

# HEALTHY LIFESTYLE

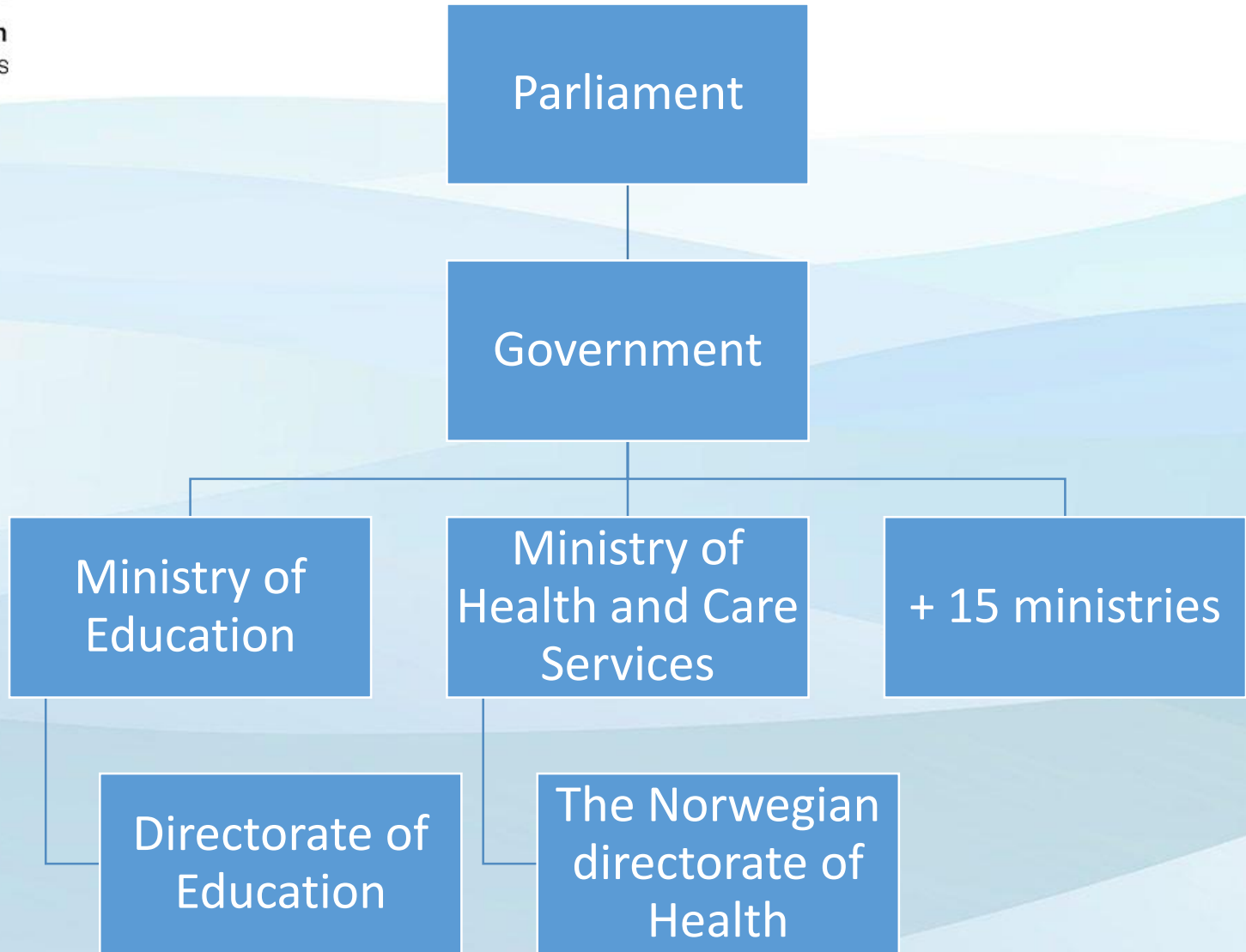
## THINKING GLOBALLY ACTING LOCALLY

# Health education in the Norwegian school system in the context of modern threats to the health of young people

Health education, health promotion and preventive medicine in the Norwegian school system. Conceptions, objectives, methods and forms of teachers work with a child or adolescent (primary school, lower secondary school, upper secondary school).

