Students should stand with both feet on the ground; feet shoulder-width apart. 2. They then jump up explosively and tuck their knees towards their chest. 3. If they can get their knees high enough they can try to hug their knees briefly. 4. Students should land as quietly as possible by bending knees when landing to move into a squat position to help absorb the impact. 5. Repeat until time is up.
***Station 2*: Egg Scrambler**
Equipment: Floor mats 1. Students lie on their backs with their knees bent to 90 degrees, their feet off the floor, and arms beside their body. 2. They will pretend that they are scrambling eggs with their legs. 3. Students move their legs back and forth and in cyclical motion (as if they are riding a bicycle) as fast as they can. 4. Repeat until time is up.
***Station 3*: Egg in a Cup**
Equipment: Balls (or plastic eggs), cups or scoops, pylons 1. Set two pylons about three meters apart. 2. Students line up at the first pylon with an egg in a cup. 3. They must walk to the second pylon while tossing the egg up in the air and catching it in their cup without dropping it. 4. Repeat until time is up. **Option**: Students can practice stationary on the line before trying to walk and toss; use their non-dominant hand; skip to the pylon

***Station 4*: Egg Run**

Equipment: 20 plastic eggs, 20 slips of paper with physical activities written on them (i.e., 5 jumping jacks, 3 should shrugs, give everyone a high five, etc.), hula hoops

1. Put one activity slip inside of each plastic egg. Place the eggs in a hula hoop about five meters from a start line.
2. Have students line up behind one another at the start line. The first student runs to the hula hoop grabs one egg and then runs back to the start line.
3. The student opens the egg to read the activity out loud.
4. The whole group does the activity together.
5. The next student in line runs to the hula hoop to grab an egg.
6. Repeat until time is up.

***Station 5*: Egg Throw**

Equipment: Balls (or plastic eggs), baskets/hula hoops/containers, cards with point values (1,2,3, etc.)

1. Set up baskets/containers/hoops at different distances from the start line.
2. Number each basket with a point value – closest basket has the lowest value and furthest basket has the highest.
3. Students line up in single file.
4. The first student is given 3 eggs and attempts to toss each one into one of the baskets.
5. The student then retrieves the eggs, counts their points, and returns to the end of the line and the next student in line takes a turn.
6. Encourage students try and beat their last score on their next turn.
7. Repeat until time is up.

***Station 6*: Rolling Eggs**

Equipment: Floor mats

1. Attach floor mats together to create a lengthwise row on the floor.
2. Students line up at one end of the mats.
3. The first student in line does a front roll by crouching down low to the groud with wide feet. Have the student place their hands on the ground on either side of their feet, tuck their head between their knees to curl into a ball, and roll onto their shoulders.
4. The student front rolls to the end of the mats. When they get to the end of the mats they stand up and walk to the end of the line and the next student in line will roll.
5. Students repeat until time is up.

   Option: Students can do log rolls if they are not comfortable with front rolls

***Station 7*: Egg Balance**

Equipment: Spoons, balls (or plastic eggs), pylon

1. Set a pylon about 5 meters away from a starting line.
2. Students line up single file at the start line. The first student is given a spoon and an egg to balance on a spoon.
3. The student walks to the pylon as quickly as they can while balancing the egg on the spoon.
4. When the student returns to the start line, they give the spoon and egg to the next student in line and walk to the end of the line.
5. While the students in line are waiting for their turn, ask them to do jumping jacks to keep their heart rate up.
6. Repeat until time is up.

Options: Students can walk, run, skip, or hop to the pylon

***Station 8*: Egg Toss**

Equipment: balls (or plastic eggs)

1. Ask students to line up in pairs opposite one another, about 2 meters apart
2. Give one egg to each pair of students.
3. Students toss the egg back and forth, trying not to drop it.
4. After each successful catch the students take one step back from each other creating a greater challenge.
5. If students drop the egg they remain the same distance apart until they successfully catch it.
6. Repeat until time is up.

Options: Students can try throwing with their non-dominant hand or catching with one hand instead of two; students can start closer together or further apart

***Station 9*: Water Break**

Equipment: Water fountain or water bottle

1. Students can take a break, get a drink of water, or dance.

Egg Jump

Equipment: None



1) Start with both feet on the ground.
2) Jump up and bring your knees to your chest.
3) If you can get your knees high enough, try to hug your knees with your arms.
4) Remember to land softly with bent knees.
5) Repeat until time is up.

Egg Scrambler

Equipment: Floor mats



1) Lay on your back with knees bent to 90 degrees and feet off the floor.
2) Keep your arms on the mat beside your body.
3) Move your legs as fast as you can, as if you are scrambling eggs.
4) Repeat until time is up.

Egg in a Cup

Equipment: Balls or plastic eggs, cups or scoops, pylons



1) Place an egg in a cup.
2) Toss the egg up in the air and try to catch it in your cup.
3) You can toss and catch the egg while you're standing still or while you're walking to the pylon.
4) Repeat until time is up.

Option: *use your non-dominant hand or skip to the pylon*

Egg Run

Equipment: Plastic eggs (containing papers with activities written down), hula hoops

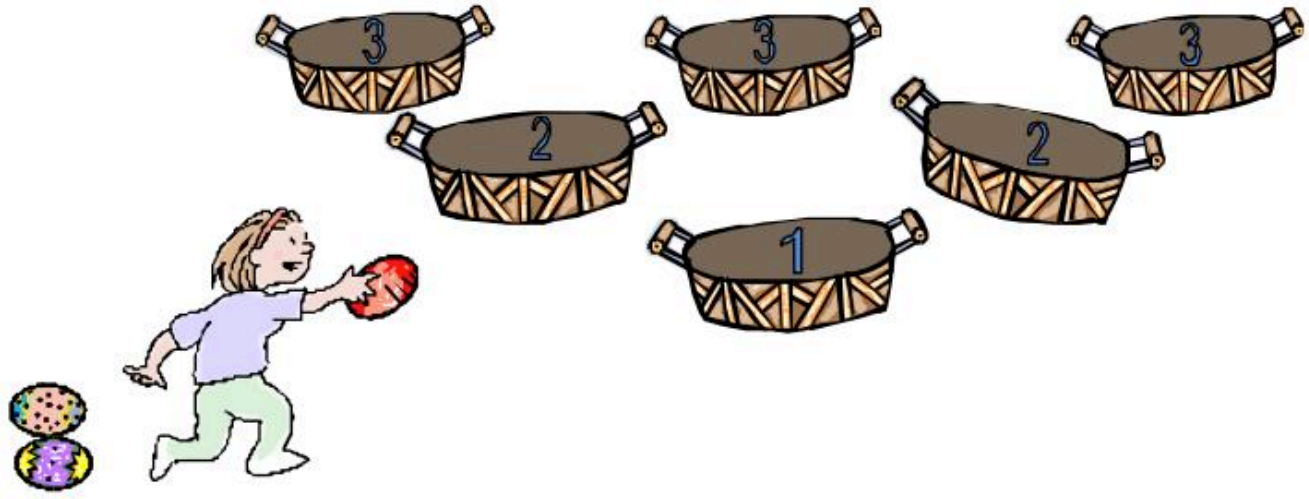




1) One at a time, run across the gym to the hoop filled with eggs.
2) Pick up an egg and run back to the group.
3) Open the egg and read the activity out loud to the group.
4) Do the activity as a whole group.
5) Give the egg to the next student in line so they can return it to the hula hoop and pick up a new egg activity.
6) Repeat until time is up.
7) Repeat until time is up.

Egg Throw

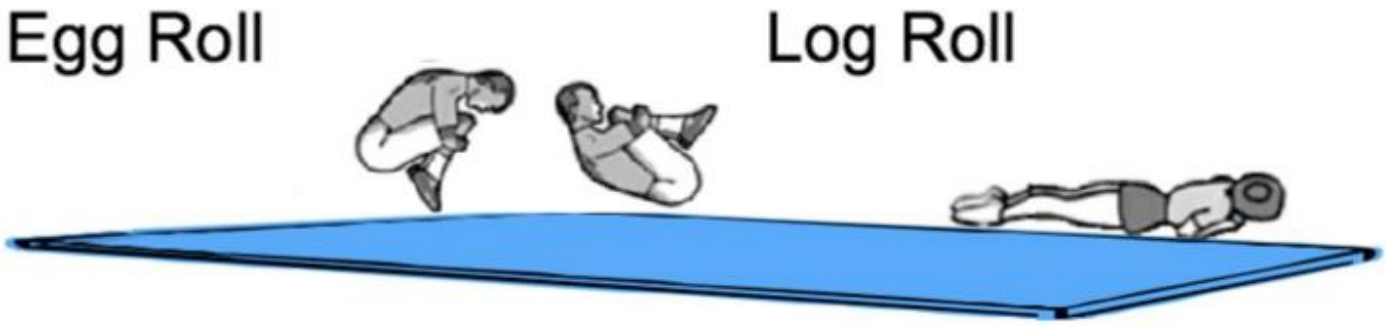
Equipment: Plastic eggs, baskets/hula hoops/ containers, cards with point values (1, 2, 3, etc.)



1) Line up single file.
2) Take 3 eggs and try to toss them into the target containers one by one.
3) Pick up your eggs and count your points.
4) Return to the end of the line (keep active in line by running on the spot).
5) Repeat until time is up, and try to beat your score each turn!

Egg Rollers

Equipment: Floor mats



1) Line up at one end of the mat.
2) One at a time crouch down low to the mat and do a forward egg roll.
3) Keep rolling until you get to the end of the mats.
4) Stand up and walk back to the end of the line.
5) Repeat until time is up.

Option: *Try log rolls instead of front rolls*

Egg Balance

Equipment: Spoons, balls or plastic eggs, pylon



1) Place a plastic egg on a spoon.
2) Walk to the cone and back while balancing the egg on the spoon.
3) When you return to the line, give the spoon and egg to the next student.
4) While you are waiting for your turn, do some jumping jacks to keep your heart rate up!

Options: *Walk, run, skip or hop*

Egg Toss

Equipment: balls or plastic eggs



1) Find a partner and stand facing each other.
2) Toss an egg back and forth, trying not to drop it.
3) After each catch, take one step back from each other.
4) If the egg drops, stay in the same spot until you and your partner successfully catch the egg.

Option: *try throwing with your non-dominant hand or catching with one hand instead of two.*

Water Break

Equipment: water fountain or water bottle



1) Take a break.
2) Have a drink of water.
3) Or dance!

APPLE Schools

FUN FITNESS CIRCUITS



December Circuit



December is a very busy month and gym space is not always available. These activities can be performed inside a classroom or any open space. Place the activities however you see fit for your classroom and don't forget to play some fun music! Please refer to the schematic in the Fun Fitness Guidelines for ideas on how to structure the stations around a gymnasium.

Note: This circuit is designed so that there two full rotations made between five stations (2 minutes per station).

***Station 1*: Magic Muscles**
Equipment: Books (to be used as weights) **1. Round A - Shoulder Raises** 1. Students start by standing straight, hands at their sides and holding a book in each hand. 2. Next, they extend their arms straight out to the side and bring their hands up to shoulder height as if they have wings. Palms should be face up holding the books. 3. They must hold the books briefly at the top and then move their arms to the starting position. 4. Repeat until time is up. **2. Round B - Bent-Over Row** 1. Students hold a book in their right hand and step their left foot out in front of them into a lunge. 2. Students then lean forward and place their left hand on their left knee for support while the right arm holding the book hangs at their side. 3. Next, they slowly lift the book to hip level by raising their shoulders and bending their elbow. 4. They then hold the book at hip level for 5 seconds before slowly lowering their arm. 5. Have students do 10 lifts per arm. 6. Repeat until time is up.

***Station 2*: Jack-in-the-box**

Equipment: None

Students perform the following types of jumping jacks switching back and forth until time is up. Encourage students to do 10 of each activity before switching.

1. Round A

1. Narrow Jacks: These jumping jacks are very fast because students extend their legs and arms a short distance before bringing them back in.
2. Wide Jacks: These jumping jacks are very slow and the opposite of narrow jacks. Students spread their arms and legs as wide apart as they can before bringing them back in.
3. Repeat until time is up.

2. Round B

1. Half Jacks: Perform these jumping jacks one side at a time. Students step out with their right foot while extending their right arm up while the left side remains still. Students should do 5 half jacks on the right side before switching to do 5 on the left side.
2. Ski Jacks**:** Instead of extending arms and legs to the side like a traditional jumping jack, students bring their right leg and arm out in front of them while moving their left leg and arm behind them. Arms and legs should alternate every jump. Do 10.
3. Repeat until time is up

***Station 3*: Reindeer Runs**

Equipment: None

Students perform the following two stationary exercises switching back and forth until time is up. Encourage students to aim for 30 seconds on each activity before switching.

1. Round A

1. Skipping: Students skip on the spot.
2. Running: Students run on the spot.
3. Repeat until time is up.

2. Round B

1. Ski Sit: Students stand straight then bend their knees until they are almost in a sitting position with their arms out (pretending to hold onto ski poles). They hold the ski sit pose as long as they can before switching to skate step.
2. Skate Step: Students stand up with a slight bend in their knees then glide their right foot back by extending their right leg away from their body in a skating motion and then slide in back in. Students alternate legs in a stationary position to skate on the spot.
3. Repeat until time is up.

Station 4: Power Santa's Sleigh

Equipment: Chairs

1. Round A - Flutter Kick

1. Students perform a flutter kick by sitting in a chair with their legs extended out in front of them and quickly kicking their legs up and down in small movements.
2. Repeat until time is up.

2. Round B - Leg Raises

1. Students begin by sitting in a chair with their feet together, flat on the floor and their back straight.
2. Students lift their right leg up straight as high as they can and hold for three seconds at the top before returning to the starting position and switching to their left leg.
3. Repeat until time is up.

***Station 5*: Chimney Jumps**

Equipment: None

1. Round A

1. Students pretend to go down a chimney by keeping their body straight with arms at their sides and feet together and jumping straight up.
2. Students should land as softly as they can and squat down to the floor making themselves as small as possible in order to "fit through the chimney."
3. Students then stand up and repeat the activity.
4. Repeat until time is up.

2. Round B

1. Students pretend to leap out of the chimney by jumping into the air with arms and legs spread wide.
2. Students start by standing straight with their hands at their sides and then jump as high as they can, extending their arms and legs out like a star while in the air.
3. Students should land as softly as they can with a small bend in their knees.
4. Remind students to be a safe distance from their neighbours or any other obstacles before jumping.
5. Repeat until time is up.

Magic Muscles

Equipment: Books that can be used as weights



Round A - Shoulder Raises

1. Stand up straight, hands at your sides while holding a book in each hand.
2. Bring your hands up to shoulder height as if you have wings – keeping your arms straight and palms facing up holding the books.
3. Hold your arms up at shoulder height for a few moments before returning to the starting postion.
4. Repeat until time is up.

Magic Muscles

Equipment: Books that can be used as weights



Round B - Bent-Over Row:

1. Hold a book in your right hand and take a small step forward with your left foot into a lunge.
2. Lean forward and place your left hand on your left knee for support while your right hang holding the book hangs at your side.
3. Slowly lift the book towards your hip by bending your elbow.
4. Hold the book at your hip for 5 seconds before slowly lowering your arm.
5. Do 10 lifts per arm.
6. Repeat until time is up.

Jack-in-the-Box

Equipment: None



Round A:

Repeat each activity 10 times before switching to the next one.

1. **Narrow Jacks**: These are very fast. Quickly spread your legs and arms a short distance before quickly bringing them back in.
2. **Wide Jacks:** These are very slow. Slowly spread your arms and legs as wide apart as you can before slowly bringing them back in.

Jack-in-the-Box

Equipment: None



Round B:

Repeat each activity 10 times before switching to the next one.

1. **Half Jacks:** Only move one side of your body at a time. Spread out your right arm and right leg together and then bring them back in while keeping your left side still.
   Do 5 half jacks on your right side and then switch to the left side.
2. **Ski Jacks:** Move your right leg and arm out in front of you while moving your left leg and arm behind you like you're skiing. Alternate with every jump.

Reindeer Runs

Equipment: None



Round A:

Repeat each activity for 30 seconds before switching to the next one.

1. **Reindeer Skipping:** Skip on the spot like a reindeer.
2. **Reindeer Running:** Run on the spot like a reindeer.
3. Repeat until time is up.

Reindeer Runs

Equipment: None



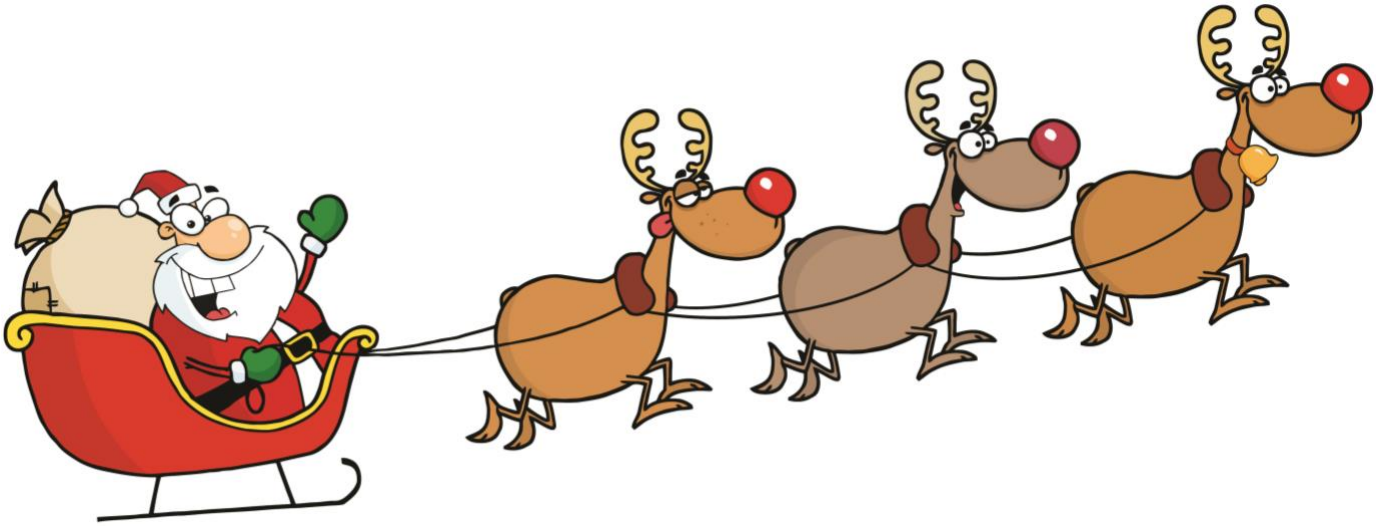
Round B:

Repeat each activity for 30 seconds before switching to the next one.

1. **Ski Sit:** Bend your knees so you're almost in a sitting position. Lift your arms out pretending to hold ski poles.
2. **Skate Step:** Bend down low like a speed skater. Slide your right leg out behind you as if you were gliding on ice. Slide your leg back in and then switch legs as if you were skating!

Power Santa's Sleigh

Equipment: Chairs

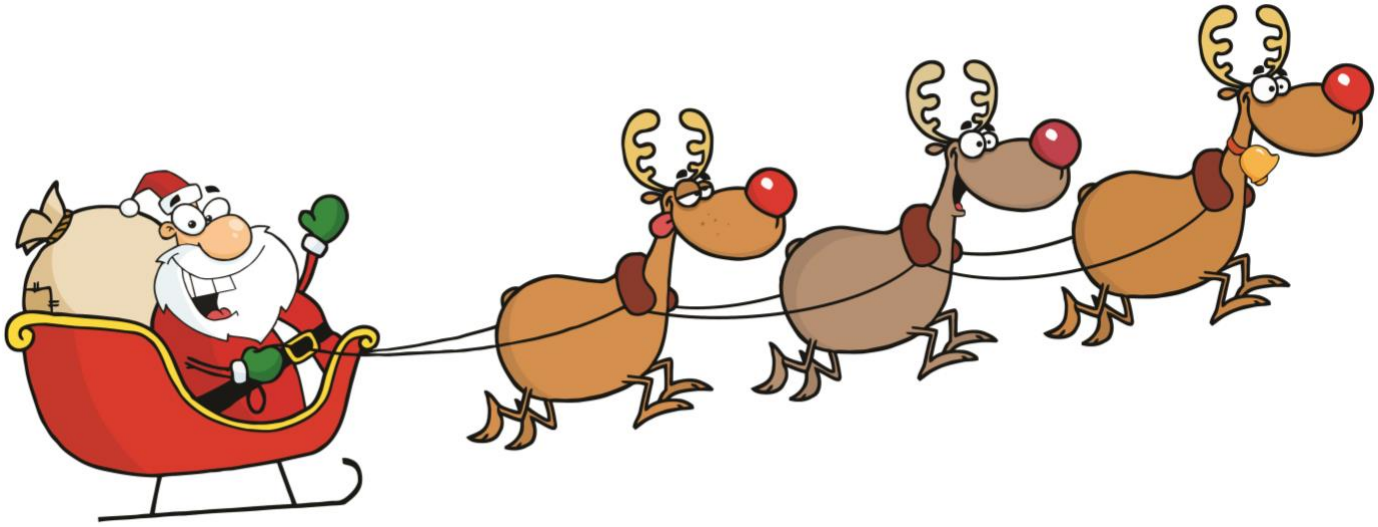


Round A - Flutter Kick:

1. Sit in a chair with your legs extended straight out in front of you.
2. Flutter kick your legs by lifting them up moving them up and down in small motions.
3. Repeat until time is up.

Power Santa's Sleigh

Equipment: Chairs



Round B - Leg Raises:

1. Sit in a chair with your feet together, flat on the floor. Keep your back straight.
2. Keep your right leg straight and raise it up as high as you can.
3. Hold for 3 seconds before lowering your leg back down.
4. Repeat with your left leg.
5. Repeat until time is up.

Chimney Jumps

Equipment: none



Round A: Jump Down the Chimney

1. Stand straight with your arms by your side and your feet together.
2. Jump straight into the air and then land as softly you can and squat down to the floor making yourself as small as possible in order to “fit through the chimney.”
3. Stand up straight and jump again.
4. Repeat until time is up.

Chimney Jumps

Equipment: None



Round B: Jump Out of the Chimney

1. Stand straight with your hands at your sides and your feet together.
2. Jump as high as you can, extending your arms and legs out like a star.
3. Land softly with your knees slightly bent.
4. Repeat until time is up.

APPLE Schools

FUN FITNESS CIRCUITS

February – Jump Rope for Heart

Heart health is crucial for proper development and regulation of the entire body. There are three key components to maintaining a healthy heart: eating healthy, getting active, and living smoke-free. Jump rope gets students active for heart health (also fits in well with Valentine's Day). Please refer to the schematic in the Fun Fitness Guidelines for ideas on how to structure the stations around a gymnasium.

Activities adapted from The Heart and Stroke Foundation.

Station 1: Caribou Skipping (Adaptation of an Inuit game)

Equipment: Long skipping rope (1 per group of 3 students), 1 pinnie tied around the middle of the rope

1. Divide students into groups of three so there is one jumper and two rope turners. The jumper stands in the middle of the rope facing the pinnie ready to jump over the rope.
2. The turners slowly swing the rope back and forth three times along the ground (the pinnie should remain on the floor) while the jumper jumps over it. When the jumper lands they should turn to face the pinnie so they are ready to jump over it again.
3. On the fourth swing the turners swing the rope over the jumper's head. The pattern is therefore 1-2-3-over, 1-2-3-over.
4. The jumper repeats this pattern twice, then the group rotates jumper and turners.
5. Rotate until time is up.

Option: Students with developing skills can keep the rope on the ground during the fourth swing.

Station 2: Skip/Hop Square Dance

Equipment: Skipping ropes (1 per student)

Students use their skipping ropes to complete the following skipping dance steps.

1. On 1 foot foot, students perform the following dance steps:
    a. Skip in place four times
    b. Skip forward four times
    c. Skip backwards four times
    d. Skip to the right four times
    e. Skip to the left four times
    f. Repeat using the other foot only
2. Repeat until time is up.

    Option: Students with developing skills can hop the moves without a skipping rope either using both feet or one foot.

***Station 3*: Skipping Tricks (Jumps/Kicks)**

Equipment: Skipping ropes (1 per student)

Students attempt different skipping tricks involving jumps and kicks.

1. Jump Tricks:
    a. Ski Jumps: While skipping, students jump with feet together moving from side to side (like mogul skiing).
    b. Bell Jumps: While skipping, students jump with feet together moving front to back.
2. Kick Tricks:
    a. Criss Cross: While skipping, students jump making an X pattern with their feet (jump, cross, jump, cross) and alternate the cross each jump – left foot behind right foot on first cross, right foot behind left foot on next cross.
    b. Can Can: While skipping, students kick one leg out in front of them with each jump, switching legs each time (jump, right leg kick, jump, left leg kick, etc.).

Option: Students with developing skills can practice with an imaginary rope.

***Station 4*: Run and Skip**

Equipment: Skipping ropes (1 per student)

1. Students try any forward movement (walking, running, etc.) while skipping.
2. To give students space to move students can use the perimeter of the running track.

Option: students with developing skills can skip or hop without a rope.

***Station 5*: Freestyle Skipping**

Equipment: skipping ropes (1 per student)

1. Students can practice skipping or try their own skipping tricks.
2. Some trick ideas include:
    a. backwards
    b. crossovers
    c. double time
    d. one foot

***Station 6*: Hoop Skipping/Jumping**

Equipment: large hula hoops (1 per student)

1. Students stand with both hands on the top of a hula hoop in front of them. The bottom of their hula hoop should be on the ground.
2. Students use their hands to rotate the bottom of the hula hoop under their feet so they can jump over it. They continue to rotate so that the hula hoop and comes back around behind them and over their heads, just like a jump rope.
3. Students continue until time is up.

Option: students with developing skills can place their hula hoops on the floor and practice jumping in and out of it.

Station 7: **Partner Skipping**

Equipment: skipping ropes (1 per pair)

1. Students get into pairs and stand face to face or side by side.
2. Students standing face to face pick one person in the pair to be the rope turner. The turner swings the rope over both of their heads, as they jump over it together. Students switch who the turner is after five jumps.
3. The students standing side by side each take an end of the rope in either their right or left hand, using their empty hands to hold onto one another. The students countdown to begin (ready, set, go). The students swing and jump over the rope together.

   Option: students with developing skills can try this activity with the rope on the ground. They can hold hands and jump at the same time.

Station 8**: Skip It**

Equipment: skip-it ropes or small hula hoops

1. Students put their foot through the skip-it rope or the hula hoop.
2. Students swing their leg that is through the skip-it or the hula hoop in a circle, using this momentum to get the ball or hula hoop moving (try to keep it on the ground).
3. The students jump over the ball or hula hoop each time it loops around to the opposite leg.
4. Repeat until time is up.

   Option: students with developing skills can jump back and forth over the rope part of the skip it or jump in an out of the hula hoop.

Station 9**: Water Break**

Equipment: water fountain or water bottle

1. Students can take a break, get a drink of water or dance.

Caribou Skipping

Equipment: Long skipping rope, a pinnie

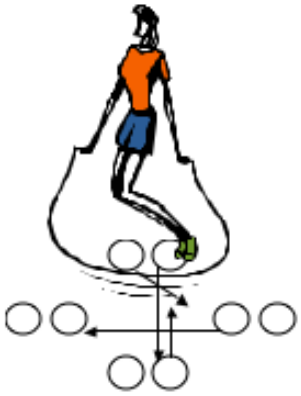


1. Form a group of 3. Choose 1 jumper and 2 rope turners.
2. Turners slowly swing the rope back and forth 3 times along the ground (the pinnie should remain on the floor). The jumper stands facing the pinnie and jumps over the rope each swing, turning to face the pinnie with each jump.
3. On the fourth swing the turners swing the rope over the jumper's head. The pattern is 1-2-3-over.
4. The jumper repeats this twice, then the group rotates jumpers.
5. Rotate until time is up.

Option: Keep the rope on the ground the whole time.

Skipping Square Dance

Equipment: Skipping ropes



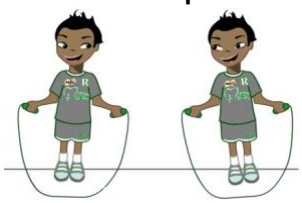
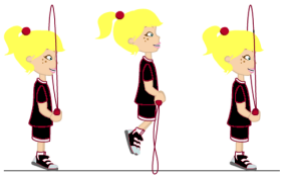
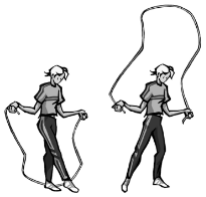
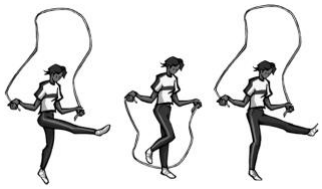
1. Use a skipping rope to complete the following skipping dance steps:
   a. Dance steps using only one foot
   b. Skip in place 4 times
   c. Skip forward 4 times
   d. Skip backwards 4 times
   e. Skip to the right 4 times
   f. Skip to the left 4 times
   g. Repeat using the other foot

2. Repeat time is up.

Option: Try hopping the moves without a skipping rope either using both feet or one foot.

Skipping Tricks

Equipment: Skipping ropes

Jump Tricks	**Ski Jumps** 	**Bell Jumps** 
Kick Tricks	**Criss Cross** 	**Can Can** 

1. Try skipping tricks below:
2. Jumping Tricks
   a. Ski Jumps: While skipping, jump with feet together from side to side.
   b. Bell Jumps: While skipping, jump with feet together front to back.
3. Kicking Tricks
   a. Criss Cross: While skipping, make an **X** pattern with your feet (jump, cross, jump, cross, etc.).
   b. Can Can: While skipping, kick one leg out with each jump, switching legs each time (jump, kick, jump, kick, etc.).

Option: Try the jumps and kicks without a jump rope.

Run and Skip

Equipment: Skipping ropes

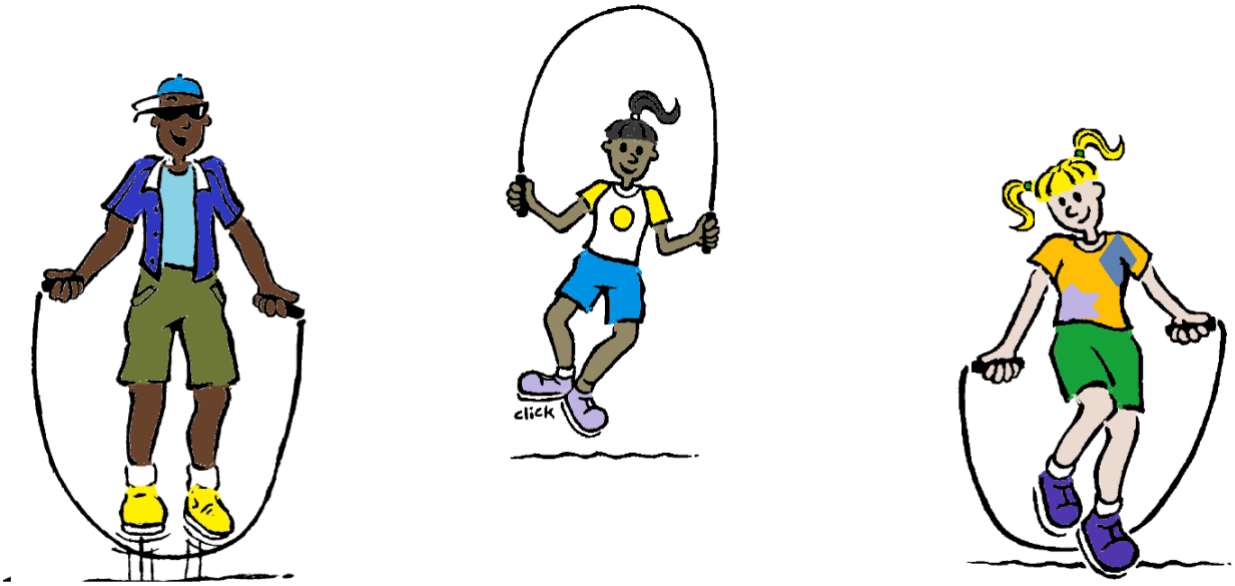


1. Skip while moving forward along the running track (could be walking, jogging, running, etc.).
2. Repeat until time is up.

Option: Try skipping or hopping around the track without a skipping rope.

Freestyle Skipping

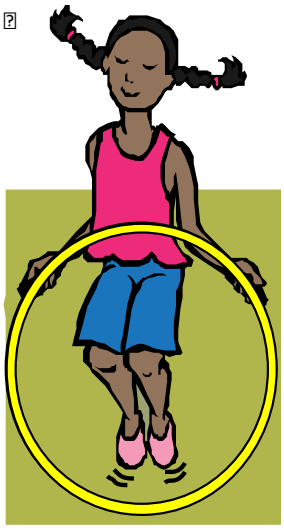
Equipment: Skipping ropes



1. Practice skipping or try your own skipping tricks.
2. Some trick ideas:
    a. Backwards
    b. Crossovers
    c. Double time
    d. One foot

Hoop Skipping/Jumping

Equipment: Large hula hoops

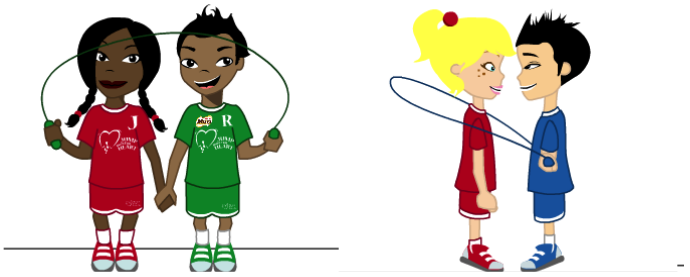


1. Stand with both hands on the top of your hula hoop in front of you. The bottom of your hula hoop should be on the ground.
2. Use your hands to turn the bottom of the hula hoop under your feet and jump over it. Bring it back around behind you over your head, just like a jump rope!
3. Repeat until time is up.

Option: Place your hula hoop on the floor and jump in and out of it.

Partner Skipping

Equipment: Skipping ropes



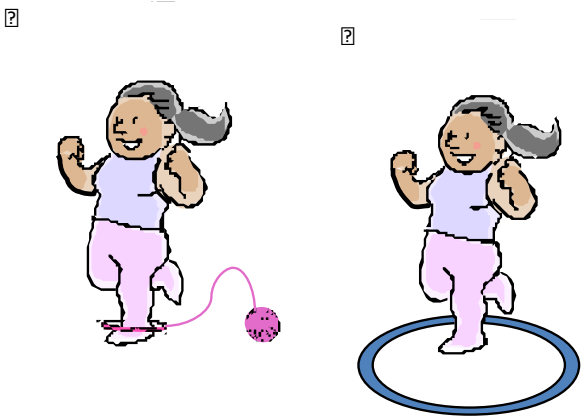
Side by side **Face to face**

1. Pick a partner and stand either face to face or side by side.
2. If you are standing face to face, pick one of you to be the rope turner. The turner swings the rope over both of your heads as you jump over it together. After 5 jumps switch who is holding the rope.
3. If you are standing side by side, each of you takes an end of the rope, using your free hand to hold onto one another. Countdown to begin (ready, set, go), then swing and jump over the rope together.
4. Repeat until time is up.

Option: Try placing the rope on the ground, hold hands and jump over the rope together.

Skip-It

Equipment: Skip-it ropes or small hula hoops

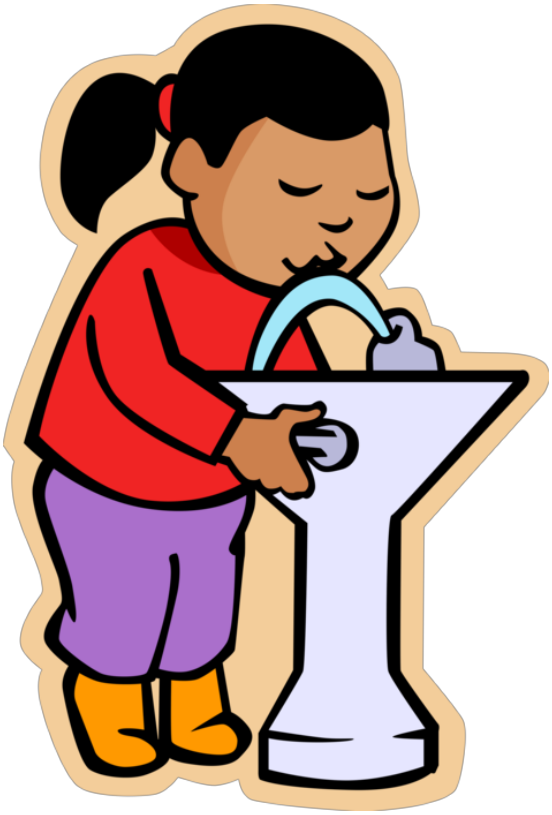


1. Put your foot through the skip-it rope or the hula hoop.
2. Swing the leg that the skip-it or hula hoop is attached to in a circle. Try to keep the ball or hoop on the ground.
3. Each time the ball or edge of the hula hoop loops around to your other leg, jump over it so it doesn't hit your free leg.
4. Repeat until time is up.

Option: Practice jumping back and forth over the rope part of the skip it or in and out of the skip-it.

Water Break

Equipment:Water fountain or water bottle



1. Take a break.
2. Have a drink of water.
3. Or dance!

Fun Fitness Circuit Guidelines

What is a Fun Fitness Circuit?

A Fun Fitness Circuit is a set of stations arranged to form a circuit in the school gym. It acts as circuit training for your physical education classes. All Fun Fitness Circuits are linked to Alberta Education's Physical Education Program of Studies. Each circuit is created with a balance of cardiovascular, strength, and stretching activities.

We recommend that you set up a different fitness circuit each week, but schools are welcome to use the circuits as they see best, weekly, monthly, or for special events such as Halloween parties.

The Goal

Get students moving and engaging in various development skills to improve their physical literacy.

Guidelines:

1. **Set up:** Set up each station around the gymnasium, refer to the schematic on page 3. Set up stations towards the centre of the gymnasium to leave space for a running tack. Ensure each station includes a poster explaining the activity, and any supplies the students might need. The posters are included with each Fun Fitness Circuit file.

2. **Organizing the circuit:** Explain and demonstrate each station to the students. Split the class evenly between stations and adjust the time duration per station according to number of stations you plan to use.

3. **Warm up:** Get students to warm up first by running 3 laps around the running track or doing an activity that increases their heart rate.

4. **Running the circuit:** Each station activity should be 1-3 minutes long. Keep the time short! Use music to distinquish intervals, having the students clean up when the music

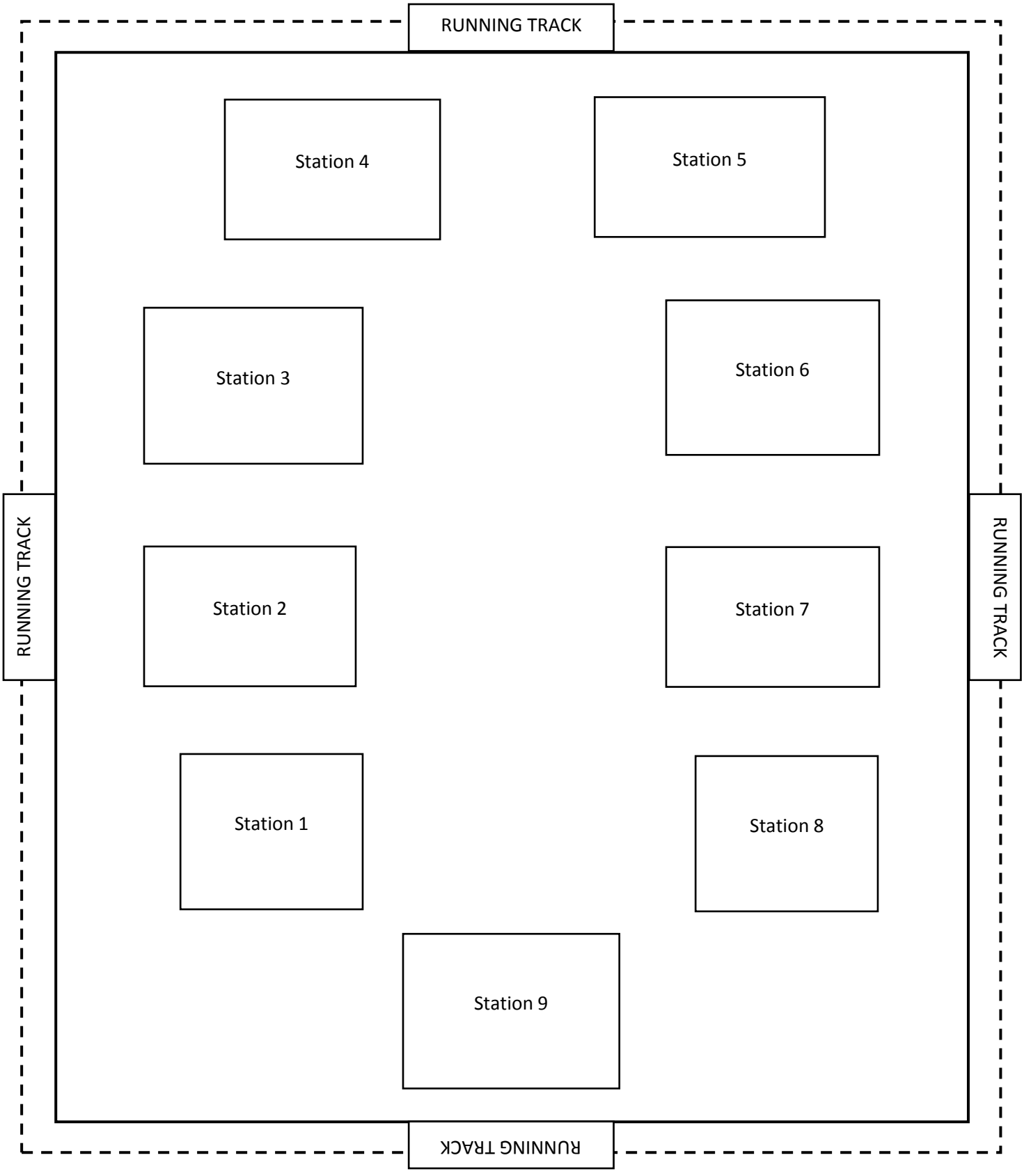
stops and move to the next station after running one lap on the running track after the music starts again.

5. Repeat this until all the stations are complete or the class time is up.

Tips and Tricks:

1. Play kid-friendly, upbeat music during the stations. When you stop the music, have the students clean up and get ready to run and rotate. Start the music to indicate when to start the next station.
2. Throughout the year, have teachers sign up to be in charge for a month.
3. Plan ahead of time who will set up the stations (e.g., teachers, PALS, a class, etc.)
4. Have student helpers or PALS set up the centres every week.
5. Older (grade 5 and up) students can work on literacy/PE projects by creating their own stations.
6. Host a buddy class. Older students work with younger students to help them complete the activity at each station.
7. If you don't have the equipment for a station, come up with a creative alternative.

Fun Fitness Friday Circuit Schematic



APPLE Schools

FUN FITNESS CIRCUITS

Fundamental Movement Skills

Fundamental movements are crucial in developing a foundation for physical literacy. Having fundamental movement skills can increase a student's comfort, confidence, and competence with physical activity. This circuit teaches these skills to students of all ages. Please refer to the schematic in the Fun Fitness Guidelines for ideas on how to structure the stations around a gymnasium.

Activities adapted from OPHEA's Learn to Move: Fundamental Movement Skills and Strategies.

***Station 1*: Jumping**
Equipment: None Students will perform jump squats. 1. They start by bending down into a squat postion with feet shoulder width apart, and knees bent at ninety degrees keeping them in line with their toes. 2. Students then jump up explosively, driving their hands straight up above their head. 3. Students should land as quietly as possible by bending knees when landing to move back into the squat position to help absorb the impact. 5. Repeat until time is up.
***Station 2*: Dribbling and Passing**
Equipment: Basketball or rubber ball, and 2 pylons 1. Two plyons are set up about five meters apart. Students form a line behind the starting pylon. The first student in line has the ball. 2. The student dribbles the ball with one hand and moves from the first pylon to the second one, dribbles around the second pylon, and then dribbles half way back to the first pylon and stops. 3. The student will bounce pass the ball to the next student in line. To finish, the first student runs to the back of the line and the student who received the bounce pass takes a turn dribbling. 4. Everyone rotates until time is up. **Option:** Students with developing skills can try dribbing with two hands

***Station 3*: Striking with Racquet**

Equipment: Badminton racquet, birdies, targets (spot on the wall)

1. Each student holds a racquet in their dominant hand and stands about five meters away from a wall with a target.
2. Students toss a birdie in the air and use the racquet to strike it toward a target.
3. Students retrieve the birdie and repeat until time is up.

Station 4: Dodging

Equipment: 5-6 pylons, equal number of left and right signs (each sign is a sheet of paper with either left or right written on it or arrows indicating a change of direction)

1. Arrange pylons in a staggered line or Z pattern. Students line up behind a starting pylon.
2. The first student runs toward the first pylon and plants one foot down before quickly moving (dodging) in the direction the sign indicates (left or right).
3. The student continue to move to each pylon and follow the cues to change direction at each one.
4. Once the student has dodged through all the pylons, they run straight back to the starting line and the next student goes.
5. Repeat until time is up.

Option: Students with developing skills can do full circles around each pylon.

***Station 5*: Shooting**

Equipment: Hockey sticks, net, targets in the net, soft puck or small ball

1. Students stand beside each other behind a starting line facing the net about four meters away. Each student has a hockey stick and puck.
2. One at a time each student shoots the puck at the target in the hockey net using their dominant hand.
3. Once all students have shot their puck into the net, they retrieve the pucks and line up to shoot again.
4. Repeat until time is up.

Option: Have smaller targets set up inside the net; use pool noodles instead of hockey sticks.

***Station 6*: Throwing**

Equipment: Various balls

1. Each student chooses a ball and stands facing a wall approximately two meters away from it.
2. Students toss the ball overhand at the wall while stepping forward with the opposite foot. Students catch the ball with one hand after it bounces once.
3. They continue throwing and catching until time is up. Encourage students to focus on technique and accuracy rather than number of times or how hard they can hit the wall.

Option: students with developing skills can catch the ball with both hands.

***Station 7*: Kicking**

Equipment: Target, various balls

1. Students stand beside each other behind a starting line facing a target about two meters away. Each student has a ball that is placed on the ground infront of them.
2. One at a time students kick the ball at the target using their dominant foot.
3. Once all students have kicked their ball at the target, they retrieve their ball, and then line up to kick again.
4. Repeat until time is up.

Option: Students with developing skills can use a larger ball or target.

***Station 8*: Tossing**

Equipment: 5-6 rings, 5-6 tall pylons

1. Students stand beside each other in a line and each student should be standing in front of a pylon (place pylon an appropriate distance depending on skill level). Each student has a ring.
2. Students toss their ring toward the pylon in front of them to hook the ring on top of the pylon. Students retrieve their ring and line up to throw again.
3. Repeat until time is up.

Option: Students with developing skills can stand closer to the pylon or use a larger ring.

***Station 9*: Water Break**

Equipment: Water fountain or water bottle

1. Students can take a break, get a drink of water, or dance.

Jumping

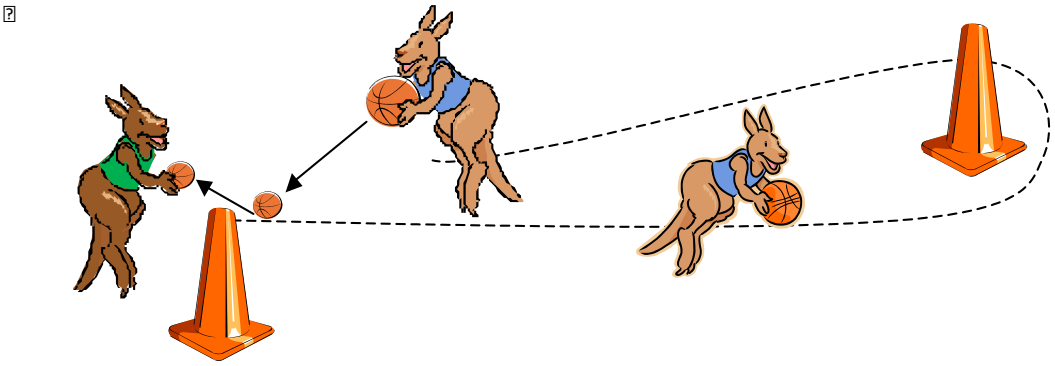
Equipment: none



1. Stand with your legs shoulder width apart.
2. Bend your knees and get into a low squat position.
3. From your squat position, jump upwards, with your hands straight above your head.
4. Land as quietly as you can and absorb the impact by bending down into a squat position.
5. Repeat until time is up.

