



Fall 2011  
Newsletter for  
Elementary Schools

# SCHOOL HEALTH MATTERS

with our partners in education

## P/PM 150

### Ministry of Education: School Food & Beverage Policy

This policy applies to foods and beverages sold on school premises (e.g. bake sales, sporting events, lunch fundraisers) and is required to be implemented at the start of the 2011/2012 school year. This policy is aimed at making schools healthier places for students in order to establish the conditions needed to realize the potential of all students.

You can find many resources on our website to assist you in implementing this policy and creating an environment that supports and encourages nutritious food choices in schools. For tips and information on fundraising, catered lunches, classroom rewards, the policy documents, and much more visit: [www.healthunit.org/school/foodpolicy.html](http://www.healthunit.org/school/foodpolicy.html)

### 2011-2012 Sexual Health Teaching

#### Attention Grade 7/8 teachers!

You may have heard that the Health Unit is beginning to change how we provide sexual health education to Grade 7 and 8 students within the UCDSB. Our goal is to better reflect the requirements of the Ontario Public Health Standards and ultimately increase the capacity of teachers to deliver the sexual health curriculum, and assist schools to create supportive environments that promote healthy sexuality.

We are considering this as a 'transition year' and will be asking for your input on how we can support you in delivering this important health information to students. We value your input and hope that you will complete our questionnaire this fall. If you have any questions regarding these changes, please contact our School Health Line at 613-345-5685 or 1-800-660-5853 or send an email to: [schoolhealth@healthunit.org](mailto:schoolhealth@healthunit.org)

## INSIDE

### Page 2

- The Unintended Consequences of Our Language
- Infection Control in the Classroom

### Page 3

- Oral Health Matters
- Rewarding Students in the Classroom

### Page 4

- Discipline is not a Dirty Word

## REMINDER

### Smoke-Free Ontario Act

Schools have a responsibility to ensure compliance with the Smoke-Free Ontario Act (even when used by the community for activities and events) by posting signage and advising anyone who violates the Act to stop or leave the property.

If you require support from the Health Unit or for additional information about the Act or other smoke-free initiatives please contact us at: [sfoa@healthunit.org](mailto:sfoa@healthunit.org)

## What's New and Improved?

We have revised our school catalogue of resources to support you in teaching the health curriculum.

You can access our catalogue and request resources from our website: [www.healthunit.org/school/curriculumsupport.html](http://www.healthunit.org/school/curriculumsupport.html)

We hope these changes improve access to the tools you need to teach the new HPE curriculum.

Contact us at our School Health Line at 613-345-5685 or 1-800-660-5853 or send an email to: [schoolhealth@healthunit.org](mailto:schoolhealth@healthunit.org)



Leeds, Grenville & Lanark School Health Liaisons: (left to right) Kelly Munroe, Julie Ingleby, Danielle Shewfelt, Nicole Tobias and Diana Steadman.

# STAYING INFORMED MATTERS

**“You look great! Have you lost weight?”**

## The unintended consequences of our language

When teachers see students that are overweight, sometimes they want to help by giving advice. While our intentions are good, when the focus is put on weight or appearance there are many unintended harmful consequences that may result, including: disordered thinking and eating as well as lowered self-esteem which can actually make weight issues worse.

The best way to help is to avoid discussing weight. Instead, provide positive feedback and encouragement in other areas. When we talk to adults and students, it is important to choose our words carefully.

If you have questions about everyday language regarding weight, please call 1-800-660-5853 or 613-345-5685 or link to “A Tool for Every Teacher” at: [www.healthunit.org/school/resources/Tools\\_for\\_Teachers.pdf](http://www.healthunit.org/school/resources/Tools_for_Teachers.pdf)