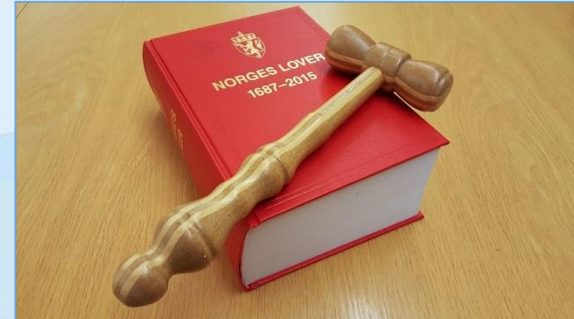
# School meals in leading documents

- *WHO and the EU: The importance of promoting healthy diet through work on food and meals in schools is emphasized in leading documents. Measures that are highlighted: Better provision and availability of healthy food in schools and development of nutrition and food-based standards for healthy eating and drinking in schools.*



## REGULATIONS ON ENVIRONMENTAL LAW HEALTH PROTECTION IN KINDERGARTENS AND SCHOOLS

### § 11: Meal



- There must be suitable dining options that also cater for the meal's social functions.
- The agency shall, to the extent necessary, have satisfactory opportunities for storage, preparation and serving of food in accordance with food legislation.

## MINISTRY OF EDUCATION



KUNNSKAPS -  
DEPARTEMENTET

The directorate is the executive agency for the Ministry of Education and Research (KD), which is responsible for kindergartens, primary school, culture school and secondary school.

## THE DIRECTORATE OF EDUCATION

- The Directorate for Education and Training is a directorate for kindergarden, primary school, secondary school, and information- and communication technology.
- The Directorate shall ensure that Norwegian education policy (guidelines from the Ministry of Education and Research) is implemented so that children, young people and adults' rights to equal provision in kindergarden, school and education are safeguarded.

## THE HEALTH DIRECTORATE



The Norwegian Directorate of Health is responsible for maintaining adopted policies and administers laws and regulations within the health sector. (Ministry of Health and Care Services)

The Norwegian Directorate of Health must also be a professional adviser.

The Norwegian Directorate of Health is a professional adviser to the Norwegian Directorate of Education and Training.

## LUNCH BREAK

In Norway, all pupils must have at least a 20-minute meal break.

### **Primary school:**

If pupils do not have other offers, they eat in the classroom with a teacher or an assistant.

### **Lower secondary school:**

Many schools offer a simple canteen and or the pupils go shopping.

### **Upper secondary school:**

Many schools offer canteens, or the pupils go shopping

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



The Norwegian Directorate of Health is a professional adviser and responsible for The National Health Plan

## National professional guidelines for "Food and meals at school"

- The Norwegian Directorate of Health 2015



## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- Goal: The students must be ensured a good framework for the meals and good nutritional quality of the food and drink offer.
- Main target group: School owners, school leaders, teachers, everyone else who works in the school and everyone who runs school canteens and those who deliver meals to schools.

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



### Background and method

#### Guidance

- Recommendations are given on the implementation of the meal (meal time, supervision, physical and social arrangements), the nutritional quality of the food and drink offered, food safety, hygiene, and environmental considerations.
- Aims to contribute to reducing social differences in living habits both in school and elsewhere in the local community.

# NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



## OBJECTIVE:

contribute to ensuring that the pupils have a good framework for the meals and good nutritional quality of the food and drink offer.

**Anbefalinger for mat og måltider i skolen**  
Ny retningslinje høsten 2015

**Barneskole og SFO**      **Ungdomsskole**      **Videregående skole**

- Mat- og drikketilbudet bør bygge på HelseDirektoratets kostråd
- Skolemåltidet er mer enn næringsstoffer og energi → et samlingspunkt
- Tilbud om frukt, grønnsaker, melk og kaldt og godt springvann hver dag
- Variert tilbud → fisk, kjøtt og vegetar

HelseDirektoratet 17.09.2018 5

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- 1. Meals should be prepared at intervals of a maximum of 3-4 hours.
- 2. It should be arranged physically for a meal that promotes food enjoyment, socializing, well-being and health
- 3. Pupils should be assured of enough time to eat, at least 20 minutes
- 4. Pupils should be supervised by an adult during the lunch break.
- Cold drinking water should always be available, as a thirst quencher and for meals
- 6. Pupils should be offered schemes that ensure them access to vegetables, fruits or berries daily

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- 7. Pupils should be offered schemes that ensure their access to milk for meals: skimmed milk with 0.7% fat or less, regular skimmed milk and/or skim milk
- 8. Arrangements should be made to wash your hands before the meal
- 9. Storage, preparation, serving and labeling of food must take place in accordance with regulations and advice from the Norwegian Food Safety Authority
- 10. Pupils with food allergies and food intolerances should be cared for

