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### Housekeeping before we jump in



- Handouts available in the chat box – feel free to download
- Please ensure your microphone is muted to reduce background noise
- All questions at the end
- Recording will be available shortly
- Have your phone or device ready – you'll need them to participate in some games 😊

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### Tressa Beaulieu, RD

- Straight, cis, able bodied (she/her)
- Métis woman with Oji-Cree ancestral ties to Lake St. Ann area (now known as Lake Nipigon)
- Major in Human Nutritional Sciences and Minor in Indigenous Studies
- Employed with Nüton as a Nutrition Educator
- Owner of Red Horse Connection



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### Amanda Hamel, RD

- White settler
- Able bodied, pronouns: she/her
- Food secure
- Registered Dietitian since 2013
- Currently employed with Nüton as a Nutrition Educator




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### What is your role?




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### Who is Nüton?




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### Our Goal

[We] provide training and nutrition programs to Manitoba educators so they can help kids feel comfortable around food and eating.

[We] inspire Manitoba educators to have a positive impact on kids' food journeys using experience-based learning to discover and explore a variety of foods.



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### Four Ingredients to Make a Difference

- Eating Competence
- Food Literacy
- Body Acceptance
- Food Journeys



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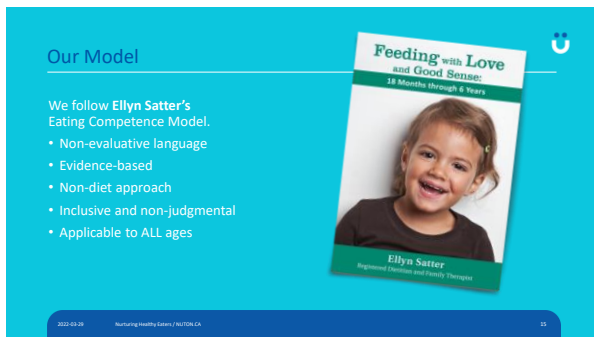
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## Before we dive in...

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## What is a “healthy eater”?



Imagine you are having dinner with friends and their kids.

What specific things might the kids do to make you describe them as “healthy or good eaters”?

- Is it certain behaviour?
- Is it how much they eat?
- Is it trying all the foods on their plate?
- Is it something else?

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## Today, we’re going to explore this topic!



Consider that being a “healthy eater” is more than the **types** and **amount** of food a kid eats.

**Eating well means that most of the time:**

- Kids find value and satisfaction in eating and food (enjoyment);
- Eat a variety of foods and have the skills to learn to like new foods (acceptance);
- Have reliable meals and snacks with enough time to eat (time);
- Are supported to let their own feelings of hunger, satisfaction and fullness guide how much they eat to grow into the bodies that are right for them (trust).

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### Nurturing Healthy Eaters

- These resources provide;
- Suggestions for building **Positive Eating Environments**
- Information on **Natural Hunger & Fullness Cues**
- Tips to **Build Trust With Kids & Families**
- Suggestions for **Exploring Food in a Fun Way**.



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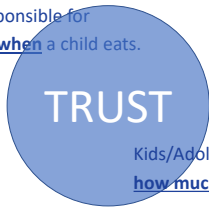
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### Division of Responsibility (sDOR)

Adult is responsible for **what, where** and **when** a child eats.



Kids/Adolescent is responsible for **how much** and **whether** they eat.

Source: [Elynsatterinstitute.org](http://Elynsatterinstitute.org)

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### What are the roles of adults?



- Choose and prepare the food
  - Be considerate of kids' lack of food experience without catering to likes and dislikes
- Provide regular meals and snacks
- Make mealtimes pleasant (more on this later)
- Step-by-step, show by example how to behave at mealtime
- Avoid giving food handouts between meals/snacks (except for water)
- Let kids grow up into the bodies that are right for them
- Follow the Division of Responsibility

Source: [ellynsatterinstitute.org](http://ellynsatterinstitute.org)

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### How these roles differ in childcare



#### Child Care Facility

- Responsible for **WHEN** and **WHERE** foods are eaten and **sometimes** **WHAT**
- When food comes from home, families take on the role of **WHAT** food is served to their children

#### Home/Family

- When they are asked to send food from home they are given the role of **WHAT** food is served



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### How these roles differ in school



#### School

- Responsible for **WHEN** and **WHERE** foods are eaten and **sometimes** **WHAT**
- When food comes from home, families take on the role of **WHAT** food is served to their children

#### Student

- Decides whether and how much to eat from what is provided



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## Promoting Positive Eating Environments

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### Positive Eating Environments

- Have scheduled meals and snacks (every few hours, with realistic spacing)
- Distraction free (no electronics or literature)
- Posters or visuals that support a relaxed and judgement free eating environment
- Foods offered are the adult's responsibility
- Mealtime conversation (**handout**)
- Mealtime etiquette



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### Mealtime Conversations



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## Natural Hunger and Fullness Cues

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### Kids have an innate ability to regulate hunger/fullness

How can adults support this?

- Allow kids to control their own intake – don't specify a certain number of bites.
- Allow kids 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.
- No grazing – water between meals and snacks

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### Natural Hunger and Fullness Cues

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## Building Trust with Kids and Families

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### Building Trust

- Seek to understand and respect cultural food differences
  - The word "healthy" means different things to different people
- Allow kids to eat all foods sent from home
- We don't always know the reason's why certain foods are put in a kid's lunch
- Instead of "taking away", consider what can you "add"?
- Support families in need – Winnipeg Harvest, etc.



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### What does the world eat for breakfast?



