

Nourishing Minds

Eat Well - Learn Well - Live Well



2019

Nourishing Minds: Eat Well – Learn Well – Live Well (2019)
replaces *Nourishing Minds Towards Comprehensive School Community Health:
Nutrition Policy Development in Saskatchewan Schools (2012)*.

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The prayers and wisdom shared by Elder Harriet St. Pierre, Elder Norman Charles, Elder Margaret Reynolds and Elder Margaret Cote were vital throughout the renewal of *Nourishing Minds*. Their guidance will improve the well-being for all Saskatchewan students.

Ministry of Education Policy Statement

Nutrition in Saskatchewan Schools

Authority: This policy statement is developed with reference to:

Legal documents

- *The Education Act, 1995* sections 4(1)(e), 87 (1)(f).

Aspirational documents

- *International Covenant on Economic, Social and Cultural Rights* (1966), Article 11, Section 1 and 2
- *Ottawa Charter for Health Promotion* (1986)
- *The Universal Declaration of Human Rights* (1948), Article 25
- *The United Nations Convention on the Rights of the Child* (1989), Article 24, Section 2(c),(e) and Article 27, Section 3

In accordance, the Government of Saskatchewan promotes a comprehensive and holistic approach to student health, safety and well-being.

Intent:

The Ministry of Education recognizes that good nutrition for children and youth supports their readiness for learning and is foundational to student success. Schools play an important role in preparing students for the future and well-nourished students are more likely to achieve their academic potential, physical development, mental growth and lifelong health and well-being.

This policy will provide guidance to boards of education in the development or renewal of effective nutrition policies.

The intent for this policy is to encourage boards of education, school divisions and schools to actualize *Nourishing Minds* (2019) and align with the key resources, including [*Healthy Foods for my School*](#) and [*Food Safety for my School*](#).

Policy Statement:

The Ministry of Education encourages boards of education, in collaboration with students, parents/guardians, school staff, School Community Councils, community organizations and public health professionals, to develop, review and/or revise and implement nutrition policies and administrative procedures and to consider:

- the [*Comprehensive School Community Health*](#) approach;
- [*Saskatchewan curricula*](#);

- authentic student learning opportunities;
- the physical and social environment (see [Comprehensive School Community Health](#)); and,
- adherence to provincial nutrition and food standards (see [Healthy Foods for my School](#) and [Food Safety for my School](#)).

Roles:

The Government of Saskatchewan shares responsibility with schools, families and communities to promote and support the healthy growth and development of Saskatchewan children and youth.

The Ministry of Education is committed to working with education sector partners, communities and other ministries to develop and implement school nutrition policies, administrative procedures and programs to ensure that healthy food and beverage options and practices are promoted.

Boards of education are responsible for the development of policies to ensure high quality nutritious foods are served and sold while also promoting healthy and safe food practices at the school level.

School divisions are responsible for following the board of education policy and are encouraged to develop, implement, update and regularly evaluate administrative procedures.

Schools are responsible for following the policies and administrative procedures developed by the board of education and school division, and are encouraged to provide healthy food choices.

Key resources have been identified to assist boards of education and school divisions to develop, renew and/or revise their nutrition policy and administrative procedures.

- [Child Care Licensee Manual \(2015\)](#)
- [Comprehensive School Community Health \(2014\)](#)
- [Food Safety for my School \(2018\)](#)
- [Healthy Foods for my School \(2014\)](#)
- [Nourishing Minds \(2019\)](#)
- [Registrar's Handbook for School Administrators](#)
- [Saskatchewan Curricular Outcomes and Nutrition \(2019\)](#)
- [Saskatchewan Treaty Outcomes and Nutrition \(2019\)](#)

How to Use this Document

You will find the following text boxes throughout the document:

Saskatchewan Voices

These text boxes include Saskatchewan stories, experiences and perspectives regarding nutrition in schools.

Did You Know?

These text boxes provide points of reflection. They also highlight Saskatchewan resources available to schools and school divisions to improve the school's nutrition environment.