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- 11. If juice is offered, the units should not exceed 250 ml  
Soda, juice and other beverages with added sugar or sweeteners as well as beverages containing caffeine should not be offered
- 12. Soft drinks, juices and other beverages with added sugar or sweeteners as well as beverages containing caffeine should not be offered
- 13 Meals offered should be nutritional full-fledged and build on dietary advice from the Norwegian Directorate of Health.
- 14. Bread and grain products with a lot of fiber should be used as well as whole grains and food low in fat, sugar and salt,

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- 15. The bread spread offered should be varied and always consist of fish spreads and vegetables.
- 16. If hot food is served, it should be varied between fish, meat and vegetarian dishes.
- 17. Edible oils and liquid and soft margarine should be used rather than hard margarine and butter.

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- 18. Foods with a low salt content should be given priority, and the use of salt in cooking and on food should be limited
- 19. Baked goods and other products with a lot of sugar and / or fat should only be served with special hoes
- 20. Chocolate, sweets, potato chips and other snacks should not be offered
- 21. The aim should be for an environmentally friendly practice, with little food waste and a food supply where plant-based foods and fish are central.

## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- All school levels must have crispbread (or similar) and cold cuts easily accessible for those who have not eaten breakfast/do not have a packed lunch.

## IF THEY ONLY GOT A 15 MINUTE BRAKE

<https://www.youtube.com/watch?v=z5KfHxV56e0>



## HOW DOES IT WORK?

- All students are offered a milk and fruit scheme. It is subsidized by the state, but the parents must pay a share if they want the student to join the scheme.

## HOW DOES IT WORK?

- Students eat in the classroom with an adult. The adult quickly gets an overview of what the students eat, how much they eat, and whether they eat their food. The teacher usually contacts parents if the student has food that is not suitable for lunch, or e.g. if they bring too little food and fruit.

## HOW DOES IT WORK?

- The teacher also gets in touch if he / she thinks there is cause for concern due to being underweight or overweight.
- In some cases, this is discussed with the school's management and the school's partners (see p. Xxx)

There are several state guidance document for teachers

PP Helsedirektoratet

[MMMATPAKKE](#)

Helsedirektoratet

[Skolemåltidet PP](#)



## NATIONAL PROFESSIONAL GUIDELINES FOR FOOD AND MEALS IN SCHOOL



- Involve parents
- Pupil participation
- Meals and educational activity
- School and dental health service
- Follow-up of the advertising ban in the school

## UNIT SCHOOL



KUNNSKAPS -  
DEPARTEMENTET

### 1. Unit school: Community and adaptation

- The Ministry refers to Inst. 0.nr.36(1993-1994)
- The education in a common school for all shall help to counteract social differences. The unit school shall provide a versatile life preparation that prepares for lifelong learning and future work in the family, working life and society.

## UNIT SCHOOL



KUNNSKAPS -  
DEPARTEMENTET

The training shall contribute to a good connection between theory and practice and be characterized by a fundamentally equal quality throughout the country.

## SCHOOLS IN NORWAY

### UNIT SCHOOL

- Primary schools with SFO (municipality)
- Secondary schools (municipality)
- Primary and secondary schools (municipality)
- High schools (county)

## SCHOOLS IN NORWAY

### PRIVATE SCHOOLS

- The private schools have the same division as the unit school
- All private schools are obliged to follow Norwegian curricula.

# NEW CURRICULA: THE KNOWLEDGE PROMISE 2020



## THE KNOWLEDGE PROMISE 2020 OVERARCHING PART

- The new overarching part of the curriculum applies to all curricula.
- The new main part applies to the whole of primary and secondary education.

### The purpose of the training

- The values of the training
- Principles of learning, development and formation
- Principles of school practice

## 2 Principles for learning, development and formation

### 2.5 Interdisciplinary themes

#### 2.5.1 Public health and life skills

#### 2.5.2 Democracy and citizenship

#### 2.5.3 Sustainable development

## THE KNOWLEDGE PROMISE 2020 OVERARCHING PART

- Public health and life skills as an interdisciplinary theme in school shall provide students with competence that promotes good mental and physical health, and which provides opportunities to make responsible life choices. In childhood and adolescence, the development of a positive self-image and a secure identity is particularly crucial.