Dribbling and Passing

Equipment: basketball or rubber ball, pylons

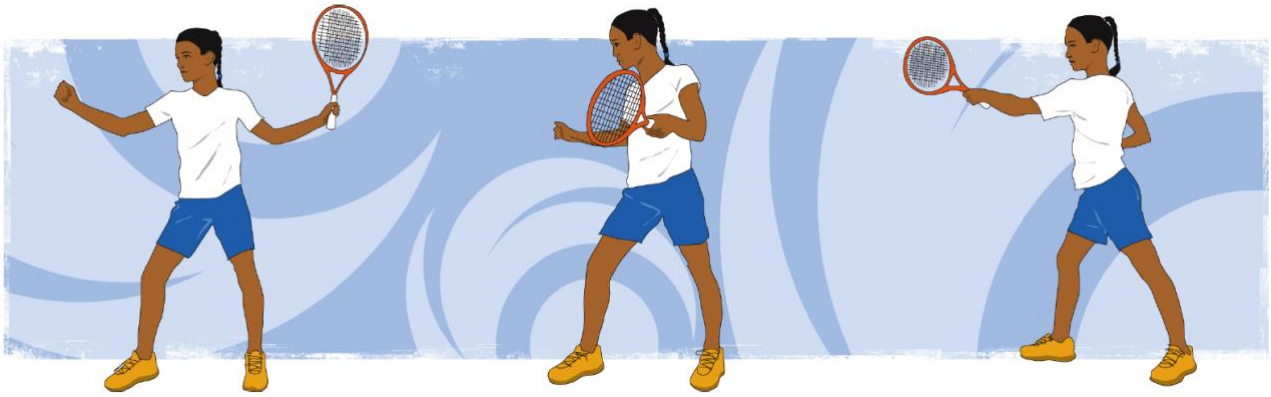


1. Form a line at the starting pylon. The first student in line will have the ball.
2. Dribble the ball to the second pylon, dribble around it, then stop halfway back to the first pylon.
3. Bounce pass the ball to the next student in line and runs to the back of the starting line so the next student can dribble the ball.
4. Rotate turns until time is up.

Option: Try a two-handed dribble.

Striking with Racquet

Equipment: badminton racquets, birdies, targets



1. Hold the racquet in your dominant hand.
2. Toss a birdie up and strike it with the racquet toward a target.
3. Repeat until time is up.

Dodging

Equipment: Pylons, left and right signs



1. Form a line behind the first pylon.
2. Run toward the first pylon, quickly stop with one foot planted, then run in the direction the sign is pointing.
3. Continue dodging pylons to the end of the row.
4. Run straight back to the starting pylon.
5. Rotate turns until time is up.

Option: run to the pylons completing a full circle around each pylon rather than changing direction.

Shooting

Equipment: Hockey sticks, net, targets in the net, soft puck or ball



1. Choose a hockey stick and puck and stand behind the line facing the target.
2. One at a time, shoot your puck at the net trying to hit the target.
3. Once everyone has shot their puck into the net, retrieve the pucks and shoot again.
4. Repeat until time is up.

Throwing

Equipment: various balls



1. Choose a ball and stand facing the wall.
2. Throw the ball overhand at the wall while stepping forward with the opposite foot.
3. Catch the ball with one hand after it bounces **once** on the floor.
4. Repeat until time is up.

   Option: Toss the ball underhand and/or catch the ball with two hands.

Kicking

Equipment: Target, various balls



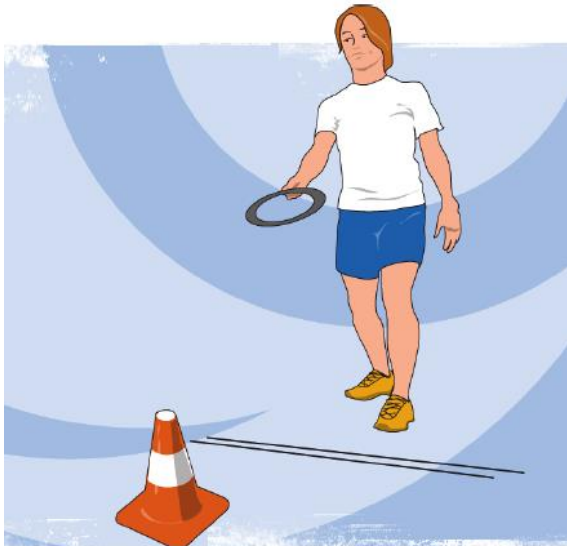
1. Choose a ball and stand behind the line.
2. One at a time, kick the ball at the target.
3. Once everyone has kicked their ball, retrieve the balls and get back into the line.
4. Continue until the time is up.

Option: Use a smaller ball and/or target.

Option: Use a larger ball and/or target.

Tossing

Equipment: rings, tall pylons

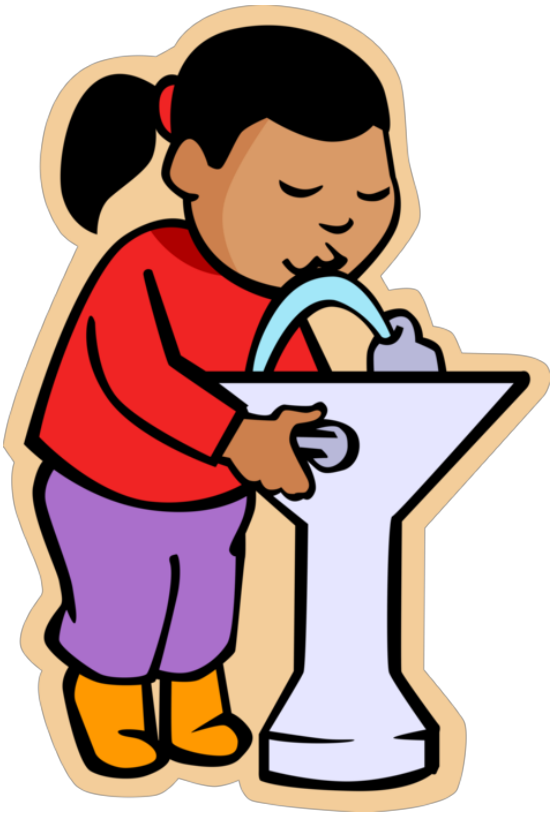


1. Choose a ring and stand behind the line facing a pylon.
2. Toss the ring and try to hook it on top of the pylon.
3. Retrieve your ring and go to the back of the line.
4. Continue until the time is up.

Option: Try tossing the ring from a closer or further distance.

Water Break

Equipment: water fountain or water bottle



1. Take a break.
2. Have a drink of water.
3. Or dance!

APPLE Schools

FUN FITNESS CIRCUITS

March Circuit

March fitness stations are themed around St. Patrick's Day. Try to incorporate as much green-colored equipment as you can. Please refer to the schematic in the Fun Fitness Guidelines for ideas on how to structure the stations around a gymnasium.

***Station 1*: Leprechaun Lunge**
Equipment: None Students perform continuous walking lunges. 1. Students place their hands on their hips and straighten their backs. Then step their left foot forward into a lunge. 2. Remind students to not let their back knee hit the floor and not to let their front knee to go passed their toes. 3. Students then step their right foot forward into a lunge. 4. Repeat until time is up.
***Station 2*: Lucky Leap**
Equipment: Skipping rope or tape laid on the floor to mark a jumping track 1. Place the skipping rope/tape on the floor to mark a jumping track that is at least five meters long. 2. Students line up, one behind one another, at the start of the jumping track. 3. One at a time, students must do three consecutive standing long jumps by standing straight with feet together, knees bent, swinging their arms up and propelling their body forward. Students should land on two feet and repeat the jump twice more to see how far they can jump in three jumps. 4. Ask students try to beat their previous distance on their next attempts. 5. Repeat until time is up.
***Station 3*: Hot Potato Pass**
Equipment: One ball per pair of students, or for a whole group (tennis ball, soft ball, etc.) 1. Students pair up and stand about two meters apart. 2. They pretend that the ball is a hot potatoe and pass it back and forth to their partner in an underhand toss as quickly as possible, trying not to drop the ball. 3. If the ball is dropped, pairs run toward eachother to high five before resuming the passing. 4. Repeat until time is up.

***Station 4*: Golden Shuffle**

Equipment: Containers, yellow bean bags (or similar small, yellow objects)

1. Place two containers three meters apart and put four "gold pieces" into the first container.
2. Students line up behind the first container with the gold pieces.
3. The first student in line will grab one piece of "gold" and quickly side shuffle to the second container to move the "gold". Then they side shuffle back to the first container to get the next piece of "gold".
4. Once all 4 "gold pieces" have been moved by the first student, they move to the back of the line. The next student in line will then side shuffle down to the second container to pick up a piece of "gold" and move it back to the first container.
5. Repeat until time is up.

***Station 5*: Rainbow Scooter Road**

Equipment: Scooters, skipping ropes (different colors if possible)

1. Create a "rainbow road" by connecting skipping ropes together and placing them in two parallel lines. The road needs to be wide enough for a scooter to maneuver through.
2. Students get into pairs.
3. Partner A sits on the scooter while partner B uses their hands to gently push on partner A's shoulders and guide them through the road.
4. At the end of the road, partner B carries the scooter back to the start line. Partner B will now push partner A down the road back to their original starting point.
5. Repeat until time is up.

***Station 6*: Tricky Toss-Up**

Equipment: Bean bags

1. Students get into pairs.
2. Partner A tosses the bean bag up in the air and performs a trick (claps, touch right hand to left foot, complete a 180 turn, etc.), then catches tries to catch the bean bag. Regardless if partner A successfully catches the bean bag or not, partner B tries to duplicate partner A's trick.
3. Once both partners have tried partner A's trick, they switch. Partner B now chooses a trick and partner A copies.
4. Repeat until time is up.

***Station 7*: Four-Leaf Hopper**

Equipment: Polyspots/pylons, number signs 1-4

1. Tape number signs one to four on polyspots or pylons and organize the polyspots on the floor in a compass shape - one is at north, two is at west, three is at east, and four is at south.
2. Place numbers about 0.5 meters apart.
3. One at a time, students will do a two-foot jump to each polyspot in numerical order.
4. Repeat until time is up.

Option: Try jumping on one leg.

***Station 8*: Pot o' Gold Throw**

Equipment: Container, yellow bean bags (or similar small, yellow objects)

1. Set down the "pot o' gold" (container) and create a line that is about two meters away from it.
2. Students line up, one behind the other.
3. Each student has at least one "piece of gold" which they take turns trying to toss into the pot o' gold. Once everyone has tossed their gold, they retrieve their objects and try again.
4. Repeat until time is up.

Option: Change the location of the pot o' gold to make the activity harder or easier.

***Station 9*: Water Break**

Equipment: Water fountain or water bottle

1. Students can take a break, get a drink of water or dance.

Leprechaun Lunge

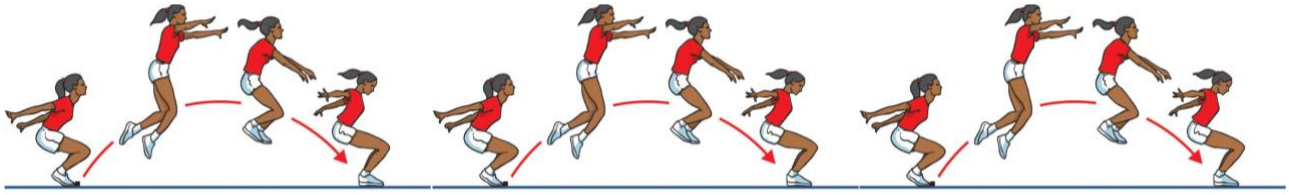
Equipment: None



1. Place your hands on your hips and keep your back straight.
2. Move forward into a lunge by stepping one foot forward and keeping one foot planted behind you. Both knees should be bent at 90 degrees.
3. Then slide your back foot up so that it is now in front and you are doing a walking lunge.
4. Repeat until time is up.

Lucky Leap

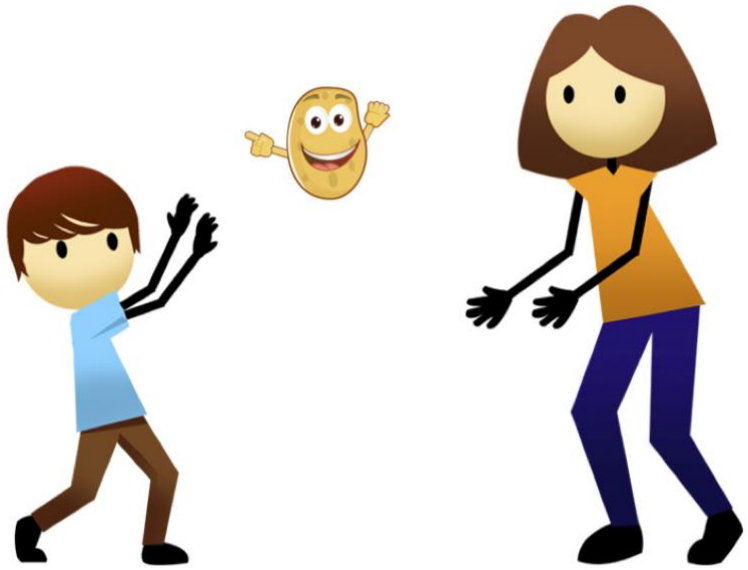
Equipment: Skipping rope/tape



1. Do a standing longjump by bending your knees, swinging your arms up and jumping forward as far as you can.
2. Land softly on two feet.
3. Jump two more times and see how far you can jump.
4. Remember how far you jumped and try to beat that distance on your next turn.
5. Repeat until time is up.

Hot Potato Pass

Equipment: 1 ball for passing



1. Find a partner to pass a ball with.
2. Stand two meters away from your partner and underhand pass the ball back and forth as quickly as possible without dropping it.
3. If the ball drops, run to your partner to high five before picking up the ball to keep passing.
4. Repeat until time is up.

Golden Shuffle

Equipment: 2 containers, golden/yellow objects



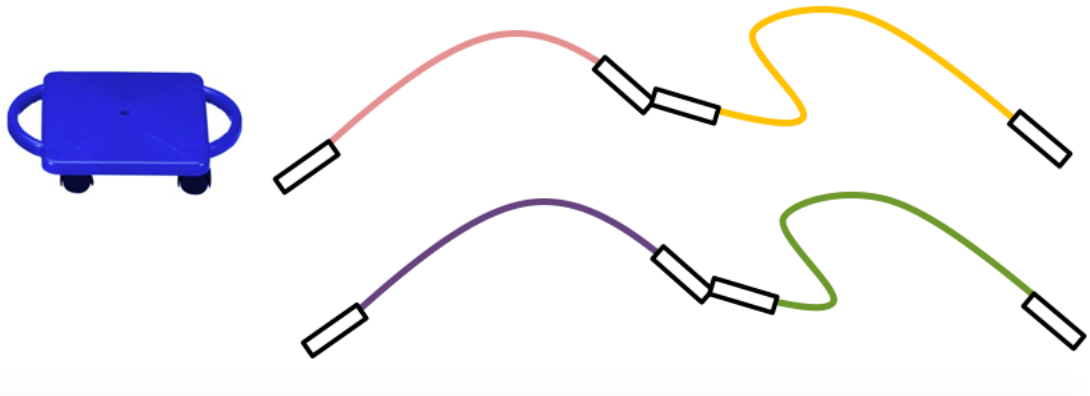




1. Stand behind the pot of gold that has gold pieces in it.
2. Do a side step or shuffle to move the gold pieces one at a time from one pot of gold to the other.
3. Once you've moved all four gold pieces, shuffle back to the end of the line.
4. Repeat until time is up.

Rainbow Scooter Road

Equipment: scooters, skipping ropes (different colors to create a rainbow)



1. Find a partner. Partner A sits on the scooter while partner B uses their hands to push gently on partner A's shoulders, guiding them down the road.
2. When you get to the end of the road, partner B carries the scooter back to the start.
3. Switch positions so that partner B sits on the scooter while partner A gently pushes them down the road.
4. Repeat until time is up.

Tricky Toss-Up

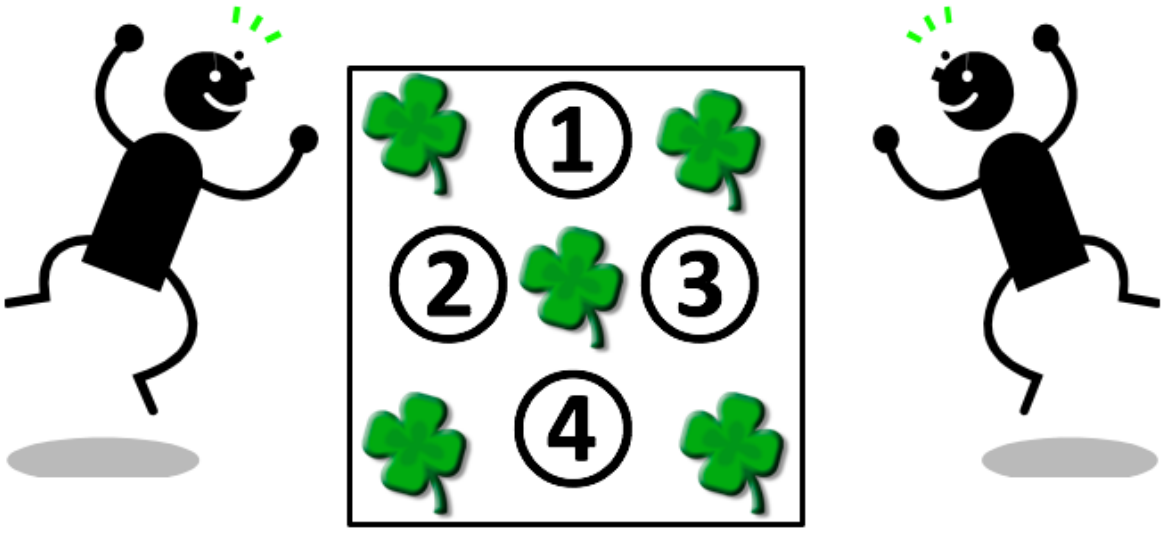
Equipment: bean bags



1. Find a partner.
2. Partner A tosses their bean bag up and performs a trick (clap, 180° turn, clicks heels together, etc.) and then tries to catch the bean bag.
3. Partner B then tries to do that same trick.
4. After both students try partner A's trick, partner B gets to choose a trick and partner A will copy it.
5. Repeat until time is up.

Four-Leaf Hopper

Equipment: Polyspots or pylons

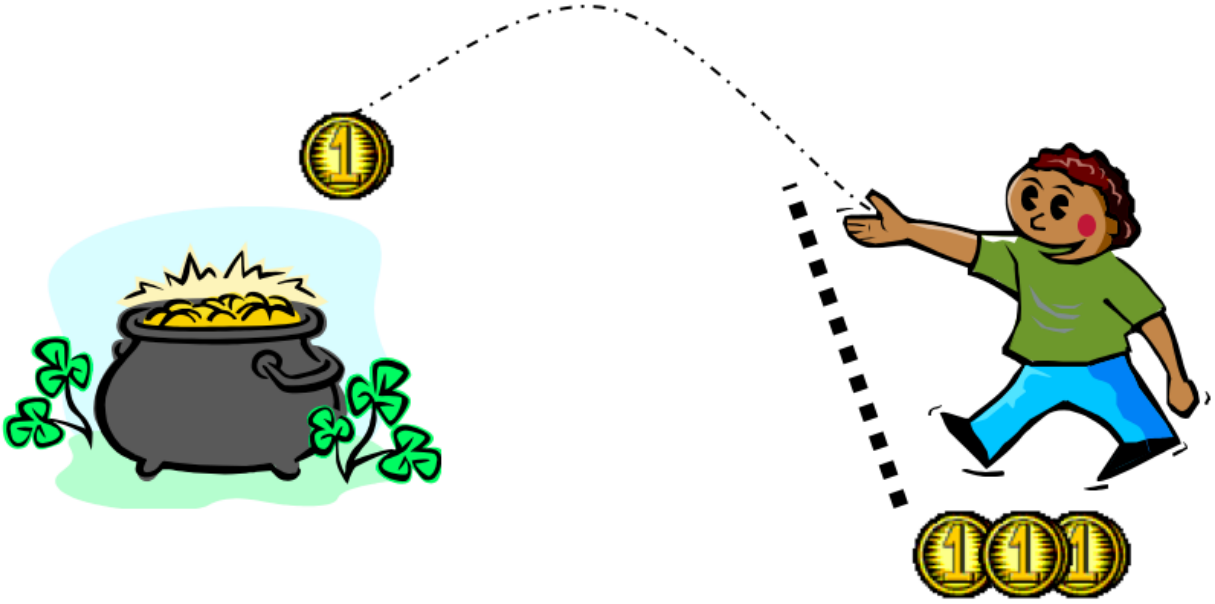


1. Two-foot jump to each polyspot following the proper numerical order (1, 2, 3, 4).
2. Repeat until time is up.

Option: Try jumping on one foot only.

Pot O’ Gold Throw

Equipment: Container, gold/yellow objects for throwing



1. Stand behind the start line.
2. Take turns trying to toss your golden objects into the pot o’gold.
3. Repeat until time is up.

Water Break

Equipment: Water fountain or water bottle



1. Take a break
2. Have a drink of water
3. Or dance!

APPLE Schools

FUN FITNESS CIRCUITS

 **October Circuit** 

This circuit has a spooky Halloween theme. Encourage students to get their ghoul on and have some fun with this fitness circuit. Please refer to the schematic in the Fun Fitness Guidelines for ideas on how to create the stations around a gymnasium.

***Station 1*: Haunted Hula Hooping**
Equipment: Hula hoops 1. Students hula hoop to the music. 2. Ask students to count how many complete hula hoop rotations they can do consecutively. Encourage them to count out loud like Count Dracula. 3. Repeat until time is up.
***Station 2*: Skeleton Tunnel**
Equipment: 4 pylons, 2 hockey sticks or poles, 2 scooters 1. Place a hockey stick on top of two pylons. Place the pylon sets about two meters apart. 2. Ask students to line up behind a start line. 3. The first student in line lies on their stomah on a scooter and travels under the hockey sticks or poles without touching them. 4. When the student reaches the end, they speed walk the scooter back to the next student in line. 5. Repeat until time is up.
***Station 3*: Scary Jacks**
Equipment: None 1. Students stand up straight with their feet together and their hands by their sides. 2. They perform a modified jumping jack, or “scary jack”, by extending their arms and legs out in the shape of a scary pose while making scary faces and noises. 3. The students return to their starting poses and repeat the jack, trying to do a different scary face, noise, and pose than before. 4. Repeat until time is up.

***Station 4*: Witches Run**

Equipment: 5 pylons, 2 scooters

1. Arrange five pylons in the shape of a W.
2. Students line up in pairs with a scooter behind a starting pylon.
3. One student sits on the scooter with legs crossed. The other student pushes their partner on the scooter through pylons. Ensure students push safely with two hands and they slow down near the end pylon.
4. When pairs reach the end pylon, the "pusher" carries the scooter while both students walk back to the start line.
5. Students switch roles and go through the course again.
6. Repeat until time is up.

***Station 5*: Graveyard Bench Hops**

Equipment: 2 benches

1. Students stand on one side of the bench. Ask the students to bend over so their hands are palms-down on top of the bench.
2. Keeping their hands on the bench, students must two-foot hop over the bench so that they are now standing on the other side of the bench. Once landed, students hop back over to the starter side.
3. Students should be aware of where others are jumping.
4. Repeat until time is up.

***Station 6*: Soccer Ghoul**

Equipment: Hockey net, soccer balls, 2 cartoon skull print outs, 2 targets, pylon

1. Attach the skull pictures to targets and hang them from the top two corners of the hockey net.
2. Students stand behind a pylon facing the net which is about two meters away. Each student has a ball that they place on the ground infront of them.
3. The first student in line kicks the ball at the skull target using the inside of their dominant foot.
4. The student quickly retrieves their ball and goes to the back of the line and the next student in line kicks at the target.
5. Repeat until the time is up.

Option: Students with developing skills can try to score a goal rather than hit the target.

***Station 7*: Eyeball Scoop**

Equipment: Scoops, wiffle balls

1. Students pair up and stand across from eachother about two meters apart.
2. Both students have a scoop and one student has an "eyeball" (wiffle ball), in their scoop.
3. One student passes the "eyeball" with their scoop to their partner who tries to catch it with their scoop. If the students successfully catch the "eyeball", they each take one step back.

4. If a student drops the ball, both partners remain where they are standing until they have a successful catch.
5. Repeat until time is up.

***Station 8*: Green Eye Toss**

Equipment: 10 green tennis balls (eyeballs), 2 buckets (cauldrons), 2 hula hoops

1. Set up two hula hoops beside eachother with five tennis balls in each one. Place an empty container about three meters across from each hula hoop.
2. Students form two lines, one line behind each hula hoop.
3. Each student at the front of their line tosses all tennis balls, one at a time, into the cauldron across from their hula hoop.
4. Once they've thrown their tennis balls, they retrieve them, and place them back into the hula hoop and go to the back of the line.
5. The next student in each line then takes a turn to throw the tennis balls into the cauldron.
6. Repeat until time is up.

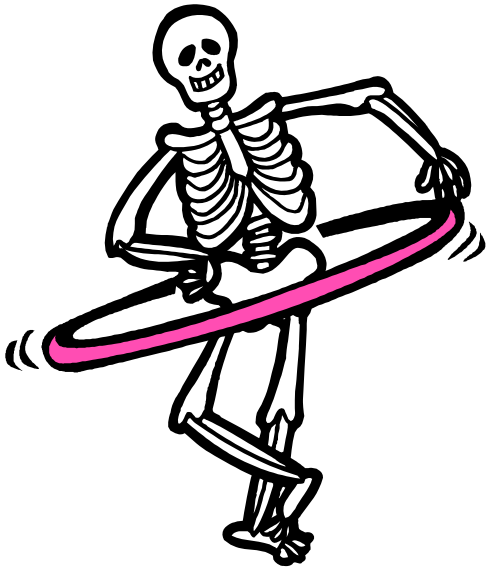
***Station 9*: Water Break**

Equipment: Water fountain or water bottle

1. Students can take a break, get a drink of water, or dance.

Haunted Hula Hooping

Equipment: Hula hoops

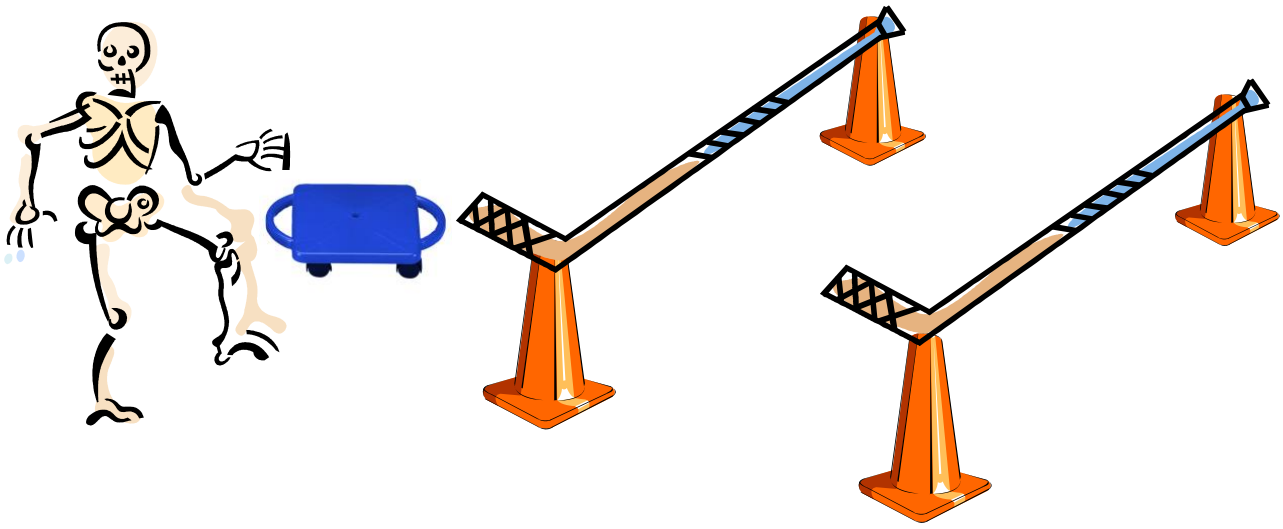


1. Do your best hula hooping!
2. Use your best Count Dracula voice to count how many hula hoop rotations you can do.

Options: Try to skip with the hula hoop, use your arms or legs to hula.

Skeleton Tunnel

Equipment: pylons, hockey sticks, scooters



1. Lay on your stomach on the scooter.
2. Travel under the sticks without touching them.
3. When finished, pick up your scooter and walk to the beginning of the course.
4. Pass the scooter to the next student.
5. Repeat until time is up.

Scary Jacks

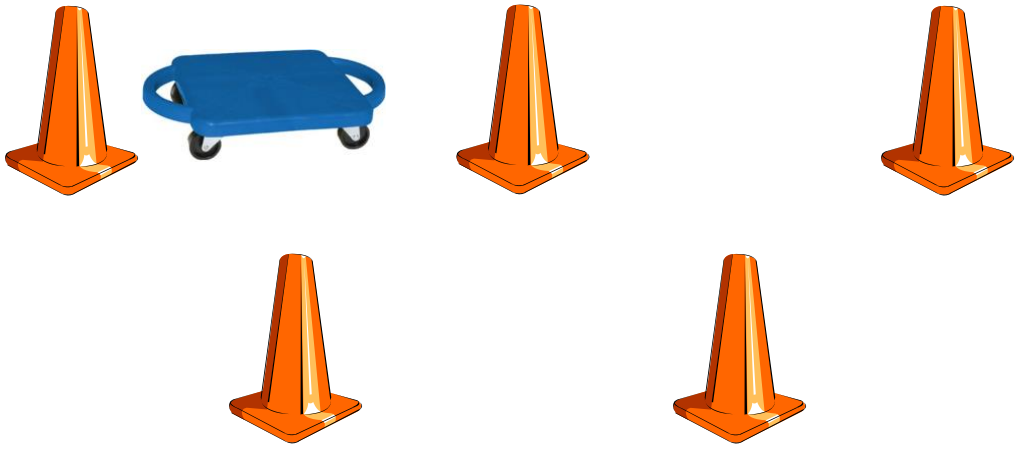
Equipment: none



1. Stand up straight, feet together, and hands by your sides.
2. Make a “scary jack” by doing a normal jumping jack except you make a scary pose in the air.
3. Make scary faces and noises to make your jumping jacks extra scary.
4. How many different scary jacks can you make?

Witches Run

Equipment: none



1. Work in partners.
2. One partner sits with crossed legs on the scooter.
3. The other partner pushes the student on the scooter around the pylons and back (two hands on back, not too fast)
4. Switch places and repeat.
5. If waiting in line, don’t forget to stay active!

Graveyard Bench Hops

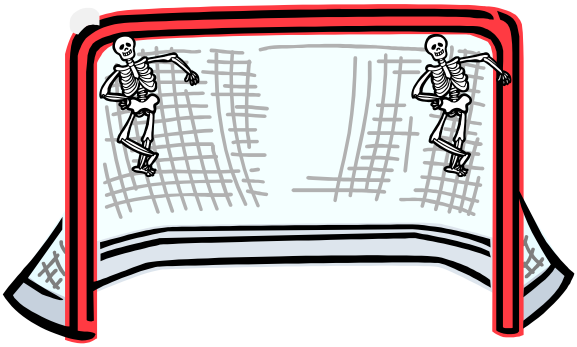
Equipment: Benches



1. Stand on one side of the bench with your feet together.
2. Bend over and place both hands on bench.
3. Keeping your feet together, hop over the bench to the other side. Continue to hop over the bench as many times as you can.
4. Repeat until time is up.

Soccer Ghoul

Equipment: hockey net, soccer balls, skeleton cutouts, targets

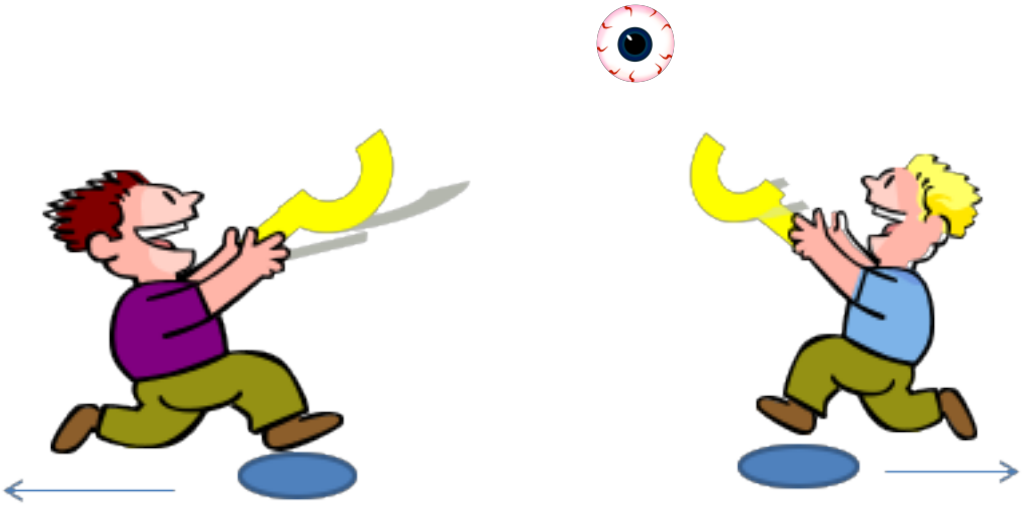




1. Stand behind a pylon and face the net.
2. Kick the soccer ball using the inside of your foot.
3. Try to score a goal or hit the skeleton targets.
4. Retrieve the ball and move to the back of the line.
5. Repeat until time is up.

Eyeball Scoop

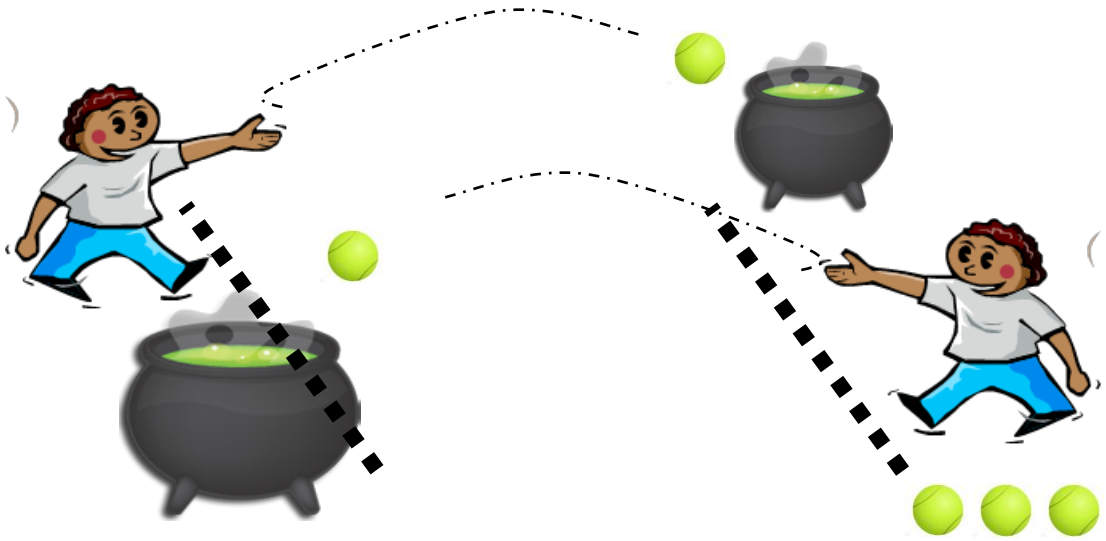
Equipment: Scoops, wiffle balls, polyspots



1. Find a partner and stand facing eachother.
2. Using the scoops, toss the “eyeball” back and forth, trying not to drop it.
3. After each catch, take one step back from eachother.
4. If the “eyeball” drops, stay in the same spot until you and your partner successfully catch the “eyeball”.

Green Eye Toss

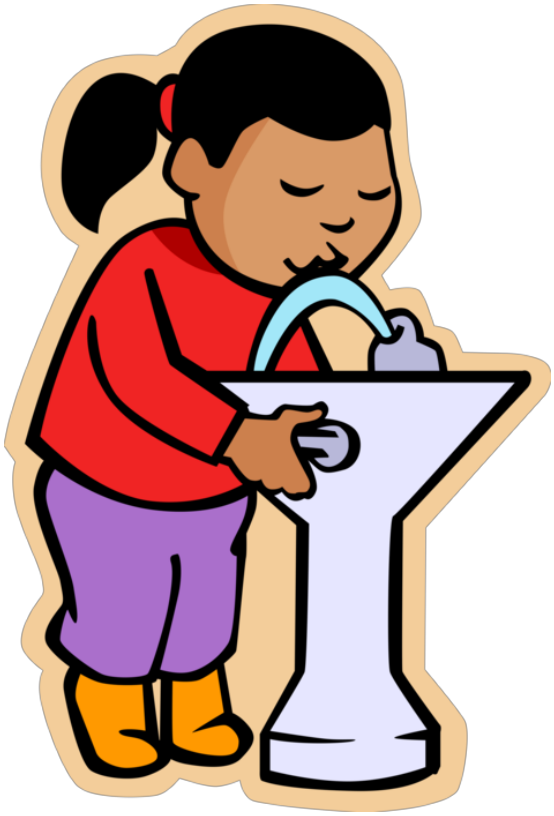
Equipment: Tennis balls, cauldrons/buckets, polyspots



1. Form a line behind each hula hoop.
2. The first student in each line tosses the “green eyes”one at a time into the cauldron.
3. After all the “green eyes” get tossed, pick them up and put them back into the hula hoop so the next student in line can have a turn.
4. Go to the back of the line and wait for your turn again.
5. Repeat until time us up.

Water Break

Equipment: Water fountain or water bottle



1. Take a break.
2. Have a drink of water.
3. Or dance!

Chapter Thirteen

Ever Active Program



hands on support

Services Offered-

Professional development work shops-

Ever Active Schools provides high-quality professional development opportunities for teachers, school communities, and community programs in areas that support health, well-being and learning.

Professional development continues to be a valuable investment in school communities. Participants continue to rate their experience in these workshops very high, and they always leave with practical ideas and tools for all types of classrooms.

Workshop investment amounts below. Customized plans are available – please contact us for more information.

Pricing
60 minutes
$565 + GST
90 minutes
$675 + GST
2 hours
$785 + GST
Half day
$1070 + GST
Full day
$1740 + GST
Pricing includes $250 worth of ready-to-use resources featured in the session

Travel costs differ by location and will be added to total cost

Ever active schools in residence

What exactly is EAS In Residence?
Ever Active Schools In Residence is a full year of customized support to build a culture of health and wellness in your school community. It is built around a four-day in-school residency as well as extensive preparation and follow-up work to learn how you operate, what you need and opportunities for growth. Our program will work with your school to meet the Canadian Healthy Schools Standards.

In addition to the residency, you'll receive a professional learning workshop for your entire staff team. During the in-residence week, the EAS team will train your student leadership team (a multi-grade group, a whole class, or a grade team) and work alongside them to bring school wellness initiatives to life. We will assist your school in joining the AMA Youth Run Club and getting your club moving. A school representative will be invited to attend our Shaping the Future conference – THE premiere comprehensive school health conference that will connect you with peers, researchers and other experts in the field. Plus, you'll receive a suite of resources to help your school with on-the-ground implementation. Finally, you'll enjoy ongoing access to your Health and Wellness Consultant, who knows the ins and outs of your school and your plan, to help you pivot and adapt to emerging priorities.

Interested? Get in touch with an EAS Health and Wellness Consultant by emailing plo@everactive.org to learn what we can do for you, starting at $12 per student. No commitment is required.

Customized Support
Your Health and Wellness Consultant will work with you to learn what your school needs and come up with a plan to make it happen.

Whole School Change
EAS In Residence utilizes students as change agents. We'll work with staff and a student leadership team to create a school-wide culture of wellness.

Year-long Access
We're in it for the long haul, because change takes time. You'll have ongoing support from a Health and Wellness Consultant all year long.

Self guided support

1. The Podclass
    - The Podclass is an educational podcast developed by Ever Active Schools. The first series, Conversations on School Health, is a collaboration with the Werklund School of Education that looks at maximizing the health and well-being of students and teachers. Throughout the show, our hosts chat with professionals in the worlds of health, education and well-being to explore connections between the three.

    - Stream The Podclass on your regular listening channel, or find our latest episode right here.

2. You tube Channel
    - Bite-size videos to give you activity ideas, new insights, and innovative project summaries.
    - Welcome to Ever Active Schools!
      We're a registered national charity based in Alberta, dedicated to creating and supporting healthy school communities through the Comprehensive School Health framework.

      What We Do
      We collaborate with schools, educators, students, and communities to promote well-being through movement, mental health, equity, and cultural responsiveness.

      What You'll Find Here
      Brain Breaks & classroom activities
      PD resources for educators
      Student-led wellness projects
      Event highlights (e.g. Shaping the Future)
      Indigenous land-based teachings
      Wellness strategies & tools

      🗓️ New videos monthly

      Contact
      info@everactive.org
      www.everactive.org

      Together, we're building healthier school communities—one video at a time.

      https://www.youtube.com/user/EverActiveSchools/featured

3. Blog

    - The Healthy School Community Blog is a place for stories and ideas to live and breathe.
    - We are pleased to present healthy school community stories surrounding thought leadership, health champions and innovative ideas, all supporting healthy school communities through a Comprehensive School Health lens.
    - Want to contribute to our blog? Contact us with your idea!
    - https://everactive.org/blog/

4. Resources
    - Hands-on tools to help you embed wellness in the classroom and school community.
    - https://shop.everactive.org/

5. magazine
    - Published annually, featuring stories from and for Alberta schools and communities.
    - Healthy Schools Alberta magazine is an annual publication focused on active and healthy stories, initiatives, resources and more.
    - Released in September to kick off the new school year, it is distributed through the Alberta Teachers' Association and reaches every school in Alberta (roughly 2,110 schools) as well as a variety of stakeholders in the health, education, sport and recreation and research sectors.
    - https://everactive.org/healthy-schools-alberta/

Chapter Fourteen

Healthy Vending Toolkit

Request for Proposal

Including healthier vending product specifications in contract negotiations for your site helps prospective vendors know from the very beginning they will be required to provide healthier options.

Your setting's healthy eating policy may be based on the Alberta Nutrition Guidelines (which classifies foods into Choose Most Often, Choose Sometimes, and Choose Least Often categories) or the Canada's Food Guide and Healthier Vending and Snacks Resource. Include links to the appropriate resources in your Request for Proposal (RFP).

Use healthier product specifications with all legal documents required to set up contract services with external vendors within your site. Clearly state what is considered a breach of contract and what happens if the vendor does not follow healthier vending requirements.

The language in the sample below can be modified to suit your organization's needs.

Sample RFP Wording

Healthy Food Product Specifications

Nutritious foods and drinks are the foundation for healthy eating and include vegetables and fruits, whole grains, and protein foods from Canada's Food Guide.

The Healthier Vending and Snacks Resource provides guidance on healthier choices. "Sell More" choices are healthier options as they are less processed and/or have higher nutritional qualities. "Sell Less (and smaller portions)" choices have added sodium, sugars, or saturated fats, and/or lower nutritional qualities.

Mandatory Nutrition Criteria of Vending Products

Providing healthier food and beverage options is a critical consideration in the evaluation of vending proposals. All vending machines must be comprised of a mix of a variety of Sell More and Sell Smaller Portion items; with at least 40% being "Sell More" choices. Proposers will be required to provide a list of products for each machine and pricing for each item. Proposers will be required to demonstrate a commitment to supporting healthier choices through product placement, pricing, and marketing strategies.

Appropriate snack and beverage products as well as product placement, pricing, and marketing strategies for vending machines can be found in the Healthier Vending and Snacks Resource. For information about our Healthy Eating Policy, contact publichealth.nutrition@ahs.ca.

Sample Guideline

Creating Healthier Vending Machine Guidelines helps create a smoother transition towards offering healthier vending products. It not only communicates minimum standards but can also guide actions to help you achieve your overall healthier vending goals.

Below is an example of a vending machine guideline with ideas for you to incorporate into your own guideline. It helps to keep contract terms shorter so improvements can be easily made in the future. You can choose to start with a higher percentage of Sell More items initially or phase into your target over several years.

ActiveYou Recreation Centre: Nutritious Vending Strategy

Developed: January 2023
Up for Renewal: January 2026

This vending guideline outlines specific criteria for vending at ActiveYou Recreation Centre. This aligns with the overall ActiveYou Healthy Eating policy.

Nutrition Criteria

Canada's Food Guide and the Healthier Vending and Snacks resource will be used to determine healthy choices for vending products.

Percentage of Healthy Options

Initial:

- 40% Sell More products, 60% Sell Smaller Portions products, 0% Not Recommended products in 2023.

Plan:

- Increase Sell More products by 5% each year.
- Decrease Sell Smaller Portions products by 5% each year.

Goal:

- Achieve 60% Sell More products and 40% Sell Smaller Portions products by 2026.

Placement

Vending Machine Location:

- Vending machines with the most Sell More products will be placed in the most visible and accessible location of all the machines.

Product placement within machines:

- Sell More products will be placed at eye level to make them most visible to users.
- Sell Smaller Portions products will be placed at the top or bottom of the machine.

Promotion

- To support healthy choices, if the sides and front panels of vending machines are used as promotional spaces, only Sell More products will be spotlighted.

Pricing

- To support healthy choices, Sell More products will be priced competitively (less than or at least equal) to Sell Less (and Smaller Portions) products. It is acceptable to offset this by slightly increasing the price of Sell Less (and Smaller Portions) products.

This guideline was approved by the ActiveYou Board of Directors in January 2023. The committee will review and update it in 2026.

Patron Letter

Date
Name, Title
Address

Dear

Re: Request for Healthier Vending

As a [patron, student, or employee] of [insert name of site/facility], I am writing to request that you consider offering healthier food and drink options in your vending machines.

People are spending more time away from home for work, learning, and play. Offering healthier vending products can support individuals and families to maintain their health when other food and drink options may not be available.

[I or my family or my friends] try to lead a balanced, healthy lifestyle, which includes healthier eating habits. Having access to healthier vending choices when [I/we] visit your facility would further support [me/us] in this effort.

Many Alberta facilities, including schools, workplaces, and recreation centres, have already made changes to sell healthier vending products. It is my hope that you will follow in these footsteps. A Healthy Vending Toolkit has been created to support you at www.healthyeatingstartshere.ca (click “In the Community”).

Thank you for your consideration.

Name
Position
Organization

Patron Surveys

Healthy Vending Patron Pre-Change Survey

1. How often do you buy food and/or drinks from the vending machine(s) at this facility?

3 or more times per week	1–2 times per week	1–2 times per month	Less than once per month	Never
☐	☐	☐	☐	☐

2. How much money do you spend each time you visit the vending machine(s)?

More than $6	$4–6	$2–4	0.75–$2	None
☐	☐	☐	☐	☐

3. If healthier food and drink options were available in the vending machine(s), would you buy them?

   ☐ Yes ☐ No ☐ Unsure

   Please list reasons for your answer:

4. Please tell us how likely you are to buy the following items from the vending machine(s). Your answers will help us decide which items to add to the machine(s).

Item and Description	Very Likely 	Likely 	Not Likely 	Comments
E.g., Natural almonds				I enjoy almonds, but it would depend on their price.

5. Are there other items you would like to see offered?

   ☐ No ☐ Yes (please explain)

Thank you for your feedback!

Healthy Vending Patron Post-Change Survey

1. Are you aware of the healthier food and drink items available in the vending machine(s)?
   ☐ Yes ☐ No

2. Have you bought any of the healthier items offered in the vending machine(s)?

If yes, please list the healthier items you bought and tell us what you thought.

Item	Liked it	Didn't like it	Comments
	☐	☐	
	☐	☐	

If no, please tell us why not. (Check all that apply.)

- ☐ The items cost too much.
- ☐ The items I wanted were sold out/ not available in the vending machine.
- ☐ I was not interested in the healthier items that were available.
- ☐ I bought something else from the vending machine.
- ☐ I am allergic or am unable to eat some of the products.
- ☐ I do not buy items from the vending machine.
- ☐ Other (please specify):
  _____

3. Please tell us your thoughts about the healthier vending project using the following statements.

Statement	Agree	Disagree	N/A
It is easy to find the vending machine(s) with the healthier items.	☐	☐	☐
It is easy to identify the healthier items in the vending machine.	☐	☐	☐
There is a good selection of healthier items available.	☐	☐	☐
The prices of the healthier items are reasonable.	☐	☐	☐
Overall, I am satisfied with the changes to the vending machine(s).	☐	☐	☐
I am likely to buy healthier items from the vending machine in the future.	☐	☐	☐
Having healthier items available in the vending machine meets my needs for healthier food and drink options at this site.	☐	☐	☐

4. Do you have any other comments or feedback? Please share it with us.

Thank you for your feedback!

Tracking Sales and Trends

Tracking Sales

Once you have completed this document, use the information in the Tracking Trends table on the next page.

Vending machine: Date complete: Date of last restock:

Item	**Price charged per item**	**Cost per Item**	**Profit per item sold.** (Price charged minus cost per item)	**# Stocked**	**# Left in machine**	**# Sold** (# stocked minus # left)	**Revenue** (multiply # sold by price charged)	**Profit** (multiply # sold by profit per item)	**Comments**
E.g., Sample brand Granola Bar	1.50	1.00	$1.50 -1.00 = **$0.50**	25	0	25 - 0 = **25**	25x$1.50 = **$37.50**	25 x $0.50 = **12.50**	Product sold out before scheduled restock
E.g., Sample brand Trail mix	2.00	1.50	$2.00 -1.50 **= $0.50**	25	10	25 -10 = **15**	15 x $2.00 = **$30.00**	15 x $0.50 = **7.50**	Not stocked at eye level. Trial move to eye level.
Total Profit & Revenue (Add the values in the columns)									

Healthier Vending Toolkit (Dec 2023)
www.albertahealthservices.ca/nutrition/Page13884.aspx
publichealth.nutrition@ahs.ca

Nutrition Services
Essential partners in health

Tracking Trends

Once you have filled out the table, look for trends. If you notice a trend, think about what may have caused it. Consider:

- A change in how many customers are at your site (e.g. change in programs, employee vacation, seasonal changes).
- A change in other nearby food options (e.g. change in hours of onsite concession).
- Marketing or promotion (e.g. new signs added, vending contest, taste testing of new items).
- Changes to inventory, pricing, or placement of products (e.g. new products added, products moved to different slots in the machine).