Learn More

These text boxes provide statistics, summaries and research that support the need for nutrition policies and administrative procedures in schools.

Nourishing Minds (2019) is an online document available through the Saskatchewan Publications Centre.

All supporting resources in this document are highlighted in **green font** and underlined. *Appendix A: Key Resources* and *Appendix B: Other Useful Resources* include a listing of the resources that are also available on the Saskatchewan Publications Centre.

Saskatchewan Voices

I vividly remember a grade one girl opening up to me after I served her breakfast. She told me that this was the first time she'd gotten breakfast before school and that she liked it very much. Changing the life of that one student made the whole program worth it for me.

(Student, Clavet Composite School, 2017)

Saskatchewan Voices

Saskatchewan Voices

Growing up, my father would take me out on the trap line and teach me how to live off the land. I would help gather food for our family for the coming winter months. He would teach me how to pick berries, pull herbs, catch fish, snare rabbits and hunt moose. It was hard work in the spring and summer to prepare for the winter. We smoked, dried and canned our food. Layers of muskeg helped preserve food for the winter months. I learned so much on my trips with him about the various foods given to us by Mother Earth. I also learned about the role food plays for my physical, mental, emotional and spiritual health.

The foods available to children and youth today contain high fats, sugars and artificial flavours. These foods do not feed their physical growth, nor do they help students think or feel good after eating. Processed foods do not help the children and youth connect back to the land. Children and youth can see how natural and man-made disasters affect their food sources.

(Saskatchewan Elder, 2017)



Introduction

Evidence shows that good nutrition enhances academic performance (Rausch, 2013; Edwards, Mauch and Winkelman, 2011) and contributes to lifelong health and well-being (Health Canada, 2013). It is recognized that healthy students are better learners. The Government of Saskatchewan shares responsibility with schools, families and communities to promote and support the healthy growth and development of Saskatchewan children and youth.

The Ministry of Education encourages boards of education, in collaboration with students, parents/guardians, school staff, School Community Councils, community organizations and public health professionals to develop, adopt and implement nutrition policies and administrative procedures that align with the guidelines provided in this document (see [Ministry of Education Policy Statement](#)) and related supports.

The purpose of this document is to promote the use of a whole school approach to support the well-being of students and to help them thrive academically by:

- encouraging healthy food and beverage options and developing practices that meet nutrition standards in Saskatchewan schools;
- providing guidelines and links to resources for schools to improve their nutrition environment;
- providing curricular connections for educators to address learning outcomes related to nutrition; and,
- assisting boards of education and schools in the development and implementation of effective nutrition policies and administrative procedures.

Did You Know?

“The United Nations Convention on the Rights of the Child, adopted by Canada in 1991, underlines that all children have rights – a right to be protected, to health and nutrition, to communicate, to be heard, to have access to leisure, play, culture, and art, to contribute, and to learn.

Children have the right to respectful environments including respect for First Nations and Métis ways of knowing, cultural traditions of newcomers to Canada and inclusion of children who are unique learners or experiencing disability.”

(Saskatchewan’s Early Years Plan, 2016 - 2020, pg. 3)

The Relationship Between Student Success and Nutrition

The school setting can play a key role in supporting healthy environments so students can achieve their potential. Evidence indicates that children who eat enough healthy foods:

- have better attendance;
- succeed academically;
- are more alert and have improved memory; and,
- have improved mood and mental well-being (Public Health Nutritionists of Saskatchewan, 2016; Adolphus, Lawton and Dye, 2013).

Learn More

Only 9.4% of Saskatchewan children in grades 6-12 reported eating at least 5 servings of vegetables or fruit each day.

(Minaker and Hammond, 2016)

Providing access to healthy foods and beverages is one of the best ways to protect and promote good health in children, youth and adults (Health Canada, 2015). Healthy eating nourishes the spiritual, physical, mental and emotional self (Health Canada, 2015; Dietitians of Canada, 2016). Research demonstrates that

healthy children and youth have an increased capacity to learn and are more likely to develop the attitudes, values and skills needed to be competent, effective and resilient adults (Bassett-Gunter, Yessis, Manske and Stockton, 2012).