CHOOSING YOUR WORDS:	
Harmful	Helpful
Associating guilt with certain foods (good/bad or healthy/unhealthy foods)	Promoting that all foods can be enjoyed in moderation without guilt (everyday/sometimes foods)
Talking about BMI, assuming thinner people are healthier	Talking about and embracing health at any size
Talking about dieting or weight loss (with staff and students)	Changing the subject or re-directing the conversation away from dieting/weight loss
Complimenting people on their appearance (e.g. weight loss, body size, hair colour)	Complimenting people on their skills, abilities and personality traits
Talking about eating disorders signs/symptoms	Promoting positive self-esteem and body image
Talking about avoiding fat, sugar, carbs, calories, etc	Teaching the importance of nutrients to learn, grow and play. Enjoying a variety of foods
Making negative comments about your own body or the bodies of others (fat talk)	Making positive comments about yourself and skills
Associating physical activity with weight loss	Promoting physical activity as fun and enjoyable

## Infection Control in the Classroom

As school begins, the Health Unit is encouraging teachers to follow simple classroom practices to limit spreading infections like colds and the flu. Excellent learning and teaching resources like posters, presentations and humorous videos are available on our website at: [www.healthunit.org/H1N1/schoolsdaycares.html](http://www.healthunit.org/H1N1/schoolsdaycares.html)

### Reminders for the classroom:

- Encourage hand hygiene - clean hands with soap and water or hand sanitizer before eating, after bathroom use, after blowing nose, when hands are visibly dirty as well as before and after sharing equipment - like computers.
- Make hand hygiene a regular part of the student’s day.
- Encourage cough/sneeze etiquette - cough or sneeze into sleeves or use a tissue. If a student has coughed/ sneezed into hands or used a tissue encourage cleaning hands afterward.
- Remember to throw soiled tissues into the garbage.
- Do not share utensils, dishes, drink boxes or food from a shared source – like popcorn.
- Surfaces where germs live – desktops, computers, light switches, doorknobs etc. should be cleaned and disinfected regularly.
- Sick students and teachers are encouraged to stay home until no longer infectious.
- Cleaning your hands is the most effective way to prevent the spread of infections!



**... at School**

### BOUNDARIES & EXPECTATIONS

- ★ Have students set their own specific, focused goals.
- ★ Know when & how far to push each of them.
- ★ Make sure you provide the tools they need.
- ★ Always be supportive of them when they fail, and provide another opportunity for success.

[www.healthunit.org/school](http://www.healthunit.org/school)




# STAYING INFORMED MATTERS

## ORAL HEALTH MATTERS

Although we work closely with Public Health Nurses to address the needs of school-age children, we are not nurses. Health Unit Registered Dental Hygienists (RDHs) and Certified Dental Assistants (CDAs) are dental health professionals who specialize in preventing dental disease and promoting oral health. RDH's and CDA's work in teams to perform dental screening, which is a visual assessment of a child's teeth and gums.

Our goal is to ensure that no child or teen suffers from pain due to severe decay, trauma, or infection. By visiting schools, we are able to see children who may otherwise not have access to a dental assessment. A lack of transportation or insufficient funds may prevent a family from seeking the dental care a child needs. As part of the assessment, we

### Meet Your School Dental Team:

(left to right)  
Jill Hicks, Robin Cleary, Stephanie Brazeau, Leslie Redmond & Bronwyn Freeman  
(missing: Lisa Smith)



give feedback and recommendations to parents, and offer financial assistance and preventive oral hygiene services to families who qualify.

We value our partnerships with teachers and support staff. Dental-related pain may affect the ability to eat, sleep, and

even concentrate at school. Let's work together to promote the benefits of oral health, and the programs and clinical services our dental team can offer! For more information, please call: 613-345-5685 or 1-800-660-5853.

## Rewarding Students in the Classroom

As you know, rewards given in the classroom can be effective to encourage positive behaviour and academic performance. However, using food or candy to reward students has many negative consequences beyond short-term benefits of positive behaviour. The Ministry of Education's School Food and Beverage Policy (P/PM 150) recommends not using food or beverages as rewards or incentives.

### Consequences of using food & candy as a reward:

- Contradicts nutrition messages: It is important the students receive the same messages in the curriculum and classroom environment.

### Non-food Rewards

The ideas listed below are suggestions of non-food rewards and can be modified for different grade levels.