Quarter 1	Month 1	Month 2	Month 3	Month 4	Comments
Revenue					
Profit					

Quarter 2	Month 1	Month 2	Month 3	Month 4	Comments
Revenue					
Profit					

Quarter 3	Month 1	Month 2	Month 3	Month 4	Comments
Revenue					
Profit					

Quarter 4	Month 1	Month 2	Month 3	Month 4	Comments
Revenue					
Profit					

Vending Environment Scanning Tool

Use this tool to help give you an overview of vending in your setting. Work through these questions on your own or with your team.

Date:

Members present:

- How many vending machines are onsite? Who owns them? What type of products can they offer (e.g. refrigerated)?
- Who stocks the vending machine(s)?
- How often is/are the vending machine(s) stocked?
- Who makes decisions about what products are stocked, where the products are placed in the machines, and what prices to charge?
- Is there a vending contract in place? When does it expire? Does it include language about healthier product requirements?
- Who receives the profits? How are the profits used?
- Who are the main vending machine users? How could we promote healthier vending to these users?

How to use the scanning tool

This tool can be used to show which areas you are doing well (higher scores) and which areas need some work (lower scores). It can help with planning and evaluation if you use this tool again later to see where improvements have been made.

Adding the total score is optional. Each column is worth the value of the number it represents. The total possible score is 40 points. Compare your total score as you reassess over time to see how things have changed.

For the purposes of this assessment tool, healthier foods/drinks are defined as “Sell More” and “Sell Less (and Smaller Portions)” of foods/drinks according to the Healthier Vending and Snacks resource.

Below is an example of how this tool can be used:

- Your site has just formed an action team and has committed to offer healthier choices in vending. Nothing has been developed yet.

Your site would be a number 2 – On the Road.

Area	Indicate the column that best reflects where you are currently			
	4 – It’s Working!	3 – Getting Closer	2 – On the Road	1 – Just Started
Policies and Procedures Are there nutrition policies or guidelines in place to support healthier eating in your setting? (e.g., healthy eating or healthy vending policy)	Policies and guidelines **have been put into place** to support healthy eating in our site/setting.	Policies and/or guidelines **are being developed** to support healthy eating in our site/setting.	There is **informal support** for healthy eating, but it has **not yet been addressed in a formal way**. ✓	We **have just begun to raise awareness** of the importance of developing guidelines to support healthy eating at our site.

Nutrition Services
Essential partners in health

Area	Indicate the column that best reflects where you are currently			
	4 – It's Working!	**3 – Getting Closer**	**2 – On the Road**	**1 – Just Started**
Support from Leaders Do leaders support and model healthy food choices?	Leaders **actively promote** healthy eating habits and choices through consistent modeling.	Leaders **support** healthy eating habits and choices.	Leaders offer **some** support for healthy eating habits and choices, but on an inconsistent basis.	We are **just starting to engage** leaders to support healthy eating habits and choices.
Other Food Onsite Are healthy vending type products available from other food operators onsite? (e.g. canteens, kiosks, cafeterias, etc.)	**Most (at least 80%)** of the foods/drinks available are Sell More or appropriate portions of the Sell Smaller Portions items in the Healthier Vending and Snacks guide.	**At least half** of the foods/drinks available are Sell More or appropriate portions of the Sell Smaller Portions items in the Healthier Vending and Snacks guide.	**Some** healthy foods/drinks are available, but many of the foods/drinks offered are either Not Recommended or are larger portion sizes of items in the Sell Smaller Portions list in the Healthier Vending and Snacks guide.	**Few** of the foods/drinks for sale are healthy. Most are either Not Recommended or are larger portion sizes of items in the Sell Smaller Portions list in the Healthier Vending and Snacks guide.
Customer Feedback Are customers asked for feedback on products offered in vending?	Customers are **often** asked for feedback on existing and new products offered in vending through a **standard process (e.g., survey)**.	Customers are **often** asked for feedback on existing and new products offered in vending, but they are informally asked	Customers are **sometimes** asked for feedback on existing and new products offered in vending.	We are **just starting to** find ways to get customer feedback.

Area	Indicate the column that best reflects where you are currently			
	4 – It's Working!	3 – Getting Closer	2 – On the Road	1 – Just Started
Current Vending Inventory Are there healthier choices available in our vending machine?	**Most (at least 80%)** of the foods/drinks available are Sell More or appropriate portions of the Sell Smaller Portions items in the Healthier Vending and Snacks guide.	**At least half** of the foods/drinks available are Sell More or appropriate portions of the Sell Smaller Portions items in the Healthier Vending and Snacks guide.	**Some** healthier foods/drinks are available, but many of the foods/drinks offered are either Not Recommended or are larger portion sizes of items in the Sell Smaller Portions list in the Healthier Vending and Snacks guide.	We are **just beginning to review** the foods/drinks available in our vending machine. Most are either Not Recommended or are larger portion sizes of items in the Sell Smaller Portions list in the Healthier Vending and Snacks guide.
Placement Are healthier choices positioned prominently at eye level?	**All** of the most popular and eye level slots are filled with healthier choices.	Healthier choices fill **nearly all** of the most popular and eye level slots.	Healthier choices fill **some** of the most popular and eye level slots.	**No healthier choices** fill the most popular and eye level slots.
Pricing of Healthier Choices Are healthier choices less expensive or the same price as other options in vending machines?	Healthier choices are **always** less expensive.	Healthier choices are **usually** less expensive.	Healthier choices are the **same** price as other options.	Healthier choices are **more** expensive than other options.

Area	Indicate the column that best reflects where you are currently			
	4 – It's Working!	3 – Getting Closer	2 – On the Road	1 – Just Started
Promotion and Marketing Are healthier food and beverage choices promoted through graphics on vending machines, signs, posters, or special promotions?	**All** graphics, signs and posters on vending machines promote healthier choices.	**Most** graphics, signs and posters on vending machines promote healthier choices.	**Some** graphics, signs and posters on vending machines promote healthier choices.	Graphics, signs, and posters on vending machines promote do not promote healthier choices.
Vendor Readiness Is your vendor offering healthier options when available? Are they already offering healthier vending programs elsewhere?	Vendor already **offers** healthy vending options that **align with the Healthier Vending and Snacks** guide at other sites.	Vendor **offers healthier** vending options elsewhere, but **not aligned Healthier Vending and Snacks** guide.	Vendor has **some** healthier options available, but variety is limited.	Vendor has **very limited** healthier options available.

Results summary

Goals/ Actions

Comments

Vending Inventory Tool

Fill out the table below for each vending machine on your site.

Vending Machine Location (E.g., Facility [ABC], located by change rooms)	**Item** (Include brand, flavour)	**Row**	**Size**	**Price**	**Best Before/ Expiry Date**	**Product is Healthier** (Listed under "Sell More" or is a smaller portion*)	**Comments** (E.g., product popularity, how often it is restocked)
Type: ☐ Refrigerated food. ☑ Non-refrigerated food ☐ Drinks ☐ Frozen foods ☐ Milk only machine ☐ Hot drinks		3	25 g	$1.25	25 May 2027	☑ Yes ☐ No ☐ Unsure	Popular. Re-stock every week.
						☐ Yes ☐ No ☐ Unsure	
						☐ Yes ☐ No ☐ Unsure	

Vending Machine Location (E.g., Facility [ABC], located by change rooms)	**Item** (Include brand, flavour)	**Row**	**Size**	**Price**	**Best Before/ Expiry Date**	**Product is Healthier** (Listed under "Sell More" or is a smaller portion*)	**Comments** (E.g., product popularity, how often it is restocked)
						☐ Yes ☐ No ☐ Unsure	
						☐ Yes ☐ No ☐ Unsure	
						☐ Yes ☐ No ☐ Unsure	
						☐ Yes ☐ No ☐ Unsure	
						☐ Yes ☐ No ☐ Unsure	

*For more information about healthier items, see Healthier Vending and Snacks.

Working with Vendors

A good relationship with your vendor(s) will help to make healthy vending a success. Below is a list of suggested topics to discuss with your current or potential vendors. You may also wish to include these topics in the final vending contracts.

Goals

Discuss your organization's goals and plans for offering healthier foods and beverages in vending machines. Ask your vendor:

- Do you have any feedback about our specific goals or plans for healthier vending?

- What is your experience with offering healthier products? Can you share any tips you have learned from your experience?

Healthier Product List

A vendor who is willing to look for and offer products that align with "Sell More" items on the Healthier Vending and Snacks resource, respond to customer feedback, and include new products as they become available can make healthier vending easier. Ask your vendor:

Are you willing to maintain a list of products that:

- aligns with the "Sell More" items on the Healthier Vending and Snacks resource?
- are economical?
- can be ordered in suitable quantities?
- responds to customer feedback and requests?
- expands as new products become available?

Can you create a "Customized Order Form" based on Healthier Vending and Snacks?

Stocking Patterns

Product placement and stocking frequency are factors that can help make healthier vending a success. Work with your vendor to find strategies that meet both your needs. Ask your vendor:

- Can you stock healthier items more often?
- Do you have any concerns with placing “Sell More” items in the most prominent slots or with following the Planogram on pg. 3 of Healthier Vending and Snacks? If so, how can we work together to help make healthy products more visible to customers?
- Do you have other people who stock your machines? If so, how will you ensure that products are placed according to our planogram?

Pricing and Promotion

As with product placement, pricing and promotion strategies are key to the success of healthy vending. Ask your vendor:

- Are you open to collecting customer feedback to inform healthier product choices? How can we work together to survey customers?
- Can you offer smaller portions of less healthy products?
- Do you have any concerns with pricing healthier items lower to promote their sale?
- If you are concerned about overall profits, are you willing to raise the price of less healthy items?
- How do you think we can best market healthier foods and drinks?
- Can healthier items or physical activity images be used to promote vending?
- Can we use product signs on the front of your machines or place markers on machine slots to highlight “Sell More” items?
- Can healthier items be promoted with taste tests or samples?

Contract

Contract terms with the vendor may impact the scope of changes you can make to products, price, placement, and promotion strategies. The vendor may incur higher operating costs with increased stocking frequency or lower price margins on healthy products. Discuss contract terms with the vendor. Ask your vendor:

- Do you have any conditions that you need to include in your contract, such as the minimum length of contract or vendor exclusivity?
- How will our commission be impacted with these changes?

Other Comments or Notes

Healthier Vending and Snacks



The consumer demand for healthier products is creating opportunities for growth in vending.

- Offering foods and beverages with more nutritional value can increase sales from customers looking for healthier options.
- Use this guide* to help choose vending options that support the health and wellbeing of students, staff, and visitors in settings like:
  - recreation centres
  - healthcare facilities
  - other public buildings
  - workplaces
  - middle/ high/ post-secondary schools
- Follow the **4Ps of Marketing** (Product, Placement, Promotion, and Pricing) to maximize revenue and make the healthy choice the easy choice for consumers.
- Vending is just one part of the eating environment. When possible, try to make changes in all areas of your facility where food is offered or sold, such as:
  - cafeterias
  - canteens
  - catering
  - celebration
  - gift shops
  - lunchrooms

Sample tools and templates to support activities

- Communication Plan
- Patron Surveys and Letter
- Request for Proposal
- Sample Guideline
- Tracking Sales and Trends
- Vending Inventory Tool
- Vending Environment Scanning Tool
- Working with Vendors



Find these resources and more by visiting the Healthier Vending Toolkit.

If you have questions about these tools or need additional support, contact: publichealth.nutrition@ahs.ca

4Ps of Marketing: Product

A Guide to Healthier Food & Drinks

Sell More

Foods/ Snacks

- Baked apple chips
- Baked chips or rice crisps
- Baked crackers
- Canned fruit cups, no sugar added.
- Baked snap pea crisps.
- Chicken or tuna salad, or hummus and crackers (kits)
- Dried fruits
- Dry roasted nuts or seeds
- Fruit and nut bars
- Fruit sauces
- Granola bars
- Individual cheese portions, yogurt (refrigerated machine)
- Jerky (lower sodium)
- Pemmican
- Protein bars
- Popcorn or pretzels
- Roasted seaweed snack
- Sugar-free gum
- Trail mix

Drinks

- Milk, yogurt, plant-based beverages such as soy (including high protein)
- Plain, sparkling, or flavoured water (no sugar added)
- Unsweetened teas, cold brewed coffees

Sell Less (and in smaller portions)

- Baked goods (≤ 350 calories)
- Candy, gummies (≤ 30 g)
- Chocolate Bars (≤55 g)
- Regular chips (≤ 40 g)
- 100% fruit or vegetable juice (≤ 355 mL)
- Diet soft drinks (≤ 500 mL)
- Regular soft drinks or iced tea (≤ 355 mL)



Not Recommended

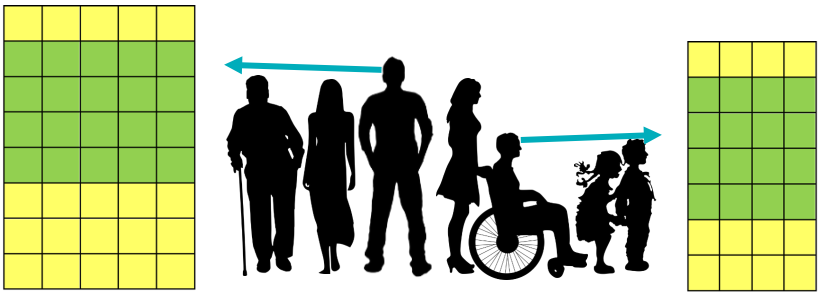
- Energy drinks
- Kombucha
- Vitamin enhanced water or drinks

These items may not be safe for some people.

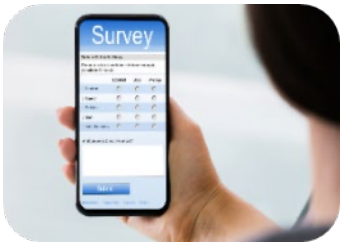
* Your organization may follow other guidelines such as the Alberta Nutrition Guidelines, Alberta Nutrition Guidelines for Children & Youth or Alberta Health Services Healthy Eating Environment Guidelines. Check with your organization for guidance.

4Ps of Marketing: Placement

- First in Sight = First in Hand. Customers are more likely to buy products that are easy to see.
- Cluster healthier products together at eye level; between the waist and top of the head (green squares).
- Dedicate an entire row or machine to one type of healthy product, such as water, baked chips, or crackers.



4Ps of Marketing: Promotion



- Survey your customers to help inform product choices and to identify potential barriers.
- Communicate changes through posters and media to help increase buy-in to change.
- Promote healthier items with taste tests or samples.

4Ps of Marketing: Pricing



- Make the price of all items easy to see.
- Price healthier items competitively (the same or less than less healthy items). Offset this with an increase in price of less healthy items.



Check out infographic posters on the 4P's: How to Market Healthy Food and Drinks.

Communication Plan

Communication Plan

When making changes towards healthier vending, promoting changes to staff, customers, and the community through proactive, positive messages can help make your healthier vending efforts a success.

Before you draft your communication plan, consider the following.

Budget/ Resources

What budget is available to support communication activities?

Include budget and in-kind contributions (e.g., volunteer hours, donations) as well as free opportunities (e.g., emails, social media).

Contingency Plan

What happens if something does not go as planned?

Example: If a vending contractor is not able to provide a poster for the machine 1 week before the kickoff event, staff will create promotional content on the chalkboard sandwich board and locate the board beside the machine.

Evaluation of Communication

How do we know the communication is a success?

Example: At least 75% of staff and customers surveyed indicated they were aware of the changes

Strategies and Tactics

What are we going to do?

- Who? (Target audience)
- What? (Key message)
- How? (Tactics)
- When? (Timeline)
- Who is responsible?

Sample Vending Announcement

Date
Name
Contact

Facility
Address

Re: Healthy Vending Choices

(Facility) in (city/town) is offering healthier choices in its vending machines. This move to healthier choices is part of a larger trend across Alberta to improve the eating environments in schools, public buildings, recreation centres, and workplaces.

By offering healthier choices, we can support the health and well-being of our customers and the community. This is a great opportunity to make a difference, and we pleased to be an example of this.

The vending machines will now offer choices such as (examples). These healthier choices will be launched on (date). Come sample the new options, learn more about healthy eating, and provide suggestions about the new items.

Please join us on (date) at (place) to launch the new healthier choices in our vending machines!

Chapter Fifthteen

Farms & Gardens

Growing Minds-Neubauer Farms

The Growing Minds Program provides Agriculture Education at Neubauer Farms. We provide unique, **hands-on** learning opportunities for children to learn about where their food comes from. Growing Minds has been designed to educate young consumers about all aspects of healthy food. Some of the skills that children can develop while visiting the farm include: Learning about nutrition and fresh food which may lead to making healthier food choices, stimulating the entire sensory system, increasing vocabulary and language skills, practicing social interaction and life skills, and physical exercise. Teachers may book fieldtrips in both the spring (May – June) and in the fall (September – October). Highlights include: seeing baby animals, milling wheat into flour, feeding animals, gathering eggs and harvesting pumpkins from the pumpkin patch

The Growing Minds program is brought to you in part by a collaborative partnership between Neubauer Farms and Agriculture for Life.

http://www.neubauerfarms.ca/growing-minds/

http://www.neubauerfarms.ca/wp-content/uploads/2014/04/Information-Letter.pdf

http://www.neubauerfarms.ca/wp-content/uploads/2015/05/Brochure-revised-February-17-2015.pdf

Prairie Gardens

Farm fun activities and adventures near Edmonton for school field trips, summer day camps, and out-of-school care programs. With over 50+ farm fun activities your group will love our specialized program options for guided and self-guided field trips.

Cancellations must be received via email at least 7 days prior to the reservation date. In case of extreme weather, please call 780-921-2272 as soon as possible the day of (the weather at the farm is often different than Edmonton).

There is a $300.00 minimum booking fee, which will be invoiced with less than 7 days written notice.

https://prairiegardens.org/visit-the-farm/learn-with-us/school-field-trips/

The Jungle Farm

https://thejunglefarm.com/

Treat your class to a true hands-on lesson with an educational tour of our real working produce farm! Your educational program can be customized to your students' needs. Let us know when you are booking for any special details you may require.

Each of our tours is designed around the current Alberta curriculum to help educate students in a memorable way. We strive to combine useful information with a fun visit full of unique hands-on activities to help students grow!

Spring Tours
May 1 - June 30
Learn about germination of seeds, growing plants, and pollination.

Each child gets to plant seeds and flowers, and taste a fresh spring vegetable.

Visit includes:

- Wagon ride
- Hands-on learning
- Take home a potted flower!
- Touching and smelling spring
- Access to our picnic area and extensive playground
- Customizable programming available

Fall Tours
September 3 - October 18
Visit the pumpkin patch and sunflower field, and see how autumn harvest looks on the farm!

Each child gets to taste some hearty vegetables as we walk through our gardens.

Visit includes:

- Wagon ride
- Hands-on learning and customizable programming available
- Access to picnic area and extensive playground
- Picking and tasting vegetables and fruits
- Take home a mini pumpkin!
- Learn how plants and animals are preparing for winter

Field Trip Pricing
$9.00 + GST per student, parent or sibling

Teachers and EA's are FREE!
Based on a booking of 15 or more.

Reserve a Field Trip
To reserve your tour please fill out the form on our website and we will email to confirm your booking.

All of our bookings are on a first come, first serve basis.
We look forward to hosting your class on our farm!

Garden and Growbox

Funding Sources for Schools

Overview

Several organizations provide funding for Alberta school and community gardens. The funding sources listed here are a starting point for teachers; information should be confirmed with each funding organization.

TABLE: GARDEN FUNDING SOURCES FOR SCHOOLS

Funding Program	Description
Little Green Thumbs	This program for teachers supplies the equipment for indoor garden boxes and provides training and support to ensure they can maximize the use of this resource in the classroom. In Alberta, the program is currently offered in the Edmonton region only.
TD Friends of the Environment Foundation Grant	This national charity funds environmental projects across Canada. They provide funding for project that focus on environmental education and green space programs. Community gardens and schoolyard greening are specifically mentioned as being eligible.
Emerald Youth Grant program	Alberta Emerald Foundation fund this program that empowers students and youth to make their dream environmental projects a reality. School garden projects that support environmental programs and initiatives may be eligible.
Farm to School grant program	Whole Kids Foundation, Farm to Cafeteria Canada and their partners offer a Farm to School grant program to schools across Canada. The grants support bringing local harvest to schools, including growing the vegetables themselves.
BP A+ for Energy grant	This grant provides funding for projects that can demonstrate measurable greenhouse gas emission reductions and meaningful student engagement. While not a gardening-specific grant, school gardens may be eligible if they demonstrate that, by growing their own food, students are reducing emissions.

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Government of Alberta

A Guide to Growing School Gardens *in Alberta*



"Get your children involved with the garden early: they will cherish the experience for the rest of their lives."

Lois Hole

Acknowledgements

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Food is one of life's basic needs. Hands-on experience with a school garden is an important step in helping young people to understand and appreciate the industry that grows, processes, and delivers safe, abundant food to Albertans every day. The gardening process also encourages children to make healthy food choices. This manual is dedicated to the many teachers and students who helped shape its content, and to the many more who will benefit from the support it offers new school gardeners.

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Get Growing!

School Gardens as Tools for Learning

School gardens are a growing trend across North America, although certainly not a new one. School gardens are used as a tool for integrating a number of "real-world," authentic, and personally meaningful concepts and connections for students. A garden provides a vehicle for integrating food and fibre concepts across different grade levels and subject areas. Many life skills are learned, such as research and the scientific method, problem solving, team building, cooperation, nutrition, gardening, and critical thinking.

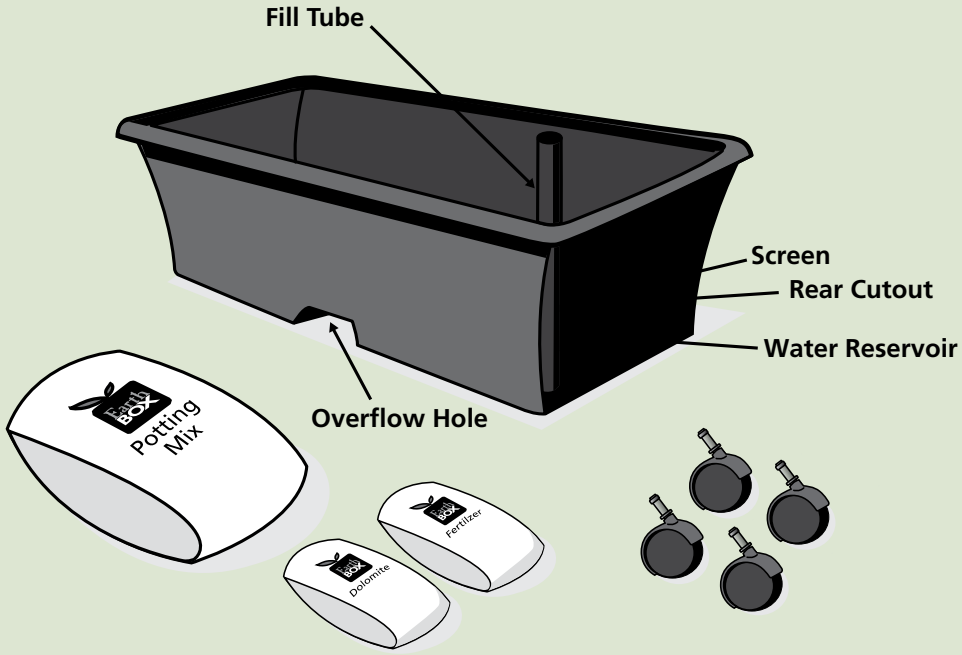
School gardens can also provide effective models for nutritional and dietary choices. A garden can have a strong influence on the choices that students make about the food they eat on a daily basis.

- Gardens can encourage students to increase the variety of foods that they are willing to try and incorporate in their diet. Vegetables add essential vitamins and minerals, and some, such as beans, can add protein.
- Garden vegetables can encourage students to explore the range of tastes, colours, and smells that healthy and nutritious foods can provide in a diet.
- Students are encouraged to share their growing, eating, and learning experiences with their families. This can also encourage families to plant and/or include a range of vegetables in their diets.
- School garden projects can build a sense of community between students and classrooms. A garden can involve parents and community members as well.

This *Guide to School Gardens in Alberta* provides support for starting and maintaining a school garden, including the involvement of students and community members. This *Guide* also provides support for learning opportunities that can be integrated across the curriculum.

> ***"School gardens can help to provide healthy school meals and generate income for school funds, but they are primarily a platform for learning – learning how to grow food for a healthy diet, improve the soil, protect the environment, market food for profit, enjoy garden food and, not least, advocate it to others....***
>
> ***The school garden should be mainly for learning: about life, better eating, livelihoods and the environment. "Garden lessons" therefore have enormous educational value. They bridge theory and practice, reinforcing classroom learning with hands-on experience and observation, and vice versa."***
>
> *–Setting Up and Running a School Garden: Food and Agriculture Organization of the United Nations (2009)* **http://www.fao.org/3/a-i1118e.pdf.**

This *Guide to School Gardens in Alberta* is based on the use of EarthBox® containers. These self-contained, portable growing systems provide consistent and stable growing conditions.



Information, illustrations, and instructions specifically related to EarthBoxes® has been adapted with permission from resources available on the EarthBox® website at **www.earthbox.com**.

EarthBox® containers can be ordered online through Spectrum-Nasco at **www.spectrum-nasco.ca** *or Boreal Science at* **www.boreal.com**.

To obtain further information, contact Alberta Agriculture and Forestry's Ag Info Centre toll free at 310-FARM (3276) or from outside Alberta call 403-742-7901.

About EarthBox® Containers

EarthBoxes are a container gardening system that can grow a variety of different vegetables, herbs, and flowers. The components of each EarthBox container are designed to provide a supportive growing system that produces crops efficiently and easily in a small space. EarthBoxes also simplify fertilization and reduce the risk of excessive watering.

Plants in EarthBoxes are not watered the same way that plants in a garden are watered. Instead of receiving water from a hose, sprinkler, or rain, plants in an EarthBox draw water from a reservoir below. The reservoir gets its water through a watering tube. The watering tube protrudes from the top for easy access and leads directly to the reservoir in the bottom of the EarthBox. The overflow hole on the underside of the EarthBox prevents the addition of too much water.

When the water reaches a certain level in the reservoir, additional water flows out of the overflow hole. This makes it impossible to overwater plants in an EarthBox.

A black plastic aeration screen is another important component of the EarthBox. It is located towards the bottom and serves two important functions. First, it keeps the growing medium from falling into the water reservoir, except in areas beneath two designed, cut-out squares in the back corners of the screen. Second, its location above the water table of the EarthBox allows space for air that plants need for healthy root growth.

When the growing medium falls through the two cut-out squares in the aeration screen, it comes into contact with the water in the reservoir. When the growing medium comes into contact with the water, it acts as a wick. The fallen growing medium becomes saturated with water. When the growing medium is saturated, the water moves up into and through the dry growing medium by capillary action.

Water is continuously drawn from the reservoir until all of the growing medium in the EarthBox is moist. The water is absorbed by the plants. As long as the reservoir is kept full, capillary action will keep the growing medium wet and allow the plants to draw up the water they need.

The EarthBox uses a gradient system to supply fertilizer to plants. Fertilizer, like water, diffuses or moves from areas of high concentration to areas of low concentration. This diffusion occurs when the water, drawn up through capillary action, rolls over the fertilizer and draws it down into the roots. The plants take up the fertilizer as they need it, drawing up different amounts during the different stages of their growth. Dolomite, or hydrated lime, is mixed into the growing medium to make it less acidic, resulting in better growing conditions for many plants.

The mulch cover is an important component of the EarthBox. It helps prevent rainwater from accumulating on the growing medium, over-watering, and excessive soil drying in outdoor gardens. The cover helps regulate the release of fertilizer and helps prevent weeds and pests. It also prevents fertilizer run-off and groundwater pollution.

Further information on the use of EarthBox® containers is integrated throughout this guide and can be accessed on the EarthBox® website at www.earthbox.com. Detailed planting, watering, and fertilizing instructions are provided with each EarthBox® containers.

Connecting to Curriculum, Classroom, and Communities

School gardening projects provide numerous opportunities to build and strengthen connections between the school and broader community. The school garden also enables authentic and meaningful learning across curriculum and grade levels, encouraging students to develop and apply concepts, skills, and attitudes in real world contexts.

School Garden Programs in Alberta

Little Green Thumbss/Ag for Life provides training, classroom support and materials for indoor school gardens in Alberta. Contact: info@agricultureforlife.ca.

Nutrients for Life provides funding and support for school gardens with a focus on soil science. Information available at www.nutrientsforlife.ca.

The Classroom Agriculture Program (CAP) provides speakers active in the agriculture industry who can come to grade four classes and share their experience with students. Information available at www.classroomagriculture.com.

Across Communities

The development and maintenance of a school garden can build community throughout the school and with families, businesses, and organizations.

- Consider how parents could be involved with the school garden. Parent support is essential if an outdoor garden is established in the spring and harvested in the fall. A parent garden committee can assign "garden watch and water" days or weeks throughout the summer months.
- Think about ways that businesses in the community and the local media can be informed about the school garden. Discuss appropriate times to invite them to the school and classroom to find out what students are accomplishing with their garden.

Across Curriculum

School gardens can open a world of learning experiences, all connected to curriculum learning outcomes, and focusing on a range of topics such as ecosystems, plant growth and change, weather, environmental factors, soil, living things, communities, human activities, patterns, and measurement. Gardens also provide numerous experiences that develop and reinforce inquiry and critical thinking skills such as questioning, making comparisons, and data collection, analysis, and synthesis.

The chart that follows provides an overview of potential topics, themes, or areas of focus across different Alberta programs of study that can be supported by a school garden project. These potential themes and topics provide an initial starting point only, and should not limit involvement of other grade levels or the integration of learning into other subject areas. Teaching and Learning in the Garden, on pages 49 to 78, provides a number of activities that expand on and support many of these topics and themes.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Science	Exploring the Construction of an EarthBox® A Garden Season – Harmful and Helpful Insects	Recycling, Composting, and Mulching in the Garden Light for Growth Exploring Plant Growth and Changes	The Chemistry of Gardening Gardening Weather!		Elements of a Garden Ecosystem Plants for Food Thermal Energy for an Indoor Garden	The Science of the EarthBox® Plant Cell Structures
Health and Life Skills	Making Healthy Choices Making a Contribution	A Balanced Diet from a Garden Careers with Plants Volunteering with Plants	Healthy Eating and Eating Behaviours Careers with Plants Volunteering in the Garden	Personal Eating Behaviours Careers with Plants Volunteering in the Garden	Individual Food Choices and Nutritional Needs Careers with Plants Volunteering in the Garden	Personal Food Choices and Strategies Careers with Plants Volunteering and Leading in the Garden
Social Studies	School Gardens in Communities Around the World	Using Alberta's Environment and Natural Resources School Agriculture	Natural Resources and Agriculture The Concept of Urban Agriculture	Community Bylaws that Affect Urban Agriculture	Food Sources Then and Now	Food Sources Then and Now
Language Arts	Language development is continuous and recursive throughout a student's life. By learning and using language in a variety of contexts, students continue to develop language fluency and proficiency. A school garden provides a multitude of opportunities to link language learning and social communication skills with real life and authentic experiences in the garden.					
Mathematics	Mathematics provides a multitude of opportunities to support and extend learning with a school garden project. All four Mathematics Strands – Number, Patterns and Relations, Shape and Space, and Statistics and Probability – offer learning potential and real life application of mathematics concepts to the school garden.					
Art	Natural Forms and Designs in Nature		Shapes and Proportions in the Garden		Line, Texture, and Colour in the Garden	Space, Proportion, Pattern, and Light in the Garden

"Because I teach a group of high-energy hockey boys, balanced nutrition is imperative for keeping their active bodies energized, playing the game, and learning at school.

It's been our focus to be junk free. We read labels on the foods we eat to better understand exactly what we are putting into our bodies."

~Alannah Van Bryce, St. Albert

Across Grade Levels

Gardens are flexible and concrete learning environments that can provide effective settings for all learners.

- Consider ways to keep older students involved as leaders and mentors in yearly school garden projects. Inviting Grades 7 or 10 students to come back and share their expertise with younger grade level students in the school creates community and develops leadership.
- Consider partnering with another classroom at a different grade level. Negotiate gardening tasks with students, tying the tasks to areas of curriculum focus.
- Establish cross-grade leadership teams that share responsibility for gardening tasks.

Consider starting a garden journal as a way to help plan and organize. Use the journal to track your goals, progress, challenges, and results.

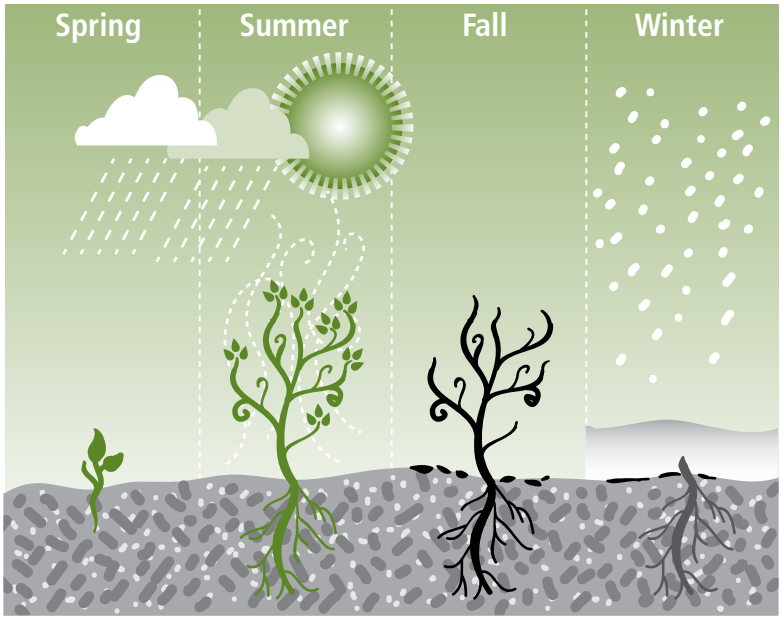
An Initial Planning List

The success of a school gardening project is dependent on careful planning. The following list can be used as an initial planning tool to consider how, what, and who will be involved with the garden. Each of the tasks in this list is supported by more detailed information in this resource. Making Your Garden Grow, on pages 19 to 23, provides cross references to information, forms, and templates.

Jot Notes	The Tasks	Who Will Take Responsibility or Be Involved	When to Start
	START THE PAPERWORK What permissions, cooperation, and support are necessary to start and maintain the garden?		
	PLAN THE FOCUS What meal can guide the type of garden grown in the EarthBox® containers? How can this meal help provide a focus for the gardening project?		
	IDENTIFY THE GARDEN LOCATION Where will the garden be located? What could be started in an indoor location? When can the EarthBoxes® be moved outdoors?		
	OBTAIN GARDEN SUPPLIES How will EarthBox® containers, gardening tools, and fencing materials be obtained?		
	ADDRESS FUNDRAISING What funds are needed to start and maintain the garden?		
	OBTAIN HORTICULTURAL SUPPLIES What will be planted? How will seeds and seedlings be obtained? What are the frost dates we need to be aware of?		
	INVOLVE PARENTS What support can parents provide? How will they be kept informed and involved? How can they provide help during the summer months? Who will be in charge of organizing parent support?		
	PLAN CURRICULUM LINKS How will the garden be integrated into the curriculum? What grade levels will be directly involved with the garden?		
	MONITOR SAFETY How will the garden be protected? When should students be taught about safety when harvesting and preparing foods?		

The Natural Resources of Healthy Eating

The natural resources used to provide Alberta's and Canada's food supply depend upon the same resources that are essential for school gardens.



Sunlight

Most vegetable plants need a minimum of 6 hours of full sun. The garden location should provide sun at different times of the day. Changing daylight hours throughout the spring, summer, and fall will also affect plant growth.

The following chart provides an overview of the light requirements of some common garden plants.

Best in Bright Sunlight		Do Well in Partial Shade
Beans	Peas	Carrots
Broccoli	Peppers	Lettuce
Cauliflower	Potatoes	Parsley
Cucumbers	Tomatoes	Radish
Onions		

Lighting up EarthBox® Gardens

EarthBox® gardens can be started and maintained indoors. If your classroom windows are non-UV protected, and have an east or south exposure with 8 or more hours of sunlight, you may not require additional lighting. However, grow lights can also be used to supplement or replace natural sunlight. Grow lights look like fluorescent bulbs, but provide light in the blue and red end of the visible spectrum. Metal halide lights produce a strong output of the blue spectrum, which will result in strong plant growth.

Metal halide and other types of grow lights can often be found at hardware stores and garden centres.

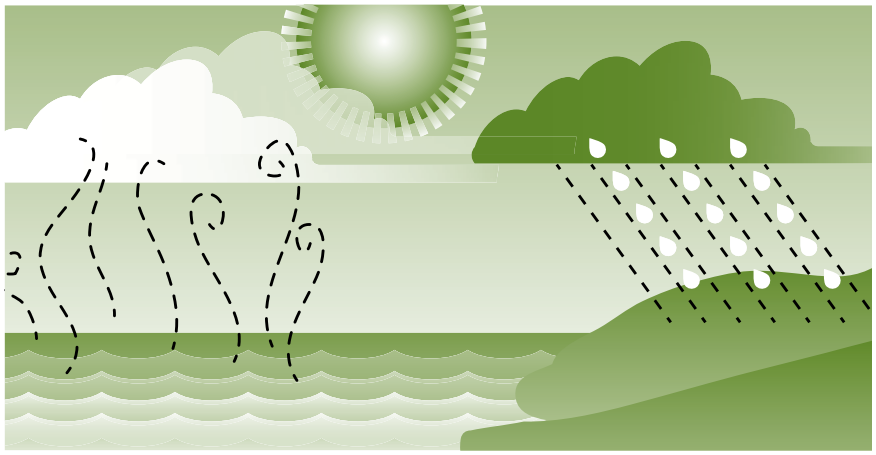
Light intensity decreases with distance, so grow lights should be kept close enough to the plants to provide the light and heat they need. However, placing the lights too close may burn the sensitive seedlings. EarthBox® recommends placing the lights from 8 to 10 cm away from the EarthBox® container, depending on the intensity of the light and the type of plant being grown. A fan can also help to disperse the heat transfer.

Grow lights should not be left on continuously. A timer can be used to control lights so they are on for 8 to 12 hours per day. A grow light can also be attached to the EarthBox® staking system.

Water

Regular water is important for a good harvest. Water should be of good quality, free from contaminants, and not high in salts. Watering systems can include watering cans, drip irrigation systems, or overhead watering. Increasing the organic matter in the soil can help it retain water.

EarthBox® reservoirs hold 12 litres of water. However, different watering requirements of plants during their growing season mean that the EarthBox® containers should be monitored on a regular basis. In warm weather, particularly during the summer months, water may need to be added to the EarthBox® reservoirs daily.



The water cycle is important to any type of gardening. The water cycle consists of processes of evaporation, condensation, precipitation, and collection. Plants depend on water for photosynthesis. Plants then return the water to the air as water vapour, through transpiration. In an EarthBox container, water is added to the reservoir. Precipitation is kept out of the EarthBox container by the fitted cover. Water in the EarthBox reservoir is absorbed by the growing medium through capillary action. As long as there is water in the reservoir, it keeps the growing medium wet.

Growing medium can have many different names or labels. The best growing medium for EarthBox® containers contain large amounts of organic matter, such as peat moss, bark fines, or coir (coconut fibre), with either vermiculite or perlite. Avoid products that contain soil, rock, or clay or those labelled as "partially composted" or a "byproduct." A growing medium that says it has "moisture control" or "water grabbing crystals" can be used. Avoid growing medium that contains full-year fertilizer; however, those with a seasonal or 3-month time release work. The quantity of growing medium required for each EarthBox® container is about 2 cubic feet.

Soil

Healthy soil is central to all living things. Soil provides plants with essential nutrients. Good soil is the basis of a successful garden and should provide enough organic matter to provide nutrients to growing plants, retain and drain water, and open up the soil to air. Soil also provides support, or an anchor, for the growing plant.



Fertilizer

Plant food is called fertilizer. It is important to follow EarthBox instructions for using and adding fertilizer when planting.

EarthBoxes include a strip of applied fertilizer, which should be sufficient for the growth of a crop. It should be replenished when starting a new crop. Fertilizers should not be added through the water reservoir.

What is compost? It is a rich mix of organic materials that are broken down or well-rotted, including weeds, leaves, kitchen scraps, grass clippings, and other items that can provide nutrients. Compost makes soil crumbly, is dark, and smells earthy. Compost can help improve soil structure and moisture retention. The compost improves soil aeration, the balance of air in and around plant roots. A compost pile requires:

- Organic material, such as dead leaves, manure, grass clippings, and kitchen plant waste
- Air
- Water
- Warmth
- Time

A compost pile can be a great school, home, or community project. However, it is important to follow the EarthBox® instructions for using and adding fertilizer when planting. The use of compost may be considered after the school garden has been established for a year or two, and informed decisions can be made about how to use compost in them.

The Weather and the Seasons[1]

Planting times depend on the needs of the plant – some vegetables are warm season plants that do not tolerate cold conditions and need hot, sunny days and warm nights. Warm season plants begin their growth once the soil warms. Other vegetables are cool season plants that can be planted either early or late in the planting season when the weather is cooler. Cool season plants are generally adapted to climates with precipitation during the winter and dry, hot periods in the summer. These plants grow early in the spring when moisture is present and go dormant when it gets hot and dry.

Many cool season vegetables are plant roots – carrots, radishes, turnips, and beets. Warm season vegetables are usually picked off the stems of plants – beans, cucumbers, squash, tomatoes, and sweet corn.

[1] Some information drawn from *See Them Sprout, Level A Gardening Youth Activity Guide*: 4-H Curriculum: p. 7.

Warm Season	Cool Season
Beans	Beets
Cucumbers	Broccoli
Eggplants	Brussels sprouts
Okra	Cabbage
Peppers	Cauliflower
Pumpkins	Kohlrabi
Squash	Parsnips
Sweet corn	Peas
Tomatoes	Potatoes
	Radishes
	Swiss chard
	Turnips
	Lettuce and other greens, such as endive, kale, and spinach
	Herbs

Many vegetables require several weeks to germinate and may not produce as much if they are planted directly into the garden as seeds. They do better if they are seeded indoors and then transplanted, as seedlings, into the EarthBox® containers.

If vegetables are started indoors, seeds can be planted as early as January and transplanted into indoor EarthBoxes® in March or April for a June harvest. However, some plants do better if they are planted directly into the EarthBox®.

Vegetable plants generally require about 8 hours of sunlight to grow. Growing lights and lamps should be used with EarthBox® containers to simulate ideal growing conditions and provide supplemental light. Refer to page 9 for additional information on indoor EarthBox® containers and lighting.

Plants such as tomatoes, peppers, and cucumbers prefer warmer weather and may not produce until later in the season. These types of plants can be seeded at least 60 days before being transplanted into an EarthBox® container. Some vegetables, such as peas and lettuce, grow well in cooler weather and may produce more if they are planted early in the growing season.

Most of these vegetables can be planted from late April to late June, depending on frost-free period and weather, as well as the time it takes for the plants to reach maturity. Some plants should be started indoors and transplanted into the garden.

The following calendar provides an example of how an indoor and outdoor planting schedule can be planned for the vegetables and herbs featured in this resource. The calendar dates reflect a Zone 3 planting schedule, which is based on a first frost-free date of approximately May 31.

Frost dates for your area can be found on the Government of Alberta Agriculture and Rural Development website at **http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/agdex10**.

A Planting Calendar

The planting calendar that follows provides general guidelines for planting and growing different vegetables so that they are ready for harvest at the same approximate time. Seed varieties and seasonal weather will have an impact on growing rates and yields, and specific directions for seed varieties should be consulted before planting. The calendar has been created based on an outdoor planting schedule with a fall harvest.

The top row of the calendar has been left blank. Use the top row to adjust the months of the growing cycle for your garden. For example, if you plan to create an indoor EarthBox garden with a June harvest in mind, your calendar may start in January instead of March. It is important to track your first garden as it grows, as you may find that plants may germinate or grow at different rates in indoor conditions.

My Planting Timelines							
Planting Timelines	**March**	**April**	**May**	**June**	**July**	**August**	**September**
Broccoli		Start seed indoors	OR Plant seed directly into garden	Transplant seedlings into garden		Harvest	Harvest
Carrots			Plant seed directly into garden	Plant seed directly into garden		Harvest	Harvest
Celery		Start seed indoors		Transplant seedlings into garden			Harvest
Corn			Plant seed directly into garden depending on soil temperature				Harvest
Cucumbers			Start seed indoors	Transplant seedlings into garden		Harvest	Harvest
Leeks	Start seed indoors		Transplant seedlings into garden after risk of frost is past				Harvest
Lettuce Consider multiple plantings to spread out the harvest		Start seed indoors	OR Plant seed directly into garden	Transplant seedlings into garden	Harvest/ Thin	Harvest/ Thin	Harvest

My Planting Timelines							
Planting Timelines	**March**	**April**	**May**	**June**	**July**	**August**	**September**
Onions		Start seed indoors	Transplant seedlings or plant sets into garden			Stop watering	Harvest
Peas Many pea varieties are cold weather plants and can be planted 1 to 2 months before the last scheduled frost date		Plant seed directly into garden	Plant seed directly into garden			Harvest	Harvest
Peppers		Start seed indoors		Transplant seedlings into garden		Harvest	Harvest
Potatoes			Plant seed directly into garden	Hill plants		Harvest	Harvest
Radishes Consider multiple plantings to spread out the harvest			Plant seed directly into garden	Plant seed directly into garden			Harvest
Snap Beans			Plant seed directly into garden				Harvest
Tomatoes		Start seed indoors		Transplant seedlings into garden		Harvest	Harvest
Chives			Plant seed directly into garden				Harvest
Garlic		Plant seed directly into garden					Harvest
Oregano		Start seed indoors	Transplant seedlings into garden			Harvest	Harvest
Parsley		Start seed indoors	Plant seed directly into garden	Transplant seedlings into garden			Harvest

An outdoor garden, planned for harvest in early September, will require support from families over the summer. Daily watering checks may be necessary to ensure that the EarthBox reservoirs are kept at the correct levels. Some plants may need thinning or weeding, and checks for any garden pests that may appear. A summer schedule template, such as the one below, can be planned and established with family or parent groups as part of the planting and harvesting schedule.

> *"The EarthBox Gardening Project was an exciting and rewarding learning experience, not only for me as an educator and my grade 3 students, but for the students' families as well, who were drawn into the process from the very beginning! The project involved parents throughout - with setting up the EarthBoxes®, assistance with planting, and most importantly, with maintenance of the garden through the summer months."*
>
> -Jennifer Parkinson, Lethbridge

Summer Maintenance Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
July Week 1							
Week 2							
Week 3							
Week 4							
August Week 1							
Week 2							
Week 3							
Week 4							

Helpful and Harmful Insects

A vegetable and herb garden shares its space with other living things, particularly insects. Although there are a number of helpful insects that students will be familiar with, there are also many insect pests that can potentially damage vegetable plants and yields.

One of the first steps in dealing with potential insect pests is taking the time to identify them and find out what they are attracted to. Most insect pests can be grouped into three categories:

- Chewers
- Suckers
- Soil inhabitors

Pollination

Flowering vegetable plants must be pollinated. If you grow an indoor garden, model the pollination process with students and then have them pollinate the plants. Rub a Q-tip across the anther in the flower, and then rub the pollen-covered Q-tip across the stigma of either the same or a different flower on the plant.

Chewers include caterpillars and, depending on the type, can damage most plants. For example, cabbage loopers are light green caterpillars with white stripes that attack Brassica species, such as broccoli and cabbage. These insect pests can be removed by hand. Watch for adult moths or butterflies, which are cabbage worms, as an early warning sign. Molasses or vinegar sprays may also be used to help get rid of these insects.

Suckers include aphids, stink bugs, and thrips. These insect pests suck the plant sap from the leaves or damage plants during feeding. Spiders, wasps, ladybugs, and lacewings are their natural predators. A soap spray can also help eradicate these pests.

Soil inhabitors feed on the roots and bases of plants. They include corn rootworms, wireworms, white grubs, and cutworms. These pests can be removed by hand or sprayed with a soap or garlic spray.

There are a number of simple steps that can be implemented to try to minimize insect pests in the garden:

- Keep areas around the plants free of debris and make sure there is no standing water or puddles close to the garden.
- If necessary, nets or other pest prevention enclosures can be placed around the garden area.
- Ensure that plants are watered regularly and fertilized. This will increase their resistance to insect attacks.

Organic Pest Control

Garlic spray can be an effective deterrent to many insect pests. Start with a recipe such as the following. If it does not work as well, change the water dilution rate.

- 2-3 garlic bulbs
- 15 mL of hot chilli powder
- 15 mL of canola oil
- 3 squirts of liquid detergent
- 2 litres water

Place everything except 1 litre of water in a blender and blend well. Add the additional water. Strain through muslin or a coffee filter. Use in a spray bottle and store the rest in labelled jars with lids. Use carefully, as too much of the spray can also harm the plants.