Food Security

In Saskatchewan, approximately 1 in 5 students in grades 6-10 reported going to bed or to school hungry at least sometimes because there was not enough food at home (Reid, King, Hatala and Freeman, 2016).

Learn More

Without food security, children may experience higher rates of stress, anxiety, social isolation, depression and suicidal thoughts.

(Saskatchewan Food Costing Task Group, 2015)

Food security is when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their needs for an active and healthy life (Committee on World Food Security, 2012). Long term strategies and system changes are needed to make healthy food affordable, accessible and available for all Saskatchewan families. One example of a system change is to ensure that healthy food is available within schools, recreation facilities, public spaces and communities (Saskatchewan Food Costing Task Group, 2015).

Supporting Healthy Eating

Childhood is a time to enjoy a variety of nutritious foods, to develop good eating habits and to establish a healthy relationship with food. A child’s learning environment, including their school and child care centre, exerts influence over their eating habits (Ward, Bélanger, Donovan, Horsman and Carrier, 2015). Schools have been described as “the ideal setting to establish and promote healthy eating practices in children and adolescents” (Taylor, Evers and McKenna, 2005).

Child Care in Saskatchewan

Many provincial school divisions have early years child care centres located in their schools that provide foods to children. These centres are required to follow the provincial regulations and policies outlined in the [Child Care Licensee Manual](#) which include guidelines on nutrition and menu planning. School division nutrition policies and administrative procedures can further align with these regulations and policies as appropriate.

Whole School Approach to Nutrition

Supporting the nutritional well-being of students helps prepare them to be ready to learn and achieve. In a school setting, food and beverage choices are influenced by accessibility and the options offered in vending machines, a cafeteria or snack and meal programs, as well as proximity to fast food restaurants or convenience stores (Browning, Laxer and Janssen, 2013).

Learn More

Students, on an average school day, consume about one-third of their calories at school.

(Browning, Laxer and Janssen, 2013)

Nutrition is also influenced by the social environment, including how healthy eating is modelled and reinforced within the school setting. High quality teaching and learning further reinforces nutrition education and can positively influence a student’s eating habits. Using a whole school approach, boards of education in collaboration with schools, families and community can influence positive eating habits through the creation of effective policies. By implementing effective nutrition policies, actions at the school level influence students to make healthy choices at school, at home and in their community.

Saskatchewan Voices

In the past, Clavet Composite School held regular doughnut and bake sales. Today, they host school-wide veggie and fruit days. Students take the lead to prepare and serve the fruit, veggie and dip buffet to over 650 students and staff.

One day, as the platters of fresh cucumbers, carrots, celery and broccoli were being served, a staff member overheard a group of grade four students walk by and say, “Oh those veggies smell good, I can’t wait!” This felt validating to the staff member who commented, “They salivate over vegetables, like one would expect them to do over fresh baked cookies.”

