

# Food and Beverage

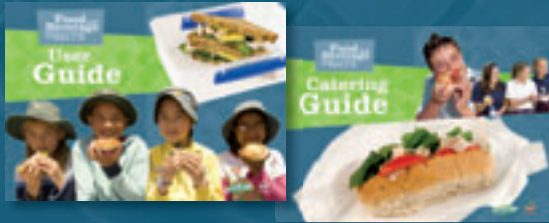
Classification System  
for Years 1–13

# User Guide



MISSION-ON





These guidelines, produced by the Ministry of Health, support the Ministry of Education's *Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools*. They also contribute to the Mission-On campaign.



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# Introduction

Many school communities are already aware of the important links between food, health and learning and are taking steps to improve their food and nutrition environments. Making healthy foods and drinks readily available within the school environment will encourage students to make healthy choices and will significantly contribute to improved nutrition in children and young people. Consuming healthy foods and drinks every day not only improves students' overall health but can also improve their learning and behaviour.

Changes to the National Administration Guidelines will mean that, from 1 June 2008, all state and state-integrated schools are required to promote healthy food and nutrition for all students and, where foods and beverages are sold on school premises, to make only healthy options available. The Food and Beverage Classification System is a tool that can be used to identify healthy food and drink options.

The *User Guide: Food and Beverage Classification System for Years 1–13* summarises how to identify healthier options for foods and drinks commonly consumed by children at school. It also provides:

- an introduction to the Ministry of Health's food and nutrition guidelines for children and young people
- advice on how to select foods and drinks according to the three categories identified:
  - **everyday** foods
  - **sometimes** foods
  - **occasional** foods
- the nutrient criteria for identifying **occasional** foods
- details on where to go for more information.

This guide discusses choosing healthier pre-prepared foods bought from external suppliers and sold or provided in the school. The accompanying *Catering Guide: Food and Beverage Classification System for Years 1–13* provides information on preparing healthier food on the school premises.

The *User Guide* and the accompanying *Catering Guide* have been developed for use in schools. Separate resources have also been developed specifically for early childhood education services.



## Role of school canteen or school food service

*The school canteen plays an important role. It enables children and young people to act on the healthy eating messages learned in the classroom by selecting from food and drink choices that are healthy, look and taste good, and are affordable – a great way to encourage healthy eating habits. The canteen is one of the best places to role model healthy eating habits.*

## Why do we need a system to classify foods and drinks?

The 2002 National Children's Nutrition Survey of schoolchildren 5–14 years old (Ministry of Health 2003) highlighted the importance of the school environment. The survey found that 32 percent of daily energy intake was consumed by the children during school hours (Regan 2007). Approximately half of the schoolchildren surveyed bought some of the food they consumed from the school canteen or tuck shop, with 5 percent of children buying most of their food there. Only 60 percent of the schoolchildren surveyed ate the recommended three or more servings of vegetables, and 40 percent ate the recommended two or more servings of fruit each day. Good nutrition and healthy eating practices in childhood are important in shaping lifelong behaviours as well as affecting overall health and wellbeing.

The *User Guide: Food and Beverage Classification System for Years 1–13* and the accompanying *Catering Guide* is the second part of a support package to help schools achieve the aims of the Government's Healthy Eating – Healthy Action strategy and Mission-On campaign. *Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools* (Ministry of Education 2007) and supporting toolkits of fact sheets and resources have already been sent to schools. This *User Guide* is a practical tool to assist schools in implementing the *Food and Nutrition for Healthy, Confident Kids* guidelines.

Healthy Eating – Healthy Action is the Government's overarching strategy to improve nutrition, increase physical activity and reduce obesity. Children and young people are a priority group for this strategy. Mission-On is a high-profile government package of initiatives targeting 0- to 24-year-olds. Its focus is to improve nutrition and physical activity by giving New Zealand's children and young people, and their families, the tools to become healthier so they can lead active and successful lives.



## Food and nutrition guidelines

The Food and Beverage Classification System is based on the Ministry of Health's background papers *Food and Nutrition Guidelines for Healthy Children Aged 2–12 Years* (1997) and *Food and Nutrition Guidelines for Healthy Adolescents* (1998). A range of food and nutrition pamphlets is available to order or download from [www.healthed.govt.nz](http://www.healthed.govt.nz) including the Ministry of Health brochures *Eating for Healthy Children Aged 2 to 12* (revised 2005; reference code 1302) and *Eating for Healthy Teenagers* (revised 2006; reference code 1230).

### Eating for healthy children and young people

Eat a variety of foods from the four food groups each day.  
Eat enough for growth and physical activity.  
Choose foods low in fat, sugar and salt.  
Choose snacks well.  
Drink plenty every day.  
Avoid alcohol.

## The four food groups

The Ministry of Health's food and nutrition guidelines sort foods into four food groups (vegetables and fruit, breads and cereals, milk and milk products, meat and alternatives) and recommend how much to eat of each food group. Children and young people need a variety of foods from the four food groups every day.

The table below summarises information about each food group.

FOOD GROUP	SERVINGS PER DAY*	SERVING EXAMPLES
Vegetables and fruit	Eat at least 5 servings per day: <ul style="list-style-type: none"> <li>at least 3 servings of vegetables and</li> <li>at least 2 servings of fruit.</li> </ul>	1 medium vegetable (eg, potato, carrot, similar-sized root vegetable, tomato) 1 cup lettuce ½ cup cooked vegetables ½ cup of salad vegetables (eg, tomatoes, celery, cucumber, sprouts) 1 medium-sized piece of fruit (eg, an apple, banana, orange, pear) 2 small apricots or plums ½ cup fresh fruit salad ½ cup stewed or canned fruit 25 g dried fruit (eg, 2 tablespoons raisins or 3 dates)
Breads and cereals	Eat at least 5–6 servings per day†: <ul style="list-style-type: none"> <li>try to choose wholegrain.</li> </ul>	1 slice of bread 1 slice rēwena bread 1 medium bread roll 1 cup of plain cooked rice, pasta, noodles ½ cup cooked breakfast cereal 1 cup of breakfast cereal flakes ½ cup muesli
Milk and milk products	Eat at least 2–3 servings per day: <ul style="list-style-type: none"> <li>choose low- or reduced-fat options.</li> </ul>	250 ml milk 2 slices (40 g) of cheese 150 ml yoghurt or dairy food 150 ml custard
Meat, fish, poultry, eggs, nuts and legumes	Eat at least 1–2 servings per day†: <ul style="list-style-type: none"> <li>choose lean unprocessed meats.</li> </ul>	¾ cup of mince or casserole 2 slices cooked lean meat 1 egg 2 chicken drumsticks (110 g) ¾ cup baked beans ¾ cup cooked lentils, chickpeas, split peas 1 medium fillet of fish (100–120 g) ¾ cup kina

\* Approximately one-third of this amount is consumed during the school day.

† The greater amount is for older children.



FOOD GROUP	MAIN NUTRIENTS PROVIDED
Vegetables and fruit	Carbohydrate, fibre, vitamins and some minerals
Breads and cereals	Carbohydrate, fibre, vitamins and some minerals
Milk and milk products	Protein, calcium, fats and some vitamins
Meat, fish, poultry, eggs, nuts and legumes	Protein, fats, iron and zinc Carbohydrate in nuts and legumes

## Foods that do not fit into the four food groups

Some foods do not fit into the four food groups. These foods include many biscuits, cakes, desserts, potato crisps (chippies), pastries, pies, lollies, chocolate and fizzy drinks. Consumption of most of these foods should be limited because they are high in fat (particularly saturated fat) and/or salt and/or added sugar. Cooking methods such as frying and deep-frying add extra fat to foods.

These foods are generally categorised as **occasional foods – they do not provide essential nutrients our bodies need**. They can be included in our diets to add variety but should not displace the healthier foods that our bodies need every day.

Note: For tips on how to reduce the fat, salt and sugar content of food prepared on site at your school, see the *Catering Guide: Food and Beverage Classification System for Years 1–13*.