## THE KNOWLEDGE PROMISE 2020 OVERARCHING PART

- A society that facilitates good health choices for the individual is of great importance for public health. Life mastery is about being able to understand and be able to influence factors that are important for mastering one's own life. The theme will help students learn to deal with success and adversity, and personal and practical challenges in the best possible way.

## THE KNOWLEDGE PROMISE 2020 OVERARCHING PART

- Relevant areas within the topic are physical and mental health, living habits, sexuality and gender, drugs, media use, and consumption and personal finances. Values and the meaning of meaning in life, interpersonal relationships, being able to set boundaries and respect others, and being able to handle thoughts, feelings and relationships also belong under this theme.

## 2.5.1 Public health and life skills

In the subject food and health, the interdisciplinary theme of public health and life skills is about giving students knowledge about foods and eating habits that provide a basis for good health. Through planning and cooking and meals, students will gain good insight into the national dietary guidelines.

KNOWLEDGE PROMISE 2020  
Public health and life skills  
Food and health

The subject will help to promote public health and prevent lifestyle diseases. It should contribute to life mastery for the individual and to reduce social differences in health. Meal fellowship and practical collaboration in the kitchen will help to strengthen the students' self-esteem and their experience of connection and community.

## WHATS NEW IN FOOD AND HEALTH?

The food and health subject has become more practical, and the focus on recipes has been toned down.

The subject facilitates to

- explore
- use the senses and experience the joy of food
- the social part of the meal.



 Utdannings-  
direktoratet

### Hva er nytt i mat og helse?

- Opplæring i teknikker og metoder
- Opplæring i bruk av sanser
- Trygg og bærekraftig mat som gir grunnlag for god helse
- Mer dynamisk forståelse av kulturbegrepet
- Kritisk tenkning

The goal for the education after the 4th grade is that the pupils should be able to

- follow the principle of good hygiene in connection with cooking
- use travel cabinets, space and weight measurements and simple techniques in connection with cooking
- feel that tastes in food and wonder why taste is something we experience differently
- tell about what characterizes healthy and varied food and why it is important for health
- make simple meals and help create a pleasant setting around the meal together with others
- converse about meal habits from Norwegian and Sami culture and from other cultures, and about the value of eating together with others
- converse about how the school meal can contribute to a good school day

## The goal for the education after the 7th grade is that the pupils should be able to

- use travel cabinets, basic techniques and cooking methods to create safe and sustainable food that provides a basis for good health
- use the senses to explore and evaluate the taste and texture of food and to explore the serving of food
- know that and find out about basic tastes in foods and tell about and discuss how taste can affect food preferences and food choices
- use recipes in cooking and calculate and evaluate the amount in the portions both with and without the use of digital resources
- show connections between food groups and nutrients that are important for good health
- use food labeling and diet models to put together a healthy, varied and sustainable diet and reflect on their choices
- use digital resources to compare and discuss product information and advertising in different media
- explore and present traditional Norwegian and Sami methods for preserving food and be able to tell about the raw materials that are preserved
- make a meal from different cultures and tell about and explore how social community and interaction can help to strengthen good health

NEW CURRICULUM  
Public health and life skills:  
Food and health

The goal for the education after the 10th grade is that the pupils should be able to

- plan and use appropriate travel cabinets, techniques and cooking methods to create safe and sustainable food that provides a basis for good health
- use the senses to assess the quality of food, explore and combine flavors in cooking and improve recipes, menus and serving of food
- discuss how diet can contribute to good health, and use digital resources to assess one's own diet and to choose healthy and varied foods in connection with cooking
- explain and critically evaluate claims, advice and information about diet and health
- explore the climate footprint of food and find out how food choice and food consumption can affect the environment, climate and food safety
- cook food from Norwegian and Sami culture and from other cultures and compare and explore ingredients and cooking methods that are used in different food cultures
- show through cooking and meals how identity and community are conveyed in different cultures

NEW CURRICULUM  
Public health and life skills:  
Science

## Public health and life skills

- In science, the interdisciplinary theme of public health and life skills is about giving students the competence to understand their own body and take care of their own physical and mental health. Pupils must be able to be critical of and use health-related information to make good and responsible choices related to health, safety and the environment in both everyday and working life.

