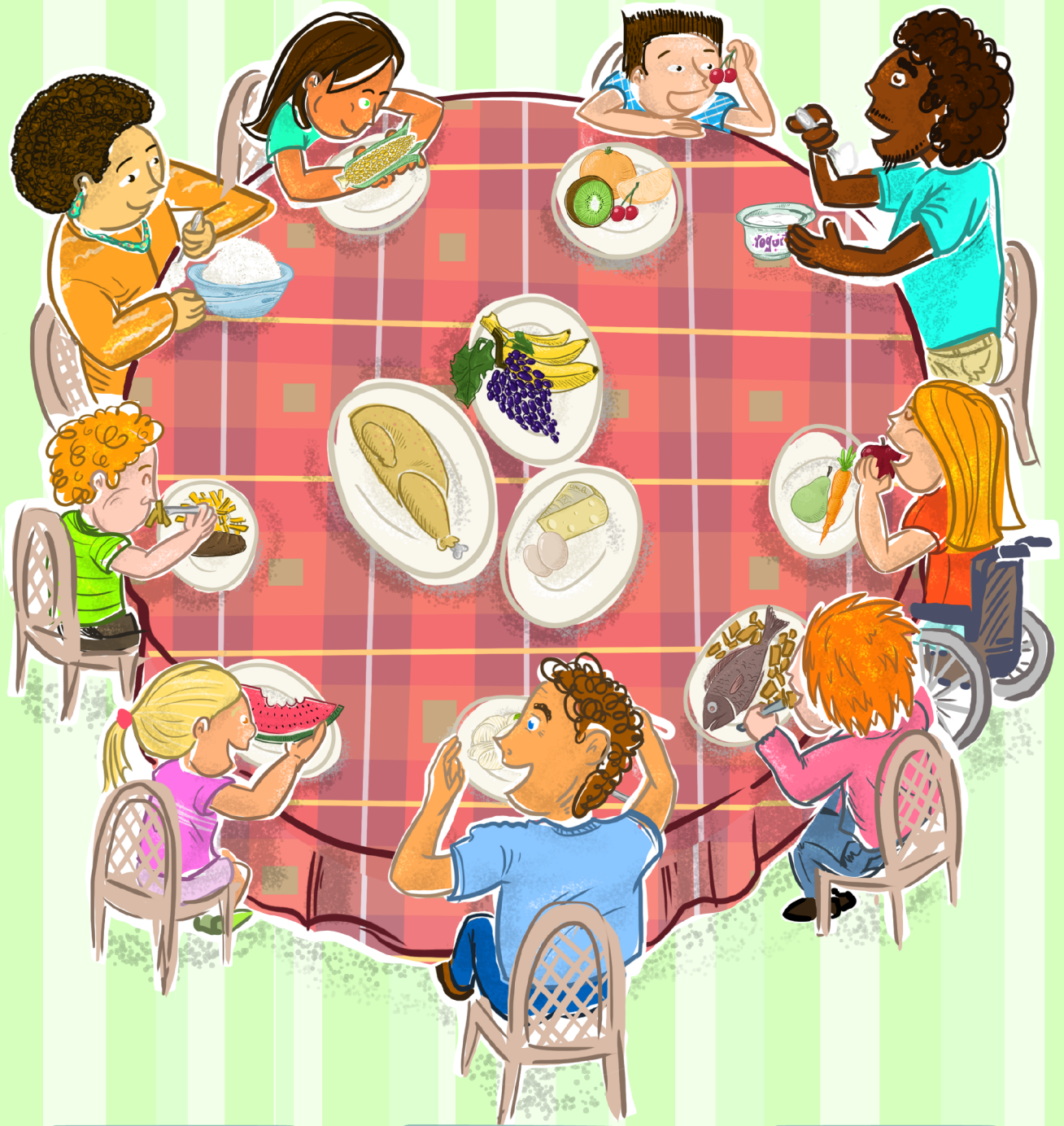


EDC/HRE FOR PRINCIPALS



Awareness

Why we need to look beyond the plates of our students!

Preparation

Food literacy education is a whole school approach!

Action

Let all the voices be heard and our actions felt!