## Vegetarian eating

Children can eat a vegetarian diet and remain healthy. There are several different types of vegetarian:

- Vegans eat no animal products.
- Lacto-ovo vegetarians include milk, milk products and eggs in their diet but not other animal foods.
- Semi-vegetarians may eat fish and/or chicken but do not eat red meat.

In order to meet a vegetarian's nutritional needs, it is important to offer a wide variety of foods. Including at least one vegetarian choice on the menu is recommended. Healthy vegetarian choices include wholegrain cereals, low-fat milk products, nuts and seeds, dark green vegetables, soy products such as tofu, and pea and bean products such as lentils, hummus, felafels and baked beans.

## Serving and package size

Over the years there has been a trend towards serving foods in larger portions. For example, when soft drinks were first introduced, the standard package was 200 ml. The usual pack size now is 600 ml. Check the portion size of foods sold in the canteen or tuck shop. It may be appropriate to reduce the size of some food and drink choices.

For recommended serving sizes see the table on page 4.



# Classifying foods and drinks for school



For people involved in selecting foods and drinks for catered meals, tuck shops and canteens, vending machines, sponsorship deals, fundraisers and other special events, the Food and Beverage Classification System identifies the healthy options.

Foods and drinks have been classified into the following three categories.

## Everyday foods: appropriate for everyday consumption

Encourage and promote these foods and drinks in your school.



## Sometimes foods: for restricted provision

Do not let these foods and drinks dominate the choices available, and provide in appropriate serving sizes (see the table on page 4).



## Occasional foods: should not be provided

Limit provision of these foods or drinks to about one occasion per term.

The categories are designed to help schools promote the provision of **everyday** foods from the four food groups.

## Everyday foods

**Everyday** foods are foods from the four food groups.

These foods and drinks are the healthiest choices. Most of the food provided in schools should be **everyday** items.

Encourage and promote **everyday** foods and drinks.

Choose a variety of these different types of foods:

- vegetables and fruit
- breads, cereals, rice, pasta and noodles
- milk and milk products (for example, yoghurt, cheese) and alternatives
- lean meat, fish, poultry, eggs, dried peas, beans and lentils.

Water is the best drink.  
Have plenty of water  
available every day.

**Everyday** foods are the healthiest choices because, in general, they:

- are rich sources of nutrients, including vitamins and minerals
- contain less saturated fat and/or salt and/or added sugar
- help to prevent children and young people from consuming too many kilojoules (energy).

For ideas on how to prepare healthy **everyday** menu items, see the *Catering Guide*.

A list of foods will be available in late 2007 to assist you in planning **everyday** menu choices.

## Encourage and promote ‘everyday’ choices

To successfully implement changes in the school nutrition environment, it is best if the students and wider school community are involved. Marketing and promotion of **everyday** foods from the school canteen can contribute to the success of these changes. Student involvement in the promotion of **everyday** foods is essential. Use student innovation to promote these foods, after all, they know the target audience best.

Not all young people care so much about being healthy; however, they do care about how food looks and tastes, what it costs, and its associated image. These are some factors to consider when promoting **everyday** foods.

The students and school community may also decide to promote **everyday** foods with the following activities:

- Rebrand the canteen, including designing a canteen logo, creating a canteen motto, naming menu items and combo deals.
- Student business and marketing projects.
- Student-designed promotional material (such as posters) around the school, in the canteen, in newsletters and on display during assemblies.
- Incentive schemes to ensure that healthy food and drink options are chosen, such as:
  - providing loyalty cards or collecting stamps and/or stickers for **everyday** foods
  - combo deals that include mostly **everyday** foods
  - giveaways, such as free fruit with all main meal items purchased
  - taste testing of new products
  - weekly or daily specials for **everyday** food and drink items.
- Competitive pricing strategies.
- Positioning of **everyday** foods at eye level or close to the counter in the canteen or tuck shop (ensure that these foods can also be seen by younger children).

Food presentation is an important factor. Colour, flavour and temperature all greatly influence food choice. If food looks, smells and tastes great, students are more likely to buy it and keep buying it!



## Sometimes foods

These foods and drinks are mostly processed foods with some added fat and/or salt and/or sugar. Schools are recommended to restrict these foods and drinks by:

- offering appropriate serving sizes (see page 4 for suggested serving sizes)
- reducing the number of these items on the menu
- offering these items less often.



**Don't let these **sometimes** foods dominate the food choices available.**

Although **sometimes** foods are sources of nutrients, including vitamins and minerals, they should be restricted because, in general, they:

- contain moderate levels of saturated fat and/or salt and/or added sugar
- can contribute to an intake of too many kilojoules (energy).

A menu that contains mostly **sometimes** foods can provide students with too many kilojoules (energy). You can limit these foods by selling smaller package sizes and serving smaller portions.

These foods can contribute to a healthy diet but should not dominate the menu at the expense of healthier **everyday** food choices. Ideally the foods offered in the canteen should be mostly **everyday** foods with a few **sometimes** foods. Using this guide and carefully reading the nutrition information panels (see appendix 1 for more information) will help ensure that only the healthier choices are available.

A list of foods will be available in late 2007 to assist you in planning your **sometimes** menu choices.

## Occasional foods

These foods and drinks are high in saturated fat and/or salt and/or added sugar.



**Occasional foods should be provided or sold about once a term, for example, at a school fair or other exceptional event.**

**Occasional** foods should not be provided because, in general, they:

- are low in vitamins and minerals and provide minimal nutritional value
- contain significant levels of saturated fat and/or salt and/or sugar
- usually contribute excess kilojoules (energy).

Certain foods and drinks automatically fall into the **occasional** food category.

These foods are:

- Confectionery<sup>1</sup>
- Deep-fried foods (for example, chips, deep-fried fish)
- Full-sugar and artificially sweetened energy drinks<sup>2</sup>
- Full-sugar carbonated beverages (soft drinks, fizzy drinks)
- Any beverages labelled 'not recommended for children'.

It is important to maintain consistent messages in other areas of the school, for example, by providing healthy foods and drinks at special events (formals, camps, sports days), for fundraising, for classroom rewards and for the sale of food and drinks in vending machines.

<sup>1</sup> The term 'confectionery' refers to a range of sugar-based products, including boiled sweets (hard glasses), fatty emulsions (toffees and caramels), soft crystalline products (fudges), fully crystalline products (fondants), gels (gums, pastilles, and jellies), and chocolate.

<sup>2</sup> Energy drinks are defined as 'non-alcoholic water-based flavoured beverages which contain caffeine and may contain carbohydrates, amino acids, vitamins and other substances, including other foods, for the purpose of enhancing mental performance'.

# Quick reference tables



The following tables indicate which of the categories the foods and drinks sold or provided at school are most likely to fit into. A brand or variety of food (or drink) can contain slightly different amounts of nutrients, and package sizes can also be different, so the tables may show some products fitting into more than one category. Choose the product carefully where a food or drink fits into two categories. (The nutrient criteria for **occasional** foods can be found in appendix 2.)

The quick reference tables classify drinks and ready-made food items.

Items are classified within the following groups:

- |                           |  |
|---------------------------|--|
| 1. Drinks                 | 5. Meat, fish, poultry and meat alternatives |
| 2. Vegetables and fruit   | 6. Mixed item dishes                         |
| 3. Breads and cereals     | 7. Snack items.                              |
| 4. Milk and milk products |  |



## Remember:

- encourage and promote **everyday** foods and drinks
- when providing or selling food at school, don't let **sometimes** foods dominate
- limit the provision or sale of **occasional** foods to about once a term.

Milk appears in two product groups: in drinks and in milk and milk products.

Milk-based snacks appears in two product groups: in milk and milk products and in snack items.



## Product group 1: Drinks

Children and young people need plenty to drink to keep their bodies functioning. They need to drink more when they are active and when it is hot.