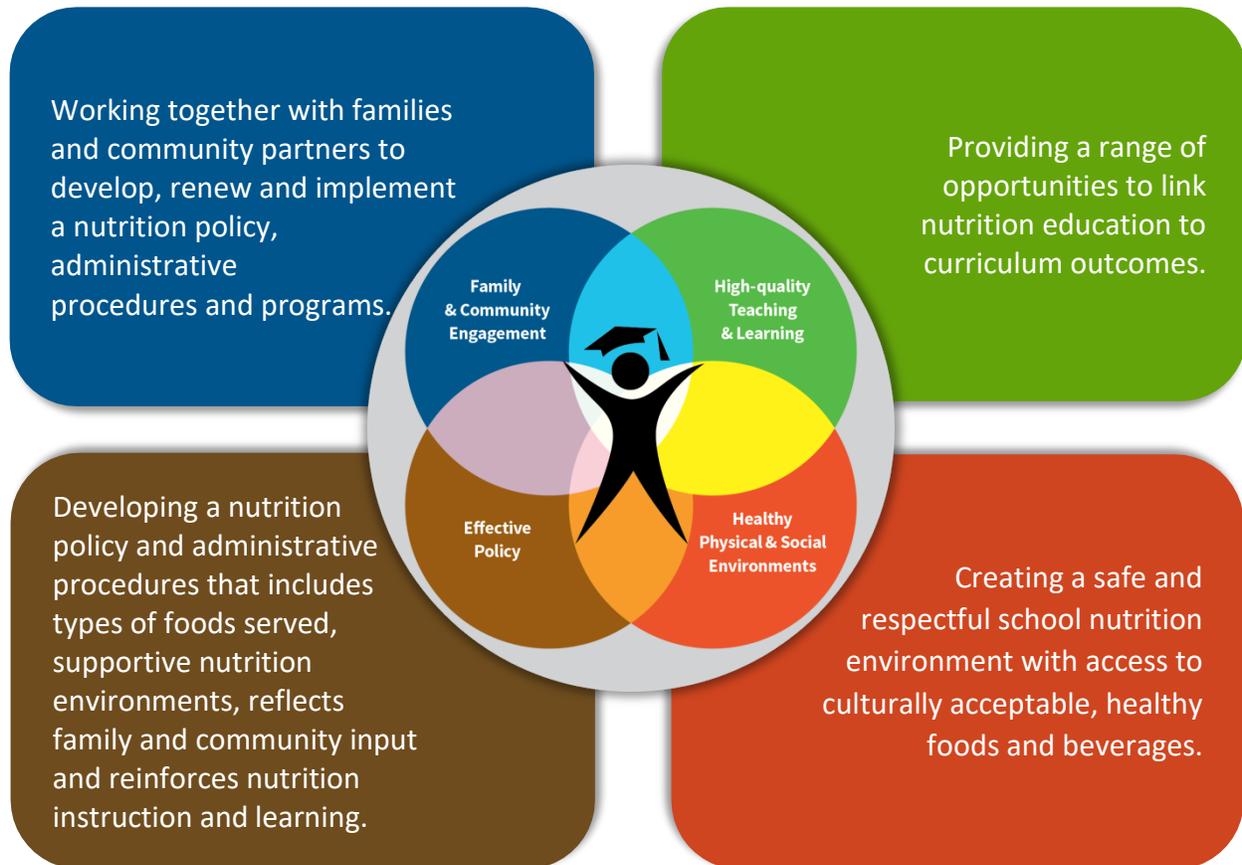
Replacing the doughnut and bake sale day with healthier food options has changed the school’s culture and makes it easier for students to make healthy choices.

(Staff, Clavet Composite School, 2017)



Impacting Nutrition in Schools

Comprehensive School Community Health



Comprehensive School Community Health (CSCH) is a collaborative approach that invites the school, family and community to work together to enhance the health and well-being of all students, which includes nutrition. To successfully implement CSCH, education, health and other sectors must work together and share a common vision. Nutrition policies and administrative procedures and programs that incorporate a CSCH approach at the school level can facilitate improved student achievement and positive behaviours (National Center for Chronic Disease Prevention and Health Promotion, 2014).

The following sections illustrate how the four components of the CSCH approach can support the development of a healthy school nutrition environment.

High Quality Teaching and Learning

Saskatchewan Voices

In response to the Truth and Reconciliation Commission’s final report and inspired by the Rideau Hall Heart Garden, students at Moose Jaw’s Palliser Heights Elementary School created their own Heart Garden. During the project, the students learned about the history of residential schools, created a teaching garden space and revamped part of the school yard.

In-kind and financial donations contributed to the creation of a fenced in garden space with irrigation and raised beds. Pumpkins, potatoes, carrots, beets, tomatoes, Saskatoon berry bushes and various herbs were planted. The First Nations University of Canada donated seedlings that are native to Saskatchewan and a corner of the garden was set aside for these plants.