Fish fertilizer can also deter pests such as butterflies and moths.

Molasses spray can work with moths and grubs. Mix 15 mL of molasses with a litre of hot water. Add 5 mL of liquid detergent and put in a spray bottle.

A basic oil spray can also be effective with insects such as aphids and thrips. Mix 250 mL of canola oil with 15 mL of liquid dishwashing detergent. Shake well before spraying and be careful to entirely cover the infected area. Use natural, not antibacterial, soap and do not spray on hot days as the soap can burn the leaves.

Cornmeal, sprinkled around the base of plants, can deter soil inhabitors such as cutworms.

The principles of crop rotation can also apply to EarthBox gardening. As the growing medium can be used for five to six seasons, rotate the plants that are planted in different EarthBoxes.

EarthBox® containers should not be moved inside after an outdoor season unless they are thoroughly cleaned out, as pests may come in with the soil.

Practise tolerance. Vegetables grown from seed do not always look perfect! Discard or cut away parts of the plant with insect damage and enjoy the rest!

Insects – Identification and Control provides an overview of insect pests and options for control, and can be accessed at **http://msucares.com/lawn/garden/vegetables/insects/insects.pdf**. Look for information provided on organic insecticides.

Making Your Garden Grow

School gardens create opportunities for students to discover fresh food, make healthier food choices, and become better nourished. Gardens also offer natural and continuously changing settings in which to integrate different subject area learning outcomes, including Science, Mathematics, Language Arts, Social Studies, and Health and Life Skills.

There are many types of plants that can be grown in a garden, including those that produce edible vegetables. One way to organize and get your garden off the ground is to plant vegetables to make a meal. The following process and steps can help you get started with a school garden feast celebration in the late spring or early fall![2]

> ***"The prospect of promoting healthy nutritional eating through "grow-it-yourself" vegetables was an exciting one for me as I believe strongly in good nutrition and also that children and plants go very well together! We planted 10 different types of vegetables with a view to having salad or salsa samplings at harvest time."***
>
> ~Jennifer Parkinson, Lethbridge

Organize Responsibilities

Obtain any necessary permissions before planning to plant a garden on school property. Talk to school administration and other staff about the garden plans. Establish learning goals and outcomes for student involvement with the garden.	USE THE CURRICULUM OVERVIEW CHART ON PAGE 5 TO OUTLINE LEARNING PLANS FOR THE GARDEN
Include administration, teachers, parents, school support staff, and students in the planning process. Send a letter home to parents to inform them about the garden project and request volunteers to help, including potential involvement over the summer months.	SEE APPENDIX A FOR A SAMPLE LETTER TO PARENTS
Visit successful school gardens to get ideas and ask questions.	
Outline the roles and responsibilities of different individuals involved with the school garden project. Create a written outline of these roles and have individuals commit to them.	SEE APPENDIX A FOR A SAMPLE TEMPLATE TO IDENTIFY ROLES AND RESPONSIBILITIES START TO FILL OUT THE MONTH-BY-MONTH PLANNING TEMPLATE ON PAGES 83 TO 85

[2] Some ideas adapted from *My Garden School Meals Resource*. Michigan Department of Education. **http://www.michigan.gov/documents/mde/My_Garden_FSM_master_copyfinal_313190_7.pdf**.

Identify a Garden Site

Select a garden site that is easily accessible, preferably south facing, receives direct sunlight for 6 to 8 hours daily, and has easy access to water. When selecting the site, consider how it provides protection or shelter from prevailing winds or other potentially damaging factors.

Ensure that the site can accommodate the EarthBox containers and any necessary fencing to contain and secure them.

Review instructions for setting up and planting vegetables and herbs in EarthBox containers.

Make sure the area for the garden is wheelchair accessible – at least 92 cm wide.



SEE APPENDIX B FOR INFORMATION ON EARTHBOXES®

Plan and Design the Garden

Establish a focus and purpose for the garden that will help to identify plants, planting requirements for the EarthBoxes, and the tools that will help plant and maintain the garden.

Hold a planning and brainstorming session with students to make decisions about the type of garden to plant. Consider the following factors:

- What theme will your garden be based on? Consider basing the garden on a concrete goal such as the creation of a "meal." Simple meals to plan a garden around include salad, salsa, or soup.
- How many EarthBox containers will this type of garden require? Where should it be fenced or partitioned?
- What types of vegetable and/or herb plants can be grown?

DETERMINE WHETHER YOUR GARDEN WILL BE A PLANTED FOR A SUMMER OR FALL HARVEST: CONSULT THE PLANTING SUGGESTIONS IN "THE NATURAL RESOURCES OF HEALTHY EATING" ON PAGES 9 TO 17



SEE APPENDIX B FOR INFORMATION ON EARTHBOXES®



CONSULT "THE NATURAL RESOURCES OF HEALTHY EATING" ON PAGES 9 TO 17 AND PLAN TO USE THE GROW CARDS ON PAGES 31 TO 40

Sketch a plan for the garden, including a planting plan, water sources, EarthBox locations, and tool storage. Specify each type of vegetable and herb plant. Consider having students research the types of plants that grow well together, plants that deter pests, and growing cycles and requirements.

PROVIDE STUDENTS WITH THE SALAD, SALSA, OR SOUP "PLANTING GUIDE" ON PAGE 41, 42, OR 43 TO HAVE THEM MAP THE GROWING REQUIREMENTS OF THE VEGETABLES IN EACH MEAL

GO TO "TEACHING AND LEARNING IN THE GARDEN" ON PAGES 49 TO 78

Develop a planting plan for each EarthBox container. Find a place to store tools.

SEE APPENDIX B FOR INFORMATION ON PLANTING AND SPACING DIFFERENT TYPES OF PLANTS IN EARTHBOXES®

Start with a small project with a limited number of vegetable choices to develop a general feel for initiating and maintaining a garden with students.

Simplify the recipes as appropriate for your garden plans.

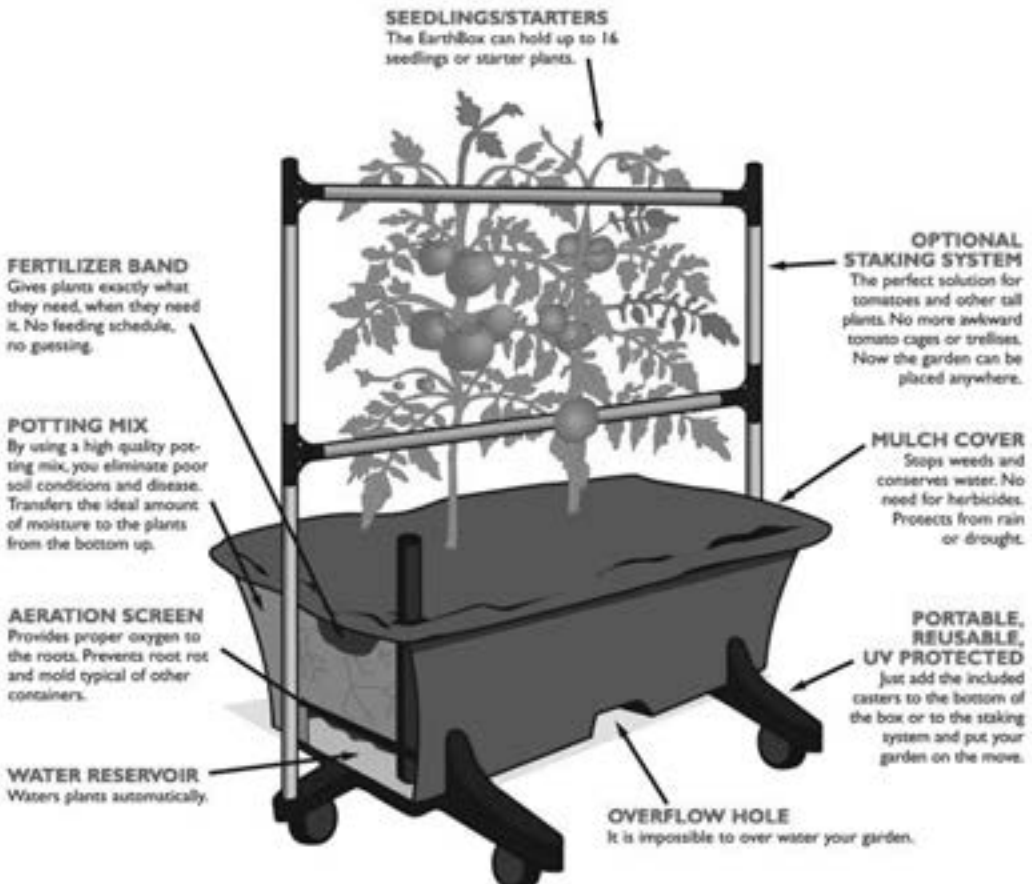


Illustration reproduced by permission of EarthBox®. EarthBox® containers can be ordered online through Spectrum-Nasco at **www.spectrum-nasco.ca** *or Boreal Science at* **www.boreal.com**.

Organize Materials and Make a Workplan

With students and staff, explore and learn how the EarthBox containers work. The EarthBox diagram on page 21 illustrates the "science" that EarthBoxes are based on. EarthBox containers can be ordered from Greenland Garden Centre. See page 2 for contact information.

SEE APPENDIX B FOR INFORMATION ON EARTHBOXES®

CONTINUE PLANNING WITH THE MONTH-BY-MONTH PLANNING TEMPLATE

- Identify what type of growing medium will be used and how it will be obtained.

SEE APPENDIX B FOR INFORMATION ON EARTHBOXES®

CONSULT THE SOIL SUGGESTIONS IN "THE NATURAL RESOURCES OF HEALTHY EATING" ON PAGE 9 TO 17

- Decide where and how to obtain seeds or seedling plants.
- Make a list of the tools that are required. Suggested tools may include trowels, small hand shovels, hose and spray nozzles, or watering cans. You may also consider obtaining buckets, pails, or baskets to carry produce.
- Identify opportunities to publicize the school's and students' gardening efforts, activities, and results. Consider ways to involve the school and the community. Contact local media and have students involved in creating posters, public service announcements, and press releases.

GO TO "TEACHING AND LEARNING IN THE GARDEN" ON PAGES 49 TO 78

Budget

Create a budget, using a chart such as the example on the following page. Identify how funds and expenditures will be tracked and who will be responsible.

SEE APPENDIX A FOR A BUDGET TEMPLATE

Discuss options for fundraising or community support. Make a list of possible local resources, such as community businesses or groups that could provide "in-kind" or financial support.

Some businesses may donate supplies such as gardening tools, plants or seedlings, or growing medium. Other businesses may provide financial support for the purchase of EarthBox containers, grow lights, stakes, or other supplies. Local banks, such as the CIBC and TD Canada Trust, often have programs that support environmental education or school ground greening.

SEE APPENDIX A FOR A SAMPLE FUNDING REQUEST LETTER

Budgeting Template

Materials	Start-Up Costs	Maintenance Costs	Fundraising or Community Support Options
EarthBoxes®			
Growing Medium			
Plants and/or Seeds			
Tools			
Fencing			

Grow!

Schedule a garden "installation" day. Organize students by listing tasks and responsibilities. Solicit help, if needed, from parents or community members. Set up the EarthBoxes and any necessary fencing.

SEE APPENDIX A FOR A SAMPLE TEMPLATE TO IDENTIFY ROLES AND RESPONSIBILITIES

Address security issues. Consider the impact of potential vandalism. Many schools or community-based gardening projects report that vandalism actually decreases with the development of green spaces. However, consideration of the potential for damage when making location and structural decisions can sometimes be enough to avoid it.

Decide if fencing should be secured around the EarthBox containers and whether locks are needed to close off the fencing.

Have students plant according to the garden design they developed earlier. Plan to involve students in as many steps of the gardening process as possible.

CONSULT THE PLANTING GUIDELINES PROVIDED IN THE "GROW CARDS" ON PAGES 31 TO 40

CONTINUE PLANNING WITH THE MONTH-BY-MONTH PLANNING TEMPLATE

Schedule gardening days. Create a day-by-day garden calendar to record gardening responsibilities.

Make a plan for maintenance of the garden during the summer break. Identify individuals who can help water and weed plants.

SEE APPENDIX A FOR A SUMMER MAINTENANCE SCHEDULE TEMPLATE FOR THE EARTHBOXES®

Plan how harvesting will occur.

CONSULT THE "GROW CARDS" ON PAGES 31 TO 40 FOR INFORMATION ON HARVESTING

Grow a Meal

Planning a garden around a theme can provide students with a focus that is goal- and product-oriented. A "Grow a Meal" theme can also provide numerous opportunities for students to explore the idea of locally grown foods, the benefits of "eating fresh," and the potential of organic farming and growing.

Three meals are expanded into "Plan the Meal" pages. "Grow Cards" follow, providing information on planting, growing, and harvesting. These Grow Cards can be used in different ways to support your school, class, or students as they are immersed in the gardening experience:

- Provide the Grow Cards to students as a starting point for research on planting and growing requirements. Have students research additional information, such as other plants in the same family, pests and diseases, or different cultivars of this vegetable, and record their research on the back of each card. Keep the Grow Cards in a school or classroom "gardening" library.
- Organize the Grow Cards around different vegetable-based recipes, and use them to create a "garden-fresh" recipe book.
- Have the Grow Cards available as references while planning and designing the school or classroom garden. Student planning guides are also provided for each of the three recipes that follow on pages 26 to 29.

All vegetable plants are not the same! Plan to start a first garden with limited, easy plant selections. Consider the different seeding and maturity timelines for different plants when planning to harvest vegetables to make a class recipe. Consult A Planting Calendar on pages 13 to 14 as a starting point.

EarthBox® planting guidelines can be different from conventional garden plot planting. EarthBox® instructions provide detailed guidelines that are important to follow to ensure a successful yield.



Salad

Go to pages 26 to 27 for garden ingredients and a sample salad recipe

Find the Grow Cards on pages 31 to 40

Salsa

Go to page 28 for garden ingredients and a sample salsa recipe

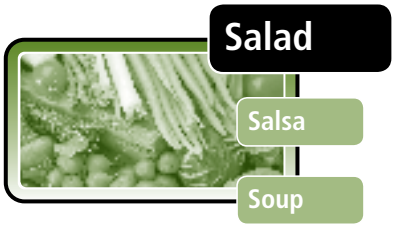
Find the Grow Cards on pages 31 to 40

Soup

Go to page 29 for garden ingredients and a sample vegetable soup recipe

Find the Grow Cards on pages 31 to 40

Plan for Salad



Garden salads can use a wide range of different fresh vegetables and herbs, including the following:

- Broccoli
- Carrots
- Cauliflower
- Celery
- Chives
- Cucumber
- Lettuces or other leafy vegetables, such as spinach
- Onions
- Peppers
- Radishes
- Green onions
- Snap peas
- Tomatoes

Make or use your own salad recipe, have students bring in family favourite recipes, or use a recipe such as the one that follows to select the vegetables and herbs you will plant.

Mixed Greens Salad

Ingredients

Mixed greens, such as romaine, red or green leaf lettuce, washed and dried

Bell peppers, seeded, halved, and thinly sliced

Snap peas

Broccoli florets, quartered

Cucumbers, sliced into rounds

Radishes, trimmed and quartered

Green onions, white and green parts, chopped

Carrots, sliced, chopped, or grated

Tomatoes, diced or cut into wedges

Optional seasonings

Salad dressing

Directions

In a large serving bowl, toss together the lettuce leaves, bell peppers, snap peas, broccoli, radish, green onions, and carrots. Lightly dress with salad dressing. Serve.

Alberta Canola Producers suggests "sprayable" salad dressings. Try one of the recipes below.

Raspberry Vinaigrette

1½ Tbsp raspberry syrup (can substitute other fruit syrups) 15 mL

2 tsp white vinegar 10 mL

1½ Tbsp water 22 mL

1 Tbsp canola oil 15 mL

Mix the syrup, vinegar, and water. Add the canola oil. Blend and spray from a small spray bottle.

Honey-Balsamic Vinaigrette

1½ tsp honey 8 mL

1½ tsp balsamic vinegar 8 mL

1½ Tbsp water 22 mL

1 drop mustard, optional

1 Tbsp canola oil 15 mL

Mix the honey, vinegar, water, and mustard. Add the canola oil. Blend and spray from a small spray bottle.

Orange Citrus Vinaigrette

1½ Tbsp orange juice 22 mL

2 tsp vinegar 10 mL

1 tsp lemon juice 5 mL

1 tsp honey 5 mL

1 Tbsp canola oil 15 mL

Mix the orange juice, vinegar, lemon juice, and honey. Add the canola oil. Blend and spray from a small spray bottle.

Salad Dressing

1 tsp canola-based mayonnaise 5 mL

2 tsp milk 10 mL

1 tsp white vinegar 5 mL

1 tsp lemon juice 5 mL

1 tsp sugar 5 mL

2 drops hot sauce, optional

Mix all ingredients. Pour into spritzer bottle and spray on salad greens.

Contact Alberta Canola Producers Commission to request other educational resources focused on agriculture or visit the Canola Info website at http://www.canolainfo.org/index.php *for more recipes.*

For further information, contact Simone Demers Collins at 1.800.551.6652

simone@canola.ab.ca, ***or*** web@canola.ab.ca.

Plan for Salsa



Salsa's main ingredient is tomatoes, but can also include many different vegetables and herbs such as:

- Onions, including red, white, yellow, or Spanish
- Peppers, including green, red, yellow, or orange
- Garlic
- Cilantro
- Celery
- Oregano
- Parsley
- Cucumber
- Optional: Jalapenos or other hot peppers

Make or use your own salsa recipe, have students bring in family favourite recipes, or use a recipe such as the one below to select the vegetables and herbs you will plant.

Garden Salsa

Ingredients

6 large ripe tomatoes, diced

2 yellow or white onions finely chopped

2-3 green onions

2-3 peppers, seeds and veins removed, minced

2 tablespoons red wine vinegar 30 mL

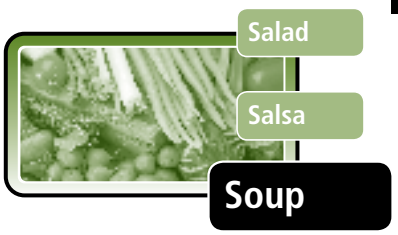
1 tablespoon canola oil 15 mL

1 clove garlic, minced

Directions

In a large glass bowl, combine all ingredients. Stir well, taste, and adjust quantities as needed. Keep covered and chilled before serving.

Plan for Soup



Vegetable soups can use a wide range of different fresh vegetables and herbs, including the following:

- Carrots
- Celery
- Corn
- Garlic
- Green beans
- Leeks
- Onions
- Oregano
- Parsley
- Potatoes
- Tomatoes

Make or use your own vegetable soup recipe, have students bring in family favourite recipes, or use a recipe such as the one below to select the vegetables and herbs you will plant.

Garden Vegetable Soup

Yield: 6 to 8 servings
Cook Time: 45 minutes

Ingredients

4 tablespoons canola oil 60 mL

2 tablespoons finely minced garlic 30 mL

8 cups chicken, beef, or vegetable broth 2 litres

3 medium leeks, chopped from white part

2 cups carrots, peeled and chopped 500 mL

2 cups celery, chopped 500 mL

2 cups peeled and diced potatoes 500 mL

2 cups fresh green beans, chopped 500 mL

4 cups chopped tomatoes 1 litre

Corn kernels from 4-6 ears of corn

1/4 cup chopped fresh parsley leaves 60 mL

Optional seasonings

Directions

Heat the canola oil in large, heavy-bottomed stockpot over medium-low heat. Add and sauté the leeks and garlic over a low heat until they begin to soften. Then, add the carrots, potatoes, celery, and green beans and continue to cook over a low heat for 4 to 5 more minutes, stirring occasionally.

Add the stock, increase the heat to high, and bring to a simmer. Once simmering, add the tomatoes, corn kernels, and peas. Reduce the heat to low, cover, and cook until the vegetables are tender, approximately 25 to 30 minutes. Remove from heat and add the parsley and any other seasonings. Serve immediately or refrigerate.

Grow Cards



The Grow Cards that follow on pages 32 to 40 are designed to be photocopied and cut out to make each card. The back of the cards can be used to record information that students research on each plant. The Grow Cards can also be folded in half and laminated to create a permanent classroom reference. Students can research and create additional cards on different plants to add to the classroom library.

"My students were each responsible for growing plants from both seeds and seedlings and they kept a personal log to chart and record the growth of their respective plants! This recording experience alone was invaluable in showing students the incredible transformation of a corn seed to the towering cornstalks bearing corncobs at harvest time! Our tomato crops were also amazing to track! From little seedlings, we harvested pounds and pounds of ripe tomatoes that were then turned into salsa that every student and staff member in our school could sample."

~Jennifer Parkinson, Lethbridge



Did You know?

Broccoli does best in cool weather.

Broccoli

Nutrients

One stalk of cooked broccoli provides vitamin C, beta carotene, protein, and dietary fibre.

Edible Parts

The crown, greens, and stems can all be used.

How to Grow

Timing
Direct seed in summer for fall crop, or start transplants in late April and transplant in June or July.

Seeding Depth
0.5 cm–2 cm

Spacing
15 cm–45 cm between plants
45 cm–60 cm between rows

Growing
To direct seed, place 3 to 4 seeds in each spot. After a few weeks, thin to the strongest plant.

To grow transplants, plant seeds in sterile potting mix, either in separate pots or as a group. If grouped, carefully separate seedlings into individual 8 cm pots after 3 weeks. When plants have 4 to 8 true leaves (5 to 8 weeks old), plant in the garden. Set plants 3–4 cm deeper in the soil than they were in pots, right down to the healthiest big leaves.

How to Harvest

Cut the crown portion of the broccoli along with 12 to 15 cm of stem.

Broccoli is fully developed when the floret or head is well formed, but before it begins to loosen and separate and the individual flowers start to develop into bright yellow blooms. Heads can move from almost ready to bolted (flowering) rapidly in high temperatures.

Removing the central head stimulates re-growth to develop for later harvests. The secondary heads are smaller. Cutting the head lower on the stem will encourage fewer, but larger, side-shoots.

Broccoli has a maturity of 60 to 85 days, or 45 to 50 days from transplants.



Did You know?

Carrot tops can be added to salads or soups because they are nutritious, with high phosphorus.

Carrots

Nutrients

Carrots are high in beta carotene and minerals. Many of the nutrients are actually in the peel or just under it.

Edible Parts

The roots are most commonly used.

How to Grow

Timing
Direct seed only, do not raise transplants. Sow at 3-week intervals for a continuous harvest, starting April to mid-July.

Seeding Depth
1 cm

Spacing
4 cm–10 cm (final) between plants
22 cm between rows

Growing
To plant, create a narrow trench about 2 cm deep, and sprinkle about 4 seeds per 10 cm. The carrot seeds will sprout in 2 to 3 weeks.

Keep the soil weeded and watered. Thin the carrots to give the roots room to develop properly, or space the seeding so there is less need to thin. Thin when the plants are 5cm tall. Use wider spacing to get larger roots.

For container gardening, thin to 3 or 4 strong carrots, each spaced equally apart from the others. Keep well watered during the growing season.

How to Harvest

Carrots can be harvested from July through the fall. They can be harvested at any size, but flavour is best when the carrot has turned bright orange.

The size of the root when it is mature varies, depending on the type of carrot.

Carrots can be harvested after frost, provided the crowns and roots have not been frozen.

Carrots have a maturity of at least 65 to 75 days.



Did You know?

Celery was originally grown and used for healing.

Celery

Nutrients

Celery provides an excellent source of vitamin C and fibre. It is a very good source of folic acid, potassium, and vitamins B1 and B6.

Edible Parts

The whole celery plant is edible, from the roots to the seeds.

How to Grow

Timing
Start seeds indoors about 10 to 12 weeks before the last frost. Place several seeds per cell.

Seeding Depth
Light is required for the seeds to germinate, so plant the seed in shallow soil.

Spacing
15 cm–20 cm between plants
50 cm–90 cm between rows

Growing
Keep the soil moist and warm until seeds germinate in 2 to 3 weeks.

After germination, grow indoors at room temperature (20–22°C). Thin plants to one per cell. Keep transplants very moist.

Plant transplants in the garden after the last frost. Exposure to low or cold temperatures will cause plants to bolt.

How to Harvest

For best flavour and longer storage, water plants the day before harvest.

The entire plant may be harvested once the desired size is reached.

Stalks on the outside of the plant can be harvested at any time.

Celery has a maturity of 100 to 120 days.



Did You know?

The maturity of corn cobs is affected most by the heat the plant gets while it grows – not by the size of the plant, hours of sunlight, or soil conditions.

Lettuce can be grown in the shade of the corn plant. Corn can also provide a stalk for plants such as snap or pole beans.

Corn

Nutrients

Corn supplies carbohydrates, protein, potassium, and fibre. Other nutrients include thiamin (vitamin B1), pantothenic acid (vitamin B5), folate, vitamin C, phosphorous, and manganese. Corn also contains beta carotene, and is a useful source of protein.

Edible Parts

The cobs, or ears, of the corn plant are eaten.

How to Grow

Timing
Corn is typically grown from seed. The plant will not germinate below 10°C. It will take 4 to 7 days for seeds to sprout.

Seeding Depth
2.5 cm–5 cm

Spacing
15 cm–30 cm (final) between plants
55 cm–105 cm between rows

Growing
Corn will grow in almost any soil. However, the cobs may not always mature.

Create a furrow (a slight depression in the soil) for each row. Plant 4 seeds per 30 cm. Thin seedlings to final spacing once they are sufficiently developed. Corn is wind pollinated, and should be planted, if possible, in a block of at least 4 rows.

Keep the plants free of weeds until they are knee-high, then do not disturb the delicate roots.

Corn seed can also be started indoors in large containers, such as the EarthBoxes®, and transplanted out carefully in late May.

How to Harvest

Corn cobs should be harvested when the silks at the top of an ear are a dry brown, the cob seems to start to droop, and the kernels release milky juice when cut.

Corn has a maturity of 70 to 100 days. There are a number of different varieties of corn, and should be selected carefully for suitability of EarthBoxes®.



Did You know?

Cucumbers are insect pollinated; therefore, any covers must be removed from the plants once they begin to flower. Any fruit that have not been properly pollinated will be shrunken and shrivelled at the flower end. Remove these from the plant so it may flower again.

Cucumber

Nutrients

Cucumbers are a good source of potassium, beta carotene vitamin C, and vitamin A. Cucumber peel is a good source of dietary fibre.

Edible Parts

The fruit of the cucumber plant is the part normally eaten.

How to Grow

Timing
Cucumbers can be planted by direct-seed or transplant. For a continuous harvest, make successive plantings every 2 to 3 weeks until about 3 months before first fall frost date.

Transplant when the third true leaf is expanding, about 3 to 4 weeks after planting.

Seeding Depth
1.3 cm–2.5 cm

Spacing
7.5 cm–30 cm between plants (depending on variety)
120 cm–180 cm between rows

Growing
All types of cucumbers need warmer soil (at least 16°C) to germinate. If starting indoors, use individual peat pots or plugs to minimize root disturbance when transplanting.

How to Harvest

Cucumbers should be picked regularly. If they get too big, the plant will stop producing fruit. About 1 month before first frost, start pinching off new flowers so plants concentrate their energy into ripening the existing fruit.

Cucumbers have a maturity of about 50 days.



Did You know?

Leeks are very mild, and can be used in many recipes. They are sometimes used to replace strong onions.

Leek

Nutrients

Leeks are good sources of vitamin C, vitamin B6, folate, calcium, iron, and manganese.

Edible Parts

The main edible portion of the leek is the white onion bulb. The stem or the stalk, which is a bundle of leaf sheaths, is also edible.

How to Grow

Timing
Leeks can be started from seed, but it is best to use transplants. If they are seeded, they should be started at the end of March to mid-June, and kept well watered.

Seeding Depth
3 cm–5 cm

Spacing
10 cm–15 cm between plants
45 cm between rows

Growing
When they are about 20 cm tall, seedlings should be transplanted into a deep trench, being careful not to cover with soil above the first leaf joint. Soil should gradually be filled in the trench as the leeks grow.

How to Harvest

Dig anytime the leeks are 2 cm in diameter or larger.

It is important to completely and thoroughly clean leeks before cooking. This is vital to remove any forms of dust or dirt that might have accumulated in the different overlapping layers of the stem.

Leeks have a maturity of about 120 days.



Did You know?

Lettuce grows best in cool weather, during the spring and fall.

Romaine lettuce tolerates warmer temperatures somewhat better than other types of lettuce.

Lettuce

Nutrients

Lettuces provide a good source of vitamin A, vitamin K and vitamin C. They are also a good source of thiamin, vitamin B6, and folate.

Edible Parts

The edible portions of lettuce are its leaves.

How to Grow

Timing
Lettuce can be direct seeded, or started indoors and raised as transplants. Start in April, and plant every 2 to 3 weeks for a continuous harvest.

Seeding Depth
Plant seeds on the surface of the soil and gently pat them into the soil.

Spacing
20 cm–25 cm between plants (final)
30 cm–60 cm between rows

Growing
Direct seed 2.5 cm apart in short rows, and thin to the final spacing.

Seeds sprout in 2 to 15 days, depending on soil temperature. Lettuce will germinate at low temperatures.

It is important to water regularly to prevent leaves from getting bitter.

How to Harvest

Lettuce can be harvested from the garden from late spring to the late fall.

Pick individual leaves or wait and harvest full heads, depending on the type of lettuce planted.

Summer lettuce is fresh for only a short time, so harvest it promptly and keep planting. In fall, the plants stay in good eating condition for a longer period of time.

Lettuces have a maturity of 40 to 85 days.



Did You know?

There are many different types of onions that can be planted, including scallions, red, white, yellow, and Spanish.

Onion

Nutrients

Onions are a very good source of vitamins B6 and C, fibre, folic acid, and vitamins B1 and K. Onions also have sulphur compound, which gives them their smell, flavonoids, and chromium.

Edible Parts

All parts of the onion are edible, but they are most often grown for the bulb and leaves.

How to Grow

Timing
Start the transplants by sowing 3 seeds in each cell of a 72-cell tray and transplant as a clump. Seedlings will emerge in 6 to 12 days depending on soil temperature.

These transplants should be planted as early as possible in the spring. Onions can also be started in sets (small onions) that are planted directly in the soil. Press sets into the soil until the tip is just peeking out.

Seeding Depth
1 cm–2 cm

Spacing
5 cm–10 cm between plants

Growing
The size of the onion depends on the size of the tops. The bigger the green tops, the bigger the bulbs. A high nitrogen fertilizer, loose soil, and a lot of water are very important. Most of the onion bulbs should form on the surface of the soil, so don't plant too deeply.

How to Harvest

Stop watering in the beginning of August to mature the bulbs in dry soil. After half the tops have fallen, push over the remainder, wait a week and lift the bulbs.

Bulbs can be left to dry outside, but should not be allowed to freeze. Cure bulbs for 10 to 14 days at 32–35°C. After curing, outer skins and necks should be dry.

Onion bulbs should be stored in cool (0–1°C) and dry (65–70% relative humidity) conditions.

Onions have a maturity of 100 to 120 days.



Did You know?

Peas in the pod taste sweetest right after they have been picked.

Peas

Nutrients

Green peas are a very good source of vitamins B1, B6, B2, and B3 as well as iron and vitamins K and C.

Edible Parts

All parts of the pea plant are edible, including the pods, leaves, stems, shoots, and tendrils.

How to Grow

Timing
Peas prefer cool weather. They can be planted in spring as early as the soil can be worked. These plantings can be covered to keep the soil warm and dry.

Seeding Depth
2 cm–4 cm
Sow seeds deeper if planted later in the season

Spacing
2 cm–5 cm between plants
15 cm–60 cm between rows

Growing
Peas can be sowed thickly, with several seeds in each row. Seeds will sprout in 6 to 14 days, depending on the soil temperature (10–20°C is best).

Peas climb using tendrils and require netting for support that the tendrils can link onto easily. Modern dwarf varieties do not climb and are bred for a once over harvest.

How to Harvest

Pick when pods fill out and peas are bright green. Make multiple sowings or grow several varieties to extend the harvest season.

Peas have a maturity of 55 to 70 days.



Did You know?

The sweetness and vitamin C content of peppers goes up as the fruit changes colour.

Peppers

Nutrients

Peppers are a good source of vitamin C, thiamine, vitamin B6, beta carotene, and folic acid.

Edible Parts

Peppers are grown for their fruit.

How to Grow

Timing
Start seeds indoors 5 to 8 weeks before the last frost. Transplant in early June.

Seeding Depth
0.5 cm (in individual cells or small pots)

Spacing
30 cm–45 cm between plants
45 cm–75 cm between rows

Growing
Peppers are warm season plants that need heat and attention to detail when starting them. The hot peppers often do better in a cool summer than the large bell peppers.

Transplant into the garden, being careful not to bury the stem. Peppers need the warmth and shelter. They also need regular watering to ensure even growth and nutrient uptake.

How to Harvest

When the pepper fruit is firm, it is ready to pick. The fruit will ripen further when it fully turns a colour – red, yellow, brown, or purple.

If peppers are picked when they are green, the total harvest will increase.

Fruit that sets after mid-August will not usually develop or ripen. Pull out the entire bush just before the first frost and hang it upside down in a warm, dry place to ripen hot peppers. Expect 5 to 10 large bell peppers per well-grown plant, 20 to 50 hot peppers per plant.

Peppers have a maturity of 60 to 85 days.



Did You know?

Almost any root vegetable can be grown in the EarthBox®, but its soil depth is about 20-21 cm. While it can be fun to experiment with root vegetables, they may not provide a substantial yield like aboveground vegetables, such as tomatoes, eggplant, and peppers, normally would provide.

Potato

Nutrients

Potatoes are a source of vitamin C, the B vitamins, potassium, and fibre.

Edible Parts

The edible part of the potato is the tuber, or the end of an underground stem. This underground stem is called a stolon. The ends of the stolens swell, or get larger, and form tubers.

How to Grow

Timing
When planted and before they emerge, potatoes can be tolerant of cool soils and moderate frost. Potatoes are generally planted in early to mid spring.

Small potatoes can be planted whole. Larger potatoes can be cut so that there are at least a few "eyes" in each 2.5 cm–3 cm diameter piece.

Seeding Depth
7 cm–10 cm

Spacing
30 cm between plants, 60 cm between rows. Well-grown potato plants can spread up to 120 cm, so they need plenty of room.

Growing
Plants will emerge around 2 to 3 weeks after planting. Just before the plants emerge or when they are 30 cm tall, "hill-up" soil 15–20 cm around the base of the plants. A few of the leaves can be covered. Straw or grass mulch can also be used.

It is important to water the plants regularly to ensure that the soil does not become dried out.

How to Harvest

"New" potatoes can be harvested about 7 to 8 weeks after planting. Flowering is an early indicator of the start of tuber formation. Potatoes grown for late summer and fall "fresh" use can be dug when tubers are full size or when foliage begins to die.

Potatoes have a maturity of 55 to 70 days.



Did You know?

The outside colour of the radish root can be white, pink, red, purple, or black.

Radish

Nutrients

Radishes provide a good source of vitamin C, potassium, magnesium, and folic acid.

Edible Parts

Every part of the radish is edible. However, the roots are most commonly eaten.

How to Grow

Timing
Radish should be planted a week apart for a longer harvest period.

Seeding Depth
2 cm

Spacing
25 seeds per 30 cm row
20 cm between rows

Growing
Radishes do well when they are planted when the weather is cool. They should be thinned to 10 to 12 plants per row.

Radish plants should be well weeded without disturbing the roots.

How to Harvest

Harvest when radishes are the size of large marbles and before the roots get woody and bitter.

Radishes have a maturity of 21 to 28 days.



Did You know?

Snap, or pole, beans are a good choice for small gardens because they use vertical space. Many people feel that snap beans have a richer bean flavour than bush beans.

Bush beans can be used if there is quite a bit of space or if you want to have a definite end to the crop.

Snap Bean

Nutrients

Green snap beans are good sources of vitamins A and C. They also provide dietary fibre and folate.

Edible Parts

The edible parts of the snap bean include the leaves, pods, and fruit. However, the pod is most commonly eaten.

How to Grow

Timing
Seeds can be started indoors, or sowed directly.

Seeds will germinate in soils warmer than 15° C. Seeds will sprout in 8-16 days depending on soil temperature.

Seeding Depth
3 cm–5 cm

Spacing
3 cm–5 cm between plants
60 cm–90 cm between rows

Growing
Seed plants in rows or at the base of a support. Plants will climb by twining around almost anything, including poles, posts, or trellises. Regular watering will increase the yield.

How to Harvest

Snap beans climb as they grow, so there are always beans at different stages of maturity. It is important to keep picking regularly so the plant does not grow to maturity and stop producing new pods. If pods get fat with seed, the plant will stop flowering. The smaller the bean, the more tender they are.

Bush beans have a definite lifespan and may not require constant picking, but can be planted in succession and picked in single harvests.

Snap beans have a maturity of 48 to 70 days.



Did You know?

Tomatoes need a lot of water, but the soil should be allowed to dry out between watering. They should be planted in the sunniest, warmest location in the garden.

Tomato

Nutrients

Tomatoes are a good source of vitamin C, vitamin A, potassium, and iron.

Edible Parts

The fruit of the tomato is edible. However, the leaves and stems are NOT.

How to Grow

Timing
Tomatoes are a warm season crop that should be started from seed 6 to 8 weeks before planting out. Seedlings should be transplanted after the risk of spring frosts is over.

Seeding Depth
0.5 cm–1 cm

Spacing
30 cm–70 cm between plants
60 cm–180 cm between rows

Growing
Seeds take 6 to 14 days to germinate in warm soil before germinating. Grow seedlings at 20–25°C during the day and 15–18°C at night, with plenty of light. Cut back on heat, water, and fertilizer close to field planting, to toughen transplants.

Tomatoes can be transplanted when the night-time temperature is above 7°C and after all risk of frost is past. Transplant seedlings deep to provide extra support.

How to Harvest

Tomatoes should be harvested when the fruit is the desired colour. Green tomatoes can be ripened indoors at a cool temperature when they are blemish free. Very dark green tomatoes are unlikely to ripen fully.

Longer ripening times on the vine will improve the flavour and sweetness.

Tomatoes have a maturity of 75 to 95 days.



Did You know?

Chives are the smallest species of the onion family.

Chives

Nutrients

Chives are rich in calcium, phosphorus, sulphur (a natural antibiotic), iron, vitamin A, and vitamin C.

Edible Parts

The leaves or stalks are used in salads, soups, and on baked potatoes. The flowers can be used in salads or to flavour vinegars.

How to Grow

Timing
Chive seeds need heat to sprout, so wait until the soil is warm and sow small clumps of seeds.

Seeding Depth
1.25 cm between plants
30 cm between rows

Spacing
Clumps of chives should be divided after sprouting and replanted to stand 30 cm apart.

Growing
Chives are a perennial and can be wintered in pots. They can tolerate some frost.

How to Harvest

The whole plant can be cut down to 4 cm from the ground. Use scissors and take as much as needed.

Chives don't dehydrate well, so use fresh portions regularly.

Chives have a maturity of 75 to 90 days.



Did You know?

Garlic, as well as other alliums (chives, onions, and leeks), produces an odour that is offensive to many garden pests. Crushed garlic, combined with mineral oil and fish emulsion, can be effective as a spray against leaf insects and fungus.

Garlic

Nutrients

Garlic provides a number of nutrients, including calcium, folate, iron, magnesium, manganese, phosphorus, potassium, selenium, vitamin B1, vitamin B2, vitamin B3, vitamin C, and zinc.

Edible Parts

The edible part of garlic is found in the bulb of the plant.

How to Grow

Timing
Plant garlic in October or as early as possible in spring. Garlic matures between the end of July to early August.

Seeding Depth
2 cm–5 cm

Spacing
7 cm–15 cm between plants
20 cm–60 cm between rows

Growing
Garlic is grown from bulbs. Separate the bulbs into individual segments (cloves) to plant. Do not skin the clove.

Remove the flower stalks (called scapes) before they open and as they emerge. This will keep energy in the bulb.

Plants can be kept for a second year of growth to get larger bulbs. Plants may need to be covered with a light layer of straw to protect them in winter.

How to Harvest

When the tops begin to dry, pull and air-dry like onions. Harvest when half to three-quarters of the leaves have turned yellow. Try to avoid puncturing the bulbs when digging them out. Cure the bulbs in a single layer in a warm spot for a week to 10 days.

Store in a cool, dry, well-ventilated space. Do not store garlic in the refrigerator, as this will induce sprouting, changing the garlic's texture and flavour. Use any damaged bulbs first, while storing the best. Set aside the best bulbs for replanting in the fall.

Garlic has a maturity of 100 to 120 days.



Did You know?

Oregano plants have tiny white flowers above fuzzy greyish-green leaves. They are a perennial plant.

Oregano

Nutrients

Oregano is a good source of vitamin K, and is also rich in manganese, iron, calcium, and vitamins A and C. It contains omega-3 fatty acids and fibre.

Edible Parts

The edible parts of the oregano plant include the leaves and flowers.

How to Grow

Timing
After planting seeds, the soil should be kept warm and not overwatered. Germination will occur in 7 to 14 days.

When the plants are about 5 to 10 cm tall, set them in the garden.

Seeding Depth
Oregano seeds are very tiny. Seeds can be sprinkled very lightly on the surface of the soil.

Spacing
45 cm between plants

Growing
Oregano seedlings can be transplanted in clumps.

How to Harvest

Pick the leaves whenever available for use. Oregano leaves can be dried or frozen.

Oregano has a maturity of about 58 days.



Did You know?

Parsley attracts beneficial insects. For example, its small white flowers attract wasps that lay eggs on harmful aphids and caterpillars.

Parsley

Nutrients

Parsley contains high levels of beta carotene, vitamin B12, folate, chlorophyll, calcium, and vitamin C.

Edible Parts

The edible parts of the parsley plant are its leaves and stem.

How to Grow

Timing
Parsley seeds germinate slowly (up to 3 weeks) and the soil must be kept moist during this time. Soak the seeds overnight to hasten germination.

Seeds can be planted in May if the soil can be kept moist during this time. Otherwise, it is best to raise transplants. Because parsley has a very long taproot, it is more effective to transplant with young plants.

Seeding Depth
1 cm–1.3 cm

Spacing
15 cm–20 cm between plants (final)
30 cm–45 cm between rows

Growing
Parsley can survive temperatures as low as -12°C. Even when the tops die off, the plant can regrow from the roots.

How to Harvest

Cut individual sprigs from the outside of the plant or the whole plant as needed. Sprigs can be dried or frozen. To freeze, place sprigs of parsley into an ice cube tray and cover with water. Place the frozen cubes into a bag and store. This keeps the parsley fresh for months.

Parsley has a maturity of 70 to 90 days.

Salad Planting Guide



Use this planting guide to help you plan your garden.

Growing Stage	Questions	Vegetable or Herb	Vegetable or Herb	Vegetable or Herb
Sowing	When should we plant the seeds? How deep? How far apart should the rows of seeds be planted?			
Transplanting	Should we grow seedlings for this plant? When should they be started? When should the seedlings be planted in the garden?			
Germinating	How long does it take for the seeds to germinate? What do we have to do to make sure the seedlings grow (provide light, water, thin out, pinch)?			
Growing	What do we have to do to look after this plant while it grows? How often do we have to look after this plant?			
Harvesting	How long does it take before this plant is ready to harvest? When is the best time to harvest the plant? What part of the plant will we use?			



Salsa Planting Guide

Use this planting guide to help you plan your garden.

Growing Stage	Questions	Vegetable or Herb	Vegetable or Herb	Vegetable or Herb
Sowing	When should we plant the seeds? How deep? How far apart should the rows of seeds be planted?			
Transplanting	Should we grow seedlings for this plant? When should they be started? When should the seedlings be planted in the garden?			
Germinating	How long does it take for the seeds to germinate? What do we have to do to make sure the seedlings grow (provide light, water, thin out, pinch)?			
Growing	What do we have to do to look after this plant while it grows? How often do we have to look after this plant?			
Harvesting	How long does it take before this plant is ready to harvest? When is the best time to harvest the plant? What part of the plant will we use?			



Vegetable Soup Planting Guide

Use this planting guide to help you plan your garden.

Growing Stage	Questions	Vegetable or Herb	Vegetable or Herb	Vegetable or Herb
Sowing	When should we plant the seeds? How deep? How far apart should the rows of seeds be planted?			
Transplanting	Should we grow seedlings for this plant? When should they be started? When should the seedlings be planted in the garden?			
Germinating	How long does it take for the seeds to germinate? What do we have to do to make sure the seedlings grow (provide light, water, thin out, pinch)?			
Growing	What do we have to do to look after this plant while it grows? How often do we have to look after this plant?			
Harvesting	How long does it take before this plant is ready to harvest? When is the best time to harvest the plant? What part of the plant will we use?			

Harvest and Prepare

One of the greatest rewards of growing a garden is the harvest. The challenge is in the timing! Most vegetable seed varieties will provide guidelines for harvesting. Additionally, encourage students to use their senses as they check and monitor the vegetables in their gardens.

Teach students to use strategies for harvesting:

- Check the Grow Cards on pages 31 to 40 for harvesting techniques and timing. Inspect the plants for changes in colour, texture, density, and size.
- Discuss how to harvest different types of vegetables. For example, root vegetables are harvested by loosening the soil and pulling the root up carefully. Leaf vegetables are harvested by pulling off the larger outer leaves so young smaller leaves have a chance to grow more.

Teach students to clean and prepare vegetables that have been harvested:

- Shake the dirt off roots or leaves carefully. Root vegetables can be rubbed with an old towel.
- Trim vegetables. Cut off the roots of greens, and remove any wilted or discoloured outer leaves. Trim off small roots and leaves from any root vegetables.
- Wash vegetables thoroughly. Make sure all greens are clean and scrub root vegetables with a vegetable brush or old toothbrush. Rinse vegetables and drain them in a colander or on a paper towel.

While my students are working in our indoor and outdoor gardens, we often have opportunities for tasting. They tasted young basil plants at the two-leaf stage and were astounded to taste the rich basil in so small a plant. They asked to munch on carrots as we were thinning them out. They would wash them under the hose and eat them straight away. "These are the best carrots I've ever eaten."

~Alannah Van Bryce, St. Albert

The preparation of simple, garden vegetable foods can provide valuable lessons and opportunities to discuss nutrition, food choices, and food preferences. **Eating Well with Canada's Food Guide** *provides a number of resources on healthy eating choices and can be accessed at* http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php. *The Food Guide provides recommendations for serving sizes and amounts for children and youth. Appendix C, on pages 95 to 97, provides additional information on nutrition.*

Fresh vegetables already have a wonderful taste. Encourage students to try different raw vegetables, including carrots, peppers, peas, salad, young spinach, and tomatoes.

It is extremely important to be aware of proper food handling and safety. The Canadian Partnership for Consumer Food Safety recommends keeping food safe by:

- *Cleaning – Wash hands and surfaces often with hot, soapy water. Rinse all fruits and vegetables under cool running water and use a vegetable brush to clean them.*
- *Separating – Avoid cross-contamination by keeping vegetables and meats separated and washing preparation surfaces and tools thoroughly.*
- *Chill – Refrigerate foods promptly.*
- *Cook – Ensure that foods are cooked to proper temperatures. Use a food thermometer to measure the internal temperatures of foods.*

The Canadian Partnership for Consumer Food Safety provides information and resources for students on their website at www.canfightbac.org.

Health Canada also provides information and an interactive guide on safe food handling at http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/index-eng.php.

Be EXTREMELY careful when handling implements used to harvest and prepare foods. Teach students the SAFE way to handle knives and other sharp objects, clippers, and hot places or items.



Cooking with Vegetables

Many vegetables can be simply cooked with a little canola oil and salt to bring out the flavour and the food value. Good food combinations can also enhance the flavour of vegetables. Challenge students to find new food combinations that they like.

The appearance and presentation of food also enhances taste. Plan time to explore and discuss how food combinations and meal plans can be prepared to look appealing.

To get best value from cooked vegetables, consider the following tips:

- Don't overcook - cook as lightly as possible.
- Go for steaming rather than boiling.
- Cook "conservatively," using very little water.
- If you boil vegetables, use the water for soup.
- Make dishes like soups and stews where the cooking water is part of the dish.
- Put fruit and vegetable peels on the compost heap.
- Make sure there is access to clean water for washing foods, and soap for washing hands, dishes, and work surfaces.

EarthBox® Storage

After harvest, follow these steps to store and replant the EarthBox containers:

- Pull out the old plants or cut them off at the base.
- Remove the fitted cover and discard.
- Use a cup to carefully scoop out what remains of the fertilizer strip. Dispose of the fertilizer in a compost pile or other outdoor location.
- Place a new fitted cover on the EarthBox container.
- Drain the reservoir. This allows the EarthBox container to be stored outdoors during the winter months.

If storage space or time is limited after the fall harvest, empty the EarthBox containers into school flower beds. The EarthBox containers can then be washed and easily stacked for storage. Do not leave soil in the EarthBox containers, as it will likely not dry and may be moldy by spring. Washing out the EarthBox containers also deter pests from wintering in them. Plan to start the new season with fresh planting materials.

