

Food & health in schools



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Good foods are bad commodities.

Most good commodities are bad foods

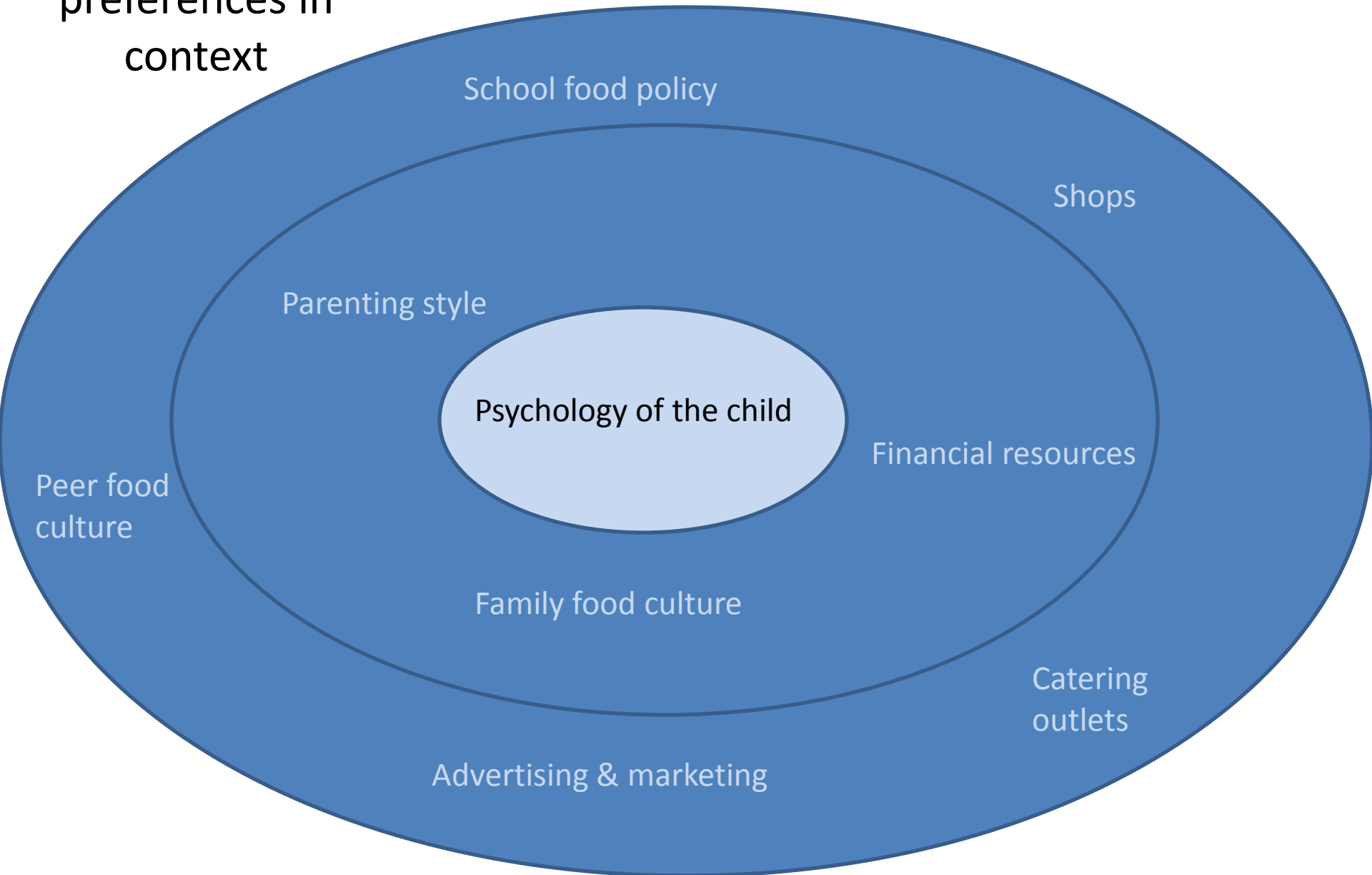
***Preservatives, salt and hydrogenation increase
the shelf life of the product, not the consumer***

***Food is both a fundamental human right and
the worlds most valuable commodity.***

What shapes a child's food preferences?