NUTRITION



NUTRITION

Nutrition

A Roman proverb states that you cannot argue about personal taste. Indeed, what kinds of food and drink we like or dislike, and how we prepare and have our meals, is part of our personal identity. In so doing, we exercise our human right of personal freedom ([UDHR, article 3](#)). This indicates that the way we satisfy our basic needs of eating and drinking has human rights and social dimensions that lead to the core of EDC/HRE. Liberties carry responsibilities. Our nutritional habits affect our health and life expectancy to a considerable extent. Thus, we are largely responsible for our own well-being. Our responsibility extends beyond that, however. If we choose to buy zucchini or melons in the summer, for example, we can support local producers. Conversely, if we insist on buying such produce in the winter, we fuel the global supply chain, which has a considerably larger environmental footprint. It is, however, nearly impossible to sidestep globalized production completely.

We suggest that schools encourage young people to reflect on their nutritional habits, wishes, wants and needs. Girls and boys of whatever age are quite aware of their own nutritional habits. Thus, evaluating the kinds of foods and drinks we choose, and how to prepare them, is a life-long learning process.

The school has the opportunity and the potential to raise students' awareness of the consequences of their nutritional choices and habits. It should encourage students to assume responsibility for their own personal well-being, concern for the health of society, as well as the planet (more: [Competences for Democratic Culture](#) p. 41 f.). Thus, students can develop an attitude of self-efficacy and awareness of their competence development about good nutrition and how to make use of it (more: [Competences for Democratic Culture](#), p. 42 f.).

Moreover, schools in pluralist societies often represent micro-communities, encompassing students from different immigrant communities, religions and cultures. Even the so-called native students are far from forming a homogeneous group. Thus, providing students and their parents with the opportunity to showcase their traditions, ways of preparing meals, and sharing them with others, can render people more open-minded towards those whom they experience as being different. The "openness to cultural otherness and to other beliefs, world views and practices" (more: [Competences for Democratic Culture](#), p. 39 f.). is an attitude that helps to protect a democratic society from falling prey to racial hate and prejudice.

Nutrition

Enjoy every bite! - A positive approach to eating

When was the last time you really enjoyed a meal? You consciously savored the taste of it and felt not only satiated but happy at the same time? When you felt the need to close your eyes to fully concentrate and appreciate the sensation in your palate?

Have you ever stopped to wonder if your hectic lifestyle has turned you into a “rusher”? Someone, so busy that only rushes to eat something quickly, absent mindedly and, more often than, not standing or walking? Or a “comforter” who turns to food for comfort, stress relief, or as a reward rather than to satisfy his/her hunger?

Is your eating behavior *mindful* or *mindless*? Do you focus your attention and awareness on the here and now of enjoying a meal with all of your senses? Or is your eating *Emotional* perhaps? Using food to feel better-eating to satisfy emotional needs, rather than your stomach?



What are your eating habits doing for your physical, mental and social well-being? What do they say about your culture, traditions and personal history? In what way do the eating behaviors and practices of the people in your school contribute to a healthy school environment? Do your school curricula on nutrition include topics on eating-related pleasures that go beyond nutritional facts and figures? Does it explore the meaning of eating beyond the primary function of food which is the provision with all the nutrients and elements necessary for the body to survive, grow, function and perform?

This sequence was created to ask similar questions that serve as starting points for reflection and discussions.

It may also broaden your perception and take it a bit further from the basics of nutrition and textbook contents to the forgotten art of gastronomy as Lang (1983), defined it “the art of selecting, preparing, serving and enjoying food” that has after all been celebrated for centuries.

Possible additional reading/websites that can be found free online:

- Lang, G.: 1983, Gastronomy In The New Encyclopedia Britannica, Macropaedia, Vol. 7 (Encyclopedia Britannica Inc., Chicago), pp. 940–947.
- <http://thecenterformindfuleating.org/>
- <http://www.helpguide.org/articles/diet-weight-loss/emotional-eating.html>

Nutrition

Support and encourage! Eating habits of students

What do we know about the eating patterns of children and young people nowadays? How much responsibility do we have for them? How have changes in conventional work schedules and traditional family roles and lives influenced food habits? What is the role of industrialization and urbanization in eating patterns? How aware and prepared are we to cope with the modern food industry and its strategies? How do we deal with a generation for which fast food is not only the most convenient, easily available food choice but is counted as a status quotient and at the same time a well reputed social affair? How can a school respond to the obesogenic environment of modern life?