"We had our fair share of challenges, which included having the fence surrounding the Garden reconfigured to facilitate roofers working on the school roof; weather issues (with wind and rain being the main culprits), and a resident gopher who decided to help herself to the carrots, reducing the stems to mere sticks! My resourceful parent-in-charge solved this problem by raising the EarthBoxes onto 5 gallon buckets, out of reach of the freeloader! The carrots rebounded extremely well and were delicious at harvest time! Though I initially thought most of our seeds would be sprouting in Medicine Hat, because of the famous Lethbridge winds, our EarthBox Garden Project proved to be a tremendous success and will definitely be continued!"

~Jennifer Parkinson, Lethbridge

To replant:

- If you did not pull the old plants out, you will need to remove the plants and use a garden tool to break up any large root masses that remain.
- Top up the EarthBox container with fresh growing medium.
- Add 500 mL of fertilizer strip. Cover the box with a new fitted cover. If you plant tomatoes, add new dolomite to the top 7 to 10 cm of growing medium. Otherwise, add dolomite every other planting.

Teaching and Learning in the Garden

A school garden should be focused on the learning process and provide students with opportunities to explore connections between the food they eat, the environment, the communities and industries that are involved with food production, and their personal development and growth. This resource provides support for learning across the Alberta curriculum, and emphasizes the following key themes:

1. Healthy food and activity choices are strengthened by involvement in the gardening and food growing process.
2. The ways that people meet their need for food affects their environment. Students should be encouraged to explore the connection between the natural world and the choices they make about food.
3. Food production is centred in a variety of communities, from rural and agriculturally based communities to urban producers and consumers. Students should develop an appreciation for the activities that comprise agricultural ways of life, farmers' contributions to all communities, and the range of occupations involved with food production.
4. As students take responsibility for tending and growing vegetables, they should also be encouraged to consider the personal decisions they make about the food they eat and what influences those choices.

The following section outlines a number of examples of learning activities that are correlated with the Alberta programs of study from grades 3 to 8. School gardens can provide a number of authentic and meaningful opportunities to develop, reinforce, or extend learning in Science, Social Studies, Health and Life Skills, Mathematics, Language Arts, and Art. Outdoor learning also provides numerous opportunities for students to practise and apply cooperative and collaborative learning skills, citizenship principles and practices, and media literacy.

There are many different learning opportunities that can be drawn from a classroom or school garden project. The suggested themes or topics, curriculum connections, and learning activities that follow are provided as examples only. Many more activities can be developed and added to each of the three learning focus questions across all grade levels.

Each learning focus question can provide the central inquiry point for experiences that emphasize learning about personal well being, the environment, and life choices.

A teaching resource such as **Setting Up and Running a School Garden**, *from the Food and Agriculture Organization of the United Nations, can also be used to explore and supplement learning activities. This resource can be accessed at* http://www.fao.org/docrep/012/i1118e/i1118e00.htm.

EarthBox® provides educational resources with detailed lesson plans, primarily focused on Science, Mathematics, and Health and Life Skills concepts and skills. Lessons are correlated with U.S. National Standards in these and other subject areas. Information on these resources can be found at http://earthbox.com/edu-curricula-guides. *Resources can be ordered online through Spectrum-Nasco at* www.spectrum-nasco.ca *or Boreal Science at* www.boreal.com.

Clusters of activities are organized around three learning focus questions, including:

- **What does it mean to make healthy food choices?**
- **How does our garden grow?**
- **What messages can be found in a garden?**

A focus on healthy food choices and good nutrition supports and develops learning outcomes in the Health and Life Skills curriculum. However, there are also numerous opportunities to integrate Health and Life Skills activities with learning in Language Arts and Art curricula.

What does it mean to make healthy food choices?

The school garden can provide numerous opportunities to encourage students to discuss and explore the benefits of making healthy food choices, particularly the benefits of vegetables. Students also have a number of opportunities to practise leadership and volunteerism skills. These learning opportunities develop and support outcomes in the Health and Life Skills program of study.

	Potential Topics	HEALTH AND LIFE SKILLS Learning Outcomes
Grade 3	**Making Healthy Choices** **Making a Contribution**	❑ W–3.5 apply guidelines from Canada's Food Guide to Healthy Eating to individual nutritional circumstances; e.g., active children eat/drink more ❑ L–3.7 assess how individual contributions can have a positive influence upon the family, school and community ❑ L–3.8 select and perform volunteer tasks as a class or as a group
Grade 4	**A Balanced Diet from a Garden** **Careers with Plants** **Volunteering in the Garden**	❑ W–4.5 analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins ❑ L–4.7 describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others ❑ L–4.8 select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses ❑ L–4.5 relate personal interests to various occupations
Grade 5	**Healthy Eating and Eating Behaviours** **Careers with Plants** **Volunteering in the Garden**	❑ W–5.5 examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes ❑ L–5.7 identify, within the school, the volunteer service accomplishments of staff and students ❑ L–5.8 develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies ❑ L–5.5 relate personal skills to various occupations

	Potential Topics	HEALTH AND LIFE SKILLS Learning Outcomes
Grade 6	**Personal Eating Behaviours** **Careers with Plants** **Volunteering in the Garden**	❑ W–6.5 analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants ❑ L–6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation ❑ L–6.8 analyze and assess the impact of volunteerism in the school and community ❑ L–6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers
Grade 7	**Individual Food Choices and Nutritional Needs** **Careers with Plants** **Volunteering in the Garden**	❑ W–7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices ❑ W–7.5 relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity ❑ L–7.7 determine and use knowledge and skills of the class to promote school and community health ❑ L–7.8 apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade ❑ L–7.5 create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation
Grade 8	**Personal Food Choices and Strategies** **Careers with Plants** **Volunteering and Leading in the Garden**	❑ W–8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look ❑ W–8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods ❑ L–8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community ❑ L–8.8 investigate the characteristics of a mentor, and practise mentorship in a group setting ❑ L–8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths

Activity One

Food Garden Nutrition Labels Grades 3 to 6

Have students create "illustrated" food labels for each of the vegetables in the garden. Ask students to work individually or with a partner to create a label that includes:

- Calories
- Carbohydrates
- Fibre
- Protein
- Potassium
- Vitamins A and C
- Calcium
- Iron

Encourage students to create their own "icons" or pictures to represent each of these nutrients and include them on their food label.

Extend this activity by having students work in groups to calculate the nutrient value of a salad, salsa, or soup recipe. Model the steps involved in calculating the value:

- Specify how many servings of each vegetable will go into the salad, salsa, or soup recipe. For example, a soup recipe may call for 3 leeks.
- Calculate the nutrient value of vegetables in the entire recipe. For the soup recipe, each medium leek has 50 calories, 13 grams of carbohydrates, 2 grams of fibre, and 1 gram of protein. To obtain the nutrient value of leeks in the entire soup recipe, multiply by 3 and record the amount.
- Repeat the calculation for each vegetable in the recipe. Add any additional items, such as olive oil, lemon juice, or salad dressing.
- Point out that the total nutrient value of the recipe can be calculated by adding the nutrient totals of all ingredients together. Provide students with a graphic organizer, such as a multiple column chart, in which to record and total values.
- To calculate the nutrient value per serving, divide each vegetable's nutrient totals by the yield, or number of servings. Or divide the total nutrient value of the recipe by the yield.

Nutrition Facts in Vegetables provides a tabulated nutrient chart for many raw vegetables at **http://www.fatfreekitchen.com/nutrition/food-nutrition.html**.

Extend

Provide students with additional opportunities to explore the benefits of healthy food choices, including:

- ***A field study at a vegetable farm or market***
- ***A guest speaker who works at a grocery store or farmer's market***
- ***The creation of a brochure, focused on healthy meal choices***
- ***Research into additional recipes that are vegetarian***
- ***The creation of a day's menu that includes a vegetable in every meal***
- ***The creation of a "garden-health" classroom or school cookbook, including nutritional information for each recipe***

Share examples of different food labels with students. Discuss the type of information that food labels provide and how they are used. *Eating Well with Canada's Food Guide* provides an interactive nutrition label and quiz at **http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php**. These Flash-based applications can be used with a Smartboard to explore and discuss food labelling and nutritional values with the class.

Have students work in small groups to compare the nutrient values of their vegetables and/or recipes to the recommended amounts in *Eating Well with Canada's Food Guide.* Younger students can complete sentence stems, such as:

- If I have _____ servings of soup/salad/salsa, I would get nutrients like _____
- I can get _____ servings of vegetables if I eat _____ servings of soup/salad/salsa.
- If I ate _____, I would be getting my daily servings of vegetables.

An Alphabetical Vegetables List of the Most Nutritious Vegetables can be accessed on the website **http://commonsensehealth.com/Diet-and-Nutrition/Alphabetical_Vegetables_List_of_the_Most_Nutritious_Vegetables.shtml**. Reproduce the A, B, and C lists on poster paper. Have students use their nutrient value calculations to analyze the vegetables on each list. Assign groups of students to the different A, B, and C lists. Have each group calculate the nutrient value of two or three vegetables on their list. Compare values and discuss whether and why there are different types of vegetables. Point out that corn is not actually a vegetable, but a grain. How is this reflected in its nutrient values?

> ***"As my students became more knowledgeable and familiar with different vegetables, the more likely they were to crave them. I couldn't keep them out of my carrots at lunch time, especially when they were from the garden!"***
>
> ~Adina Belseth, Calgary

Activity Two

Vegetable Ads Grades 6 to 8

Ask students to work with a partner or in a small group to do a media search through various forms of media for any advertisements that include references to food and eating choices. Students can be asked to focus on different types of advertisements, such as:

- Those targeted at youth or teens
- Restaurant or fast food advertisements
- Those that focus on daily eating and meal choices
- Those that focus on snack food advertising

Have students recreate the advertisements, using fresh vegetables from the garden. Provide opportunities for students to share their advertisements. Discuss how and

why the "messaging" of the advertisement changed when different food items or examples were replaced with "garden-fresh" vegetables. Encourage students to analyze the messages in these advertisements that are related to self and body image, peer and media pressure, and other factors that relate to daily food choices.

Provide time for students to also research and compare the nutrient values of foods pictured in food advertisements. Suggest that students select those advertisements for the restaurants or fast food places that they like to eat at. Analyze and compare nutrient values of a typical meal they might order compared to nutrient values of one that uses primarily vegetables from the garden. Have students focus on a question such as, "When fast food is so readily available, why should people cook meals at home?"

Activity Three

Career Fields Grades 4 to 8

Horticulture is a career field that involves how plants grow, develop, are used, and distributed. Horticulture deals with:

- *Edible crops (vegetables, fruits, nuts, etc.)*
- *Ornamental plants*
- *Landscaping and recreational land use (golf courses, parks, etc.)*

Horticulture also involves the science of finding new ways to grow plants and developing new and better varieties, called cultivars, for the garden, orchard, or nursery. Encourage students to explore careers and occupations related to the horticulture field.

Provide students with opportunities to research and share information about different careers related to horticulture, food production, nutrition, and agriculture. Encourage students to use the Internet to search each of these career clusters. Ask students to identify specific careers that are part of these clusters and create posters that illustrate the tasks, roles, and responsibilities associated with each. This activity can be made more grade-specific by:

- Asking Grade 4 and 5 students to link their personal interests and skills to two or three of the specific careers. Encourage them to include the skills they have gained by carrying out their responsibilities in the school garden.
- Having Grade 6 students create a role comparison between their responsibilities as a student and those that are required for one or two of the specific careers that they identify.
- Having Grade 7 and 8 students work as groups to create a portfolio or a web page that highlights the skills, roles, aptitudes, and interests connected to a career cluster.
- Have Grade 8 students create a quiz that determines whether they or their peers have the skills, aptitudes, and interests necessary for a career in horticulture.

Activity Four

Volunteering in the Garden Grades 3 to 8

Have students create an individually customized certificate of participation to add to their portfolios or journals that recognize the contributions they made to the school garden project, the skills they gained, what they learned about healthy eating, and what they gained from working on a class or school project. This activity can be made more grade-specific by:

- Guiding Grade 3 students to develop their certificate of participation around the contributions they made to the school or classroom garden.
- Asking Grade 4 and 5 students to identify the contributions the school or classroom garden made to the school community.
- Having Grade 6 students focus on their role with others in their classroom, school and/or community who were involved with the school or classroom garden project.
- Having Grade 7 students develop their certificate of participation around the contribution they and the garden have made to community health and how urban gardens promote positive messages for everyone in the community.
- Having Grade 8 students develop their certificates to recognize their roles as mentors and leaders in the school garden project.

Ask students to create a poster or wall mural that includes pictures or photographs of the garden, students' contributions to it, community involvement, and its challenges and successes. Display the poster in the school.

Spotlight on Physical Activity

Gardening can provide students with opportunities to be physically active on a daily basis. Examples of some physical benefits include:

- ***Digging involves weight lifting, abdominal stressing, and partial squatting***
- ***Pruning can exercise arm muscles***
- ***Weeding involves squats and forearm stretches***
- ***Planting requires many muscles to be used to dig, mix soil, lift, and carry***

Encourage students to make up their own sequence of "daily garden activities" that accompany garden tasks such as:

- ***Weeding***
- ***Watering***
- ***Digging and planting***
- ***Moving soil***
- ***Spreading mulch***
- ***Harvesting***
- ***Cleaning EarthBox® containers***

Students can invent movements, including those that involve stretching, resistance activities, walking, and pantomimes that they share with others in the class or school as part of Daily Physical Activity.

A school garden provides a natural focus on environmental and scientific topics and themes – these develop and support learning in Science and Social Studies. Gardening skills – measuring, calculating, and predicting – also lend themselves to authentic applications of Mathematics. To this end, learning outcome charts are provided for these three subject areas. Potential topics provide a point of integration between them.

Knowledge and Understanding learning outcomes have been provided for Science and Social Studies programs of study. Skills and Processes as well as Attitudes and Values outcomes should be added as specific activities are selected.

How does our garden grow?

The school garden can offer numerous opportunities for students to experience authentic, real-world applications of what they are learning in the classroom. Inquiry-based activities involve students in active exploration and critical thinking, as they use their senses, reasoning, critical thinking, and communication skills to find answers to questions. A classroom or school garden project can provide students with a multitude of opportunities to explore the "science" of gardening, and apply mathematical reasoning, calculating, and problem solving. These learning opportunities develop and support outcomes in the Science, Mathematics, and Social Studies programs of study.

	Potential Topics	SCIENCE Learning Outcomes
Grade 3	**Exploring the Construction of an EarthBox®** **A Garden Season – Harmful and Helpful Insects**	**B: Building with a Variety of Materials** ❑ 1. Using a variety of materials and techniques, design, construct and test structures that are intended to: • support objects • span gaps • serve as containers • serve as models of particular living things, objects or buildings ❑ 5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design. **E: Animal Life Cycles** ❑ 6. Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
Grade 4	**Recycling, Composting, and Mulching in the Garden** **Light for Growth** **Exploring Plant Growth and Changes**	**A: Waste and Our World** ❑ 1. Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria. ❑ 2. Identify and classify wastes that result from human activity. **D: Light and Shadows** ❑ 2. Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).

	Potential Topics	SCIENCE Learning Outcomes
		E: Plant Growth and Changes ❑ 1. Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen. ❑ 2. Identify and describe the general purpose of plant roots, stems, leaves and flowers. ❑ 3. Describe common plants, and classify them on the basis of their characteristics and uses. ❑ 4. Recognize that plant requirements for growth – i.e., air, light energy, water, nutrients and space – vary from plant to plant and that other conditions; e.g., temperature and humidity; may also be important to the growth of particular plants. ❑ 5. Identify examples of plants that have special needs. ❑ 7. Recognize that plants of the same kind have a common life cycle and produce new plants that are similar, but not identical, to the parent plants. ❑ 8. Describe ways that various flowering plants can be propagated, including from seed, from cuttings, from bulbs and by runners. ❑ 9. Nurture a plant through one complete life cycle—from seed to seed. ❑ 10. Describe the care and growth of a plant that students have nurtured, in particular: • identify the light, temperature, water and growing medium requirements of the plant • identify the life stages of the plant • identify the reproductive structures of the plant
Grade 5	**The Chemistry of Gardening** **Gardening Weather!**	**C: Classroom Chemistry** ❑ 5. Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids. **D: Weather Watch** ❑ 6. Measure at least four different kinds of weather phenomena. Either student-constructed or standard instruments may be used. ❑ 7. Record weather over a period of time. ❑ 8. Identify some common types of clouds, and relate them to weather patterns. ❑ 9. Describe the effects of the Sun's energy on daily and seasonal changes in temperature—24-hour and yearly cycles of change. ❑ 11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.

	Potential Topics	SCIENCE Learning Outcomes
Grade 7	**Elements of a Garden Ecosystem** **Plants for Food** **Thermal Energy for an Indoor Garden**	**A: Interactions and Ecosystems** ❑ 1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions • illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases ❑ 2. Trace and interpret the flow of energy and materials within an ecosystem • analyze an ecosystem to identify biotic and abiotic components, and describe interactions among these components • analyze ecosystems to identify producers, consumers and decomposers; and describe how energy is supplied to and flows through a food web ❑ 3. Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment **B: Plants for Food and Fibre** ❑ 1. Investigate plant uses; and identify links among needs, technologies, products and impacts ❑ 2. Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment ❑ 3. Analyze plant environments, and identify impacts of specific factors and controls ❑ 4. Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre **C: Heat and Temperature** ❑ 1. Illustrate and explain how human needs have led to technologies for obtaining and controlling thermal energy and to increased use of energy resources ❑ 3. Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices
Grade 8	**The Science of the EarthBox®** **Plant Cell Structures**	**A: Mix and Flow of Matter** ❑ 2. Investigate and describe the composition of fluids, and interpret the behaviour of materials in solution **B: Cells and Systems** ❑ 1. Investigate living things; and identify and apply scientific ideas used to interpret their general structure, function and organization ❑ 2. Investigate and describe the role of cells within living things

	Potential Topics	MATHEMATICS Learning Outcomes
	Mathematics also provides a multitude of opportunities to support and extend learning with a school garden project. All four Mathematics Strands – Number, Patterns and Relations, Shape and Space, and Statistics and Probability – offer learning potential and real life application of mathematics concepts to the school garden. The following learning outcomes are provided as examples that are supported by the activities that follow.	
Grade 3	**Exploring the Construction of an EarthBox®** **A Garden Season – Harmful and Helpful Insects**	**Shape and Space** ❑ 1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R] ❑ 5. Demonstrate an understanding of perimeter of regular and irregular shapes by: • estimating perimeter, using referents for cm or m • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. [C, ME, PS, R, V] **Statistics and Probability** ❑ 1. Collect first-hand data and organize it using: • tally marks • line plots • charts • lists to answer questions. [C, CN, PS, V] [ICT: C4–1.3] ❑ 2. Construct, label and interpret bar graphs to solve problems. [C, PS, R, V] [ICT: C4–1.3, C7–1.3, C7–1.4]
Grade 4	**Exploring Plant Growth and Changes**	**Shape and Space** ❑ 2. Read and record calendar dates in a variety of formats. [C, V] ❑ 3. Demonstrate an understanding of area of regular and irregular 2-D shapes by: • recognizing that area is measured in square units • selecting and justifying referents for the units cm2 or m2 • estimating area, using referents for cm2 or m2 • determining and recording area (cm2 or m2). **Statistics and Probability** ❑ 2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]
Grade 5	**The Chemistry of Gardening**	**Shape and Space** ❑ 3. Demonstrate an understanding of measuring length (mm) by: • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V] ❑ 4. Demonstrate an understanding of volume by: • selecting and justifying referents for cm^3 or m^3 units • estimating volume, using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing right rectangular prisms for a given volume. [C, CN, ME, PS, R, V]

	Potential Topics	MATHEMATICS Learning Outcomes
Grade 6	**Garden Watch**	**Statistics and Probability** ❑ 3. Graph collected data, and analyze the graph to solve problems. [C, CN, PS, R, T] [ICT: C6–2.5, C7–2.1, P2–2.1, P2–2.2]
Grade 7	**Elements of a Garden Ecosystem** **Thermal Energy for an Indoor Garden**	**Statistics and Probability** ❑ 1. Demonstrate an understanding of central tendency and range by: • determining the measures of central tendency (mean, median, mode) and range • determining the most appropriate measures of central tendency to report findings. [C, PS, R, T] [ICT: P2–3.4] ❑ 3. Construct, label and interpret circle graphs to solve problems. [C, CN, PS, R, T, V] [ICT: P2–3.3]
Grade 8	**The Science of the EarthBox®**	**Statistics and Probability** ❑ 1. Critique ways in which data is presented in circle graphs, line graphs, bar graphs and pictographs. [C, R, T, V] [ICT: C7–3.1, C7–3.2, F4–3.3]

	Potential Topics	SOCIAL STUDIES Learning Outcomes
Grade 3	**School Gardens in Communities around the World**	❑ 3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: • (3) How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) • (9) How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) ❑ 3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: • (3) In what ways do the communities show concern for their natural environment? (GC, LPP)
Grade 4	**Using Alberta's Environment and Natural Resources** **School Agriculture**	❑ 4.1.1 value Alberta's physical geography and natural environment: • (5) appreciate how land sustains communities and quality of life (ER, LPP) • (6) demonstrate care and concern for the environment through their choices and actions (LPP) ❑ 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: • How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)

	Potential Topics	SOCIAL STUDIES Learning Outcomes
Grade 5	**The Concept of Urban Agriculture**	❑ 5.1.1 value Canada's physical geography and natural environment: • (4) appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP) • (6) demonstrate care and concern for the environment through their choices and actions (GC, LPP) ❑ 5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues: • (2) How are natural resources used, exchanged and conserved in Canada? (ER, LPP)
Grade 6	**Community Bylaws that Affect Urban Agriculture**	❑ 6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues: • What are the responsibilities of local governments (i.e., bylaws, taxes services)? (PADM)
Grades 7 - 8	**Food Sources Then and Now**	Although there are no specific learner outcomes that directly link to food production or a school garden, these grade levels provide opportunities to draw comparisons between food production and meeting daily needs in historical societies.

Activity One

Garden Check-Ins Grades 3 to 8

Use bi-weekly or weekly statistics "check-ins" to have students measure, record, and graph the growth of their plants. Provide students with a weekly check-in template that includes space to record the following observations and measurements:

- Observations
- What has Changed
- Jobs Completed
- Challenges
- Measurements

Have students use their measurements to maintain a graph that shows the bi-weekly or weekly growth of their plant. This activity can be made more grade-specific by:

- Guiding Grade 3 students to fill in a tally chart to record growth.
- Having Grades 4 and 5 students fill in bar or double bar graphs to record and make comparisons over set time periods.
- Having Grade 6 students graph and analyze weekly growth.
- Asking Grade 7 and 8 students to use different types of graphs to make comparative analyses of the rates of growth of different plants.

Activity Two

Calendar Grades 3 to 4

Have students use a calendar template to record the growth of their gardens. Consider establishing a calendar template for each EarthBox and ask students to use pictures and icons to show the growth stage that each plant is at.

Activity Three

Classroom Garden Portfolio Grades 3 to 8

Start a classroom garden journal or portfolio. With students, discuss what documentary records, observation data, and artifacts mean. With students, negotiate the documents and artifacts that will be included in the journal or portfolio. Items can be grouped around topics such as the following, and include examples such as:

- Background (the beginning of the garden, first activities)

Extend

Provide students with additional opportunities to investigate and explore their gardens, plant life cycles, characteristics, and growth, including:

- ***Calculating weights and volumes of soil and vegetable yields***
- ***A comparison of the cost of growing and buying vegetables***
- ***Measurements that are applied when planting vegetables and preparing recipes***
- ***Research into additional recipes that are vegetarian***
- ***Simulating the water cycle with an indoor garden by covering growing seedlings with a plastic dome, and observing transpiration, evaporation, and condensation of water***
- ***Creating a map of the schoolyard and garden area, noting important features. Use graph paper to plot the main features and create a legend and compass rose.***

- Planning the Garden (sketches, diagrams, plans, student research, community involvement)
- Plants ("profiles" of the gardens and herbs)
- People (students, school and community involvements, funders and supporters)
- Growing the Garden (schedules, responsibilities, photographs)
- Growth Cycles (diagrams, photographs)
- Research (types of plants, experiments, weather data and records)
- Harvests (results, successes and challenges, meals prepared and shared, celebrations)
- Communication (media releases, community events, summer support)

Spotlight on Cooperative Learning

The creation and maintenance of a school or classroom garden provides numerous opportunities to introduce, reinforce, practise, and experience cooperative learning structures and skills.

Use a grouping strategy based on different groups of garden vegetable plants. Have students select a plant or group of plants for which they will take daily or weekly responsibility.

Provide opportunities for students to work together to make decisions about how the garden should be looked after.

The classroom journals or portfolios can also be modeled on other formats, such as a yearbook, photo essay, or journal. Ensure that the journals or portfolios are kept accessible to students. Consider how documentation and artifacts will be placed and stored in the portfolio – artifact box, three-ring binder with plastic sleeves, "pizza box" portfolio, an e-portfolio, or other ideas that students may have.

Activity Four

Plant Life Cycles Grades 4

Have students observe and track the stages that different plants go through as they grow. Create plant life cycle diagrams of each different vegetable. Use the plant life cycle diagrams to compare the plant growth to information on the Grow Cards on pages 31 to 40.

Have students find examples of other plants at various stages of growth in the school yard or at home. Create a plant life cycle diagram template on the Smartboard or on poster paper. Invite students to sketch the plants they've observed at a stage of growth, and sketch it in the appropriate place in the life cycle diagram. For example, students can be guided to find seeds, seedlings, young plants, flowering plants, fruit forms, and seed heads. Encourage students to discuss similarities and differences.

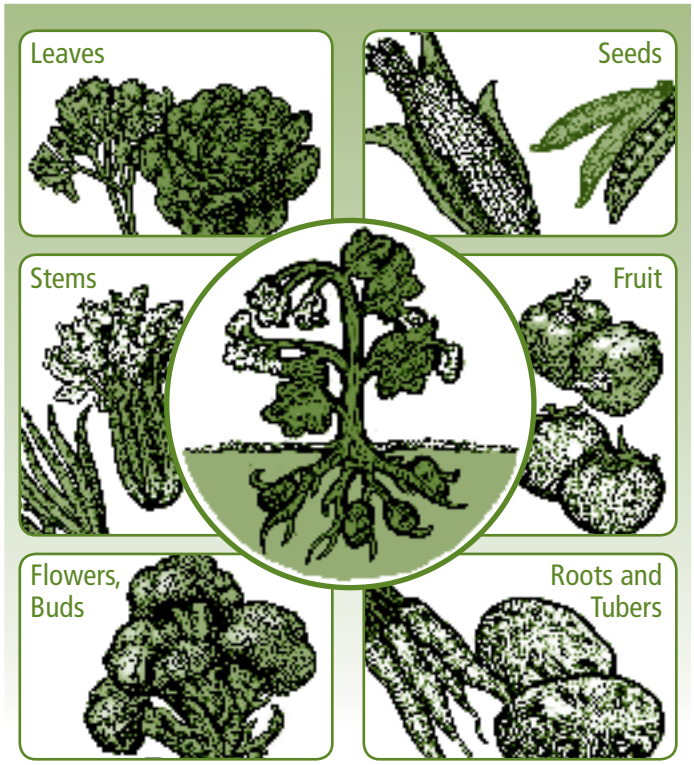


Diagram adapted from *Setting Up and Running a School Garden Teaching Toolkit*. Food and Agriculture Organization of the United Nations (FAO): Lessons Set D4-Growing Food.

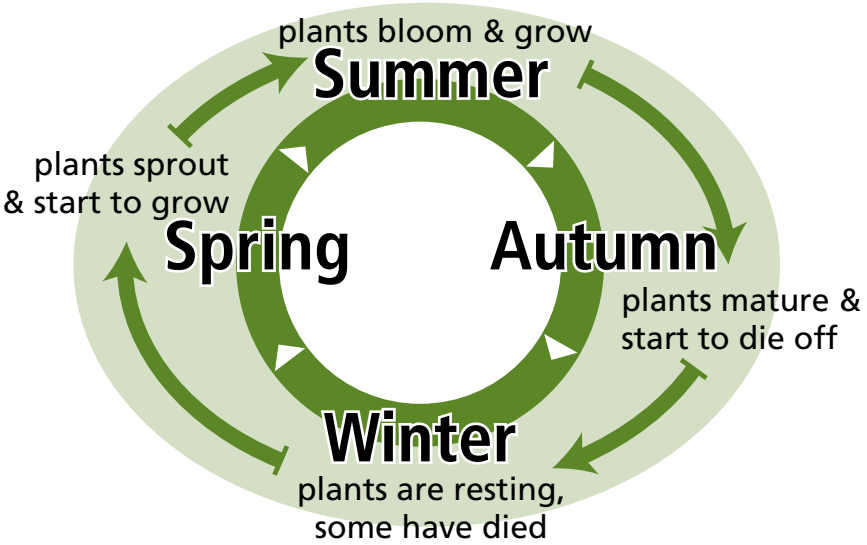
Have students explore the characteristics and functions of different plant structures, including:

- Cotyledons
- Roots
- Stems
- Leaves
- Flowers
- Fruits
- Seeds

Use a diagram such as the one provided to explore the relationship of plant parts to the foods we eat. Use poster paper or a Smartboard to create the wheel chart. Place an illustration of a plant similar to the one pictured in the middle circle. Discuss the parts of the plant, adding examples of foods that come from these parts.

The Supermarket Botany website, at **http://www.mbgnet.net/bioplants/supermkt.html**, provides an activity that reinforces the relationship of foods to plant parts.

Compare life cycles of plants to other natural cycles, such as weather and climate. Have students use a cycle diagram such as the one below and the Grow Cards to expand this cycle diagram into a poster that provides a range of examples from the plants that are part of the garden. Extend this activity by having students add average weather conditions to the cycle. Discuss the relationship between environmental factors, such as weather, and plant growth.



What do all plants need to grow? Investigate what happens when plants are exposed to different amounts of water, sunlight, space, and nutrients. Have students work in groups to create their own experiments that investigate what happens to plants when conditions are varied. Develop these experiments around variable conditions that include:

- Light
- Water
- Heat

Have students work with a partner or in small groups to display conclusions about the importance of water, sunlight, nutrients, soil, and temperature in a visual format, such as the poster below.

Elements of Soil

air

organic matter

roots

animal life

bacteria and fungi

water

soil texture

soil composition



Functions

Aerate soil

Absorb and drain water

Provide nutrients for plants

Support root structures

Support other living things, such as bacteria and animals

Break down plant debris and parts

Encourage students to try *The Dirt on Soil* game on the Wonderville website at **http://www.wonderville.ca/asset/kelvin-adventures-the-dirt-on-soil** to learn more about nutrients and soil.

Activity Five

Germination Predictions Grades 4 to 7

Have students germinate different types of plants and watch the various stages that the plants go through. Seeds that are suitable for germination include broccoli, celery, corn, peas, potatoes, and beans. Explore questions such as:

- When did the seed start to "grow?"
- What plant part came first?
- When did leaves start to show?
- Where did the leaves come out?
- What happened to the seed cover?

Alternatively, provide the questions to students as "prediction" questions and have students compare the answers they predicted to what they observe.

Create germination diagrams, showing the different stages of plant growth and change. Display the diagrams and compare different plants.

Activity Six

Garden Weather Station Grades 5 to 8

Work with students to create a garden weather station. Discuss and research the tools that are needed to create the weather station. Encourage students to find out what information each of the following instruments can provide:

- Thermometer
- Wind vane
- Rain gauge
- Barometer
- Anemometer
- Hygrometer
- Compass

Have students work with a partner or group to take responsibility for recording weather data over an established period of time. Develop a classroom weather journal, with a chart for data.

Extend this activity by having students use that data to graph and compare weather statistics with the growth rate of plants in their gardens.

Challenge students to link their data on the weather to the rate of plant growth. List weather factors that influence plant growth – temperature, precipitation, wind, humidity.

A complete lesson on the process of creating a weather station with students can be found on the CIESE Real Time Data Projects website at **http://www.ciese.org/curriculum/weatherproj2/en/lesson1.shtml**. Note that this website references U.S. sources.

The Discovery Education website, at **http://school.discoveryeducation.com/lessonplans/activities/weatherstation/**, also provides similar information.

Have students compare their data to the predictions made by weather forecasters and meteorologists. Discuss how weather prediction and forecasting affects daily decision-making for people involved with agriculture, including urban gardeners! Current conditions and forecasts for Alberta can be accessed on Environment Canada's website at **http://www.weatheroffice.gc.ca/forecast/canada/index_e.html?id=AB**.

Current weather information can also be found on The Weather Network website at **http://www.theweathernetwork.com/**.

Compare weather patterns to information on climate provided by Environment Canada. A wealth of climate information can be accessed on the National Climate Data and Information Archive at **http://climate.weatheroffice.gc.ca/Welcome_e.html**.

Activity Seven

Analyze It Grades 5 to 8

Have students discuss and identify the types of data that a school garden can provide. Encourage students to apply and practise their analytical skills, using graphs and other visual organizers to make comparisons and analyze the data.

- Have Grade 5 students track, measure, and analyze the water consumption of the EarthBoxes in their school garden.
- Have Grade 8 students use a cycle diagram to trace and analyze the transfer of energy in the garden. Ask students to work with a partner and illustrate the energy cycle diagram with examples from the school garden.
- Have Grades 7 and 8 students track and average growth rates and yields in the garden.
- Have Grade 7 students track the effects of light on the growth rate of plants in an indoor garden. Establish a control area that has exposure to natural sunlight for at least 8 hours of the day. Compare results with plants grown with a grow light.

Activity Eight

Plants Have Families Too[3] Grades 5 to 8

Vegetables are botanically classified into families based on genetic similarities and a general tendency to grow similarly. At the same time, plants may be grouped using the following criteria:

- They need similar growing conditions.
- They are planted at the same time of year or number of days after the last frost.
- They need similar amounts of plant food or fertilizer.
- They attract similar insects and diseases.

Plants affect soil and are affected by soil in different ways. Some plants use more nutrients in the soil than others. Sometimes a disease or certain insect that infects one type of plant can overwinter in a garden and cause bigger problems the following year if a related or the same vegetable is planted in the same place.

[3] Activity idea adapted from *Let's Get Growing, Level B Gardening Youth Activity Guide:* 4-H Curriculum.

Have students research the following vegetable families by completing a chart such as the example below. Find the common vegetables that belong to each family and describe their main characteristics.

Family	Common Vegetables	Characteristics
Brassicaceae	Broccoli, Brussel sprouts, cabbage, kale, cauliflower, radishes, turnips, kohlrabi	Cool season vegetables All genetically similar
Curcurbitaceae		
Fabaceae		
Liliaceae		
Solanaceae		
Apiaceae		

Have Grade 8 students examine vegetable families as an example of the organization and classification of living things.

Extend this activity by researching the scientific names of specific vegetables. Scientific names of some vegetables can be found on the Better Homes and Gardens website at **http://www.bhg.com/gardening/plant-dictionary/vegetable/**. The history and nomenclature of some specific vegetables can be found by using search terms such as "history of..." or "name of..." and a search engine. For example, a website that discusses the history of carrots can be found at **http://www.carrotmuseum.co.uk/history.html**.

What are heritage seeds? Ask students to research why some seed producers are selling heritage seeds by exploring the Seeds of Diversity website at **http://www.seeds.ca/en.php**.

The West Coast Seeds website at **http://www.westcoastseeds.com/** provides detailed information on vegetable plants, herb seeds, sprouting seeds, and flower seeds.

Activity Nine

Growing Zones Grades 4 and 5

Have students compare the growing zones in Alberta to the province's ecozone regions and geographic regions. Ask students to find a map of Alberta's growing zones by searching the Internet, and create their own map that identifies the growing zone in which they live.

Canadian plant hardiness zones can be found on Agriculture and Agri-Food Canada's website at **http://www.planthardiness.gc.ca/**.

Activity Ten

Illustrated Guide Grades 4 to 7

Have students create an illustrated guide to harvesting and preparing vegetables for eating. Ask students to select a vegetable, and work individually or with a partner to create a sequence of steps that shows how to harvest, clean, and prepare the vegetable.

Activity Eleven

Connecting with Other School Gardens Grades 3 and 5

Encourage students to do an Internet search to find out about different types of school gardens in other communities across Canada or in other countries. Some communities or schools welcome communication with other school gardens.

A school garden offers a multitude of possibilities to develop, reinforce, and extend language learning and apply skills of artistic expression. Many of these learning opportunities meet specific outcomes in Language Arts and Art, but can be integrated across many other subject areas as well.

What messages can be found in a garden?

The school garden can offer students the opportunity to share concrete examples of their accomplishments and learning.

	Potential Topics	LANGUAGE ARTS Learning Outcomes
	Language development is continuous and recursive throughout a student's life. By learning and using language in a variety of contexts, students continue to develop language fluency and proficiency. A school garden provides a multitude of opportunities to link language learning and social communication skills with real life and authentic experiences in the garden. The following learning outcomes are provided as examples that are supported by the activities that follow.	
Grade 3		❑ Express ideas and develop understanding • explain understanding of new concepts in own words ❑ Generate ideas • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts ❑ Record information • list significant ideas and information from oral, print and other media texts ❑ Share ideas and information • organize and share ideas and information on topics to engage familiar audiences • use titles, headings and visuals to add interest and highlight important points of presentation ❑ Enhance artistry • choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts ❑ Present information • present ideas and information on a topic, using a pre-established plan ❑ Enhance presentation • use print and nonprint aids to illustrate ideas and information in oral, print and other media texts
Grade 4		❑ Express ideas and develop understanding • ask questions, paraphrase and discuss to explore ideas and understand new concepts ❑ Generate ideas • use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

	Potential Topics	LANGUAGE ARTS Learning Outcomes
		❑ Record information • list significant ideas and information from oral, print and other media texts ❑ Share ideas and information • communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters • select visuals, print and/or other media to add interest and to engage the audience ❑ Enhance artistry • experiment with combining detail, voice-over, music and dialogue with sequence of events ❑ Present information • present to peers ideas and information on a topic of interest, in a well-organized form ❑ Enhance presentation • add interest to presentations through the use of props, such as pictures, overheads and artifacts
Grade 5		❑ Express ideas and develop understanding • read, write, represent and talk to explore personal understandings of new ideas and information ❑ Generate ideas • use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts ❑ Structure texts • use own experience as a starting point a source of information for fictional oral, print and other media texts ❑ Record information • combine ideas and information from several sources • record ideas and information in relevant categories, according to a research plan ❑ Share ideas and information • communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues • select visuals, print and/or other media to inform and engage the audience ❑ Enhance artistry • experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis

	Potential Topics	LANGUAGE ARTS Learning Outcomes
		❑ Present information • organize ideas and information in presentations to maintain a clear focus and engage the audience ❑ Enhance presentation • use effective openings and closings that attract and sustain reader or audience interest
Grade 6		❑ Express ideas and develop understanding • read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts ❑ Generate ideas • choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts ❑ Structure texts • express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose ❑ Record information • make notes on a topic, combining information from more than one source; use reference sources appropriately • use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning ❑ Share ideas and information • communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs • select appropriate visuals, print and/or other media to inform and engage the audience ❑ Enhance artistry • experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information ❑ Present information • use various styles and forms of presentations, depending on content, audience and purpose ❑ Enhance presentation • emphasize key ideas and information to enhance audience understanding and enjoyment

	Potential Topics	LANGUAGE ARTS Learning Outcomes
Grade 7		❑ Express ideas and develop understanding • express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts • reflect on own observations and experiences to understand and develop oral, print and other media texts ❑ Generate ideas • choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts ❑ Structure texts • create a variety of oral, print and other media texts to explore ideas related to particular topics or themes ❑ Record information • compare, contrast and combine ideas and information from several sources ❑ Share ideas and information • communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations • use appropriate visual, print and/or other media effectively to inform and engage the audience ❑ Enhance artistry • experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion ❑ Present information • present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions ❑ Enhance presentation • clarify and support ideas or opinions with details, visuals or media techniques
Grade 8		❑ Express ideas and develop understanding • seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences ❑ Generate ideas • create oral, print and other media texts related to issues encountered in texts and in own life ❑ Structure texts • choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes

	Potential Topics	LANGUAGE ARTS Learning Outcomes
		❑ Record information • make notes in point form, summarizing major ideas and supporting details; reference sources ❑ Share ideas and information • communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries • integrate appropriate visual, print and/or other media to inform and engage the audience ❑ Enhance artistry • experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood ❑ Present information • plan and facilitate small group and short, whole class presentations to share information ❑ Enhance presentation • present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience

	Potential Topics	ART Learning Outcomes
	The school garden provides a natural starting point for a number of learning opportunities in Art. Many products can integrate skills and attitudes in Art. The following outcomes represent only some examples.	
Grades 3 - 4	**Natural Forms and Designs in Nature**	❑ Component 1 ANALYSIS: Students will make distinctions within classes of natural objects or forms. ❑ Component 2 ASSESSMENT: Students will assess the visual qualities of objects. ❑ Component 10 (i) PURPOSE 1: Students will record or document activities, people and discoveries. ❑ Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on: • A. Plants and animals • B. Environments and places.

	Potential Topics	ART Learning Outcomes
Grades 5 - 6	**Shapes and Proportions in the Garden**	❑ Component 1 ANALYSIS: Students will study and analyze the individual character of natural objects or forms. ❑ Component 2 ASSESSMENT: Students will impose standards on designed objects and invent improved versions. ❑ Component 10 (i) PURPOSE 1: Students will record or document activities, people and discoveries. ❑ Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on: • A. Plants and animals • B. Environments and places.
Grade 7	**Line, Texture, and Colour in the Garden**	❑ Investigate: Students will select and identify line, value and texture in the natural and man-made environment for image making.
Grade 8	**Space, Proportion, Pattern, and Light in the Garden**	❑ Investigate: Students will employ space, proportion and relationships for image making. ❑ Sources of Images: Students will investigate form and structure of natural and man-made objects as sources of images.

Spotlight on Media Literacy

Sharing accomplishments and results from the garden can also provide an opportunity to reinforce media literacy skills. Media literacy refers to an understanding of media, including information technology, television, and various print forms, and its use as a source of information, communication, and entertainment.

Encourage students to analyze media messages about food and meal choices as well as the production and marketing of food.

Activity One

Plant Signposts Grades 3 to 8

Have students make signposts for their vegetable plants and herbs. Encourage students to design the signposts with information about the plant, its name, and an illustration. Emphasize the importance of ensuring that the signposts clearly identify the plant.

Colour, shape, and texture are all part of every food item. Have students explore and compare the colour shape and texture of different vegetables. Represent them in the signposts that are added to the garden.

Activity Two

Media Releases Grades 3 to 8

Have students work in small groups to create press releases that inform the media and the community about the "meals" they are growing. Work with students to identify the elements that should be present in their press releases as well as the media to which their releases should be sent. Discuss elements such as:

- Information about the garden
- Why the class or school is growing a garden
- What the benefits or results will be
- Who to contact for more information

Explore other forms of media that can be used to share information about the garden with others. Look for examples of advertisements of different foods. How many of these advertisements include vegetables? Have students create their own advertisements for the meals they are "growing" in the garden. Post the advertisements in the school or community.

Create public service announcements that keep the school and/or community informed about the progress of the garden and the benefits of growing fresh vegetables.

Extend this activity by asking students to create a job advertisement for volunteers who can help look after the garden during the summer months. Students can also be asked to use the Funding Template in Appendix A as a starting point for sending letters to request support for the garden. Have students design and add a letterhead, as well as illustrations and additional information about their garden.

Activity Three

Personal Journals Grades 3 to 8

Encourage students to keep a journal of the plants for which they are responsible in the garden. Work with students to create a template for their garden journals, or provide them with one that includes daily or weekly observation points such as:

- Picture of the plant
- What it looks like
- Soil condition
- Weather
- What was done
- Questions I have

Have students also include information about harvesting their vegetables and foods that can be prepared using their vegetable. A guide to harvesting specific vegetables can be accessed at **http://www.gardening.cornell.edu/factsheets/vegetables/harvestguide.pdf**.

Extend this activity by encouraging students to experiment with different templates and graphic organizers in their journals. Have students add a calendar format to track gardening experiences.

Activity Four

Literature Grades 3 to 8

Use a number of picture books to explore images and sensory language relating to gardening. Have students explore how the science of gardening, as well as the benefits and rewards, are represented in these stories. Challenge students to work individually or with a partner to create their own picture book. Use a storyboard graphic organizer to plan the storyline and plan illustrations to support it. Share the picture books with younger students in the school.

Have students look for examples of similes, metaphors, and analogies represented in the stories. For example, the book *Mrs. Spritzer's Garden* uses an analogy of a garden to tell the story of a teacher. *The Imaginary Garden* uses the visual imagery of a garden to represent the power of art to enrich relationships and life.

Older students can also use picture books. Have them create picture books about their gardens to share with younger students. Encourage them to analyze the picture books for artistic and literary elements.

Examples of some picture books that celebrate gardening include:

Sarah Stewart. *The Gardner.* ISBN: 0374425183

Judi Barrett. *Old MacDonald Had an Apartment House*. ISBN: 0689817576

Additional resources are available from Alberta Agriculture and Forestry at http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/agic7623.

Extend

Provide students with additional opportunities to apply and share their learning, including:

- ***Negotiating garden rules and guidelines for behaviour while working in the garden***
- ***Creating a poster advertisement to show the path that a vegetable grown on a farm would take to get from seed to table***
- ***Designing a garden for a family meal and sharing it with parents and classmates***
- ***Researching Alberta companies that produce and sell specific vegetables***
- ***Writing letters or creating brochures to share information about the school garden with community members, local businesses, and organizations***
- ***Creating a mural with a collage of botanical illustrations contributed by students, based on the garden plants and herbs***
- ***Experimenting with different forms of poetry related to school gardens and gardening***

Henry Cole. *Jack's Garden.* ISBN: 068815283X

Steve Tomecek. *Dirt.* ISBN: 0792282043

Janet Stevens. *Tops and Bottoms.* ISBN: 0152928510

Deborah Kogan-Ray. *Lily's Garden.* ISBN: 0761315934

Edith Hope Fine and Angela Halpin. *Water, Weed and Wait.* ISBN: 1582463204

Ruth Kraus. *The Carrot Seed.* HarperCollins, 1945. ISBN: 0064432106

David Small. *The Gardener.* Farrar, Straus & Giroux, 1997. ISBN: 0374425183

DyAnne DiSalvo-Ryan. *City Green.* HarperCollins, 1994. ISBN: 068812786X

Zoe Hall. Illustrated by Shari Halpern. *The Surprise Garden.* Scholastic, 1999. ISBN: 0590100769

Lois Ehlert. *Growing Vegetable Soup.* Voyager Books, 1990. ISBN: 0152325808

Kathy Henderson. *And the Good Brown Earth.* Candlewick Press, 2003. ISBN: 0763623016

Edith Pattou. Illustrated by Tricia Tusa. *Mrs. Spitzer's Garden.* Harcourt Inc., 2001. ISBN: 0152019782

Andrew Larsen. Illustrated by Irene Luxbacher. *The Imaginary Garden.* Kids Can Press, 2009. ISBN: 9781554532797

Appendix A

Sample Letters & Templates



Customize this letter according to your garden plans and schedule. An indoor garden, with harvesting plans for the spring, may require different types of volunteer parent help.

1 Sample Letter to Parents

This spring, our class will be participating in the creation of a school garden. We will be using EarthBox® containers obtained with the support of Alberta Agriculture and Rural Development, and planting a variety of different vegetable plants and herbs. We will plan our garden around one of the following three meals:

- Garden Salad
- Salsa
- Vegetable Soup

When we harvest our vegetables in the fall, we will be involving students who participated in the garden project this school year, as well as students who will join the project next year. The experience of planning, planting, and growing a garden will enrich and reinforce students' learning across many different subject areas. Seeing the garden through to harvest will provide a valuable sense of accomplishment and community for our students.

If you are interested in supporting our students' gardening project, please complete and return the form below. Our students will be doing most of the gardening, but we'll need help in the following areas:

- Maintaining the garden over the summer months
  a. July – 1 week
  b. August – 1 week
- Supervision of students
- Donation of materials
- Planting

The summer maintenance schedule is extremely important to us. Your involvement would entail sharing a week in July or August with another parent volunteer and checking the water levels in the EarthBox® reservoirs daily.

Student's Name _____

Please be aware of the following food allergies that my child _____has:

- ❑ I can help with:
  - ❑ Maintaining the garden over the summer months
    - ❑ July – 1 week
    - ❑ August – 1 week
  - ❑ Supervision of students
  - ❑ Donation of materials
  - ❑ Planting

2 Sample Funding Request Letter

This spring, our class will be participating in the creation of a school garden. We will be starting with some EarthBox® containers, and planting a variety of different vegetable plants and herbs. As we start our gardening plans, students will be provided with the opportunity to select one of three "meals" around which to plan their gardens:

- Garden Salad
- Salsa
- Vegetable Soup

This project promotes powerful learning for students, healthy nutritional and positive environmental messages, and builds a sense of community between the school and our community. The experience of planning, planting, growing, and harvesting a garden will enrich and reinforce students' learning across many different subject areas.

Your support of our garden project will help promote these positive messages to our students, their families, and the community. It will also allow us to continue the gardening project on a long-term basis and help you foster relationships and awareness with students who will become active members of our community and its businesses.

We need support for our garden project in one of the following ways:

- ❑ Sponsorship of an EarthBox® container purchase
- ❑ Help with, or donation of, gardening tools
- ❑ Donation of growing medium
- ❑ Donation of plants or seeds

Please get in touch using the following contact information. I would be pleased to answer any questions you may have or provide additional information.