- Family food culture
- Peer modelling
- Advertising & Marketing
- Spending power
- Emotional psychological states
- Sensory factors
- Availability

Child food preferences in context



Food and mental health

- Food affects physical *and* mental health
- Paradoxically, worrying about what is safe to eat, may also be bad for your mental health
- We must show children how to enjoy food

“Nutritionism”

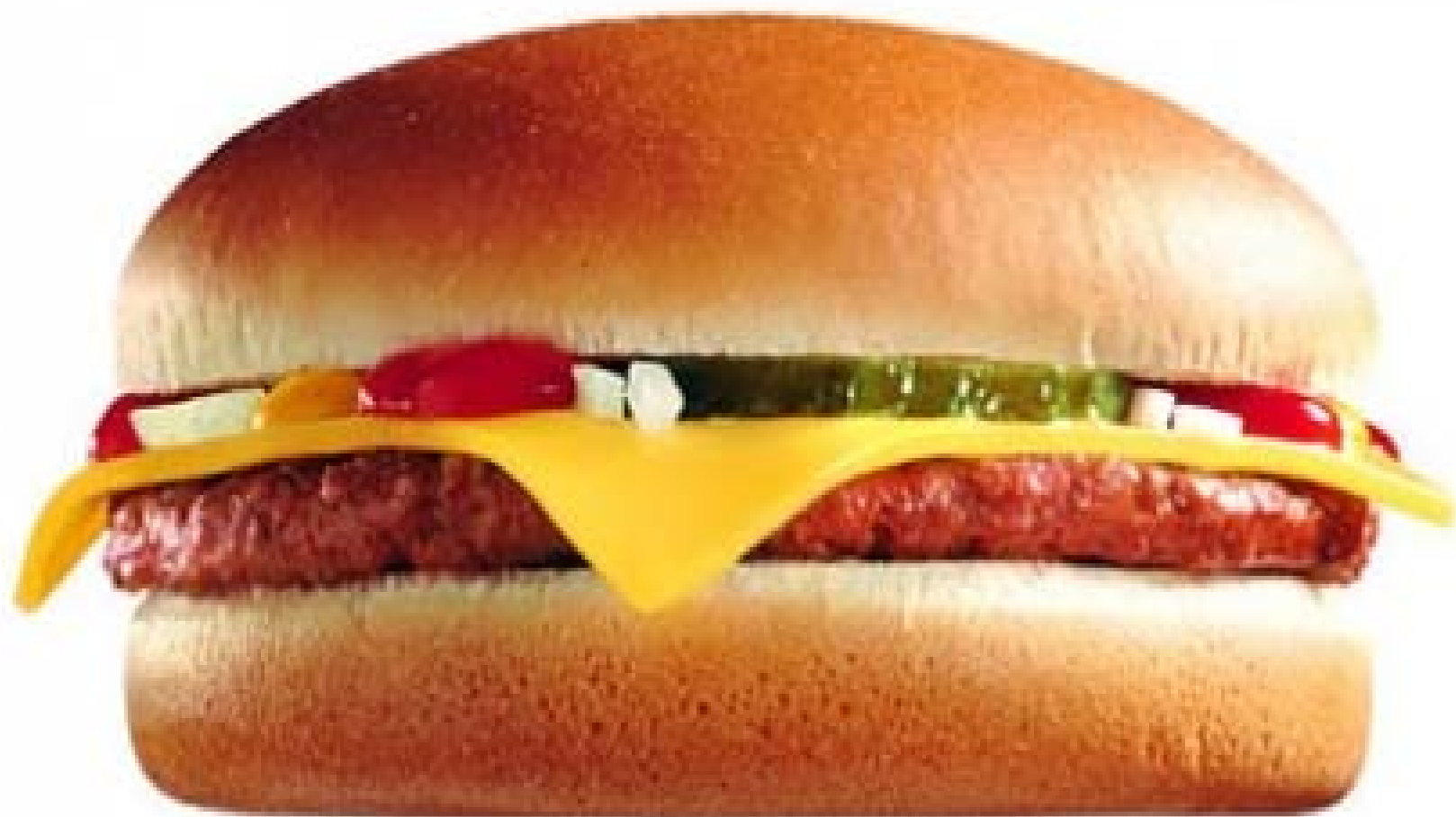
- “Nutritionism” is based on an ideology whereby we can understand food as simply the sum of its nutrients
- It can reduce “Food snobbery” by providing a set of relatively objective rules about food
- However, it does not teach all there is to know about food and health
- Nutritionism has brought us margarine, formula milk and 95% fat free biscuits....need I say more?