Eating behaviors of children and adolescents are influenced by many factors. Experts divide them in three broad categories:

- a. Personal (attitudes, beliefs, food preferences, self-efficacy and biological changes)
- b. Environmental (immediate social environment such as family, friends and peer networks, and other factors such as school, fast food outlets and social and cultural norms)
- c. Macrosystems (food availability, food production and distribution systems, mass media and advertising)

It is important to support and encourage healthy eating and exercise habits in children as they are usually developed early and tend to persist throughout life.

Among the prevailing patterns the following have been reported:



1. **Skipping meals especially breakfast** mainly due to lack of time, desire to sleep longer in the morning, lack of appetite and dieting.
2. **Snacking behavioris** extremely common and since children and adolescents often snack on what is readily available, providing healthy snacks is of great importance.
3. **Eating outside the home and takeaways.** Modern busy schedules as well as lifestyles and family roles have resulted in excessive eating outside the house and takeaways.
Both snacking and eating not-home-made meals have resulted in:
 - **Inadequate fiber, raw fruit and vegetable consumption**
 - **High consumption of total fats, saturated fats and added sugars**
 - **Decreased milk consumption (low-fat replaced by high-fat)**
 - **Increased consumption of soft drinks and non-citrus juices/drinks**
4. **Dieting practices** and weight control behaviors among adolescents, especially girls
5. **Food mood** connections: Stress and emotional upsets can seriously affect the energy balance especially in adolescents, resulting in the consumption of too little or too much food.

Possible additional reading/websites that can be found free online:

- <http://www.euractiv.com/section/health-consumers/news/eu-teens-have-bad-dietary-habits/>
- HEALTHY EATING FOR YOUNG PEOPLE IN EUROPE A school-based nutrition education guide
- Guidelines for Adolescent Nutrition Services, Edited by Jamie Stang, Ph.D., M.P.H., R.D. and Mary Story, Ph.D., R.D.

Nutrition

What I see is what I eat! Factors affecting eating habits

Food marketing – what it means:

- Placement of online advertising
- Product positioning and branding
- Viral marketing
- Sponsorship
- Direct marketing
- “Advergaming”
- Point of sale and product promotion
- Integrated marketing
- Interactive and user-generated marketing



Macrosystems

- Media,
- food production,
- processing and distribution systems,
- food marketing



Physical environment

- homes,
- neighborhoods,
- community settings,
- institutions,
- fast-food places,
- restaurants, etc.



Individual and intrapersonal factors

- psychological/psychosocial
- developmental
- biological (sensory characteristics and taste e.g. food preferences)

EATING HABITS



Social environment

- family
- peers
- friends
- teachers
- social and cultural values and norms

For more information on food marketing techniques to children see in key publications of World Health Organization:

- Marketing of foods high in fat, salt and sugar to children: <http://www.euro.who.int/en/publications/key-publications>

Nutrition

Planning healthier eating patterns

When promoting healthier eating patterns in my school, as the school leader, I have to decide:

1. Will I impose the best (healthiest) solution?
2. Will I seek a consensus (full of compromise)?

From a democratic and sustainable point of view, the consensus approach is the more convenient.

Why consensus?

It is an open, participatory and democratic process where every voice counts

1. Based on the principles of the group – value based in trust, cooperation, good will
2. Good for large groups – dynamic process that allows ideas to build on one another
3. Is not inherently time-consuming
4. It is difficult to secretly disrupt it or influence - it forces people to take responsibility for disruptive actions

Consensus is a process for adopting proposals. People who do not agree are responsible for voicing their concerns. No decision is made until the concerns are addressed. When concerns remain after discussion and debate, individuals can agree to disagree by acknowledging unresolved concerns and standing aside allowing the proposal to move to adoption. The decision does not assume that all participants are in complete agreement. If too many people have strong reservations or objections, the proposal or the project is stopped (for the moment).

Basic steps:

Level one:

- Presenting a proposal
- Clarifying questions
- General discussion
- Test for consensus

Level two:

- List All concerns
- Discussion
- Call for consensus

Level three:

- Restate and deal with each concern
- Clarifying questions on each concern
- Discuss one concern at a time
- Are concerns resolved

Closing options:

- Non- support
- Reservations
- Stand aside
- Block
- Background: What are we talking about? Issue raised - what is the problem? Clarify problem - put it in context. Discuss, bring out a diversity of ideas, concerns, and perspectives - look at possible solutions and potential problems with those solutions. Develop a Proposal / Proposal Made. Clarifying Questions, Concerns. Discussion / Friendly Amendments. Re-state the Proposal. Test for Consensus. Strong concerns / objections, Stand Asides, Blocks. Consensus Reached.