Customize this letter according to the request you would like to make of the business or community organization. Details should be provided with each option that you are asking sponsorship for, depending on your needs and the type of donation businesses may be able to make.

Customize and use this template to organize and display student responsibilities. For example, checking the water level and adding water to the reservoir is a daily responsibility that would be filled in at the top of the chart. Planting or seeding a particular vegetable may be a responsibility that is filled in on planting day and posted on each EarthBox® container. Details about the specific tasks associated with the responsibility are filled in under the What column.

3 Roles and Responsibilities Template

This responsibility is			
Who	**What**	**When**	**Done** Place a check mark and your initials when the responsibility has been completed.

4 Month by Month Planning Template

Sample Activities	January						
• Begin planning • Talk to your classroom or group about the project • Gather supplies • Confirm a budget • Talk to school administrators	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	February						
• Gather volunteers • Get parental support • Determine garden locations • Order seeds	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	March						
• Order EarthBox® containers • Research planting requirements • Build a calendar for planned activities, such as planting and estimated harvest dates • Start seedlings indoors	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	April						
• Design garden layout with students • Start seedlings indoors	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	May						
• Plant • Garden maintenance	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	June						
• Plant • Transplant • Garden maintenance • Mid-season taste test • Celebrate	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	July						
• Garden maintenance	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	August						
• Garden maintenance	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sample Activities	September						
• Garden maintenance • Harvest • Prepare a Meal! • Celebrate	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

5 Budgeting Template

Materials	Start-Up Costs	Maintenance Costs	Fundraising or Community Support Options
EarthBox® Containers			
Growing Medium			
Plants and/or Seeds			
Tools			
Fencing and Security			

6 Summer Maintenance Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
July Week 1							
Week 2							
Week 3							
Week 4							
August Week 1							
Week 2							
Week 3							
Week 4							

Appendix B

EarthBox® Containers



Information in this appendix is reproduced with permission from EarthBox®.

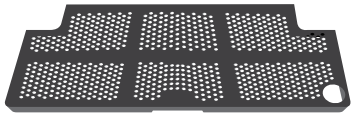
Using EarthBox® Containers

Your EarthBox® package will include the following supplies:

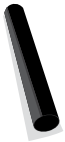
EarthBox®



Aeration Screen



Fill Tube



Mulch Covers



EarthBoxes® recommends the following steps to start a garden. It is important that these steps be followed in order to have a successful yield.

STEP 1 | Get Organized

Determine what type, and how many plants you need. Have an EarthBox®, casters (optional), a 2 cubic foot bag of growing media, a water source (minimum of 3 or 4 gallons), a knife or scissors, dolomite, and fertilizer ready. Choose a location for your EarthBox®. Select a sunny spot with a minimum of 8 hours of daily sunshine for warm season crops such as tomatoes, peppers, eggplant; select partial shade for cool season crops such as lettuce, spinach, arugula.

Growing/Potting Media

Almost any brand of growing media designated for containers or hanging plants will work. Preferably, this media will be peat or coir-based and containing perlite and/or vermiculite. You'll need the big bag – 2 cubic feet or 60 dry quarts per EarthBox®. Much of today's growing media has a water-soluble or 3-month time release fertilizer added; this is OK to use, but does not replace the fertilizer application. Do NOT use compost or growing media that contains rock, clay, sand, or topsoil.

Dolomite

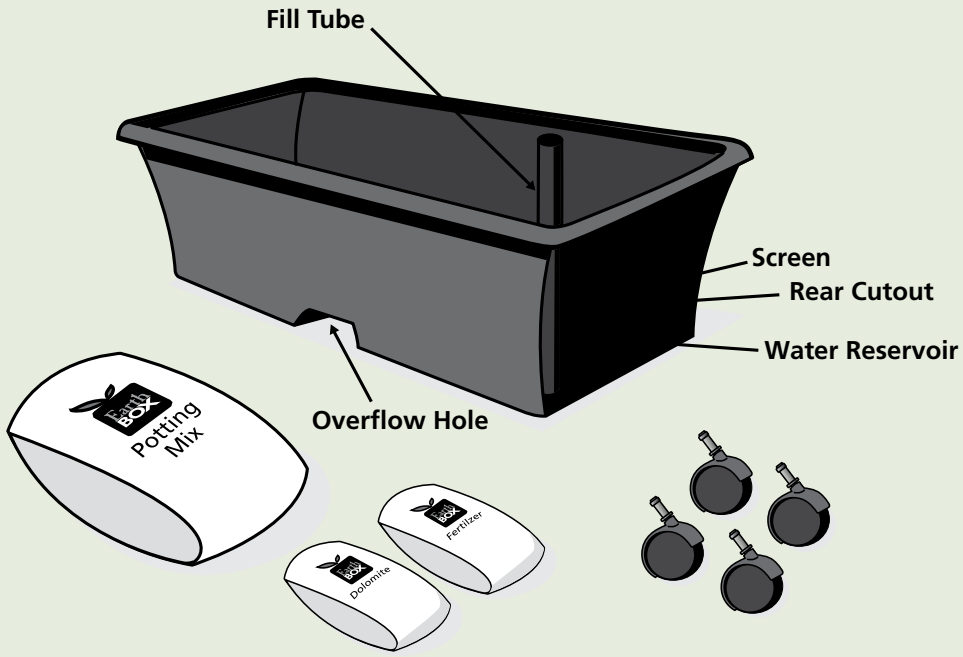
Dolomite is lime that contains calcium and magnesium. Incorporate 1 lb. of dolomite during the initial planting and each year when replanting your EarthBox®. When replanting, mix the dolomite in the top 3–4" of the growing media before planting. Do NOT substitute dolomite with hydrated lime.

Fertilizer

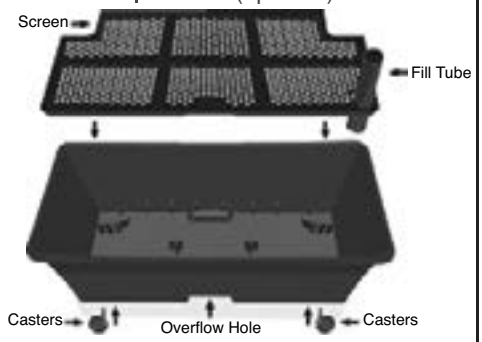
The EarthBox® is designed to be used with a strip of common dry, granular fertilizer or plant food for vegetables. Almost any brand of fertilizer will work, as long as it is NOT designed to be mixed with water (water-soluble), and that is NOT a time-released or slow-released product. Each of the three numbers on the label should be between 5 and 15. You can choose a synthetic fertilizer or an organic fertilizer. If you prefer a synthetic fertilizer, use 2 cups. If you prefer an organic fertilizer, use 3 cups. Do not add any additional fertilizer during the growing season. Both regular and organic versions of the EarthBox Ready-to-Grow Kit, and the EarthBox Garden Kit (available at retailers) include a pre-measured, balanced fertilizer great for growing vegetables, herbs, or flowers.

Plant Selection

Try everything! Whatever is available at your local nursery will grow in our EarthBox®. You can use the smaller 5–7" seedlings available in 2" pots, or larger seedlings. You can do some direct seeding with things that are normally easy to grow from seed like cucumbers, squash, and beans. Do not overcrowd the EarthBox®. Pay close attention to the recommended plant amounts in the Plant & Fertilizer Placement Chart.

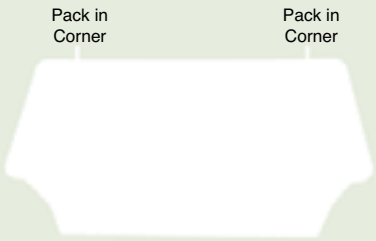


STEP 2 | Add Screen, Fill Tube and Casters (optional) to EarthBox



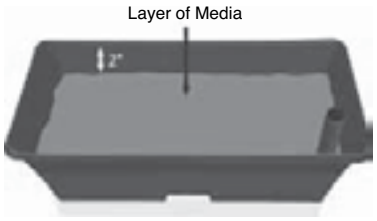
NOTE: Make sure the screen is firmly set in the box and the fill tube is placed through the hole in the screen and pushed to the bottom of the box.

STEP 3 | Pack Corners with Moist Growing Media

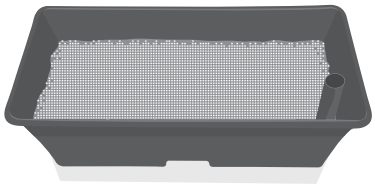


IMPORTANT: Packing the corners with moist growing media will ensure proper wicking throughout the box.

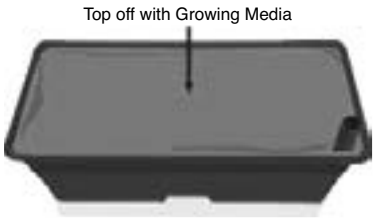
STEP 4 | Add Layer of Moist Growing Media



STEP 5 | Spread Dolomite Evenly



STEP 6 | Level Growing Media With Top of EarthBox



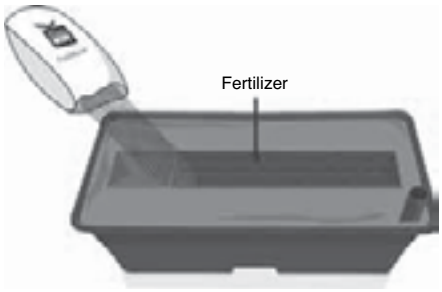
NOTE: Mix the dolomite, previously spread, in the top 3-4" of the growing media.

STEP 7 | Create a Trough



IMPORTANT: Refer to Plant & Fertilizer Placement chart to determine location of trough.

STEP 8 | Place Fertilizer in Trough



STEP 9 | Top Off With Remaining Growing Media



IMPORTANT: Create a 2" mound of growing media over the fertilizer strip.

STEP 10 | Place Cover on EarthBox

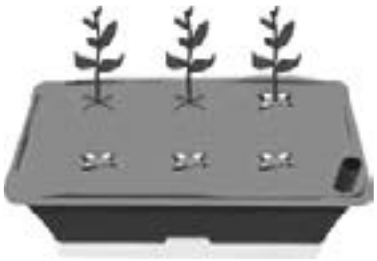


NOTE: Place cover black side up. If growing in hot desert climate during summer, use cover white side up.

STEP 11 | Cut Holes in the Cover

IMPORTANT: Refer to Plant & Fertilizer Placement chart to determine the number and location of plants. Cut the holes the same size as the root ball of your plant.

STEP 12 | Plant Seeds or Seedlings



NOTE: Follow recommended planting instructions that come with your seeds or seedlings.

STEP 13 | Fill Reservoir and Water Regularly

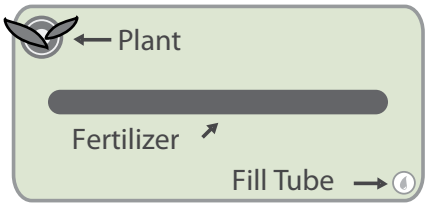


NOTE: Use the fill tube to keep the water reservoir full. You'll know the reservoir is full when water flows from the overflow hole. Don't try to regulate the water level. Add water every few days when the plants are young, and at least once every day when your plants are mature.

Plant & Fertilizer Placement Chart

Try Anything!
Here are some suggestions:

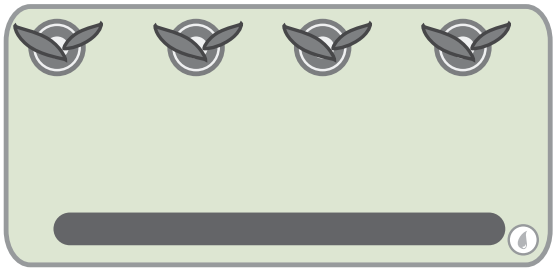
Legend:





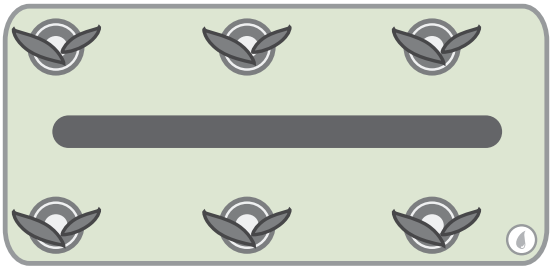
2 seedlings (2 per row)

Artichokes, Eggplants, Tomatoes, Zucchini



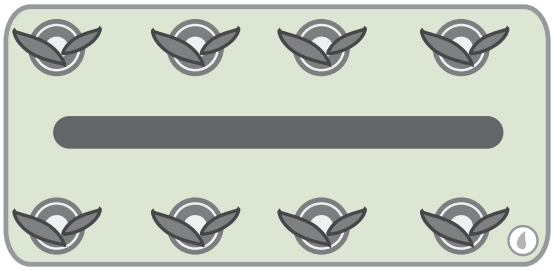
4 seedlings (4 per row)

Cucumbers, Melons, Squash (vining)



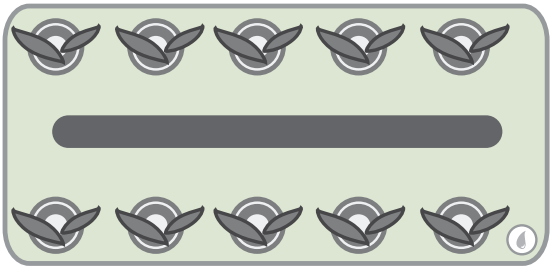
6 seedlings (3 per row)

Bell Peppers, Broccoli, Brussels Sprouts, Cabbage, Cauliflower, Celery, Chard, Greens, Herbs, Hot Peppers, Strawberries



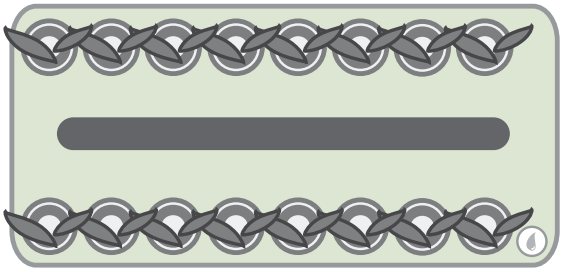
8 seedlings (4 per row)

Beans (bush), Flowers, Kohlrabi, Leeks, Lettuce, Okra, Salad Greens



10 seedlings (5 per row)

Beets, Onions, Spinach, Turnips



16 seedlings (8 per row)

Beans (pole), Carrots, Corn, Garlic Peas, Radishes

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Appendix C

Nutrition Notes



Teaching about Nutrition

Every day, the average person makes over 200 decisions about food. They make choices about what food to eat, how much, where, when, why, and with whom. Many factors shape this decision-making process.[4]

School gardens are an excellent way to teach students about the foods they eat. Students have the opportunity to grow vegetables, and they learn first-hand about different foods. A school garden provides an effective way to educate students, as well as their families, about the nutritious advantages of fresh, locally grown food while helping students make balanced nutritional decisions. Gardening programs can also provide students with insights into concepts related to sustainable agriculture and the daily activities of farmers and their families.

Studies have shown that students who have been involved with school gardens increase their knowledge of nutrition as well as their preference for vegetables. Increasing motivation to taste vegetables is a first step in developing healthier eating patterns. An evaluation of The Edible Schoolyard program shows similar results. Students who made the greatest gains in overall understanding of ecological principles made significantly greater gains in the numbers of serving of fruits and vegetables they reported eating.[5]

Eating Well with Canada's Food Guide describes the amount and types of foods that are part of a healthy eating pattern.The Vegetables and Fruit group is an important food group.

Eating Well with Canada's Food Guide makes the following recommendations for the Vegetables and Fruit food group:

- Eat at least one dark green and one orange vegetable each day.
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt.
- Have vegetables and fruit more often than juice.

Vegetables and fruit have important nutrients such as vitamins, minerals, and fibre. They usually are low in fat and calories. A healthy diet rich in vegetables and fruit may help reduce the risk of cardiovascular disease and some types of cancer.

Nutrients provided by vegetables and fruit include carbohydrates, vitamins A and C, potassium, magnesium, and some B vitamins such as folate. The individual nutrients may explain some of the health benefits of eating vegetables and fruit. It is more likely, however, that the nutrients work together with other naturally occurring components in vegetables and fruit to provide the overall health benefit.

[4] From *Nutrition Matters: Trends Affecting Food Choices* (June 2010). Nutrition File for Health Educators: Alberta Milk.

[5] California Department of Education. School Garden Program Overview. **http://www.cde.ca.gov/ls/nu/he/gardenoverview.asp**.

The Vegetables and Fruit food group is the most prominent arc in the rainbow on *Canada's Food Guide*, emphasizing the important role these foods play in a healthy eating pattern. This food group makes up the largest proportion of the Food Guide Servings in the healthy eating pattern and includes vegetables and fruit in many forms: fresh, frozen, as juice, canned, and dried.

Some products with "vegetable" or "fruit" in their names or on their packaging are composed mainly of fat or sugar or are very high in salt. Fruit candies, vegetable chips, fruit jams or spreads, ketchup, as well as vegetable or fruit drinks or punches do not belong in the Vegetables and Fruit food group. People should choose 100% vegetable or fruit juices. Vegetable or fruit "drinks" or "beverages" may contain only a small amount of real vegetable or fruit juice.[6]

FOOD GUIDE SERVINGS FOR VEGETABLES AND FRUIT

What is one Food Guide Serving?

In general, one medium fresh vegetable or fruit or 125 mL (1/2 cup) cut-up is equivalent to one Food Guide Serving. One Food Guide Serving of salad or raw leafy greens is 250 mL (1 cup) and 125 mL (1/2 cup) of cooked leafy green vegetables. A Food Guide Serving of dried fruit is 60 mL (1/4 cup). A Food Guide Serving of juice is equivalent to 125 mL (1/2 cup).

RECOMMENDED NUMBER OF FOOD GUIDE SERVINGS PER DAY

	Children			Teens		Adults			
	2-3	4-8	9-13	14-18 Years		19- 50 years		51+ Years	
	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Grain Products	2	4	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The eating pattern also includes a small amount (30 to 45 mL or about 2 to 3 tablespoons(s) of unsaturated fat each day.

[6] From "Tips for Vegetables and Fruit." *Eating Well with Canada's Food Guide:* Health Canada. **http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/tips-trucs-eng.php**.

Got Dirt?

a GardenToolkit for implementing youth gardens

For more information about this garden toolkit contact:

Nutrition, Physical Activity and Obesity Program
Division of Public Health
P.O. Box 2659
Madison, WI 53701-2659
Phone: (608) 267-9194
Fax: (608) 266-8925
Email: kelli.stader@dhs.wisconsin.gov
Website: www.dhs.wisconsin.gov/physical-activity/

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Preface

Childhood obesity and its health related consequences are increasing in Wisconsin's youth. Nutrition research supports the role of increased fruit and vegetable consumption for prevention of cancer, heart disease, and obesity.[1] Thus, youth gardens could emerge as an important tool for nutrition and wellness in public health interventions. Recent research has documented that involving children in gardening is a promising strategy for increasing fruit and vegetable consumption.[2] School gardens may positively impact children's food choices by improving their preferences for vegetables and increasing their nutrition knowledge.[2] Furthermore, gardening is a wonderful means of increasing physical activity. A 130-pound person can burn around 295-calories an hour while gardening. Similarly, a 150-pound person can burn around 300-calories an hour.

Thus, to encourage healthy eating and increased physical activity, the Department of Health Services' Nutrition, Physical Activity & Obesity Program produced this garden toolkit. To ensure the inclusion of accurate gardening information, several gardening experts from around the state contributed or reviewed the Got Dirt? Garden Toolkit including University of Wisconsin Extension Horticulture Agents and Community Garden Coordinators, Master Gardeners, and other local gardening experts. This toolkit is a component of the Got Dirt? Garden Initiative. The Got Dirt? Garden Initiative also includes:

- Hands-on trainings on how to start a youth garden
- Ancillary resources for starting a youth garden
- Lesson plans and activities for use with the youth garden
- Connection to local gardening expertise/Master Gardeners

The purpose of the Got Dirt? Garden Initiative is to improve access to fresh fruits and vegetables through increasing the implementation of youth fruit and vegetable gardens in Wisconsin. The overall health outcome of the Got Dirt? Garden Initiative is to increase consumption of fruits and vegetables among children, adolescents, and adults. Moreover, by encouraging you to start a garden, the toolkit attempts to support a number of the following national and state initiatives:

- **Fruits & Veggies—More Matters®**: A national initiative, **Fruits & Veggies — More Matters®**, seeks to provide a consistent message regarding the importance of eating fruits and vegetables. Fruits and veggies matter in maintaining a healthy weight and may reduce the risk of many diseases. Eating a colorful variety of fruits and veggies provides a wider range of valuable nutrients like fiber, vitamins, and potassium. Incorporating the produce from the garden into meals and snacks are wonderful ways to increase the amount and variety of fruits and vegetables eaten each day. For more information, visit: www.fruitsandveggiesmorematters.org.

- **Wisconsin Nutrition, Physical Activity & Obesity Program:** The Program seeks to encourage healthful eating and increased physical activity as a means for reducing overweight and obesity in Wisconsin. Currently, 62% of Wisconsin adults are considered overweight or obese and 25% of high school students are overweight or obese.[3,4] Furthermore, only 18% of high school students and 24% of adults in Wisconsin consume fruits and vegetables 5 or more times per day.[3,4] Thus, the Program focuses on developing resources, providing technical assistance, and working with partners to create environments through policy and environmental change that support individuals in their quest to eat healthy and be physically active.

- **Wisconsin Farm-to-School AmeriCorps Program:** The Wisconsin Department of Agriculture, Trade, and Consumer Protection in partnership with the Wisconsin Department of Public Instruction, Wisconsin Department of Health Services, Wisconsin Rural Partners, and the Center for Integrated Agricultural Systems received an AmeriCorps State Grant to support a statewide Farm-to-School AmeriCorps Program. The goal of the Wisconsin Farm-to-School AmeriCorps Program is to increase access to locally produced foods (including fruits and vegetables) in Wisconsin schools. Farm-to-School is a potential approach to reducing childhood obesity by promoting healthy eating habits, while increasing access to local foods in schools, and while creating another market for local farmers and other food businesses.

- **Wisconsin Fresh Fruit and Vegetable Program:** Funded through the 2008 Farm Bill, the Wisconsin Fresh Fruit and Vegetable Program provides free fresh fruits and vegetables to children of participating elementary schools. The purpose of the program is to expand and increase the variety and amount of fruits and vegetables children experience and consume. Combined with nutrition education and a reinforcement of healthful eating habits, the program emphasizes the long-term goals of positively influencing children's life-long eating habits, specifically fruit and vegetable consumption. This program also encourages schools to reach out to area farmers/growers for purchasing local fresh whole produce. For more information, visit: http://fns.dpi.wi.gov/fns_ffvp

- **Wisconsin Food Security Project:** The Wisconsin Food Security Project provides localized information about the food security infrastructure in Wisconsin. The project promotes food security by helping planners and policy makers identify strenghts and gaps in their communities and by helping service providers and individuals and families to locate foodrelated resources.[5] The Wisconsin Food Security Consortium's State Plan, titled **Ending Hunger in Wisconsin — An Action Plan**, includes goals related to improving access to healthy and affordable food. A bountiful garden's produce can be donated to local food pantries or other public and private programs working to eliminate food insecurity in Wisconsin.

  For more information on the Wisconsin Food Security Consortium, visit, www.endhungerwi.org

In addition to these initiatives, several new approaches to increasing fruit and vegetable consumption are currently being piloted. Creating and supporting youth gardens is a way to work towards improving the health of all Wisconsin residents.

For more information on the Wisconsin School Garden Initiative, visit the website which is continuously updated with the latest resources, training information, and funding sources. Visit the web site at www.woscjpp;gardens.org.

Additional information on the Wisconsin School Garden Initiative can be viewed at: www.dhs.wisconsin.gov/physical-activity/foodsystem/gardening.htm

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3. Centers for Disease Control and Prevention. Behavioral Risk Factor Surveillance System. www.cdc.gov/brfss.
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About Your Garden Toolkit

The Wisconsin Department of Health Services' Nutrition, Physical Activity and Obesity Program and the Wisconsin Fruit and Vegetable Nutrition Program, along with other contributors, have compiled this easy-to-use garden toolkit to provide you with a framework for starting a fruit and vegetable garden. The toolkit is designed to walk you through the basic steps of starting and maintaining a garden. Also, we have included several examples of successful community, childcare, and school gardening projects in Wisconsin. These stories highlight key points including tips on funding, finding local resources, and engaging adults and children in gardening. In addition, there are stories on programs that can enhance your gardening experience including providing ideas on what to do with all the fruits and vegetables harvested and where to get more information on service learning and school curriculum resources.

The garden toolkit is separated into two main parts:

- Part One: Basic Steps for Gardening
- Part Two: Gardening Examples and Resources

In Part One, a comprehensive guide provides you with a start to finish approach that begins with finding a garden plot and ends with tips on preparing your garden for the next year. Part Two provides several resources to ensure that you have a successful gardening experience. Gardening can be a great deal of fun, but a lot of work. To further assist you with your garden, it may be beneficial to engage others to help you. Here are some suggestions for people you may want to contact:

- Co-workers
- Teachers
- School Administrators
- School Food Service Staff
- Students
- Parents
- Children
- Community Leaders
- Coalition Members
- Local Faith-Based Organizations
- Local Health Care Organizations
- Neighborhood Associations
- Local Businesses
- Representatives from Other Local Organizations

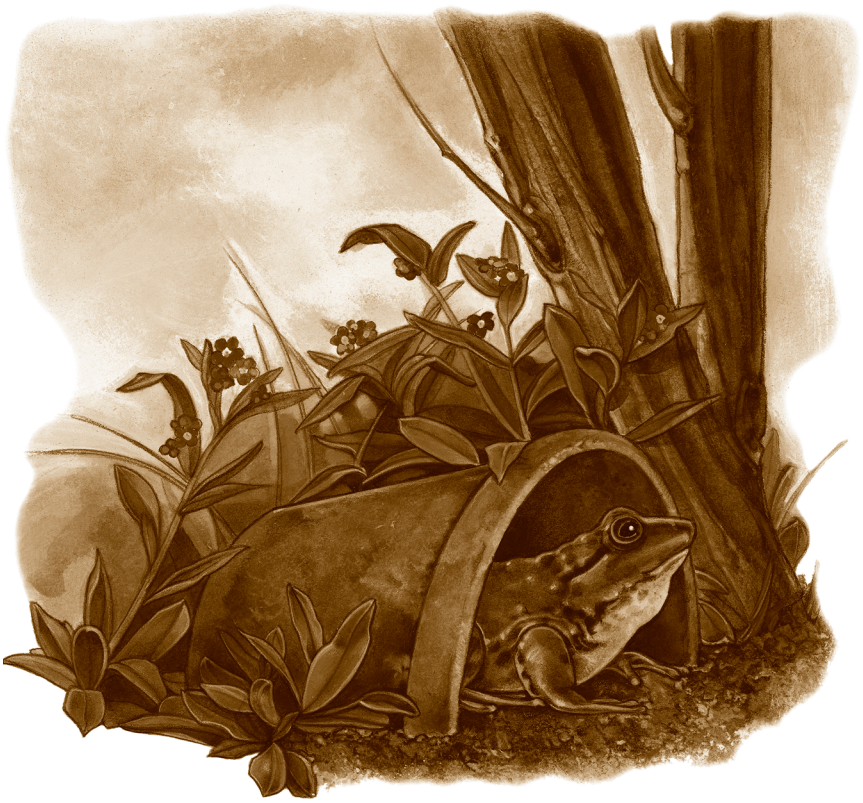
Gardening is a wonderful way to increase your physical activity, while having access to healthful foods such as fruits and vegetables. We hope that you find this toolkit useful and that it encourages you to start a garden. If you have any comments or suggestions for improving this gardening toolkit, please direct them to Kelli Stader, Nutrition, Physical Activity and Obesity Program, at Kelli.Stader@dhs.wisconsin.gov.

Basic Steps for Starting a Garden



Step 1

Find a Place to Plant



Where Can You Find Land?

Here are a few ideas of where you can start to look for land for your garden.

- Your Yard (Front or Back)
- Vacant Lots
- Private Land (A Neighbor's Yard)
- School Grounds
- Hospital Grounds
- Community Parks
- Farm Land
- County Fairgrounds
- County UW-Extension Office Grounds



Need help finding land? Contact these organizations:

- Wisconsin Park & Recreation Association
  www.wpraweb.org/index.asp
- University of Wisconsin-Extension
  www.uwex.edu

If you can only find a small amount of land…try small plot vegetable or container gardening. It's amazing how many vegetables can grow in pots! Keep in mind if you are using vacant land that you may need to obtain permission to use it. Permission may be necessary as vacant lots are still considered to be private land.

Small Plot Vegetable Gardening

overall points

- Choose a site that receives at least 6 hours of sun each day.
- If the land has never been used for a garden, rototill or dig up the area to a depth of 6 to 8 inches in the early spring.
- Even if space is limited, remember not to crowd the plants. They need air and elbow room.

space saving techniques

1. **Try Interplanting:** This is a technique that involves growing two or more vegetables in one area by planting slow-and-fast maturing crops among each other. The fast maturing vegetables will be harvested before the crops begin to crowd each other. You can also alternate rows of fast and slow maturing vegetables. For example, plant a row of tomatoes (slow maturing) and lettuce (fast maturing).

2. **Try Succession Planting:** This involves planting another crop once the other is harvested or finished. For example, when spinach has been harvested, replant the space with beans or beets.

3. **Wide Row Planting:** This technique involves scattering fruit and vegetable seeds over an 8 to 12 inch band rather than a single row. This method works best for leafy vegetables like spinach and lettuce, which ultimately form a leaf canopy that prevents weed growth.

4. **Use Vertical Space:** Using a trellis or fence to support pole beans, cucumbers, and squash is a great way to maximize a limited space. You can also cage or stake the tomato plants.

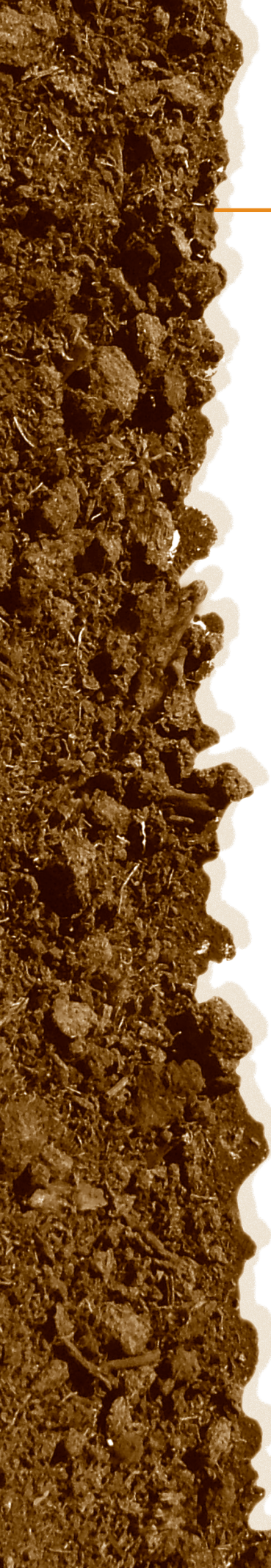
5. **Plant Bush Varieties:** By planting "bush" varieties, the plants take up less space in the garden than standard varieties. Bush varieties, available as seeds, are found in cucumbers, muskmelon, watermelon, and squash.

6. **Square Foot Gardening:** This technique involves marking squares of space for crops rather than planting in straight rows. Common arrangements involve marking off 1 foot by 1 foot areas of garden space. Plants are planted according to their space needs.

7. **Bottom Line:** Gardens don't have to be square. They can be planted in a circle or a triangle.

suggested fruits & vegetables for small garden plots

a. Beets
b. Carrots
c. Cucumbers (grow on a trellis or plant a bush-variety)
d. Eggplant
e. Green Beans
f. Lettuce
g. Kohlrabi
h. Muskmelon (grow on a trellis or plant a bush-variety)
i. Onions
j. Peppers
k. Potatoes
l. Radishes
m. Shallots
n. Spinach
o. Summer Squash (bush variety)
p. Swiss Chard
q. Tomatoes (standard, patio, & cherry)



Container/Raised Bed Gardening

overall points

- To begin, be sure to select a container that is large enough to hold the plant and its root system.
- For most vegetable crops, a 3 to 5 gallon container is preferred
- Soilless potting mixes are the best for container gardens. The mix is less likely to compact, holds moisture and plant nutrients very well, and is typically lightweight.
- Plants grown in containers require frequent watering because they dry out quickly from sun and wind. Some plants may require daily watering.
- Clay, wood, plastic, cement, and metal are all suitable materials for growing plants.
- Raised beds that are two to three feet wide permit easy reaching across for weeding and harvesting.
- When using raised beds you can plant the fruits and vegetables closer together because you don't need to walk on the soil.
- For the best results, use drip lines or slow-release watering units in containers.

types of containers

- Examples of possible containers included clay pots, old pails, bushel baskets, plastic buckets, wash tubs, wooden planters, or hanging baskets. Almost any type of container can be used as long as it has good drainage via holes in the sides or bottom.
- Wood containers can be easily constructed, but last longer if heartwood of durable trees is used (i.e. cedar or redwood).
- A typical size for a wooden container is 18" X 24" X8". Drainage holes must be drilled in the bottom or around the sides near the bottom of the box. A mesh screen can be cut to fit the bottom of the container to allow water, but not soil, to drain. Soil 6 to 8 inches deep is the minimum for most vegetables.
- Dairy supply plastic tanks (35 gallons or less) cut in half make excellent containers as well.



For more information on container or raised bed gardening visit the following websites:

- University of Wisconsin Extension: Specialized Gardening Techniques http://cecommerce.uwex.edu/pdfs/A3384.PDF
- University of Minnesota Extension Services: Gardening in Raised Beds www.extension.umn.edu/garden/yard-garden/landscaping/raisedbed-gardens/
- Iowa State University Extension: Container Vegetable Gardening www.extension.iastate.edu/Publications/PM870B.pdf



Where Should Your Garden Go?

1. **Think Location:** Plenty of sunlight and well-drained, level soils are important factors in deciding where to put your garden. The site should be fairly level to avoid erosion problems. A garden should be located away from trees and shrubs, not only because of shade, but also because they compete for soil moisture and plant nutrients. Ideally, your garden should be at least 75 to 100 feet away from any trees, especially from any walnut or nut trees.

2. **Check the Soil:** Fruits and vegetables grow best in well-drained, fertile soil. Improving drainage and soil structure can help poor soil. Organic matter (compost, peat moss, manure, and decayed ground bark) mixed with tight soils will open them up and improve drainage. It is very important to complete a soil test if the land being used has not been previously tested. For more information on soil testing contact your county UW Extension office. Note: If working with young children, it is especially important to check for lead in the soil.

3. **Needs Sun:** At least six hours of full sunlight daily is necessary to produce healthy, top-quality vegetables. If the best, well-drained location has some shade, locate cool-season crops, such as lettuce, radishes, carrots, and cabbage, in partial shade. Full sun is needed to grow such crops as sweet corn, snap beans, tomatoes, and peppers.

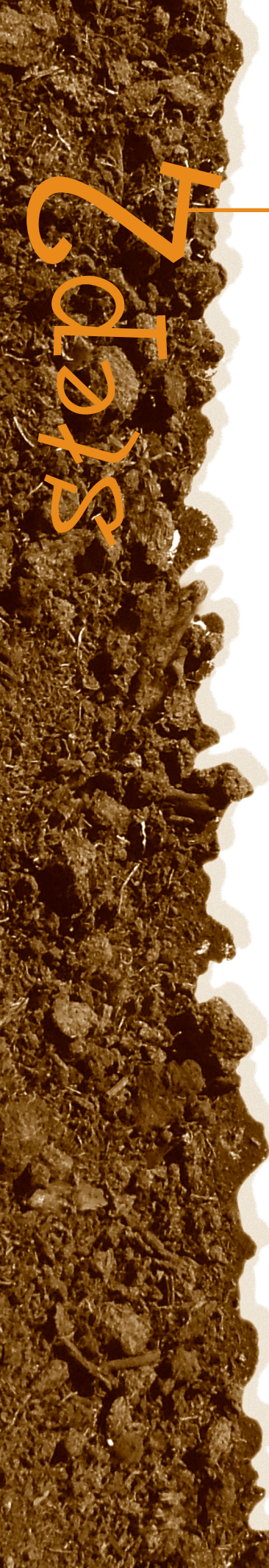
4. **Water Supply:** Water is one of the most important needs of a garden. Make sure an adequate water supply is nearby. Water generously once per week with a 1-inch application. You can set out a watering can, with a one inch mark inside, to collect sprinkler water. That way you will know when you have watered appropriately. Last, if your garden plot is located near a garage, you can collect rainwater from the eave spouts. If you use this as your main water source, be sure to have your water tested every 5 years or so.

5. **Think Size:** Your garden's size depends on the kind and amount of vegetables desired, land availability, and your time commitment. A manageable size for a garden is 100 square feet, but smaller or larger spaces can be used. Make sure that your first garden is not TOO BIG!

6. **Map it Out:** Make a garden map, plan or graph so that after the growing season you will know where not to plant your fruits or vegetables the following year. Crop rotation helps cut down on the spread of diseases, especially for the cabbage family and tomatoes.

suggested fruits & vegetables for container raised bed gardens

a. Beets
b. Carrots
c. Cucumbers
d. Eggplant
e. Green Beans
f. Kohlrabi
g. Lettuce
h. Onions
i. Peppers
j. Radishes
k. Summer Squash
l. Spinach
m. Swiss Chard
n. Tomatoes



Step 2

Get Seeds & Tools

Selecting Seeds for Planting

overall suggestions

- Buy seeds early in the year (January through March) for the best selection.
- Select seeds based on time of maturity (how long they need to grow), and disease tolerance. This information should be on the package label.
- To ensure germination, purchase new seeds every year.
- Some seeds may have been chemically treated and will be labeled as such. Make sure to wash your hands following the handling of the treated seeds.
- Purchase new seeds every year. However, if you do choose to save seeds from the vegetables in this year's garden, make sure to store them in a closed container for next year. If using saved seeds, make sure to pre-test a few of the seeds for germination. In order to do this, moisten a plain white paper towel and fold it in half. Place a few seeds on 1/2 of the paper towel and then fold it in half again. Place the paper towel in a plastic sandwich bag, close the bag, and store it for a week to ten days. Then remove the paper towel from the bag and see how many seeds have sprouted.
- Choose varieties marked "easy to grow".

quick tips

1. **Look for Purity:** For the best results, buy quality seeds from a reliable dealer.

2. **Check Packages:** Seeds sold in packages should show the crop, cultivar, germination percentage, and chemical seed treatments, if any.

3. **Check Storage:** Seeds should be kept in a cool and dry place to ensure good germination at planting. Paper packets are best kept in tightly closed cans or jars until seeds are planted. Laminated foil packets ensure dry storage.

4. **Hybrid Seeds:** Hybrid seeds often cost more than the seeds of non-hybrid cultivars. However, hybrids tend to have better uniformity, yields, and increased disease-specific resistance.

5. **Saving Seeds:** Some gardeners save seeds from the previous growing season. This requires knowing how to select, produce, handle, and store the seed.



For additional information on seed saving, visit:
http://infosource.uwex.edu
www.extension.umn.edu/garden/yard-garden/vegetables/saving-vegetable-seeds/



Tools and Other Items Needed for Your Garden

the necessities

a. Rake
b. Shovel
c. Garden hoe

other accessories

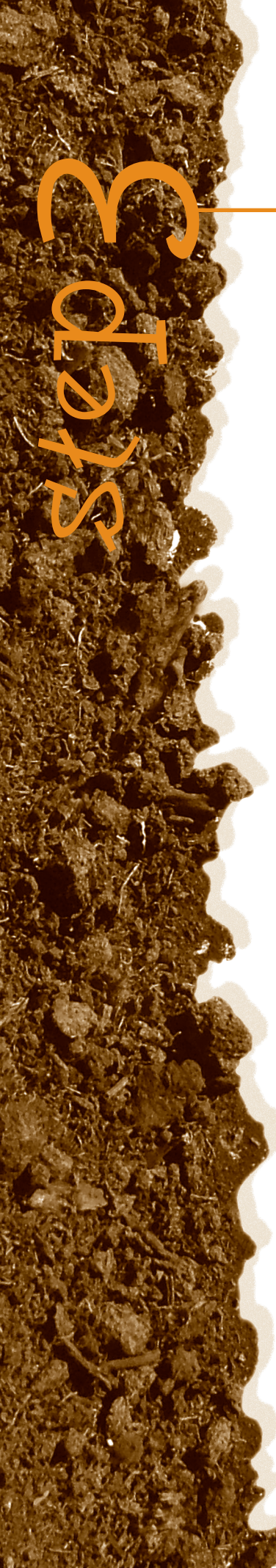
- Small hand trowels
- Watering cans
- Turning fork
- Small buckets
- Plant labels or row markers
- Rope or twine
  to mark rows if planting in straight rows
- Garden hose
- Lawn sprinkler
- Wheelbarrow

quick tip

The Baraboo High School FFA started several plants in a school greenhouse. FFA would sell the started plants for a minimal cost at the beginning of the planting season. Check your local high school to find out if there are students involved with starting plants indoors. You may be able to purchase these plants.



— Beth Kramer,
Sauk County, Master Gardener



Step 3

Prepare the Soil

A Word about Wisconsin Soil

Some soils in Wisconsin are "heavy" because of high amounts of clay particles. These fine-textured soils hold lots of nutrients, but do not drain well and take longer to warm up in spring. Most of these soils also have a higher pH, which means the soil is more alkaline (basic) than acidic. Soil pH is an important factor, as some plants prefer more acidic "sour" soil, while others prefer more alkaline "sweet" soil. Soil can have a pH value of 7 (soil pH ranges from 0 to 14), meaning the soil is neutral, which is neither acidic or alkaline. Soils should never be tilled when wet or they will clump. In order to test the soil, grab a handful of soil and squeeze it between your thumb and forefinger. If it crumbles, it is dry enough. If not, your soil is too wet and it may be too soon to start "working" your garden.

The Ultimate Garden Soil

The ultimate garden soil is deep, loose, fertile, well drained, slightly acidic (pH of 6.2 to 7.0), and has lots of organic matter. Most garden soils don't meet all these requirements. So it is a good idea to try to improve your soil to the best of your abilities.





How to Improve Your Soil

kinds of soil

There are several types of garden soils, which range from sandy to clay.

test your soil

Getting a soil test is one practical way to know the nutrients your soil may need and whether your soil's pH is too low, high, or just right. The soil test helps you determine if you need to add lime (for low pH) or elemental sulfur (for high pH). For more information on soil testing, contact your county UW Extension office. Also, a pH indicator can be purchased from a local garden center. The pH for an ideal garden is around 6.8.

For more information on soil testing visit these websites:

- UW-Extension Office (county) : www.uwex.edu/ces/cty
- The Soil and Plant Analysis Lab http://uwlab.soils.wisc.edu

add organic matter

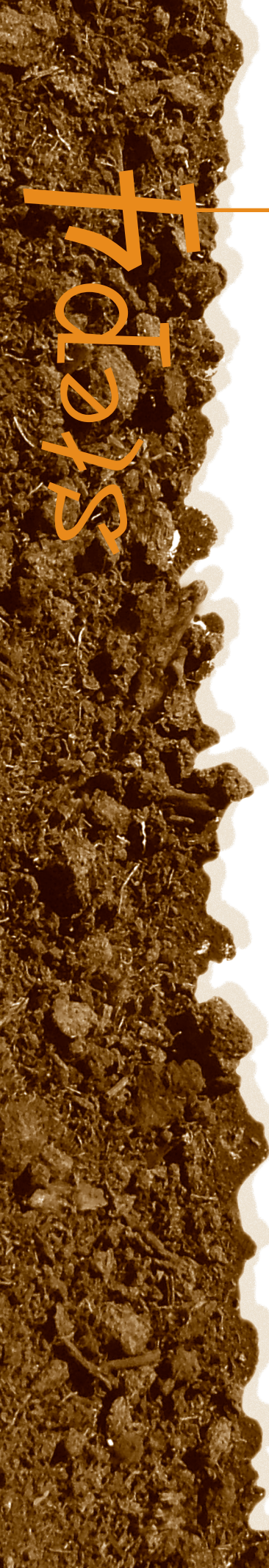
To yield quality fruits and vegetables, garden soils need lots of organic matter. You can improve soils by adding organic matter. Organic matter helps create good crumb-like soil structure. This helps for better water and air movement and easier root penetration. The key to improving either sandy or heavy soils is to add organic matter frequently. Types of organic matter include rotted manure (aged), leaves, grass clippings (from a non-chemically treated lawn), compost, green manure, crop residues or peat moss. Add about 1-4 inches of organic matter over the soil. Then, blend the organic matter into your soil at least six inches deep. The best time to add organic matter is in the fall, after the previous growing season, when soils are reasonably dry. If you add it in the spring, make sure the soil is dry enough and work it in right away.

if I do container or raised bed gardening, will I get a good crop?

Raised bed and container gardening is a great way for anyone to get started gardening, and is particularly well suited for school gardens where space may be at a premium. You can get a great harvest in containers and raised beds. In fact, yields are often superior in raised beds compared to standard in-ground gardens. The key to good harvests with any gardening method is enough (not too much) fertility and water and plenty of direct sunlight. Containers will need to be watered more frequently than raised beds or in-ground gardens. Depending on the crop, a good rule of (green) thumb for container soil is 1/4 compost, 1/2 peat moss, 1/4 soil with some vermiculite mixed in to keep it fluffy. Raised beds can be filled with 1/4 compost and 3/4 rich topsoil.) Top dress heavy feeding crops like corn, squash, and tomatoes with compost when the plants are fruiting and add additional compost before each new season to maintain optimum harvests and to keep the beds and containers filled with soil.



— Mark Voss
teacher and organic market gardener



Step 4

Start Your Garden

finding the best time to start your garden

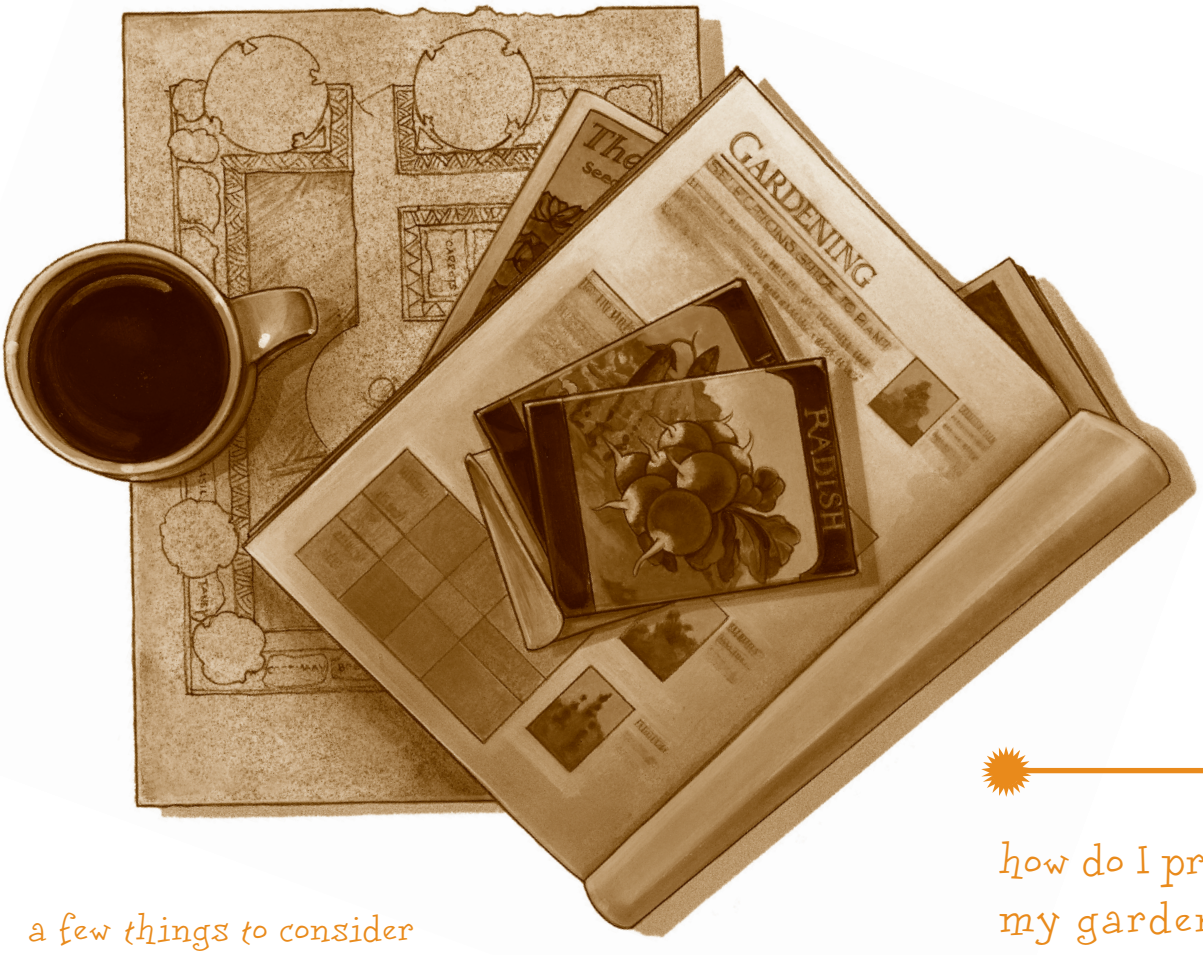
In Wisconsin, the start of the growing season can vary greatly, depending on the weather. Sometimes, seeds requiring longer growing seasons may be started indoors to ensure a crop before fall's harvest. If this is the first time you have gardened, you may see better results with purchasing vegetable plants that have already been started.