#### Free

- Verbal praise
- Reduced or no homework
- First in line
- Walk break from class
- Extra reading time
- Help teacher (e.g. distribute handouts, errands to office)

#### Low-Cost

- Stickers
- Stamps on student's hand
- Pencils, pencil toppers
- Jump ropes
- Enter draw for paperback book
- Crayons
- Trip to treasure box (non-food items)



- Contributes to poor health: Foods commonly used as rewards (i.e. candy, cookies) may contribute to health problems in children including dental caries. Tooth decay can cause pain and infection and is the most common reason for students' absences. Frequent and between-meal soft, sweet and sticky snacks increase the risk of tooth decay.
- Encourages poor eating habits: Providing food based on behaviour associates food with mood and teaches children to eat when they are not hungry. Children should learn to eat in response to hunger and satiety signals.

### As a teacher, you have the opportunity to reward students in healthy, creative and fun ways!

For more information on non-foods rewards and oral health, visit:

- [www.healthunit.org/school/resources/Tools\\_for\\_Teachers.pdf](http://www.healthunit.org/school/resources/Tools_for_Teachers.pdf)
- [www.healthunit.org/dental/children\\_oral/hygienechild.htm](http://www.healthunit.org/dental/children_oral/hygienechild.htm)
- [www.healthunit.org/school/curriculumsupport.html](http://www.healthunit.org/school/curriculumsupport.html)
- [www.animated-teeth.com/questions-answers/dental-health-quizzes.htm](http://www.animated-teeth.com/questions-answers/dental-health-quizzes.htm)





# YOUR HEALTH MATTERS TOO

## Discipline is not a Dirty Word

by Professor Matt Sanders

Many parents today are confused about how to discipline their children.

Good discipline is simply about helping children learn that their behaviour leads to consistent consequences that are always enforced within a predictable, loving environment.

As a clinical psychologist specialising in family concerns, and as a parent to my own two children, the best advice I can give is to always try and remain calm in the line of fire.

Don't let a single disobedient act escalate into a full scale battle of wills between child and parent.

Discipline for children must involve clear, fair, age-appropriate rules and consequences carried out in a predictable family environment.

It's no good changing tactics one day because you don't feel up to the challenge.

When your child breaks a rule they know about, have an effective consequence.

Removing a favourite toy, banning the use of a bike, or turning off the television are all viable consequences of misbehaviour.

Being "pro social" with your children involves changing the ratio of negative and positive attention to shift the balance toward more positives.

For example, if your children are fighting over a toy, you might tell them to stop fighting, teach them about the importance of sharing and then show them how to go about sharing.

If your child is being loud and interrupting, explain the importance of politeness and teach them how to gain mum or dad's attention in a more acceptable fashion.

The way you discipline your children will vary with the age and personality of that child.

For instance you can't negotiate bedtime with a three year old, although you can with your teenager.

And discipline for disobedience should always teach two things.

Firstly, that "no" means to stop the behaviour that is not allowed and secondly, it should make clear the appropriate behaviour that should be seen instead.

The trap that many parents fall into when dealing with misbehaviour is to unwittingly feed negative behaviour by nagging and criticising, often inconsistently, and by failing to praise and encourage children when they behave well.

It isn't magic that brings about these results, just effort, and an understanding that we all need a little help sometimes.

*Professor Matt Sanders is founder of the Triple P - Positive Parenting Program. Call 1-800-660-5853 or visit [triplep.ontario.ca](http://triplep.ontario.ca) or [triplep.net](http://triplep.net)*

ONTARIO IS EXPANDING ITS FREE VACCINE PROGRAM.

### The Whooping Cough booster vaccine for adults 19-64 years of age.



This whooping cough (pertussis) booster vaccine is good for life. It provides protection to adults, while preventing the spread of this highly contagious illness to children and infants. Ask your health care provider for details.

Immunization is the foundation for a healthy life.

[ontario.ca/vaccines](http://ontario.ca/vaccines) • 1-866-532-3161 • TTY 1-800-387-5559