**Water is the best drink.**  
Schools should ensure that clean, fresh water is easily available to their students.

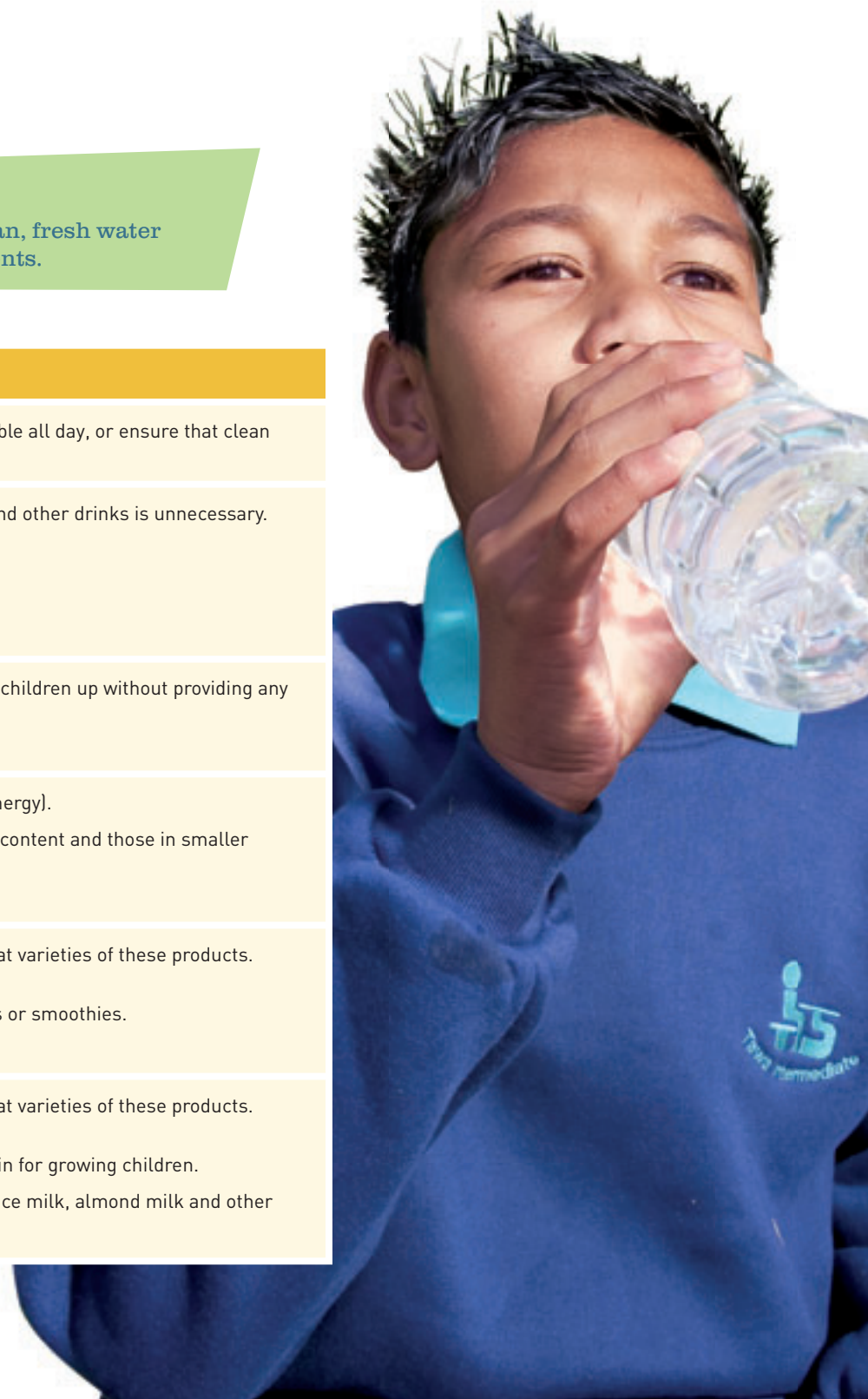
E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Water:</b> – plain water	*			Have plain water served in cups or bottles available all day, or ensure that clean water fountains are available.
<b>Flavoured and/or fortified water and sports drinks:</b> – 'fortified water' means the fortification (addition) of vitamins, minerals or other substances to water.		*	*	The addition of vitamins and minerals to water and other drinks is unnecessary. Package size limited to 450 ml.
<b>Artificially sweetened carbonated drinks:</b> – 'diet' fizzy drink		*	*	Consuming large amounts of fizzy drinks can fill children up without providing any nutrients. Package size limited to 400 ml.
<b>Vegetable and/or fruit juice and drinks:</b> – vegetable and/or fruit juice – fruit drink		*	*	These are a concentrated source of kilojoules (energy). Choose drinks with a high vegetable and/or fruit content and those in smaller package sizes. Serve juices chilled or frozen.
<b>Flavoured milk and drinking yoghurts:</b> – flavoured milk – drinking yoghurt		*	*	Children and young people do not need the full-fat varieties of these products. Choose reduced- or low-fat varieties. Serve on its own, or use in fresh fruit milkshakes or smoothies. Package size limited to 350 ml.
<b>Milk:</b> – plain reduced- or low-fat cow's milk – plain whole cow's milk – soy and rice milk	*	*		Children and young people do not need the full-fat varieties of these products. Choose reduced- or low-fat varieties. Milk is an important source of calcium and protein for growing children. Choose calcium-enriched varieties of soy milk, rice milk, almond milk and other milk substitutes.

Some items can fit into more than one category, depending on their nutrient content and serving size.  
Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions.  
Choose appropriate serving sizes – refer to the table on page 4.



## Product group 2: Vegetables and fruit

Vegetables and fruit should make up a large proportion of the choices on the school menu. Promoting fresh, frozen or canned vegetables and fruit helps children and young people learn to enjoy eating vegetables and fruit and encourages them to choose from a wide variety of these foods.

E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Vegetable and vegetable mixes:</b> <ul style="list-style-type: none"> <li>– fresh</li> <li>– frozen</li> <li>– canned</li> </ul>	*			Serve vegetables with all main meal dishes, add to hot savoury dishes, and include in salads, sandwiches and rolls. Raw or lightly steamed vegetables retain more nutrients than vegetables cooked for longer. Choose products with no added fat and add no or minimal fat and/or oil and/or salt during preparation. Don't deep-fry.
<b>Potato, kūmara, taro and tapioca:</b> <ul style="list-style-type: none"> <li>– fresh potatoes and kūmara</li> <li>– frozen potato and kūmara chips and wedges</li> <li>– hash browns</li> </ul>	*	*	*	Baked potatoes and kūmara can be cooked and filled. Add heaps of vegetables and other toppings in small quantities (see <i>Catering Guide</i> ). Choose products with minimal added fat and/or salt. Add no or minimal fat or oil and/or salt during preparation. Oven-bake, rather than deep-fry.
<b>Fruit:</b> <ul style="list-style-type: none"> <li>– fresh</li> <li>– frozen</li> <li>– canned</li> <li>– fruit puree</li> <li>– fruit tubs</li> </ul>	*	*		Serve fresh fruit in season whole, cut into wedges, as fruit kebabs or as fruit salad. Choose fruit tubs with high fruit content and minimal added sugar.
<b>Dried vegetables and/or fruit:</b> <ul style="list-style-type: none"> <li>– dried apricots, apple, papaya</li> <li>– raisins, dates</li> <li>– dried fruit leathers</li> <li>– banana chips</li> <li>– vegetable chips</li> </ul>		*	*	Dried fruit is high in kilojoules (energy) and sugar. Choose dried fruit products with high fruit content. Choose appropriate serving sizes. Dried fruit (including fruit leathers) are a concentrated form of fruit (eg, 10 dried apricots = 10 fresh apricots). Dried fruit is very sticky and can get stuck in teeth, contributing to dental decay. Fruit and vegetable chips often have added fat.

Some items can fit into more than one category, depending on their nutrient content and serving size.  
 Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions.  
 Choose appropriate serving sizes – refer to the table on page 4.



## Product group 3: Breads and cereals

This group provides energy, fibre, minerals and vitamins. The least refined breads and cereals are best, for example, wholegrain bread, brown rice, wholegrain noodles and oats.