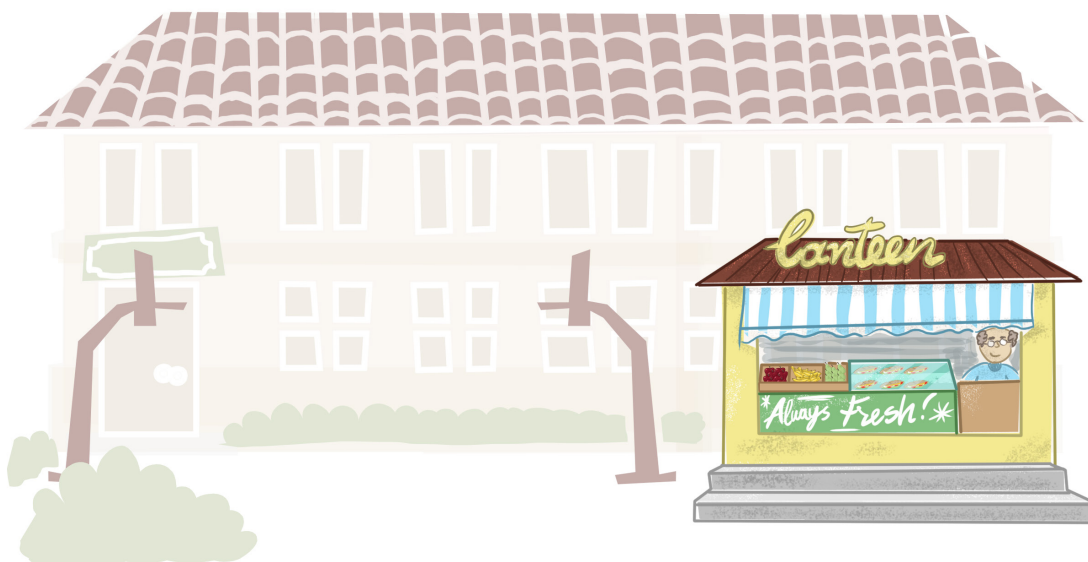


Nutrition

Whole school approach versus classroom practice

When we ask: “What is a school”, the answer depends on the point of view. While some might talk about the teacher and what happens in the classroom, others refer to the school community, the school as an important element of society, or simply what occurs during recess. A whole-school approach recognizes that all aspects of the school community have an impact. This applies especially to nutrition which affects the health and wellbeing of all. Wellness as an overall approach and healthy nutrition as one of its elements must be a whole school concern since it is well known how closely linked learning and wellbeing are. Given that young people spend much of their first 15 to 20 years in a school environment, and teachers and school staff perhaps many decades, school is not only the focal point of academic learning, but also the locus of social, emotional and physical development, indeed a place where a lot of food and beverages are consumed. School is the place, where all members of this model society make friends, develop healthy relationships, learn to deal with difficulties and eat together. Democratic leadership does not only reflect the chosen political system of a state, but also represents the culturally diverse communities. Where else are there such varieties of traditions and habits, but in food? Is it possible that these traditional or different regional or national eating habits are not the difficulty today, but rather the globalized, mass production of ready-made food products, which are easy and cheap to buy and consume? Together with the school community, it should be possible to develop a school environment and food culture, that promotes health and good nutritional habits.

Knowing the facts of unhealthy nutrition, it should be easy: a school leader just does not allow certain foods brought from home, or in the school canteen, or the little kiosks and shops on the school campus. However, experience shows that prohibition produces concepts to undermine it. A democratically oriented leader knows that participation is the basis for sustainable solutions: The professional justifications for democratic leadership in schools are grounded in the nature of democracy itself and the social contexts of our communities. Reaching a democratic consensus on issues among educational stakeholders is often difficult in today's diverse communities. Therefore, the school leaders must strive to foster an atmosphere of sensitivity to the values of others. They must give meaning to the actions of the students, teachers, parents and community members with whom they interact. The pay-off to this authentic form of leadership occurs when understanding the value orientations of others provides leaders with information on how they might best influence the practices of others towards the achievement of broadly justifiable objectives like healthy food and healthy eating habits. To bring everyone on board, a school leader needs to know, who knows what, who has which experience in the field of a specific topic. As school leader, I am aware of the competences of the others and I make clear to them: please support our school community with your knowledge and experience (skills)! In terms of a democratic understanding, this also means that you share power with others. But, for this you need to be ready.