(Staff, Palliser Heights Elementary School, 2016)

All school staff and students can be leaders for healthy eating initiatives. Teaching about healthy eating through classroom instruction, creating a school garden, modeling healthy practices or developing effective nutrition policies are some of the ways that staff can create an environment that supports the health and wellness of students within the school. Learning about nutrition in engaging and authentic ways, in real-life settings, encourages students to make healthy food choices. Healthy eating messages and classroom practices that align with Saskatchewan’s Core Curriculum and the school division’s nutrition policy and/or administrative procedures equip students with the knowledge, understanding, skills and confidence necessary to make informed decisions for healthy personal and social development.

Learning about Healthy Eating and Nutrition

Learning about healthy eating and nutrition can be accomplished in a number of the required areas of study (see [Saskatchewan Curricular Outcomes and Nutrition](#) and [Treaty Education Outcomes and Nutrition](#)).

Did You Know?

The Public Health Nutritionists of Saskatchewan are registered dietitians who have developed resources for educators. *Teaching Nutrition in Saskatchewan: Concepts and Resources* are available on the Saskatchewan [curriculum website](#) and align with Saskatchewan curriculum and CSCH.

Health education in particular, is a key area of study that addresses healthy eating as an important health-enhancing behaviour. The aim of K-12 health education is to develop confident and competent students who understand, appreciate and apply health knowledge, skills and strategies throughout their life (*Health Education 5*, 2010). The goals of K-12 health education curricula are:

- develop the understandings, skills and confidence to take action to improve health;
- make informed decisions based on health-related knowledge; and,
- apply decisions that will improve personal health and/or the health of others.

Health education is taught, learned and evaluated using an inquiry approach to healthy decision making (*Health Education 5*, 2010). Using curricular outcomes as a starting point, teachers create learning opportunities for students to wonder, question, investigate, interpret and examine opportunities and challenges and apply their learning.

Did You Know?

The *Registrar's Handbook for School Administrators* outlines the time allocations for health education and other areas of study that could support nutrition.

Saskatchewan Voices

Nutrition education is all around us, not just reading about it in books. Providing students the opportunity to learn from the land will give them a new perspective that can reduce food waste and promote giving back to the community. Land-based learning can also give students who may not have access to healthy foods from the grocery store, a chance to start growing healthy foods on their own.

(Saskatchewan Elder, 2017)

Stepping out of the Classroom

Teaching nutrition using Saskatchewan's Core Curriculum and supporting resources provides students with a wide range of opportunities to demonstrate understanding, confidence and motivation for a healthy and balanced life. Educators can further their students' personal competency, self-efficacy and social responsibility by taking students out of the classroom and into environments where food is grown, processed and served. Engaging key members of the community, such as Elders or producers, can also enrich the learning experience for students.

Such experiences support the development of Saskatchewan’s Core Curriculum three Broad Areas of Learning:

- sense of self, community and place;
- lifelong learners; and,
- engaged citizens.

The four Cross-curricular Competencies are also supported:

- developing thinking;
- developing identity and interdependence;
- developing literacies; and,
- developing social responsibly.

Healthy Physical and Social Environments

Did You Know?

You can contact your [local public health office](#) to learn how to apply the nutrition and food standards.

To support a healthy physical and social environment within the school setting, it is important to ensure the foods and beverages provided are nutritious, safe, culturally acceptable and support the diversity and inclusiveness of the school community. A healthy school setting is further strengthened when staff and students model and reinforce healthy food practices in a positive manner. Effective nutrition policies and administrative procedures incorporate these components of a healthy physical and social environment.

Provincial Nutrition and Food Standards

The Saskatchewan Ministry of Health’s nutrition and food standards, [Healthy Foods for my School](#), [Planning Healthy Menus for my School](#) and [Food Safety for my School](#) can:

- inform the development of nutrition policies and administrative procedures;
- serve as resources for schools and school divisions to determine the foods and beverages to be served or sold in the school setting; and,
- assist with the implementation of proper sanitation and food safety procedures.