E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Rice, pasta, noodles and couscous:</b> <ul style="list-style-type: none"> <li>– plain cooked dried and fresh rice, pasta noodles and couscous</li> <li>– plain canned spaghetti</li> <li>– fried rice</li> <li>– fried and instant noodles</li> <li>– rice risotto and savoury rice</li> </ul>	*			<p>Choose wholegrain or brown rice and noodles. Try hot and cold dishes and include these products in soups and salads.</p> <p>Pre-prepared rice and noodle items with added flavouring often contain added fat and/or salt. Choose reduced-fat and low-salt varieties and prepare with no or minimal added fat.</p>
<b>Bread and bread-based products:</b> <ul style="list-style-type: none"> <li>– wholegrain and wholemeal, rye</li> <li>– white and high-fibre white</li> <li>– flatbreads, pita, tortillas</li> <li>– muffin splits, crumpets and bagels</li> <li>– fruit breads and buns</li> <li>– rēwena and fa'apāpā</li> <li>– garlic bread</li> <li>– croissants</li> </ul>	*	*		<p>Choose a range of wholemeal, wholegrain and flavoured breads.</p> <p>Use breads in a variety of ways for meals and snacks.</p> <p>Breads can be used as a base for pizza or as a case for hot and cold fillings.</p> <p>Toasted or heated breads and fillings are popular in winter and are easily served with soup or as a side dish.</p> <p>Toasted fruit bread slices are a popular snack.</p> <p>Some flavoured breads are high in fat and/or salt. Choose reduced-fat and low-salt varieties. Prepare with no or minimal added fat.</p>
<b>Breakfast cereals:</b> <ul style="list-style-type: none"> <li>– wheat biscuits</li> <li>– bran flakes</li> <li>– porridge</li> <li>– untoasted muesli</li> <li>– toasted muesli</li> <li>– corn flakes</li> <li>– puffed rice</li> </ul>	*	*	*	<p>Serve wholegrain cereals, whole-wheat flakes, puffed cereals, porridge, and wheat biscuits with low-fat or reduced-fat milk.</p> <p>Toasted varieties are usually high in fat and added sugar. Choose carefully.</p> <p>Provide fresh or canned fruit as a topping instead of sugar.</p>

Some items can fit into more than one category, depending on their nutrient content and serving size.

Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions.

Choose appropriate serving sizes – refer to the table on page 4.



## Product group 4: Milk and milk products

E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Cheese:</b> <ul style="list-style-type: none"> <li>– ricotta</li> <li>– cottage cheese</li> <li>– 'lite' cheese slices</li> <li>– feta</li> <li>– edam</li> <li>– cheddar</li> <li>– mozzarella</li> </ul>	*	*		<p>Children and young people do not need full-fat varieties. Choose reduced-fat cheeses where possible.</p> <p>Lower fat cheeses can be used as spreads in sandwiches, wraps and rolls, on pizzas and in salads.</p> <p>Higher fat cheeses should be used sparingly. Use just enough to provide flavour.</p>
<b>Flavoured milk and drinking yoghurt:</b> <ul style="list-style-type: none"> <li>– flavoured milk</li> <li>– drinking yoghurt</li> </ul>		*	*	<p>Children and young people do not need the full-fat varieties. Choose reduced- or low-fat varieties.</p> <p>Serve on its own, or use in fresh fruit milkshakes or smoothies.</p> <p>Package size limited to 350 ml.</p>
<b>Milk:</b> <ul style="list-style-type: none"> <li>– plain reduced- or low-fat cow's milk</li> <li>– plain whole cow's milk</li> <li>– soy and rice milk</li> </ul>	*	*		<p>Children and young people do not need the full-fat varieties. Choose reduced- or low-fat varieties.</p> <p>Choose calcium-enriched varieties of soy milk, rice milk, almond milk and other milk substitutes.</p>
<b>Milk-based snacks:</b> <ul style="list-style-type: none"> <li>– yoghurt</li> <li>– soy yoghurt</li> <li>– custards</li> <li>– dairy desserts</li> <li>– creamed rice</li> </ul>	*	*	*	<p>Milk-based snacks contribute to children's intakes of protein and calcium.</p> <p>Choose reduced- or low-fat varieties.</p> <p>Try serving these foods with fresh, frozen or canned fruit.</p> <p>Try freezing yoghurt or custard for a summer snack.</p>

Some items can fit into more than one category, depending on their nutrient content and serving size. Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions.

Choose appropriate serving sizes – refer to the table on page 4.



## Product group 5: Meat, fish, poultry and meat alternatives

E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Fresh, frozen, canned and pouched fish and seafood:</b> <ul style="list-style-type: none"> <li>canned tuna, salmon, sardines</li> <li>fresh and frozen fish fillets or pieces</li> </ul>	*	*		Choose canned fish and seafood in spring water or brine. Use fish or seafood as a main salad item. Add fish and seafood to sandwiches, toasted sandwiches, rolls, baked potatoes, pizza, salads and noodle soups. Prepare with no or minimal added fat and/or salt.
<b>Processed fish and seafood products:</b> <ul style="list-style-type: none"> <li>crumbed or coated fish</li> <li>fish patties</li> <li>fish fingers</li> <li>surimi</li> </ul>		*	*	Some of these foods are high in fat and/or salt. Choose low-fat products and serve in appropriate portion sizes. Prepare these foods with no added fat. Oven-bake instead of deep-frying.
<b>Meat, poultry and eggs:</b> <ul style="list-style-type: none"> <li>plain lean beef, lamb and chicken</li> <li>eggs, plain</li> <li>egg dishes</li> <li>plain minced meat</li> </ul>	*	*		Use leaner cuts and trim skin and visible fat. Use lean mince. Meats can be added to most hot and cold savoury dishes. Prepare eggs with no added fat by boiling or poaching. Add to sandwiches and salads.
<b>Processed meats:</b> <ul style="list-style-type: none"> <li>ham</li> <li>salami</li> <li>luncheon</li> <li>meat patties</li> </ul>		*	*	Processed meats are often high in fat and/or salt. Add small amounts to sandwiches, pizzas and burgers or serve with a salad. Serve vegetables with these products.

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Sausages, frankfurters and saveloys:</b> <ul style="list-style-type: none"> <li>plain and flavoured sausages</li> </ul>		*	*	These products are often high in fat and/or salt, and have fewer nutrients than lean meat. Add small amounts to sandwiches, pizzas and burgers or serve with a salad. Serve vegetables with these products.
<b>Meat alternatives (vegetarian options):</b> <ul style="list-style-type: none"> <li>plain tofu</li> <li>vegetarian sausage</li> <li>vegetarian luncheon</li> <li>nutmeat</li> <li>felafel</li> <li>plain tempeh</li> </ul>	*	*		Use these products in place of meat – in hot dishes, sandwiches, burgers and kebabs Some of these foods are high in total fat and/or sodium. Choose low-salt products. Felafels are great in rolls and wraps. Serve vegetables with these products.
<b>Dried and canned peas, beans and lentils (pulses):</b> <ul style="list-style-type: none"> <li>kidney beans</li> <li>lentils</li> <li>baked beans</li> <li>canned bean mixes</li> </ul>	*			Use baked beans with toasted wholegrain or wholemeal bread. Add beans to soups and nachos or serve as a side salad. Lentil patties can be used in burgers. Choose salt-reduced varieties.

Some items can fit into more than one category, depending on their nutrient content and serving size. Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions. Choose appropriate serving sizes – refer to the table on page 4.



## Product group 6: Mixed meal dishes

Mixed item dishes combine foods from two or more of the four food groups. For example, a pizza uses ingredients from the bread, vegetables, meat and milk products food groups (see previous sections).