Nutrition

From the local source into my school!

“Eat local! Eat what’s in season! Eat organic!” Multiple messages hit us every day about what to eat and where to buy it. Here are a few hints about why it really makes sense for a school to promote seasonal and local food for canteens, kiosks and to support students for the food they take along from home.

1. Money

When there is high season for a certain fruit or vegetable, the amount available makes it usually less expensive. It’s the basic law of supply and demand, and when crops are in season, your canteen or the parents will be rewarded financially by purchasing what’s growing now.

2. Taste

When food is not in season locally, it’s either grown in a hothouse or shipped in from other parts of the world, and both affect the taste. When transporting crops, they must be harvested early and refrigerated so they will not spoil during transportation. They may not ripen as effectively as they would in their natural environment, resulting a less than full flavor and loss of nutrients.

3. Variety

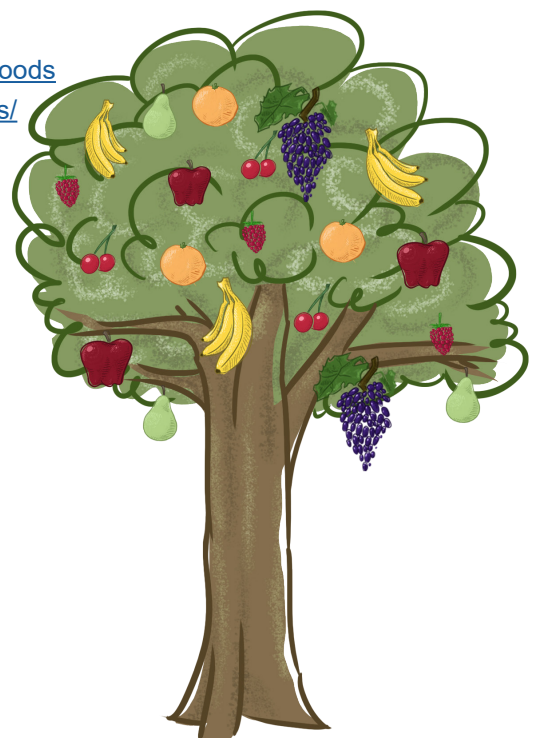
Many people are surprised to find that a wide variety of crops are harvested in the fall (squash, apples, endive, garlic, grapes, figs, mushrooms) and winter (citrus, kale, radishes, turnips, leeks) in addition to products that we readily associate with summer, such as sweet peas, corn, peaches, cucumbers, tomatoes, zucchini, and green beans. This certainly is very different from one geographical region to the other. It is important that you, as the head of school, are well informed about it and make sure that students (maybe as a part of a biology lesson) together with their teacher, conduct some research and create a monthly poster with the fruits and vegetables of the month with some price comparison.

4. Limits

Because of limited growing seasons in most regions, it is impossible to eat locally sourced produce that is in season 100% of the time. So why not establish a nice school garden and encourage thereby the students and their parents to create more gardens themselves? While it might not always be possible to purchase locally grown seasonal products, the next best thing is to purchase what’s in season somewhere else - and hopefully not very far away in order to minimize shipping time and other detrimental issues.

Possible additional reading/websites that can be found free online:

- <http://www.rebootwithjoe.com/benefits-of-eating-seasonally/>
- http://msue.anr.msu.edu/news/7_benefits_of_eating_local_foods
- http://www.sustainweb.org/sustainablefood/eat_the_seasons/