Timeframe For Starting Your Garden

1. **Timeline for Your Garden:** When should you start your garden? That depends on where you live in Wisconsin. To find out when you can start planting, check the University of Wisconsin Horticulture Department's website at http://learningstore.uwex.edu/assets/pdfsA1653.PDF for their Planting Guide for Wisconsin Gardens. It gives anticipated start dates for most areas of the state. An important point to remember is that some vegetables grow best in cool temperatures, while others require warm soil and air.

2. **Getting Ready to Plant in the Garden:** If you purchase plants, they will have to be "hardened off" prior to planting them in the garden. Hardening off plants first reduces severity of "transplant" shock and gives them a better chance of survival in the garden. Gradually introduce the starter plants to outdoor growing conditions by setting them outside for short periods of time about 7 to 10 days before planting in the garden. Place the plants in a shady, protected location outdoors. Be aware of spring frosts and move plants indoors if the forecast calls for temperatures below 40 degrees. A cold frame is another way for getting plants used to the weather. A cold frame is like a miniature greenhouse. It is an unheated plastic or glass covered box that is heated by sunlight. A cold frame is ideal during spring weather when sudden drops in temperature can occur. You can construct your own cold frame by using a couple of bales of hay, straw or a wood frame for the sides and an old storm window for a top/cover.

3. **Planting in the Garden:** The best time to transplant started plants into the garden is in the late afternoon or during a cloudy day. Newly planted vegetables can be protected from the bright sun by boards or floating row covers. Plastic row covers are not recommended. They can actually cook seedlings too easily.



a few things to consider

1. **Buying or Growing Transplants:** Many crops need to be started early indoors or in "cold frames" and later transplanted to the garden. This head start allows a crop that needs a long-season to grow the ability to mature before frost in the fall. Some gardeners start their own seeds indoors. Others find it easier to purchase plants from garden centers and greenhouses. If buying, be very selective by choosing the dark green, stocky plants over leggy, yellow, weak ones.

2. **Remove Any Fruit:** Prior to planting, make sure to remove any fruit. If fruit is left on the plant, the nutrient resources will go towards the fruit and not into developing a strong, adequate root system (which will in the long run, help produce more vegetables).

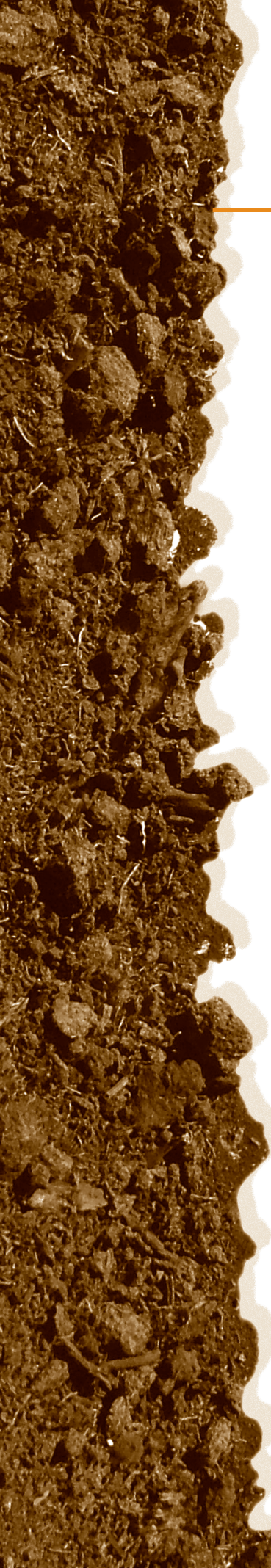
3. **Setting Transplants into the Garden:** The main goal is to avoid root disturbance as much as possible. Try to transplant late in the afternoon or during a cloudy day. Protect newly set plants with light shade during bright days for the first 3 to 5 days. If planting early in the spring, you may want to consider covering plants to avoid damage from frost. When using a covering, be sure to provide some ventilation so the heat generated from the sun does not "cook" your plants. Water the transplants the day before you are planning to plant them into the garden. If you have individuals helping to plant that smoke, make sure they wash their hands or wear gloves prior to handling any of the transplants.

how do I protect my garden from frost?

One of the best ways I have found is to use floating row covers to cover plants whenever there is a threat of frost. These fabrics are light weight, easy to fold and store, and are available through most seed catalogues.



— Bill Wright
Community Garden Coordinator
Brown County UW-Extension



4. Planting Garden Vegetables:

Check the Year's Planting-to-Harvest Schedule: The University of Wisconsin Extension releases a planting schedule prior to the growing season each year. You can read it and make a copy at: http://cecommerce.uwex.edu/pdfs/A1653.PDF. It is also important to pay particular attention to the weather. If the ground is still cold, you may want to wait to plant. You may begin planting when there have been at least 4 or more consistent days above 65 degrees with sun.

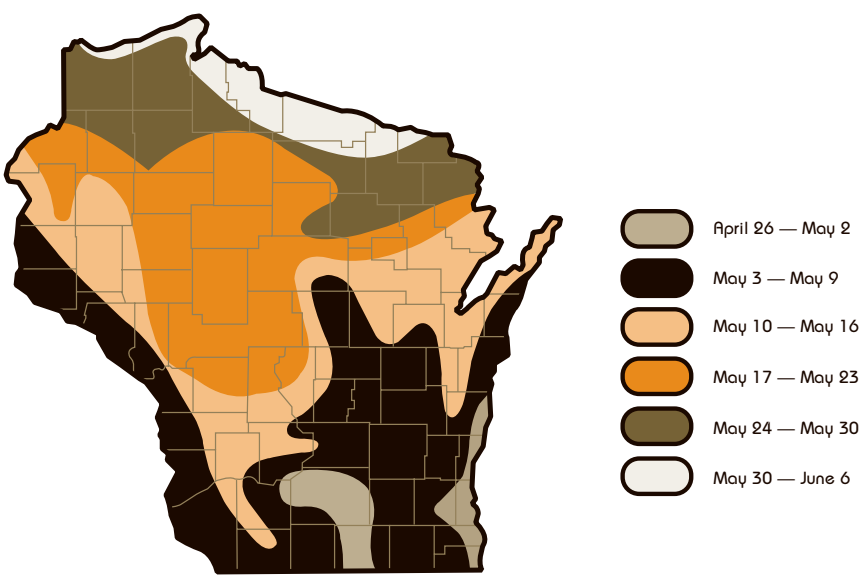
Use the table (at right) to help you decide the best time to plant your garden. Since the weather varies by region in Wisconsin, you may want to plant 1 to 2 weeks later if you are along the lower lakeshore or central part of the state. Plant 2 to 3 weeks later in northern Wisconsin counties.

5. Watch for Frost: Pay attention to frost warnings. Frost can destroy newly-planted fruits and vegetables. Plant your garden after the frost has subsided. If you have planted already and there is still a chance of frost, protect your plants by covering them with cloth, plastic, newspaper, or straw. Mulch around plants can also help trap heat in the soil to prevent freezing. Some vegetables tolerate frost and cold temperatures better than others do. If there is a chance of frost, plant "tolerant" fruits and vegetables.



For Additional Resources Regarding Frost, visit:
University of Wisconsin Extension Infosource:
http://learningstore.uwex.edu/pdf/A1653.PDF

typical dates of last spring killing frost



Map information provided courtesy of Wisconline® www.wisconline.com. Used by permission.



Fruit/Vegetable	Plant Date Madison, WI	Seed or Plant	Days until 1st Harvest
Asparagus	April 15	Seed	1-2 years
Bean, bush (snap)	May 10	Seed	50-60 days
Bean, pole (snap)	May 10	Seed	60-65 days
Beet	April 15	Seed	50-60 days
Broccoli	May 1	Plant	60-70 days
Brussels Sprouts	May 15	Seeds	90-100 days
Cabbage (early)	May 1	Plant	60-70 days
Cabbage (late)	May 15	Seeds	90-100 days
Carrot	April 15	Seeds	60-70 days
Cauliflower	May 1	Plant	50-60 days
Celery	May 20	Plant	100-110 days
Collards	June 20	Seeds	60-85 days
Corn	May 10 or May 2*	Seeds	65-90 days
Cucumber	June 1	Seeds	38-55 days
Eggplant	June 1	Plant	70-80 days
Endive	June 25	Seeds	90 days
Kale	June 25	Seeds	50-70 days
Lettuce (head)	May 1	Plant	60-70 days
Lettuce (leaf)	April 15	Seeds	40-50 days
Muskmelon	May 20	Plant	80-90 days
Okra	June 1	Plant	50-60 days
Onion	May 1	Plant	110-120 days
Onion, sets	April 15	Plants	40-50 days
Pea	April 15	Seeds	60-70 days
Pepper	June 1	Plant	60-70 days
Potato (early)	April 15	Seeds	80-100 days
Potato (midseason)	April 15	Seeds	100-120 days
Potato (late)	April 15	Seeds	120-140 days
Pumpkin	May 10 (Seeds)	May 20 (Plant)	90-110 days
Radish	April 15	Seeds	25-30 days
Rhubarb	April 15	Seeds or Crowns	1 year
Rutabaga	June 15	Seeds	100-110 days
Spinach	April 15	Seeds	40-50 days
Squash, summer	May 20-June 1	Seeds	50-60 days
Squash, fall	May 20 – Early June	Plants	90-120 days
Tomato	May 20 – Early June	Plants	65-80 days
Watermelon	May20-June 1	Seeds	75-90 days

*depends on variety

cool & warm season crops

Cool season crops can be planted when the ground temperature is around 50 degrees; warm season crops are planted when the ground is at 60 degrees.

cool season crops:

beets
carrots
peas
lettuce
chard
mustard
greens
cabbage
broccoli
brussel sprouts

warm season crops:

corn
beans
squash
pumpkins
peppers,
eggplant
melons
cucumbers

5 steps

Planting

Different Ways to Plant Your Garden

There are several different ways that you can plant your garden. Here are some examples:

1. **Straight-Row Furrows:** Although straight-row furrows are not the most efficient use of space, they make cultivation, insect control, and harvesting easier. To plant a straight-row furrow, first stretch a tight cord or rope between stakes at each end of the row. A 1 1/2 to 2-inch furrow can be made using the blade of a garden hoe. Use this method when planting large seeds, such beans and corn. The handle of a garden hoe can be used to make 1/4 to 1/2 inch shallow furrows for small-seed crops such as lettuce, beets, carrots, etc.

2. **Wide Row Planting:** This method involves scattering seeds across a wide row to produce greater yields of smaller vegetables. This allows for a more efficient use of sunlight, space, and soil nutrients. Set your wide row by drawing a rake over the ground. Seeds can be planted in 4-to-24 inch wide bands, rather than rows. The bands reduce the chance of malformed roots. Some thinning is required during the growing season to ensure quality vegetables. Careful hand weeding is required. If using a raised bed, plants such as broccoli, tomatoes, peppers, and eggplant can be set closer together than in a typical straight row format.

quick tip

"Keep in mind that a garden cannot be planted in one day. Some fruits and vegetables grow best in cooler temperatures, while others require warm soil or hot air"

— Iowa State University Extension





3. Square-Foot Gardening: Similar to the wide-row planting method, extra hand weeding may be required. However, this method is a very efficient use of garden space. Instead of planting in rows, the garden is divided into squares that are 1 foot by 1 foot (1' X 1'). The number of plants in each square depends on the variety, how big the plant will get, and how far apart it needs to be from other plants in order to develop properly.

4. Hill Planting: This method is most commonly used for vine crops, such as squash, melons, and cucumbers. Hills let the roots range out from a central growing point, which helps the plant obtain more soil nutrients and water. Begin by raking dirt into a round hill that is raised from the ground, creating a 12-inch circle. Next, plant 4 to 5 seeds. Later, when the plants begin to grow, thin the hill to no more than 3 plants. Raised mound plantings are not highly recommended for the entire garden, as the soil will dry out much more quickly than if it were level. This can result in poor germination.



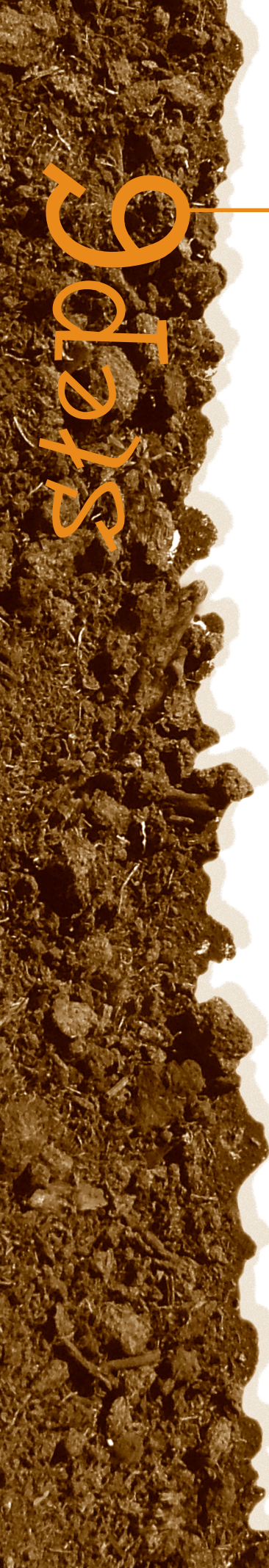
For an Additional Resource on Special Planting Techniques visit:
University of Wisconsin-Extension:
Specialized Gardening Techniques (publication):
http://cecommerce.uwex.edu/pdfs/A3384.PDF

how often should you water your garden?

Most gardeners use the 1 inch of water per week rule. Unfortunately, it is a bit more complicated because temperature, wind, soil, mulch, sun/clouds, and plant variety all need to be considered. Most gardeners monitor the soil and determine that the plant needs water when the soil appears to be dry. The key is to check the soil about an inch or two below the surface. Too much water will leach out the much needed nitrogen fertilizer and excessive water could actually suffocate the plants by depriving the roots of oxygen.



Dennis Lukaszewski, RLA
UW Extension Service, Milwaukee County



Step 6

Caring for the Garden

general upkeep

1. **Thinning Seedlings:** Once your seeds have begun to sprout and grow in the garden, pull out the extras to provide growing space for the remaining plants. Make sure to remove the extras when the plants are still small, before they compete with others for light, air, and water. When fruits and vegetables grow too close together, the plants growth may be stunted, root crops become distorted, and vine crops grow poorly due to self-shading.

2. **Weeding:** If you keep weeds out of your garden, you'll have a better harvest! Weeds compete with your plants for water, light, and nutrients. Weeds also encourage insects and diseases that attack your garden plants. Mulch and cultivation can help keep the weeds in your garden under control. Use organic materials such as grass clippings (from a non-chemically treated lawn) or a good weed-free straw, specifically clean wheat or rye straw as means for controlling weeds in your garden. Old newspapers combined with a top layer of grass clippings can be placed around and in between plants to provide an excellent barrier for weeds. The coarser the material, the thicker the layer of mulch.

quick tip

Check the Weather Forecast! Many weather websites offer a Gardener's Local Forecast. Check here www.weather.com/activities/homeandgarden/garden/ and enter your zip code to find out if you'll need to water your garden today.





3. **Watering:** The best time to water is in the early morning or early afternoon. This allows for the leaves to dry off before nightfall, reducing the chance for disease. Drip irrigation or soaker hoses can be used to keep plants dry during watering, which also reduces the chance of disease infection. However, drip irrigation can be done anytime during the day if used under newspaper, straw, or grass mulch. Some plants, like tomatoes, do not like their leaves wet. In this case drip hoses work especially well. Note: Watering between 10:00 am and 2:00 pm could burn the plants, unless it is an overcast or cloudy day.

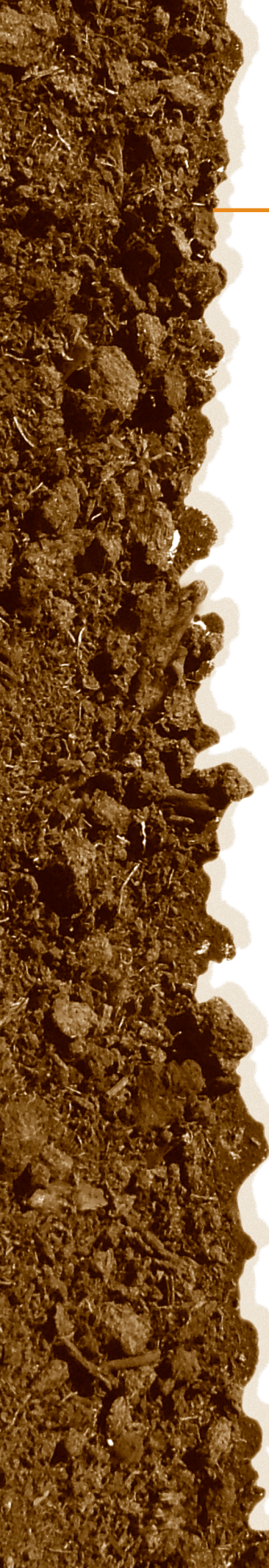
4. **Garden Fertilizer:** An inorganic garden fertilizer can be used according to your soil test. If you did not get a soil test, a rule of thumb would be to use 2-3 pounds per 100 square feet. It is best to determine which type of fertilizer you need based on the results of your soil test. Follow label directions for application of fertilizer.

5. **Adding Organic Matter:** "Organic Matter" provides nutrients for plants. Plants take food from the soil as they grow, so organic matter needs to be applied yearly. Some organic matter sources include: well-rotted cow or horse manure, compost made from tree leaves, lawn clippings (without chemicals), garden refuse (disease-free), green manure, and other organic residues. It is important to keep in mind that some fruits and vegetables are "heavy feeders" (i.e. corn and tomatoes), while others are not (i.e. green peppers). It is best to incorporate organic matter in the fall or early spring, as you prepare the garden soil.

how do I keep the weeds to a minimum in my garden?

At the Ho-Chunk Youth Fitness Garden, we found that a layer of leaf mulch did a great job of keeping the weeds down; especially around the squash, pumpkins, and vine plants.

— Roxanne Lane
Master Gardener
Sauk County



6. Integrated Pest Control Management

a. **Purchase Quality Seeds & Plants:** Start by selecting healthy plants or seeds from reputable seed companies and nurseries. There are several different disease-resistant varieties of seeds you can purchase.
b. **Plant Spacing:** Leave plenty of distance between plants to provide air movement, which reduces the chances for diseases to begin.
c. **Plant Appropriately:** Setting plants out too early or late can make them weak and more susceptible to a pest attack.
d. **Set up Barriers:** Use physical barriers between the plants and the pests by using row covers or nets that allow the sunlight and water to penetrate, but keep out pests. The barrier DOES have to be in place before the pest appears. Remember to remove the barriers during the blossoming stage so that insects will be able to polinate the plants.
e. **Pick the Pests:** Hand-pick and destroy insect pests.
f. **Prevent Weeds:** A layer of mulch helps to control weeds and conserve soil moisture. A garden full of weeds is a major attraction to pests!
g. **Learn to Look:** Monitor your garden weekly for any new pests. Regularly inspect your plants and their leaves for any trace of insect feeding, etc.
h. **Keep it Clean:** After you have harvested everything from your garden, discard any diseased plant material from the site. Remove debris as soon as possible, as many pests will remain over winter in or under dead plant material. Plow or till the garden in the fall.
i. **Rotate Crops Next Year:** Move crops to different garden locations each year to reduce buildup of plant-specific pests in the soil.



For more information for controlling diseases in your garden, visit the following websites:

- The Insect Diagnostic Lab, UW-Madison, Department of Entomology: www.entomology.wisc.edu/entodiag.html
- The Plant Diseases Diagnostic Lab, UW-Madison, Dept. of Plant Pathology: www.labs.russell.wisc/edu/insectlab
- University of Minnesota Extension Service: Controlling Diseases in the Home Vegetable Garden www.extension.umn.edu/gardeninfo
- Ohio State University yard and garden pest information: http://ohioline.osu.edu/hyg-fact/2000/



7. **Keep the Beneficial Insects:** Over 90% of insects around the garden are harmless to people and plants. Without the help of these "beneficial insects", most plants would be overrun with pest insects every year. These beneficial insects feed on many different pest species. Furthermore, several of these beneficial insects are pollinators. With more pollination taking place, more high quality fruits and vegetables can be produced. To keep beneficial insects around your garden, limit or eliminate pesticide use. Consider leaving flowering weeds around the garden (i.e. dandelions and clover) to provide alternate nectar sources for pollination. To have beneficial insects attracted to your vegetable garden, be sure to add some flowers and herbs. Examples of annual flowers that attract pollinators include alyssum, marigolds, nasturtiums, dill, and cosmos.

8. **Mulching:** Mulching with untreated, chemically free grass clippings, leaves, or straw in late June provides several benefits. The mulch will help to suppress weeds, conserve soil moisture, prevent compaction of soil by heavy rains, and add more organic matter to your soil.

For Additional Resources on Composting:

- Wisconsin Department of Natural Resources: Recipes for Composting: http://dnr.wi.gov/org/caer/ce/eek/earth/recycle/compost_waste.htm
- Iowa State University Horticultural Guide: Composting Yard Waste www.extension.iastate.edu/Publications/PM874.pdf

For Answers to General Gardening Questions, Visit These Websites:

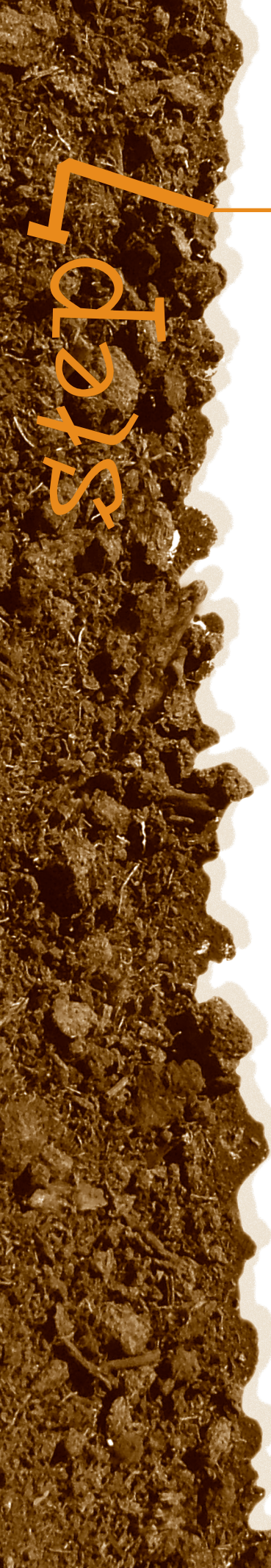
- University of Wisconsin Urban Horticultural Website http://hort.uwex.edu/
- University of Wisconsin Extension-Milwaukee County Yard & Garden Line (Milwaukee County Residents only) http://milwaukee.uwex.edu/horticulture/horticulture-help-line/

how can I engage youth in gardening?

Getting youth interested in gardening is easy — just provide a safe location, a hand trowel, some seeds and plants, and a volunteer to show them what to do — kids love learning how to grow things. Start small, either with a container garden or a small raised bed no larger than 4 x 4 feet. Square foot gardening is a technique that works well with kids. Have them map out their one foot squares and choose which plants they want in each square, then have them post their map at the garden while they plant. Caring for their garden and watching it grow will be a delight.



— Patti Nagai
UW Horticultural Agent,
Racine County



Harvest Time

so, when is it a good time to pick?

Asparagus: Pick when the spears are 6 to 8 inches tall, and before the tips begin to open. Cut or break off stems at the soil line.

Beans (Snap): Pick when the pods are almost full size, but before the seeds begin to bulge. Never pick beans that are wet or have dew on them.

Beets: Pick the greens when the leaves are 4 to 6 inches long. If you want to use the tops or small beets, pick when the beets are 1 to 1 1/2" in diameter. If you want to use the roots only, pick when the roots are 1 1/2" to 3" in diameter.

Broccoli: Pick when flower heads are fully developed, but before flower buds start to open. Cut 6 to 7 inches below the flower heads.

Brussels Sprouts: Pick when sprouts at base of plant have become solid. Remove sprouts (buds) higher on the plant as they become firm, but do not strip the leaves, as they are needed for further growth. They tend to taste better if harvested after the first fall frost.

Cabbage: Pick when the cabbage head has become solid. Leave older leaves, stems and roots to produce small, lateral heads later in the season.

Carrots: Pick when roots are 1/2 to 1 inch or more in diameter. If you want to store carrots, pull them just before the ground freezes in the fall.

Cauliflower: Pick when curds (flower heads) are 6 to 8 inches, but still are compact, white, and smooth. Curds that are exposed to sunlight become cream colored, rough, and coarse in texture. Therefore, cover curds when they are 3 to 4 inches across by tying the outer cauliflower leaves loosely above the curds.

Celery: Pick when the plants become 12 to 15 inches tall. When the plant is still young and tender, the lower leaves (8 to 10 inches long) may be removed from a few plants and used in salads, soups or cooked dishes.

Chard: Break off new leaves at the ground level as they appear in early spring. Pick the tender leaves throughout the season.

Collards: Pick by breaking off outer leaves when they are 8 to 10 inches long. New growth from the center of the plant will provide a continuous harvest throughout the growing season.

Cowpeas/Black-Eyed Peas: Pick when seeds are near full size, but still bright green. Dry seed can be used for cooking, baking, or in soups. Pick dry seeds when they are full size and dry.

Cucumbers: Pick burpless cucumbers when they are 10 to 12 inches long. For sweet pickles, pick cucumbers when they are 1 1/2 to 2 1/2 inches long. For dill pickles, pick when the cucumbers are 3 to 4 inches long. For slicing, pick cucumbers when they are 6 to 9 inches long and are bright green and firm.

Eggplant: Pick when eggplant is about 4 to 6 inches long, but still firm and bright in color. Older eggplants may become dull in color, soft and seedy.

Endive: Pick when plant is 10 to 12 inches across and after blanching the center leaves of the plant by covering or tying loosely to exclude light for 2 to 3 weeks.



Garlic: Pull the garlic when tops begin to bend over or die.

Gourds: For eating, pick gourds when they are 8 to 10 inches long, young and tender. For decoration, pick when gourds are mature and fully colored, but before the first fall frost. Also, you'll know a gourd is mature if a finger nail doesn't leave a mark on them.

Horseradish: Dig up roots in the late fall or early the following spring.

Kale: Break off outer leaves when they are 8 to 10 inches long. New leaves will grow from the center of each plant for harvest throughout the growing season.

Kohlrabi: Pick when bulbs (thickened stems) reach 2 to 4 inches in diameter; depends on variety.

Leeks: Pull when leeks are 1 to $1\frac{1}{2}$ inches in diameter and before the ground freezes.

Lentils: Pick when lentil pods turn yellow. Mature seeds can be used in soups.

Lettuce: If growing leaves, pick when outer, older leaves are 4 to 6 inches long. If growing heads, pick when it is moderately firm and before seed stalks start. Leaves taken from either leaf or head lettuce can be harvested once the leaves are 4 to 6 inches long. New leaves provide a continuous harvest throughout the growing season, until hot weather may bring a bitter flavor and seed stalks begin.

Mushrooms: If growing edible mushrooms, pick when the mushroom is 1 to 2 inches across, but before the cap separates from the stem.

Muskmelon: Pick when the base of the fruit stem begins to separate from the fruit. The fruit is almost ripe when the separation begins, but will be fully ripe when a crack appears completely around the base of the fruit stem.

Mustard: Pick when outer leaves are 8 to 10 inches long. New leaves will provide continuous harvest, until flavor becomes too strong and the leaves become tough in texture from hot weather. Seeding again in late summer will provide for a crop with a milder flavor and tender texture.

Okra: Pick when young and tender pods are 3 to 4 inches long, but still bright green.

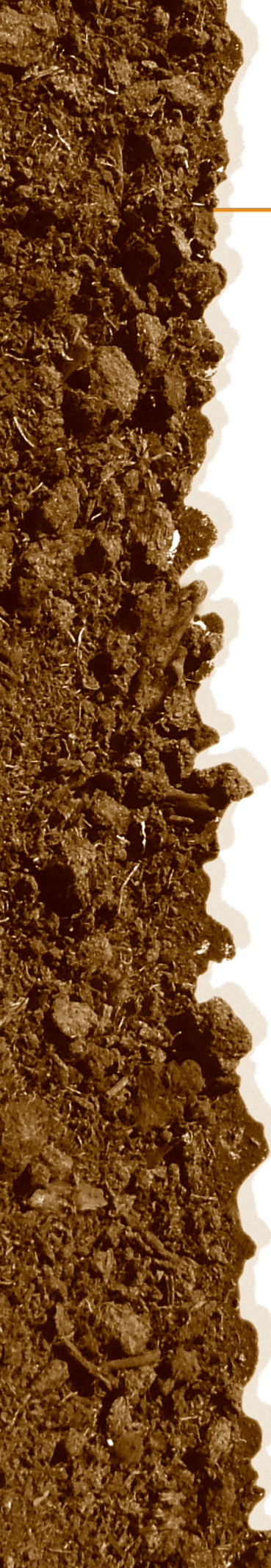
how to use the produce

Growing Vegetable Soup
A great garden book for children preschool to age 8 that explains the process of growing and using vegetables.
www.uwex.edu/ces/wnep/specialist/nfl/mmpds/9809a.pdf

Produce Oasis
For information on how to prepare and/or cook fruits and vegetables, visit:
www.produceoasis.com

Choose My Plate, Versatile Vegetables:
Provided by the United States Department of Agriculture, this valuable handout provides tips on how you can meet the current recommendations for daily consumption of fruit and vegetables.
http://choosemyplate.gov/food-groups/downloads/TenTips?DGTipsheet1ChooseMyPlate.pdf

Storing Fruits and Vegetables
This document provides tips on selecting, storing, and preparing fruits and vegetables. For more information, visit the University of Wisconsin-Extension Learning Store at:
http://learningstore.uwex.edu.Storing-Fruits-and-Vegetables-from-the-Home-Garden-P1052.aspx



good time to pick continued...

Onions: For green onion sets, pick when onions are 6 to 8 inches tall. Harvest any with round, hollow seed stalks when they appear. Continue harvesting onions until all are used. Mature onion sets do not store well. If planted from seeds or plants, harvest when tops fall over and begin to dry. Pull with tops on and dry them in a protected place, cutting tops 1 inch above bulb for further drying.

Parsnips: Pick in very late fall, after early frosts, and in very early spring before growth starts. If roots are to be left in the soil over the winter, cover after early frosts with 3 to 5 inches of soil to avoid injury from alternate freezing and thawing.

Peas: Pick when pods are fully developed, but still green. Edible pod peas can be picked when pods reach near full size (about 3 inches) and before seeds show appreciable enlargement. If you only want seeds for eating, pick peas when seeds are fully developed, but pods are still fresh and bright green. For Sugar Snap and Sugar Ann peas, pick when the pods are filled out.

Peppers: Pick when peppers are firm, good size, and appropriate in color. In 2 to 3 weeks "mature" green peppers will be fully ripe (green will change to red).

Potatoes: Pick when tubers are full size and skin is firm. "New" potatoes can be harvested at any size, but generally after the tubers are 1 1/4 to 1 1/2 inches in diameter. If you plan to store your potatoes, it is best to wait for the top of the plant to die, then dig up the potato.

Pumpkins: Pick when fruits are full size, the rind is firm and glossy, and the portion of the pumpkin touching the soil is cream or orange in color.

Radicchio: Pick in fall, after the first frost for the best flavor. The burgundy red leaves with white midribs should be folded to resemble a small, loose, head of cabbage.

Radishes: Pick when 1 to 1 1/2 inches in diameter.

Rhubarb: Pick when stalks are 8 to 15 inches long. Flavor and tenderness are best in spring and early summer. Harvesting from well established plants may be continued throughout the season; may want to pull all leaves present just before the first fall frost.

Spinach: Pick when larger leaves are 6 to 8 inches long. Pull larger, whole plants from the row until you harvest all plants. Spinach that is planted in early spring goes to seed when the days get longer. If spinach is planted in early August, it does not usually go to seed during the shorter days of fall.

Squash: Pick winter squash when it is full size, the rind is firm and glossy, and the portion of the squash touching the soil is cream to orange in color. Pick summer squash when 6 to 10 inches long.

Sweet Corn: Pick when kernels are fully rounded, but still filled with milky juice. Harvest about 21 days after silk appears. Pull each stalk once the last ear of corn has been harvested.

Sweet Potatoes: Pick in late fall, but just before the first early frost. Make sure to dig up carefully to avoid cuts, bruises, and broken roots. Use smaller, younger roots soon after harvest, as sweet potatoes typically do not store well.



Tomatoes: Pick when fruits are fully colored. For fully ripe tomatoes, leave completely red fruits on healthy plants for 5 to 8 days during the warm, sunny days of August and very early September. Pick only fully ripe tomatoes for juice or canning to ensure full flavor, good color, and maximum sugar content. Tomatoes will ripen indoors if picked at a mature green stage or when some color is showing.

Turnips: Pick when roots are 2 to 2 1/2 inches in diameter, but before heavy fall frosts.

Watercress: Pick tips of stems 6 to 8 inches long, especially in spring and fall. This is when leaves and stems are fully developed but still bright green and tender.

Watermelon: Pick when watermelon is full size, dull in color, and the portion touching the soil turns from greenish white to cream. The tendrils nearest a melon will curl and dry up when a melon is ripe.

other helpful resources

University of Wisconsin
Urban Horticulture Website
www.hort.uwex.edu

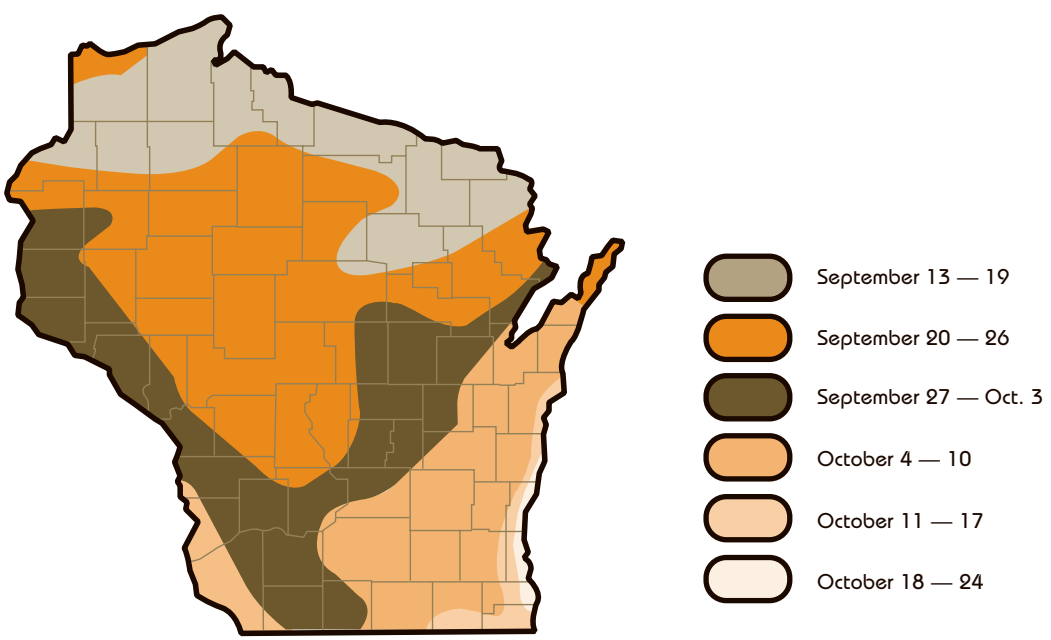
Harvesting Vegetables from the Home Garden
UW-Extension Publication
www.learningstore.uwex.edu/pdf/A2727.PDF

Freezing Fruits and Vegetables
UW-Extension Publication
www.learningstore.uwex.edu/pdf/B3278.PDF

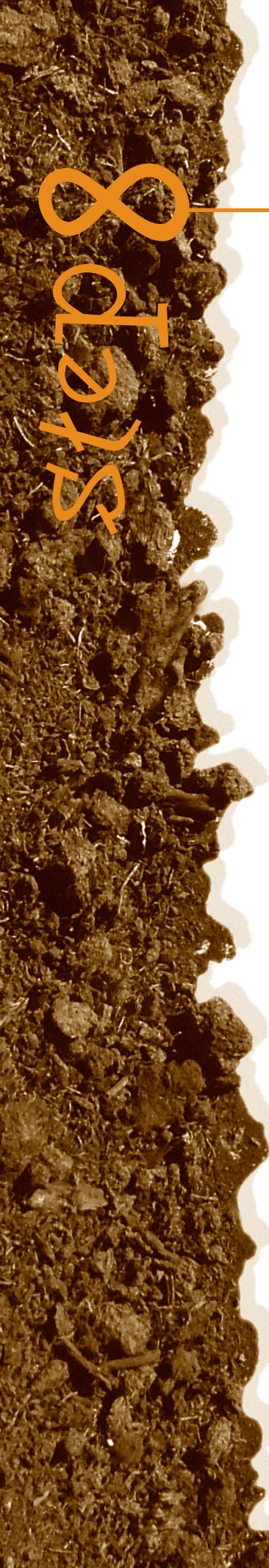
Safe Canning Methods
UW-Extension Publication
www.learningstore.uwex.edu/pdf/B2718.PDF

Canning Vegetables Safely
UW-Extension Publication
www.learningstore.uwex.edu/pdf/B1159.PDF

typical dates for first fall killing frost



Map information provided courtesy of Wisconline® www.wisconline.com. Used by permission.



Step 8

Preparing for Next Year

During the Growing Season

try composting

Compost, which is decomposed organic material, can be used in many different ways including as a soil amendment to add nutrients to your soil, as mulch around plants, or as an ingredient in potting soil. Furthermore, it can help fight disease, neutralize the pH of your soil, improve soil, protect against soil erosion, hold moisture, and help moderate soil temperature. To begin composting, find an area of level, bare ground near a water source. After choosing a place or container to store your compost, mix 1/3 "green" and 2/3 "brown" materials. Examples of "green" materials include grass clippings (from a chemical-free lawn), vegetable/fruit scraps, coffee grounds, weeds and other garden debris, feathers, hair, manure, or egg shells. Examples of "brown" materials include dry leaves, hay or straw, paper, cardboard, or dried grass clippings. Sawdust and small brush or twigs should be stored in a separate pile than the compost pile, as they tend to take longer to decompose. A sawdust or small brush pile can take up to 10 years or longer to fully decompose.

After the Growing Season

removing spent vegetable plants

Once the plants in your garden have stopped producing fruits and vegetables, entirely remove it from your garden. For example, remove all the cucumber, pumpkin, and squash vines in your garden. You can compost these spent plants, if they have not been infected by disease or insects.

add organic matter

You can improve soils by adding organic residues. Organic matter helps to create good crumb-like soil structure. This allows for better water and air movement and easier root penetration. The process of decomposition using organic residues is what helps loosen heavy soils. The key to improving "heavy" soils is to add organic matter frequently. Types of organic matter that you can use include rotten manure (aged), leaves, grass clippings (from a non-chemically treated lawn), compost, green manure, crop residues or peat moss. It is best to "dig" the organic matter into your soil at least six to eight inches deep. The best time to add organic matter is in the fall, after the previous growing season. This is when soils are reasonably dry. Plant a cover crop in the fall, such as annual rye, that can be tilled into the garden soil the next spring.



till it up

Tilling can be done mechanically via a rototiller or by hand using a spade or fork. Turning soil over and exposing the lower portion helps bury surface residue so microorganisms can decompose it. If left on the surface, crop residues act as an insulator and will slow the soil warming the next spring. If you take extra time to prepare your soil in the fall, it will make it easier come spring for next year's garden. Remember to NEVER, EVER TILL or work the soil when it is wet. If you do, the soil will form large clumps and balls and it will take even more time to create workable soil.

saving seeds

In general, it is not advised to save seeds from fruits and vegetables grown in the garden. Home-saved seeds of some crops can carry disease and seeds from hybrids will not grow true again. Some vegetables can be stored over the winter and transplanted outdoors the following spring for seed propagation. These vegetables include: beets, cabbage, carrots, onions, and rutabagas. Some vegetable seeds may be successfully saved. These include bean, lettuce, pea, pepper, and tomato seeds.

additional gardening resources and tips

For additional information on gardening check with your local county UW-Extension office or local garden shops. They can help with all sorts of gardening questions you may have including pests and diseases that you may experience in your garden.

last minute gardening tips

1. Spread Out Your Rewards: Replant beds or rows in the garden when vegetables pass their prime. For example, once the lettuce is done producing, replace the row with green beans.

2. Not Sure About the Difference of Good & Bad Bugs: Collect a sample of insects that you think are doing damage. Take your sample to a Extension agent or a garden center for identification.

3. Don't spray insecticides when crops are flowering, because it may also kill the pollinating insects.

4. If using floating row covers, be sure to lift them off of the plants occasionally to allow pollinating insects a chance to do their job.

"In the end, plants want only four things: plenty of soil moisture, plenty of air in the soil, plenty of plant food, and plenty of sunlight"

— The Old Farmer's Almanac Book of Garden Wisdom

examples AND resources



community garden examples

Hunger Taskforce of La Crosse

By Linda Lee, Hunger Task Force Board Member, La Crosse, WI

Hunger Task Force members were seeing very low fruit and vegetable consumption among low-income families they served and sought to help get these foods on to low-income families' tables by providing them free of charge. As a result, the Kane Street Community Garden was started in 1999. We were looking for free land to site the garden on. After we made several requests to the parks department, the City of La Crosse stepped forward and offered a one-block parcel in a low income neighborhood on the north side of the city. Initially the Planning Department opposed the $1/one-year lease the City offered to Hunger Task Force, but after seeing how it benefited the neighborhood, they eventually became supporters. The Kane Street Garden was initially supported through community donations. The first year of the garden we worked with the media to get the word out about the garden and were able to raise between $4500 and $5000 to pay for seeds, a part time coordinator, water and tools. After that, we approached the Community Development Block Grant Committee who now provides $7500/year the Kane Street Garden and $2000 for the Rotary Garden. The La Crosse Community Foundation has also provided 3 years of funding from 2000-2003 ($10,000 each year) for the garden coordinator. Grant funding has also been received from the United Way for tools and other garden expenses.

The Kane Street Garden produced 40,000 pounds of fruits and vegetables in 2003 and nearly 20,000 pounds in 2004. The 2004 growing season was too wet so yield was down. A survey conducted with garden recipients in 2003 found people were receiving produce regularly from the garden, with an average of 5 to 10 pounds per week, and saved $8.90 on their weekly food bill. They also ate more fruits and vegetables as a result of their participation in the garden.

The Rotary South Garden was started in 2002 in a low income south side La Crosse neighborhood to distribute healthy, fresh food to neighborhood residents. The Rotary approached the Hunger Task Force and Hamilton Elementary School (a school with more than 80% of its students on free/reduced lunch) as partners. The garden focuses on education and the surrounding neighborhood. Each Hamilton child has been to the garden several times each summer helping to plant, maintain and harvest produce. In 2003, the Rotary South Garden produced around 1,500 pounds of food; 4,000 pounds in 2004.

Children are involved at both gardens but primarily at the Rotary South Garden. They help plant, maintain and harvest produce. The children seem to enjoy coming to the garden and a number of the older children come back on their own or with their parents, not as part of an organized class. Hamilton Elementary School children came to the garden, as part of summer

school enrichment programming. The gardens could be used to teach math, language, science as well as teamwork and how to get along with others. Each year pumpkins from another La Crosse garden are donated to a teacher of 2nd grade children at Hamilton. He uses the pumpkins to teach math (counting seeds, pumpkins, etc), language (the children write about the pumpkins) and science (how the pumpkin grows). If children actually work in the garden together they can learn teamwork skills, as many tasks require people to work together rather than alone.

Each spring, volunteers are recruited from the general community and through volunteer events such as the University of Wisconsin-La Crosse involvement fair. The Hunger Task Force has a booth there to recruit volunteers. Hunger Task Force works with the media to publicize the need for volunteers. Furthermore, they try and keep volunteer work days at the garden consistent (i.e. Every Saturday from 9 to noon in April & May and every Monday & Thursday from 3:30-6:30 pm in July, August and September). Master Gardeners sometimes volunteer but have not been greatly interested. For several years now, AmeriCorps volunteers have come regularly to the garden as part of their service.

All in all, volunteers enjoy working at the gardens as evidenced by their returning a number of times over the course of the summer. Recipients of the garden produce are very grateful. This can all be attributed to the hard work of the Hunger Task Force staff and volunteers working at the garden.

> "One night when I volunteered there an older woman came up & took my hand & kept thanking me for the garden. She shared with me that her husband was gravely ill & she had just been diagnosed with health problems. They were living on a very limited income & money was tight. The garden gave them access to free fresh produce that they normally couldn't afford."
>
> — Linda Lee

Challenges

Challenges to creating a community garden include helping everyone to get along. People may have strong opinions about how to garden and this can often lead to disagreements (i.e. organic gardening versus using chemicals to reduce pests in the garden). Planning meetings are essential to ironing these issues out and reducing tempers.

Fundraising is also a challenge. La Crosse is a generous community, but it is always difficult to get your activity in the public eye and to get people to financially support it. Recruiting volunteers is not always easy. People are busy and it can be difficult to keep volunteers coming back regularly. Take advantage of organized groups such as church or civic youth groups, garden clubs, etc. Lastly, have a strong, committed steering committee to help plan and oversee garden activities. If possible, **hire a part or full time garden coordinator** for the day to day work-it is too much to ask a volunteer to do this unless the garden is quite small!

Ho-Chunk Youth Fitness Program

By Charmaine Garry, Pam Lathrop-Roets, and Richard Broerman, Baraboo, WI

The Ho-Chunk Youth Fitness Program (HYFP), as part of our mission to help youth and their families eat more healthfully and be more active, began planting a garden in Baraboo in 2002. It was such a success that after two years we re-located the garden so that it could expanded.

All of the Ho-Chunk Youth Fitness Program youth and parents, with the help of Master Gardeners from UW-Extension, planted a garden as part of their summer class. During the summer session, the families had opportunities to attend weekly "Garden Nights" to plant, water, weed, and harvest fruits and vegetables. In addition, the youth and their families, with the help of Master Canners from UW-Extension, learned how to make freezer jams and can tomatoes. The program's garden had such abundance that they shared the excess with Ho-Chunk community members and a local food pantry.

Children and adults alike enjoyed the experience. With the variety of fruits and vegetables planted, some community members were able to taste fruits and vegetables that they had never tried before. Everyone agreed that fruits and vegetables that you grow yourself taste better than those purchased in a grocery store.



The Ho-Chunk Youth Fitness Program and garden, is funded by an Indian Health Service grant that aims to prevent the spread of type-2 diabetes in Native-Americans.

We encourage you to plant a garden as part of your classroom or program to help you reach your fruit and vegetable goal!

Troy Gardens Kids' Gardening Program

By Megan Cain, Madison, WI



Troy Gardens is a 26-acre land trust on the Northside of Madison. The land was rescued from development by neighbors who then facilitated a community process to create a plan for the land. Troy Gardens features a large community garden, youth gardens, handicapped accessible gardens, a community farm, woodland and prairie restoration, nature trails, and edible landscaping. On five additional acres adjacent to the open space area, the Madison Area Community Land Trust is building 30 units of affordable co-housing at Troy Gardens.

The Kids' Garden is currently a 4,000 sq. ft. garden that is tended by kids in the neighborhood. Elementary and middle school aged youth from local low income housing complexes visit the garden once a week in spring, summer and fall to learn how to plant, tend, harvest and prepare the food that is grown. At the beginning of the season the youth pick out small 4'x4' garden plots to share with one or two others and decide together what to plant in their gardens. Each time they visit the Kids' Garden they tend to their plots and their plants and experience the process of growing food. The rest of the garden is a shared space where youth plant theme gardens, such as a Rainbow Garden and a Pizza Garden, construct bean tunnels and sunflower houses, and plant watermelon, tomato, pumpkin and raspberry patches. Some of the most popular activities during the gardening season have been:

- a visit from local chickens to learn their role in the garden and then holding and feeding them
- a visit from a UW entomology student to learn about insects and hold a tomato hornworm
- making pickles from the cucumbers in the garden to take home to share
- preparing a meal of pizza and pasta with lots of vegetables from the garden and then inviting families for a special dinner
- looking for the resident garden snake
- shoveling big mounds of compost into wheelbarrows to spread around the garden
- WATERING!!!
- learning about worms and worm composting
- painting beautiful signs for the garden
- TASTING!!!

In addition, in partnership with the WI Nutrition Education Project, the Kids' Gardening Program is working with teachers and students at Mendota Elementary to assist in integrating more gardening, nutrition and food into the curriculum and to put their school garden into more regular use.

For more information please contact Nathan Larson, Education Program Director, 608.240.0409, education@communitygroundworks.org

community garden resources

Locating an Expert

You can locate a Master Gardener in your area by visiting your local UW-Extension office or via one of the 41 local Master Gardener Associations around the state.