E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Mixed meal items:</b> <ul style="list-style-type: none"> <li>– pizza</li> <li>– calzones</li> <li>– pizza bread</li> <li>– bread-based pies</li> <li>– sushi</li> <li>– filled pasta</li> <li>– lasagne</li> <li>– macaroni cheese /pasta and sauce</li> </ul>	*	*	*	<p>Select pizzas and hot breads with the least amount of cheese and most vegetables.</p> <p>Choose low-fat and salt-reduced pasta meals. Add no or minimal fat in preparation. Serve pasta meals with a side salad or hot vegetables.</p>
<b>Soups:</b> <ul style="list-style-type: none"> <li>– fresh</li> <li>– canned</li> <li>– pouched</li> <li>– powdered soup mix</li> <li>– old-fashioned soup mix (powder and barley, split peas etc)</li> </ul>	*	*		<p>Soups are great for any time, especially winter. They are also a good way to get children to eat vegetables.</p> <p>Add plenty of vegetables, legumes, rice or pasta to hot and cold soups.</p> <p>Choose low-fat, low-salt options – avoid soups made with butter, cream and/or full-fat milk.</p> <p>Soups can be sold in cups with a bread roll or bread stick (preferably wholemeal).</p>
<b>Filled sandwiches, rolls and wraps:</b> <ul style="list-style-type: none"> <li>– sandwiches, filled rolls and pita breads</li> <li>– American hot dogs</li> </ul>	*	*	*	<p>Choose sandwiches made with wholegrain or wholemeal bread, filled with plenty of vegetables.</p> <p>Choose sandwiches with small amounts of low-fat spreads, such as avocado, cottage cheese or hummus, instead of butter and margarine.</p>
<b>Pastry products:</b> <ul style="list-style-type: none"> <li>– savoury pies</li> <li>– sausage rolls</li> <li>– spring rolls</li> <li>– quiches</li> <li>– samosas</li> </ul>		*	*	<p>Pastry is often high in saturated fat and/or sodium. Choose low-fat and low-salt products where possible.</p> <p>Oven-bake pastry products instead of deep-frying.</p> <p>Choose smaller portions and those with the most vegetables.</p>

Some items can fit into more than one category, depending on their nutrient content and serving size. Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions.

Choose appropriate serving sizes – refer to the table on page 4.



## Product group 7: Snack items

Snacks are very important for growing children and young people. Foods chosen for snacks should come from the four food groups; they should be nutritious, and low in fat, salt and sugar.

E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Milk-based snacks:</b> <ul style="list-style-type: none"> <li>– yoghurt</li> <li>– soy yoghurt</li> <li>– custards</li> <li>– dairy desserts</li> <li>– creamed rice</li> </ul>	*	*		Milk-based snacks contribute to children's intakes of protein and calcium.  Choose reduced- or low-fat products.  Try serving these foods with fresh, frozen or canned fruit.  Try freezing yoghurt or custard for a summer snack.
<b>Sweet snacks:</b> <ul style="list-style-type: none"> <li>– biscuits</li> <li>– breakfast bars</li> <li>– energy bars</li> <li>– cereal bars</li> <li>– baked fruit bars</li> <li>– sweet-flavoured popcorn</li> </ul>		*	*	Sweet snacks are often high in saturated fat and kilojoules (energy). Choose carefully from this food group, and keep package and canteen serving sizes to a minimum.  Some sweet snacks contain added confectionery (eg, chocolate coating), which contributes to excess kilojoules (energy).  Choose biscuits and cereal/muesli bars with fruit or wholegrain cereals to increase fibre intake.
<b>Savoury snacks:</b> <ul style="list-style-type: none"> <li>– water crackers</li> <li>– corn thins</li> <li>– rye crackers</li> <li>– rice crackers</li> <li>– crispbread</li> <li>– potato chips</li> <li>– corn chips</li> <li>– vege chips</li> <li>– bhuja mix</li> <li>– rice cake/wheel</li> <li>– cracker and cheese packs</li> </ul>		*	*	Some savoury snacks are high in saturated fat and salt. Choose carefully from this food group.  Wholegrain and other high-fibre and low-fat crackers are better choices.  Top crackers with food products such as vegetables, cheeses and meats from the <b>everyday</b> category.





E = EVERYDAY

S = SOMETIMES

O = OCCASIONAL

FOOD PRODUCTS	E	S	O	COMMENTS
<b>Baked snack foods:</b> <ul style="list-style-type: none"> <li>– cakes</li> <li>– pancakes</li> <li>– pikelets</li> <li>– iced bun (Boston bun)</li> <li>– slices</li> <li>– muffins (sweet or savoury)</li> <li>– scones</li> <li>– danish pastries</li> </ul>		*	*	<p>This section includes commercially produced baking, excluding biscuits or pre-packaged bars.</p> <p>Baked snacks are often high in kilojoules (energy), sugar and saturated fat.</p> <p>Choose small portion sizes only or serve cut into smaller pieces.</p> <p>Baked items made with wholemeal or wholegrain flour and/or fruit are often better options as they tend to be higher in fibre.</p> <p>Some products contain added confectionery (eg, chocolate chips and icing), which contributes to excess kilojoules (energy).</p>
<b>Dried fruit, nut and seed mixtures:</b> <ul style="list-style-type: none"> <li>– dried fruit and/or nut and/or seed mixtures</li> <li>– plain nuts</li> <li>– plain seeds</li> </ul>	*	*	*	<p>Nuts and seeds make great snacks in their natural, un-roasted form.</p> <p>Small servings of nuts and seeds with no added salt and/or sugar are healthier choices.</p> <p>Mixes including confectionery provide excess kilojoules (energy).</p>
<b>Ice creams, iceblocks and jellies:</b> <ul style="list-style-type: none"> <li>– ices</li> <li>– iceblocks</li> <li>– frozen juice</li> <li>– ice creams</li> <li>– frozen yoghurts</li> <li>– gelato</li> <li>– jelly and fruit</li> </ul>		*	*	<p>Choose ices and iceblocks with a higher percentage of fruit juice.</p> <p>Choose smaller serving sizes.</p> <p>Ice creams and milk-based iceblocks with added confectionery (eg, chocolate coating) contribute to excess kilojoules (energy).</p> <p>Choose products with a higher fruit content.</p>

Some items can fit into more than one category, depending on their nutrient content and serving size. Compare labels or check with the nutrient criteria (appendix 2) and choose healthier versions.

Choose appropriate serving sizes – refer to the table on page 4.



# Sample canteen menu



## Hot meal items:

Bread-based pie  
Pizza  
Pizza bread  
Calzone pizza  
American hot dog  
Toasted sandwich  
Soup of the day  
Toasted panini



## Cold meal items:

Salad  
Sandwiches (assorted)  
Filled roll  
Wraps (assorted)  
Frozen snacks  
Frozen juice  
Iceblock  
Ice cream  
Frozen yoghurt



## Snacks:

Mixed fruit and nuts  
Corn on the cob  
Creamed rice  
Tuna and cracker combo  
Yoghurt  
Popcorn (plain)  
Cereal bar  
Lightly salted peanuts  
Scone  
Jelly



## Fruits:

Apple  
Fruit salad pottle (no added sugar)

## Drinks:

Bottled water  
Reduced-fat milk  
Flavoured milk 300 ml  
Fruit juice 250 ml



# Appendix 1: Understanding labels

To make informed food choices that contribute to a healthy diet, it's important to know how to read nutrition information panels and understand what they mean. Nutrition information panels (NIP) are usually found on the back of the pack. They provide information on the amount of kilojoules (energy), protein, total fat, saturated fat, carbohydrates, sugar and sodium (salt) found in that food or drink.

This *User Guide* sets out nutrient criteria tables for **occasional** foods and drinks, showing where they fit within the classification system (see appendix 2). A list of foods will be available later in 2007 to assist in planning your **everyday** and **sometimes** menu choices. The lists will make it easier to work out which category the foods and drinks that are sold or provided at school fit into. In the meantime, the information on product labelling is provided to assist with menu planning.



**Tip: Always check the serving size of the food product.** The serving size given on some food and drink labels may be quite different to what you would provide in the school.



The serving size is most critical for **sometimes** and **occasional** food items. Two product groups have specific serving size limits: drinks and snack items. For these products check the 'per serving' column of nutrients.

For most other products check the 'per 100g' column of nutrients.

Nutrition Information		
Servings per package: 3		
Serving size: 150 g		
	Quantity per serving	Quantity per 100 g
Energy	677 kJ	405 kJ
Protein	6.1 g	4.2 g
Fat, total – saturated	7.4 g 4.0 g	4.9 g 2.5 g
Carbohydrate – sugars	18.8 g 8.8 g	12.6 g 5.9 g
Fibre	1.2 g	0.8 g
Sodium	450 mg	300 mg

This indicates the number of servings per package. It is simply a guide given by the food manufacturer.