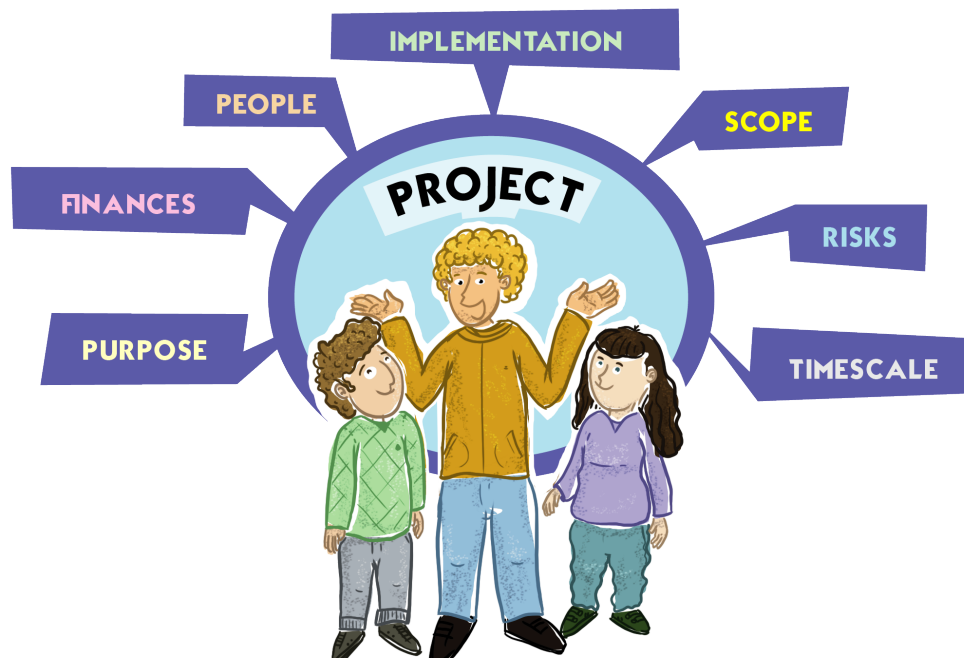


Nutrition
Participation – Checklist: How to bring everybody in the project
Step 1: Review the participation work already done within your organization.

- Are there lessons to be learned from the last projects?
- Could you use creative methods to help evaluate the work done in the past, as well as the participants' views concerning an important experience?
- If your school is new to such participation efforts, then start with something small scale.
- Talk to people in other organizations who have experience of working in this way.

Step 2: Get the people you need on board.

- Talk to managers, staff, parents and volunteers to gain their support and then discuss with the students what they might like to pursue in terms of participation projects.
- Think about doing 'taster' type of activities to help give everyone an idea of what it is like. It can be difficult to declare 'I'd like to organize a vegetable market...' if you have never even organized anything at all. Children and young people sometimes say that they cannot do something or 'I'm not any good at...' but often they have never had a chance to give it a try. They may need encouragement to do so, and/or find cooperation partners.
- Think about whom the project is going to influence in a positive or negative way.

PARTICIPATORY PROJECTS AND INITIATIVES
.WHAT YOU NEED TO THINK OF.


Step 3. Start planning the activity or taster sessions.

- Organize meetings to get everybody involved in the planning. Make sure, notes will be taken about decisions and tasks.
- State clearly what the different key players are going to focus on and what the outcomes of their work will be. Make sure everybody is clear about this as well.
- Be practical.
- Consider how you could record progress – maybe on a graffiti wall or with photographs, and reserve some time at the end to review and evaluate the work with the group.

Step 4. Review the activity with everybody.

- What was good about it?
- What would they do differently next time?
- Did they agree on any important messages?
- For whom are the messages intended?
- How can they can make sure they are heard?
- What happens next?

Step 5. Consider how to further build on the work.

- Is there a way this can be shared with others with the children and young people's permission and involvement?
- If the children and young people thought it was successful, would they like to do more projects, and what would they like to focus on?



Nutrition
Survey in my school: Who knows what about nutrition

People with special connections or skills:

Students, Staff members, Parents, Board members, Teachers etc.

	Name	Comments/contacts
Producing food	- - - -	- - - -
Importing or trading food		
Producing or importing fruits		
Cooking and preparing food		
Conserving food		
Preparing non-alcoholic drinks		
Buying food		
Selling food		
Preparing tables/organizing dinners or parties		
Running a restaurant		
Knowledge/experience about/with eating disorders		
other		



Nutrition

Health and fun fair! “Some tips on how to organize a healthy food festival in your school”

A great way to help the students create a healthy relationship with food is by including them in planning a food fair or a food festival. Let them initiate and create the festival, and explain the concept to others. Teaching them about what people eat, where the food comes from, and how it affects them and the environment is the one thing. Putting the idea into action is quite another!

Many ancillary ideas may come up in the process, like workshops on creating compost from kitchen waste and growing your own vegetable garden.