Did You Know?

You are encouraged to recertify your Safe Food Handling Course every five years.

These standards promote the provision of high quality, safe and nutritious foods for vending machines, canteens, when providing meals or snacks, fundraising, school and classroom celebrations, sporting and other special events.

Cultural Considerations

The food and beverage selection process should take into consideration the diversity of students in the school and account for various ethnic and cultural food related practices. Social, cultural and spiritual norms all influence individual food preferences (Raine, 2005). Offering traditional or culturally appropriate foods helps celebrate diversity and inclusiveness and reinforces a positive cultural identity within the school setting (see [Cultural Practices and Foods](#) and [First Nations and Métis Traditional Practices and Foods](#)).

Creating Healthy Nutrition Environments

There is more to healthy nutrition environments than what food and beverage options are available to students. Healthy nutrition environments also:

- consider how much time is allotted for eating, provide for adequate space (e.g., classroom) and encourage social interaction;
- support students and staff in modeling healthy food practices in a positive manner and maintaining safe, caring and respectful relationships between and among each other; and,
- promote inclusive, social interaction during eating time and limit distractions such as televisions, phones and other technology.

Learn More

Food waste increases when the eating location is overcrowded and noisy. This results in economic loss, and children not receiving all the nutrients offered.

(World Health Organization, 2006)

Did You Know?

Weighing students in school does more harm than good. In trying to help all children grow well, sometimes a focus is put on children's weight. Instead, it is important that the focus be on the health and wellness of the whole child. All students need to be physically active and eat well in order to be healthy regardless of their body weight.

Family and Community Engagement

A Comprehensive School Community Health (CSCH) approach encourages engagement of students, families and communities in the development, renewal and implementation of nutrition policies, administrative procedures and programs. This approach ensures active support and shared responsibility to promote health in schools and create a more inclusive and welcoming environment. For example, engaging a variety of cultural groups and First Nations and Métis organizations can provide locally relevant perspectives and practices as they relate to nutrition and traditional foods in the school setting. With ethnic diversity increasing in provincial schools, there are opportunities to engage in these discussions.

Saskatchewan Voices

The nutrition programming in our Prekindergarten – Grade 3 school has been positive for our students. Learning improves as students can be focused on their classroom experiences, not worrying about being hungry and having their basic needs met.

Our school benefits from a partnership with a community board that offers all our students a daily breakfast program. The board also provides service hours through a nutrition employee to plan, shop for resources and prepare and support the daily breakfast program. Families are welcome to join their children for breakfast as well, contributing to the welcoming nature of this nutrition program.

(Central Park Elementary School, Nipawin, 2016)

Engaging Students

“When young people feel engaged in decision-making, they feel connected to their school environment and community, they build relationships with their peers and adults and they learn new skills” (*Youth Engagement Toolkit*, 2018). Including students in decision-making processes demonstrates that their voice is valued in the renewal, implementation and evaluation of school nutrition policies and administrative procedures. It is important to note that student engagement is different from a focus group.

Focus groups are designed for a one-way flow of information from the students to the consultation host while student engagement is relationship-based and sets up a reciprocal exchange of information and learning (*Youth Engagement Toolkit*, 2018).

Did You Know?

The *Youth Engagement Toolkit* (2018) communicates the importance of youth engagement and outlines “how-to” effectively support youth engagement.

Engaging School Community Councils

School Community Councils (SCCs) play an important leadership role in supporting student well-being. Engaging SCCs in healthy food initiatives and developing policy and administrative procedures will result in a deeper understanding of the importance of health and wellness in both the school and community. This understanding can have a positive effect on the lives of youth.