For consistency compare products per 100 g.

This is the amount of kilojoules (energy) a food or drink provides.

*Note: The figures in red are the nutrients of importance for the Food and Beverage Classification System.*

## What to look for on labels

The Food and Beverage Classification System focuses on three nutrients: energy (measured in kilojoules), saturated fat, and sodium (salt). Fibre is also a focus for some product groups.

### Energy

Foods and drinks provide the energy we need for our bodies to grow and function. Energy from foods and drinks is released when food is eaten and then broken down in the body. Energy is measured in kilojoules (kJ).

Balancing the amount of kilojoules consumed (through foods and drinks) with kilojoules expended (through activity and growth) is important for good health.

- The nutrients that provide energy are protein, carbohydrate and fat.
- Foods that are high in fat or sugar are often high in kilojoules (energy) and lacking in essential nutrients, including vitamins and minerals, and fibre. Many of these foods do not fit into the four food groups (see page 4).

### Fat

All fats are a mixture of saturated fats (which includes trans-fatty acids) and unsaturated fats (both monounsaturated and polyunsaturated fats). Food contains a mixture of the three types of fat but one type of fat usually dominates in food. For example, foods of animal origin mainly contain saturated fat (such as butter and meat fat), whereas foods of plant origin (such as nuts, vegetable oils and avocado) contain mainly polyunsaturated and monounsaturated fat.



All fats contain the same amount of kilojoules (energy) per gram – use them in small amounts.



### *Saturated fats*

It is recommended that consumption of saturated fats is reduced. These fats are found naturally in animal products (for example, meat and dairy products) and coconut and palm oil. They are also found in many processed foods that are in the **sometimes** and **occasional** categories. Examples of processed foods containing saturated fats include pastries (pies, savouries), snack bars, and commercially produced cakes, biscuits and muffins.



**Choose foods low in saturated fats.**

### *Polyunsaturated and monounsaturated fats*

Food sources of these unsaturated fats are:

- vegetable oils and margarines
- oils naturally present in fish
- seeds and nuts.

### **Salt (sodium)**



**Limit high-salt foods.**

Salt is a compound called sodium chloride. Sodium is an essential mineral in tiny amounts. Large intakes of sodium can lead to poor health.

- Salt is used to add flavour. It is also an essential ingredient in some foods as a preservative.
- Common processed foods containing sodium are bread, cheese, biscuits, cakes, convenience foods and sauces.
- Most of the salt in our diet (up to 85 percent) is from processed and manufactured foods.
- The remainder of the salt in our diet is from salt added to foods in cooking or at the table.

### **Fibre**



**Choose foods with fibre where possible.**

Fibre is a form of carbohydrate found in wholegrain breads and cereals, vegetables and fruit, and legumes and nuts. Fibre has formerly been called roughage or bulk.

- Animal foods contain no fibre.
- Processing can reduce the fibre content of foods.



# Appendix 2: Nutrient criteria for 'occasional' foods and drinks

## Occasional foods and drinks

Some foods automatically fit into the **occasional** food category because they are too high in fat (particularly saturated fat) and/or salt and/or added sugar and provide minimal nutritional value.

These foods are:

- confectionery
- deep-fried foods
- full-sugar carbonated drinks
- full-sugar and artificially sweetened energy drinks
- any drinks labelled 'not recommended for children'.

The following tables are nutrient criteria for foods and drinks classified in the **occasional** category for each product group listed on pages 10–17. A product fits into the **occasional** food category (rather than **everyday** or **sometimes**) if it meets one or more of the following nutrient criteria.

PRODUCT GROUP 1	OCCASIONAL CATEGORY
<b>DRINKS</b>	
<b>Water</b>	Not applicable
<b>Flavoured and/or fortified water</b>	Package size > 450 ml Energy > 50 kJ/100 ml
<b>Artificially sweetened carbonated drinks</b> Examples include 'diet', 'light' and 'zero' soft drinks or carbonated drinks.	Package size > 400 ml
<b>Vegetable and/or fruit juice and drinks</b> Examples include pure juices, fruit-flavoured drinks and fruit smoothies.	< 50% vegetable and/or fruit juice Package size > 350 ml Package size > 250 ml and Energy > 90 kJ/100 ml

PRODUCT GROUP 1	OCCASIONAL CATEGORY
<b>DRINKS</b>	
<b>Flavoured milks and drinking yoghurts</b> Examples include flavoured cow's milk, soy milk and rice milk.	Package size > 350 ml Total fat > 3.3 g/100 ml
<b>Milk</b> Examples include plain cow's milk, soy milk, goat's and rice milk.	Total fat > 3.3 g/100 ml

PRODUCT GROUP 2	OCCASIONAL CATEGORY
<b>VEGETABLES AND FRUIT</b>	
<b>Fresh, canned and frozen vegetables and/or vegetable mixes</b> (except potato, kūmara, taro and tapioca).	Saturated fat > 1.5 g/100 g
<b>Potato, kūmara, taro and tapioca</b> Examples include fresh, frozen or mashed potato, kūmara, taro and/or tapioca products.	Energy > 1000 kJ/100 g Saturated fat > 5 g/100 g Sodium > 450 mg/100 g
<b>Fresh, frozen and canned fruit, fruit tubs and pureed fruit</b>	Not applicable
<b>Dried vegetables and/or fruit, vegetable and/or fruit leathers and chips</b> Examples include vegetable and/or fruit chips, for example, banana chips.	< 95% vegetable and/or fruit Saturated fat > 3 g/serve

> more than < less than

PRODUCT GROUP 3	OCCASIONAL CATEGORY
BREADS AND CEREALS	
<b>Rice, pasta, noodles and couscous</b> Examples include fresh and dried pasta, rice, couscous, noodle cups/instant noodles, rice risotto and savoury rice, and canned spaghetti.	Energy > 1000 kJ/100 g Saturated fat > 1.5 g/100 g Sodium > 450 mg/100 g
<b>Breads or bread products and fruit breads</b> Examples include all breads, muffin splits, crumpets, bagels, wraps, flatbreads, rolls, fruit breads, non-iced buns, rēwena, fa'apāpā, garlic bread and croissants.	Saturated fat > 4 g/100 g
<b>Breakfast cereals</b> Examples include wheat biscuits, bran, rice and corn flakes and bubbles, rolled oats and muesli.	Saturated fat > 4 g/100 g Sodium > 600 mg/100 g Fibre < 4 g/100 g
PRODUCT GROUP 4	OCCASIONAL CATEGORY
MILK AND MILK PRODUCTS	
<b>Cheese</b> Soft and hard cheese. Examples include ricotta, cottage cheese, cheddar, cheese slices and cream cheese.	Not applicable
<b>Milk-based snacks</b> Examples include yoghurt, custards, dairy desserts and creamed rice, and soy versions of these items.	Energy > 1000 kJ/serve Saturated fat > 3 g/serve
<b>Milk</b> Examples include plain cow's milk, soy milk, goat's and rice milk.	Total fat > 3.3 g/100 ml
<b>Flavoured milks and drinking yoghurts</b> Examples include flavoured cow's milk, soy milk and rice milk.	Package size > 350 ml Total fat > 3.3 g/100 ml