You are the manager. This is what you will have to consider:

1. **Spread the idea.** Announce the event 6–8 months in advance. Get the staff and membership excited! Assemble a core team of volunteers
2. **Make logistical decisions immediately.** Set the date and time, at least 6 months before the fair.
3. **Make your event unique.** Find a motto – for example, “Harvest Festival” or “Health and Fitness Food.” Will you have demos, lectures, hands-on services, food cooked by many people, games etc.?
4. **Choose a charity that will receive most of the funds or make clear what you will use the money for.** Use sponsor money to organize the fair, discuss prices for different groups (students, parents, guests).
5. **Allow your coordinators the freedom to choose subtopics, good tasks and trust them.** Students could also be coordinators. Meet with them to collect information. Maintain a folder for each of the planning areas.
6. **Create an attractive flier** for promotion purposes.
7. **Develop an agenda.** Update it regularly.
8. **Define the roles of the coordinators.** Finding sponsors. Coordinating with parents. Information and Press. Organization of the venue (tables, electricity, water). Trash disposal and management (careful separation etc.). Organization of side events. Etc.
9. **Again: Start small. Become bigger next year.** Students learn from students. Parents learn from parents. Staff learn from staff. And you learn from experience.

Nutrition
Daily food diary

Complete this form for at least 1 typical weekday and 1 weekend day

Time Start-end	Meal or snack	Place	Food	Amount	Posture	Associated activity	Social situation	Mood	Hunger level



Adopted from *Physical Fitness: The Pathway to Healthful Living*, Robert Hockey

Learning about your eating habits

To learn more about your eating habits, you need to keep a diary for at least 2 days-(a weekday and a weekend day). To determine the consistency of your eating habits, it may be beneficial for you to evaluate your habits for a complete week. Here are the instructions you will need to complete these food diary forms.

Time of eating

For every meal or snack, record the time when you begin eating or drinking and when you finish.

Meal or snack

Indicate whether it is a meal or a snack. Be sure to remember that everything you drink between meals is considered a snack. If it is a meal, indicate whether it is breakfast, lunch or dinner.

Place of eating

Record where you are when you eat that meal or snack or have that drink. If you are at home, record the room of the house you are in, otherwise, record whether you are in a restaurant, car, office, bar, etc.

Type of food and amount

Indicate what you eat and the approximate amount. If you eat at home and you have a small scale, you will find it beneficial to measure the amount of the food you eat so that you become more aware of the portion sizes. If you do not know the exact amount, you will need to estimate it, keeping in mind that most people usually underestimate this amount.

Posture

Indicate your physical position while you are eating or drinking-lying down? Sitting? Standing? Walking? Etc.

Associated activity

Record what else you are doing while you are eating or drinking. For example, preparing dinner, watching television, reading, driving a car, talking on the phone, working or playing at the computer, etc.

Social situation

Indicate whether you are alone, with someone, or with a group of people each time you eat or drink.

Mood

Record how you feel before you start eating or drinking. Were you content? Happy? Sad? Depressed? Angry? Bored? Tired? Rushed? Lonely? Tense? Etc.

Hunger level

Record how hungry you are before you start eating or drinking. Rate your hunger level on a 10-point scale ranging from a score of 1, which would indicate that you were not hungry, to a score of 10, which would indicate that you were very hungry.

Evaluating your daily food diary

By carefully evaluating your 2-day food diary, you will become more aware of **what** you eat and drink and **how much** you eat and drink. You will also be able to see patterns as to when and why you eat and drink.