To find your county UW-Extension Office visit:
www.uwex.edu/ces/cty/

To find a local Master Gardener Association visit:
www.wimastergardener.org

Other Valuable Community Garden Resources

1. **American Community Gardening Association: www.communitygarden.org**

   All about bringing neighbors and gardeners together on community land to share ideas, grow food and flowers. How to start, organize, maintain, insure, manage-and enjoy-community gardening. Need background research on the social and health benefits of gardening? Find it here.

2. **Wisconsin Master Gardener Program: www.wimastergardener.org**

   Need seeds? Expertise on bugs, special kinds of plants, local nurseries and garden supply outlets? Volunteer advisors or mentors? Training? "The Wisconsin Gardener" on public television, urban horticulture and UW Extension InfoSource are all linked here. This is the Wisconsin "mother lode" of web sites. If you cannot find here, chances are you won't find it anywhere!

3. **Growing Power: www.growingpower.org**

   Especially emphasizing community projects, Growing Power has a track record of creativity and outreach with Boys and Girls Clubs, churches, community centers, youth and jobs programs, public housing and neighborhood groups. Training in "Growing Your Community Food System From the Ground Up." Hands-on, experiential education in working greenhouses, fields and urban lots.

4. **National Gardening Association: www.kidsgardening.com**

KidsGardening, from the National Gardening Association, is like an encyclopedia of easy-to-use resources for beginning school and children's gardeners as well as those who have experience. Be sure to see the Thematic Library, curriculum connections, "how-to" instructions, stories and directory funding and award

5. **FEEDs Program: www.uwex.edu/ces/cty/racine/hort/MoreaboutFEEDs.html**

Project FEEDs, Food and Ecosystem Educational Demonstration sites, is a program of the University of Wisconsin Extension Horticulture/Urban Agriculture group. FEEDs is designed to link community gardens in Wisconsin (particularly in the southeast part of the state), create diverse community demonstration gardens, assist with garden design and technical advice, and provide gardeners with research-based information. To become a part of the FEEDs Garden Network, register your community garden at **www.feeds.uwex.edu/submit/index.cfm** and take the FEEDs Garden Survey.

6. **Accessible Gardening: www.uwex.edu/ces/cty**

Accessible gardening helps people with physical and developmental limitations enjoy barrier-free gardening. UW-Extension Urban Agriculture Program Staff have helped create several accessible gardens in Wisconsin. Contact your local county Extension office's Urban Agriculture Program for more information.

Who are the key people to get involved when starting a community garden?

The local gardeners who will use the garden are the most important. In addition to the gardeners, a local garden center store employee, a Master Gardener and I would make sure at least one local politician is included, at the very least, on the advisory board. It is also a good idea to involve the neighbors — as hard as it to believe, sometimes they do not want a community garden in their neighborhood.

— Dennis Lukaszewski, RLA
UW Extension Service, Milwaukee County

child & adult care center garden examples

Heart & Home Family Daycare

By Billie Ognenoff, Owner, Milwaukee, WI

After attempting traditional gardens way in the backyard in past years with only minimal success, I decided to try what I call "front door gardening". My thought was that if I had to walk by my "garden" several times a day, it would be harder to forget about weeding, etc. I also liked the idea of the children being able to notice the changes in their garden every day whereas when it was way in back, it was often out of sight, out of mind and they lost interest after awhile (as did I)! The space wasn't very big (just either side of my front door) but it's biggest advantage was that it was right there where I couldn't help but see it! It all started back in early May when the children planted a variety of seeds in paper cups. We started out with carrots, tomatoes (two kinds), zucchini, green peppers, and broccoli, as these were some of their favorite vegetables. After brainstorming about what they thought the seeds would need to grow into plants, (sun, water, dirt, etc), they took their seeds home with instructions to watch closely and come back and tell us which seed sprouted first. We made a big wall chart and recorded their findings and they were very excited to come in after a few weeks and report that their zucchini or carrots had "popped up"! We had some interesting conversations about why they thought one person's carrots sprouted first while another one's hadn't sprouted at all and they figured out that differences in sunlight, watering, etc. could be responsible for the variations.



They helped me prepare the soil all around our front door so we could put the seeds that I had first planted in cups in the ground. By now, we were at the end of May and they had also planted their seeds at home if they had the space to do so. For the next month or so, things were kind of quiet with most of the garden related activity being weeding (which even the three year olds learned to do!) and measuring the growing height of the plants as this was the most tangible change they could see at this point. Then they began to notice other changes (usually while coming in the door with their parents in the morning when the sun was brightest on the plants) like tiny green tomatoes or small clusters of broccoli heads and this was really exciting for them to compare the plants they were seeing now with the tiny seeds they had planted!



I thought our little garden was thriving (and it was) but I'll admit to a little envy when one family brought in an 18 inch long zucchini that had come from those seeds in a cup a few months before! (Especially because my zucchini hadn't done anything but flower yet!) We enjoyed this zucchini for lunch that day with a little butter and Parmesan cheese and it was so fun to watch their pride in sharing food that they had grown themselves!

This inspired a special snack a few days later when I declared it "Obscure Vegetable Day"! We went to the market and bought 10 "obscure vegetables" that I thought might be new to most of the children. This included eggplant, turnip, snow peas, pickled beets, asparagus, Brussels sprouts, parsnips, collard greens, etc. (To their credit, some of these were familiar to some of the children already and with positive connotations!) I cooked some of them and some we ate raw but it was a sampling snack where they tried pretty much everything and gave me their feedback (liked, didn't like, or they weren't sure). We charted this and then voted on their personal favorites with pickled beets and sugar snap peas tying for most liked! It was very enlightening to hear parent's responses when they saw the chart that night ("My son tried Brussels sprouts? I won't even try those!!!") Since that day, I have incorporated some of those obscure vegetables into our everyday menus and they are now familiar to the children.

As the summer went on, it became obvious that the rewards of gardening were especially sweet when you could step outside the front door, and pick a fresh pepper for a salad or a few children could take a small basket and collect only the ripest cherry tomatoes for lunch. Many of the children have worked the garden into their goodbye ritual at the end of the day by asking if they can pick a tomato or piece of broccoli "for the road"! Who would have thought that preschoolers would see vegetables as a reward?

Having a hand in every aspect of raising these vegetables has made them proud and invested in this garden. Many of the parents don't have the time or space for a garden of their own so they are very glad that their children get to have the experience here. We're already poring over the seed catalogs to get ideas for next year's garden and they want to include some of those "obscure vegetables" in that one! Lately, we've been reading the weather reports together to see if they are predicting a frost so they know if we need to cover up our precious plants so they don't freeze. To have a four-year old ask if we should "tuck in the tomatoes tonight" is it's own reward!

Bad River Head Start Program

By Janelle Cole & Becky Le Meiux, Odanah, WI

The Gitiganing Garden Project is a grassroots organization run by members of the Bad River Band of Lake Superior Chippewa who are dedicated to re-establishing the Bad River community's relationship with food and health. The members of Gitiganing believe that "Food is Medicine," and they strive to combat diabetes by re-introducing whole and high-quality traditional foods into the diet of their community.

childcare garden resource

Team Nutrition's Nibbles for Health: Grow a Family Garden

This site includes great tips on gardening with young children, including a list of gardening tasks that are easier for children.

www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_33.pdf

Two years ago, The Gitiganing Garden Project joined together with Bad River Head Start to create a pumpkin garden for Head Start children and families. The garden of heirloom Omaha Pumpkins emphasized hands-on leaning by involving the children in gardening activities such as planting, weeding, and harvesting. The projects also included educational activities to enhance the awareness of traditional American Indian food crops and their cultural significance.

Many hands from the community helped tend the garden over the summer months, and when fall rolled around there were over 70 pumpkins to harvest. Every child was delighted to be able to take home a bright orange pumpkin they had helped plant. Head Start took the remaining pumpkins and sponsored a cooking class for Head Start parents on making pumpkin pies and sweets. The parents then cooked and donated 25 pumpkin pies to Bad River's annual Intergenerational Feast. During the feast one child exclaimed proudly, "That's my pumpkin in the pie!"



This year over 55 pumpkins were harvested from the garden, and more children are discovering the joy of gardening. The Head Start Pumpkin Garden is just one example of Gitiganing's efforts to promote healthy eating and activity through gardening. The Gitiganing Garden Project will continue to garden with our children, to help them grow in a healthy way.



For more information, contact:
Gitiganing Garden Project
P.O. Box 275
Odanah, WI 54861
badrivervistas@yahoo.com
phone 715.685.2784 fax 715.685.2601

St. Mary's Continuing Care Center

Take It Slow…and Remember the Taste!
St. Mary's Continuing Care Center Grows Its Own
By Sarah Brooks, Madison, WI

Just because you don't live in the house you grew up in doesn't mean you can't enjoy the benefits of a garden. In fact, the residents of the St. Mary's Continuing Care Center just across the road from Chavez Elementary School in Dane County are finding that gardening brings back fond memories.

Former restaurant owner, gardener and community builder Nancy Christie wanted to add an outdoor dimension to the nutrition and recreation services at St. Mary's. So she invited "Slow Food" advocate Susan Boldt and Master Gardener Sarah Brooks to help.

They listened to residents and staff to hear about the vegetables and flowers remembered from their childhoods and…voila! Heritage seeds and heirloom tomatoes started showing up in the courtyards. Peppers, herbs and spices for Italian dishes were planted in raised beds, and by mid-summer the suppers at St. Mary's were seasoned with flavors that residents favored.

Each year St. Mary's hopes to add a few more plants and activities to attract folks who spend most of their time indoors to get out in the sunshine. Coming soon: wheelchair strolls on the path through the neighborhood to the school garden across the way, plantings by the parking lots and street side.

> "What a difference it makes to have our own tomatoes! These are so delicious they remind me of our summer suppers in the old neighborhood 50 years ago. And it's wonderful to see some new faces in the garden."
>
> — St. Mary's volunteer

school garden examples

Middleton High School Garden

By Mark Voss, Teacher, Middleton High School, Middleton, WI

The Middleton High School garden was established in the spring of 2000 by a core group of motivated staff called the Green Team who are devoted to environmentally progressive projects at school. The project drew inspiration, as so many school garden projects do, from the Edible Schoolyard in Berkeley, CA. The goal of the project was to establish a school garden that teachers of any discipline could use in whatever manifestation they deemed useful. Students and staff avail themselves of the school garden in both formal and informal ways including everything from direct observation in science to harvesting and preparing produce in at-risk classes, to using produce for recipes in family and consumer education classes and French gastronomy units, to students simply hanging out and eating lunch in a beautiful space on a warm afternoon. Related goals included effecting the school nutrition "environment", providing an avenue for school service, and educating students and staff about gardening.



The garden at Middleton High School has been well funded through grants from the Wisconsin Environmental Education Board, Madison Area Master Gardeners, private donations, and school project funds. Our ultimate goal with regard to funding is for the school board to acknowledge the value of the garden project and fully fund its maintenance and integration into the curriculum.

Two encouraging developments have evolved spontaneously out of our school community as a result of the school garden. The first is the "germination" of a garden club that meets monthly and plans or works in the garden. The second is the "sprouting" of an independent study project by two students who are running a second production garden apart from the teaching garden. These students are selling the organically grown produce to students and staff at a "farmers market" held at school several times a week.

One of the most challenging times of the year for school gardens is during the summer vacation period. Those confronting this problem may consider organizing a **Plant a Row for the Hungry** campaign. Garner support from community members to maintain the garden and contribute summer harvests to local food pantries. For more information, visit: www.gardenwriters.org/par/.

The Edible Schoolyard at Martin Luther King, Jr. Middle School in Berkeley, CA offers the "Rolls Royce" of websites and resources. Includes the philosophy, practices, and value of gardening in and around schools. Curriculum and activity ideas in the garden, classroom and kitchen are available. Particularly useful: Lessons We Learned the Hard Way" teacher liaison and links to other sites. For more information, please visit: www.edibleschoolyard.org

Kids Get Down to Earth with HUG

By Tammy Hansen, Wisconsin Nutrition Education Program Coordinator, UW-Extension Marathon County

"Help Us Grow" or HUG is a cooperative project of the Marathon County Nutrition Education Program, the Wausau School District, Lincoln Elementary School and the Marathon County 4-H Program. During the year-long project, now starting its ninth year, kids learn about making healthy food choices, how to prepare their own healthy snacks, how to be physically active each day, how to plant and maintain a garden, and how to harvest and use what they plant.



The HUG project was initiated in January 1997 as a response to the many research studies that reflected poorly on the nutritional status of today's youth. Findings of particular concern were the relatively low intake of fruits and vegetables and the growing problem of childhood obesity. Based on these findings, three main goals were established for the HUG project: to increase youth consumption of fruits and vegetables, to teach youth how to prepare their own healthy snacks, and to help youth understand the importance of daily fitness activity. A wide variety of activities are conducted throughout the school year in an effort to meet these goals. Skits, storytelling, puppet plays, games, and many other creative nutrition/fitness activities are used to make nutrition topics fun and interesting for kids during the school year. Then at the beginning of the growing season, the current fourth grade students plant a variety of different foods that they might not otherwise get at home in a large outdoor school garden. Over the summer, the Wausau School District offers a six-week summer school class called the "Magic Bean". One of the main focuses of this nutrition/fitness class is to maintain the garden. Approximately 65 summer school students work in the school garden each week. After the "Magic Bean" class ends, a summer, "at-risk" 4-H club takes over the maintenance of the garden until school starts again. Then when school resumes in the fall, the new fourth graders work the garden and harvest the produce. Using some of this produce, they prepare the food for a harvest party where last year's fourth graders are invited as special guests to enjoy the fruits of their labor. In this way, the students get to complete the cycle from garden to table. The interrelationship between nutrition and gardening enables children to make food choices based on new tasting experiences and an increased appreciation and understanding of where our food comes from. The knowledge they gain has a direct correlation to the resulting overall quality of their diet.



Program success has been measured in a variety of ways. Food recalls taken at the beginning of the year and again at its conclusion reflected an increased consumption of vegetables. Pre and post verbal interviews taken during the six-week summer school class found a 54% improvement in students reporting eating five servings of fruit and vegetables a day, a 29% improvement in those willing to try a new food, and a 48% increase in students reporting they helped work in some other garden other than the school garden. One of our cooperating teachers in the HUG project wrote, "It was nice to see the kids try new fruits, vegetables, and snacks made from items that are healthy choices. The kids couldn't help but learn to make better food choices. Many kids said they helped parents shop and were more aware of food labels, the food pyramid, and basic cooking skills now than they were before. They even made me eat vegetables...and I don't like vegetables...but I eat more now than I have in many, many years. Even adults can change!"

Howe Elementary School



By Bill Wright, Green Bay, WI

The school garden located at Howe Elementary School in downtown Green Bay, WI is a joint effort between the school and the 4-H After School Program of Brown County UW-Extension. The garden was first started as an extension of the 4-H summer program but has evolved into a program which engages both the summer program students and Mrs. Emily DeVillers 5th grade students in the spring and fall. A theme is selected for the garden each year (salad garden, pizza garden, Three Sisters garden, etc.). The students then start seeds in the classroom in the early spring so that the transplants can be moved to the garden before the end of the school year. The students will also direct seed some seeds when the time is appropriate. Most of the weeding and care of the garden is the responsibility of the summer 4-H program students. The students then harvest the produce and assist in the preparation of a lunch or baking of pies, depending on the type of produce grown that particular year. This program provides a wealth of learning opportunities for the students including the areas of science, math, where their food comes from, and learning to work together to make the garden a success.

For more info about this project, contact:
Kathy Kauth or Bill Wright
Brown County UW-Extension
Green Bay, WI 54302
(920) 391-4610

Dear Mr. Bill,

Thank you for letting us learn neat things about gardens. If you never would have been here to teach us, I wouldn't know anything about gardening. Also thank you for being patient with us. You are a great teacher.

Sincerely,

Labeisha Stufleen-Charney



School Garden Resources

Want more information on school garden projects? Check out these great resources:

1. **Gardening With Kids:** www.gardening-with-kids.com
   This site includes tips for how to successfully garden with kids. Additionally, tips on how to encourage children to get involved with watering and weeding the garden are offered.

2. **Grant Resource Directory:** www.kidsgardening.org
   This one-stop shop website will provide you with valuable information on how you can connect with other school gardening projects around the nation, access to possible funding opportunities, a school greenhouse guide, wonderful and classroom gardening stories.

3. **Kids World Plant Nutrition:** www.agr.state.nc.us/cyber/kidswrld/plant/index.htm
   Sponsored by the North Carolina Department of Agriculture, this site offers kid-friendly explanations of plants and their essential nutrients, puzzles, and games.

4. **Junior Master Gardener:** www.jmgkids.com
   Growing plants and gardens is good for kids! This site includes information on Junior Master Gardener Curricula, an inter-active kid's section, and wonderful resources for teachers and leaders.

5. **My First Garden:** http://eeinwisconsin.org/core/item/topic.aspx?s=0.0.02209&tid=85010
   This wonderful website provides a great overview of the basics of gardening, including tips on starting a garden and how to plant fruits and vegetables. Additionally, the site includes a **Just for Kids** section that includes interactive on-line games including **The Great Plant Escape.**

6. **National Junior Horticultural Association:** www.njha.org
   The National Junior Horticultural Association is designed to help youth obtain and develop skills expanding art and science of horticulture. This site contains information about ongoing projects and programs involving horticulture.

7. **Science NetLinks:** www.sciencenetlinks.com
   This website provides a wealth of resources for K-12 science educators, including lesson plan ideas on where food comes from and what plants need to grow.

Need Funding to Start a School Garden?

1. **School Garden Grants:** www.grants.kidsgardening.org

2. **Youth Garden Grants:** www.wischoolgardens.org

3. **Grant Resource Directory:** http://eeinwisconsin.org/core/item/topic.aspx?s=0.0.0.2209&tid=85010

Top Six Reasons to have a Garden at Your School

1. Garden experiences reinforce classroom curriculum, which can be integrated across several subject areas.
2. Students understand the role of food in life by allowing education on healthy eating and nutrition.
3. A school garden creates an opportunity to work cooperatively on real tasks.
4. Gardens at schools provide opportunities for community involvement, a link to neighbors, volunteers, parents and community businesses.
5. Students learn to value the garden by developing a sense of pride.
6. Gardens, both school and community, provide excellent prospects for student service-learning projects

Adapted from the Edible Schoolyard. www.edibleschoolyard.org

Tips for Starting a School Garden

- Include administration, teachers, parents, and students in the planning process; form a garden committee.
- Get permission before planning to plant a garden on either public or private property.
- Define specific talents and expertise of each member in your garden committee. List specific needs and wants and have individuals commit to those areas.
- Establish project lists, including realistic timelines for completion of tasks and specific objectives for students in the garden.
- Enlist the help of community volunteers who may have gardening experience or are just interested in helping. Older adults in the community may be willing to tend the school garden during the summer months when school is not in session.
- Enlist the help of garden experts from UW Extension Family Living Program and the Wisconsin Master Gardener Program.

Tips for Gardeners Working With Young Kids

- Young children have very short attention spans. Make sure that you have lots of options available so they can work in the garden immediately. Digging holes seems to hold endless fascination.
- Kids need instant gratification. This can be met by planting radishes, as they come up in 3 to 4 days.
- A picture is worth a thousand words. Never tell kids something that you could show them instead.
- When giving out supplies to kids, try to keep seeds, tools, and watering cans as similar as possible to avoid squabbles (i.e. purchase all green watering cans, not pink and blue ones.)
- When working with older kids, try to add responsibility and ownership to projects, as gardening may be perceived as "uncool."
- Pair older and younger kids together.
- Remember many kids won't talk in a large group. Try to create smaller work groups.



Gardening and Service-learning

School and community gardens provide excellent prospects for student service-learning projects, with opportunities for numerous connections to classroom curriculum. Service-learning is a teaching and learning method which fosters civic responsibility and links classroom learning and applied learning in communities. Often, community service or volunteerism is mistaken for service-learning. Community service offers students a chance to contribute to the community without necessarily connecting to the curriculum or providing reflection opportunities. Projects must include four main components to be considered "service-learning."

Four Point Test for Service-learning

Wisconsin has come up with a Four Point Test to determine whether the project is service-learning.

1. Student Engagement: Do students identify community needs and the issue to be addressed? Is the service project student-planned and student-led?
2. Meaningful Service: Does the service meet a real community need? How is the need identified? Who benefits from the service project? Will the community be a better place because of the project? Are local agencies, organizations, or community groups partners in the project?
3. Link to Learning and/or Curriculum: Is the service activity connected to classroom learning? How are learning outcomes determined and measured?
4. Reflection and Evaluation: Is there an opportunity for students to talk or write about the project before, during, and after it happens? Are students involved in evaluating the project's success? How will the knowledge gained from this project be used in future planning?

Why Service-learning?

Service-learning is not intended to create more work for teachers or to be an "add-on" to regular schoolwork; instead, it is a teaching method to enhance classroom learning and curriculum with meaningful service, student leadership, and positive skill development. Projects can involve one classroom, a grade level, or an entire school.

Learn and Serve America, a grant program of the Corporation for National and Community Service, found that effective service-learning programs can improve grades, increase school attendance, and develop personal and social responsibility among students. Additionally, students who participate in service-learning often report feeling that they have made a positive contribution to the community, improving their citizenship skills. They also gain career and communication skills and develop positive work attitudes.

Service-learning through school & community gardens

In Wisconsin, schools ranging from the elementary through the high school level are experimenting with the gardening concepts and service learning. Below are some projects they have implemented and reported.

Examples from around Wisconsin:

Tiffany Creek Garden
Tiffany Creek Elementary in Boyceville, Wisconsin

After a unit on plants in science, a class of second grade students went outside on a walking tour with their teacher to identify plants used to beautify their community. Those same students read Linnea in Monet's Garden with the visual arts teacher and recreated their own versions of the artwork in the book.



As a result of these experiences and a short discussion and brainstorming session, the students composed short paragraphs explaining project ideas and how they would contribute to the project. The class wrote about the importance of changing the look of school grounds to make it a more welcoming environment. They decided with the teacher to create a raised garden on the school grounds.

Working with their teacher, the students planned, designed, and planted a raised garden of flowering perennials and annuals. Partners for the project included the University of Wisconsin-Stout, teachers, staff, parent volunteers, and the Boyceville High School agriculture class, which constructed the raised garden bed. The project was funded by a service-learning grant of $1000 from the National and Community Services Act and matching funds from the school district.

This project made classroom connections in Language Arts, Science, Math, and Social Studies. Students composed summaries, evaluations, lists, letters, and a photo essay for the project. They also kept a journal throughout the process and talked about their experiences and challenges, and they wrote thank-you notes to the volunteers and donors who supported the project. To incorporate Science, the teacher taught about plants and how they grow, thrive, and reproduce under a variety of conditions; she also described how to plan, prepare, and plant a garden. To connect the project to the Math curriculum, students measured and diagramed plots for the garden, applying what they were learning in the classroom. The second-graders learned about citizenship and communities as part of their Social Studies learning in the project.

To reflect upon the project, the students engaged in classroom discussions; wrote in their journals about their likes, dislikes, and contributions; and created a photo scrapbook with student-coined captions. The class also created a video capturing the whole process of designing and planting a school flower garden.

Kids for Composting
The Oneida Nation Reservation at Oneida Elementary

The Oneida Elementary garden plot was faltering. It is now a place of activity year round at the school. The elementary school secured grants from the Solid Waste Management Assistance Program of the U.S. Environmental Protection Agency and from Learn and Serve America to implement a "Kids for Composting" project on the Oneida Nation Reservation.

The project serves as a model for cooperative projects and promotes composting in other food service establishments in the community. Their vision is to create sustainable composting and gardening at the Oneida Nation Turtle Elementary School, which will promote civic and personal responsibility among the youth, foster intergenerational communications, and provide enhanced educational opportunities.

Most of the cafeteria food waste is used for a large scale outdoor composting project. Some of the waste is used for classroom worm vermicomposting. The cafeteria waste is source separated by the elementary school students in the cafeteria immediately following food service. During winter, the students weigh the compostable waste and put it in plastic drums, covering them with soil. They are placed by the compost pile until spring thaw. Children in grades K-8 are in charge of the daily operation of the program, including weighing food scraps, recording the amount of waste, hauling compost, applying compost, and gardening activities. Students utilize sampling techniques and take averages to access trends in enhanced plant performance due to soil enhancements. Photos are used for comparative purposes.

The goal is to have more facilities on the Oneida reservation fully "source separating" in the next few years. Currently there are 27 such food service facilities on the reservation.

Students are learning hands-on about waste cycles and food cycles through their participation. Curriculum is being incorporated to use this first hand experience as a medium to learn concepts from biology, chemistry, environmental science, and more. Even families are participating with their children over the summer months.

The volunteer labor will produce foods used in community feasts during the end of the school year. The students contribute to this community fellowship and environmental awareness, while gaining responsibility themselves. They reflect upon their work by comparing before and after photographs.

The Giving Garden at West Salem Elementary School

Three multi-age classes from grades one through three designed, constructed, planted, maintained, and harvested a garden on West Salem School District Grounds. The garden was designed to produce vegetables for the fifty families per month that utilize the West Salem Care and Share Food Pantry. Students from the junior high school constructed benches for the garden, and high school students helped with the planting. The project was designed to teach students what a good community member is by providing opportunities to work with teachers, parents and other community members. In addition to learning gardening skills, students learned about the relationships between people, plants and wildlife, and practiced leadership skills in their work crews.

The students came up with the idea of planting a garden to help serve their community. They invited a speaker from the food pantry to come and talk to them about the pantry and about community needs. After the garden was planted, the students created a weekly schedule for their families to work the garden on a rotating basis during the summer.

This project connected to science (plant study) and math (measurement and budgeting). Now that the garden is in place, the teachers plan to expand curricular connections to include study of composting, economics (supply and demand) and more math (calculating the output of the garden, etc.).

Classroom reflection included discussion of the concept of "community," and the reasons a food pantry would be needed in a community, such as job and wage loss and poverty. Students wrote journals throughout the project.

Youth Service-Learning Garden Project at Hurley K-12 School

Nearly 100 students in six elementary schools took part in this project, creating new flower and vegetable gardens around the signs at the Iron County Farmer's Market and the Hurley School.

In order to complete their projects, some of the students appeared before the school board, the farmer's market board and the University of Wisconsin Extension Board to obtain permission. Then they solicited the help of the Iron County Extension Youth Agent to help plan the garden. Students took a trip to a local greenhouse where they purchased plants and learned how to keep them healthy. They then transplanted the seedlings after starting them in their classrooms.

Through this project, students learned to identify the parts of a flower, and they learned how plants metabolize water and other nutrients. Each classroom planted seeds, watered, provided lighting, and transplanted plants to the two gardens. They were helped on planting day by six members of the Hurley High School Ecology Club, a master gardener, and the assistant manager of the market.

The students received help and donations from a number of sources, including a local plywood manufacturer, which donated lumber for the flower bed frames, and the county forestry department and the Wisconsin Conservation Corps, which donated two days' labor to help build the frames.

All six classes reflected on the experience through journal writing, and some completed the Department of Public Instruction student survey. The surveys indicated that students wished to continue gardening, both at home and at school. Students participated in group writing projects, created stories, and wrote thank-you notes to businesses and individuals who donated time or materials.

Pilgrim Park Middle School Landscaping Project

Sixth Grade Gold House students at PPMS in Elm Grove, Wisconsin established a goal at the beginning of the 2000 school year to improve the landscape surrounding their school. This goal developed as a result of preparing for the new millennium, and asking, "What kind of legacy could they leave behind for future sixth graders?" The students decided that they wanted to develop a prairie, improve the cross-country trails/create and observational walk through the forest areas surrounding the school, and create an outdoor learning classroom area.

A survey was created by the students to gain insight into what the rest of the school community would like. Goals were established, and steps to reach the students' goals were developed. We enlisted the help of several community members and parents to provide information and guide the students in their planning. Classroom teachers, Master gardeners, landscape architects, a botanist, a prairie restoration specialist, and our buildings and grounds supervisor made up the team. The existing landscape was analyzed, needs were identified, and the students developed an action plan. Through the donation of hard work, contacts with the city for free mulch and compost, donation of plant materials, discounts obtained at a local nursery, donated funds through the student senate and other donors, our plans started to bear fruit. We created three specialty gardens, planted four trees, cut the forest trail and spread over 80 yards of mulch for the path.



Bird life has increased, evidence of deer and other wildlife has increased. Finding compass plants thriving on our prairie was very exciting for the students due to the story behind how the early settlers used them as navigation tools. We are in the process of developing a gardening club.

The project has helped to promote environmental education and foster the awareness of the school's natural environment. It has challenged the students to use and improve their critical thinking skills, and gain basic skills needed to participate in resolving the issues that arise. Group cooperation and team building activities have created an atmosphere that promoted civic responsibility by encouraging students to use their knowledge, personal skills, and assessment of environmental problem-solving and action.

Implementing Your Own Service-learning Project

If these stories inspire you to plan a gardening service-learning project in your classroom or school, remember several key points. Be sure to facilitate student-generated project ideas that meet real community needs, so that those in your class will have ownership and responsibility of the project. Incorporate reflection activities throughout the project. These can be visual arts, journaling, discussions, group activities, or musical projects; students learn and process experiences in different ways, so various reflection activities will maximize responses. Finally, tie classroom learning and curriculum into the service-learning project. Make the subjects students study in school applicable to the community around them.

Veggin' Out

by Tony Zech

The Veggin' Out Program in Wisconsin features food and cooking demonstrations at farmers' markets of delicious and easy to prepare recipes utilizing fruits and vegetables currently available at those markets. The program targets WIC and Senior Farmers' Market Nutrition Program (FMNP) participants to increase their use of vouchers for fresh produce at the market, but is open to everyone. The program helps participants eat more fruits and vegetables and promotes the **Fruits and Veggies—More Matters®** message. The program was adapted from a program in Rhode Island created by Johnson and Wales University.

Veggin' Out Program materials include a training manual, sample flyers, and equipment. Participants and staff enjoy the program and find it beneficial. Chefs, nutritionists, Extension staff, or other trained staff provide the interactive demonstrations and nutritionists or other trained staff provide nutrition education at the market. Activities for children may be provided.

Participants can participate in these demonstrations, sample the foods prepared, receive copies of the recipes demonstrated, and be eligible for prizes (if offered). Farmers' markets that host these demonstrations benefit through increased attendance and publicity. Farmers at the market benefit by developing relationships with chefs that need sources of fresh produce in their practice. Chefs benefit by receiving recognition and publicity and chefs-in-training benefit by receiving practical experience and the opportunity to build relationships that will benefit their future practice. Nutritionists and other program staff benefit by connecting and outreaching their programs to the community.



The Veggin' Out Program helps prevent hunger and food insecurity since participants learn how to prepare and use fruits and vegetables. Participants receive information that helps them save money on fruits and vegetables and use community food resources. The program also helps prevent overweight and obesity in children and adults by promoting strategies for developing healthy eating and physical activity habits. Participants learn how easy it is to eat 5 servings of fruits and vegetables each day and the benefits of eating healthy and being physically active.

Veggin' Out is a program that helps achieve win-win partnerships that benefit everyone involved! If you are interested in being a Veggin' Out partner or would like more information, please contact State WIC FMNP Nutrition Coordinator at 608.266.3742.

What is Community Supported Agriculture (CSA)?

by Bill Wright

CSA is a model for local agriculture which dates back about 35 years. The movement was started in Japan by a group of women who were concerned about the increase in food imports and the decrease in local farms. They set out to establish a growing and purchasing relationship between their group and the local farms. This arrangement, called "teikei" in Japanese, translates to "putting the farmer's face on food." The concept later reached Europe and then the United States where it became known as "Community Supported Agriculture."

A CSA becomes a partnership between a farmer and a community of supporters. At the beginning of the year, supporters purchase a "share" of the farm's production. The farmer uses this money to cover the cost of seeds, fertilizer, equipment maintenance, labor, etc., and produces a healthy supply of fresh produce throughout the season (usually May through October). When CSA members make this commitment, they are supporting the farm through the season and are sharing the costs, risks, and bounty of growing food along with the farmer. This mutually supportive relationship between local farmers and community members helps to create economically stable farm operations in which members are assured the highest quality produce. In return, farmers are assured a reliable market for a variety of crops.

How does a CSA work?

When community members purchase a "share," they then receive a bag/box of locally-grown, fresh produce once per week from approximately May through October. The type of produce received varies from farm to farm and, in some cases, may also include such things as honey, eggs, or herbs. The method of distribution also varies from farm to farm. Some farms will deliver all boxes to a central location for pick-up by members while some farms require members to pick up their boxes at the farm on a designated day and time. It is important to understand the operating procedures of the CSA share you are purchasing in order to get the most benefit from your purchase.

In addition to healthy produce, CSA farms also provide a focal point for education and community building. CSA farms sponsor a variety of events throughout the year which can include field days, work days, harvest festivals, and celebrations. These events provide an opportunity for families to share and learn together in a rural setting.

Why are CSA's important?

- Through direct marketing, CSA's give farmers the fairest return on their products.
- A CSA helps to create dialogue between farmers and consumers and increases our understanding of how, where, and by whom our food is grown.
- A CSA creates a sense of social responsibility and stewardship of local land.
- By purchasing shares in a CSA, members help to keep food dollars in the local community and help to maintain local food production.

Visit one of these sites to find a CSA in your area:

www.biodynamics.com
www.foodroutes.org
www.localharvest.org
www.csacoalition.org (southern Wisconsin only)
www.farmfreshatlas.org (Wisconsin Farm Fresh Atlases)

Wisconsin Young Greens: Kids Grow Project

by Carla Wuennenberg

UW-Extension Division of Outreach and E-Learning, working with the Divisions of Broadcasting and Media Innovations and Cooperative Extension, is creating a digital youth gardening service-learning curriculum. The project was inspired by a Milwaukee County Cooperative Extension 4-H youth urban horticulture program, and will be available in spring, 2005. Young Greens: Kids Grow is composed of video clips from Wisconsin Public Television's Wisconsin Gardener series that will be supplemented with classroom materials for teachers and students. The classroom materials will be paper-based in PDF format and online, through interactive websites. The project will be compiled by UW-Extension Outreach and E-Learning with support from a Wisconsin Campus Compact AmeriCorps VISTA, and will be aligned to state standards by educational consultants.

AmeriCorps VISTA is a national program that places full-time volunteers with organizations to help them develop and strengthen programs designed to bring individuals and communities out of poverty. Wisconsin Campus Compact (WiCC), part of the national Campus Compact organization, is a coalition of leaders from more than 30 Wisconsin public and private colleges and universities, including UW-Extension. Member campuses of WiCC are dedicated to strengthening civic engagement in the state's postsecondary institutions. The goal of the cooperation between AmeriCorps VISTA and WiCC is to help develop service-learning initiatives that address poverty by engaging high school and college students in efforts to improve academic achievement and aspirations of low-income youth. Young Greens: Kids Grow will give youth around the state an opportunity to learn outside of the classroom and increase their connection to their academics. It will also expose them to older students who can share their enthusiasm for learning.

Young Greens: Kids Grow, funded by UW-Extension's Cross-Divisional Grant program, will be made accessible to teachers across Wisconsin through the IDEAS portal website. IDEAS (www.IDEAS.wisconsin.edu), funded by UW-Extension and the UW System, connects resources, including lesson plans and videos, from across the internet to the classroom. Educators from around the state find and evaluate the resources on IDEAS, meaning they have all been filtered through the eyes of a teacher. Most of the resources, including all lesson plans are aligned to the Wisconsin Model Academic Standards. Ultimately, Young Greens: Kids Grow will give teachers access to innovative, interdisciplinary ways to connect their students to hands-on learning opportunities integrating the garden into the classroom and into the community.

Online resource: The IDEAS Portal website www.IDEAS.wisconsin.edu
Selected PK-16 educators from Wisconsin work in teams to identify, evaluate, catalog, and align to the state education standards resources that are already on the internet such as lesson plans and reference materials. These resources are then made available from the IDEAS search engine, funded by UW-Extension and UW-System.

Coming in spring 2005, the Wisconsin Young Greens: Kids Grow project will also be available from IDEAS. Young Greens: Kids Grow gives teachers access to innovative, interdisciplinary ways to connect students to hands-on garden-based projects that tie into the curriculum and link to the community.

The Wisconsin Homegrown Lunch Project

Linking the Land and the Lunchroom by Doug Wubben



The Wisconsin Homegrown Lunch project is an exciting initiative in Madison, WI intended to increase the amount of locally and sustainably grown produce used in schools, and develop a farm-to-school model for the Midwest. Funded by the USDA Sustainable Agriculture Research and Education Program since October 2002, Wisconsin Homegrown Lunch (WHL) is a joint effort of the University of Wisconsin Center for Integrated Agricultural Systems (www.wisc.edu/cias) and the non-profit REAP Food Group (www.reapfoodgroup.org). With one full-time Project Coordinator and the oversight of a professor heavily involved in the project, WHL relies on partnerships with school foodservice staff, principals and teachers in three pilot elementary schools, volunteers, and local organic vegetable growers to work toward the following general goals:

- Increase access to fresh, local produce for Madison school children, beginning in public elementary schools
- Build stable markets for area farms and food producers who prioritize ecologically sound growing methods
- Create meaningful educational links between classrooms, lunchrooms, and local food and agriculture

The Madison Metropolitan School District's Food Service are constrained in many ways from using more fresh produce, not the least of which is having to serve 18,000 meals daily to 45 schools from their centralized kitchen facility. Another constraint is how willing the kids are to trying new lunch items such as veggie wraps. It's not that helpful to figure out ways to serve up healthier foods if the kids won't eat it.

Our project has been fortunate to have the cooperation of the Madison Metropolitan School District and other community partners in overcoming the barriers to serving more fresh produce. As for the "Will the kids eat it?" question, our approach has always been the more you expose and engage young people with new foods, the more interested and willing they will be to eat them. Through our "Classroom Tastings," "Farmer-in-the-Classroom," activities, and farm tours, kids learn about where their food comes from, get to know real people who are growing food, and get to taste all kinds of fresh foods. Time and again, given a supportive atmosphere, we find young people not only willing but excited to try new and fresh foods. Carrot and daikon radish sticks, heirloom tomato and apple slices, and shredded cabbage, turnip, spinach, and carrots wrapped in tortillas are just some examples of what children in our three pilot schools have gobbled up. Integrating what happens in the classroom and the lunchroom is crucial as we work to improve how our children eat.



Farm-to-school initiatives are complex puzzles, and will be pieced together differently in each community. Across the board, they require cooperation, flexibility, and a willingness to think and work both inside and outside of the box. Certainly, if meaningful and lasting connections between farms and schools can occur, they can work within other institutions as well, for the benefit of farmers, communities, and a broad constituency of eaters.

For more information on the Wisconsin Homegrown Lunch project, please visit our web-site: www.reapfoodgroup.org/farmtoschool.

resources and educational opportunities

Extra Gardening Resources

For additional information on gardening check with your local county Extenstion office or local garden shops. They can help with all sorts of gardening questions you may have including pests and diseases that you may experience in your garden.

The following websites have useful information on basic gardening tips:

- University of Wisconsin-Extension Urban Horticulture Website: www.hort.uwex.edu
- University of Wisconsin-Extension Urban Horticulture: The Vegetable Garden (publication) http://learningstore.uwex.edu/pdf/A1989.PDF
- University of Wisconsin Urban Horticulture: Growing Vegetables at Home: Questions & Answers: http://learningstore.uwex.edu/pdf/A2801.PDF
- University of Minnesota Extension Services: Gardening and Commercial Horticulture: www.extension.umn.edu/garden
- Iowa State University Extenstion: Gardening Publications www.extension.iastate.edu/pubs/ga.htm

Wisconsin Resources:

Wisconsin Master Gardeners: Need seeds? Expertise on bugs, special kinds of plants, local nurseries and garden supply outlets? Volunteer advisors or mentors? Training? "The Wisconsin Gardener" on public television, urban horticulture and UW Extension InfoSource are all linked here. This is the Wisconsin "mother lode" of web sites. If you cannot find here, chances are you won't find it anywhere! For more information on the Wisconsin Master Gardener Program visit: www.wimastergardener.org

UW-Extension County Agriculture Offices: To find volunteer master gardeners or for questions related to gardening, contact your county UW-Extension Office. For a listing of UW-Extension offices around the state visit: www.uwex.edu/ces/cty/

Food Preservation/Master Canners: For information on preserving your garden produce, contact your county UW-Extension Family Living Agent. For a listing of UW-Extension offices around the state visit: www.uwex.edu/ces/cty/

Wisconsin Garden Club Federation (WGCF):
www.wisconsingardenclub.org

Wisconsin Public Television: The Wisconsin Gardener: www.wpt.org/garden/

National Resources:

KidsGardening.org
www.kidsgardening.org

National Junior Horticulture Association
5885 104th Street
Freemont, MI 49412
www.njha.org

American Horticultural Society
7931 E. Boulevard Drive
Alexandria, VA 22308
www.ahs.org

Educational Opportunities

Wisconsin Master Gardener Program:

If you are interested in becoming a master gardener, contact your county UW-Extension office for more information on classes or visit www.hort.wisc.edu/mastergardener/ for more information on becoming a Master Gardener.

Contact Information:
Master Gardener Program Coordinator
Dr. Susan Rice-Mahr, Department of Horticulture
1575 Linden Drive, University of Wisconsin-Madison
Madison, WI 53706
(608) 265-4504

To find a Master Gardener program in your county or region, visit www.uwex.edu/ces/cty/ for more information

Junior Master Gardener Program:
If you are interested in how kids can become Junior Master Gardeners, please visit www.jmgkids.us for more information.

Continuing Education for Teachers:

Contact the Wisconsin Teacher Enhancement program for current course listings at http://biology.wisc.edu/K12-ProfessionalDevelopmentforK12Educators-WisTEP.htm

Wisconsin School Garden Initiative

The following additional resources are available:

- **Got Dirt? Cold Frame Manual**
  contains information about ways for extending the growing season
- **Got Dirt? Microfarm Manual**
  contains information about bringing the garden indoors
- **Got Dirt? Container Garden Manual**
  contains information about alternatives to in-ground gardens
- **Got Veggies? A Garden-Based Nutrition Education Curriculum**
  contains lesson plans and related activities for use with a youth garden

These resources can be accessed and downloaded at: www.wischoolgardens.org

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University of Wisconsin Extension-Cooperative Extension. **Preparing Soil for Planting**.

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acknowledgements

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ideas for our garden





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Website: www.dhs.wisconsin.gov/health/physical-activity/

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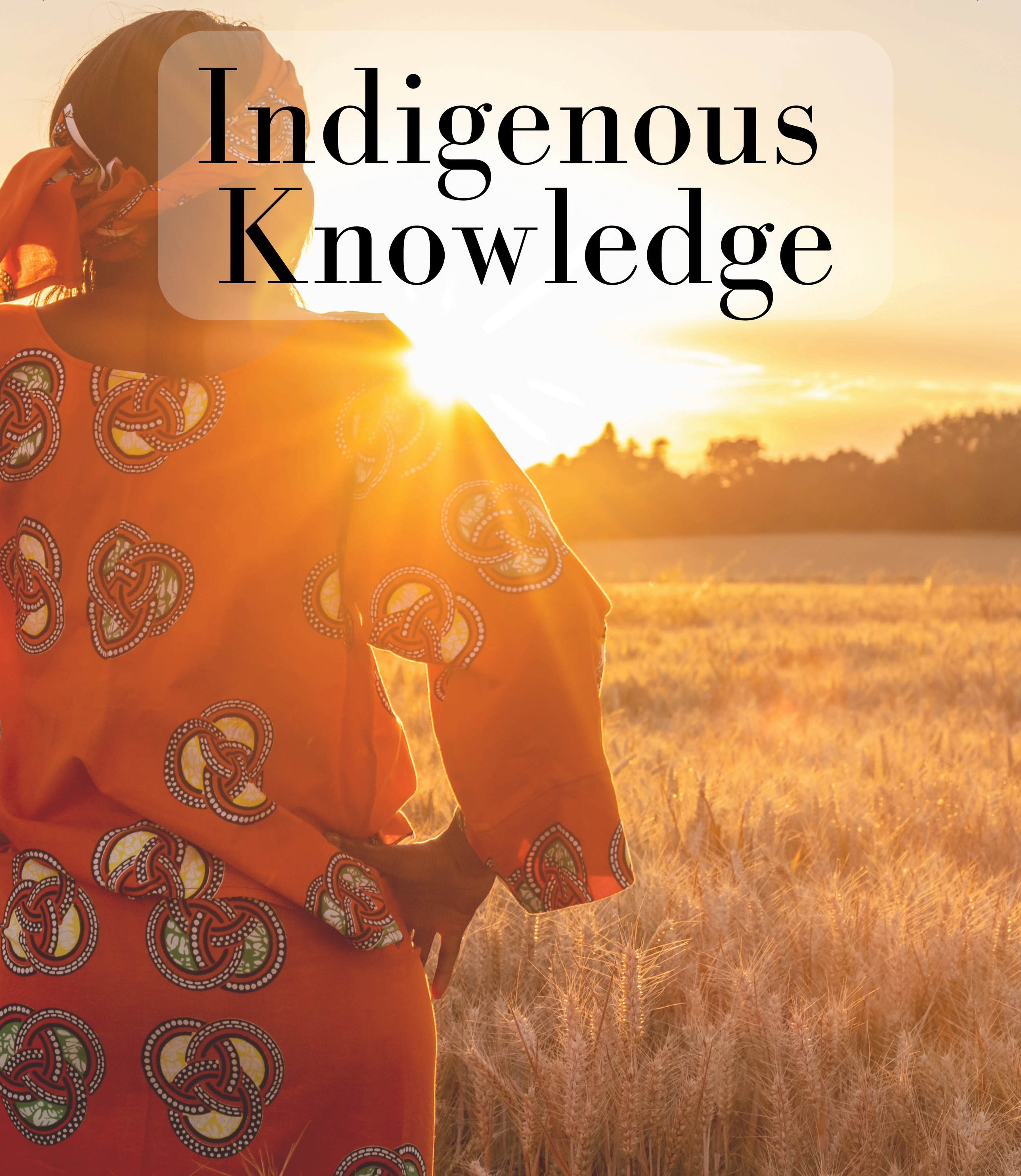
Chapter Sixteen



Indigenous Knowledge

OVERVIEW

Harvesting is a deep-rooted tradition amongst Métis people. While many Métis harvesting activities take place in rural areas, it's important to recognize traditional plant harvesting is also practiced in urban settings such as city parks, green spaces, and river valleys. In a recent survey, the Métis community in Alberta indicated plant harvesting is important to their physical health and community well-being. However, many respondents indicated concerns about pesticide use, and if, when, and where they could safely and legally harvest traditional plants within urban boundaries.

Some urban harvesters gather plants in cities where their ancestors collected the same types of flora. Traditional plants harvested in cities by Métis citizens are often used as medicines and for food. Plant harvesting is an important intergenerational and relationship building activity, as many harvesters pick with family members, passing down knowledge to younger generations and sharing the bounty with family, friends, and community. Keeping in mind our relationships to the land and plants, please only take what you need and do so carefully when harvesting.

PESTICIDES

Although all municipalities fall under provincial legislation for pesticide management and must only use federally-legislated pesticides labeled safe for use in cities, there is variation in usage. While some cities in Alberta have pesticide-free zones, it is difficult to know if any area is actually pesticide-free without regularly checking with the municipality.

This guide identifies how some cities in Alberta use pesticides, where pesticide-free areas exist, and signage used to indicate pesticide use. For information on pesticide use in your area, contact your municipality directly.

BYLAWS

According to many bylaws, harvesting plants in city parks is prohibited; however, municipalities differ in applying these bylaws. All municipalities allow berry harvesting, specifically, if it occurs along paths and does not damage plants.

Of the cities contacted, only St. Albert does not have a specific bylaw prohibiting plant harvesting. Edmonton allows non-commercial harvesting, recognizing the need to better understand Métis and other Indigenous harvesting practices in the formulation of future bylaws. Please note many cities require some type of permitting in order to carry out plant harvesting in parks and natural spaces.

> “THE FLOWERS AND PLANTS ALWAYS BRING US BACK TO OUR CONNECTION TO THE LAND AND THE MEDICINES AND TEACHINGS THEY GIVE US TELL US HOW TO LIVE ON MOTHER EARTH.”
>
> -Cristi Belcourt

PESTICIDE USE & HARVESTING BYLAWS BY MUNICIPALITY

CALGARY 4

EDMONTON 5

LETHBRIDGE 5

RED DEER 6

ST. ALBERT 7

ST. ALBERT



Turf in city parks, many listed weeds are under mowing and trimming regimes and herbicide treatments may be used on follow up



Forest and wetland spot applications for noxious weeds – no spraying in natural areas

Regulated weeds in natural areas possibly treated with chemicals:

- Common Burdock
- Creeping/Canada Thistle
- Common Tansey
- Field Scabious



Open dog parks, near playgrounds, active sports fields, and near medically exempted residents



Notices posted in park areas, including contact number, pesticide(s) used, and other details

No signage is used for Roundup on bare ground, ditch, and field applications



Harvesting on public land is allowed as long as trees are not damaged or destroyed



780-459-1557



Healing Gardens and **Founders Walk** — Indigenous parks with sweetgrass, sage, fruit trees and rhubarb

Harvesting encouraged:

– sweetgrass
– sage
– berries
– horseradish
– rhubarb
– crab-apples
– willow
– highbush cranberry
(for traditional pipes & drumstick cosntruction)

Information researched and compiled by the MNA Environment Team and Sarah De Lano through a partnership with the University of Alberta and the Sustainability Scholars Program.