For example, SCCs can help to:

- provide role models for healthy food practices and ensure SCC activities align with the school nutrition policy and administrative procedures;
- inform parents/guardians about the importance of nutrition at the school and in the community;
- create community gardens on school grounds;
- gain community support for meal or snack programs; and,
- provide input into menu planning (see [Planning Healthy Menus for my School](#)).

Engaging Health System Partners

Health and education are interdependent. The CSCH approach supports collaboration between the health and education sectors to better accomplish mutual goals and support shared mandates for student success and well-being. Health professionals such as registered dietitians and public health inspectors can lend their expertise in the development of nutrition policies and administrative procedures and the implementation of the provincial nutrition and food standards.

Effective Policy

Effective policy and administrative procedures consider and address all aspects of a CSCH approach. Effective nutrition policy and administrative procedures should be developed and/or revised, implemented and evaluated collaboratively with key stakeholders including students, parents/guardians, school staff, SCCs, community organizations and public health professionals. The following should be considered when developing policy or administrative procedures:

- authentic student learning opportunities;
- the physical and social environment; and,
- provincial nutrition and food standards.

Keeping it Sustainable

Monitor and Evaluate

It is important to consider the outcomes or areas of impact that will be achieved when developing and implementing new or renewed policy or procedures. There are a number of tools available to evaluate your school's progress.

Saskatchewan Voices

Our nutrition policy was developed over six years ago and it informs the food choices in our school. We continue to provide a school milk program, healthy choices (including apples, oranges, yogurt and water) at our school events and healthy sandwiches at family lunches. We recently added a universal snack for all children from Kindergarten to Grade 3, which is provided on a daily basis through division-allocated funding and a joint-funded position with our community board partner.

(Central Park Elementary School, Nipawin, 2016)

Evaluation Surveys

Student voice is a catalyst for change. Schools have the opportunity to select and gather data around certain measures to inform school communities about various challenges and opportunities concerning school improvement, such as: student engagement, quality instruction, and emotional and physical health outcomes, including nutrition.

Schools and school divisions are encouraged to create partnerships with students, staff, SCCs, parents and other community members to select measures, analyze, reflect and create actions together toward school improvement.

Meaningful for Students

“...students are most likely to see the survey as a meaningful opportunity to share their experiences of school and learning when they:

- Understand who is asking the questions.
- Understand the purpose of the survey.
- See survey results and changes being made that respond to them.
- Are invited to collaborate with staff in using survey data as a tool for improvement.”

(Education Canada; Canadian Education Association, 2011)

School Nutrition Environment Assessment Tool

The free [Comprehensive School Community Health \(CSCH\) School Nutrition Environment Assessment Tool](#) was designed to support the development, revision, implementation and evaluation of school nutrition policies and administrative procedures using a CSCH approach.

Healthy School Planner

The Pan-Canadian Joint Consortium for School Health (JCSH) has developed a free assessment tool, the [Healthy School Planner](#) that schools can use to assess their current health environment (i.e., nutrition, mental health, tobacco and physical activity) and develop a plan to make improvements.



Appendix A: Key Resources

Below are key resources to assist boards of education and school divisions when developing, renewing or implementing school nutrition policies, administrative procedures and programs to ensure healthy food and beverage options and practices are promoted.

[Child Care Licensee Manual](#) – licensed child care centres and family child care homes are expected to meet and maintain specific nutrition standards.

<http://publications.saskatchewan.ca/api/v1/products/76930/formats/87922/download>

[Comprehensive School Community Health](#) – a collaborative approach that invites school and community stakeholders to work together to enhance the health and well-being of all students.

<http://publications.saskatchewan.ca/api/v1/products/74318/formats/85649/download>

[Food Safety for my School](#) – standards to help schools ensure foods and beverages offered to students are acquired, prepared, stored and served in a safe manner.

<http://publications.saskatchewan.ca:80/api/v1/products/100211/formats/110584/download>

[Healthy Foods for my School](#) – a guide to help schools choose and provide healthy food and beverage options for students.