> more than < less than



PRODUCT GROUP 5	OCCASIONAL CATEGORY
<b>MEAT, FISH, POULTRY AND MEAT ALTERNATIVES</b>	
<b>Fresh, frozen, canned and pouched fish and seafood</b>	Not applicable
<b>Processed fish and seafood products</b> Examples include crumbed or coated fish, fish patties, fish fingers, surimi, and other processed seafood.	Energy > 1000 kJ/100 g Saturated fat > 5 g/100 g Sodium > 450 mg/100 g
<b>Meat, poultry and eggs</b> Examples include plain beef, lamb, pork, chicken and turkey, plain mince (with no added ingredients) and egg dishes.	Not applicable
<b>Processed meats</b> Examples include ham, salami, luncheon and minced meat patties.	Total fat > 5 g/100 g Saturated fat > 2 g/100 g
<b>Sausages, frankfurters and saveloys</b>	Saturated fat > 7.5 g/100 g Sodium > 900 mg/100 g
<b>Meat alternatives (vegetarian options)</b> Examples include vegetarian 'meats' and 'sausages', nutmeat, felaful and tofu.	Sodium > 900 mg/100 g
<b>Dried and canned peas, beans and lentils (pulses)</b> Examples include lentils, split peas, chickpeas, red kidney beans, baked beans and canned bean mixes.	Saturated fat > 5 g/serve
PRODUCT GROUP 6	OCCASIONAL CATEGORY
<b>MIXED MEAL DISHES</b>	
<b>Mixed meal items</b> These items are a combination of foods from one or more food groups. These are promoted as stand-alone items that are consumed on their own or as the main item of a meal. Examples include pizza with a bread or pastry base, pasta dishes including filled pasta, lasagne and macaroni cheese, calzones and sushi.	Energy > 1000 kJ/100 g Saturated fat > 5 g/100 g Sodium > 450 mg/100 g
<b>Soup</b> All fresh, canned and powdered soups, soup mixes and chowders.	Energy > 1000 kJ/100 ml Saturated fat > 5 g/100 ml Sodium > 450 mg/100 ml

PRODUCT GROUP 6	OCCASIONAL CATEGORY
<b>MIXED MEAL DISHES</b>	
<b>Filled sandwiches, rolls and wraps</b> All filled bread, flavoured bread, flat bread and pita bread. Examples include sandwiches, filled rolls, wraps, American hot dogs and burgers.	Energy > 1200 kJ/100 g Energy > 1500 kJ/serve Saturated fat > 7.5 g/serve Sodium > 750 mg/100 g
<b>Pastry products</b> Examples include savoury pies, sausage rolls, spring rolls, quiches and samosas.	Energy > 1000 kJ/100 g Energy > 1500 kJ/serve Saturated fat > 5 g/100 g Sodium > 350 mg/100 g
PRODUCT GROUP 7	OCCASIONAL CATEGORY
<b>SNACK ITEMS</b>	
<b>Milk-based snacks</b> Examples include yoghurt, custards, dairy desserts and creamed rice, and soy versions of these items.	Energy > 1000 kJ/serve Saturated fat > 3 g/serve
<b>Sweet snacks</b> Examples include biscuits, bars, cereal bars and sweetened popcorn.	Energy > 1900 kJ/100 g Energy > 600 kJ/serve Saturated fat > 2 g/serve Sodium > 200 mg/serve
<b>Savoury snacks</b> Examples include crackers, bars, chips, potato crisps (chippies), rice crackers and plain popcorn.	Energy > 1800 kJ/100 g Energy > 600 kJ/serve Saturated fat > 3 g/serve Sodium > 200 mg/serve
<b>Baked snack foods</b> Examples include cakes, pancakes, pikelets, iced buns, sweet and savoury muffins, scones and sweet pastries (for example, danish pastries and fruit pies). (Excludes biscuits and pre-packaged bars.)	Energy > 1800 kJ/100 g Energy > 900 kJ/serve Saturated fat > 3 g/serve Fibre < 1.5 g/serve
<b>Dried fruit, nut and seed mixtures</b> Examples include any dried fruit and/or nut and/or seed sold as a mixture or sold separately.	Saturated fat > 5 g/serve Sodium > 200 mg/serve
<b>Ice creams, iceblocks, frozen yoghurts and jellies</b> Ices, iceblocks, ice creams, frozen yoghurts, gelato, slushies, fruit and jelly tubs, and jelly snacks.	Energy > 600 kJ/serve Saturated fat > 3 g/serve

> more than < less than

# Appendix 3: Vending machines

It is important that foods and drinks stocked in vending machines are **everyday** and **sometimes** foods and drinks. It can be challenging finding healthy foods that are also suitable for vending machines. Some vending companies now specialise in healthy items. For specific help on stocking your vending machine with healthy foods and drinks or finding vendors, contact your district health board and/or local public health unit.

## Ideas for healthier pre-packaged vending

These include:

- small packs of dried fruit and unsalted, non-roasted nuts
- low-fat, low-sugar popcorn
- breakfast cereals
- low-fat, low-salt noodles
- fruit cups
- jelly and fruit
- rice wheels and/or cakes
- rice crackers
- baked fruit and/or cereal bars
- fruit purée tubes and/or tubs
- cheese and crackers
- tuna and cracker packs
- fresh fruit\*
- sandwiches, rolls and wraps\*
- water
- low-fat milk\*
- flavoured milk less than 350 ml\*
- fruit juice less than 250 ml
- flavoured water less than 450 ml
- drinking yoghurt less than 350 ml\*

Note: It is important to withdraw items from sale before the expiry date and to keep appropriate perishable items chilled (see asterisks).



# Appendix 4: School food policy

The school food and nutrition policy provides guidance for the board and principal about food and nutrition in the learning environment. Developing the policy is their responsibility in consultation with the community. It is the principal's job to develop more detailed processes to put the policy into action.

The school food policy provides guidance for everyone involved with food and nutrition within the school. It is a formal document that is endorsed by the wider school, including the board of trustees. Healthy choices of **everyday** and **sometimes** foods and drinks should be offered and/or sold within the school environment. This includes foods and drinks at camps, fundraising, social events and sports days.

For examples and more information on developing a school food policy, see the Ministry of Education's *Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools* (2007).

It is recommended that a school food policy includes:

- clear guidelines on what foods and drinks are made available to students
- a commitment to meet the recommendations of the Food and Beverage Classification System
- key objectives and goals for the school food policy
- consultation on the policy and contents with the board of trustees, principal, teachers, all food-service personnel, students and parents
- a policy review schedule.

The policy may be included in the contracts of canteen operators.

## Profit expectations

Profit expectations vary in different schools. In many schools the canteen is considered a significant source of funding; for other schools this is less of a focus.

Marketing is vital to making a financial success of any changes to the canteen menu. One way to achieve success is to have significant student involvement in any planned changes from the beginning of the process.

In New South Wales, Australia, the Canteen Association has identified some key factors that are important when making changes. These are summarised as follows.

- To ensure that profit margins are maintained, it is important to successfully phase in new healthier food and drink options.
- Introduce 'specials' or 'meal deals' or 'combos' to the menu.
- Evaluate the acceptance of new foods.
- Ensure that portion control is in place – cost is important to young people.
- Combo meals work well but ensure that each combo costs the same amount each time.
- Efficient stock control is important to reduce wastage. All wastage and free food given away should be recorded as this needs to be compared to the annual profit.
- Complete a stocktake at the end of each school term.
- Promotion and marketing are also important (see page 7).

Check [www.schoolcanteens.org.au](http://www.schoolcanteens.org.au) for more information and examples.



# Appendix 5: Food allergies

Food allergies exist in a small proportion of the population. Those children with specific allergies should be encouraged to bring their food from home. However, if there are children who are allergic to certain types of foods, canteen staff need to know which foods are likely to cause a reaction.



## What is a food allergy?

Some people have allergic reactions when they eat certain foods. Their immune system responds to a substance in the food as if it is a foreign body. Responses can range from mild (for example, a rash) to life-threatening (anaphylactic shock). The substances causing the adverse reactions are known as allergens. The best way to deal with a food allergy is to avoid foods containing the allergen.

Common foods causing allergic reactions include cow's milk, nuts, wheat, eggs, seafood and soy products. It is not just these foods on their own – foods containing these ingredients can also cause a reaction.

## Food intolerances

Food intolerance is not the same as an allergy and does not involve the allergic response of the immune system. It may relate to the amount of the food eaten or its contents rather than to the food itself.

## The role of the school

Eliminating canteen foods should only be done when absolutely necessary. Most schools would respond by having procedures and processes in place to manage issues related to any children affected by allergy or intolerance.

See [www.allergy.org.nz](http://www.allergy.org.nz) for more about specific allergies and for catering information, such as recipes.