Let's Play.....

Word Association









You are what you eat?

You eat what you are!

Some of our judgements about what is “good for us” is clouded by our assumptions about the kind of person that would eat like that.

Beyond “Nutritionism”

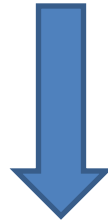
“Nutritionism” – The whole is just the sum of the parts



Ecological model including cultural, environmental, social justice and nutrition science



Food snobbery – class and age based prejudice



Learning about the connections between food and “health” along the whole food chain produces healthy consumers *and* responsible citizens

Young people who can

- *Taste*
- *Grow*
- *Cook*
- *Critically assess marketing*
- *Apply the concept of “balance” to their diet*

.....will make good decisions about food because they ***feel*** differently about it.

***We need political and emotional engagement
through food – not just lessons about what
nutrients are “good for you”***

Inverness High School “REAL” project



Kilchoan



Farr (Sutherland)



Food marketing

- Food marketing affects our sub-conscious
- Make children think *consciously* about marketing
- This will make them more resilient
- Exploit their rebellious instincts
- Try watching adverts on You Tube
- Visit www.chewonthis.org.uk

Local tools

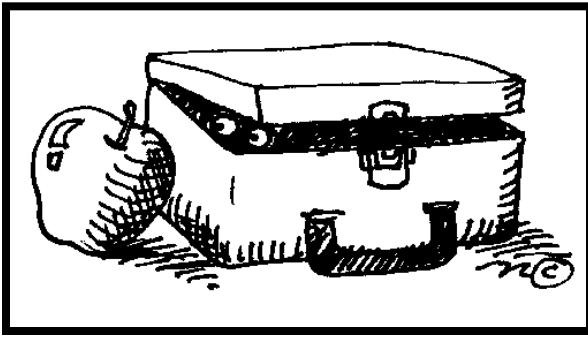
- Planning and evaluation toolkit
- School snack guidance
- Celebrations and school trip guidance
- Healthier “home baking” guidance
- School food, nutrition and health policy
- “Rising stars” model to teach moderation

“Rising Star” challenge

- Can apply it to any meal
- Based on *“Eating for health”*

model for a balanced diet





How Many Stars in Your Lunchbox? Can You Be a Rising Star?

Gain 1 * for **each** portion (handful) of fruit, veg, or salad included (including pure fruit juice)

1 * if at least one **high fibre** starchy food is included (e.g.: wholemeal bread)



1 * if at least 1 food from the protein group (e.g.: meat, fish, eggs, nuts, pulses)

1 * if at least one calcium rich dairy food is included. (milk, yoghurt, cheese)

Lose 1 * for **each** fatty or sugary snack (e.g.: crisps, chocolate, cake, biscuit)

Falling star



Crisps:
Minus 1
star

Sugar free
squash with
sweetener

Ham 1
star

1
star

Yoghurt: 1
star

Score: Minus 1 star

Rising star!



Pure fruit Juice: 1 star

Chicken: 1 star

Wholemeal roll: 1 star

Lettuce: 1 star

Carrots: 1 star

Score: 7 stars!

Top tips

1. Involve young people in decision making
2. Develop a sustainable, ecological food culture
3. Give pupils the skills to evaluate their food
4. Plan and evaluate your activities properly
5. Think about food and mental health
6. Tackle marketing and advertising head on
7. Grow some food
8. Show them how to enjoy food