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## Exploring Food in a Fun Way

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## Neutral Food Exposure

- How we talk about foods
- Keep it simple & factual
- Non-evaluative language
- Use the 5 senses as guidance



- Kids are sponges...

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## Examples of Evaluative Language

- Healthy versus unhealthy
- Good versus Bad
- Clean versus Junk
- Sometimes versus everyday food
- Real versus not real



**Some questions to reflect on:**  
 Why would we try to avoid using this language when talking about food & eating?  
 What's the difference between saying "its good isn't it?" and "how do you like it?" after a kid tries a new food?

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### Examples of Non-Evaluative Language



- Sorting and categorizing (colour, those with seeds, size, etc.)
- Food ecology (where foods come from)
- Animals that eat these foods
- How foods can be prepared (e.g., different ways to cook an egg)
- Older kids (above 12 years of age) – neutral and factual nutrition education



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### Brainstorm Activity: Share in the chat box

What are some ways to involve kids in food related activities?



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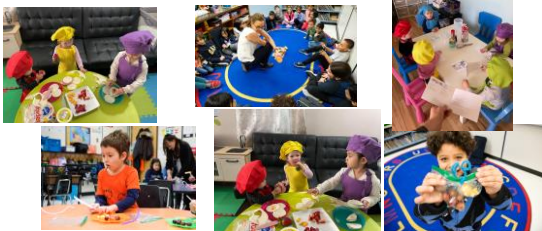
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### Food Exploration



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Pinterest

@nutonMB



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### How Can Nüton Support You?

Whether you're an educator, health professional or caregiver, there's something for everyone.

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### For Teachers and ECEs, Our Programs are...



- Early childhood – childcare and preschool programs
- Developmentally appropriate, cross-curricular K-8 programs achieve outcomes in:
  - ✓ ELA
  - ✓ Math
  - ✓ HE/PE
  - ✓ Social Studies
  - ✓ Science
- Knowledge and skill building
- Engaging and fun!

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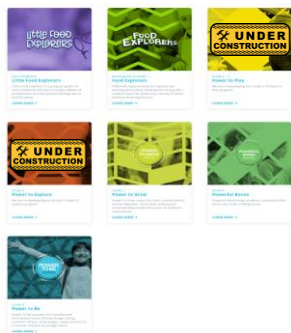
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### Educator Training Overview

Sign up for a FREE virtual Workshop by visiting [nuton.ca](http://nuton.ca)!

Our virtual workshops are interactive and give you the tools you need to help kids develop a more positive relationship with food and their bodies. Walk away with a ton of FREE resources to use!

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### Mini Food Grants Available

- We want to help cover the costs of the ingredients and supplies for our select programs
  - Little Food Explorers (preschool)
  - Food Explorers (Kindergarten to Grade 4)
  - Grade 4/5/6 smoothie builder!
- Up to \$150 annually depending on the program



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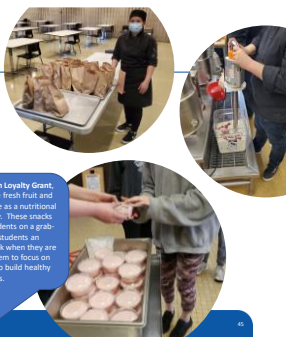
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### Nüton & SMP Loyalty Grant

- As a response to the pandemic, we created the Nüton and SMP Loyalty Grant to help top-up schools using CNCM-funded snack and meal programs, to offer support in purchasing nourishing foods, including dairy, during difficult times.



Thank you very much for your support in the health and wellbeing of RRS Russell Vocational High School students. Many of our student's families struggle financially and often with food insecurity. A lot of the families are not able to offer fresh fruit to their children on a regular basis.

With the use of the Nüton Loyalty Grant, we were able to purchase fresh fruit and yogurt for students to have as a nutritional snack throughout the day. These snacks are made available to students on a grab-and-go basis. Giving students an opportunity to grab a snack when they are hungry. It also allows them to focus on their learning and start to build healthy eating habits.

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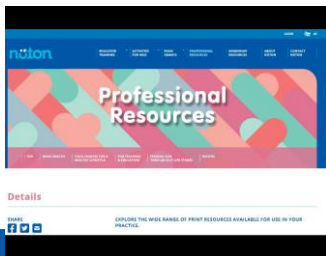
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### For Health Professionals & Caregivers, Nüton Offers...



- A variety of free resources for download or to order on our website
- These webinars!
- More to come...



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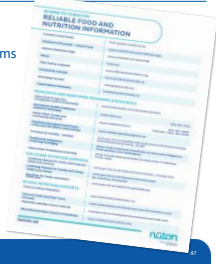
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### Where to turn for reliable nutrition advice



- Nutrition for Early Learning and Child Care
- Indigenous and Newcomer resources and programs
- Nüton
- Canada's Food Guide
- Unlockfood.ca
- Child Nutrition Council of Manitoba
- Food Matters of Manitoba
- Eilyn Satter Institute
- **AND MORE – check the list of resources...**



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### What is one thing you will put into practice as a result of attending this webinar?

Survey at end of webinar



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Final Thoughts...

Feeding children isn't about getting food into them. It's about letting them learn how to eat.

~Ellyn Satter

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Don't forget your Handouts!

- Nurturing Healthy Eaters Series
- Mealtime Conversation Starters
- Reliable Nutrition Information Links

The recording of this webinar will be available soon!

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Thank you! Questions?

Join our e-mail list by visiting [nuton.ca](http://nuton.ca)  
 Contact us at:  
[Nuton.mb@dfc-plc.ca](mailto:Nuton.mb@dfc-plc.ca)

Follow us on social media @nutonMB

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