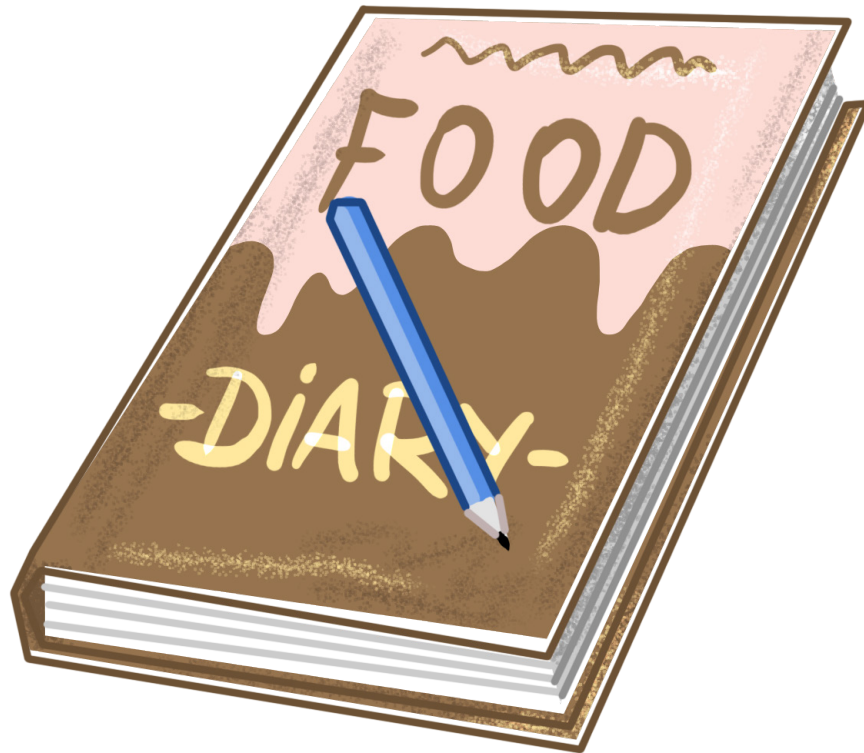
Analysis of the food forms

By answering the following questions, you may be able to identify some of these patterns:

- How many days did you skip at least one meal?
- How many times did you eat when you were not really hungry?
- How many times did you eat because you were bored?
- How many times did you eat because you were angry and/or depressed?
- How many times did you snack on foods that you know you should not have eaten?
- How many days did you drink more than one alcoholic beverage?

- How many days did you eat at least one dessert?
- How many times did other people trigger unwanted eating behavior?
- How many times did you eat a meal and when you were finished, you wished you had not eaten or drunk so much?

Adopted by ***Physical Fitness: The Pathway to Healthful Living, Robert Hockey***



Our students and our school need you!

Our school aspires to be a healthy school. Our children shall thrive in a school that also concerns itself with healthy food and eating habits. This goal is only attainable with the engagement and help of as many members of the community as possible. We need your knowledge and valuable expertise. Please write down your experience, profession, educational background and ideas. We will not assign any tasks before discussing them with you. We may need your help and talents as a provider, or a member of the planning group, etc.

Please list your name and your contact information. Briefly state your expertise, such as: food production, importing, trading food, producing or importing fruit, cooking, food preparation, conserving food, preparing non-alcoholic drinks, buying or selling food. Experienced in setting up tables, organizing dinners, parties, running a restaurant. Knowledgeable about, or experience in dealing with eating disorders, etc.

Nutrition

Nutrition inclusive!

1. Remember that home cultures, religions and ethnicities affect eating habits and food customs. For example, some **religions** have rules and dietary guidelines about food preparation and about what people can or cannot eat, or others choose specific diets such as vegetarian or vegan. What are the specific diets that members of your **staff and students** have in your school?
2. Embrace and promote the diversity of the cultural, religious, ethnic diets and food customs. Enrich your school's cafeteria in order to accommodate and respect students and staff from diverse ethnic, religious and other backgrounds and cater to everyone's needs and preferences. Try to spice up the meals with herbs and spices, such as basil, chili, oregano, garlic, curry, which can replace salt and saturated fat giving ethnic flavors to the dishes it offers.
3. Keep in mind that beverages are also food!
Many cultures offer tasty beverages, such as fruit drinks, dairy drinks, rich coffees, herbal teas, traditionally fermented beverages from vegetables that could serve as excellent healthy snacks in your cafeterias.
4. Encourage students and parents to prepare traditional dishes together. Involve children in the selection and purchase of the ingredients for the meal and introduce them to following cooking directions. Increase their participation in making meal choices and in the preparation process.
5. Celebrate cultural gatherings and evenings with the dishes prepared by parents and children. Offer students and staff the opportunity to taste dishes from different cultures and traditions. Discuss the taste, the color, the shape, the aroma, the texture of different foods as well as the eating related customs of the countries they come from. Look for the blending of cultures **in your own ethnic cuisine and discuss similarities and differences. Decorate the area with artwork or crafts from the place of origin of the dishes prepared.**





"Did you know that the color of your food can tell you a lot about its nutritional value? Eating a "rainbow", that is a variety of colorful fruits and vegetables, is one easy method to get as many vitamins and minerals as possible while eating a wide, diverse amount of food at the same time".

OUR PYRAMID



"Want to improve your health,
mood and energy levels?
Try to pair regular exercise with
a well-balanced diet and
experience a startling difference
in how you look and feel!"