NEW CURRICULUM  
Public health and life skills:  
Science 4th grade

The goal for the education after the 4th grade is that the pupils should be able to

- talk about what physical and mental health is, and discuss how lifestyle and well-being affect health
- converse about similarities and differences between the sexes, about gender identity and about human reproduction
- describe how muscles and skeletons work, and link this to movement
- describe functions in the body's external defenses and talk about how this protects against disease

NEW CURRICULUM  
Public health and life skills:  
Science 7th grade

The goal for the training after 7th grade is that the pupils should be able to

- read and understand hazard labeling and reflect on the purpose of these
- reflect on how technology can solve challenges, create opportunities and lead to new dilemmas
- give an account of physical and mental changes during puberty and talk about how this can affect emotions, actions and sexuality
- give an account of some of the body's organ systems and describe how the systems work together

## NEW CURRICULUM

### Sustainable development : Food and health

#### 2.5.3 Sustainable development

- In the subject of food and health, the interdisciplinary theme of sustainable development is about emphasizing that both food production and food consumption should take place in ways that are not harmful nationally or globally, neither now nor in the future

# NEW CURRICULUM

## Sustainable development : Food and health

The subject will contribute to the students becoming aware of ethical and economic issues regarding food production and food consumption and of the distribution of food resources, so that they are able to make responsible choices and develop good values and attitudes.

## NEW CURRICULUM

### Sustainable development: Food and health

The goal of the training after the 4th step is that the pupils should be able to

- use travel cabinets, space and weight measurements and simple techniques in connection with cooking
- utilize local foods in cooking and present the links in the production chain from raw material to meal
- sort waste in connection with cooking and explain why it is important to do so

## NEW CURRICULUM

### Sustainable development: Food and health

#### **The goal for the training after 7th grade is that the pupils should be able to**

- use travel cabinets, basic techniques and cooking methods to create safe and sustainable food that provides a basis for good health
- use recipes in cooking and calculate and evaluate the amount in the portions both with and without the use of digital resources
- use food labeling and diet models to put together a healthy, varied and sustainable diet and reflect on their choices
- use digital resources to compare and discuss product information and advertising in different media
- utilize foods and leftovers from cooking and reflect on your own food consumption
- explore and present traditional Norwegian and Sami methods for preserving food and be able to tell about the raw materials that are preserved

## NEW CURRICULUM

### Sustainable development: Food and health

**The goal of the training after the 10th step is that the pupils should be able to**

- plan and use appropriate travel cabinets, techniques and cooking methods to create safe and sustainable food that provides a basis for good health
- use the senses to assess the quality of food, explore and combine flavors in cooking and improve recipes, menus and serving of food
- discuss how diet can contribute to good health, and use digital resources to assess one's own diet and to choose healthy and varied foods in connection with cooking
- critically assess information about food production and discuss how consumer power can affect local and global food production
- explore the climate footprint of food and find out how food choice and food consumption can affect the environment, climate and food safety

## NEW CURRICULUM

### Sustainable development: Science

# Sustainable development

- In science, the interdisciplinary theme of sustainable development is about students gaining competence to make environmentally conscious choices and actions, and see these in the context of local and global environmental and climate challenges.

## NEW CURRICULUM

### Sustainable development: Science

Knowledge of connections in nature is necessary to understand how we humans are involved in influencing it. Scientific expertise can help us find solutions to limit climate challenges, preserve biological diversity and manage the earth's natural resources in a sustainable way.

## NEW CURRICULUM

### Sustainable development: Social studies

# Sustainable development

- In social studies, the interdisciplinary theme of sustainable development is about students understanding the connection between the social, economic and environmental conditions of sustainability. Knowledge of the connections between nature and society, of how humans affect the climate and the environment, and of how living conditions, lifestyles and demographics are connected, contributes to this understanding.

## NEW CURRICULUM

### Sustainable development: Social studies

In social studies, students should reflect on and discuss dilemmas and tensions related to the various dimensions of sustainable development and see that actions at both individual and societal level are important.

## EXPLORE

<https://www.helsedirektoratet.no/tema/mat-og-maltider-i-skolen/filmer-og-materiell-om-skolemaltid>

The subject facilitates to

- explore
- use the senses and experience the joy of food
- the social part of the meal.

### Kampanjefilmer

Helsedirektoratet har laget to filmer i en mini dokumentar om skolemåltidet der fire tiendeklassinger tester sine skolematvaner på en førsteklasse, og observerer hvordan maten påvirker elevene og klassen. Skolemateksperimentet er reelt, og barnas reaksjoner er ekte. Dette er underholdende, men samtidig danner det grunnlag for refleksjon rundt hva et sunt skolemåltid kan bestå av, og hvorfor det er viktig.

[Episode 1: Kebab vs. matpakke – Skolemateksperimentet 1#2 \(youtube.com\)](#)