# Appendix 6: Frequently asked questions

## How do we get started on the Food and Beverage Classification System?

You can make changes on your own, or there is support available from your local district health board and/or local public health units. (For more information see the Ministry of Education's *Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Services and Schools* and the Ministry of Health's website at [www.moh.govt.nz](http://www.moh.govt.nz))

- Ensure the main stakeholders are in the loop by using the whole-school community approach to develop a food and nutrition policy framework. A strong commitment is needed for successful implementation.
- Get involved in the school's needs assessment and the development of the school plan to implement the guidelines *Food and Nutrition for Healthy, Confident Kids*.



## How long should it take our school to implement the Food and Beverage Classification System?

- That depends on your school, and it is advisable that the whole school community is involved in any changes.
- Changes to the National Administration Guidelines will mean that in all state and state-integrated schools where foods and beverages are sold on school premises, only healthy options will be made available from 1 June 2008. Schools will also be required to promote healthy food and nutrition for all students.

## Why not give students information about healthier foods and drinks and then let them make their own choices?

- Students still have many choices—between **everyday** and **sometimes** foods and drinks!
- Schools are an everyday place and you can encourage students to make healthy choices by making them the easy choices.
- Nutrition education in the classroom should be supported by consistent messages about the importance of healthy food and nutrition, for example, what is sold or provided in the school environment.

## Will kids buy occasional foods and drinks on the way to and from school or from the local dairy at lunchtime?

- Evidence shows that students are likely to consume fewer **occasional** foods and drinks overall if they are not readily available at school.
- By their school's community-wide approach to these changes, students will become more aware that foods and drinks high in fat and/or sugar and/or salt and served in large package sizes are not suitable for everyday consumption.
- It is ideal if the school has a policy that students are not allowed off-site during the school day.
- There is good evidence that changes made in the school can have a 'ripple' effect outside the school and in the wider community.

## What about teachers and staff consuming occasional foods and drinks at school?

- The consumption of **everyday** foods and drinks is good for everyone.
- Teachers and staff are role models for the students.

## There are lots of very active kids at our school. Do they need extra energy from sports drinks?

- Plain water is the best fluid for active children. Encourage them to drink it often (every 15–20 minutes) during exercise.
- Sports drinks are not necessary for most active children.
- High-performance athletes can get guidance about eating and drinking for sport from their coaches. They may need to bring their own supplies to school.



# Appendix 7: Useful resources



## Ministry of Health

- *Eating for Healthy Children Aged 2 to 12*
- *Eating for Healthy Teenagers: A Teenagers' Guide to Healthy Eating*

Order from: [www.healthed.govt.nz](http://www.healthed.govt.nz)

- *Food and Nutrition Guidelines for Healthy Children (Aged 2–12 Years): A Background Paper*
- *Food and Nutrition Guidelines for Healthy Adolescents: A Background Paper*

Order or download from: [www.moh.govt.nz](http://www.moh.govt.nz) or phone (04) 496 2277 or email [moh@wickliffe.co.nz](mailto:moh@wickliffe.co.nz)

*NZ Food NZ Children: Key Results of the 2002 National Children's Nutrition Survey*

*Catering Guide: Food and Beverage Classification System for Years 1–13*

## Ministry of Education

- *Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools*

Order by email from: [orders@learningmedia.co.nz](mailto:orders@learningmedia.co.nz) or freefax 0800 800 570.

- Te Kete Ipurangi The Online Learning Centre: [www.tki.org.nz](http://www.tki.org.nz)

## National Heart Foundation of New Zealand

### School Food Programme

- This programme provides schools with resources, guidance and support to develop an environment that encourages healthy eating. Four levels of Heartbeat Awards will provide recognition of a school's commitment to fostering a healthy eating environment.

## Catering Guidelines

- *Heartbeat Catering Guidelines for Adolescents*. This book provides detailed information for residential institutions supplying food for young people.

### Recipe books

- *Heartbeat Recipes and Food Ideas for Caterers* by Heather Fear, Sally Mackay and Leanne Young. This includes recipes for 10, 25 and 100 serves.

- *Pacific Recipes for the Heart: Pacific Islands Heartbeat Programme*.

Order from: [www.heartfoundation.org.nz](http://www.heartfoundation.org.nz)

## Resources from other organisations

- *Kai Lelei: Recipes for Large Families*, published by the Auckland Regional Public Health Service. Economical recipes for eight to ten people, using basic ingredients.
- *Safe Food: A Food Safety Course for the Food Worker*, by Pip Duncan and Liz Fitchett. A food safety manual for food workers with information on safe food handling, causes of food poisoning, and strategies to prevent this.

## Websites

Ministry of Health website of district health board links:

[www.moh.govt.nz/moh.nsf/indexmh/contact-us-dhb](http://www.moh.govt.nz/moh.nsf/indexmh/contact-us-dhb)

New Zealand Food Safety Authority for food safety, including food allergies:

[www.nzfsa.govt.nz](http://www.nzfsa.govt.nz)

Food allergies: [www.allergy.org.nz](http://www.allergy.org.nz)

Food Standards Australia New Zealand:

[www.foodstandards.gov.au/foodmatters/foodlabelling.cfm](http://www.foodstandards.gov.au/foodmatters/foodlabelling.cfm)

New South Wales School Canteen Association: [www.schoolcanteens.org.au](http://www.schoolcanteens.org.au) and

[www.healthy-kids.com.au](http://www.healthy-kids.com.au)

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# Glossary of terms



**Energy** – the capacity (of the body) to do work. Chemical energy from food and drink is the only source of energy for humans, and it is released when food is eaten and then broken down in the body. The body uses energy for all cellular processes and for physical activity. Energy can be used or stored by the body. The nutrients carbohydrate, protein and fat are nutrients that contain energy for the body to use.

**Kilojoules (kJ)** – the unit used to measure the amount of energy available within food for the body to use. Eating excess kilojoules (energy) results in the body storing energy in body fat.

**Calories (cal)** – also a unit used to measure energy. Commonly used in the United States.

**Nutrient** – a food component that is needed for normal life, growth and functioning of the human body. Essential nutrients include water, carbohydrate, protein, fat, vitamins and minerals.

**Fat** – a component of food and a source of kilojoules (energy). Fat provides more kilojoules (energy) per gram than carbohydrate or protein, so foods high in fat are usually also high in kilojoules (energy). Fat may be added to processed biscuits, bars, crackers and chips to add flavour. There are many different types of fat, and they are called saturated or unsaturated fats, depending on their chemical structures.

**Saturated fats** – types of fats that are found mostly in foods of animal origin but also in coconut and palm oil. Saturated fats tend to raise levels of blood cholesterol.

**Unsaturated fats** – types of fat that are either called monounsaturated or polyunsaturated depending on their chemical structure (monounsaturated fats have one double bond, polyunsaturated fats have two or more). They are found mostly in foods of plant origin and some animal sources, especially fish.

**Dietary fibre** – plant matter that is found in the largest quantities in wholegrain breads and cereals, fruit and vegetables, legumes and nuts. New Zealanders' diets tend to be low in fibre.

**Nutrition information panel (NIP)** – a table printed on the food package that lists the average quantities of key components of food. See appendix 2 for further information on NIPs.

**Sugar** – a component of food and a source of energy kilojoules (energy). Sugars are forms of carbohydrates found naturally within plants (vegetables and fruit) and milk. Processed sugars are often used by the food industry in foods such as drinks, baked products, confectionery and snack foods. Foods high in sugar are usually also high in kilojoules (energy).

**Salt** – common salt is also known as sodium chloride. Sodium is essential in small amounts, but high sodium intake is associated with the risk of high blood pressure.

**Sodium** – see salt.

**School canteen** – a food service within school, also known as the school tuck shop or food service. In this resource this term is used as a generic name for the type of food service offered at school. This includes a lunch order system, school canteen and/or vending machines.

**School food and nutrition environment** – the foods and drinks available in the education environment can influence what children and young people eat. This includes foods and drinks sold at the canteen, school meals, vending machines, sponsorship deals, fundraiser events and rewards, and foods advertised on school grounds, included in the curriculum and promoted by teachers.



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