<http://publications.saskatchewan.ca:80/api/v1/products/89504/formats/106356/download>

[Ministry of Education Policy Statement: Nutrition in Saskatchewan Schools](#) – the Ministry of Education’s policy statement regarding nutrition in Saskatchewan Schools.

<http://publications.saskatchewan.ca:80/api/v1/products/100212/formats/110585/download>

[Registrar’s Handbook for School Administrators](#) - a compilation of policies and procedures related to supporting PreK-12 education in Saskatchewan.

<http://publications.saskatchewan.ca/api/v1/products/73979/formats/97479/download>

[Saskatchewan Curricular Outcomes and Nutrition](#) – a list of some K-12 curriculum outcomes to assist educators to address topics related to nutrition.

<http://publications.saskatchewan.ca:80/api/v1/products/100213/formats/110586/download>

[Saskatchewan Treaty Education Outcomes and Nutrition](#) – selected treaty outcomes to assist educators and others to address nutrition.

<http://publications.saskatchewan.ca:80/api/v1/products/100214/formats/110587/download>

Appendix B: *Other Useful Resources*

The list below includes other useful resources to create healthy school nutrition environments.

Cultural Practices and Foods – a resource to support newcomers in schools.

<http://publications.saskatchewan.ca:80/api/v1/products/100215/formats/110588/download>

Eating Well with Canada's Food Guide – assists individuals to make healthy food choices.

<https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/get-your-copy.html>

Eating Well with Canada's Food Guide: First Nations, Inuit and Métis – reflects traditions and choices of First Nations, Inuit and Métis communities.

<https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/eating-well-with-canada-food-guide-first-nations-inuit-metis.html>

First Nations and Métis Traditional Practices and Foods – provides information about First Nations and Métis people's relationship with food.

<http://publications.saskatchewan.ca:80/api/v1/products/100216/formats/110589/download>

Healthy School Planner – a free tool that schools can use to assess the current health environment, including nutrition, and develop a plan to initiate improvements.

<http://healthyschoolplanner.com/>

Planning Healthy Menus for my School – a resource to plan menus for school breakfast, lunch and/or snack programs.

<http://publications.saskatchewan.ca:80/api/v1/products/100247/formats/110628/download>

School Nutrition Environment Assessment Tool – a self-reflective assessment tool to provide information about current nutrition environments in the school, identify strengths and areas for improvements and measures progress over time.

<http://publications.saskatchewan.ca:80/api/v1/products/100248/formats/110629/download>

Teaching Nutrition in Saskatchewan: Concepts and Resources (Grades 1-3) - to assist educators to identify accurate information to help them teach nutrition for grades 1-3.

https://www.edonline.sk.ca/bbcswebdav/orgs/MOE_resource_evaluation/Resource%20Files/Miscellaneous%20Screenshots/R102960.pdf

Teaching Nutrition in Saskatchewan: Concepts and Resources (Grades 4-5) - to assist educators to identify accurate information to help them teach nutrition for grades 4-5.
https://www.edonline.sk.ca/bbcswebdav/orgs/MOE_resource_evaluation/Resource%20Files/Miscellaneous%20Screenshots/R102961.pdf

Teaching Nutrition in Saskatchewan: Concepts and Resources (Grade 6) - to assist educators to identify accurate information to help them teach nutrition for grade 6.
https://www.edonline.sk.ca/bbcswebdav/orgs/MOE_resource_evaluation/Resource%20Files/Miscellaneous%20Screenshots/Teaching%20Nutrition%206%202018.pdf

The Cost of Healthy Meals and Snacks for Children and Youth in Saskatchewan 2015 – a resource that indicates the average cost of healthy meals and snacks for Saskatchewan children and youth.
<http://publications.saskatchewan.ca/api/v1/products/88606/formats/105305/download>

Youth Engagement Toolkit (2018) – a toolkit designed to indicate the importance of and the “how-to” of youth engagement.
<http://www.jcsh-cces.ca/index.php/resources/latest-website-additions/143-youth-engagement-toolkit>

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