

Ontario Edible Education Network - Food in the Curriculum Draft Action Plan

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Summary of the environment and needs

Summary of results from 2012 survey

Based on results from the Ontario Food Education Network survey conducted from January 2012 to February 2013, it was clear that food education in the classroom is occurring in Ontario, but also that it is an area in which many people are looking for support. Of the respondents of this survey, 39% said they were already providing **classroom food education**, with an additional 29% saying they would like to be involved. 30% of the respondents were already involved with **food curriculum and resource development**, with an additional 33% indicating interest in involvement. **Advocacy for food education and student nutrition** was also important for a high number of respondents, with 49% saying that they were already involved and 38% wanting to be involved; from this question, however, it is not possible to distinguish between interest in food education and interest in student nutrition.

Some concerns related to “food in the curriculum” which came up in the January 2012 survey needed to be addressed in the current action planning survey, and need to be kept in mind and continually addressed as the Ontario Edible Education Network (OEEN) moves forward. We must:

- **Build on what is already available in terms of resources and experience**, rather than trying to reinvent the wheel.
- **Ensure that the network focuses largely on action, rather than theory.**
- **Involve participants from all areas of the province** (i.e. not create divides between urban and rural areas, and ensure participation from various sectors related to food education).
- Address “**green-washing**”.
- **Remain conscious of our values of how we defines “good food” and monitor network participation based on these values**, while also remaining conscious of not creating divisions in the agricultural and food community.

The 2012 survey also asked what resources would be beneficial to the respondents. Over 89% indicated that a **website** would be either useful or very useful. **Advocacy** on various levels was also indicated as being important - within schools, school boards, on a provincial scale, and also with increasing parent and community involvement.

Food in the Curriculum Survey - introduction

The action planning survey which was administered in the summer of 2013 had the aim of deepening the understanding of issues which came up in the 2012 environmental needs assessment survey. The Food in the Curriculum survey was compiled with the goal of getting more in-depth information about what is already happening in Ontario in the area of food education in the classroom, and of collecting more detailed information about what is needed from the network. The survey was created in such a way as to collect similar but somewhat varying information based on the role of the respondent in the

food education system; modified versions of the survey were sent to teacher/educators, NGOs and other organizations, as well as to “other stakeholders” (i.e. anyone who did not fit into the first two categories, but felt themselves to have a connection of the topic of Food in the Curriculum). It was important to hear the voices of all of these different stakeholders, while also being able to distinguish between the needs of these different groups, as teachers are likely to have different thoughts and needs from NGOs, farmers, and so on. As it had been indicated in the 2012 survey that a network website would be useful, the 2013 survey asked how the different stakeholders would use an OEEN website. The Food in the Curriculum survey also asked about the importance of linking food-themed lessons directly with current curriculum requirements, as well as whether stakeholders consider it important to advocate for the inclusion of food literacy in the Ontario curriculum. Other advocacy issues were also addressed (advocating food literacy education to teachers, school boards, parents, community members, etc.).

The primary challenge with this current action planning survey was related to timing; with the survey being sent out in June, there were not a lot of respondents, as teachers were either busy finishing up their school years or were already on their summer vacation, and thus did not have time to complete the survey. For many food-themed NGOs and other stakeholders, it is also a busy time of year with farms and gardens. The Food in the Curriculum action plan survey was also seemingly too long; many people who did take the time to fill it in did not complete all of the questions. This is useful to know for future OEEN activities; timing in the school year as well as the growing season has to be considered when planning network events and looking for contributions from stakeholders, and time needed for contributions also needs to be taken into account.

Food in the Curriculum survey findings

There were a total of **20 respondents** to the Food in the Curriculum survey, administered in June and July of 2013: 8 respondents were teachers/educators, 7 represented NGOs or other organizations, and 5 identified themselves as other stakeholders.

Areas of food literacy and curriculum links: The responses to the question about areas of food literacy which are addressed show the diversity and interdisciplinarity of food education. All three categories of stakeholders indicated a **strong focus on healthy eating and nutrition**, but the types of food-related education also include agriculture and agricultural practices, cooking skills, gardening, environmental impacts of food choices, where food comes from, and food literacy. In addition to teaching students, NGOs and other stakeholders indicated supporting teachers and parents, food advocacy, and hands-on food and garden programming as activities in which they play a role. When asked in what subject areas connections are made to food, nearly all Ontario curriculum subject areas were indicated. **The highest number of connections was made in health and physical education, math, science and technology, and social studies**, but links also included arts, language, business, and Specialist High Skills Major Programs. Food literacy is demonstratively something which can be addressed in nearly all subjects of the current Ontario curriculum.

Should food literacy programming be directly connected to the curriculum?: Teachers and NGOs were asked whether food literacy programming should be directly connected to the curriculum. Teachers were split between answering yes and maybe, while most of the NGO respondents who answered this question said that, yes, it is important to link in-school food literacy programming to curriculum requirements. Comments from teachers included “If possible, but I still think [it] is valuable even if it is not directly related,” and “It would be great, but not totally needed. It’s not hard to make something fit into the curriculum.” From the perspective of NGOs going into schools to provide food literacy

programming, responses included “if the info we offer can also address a teacher’s requirements it is more likely a teacher will have us in the classroom.” Another respondent wrote that demonstrating direct links is “Essential to creating teacher buy-in.” From experience at different schools, the importance of making direct curriculum links in food literacy programming is dependent on the school and its community. Some schools/teachers require direct curriculum links in order to be willing to take part in the food literacy programming; other schools/teachers believe that since classroom teachers are the ones most familiar with the curriculum, they are able to make the connections themselves as they see fit. This issue is well summarized by a response from an NGO survey respondent: “It [food] is an incredible tool for achieving curriculum goals, so why not?” If curriculum connections help create buy-in for various stakeholders, it is worth doing.

Advocacy regarding changes to the Ontario curriculum: While support was indicated for advocating to make changes to the Ontario curriculum to specifically include food literacy, some concerns were expressed in this area. There was support for this inclusion both from a variety of respondents, but it was strongest among NGO and “other” respondents, and not quite as strong among teachers. An NGO respondent indicated a concern about “the time involved in curriculum inclusion,” also indicating that the curriculum has recently been reviewed. From informal discussions with teachers, it is also clear that many of them find that they are already very busy reaching the goals of the current curriculum and are not enthusiastic to have something else added to their plate. NGOs and other respondents, however, likely find that their connections to schools would be strengthened if food literacy became a curriculum requirement.

Connections between schools and NGOs are clearly very important in ensuring the success of food literacy programming. From the perspective of teachers, **the strongest success factors for a school’s food education programme were the participation of outside organizations/networks/groups and of outside educators**; NGO respondents indicated the importance of their relationships with schools. Other important factors were funding, parent or community support, staff/member support, the leadership of an individual, and partnerships with other related organizations. Networking and building connections between different stakeholders is viewed as important by many survey respondents. Creating a website for networking was indicated as somewhat to very important by many teachers and NGOs. NGO and other stakeholder respondents indicated some barriers to working with schools, including time constraints, the difficulty of navigating different school board policies, and communicating with schools from outside the school board. Suggestions for how the OEEN can help were to have a channel for communicating with schools in different regions and to network with other organizations, and to help farms and other relevant facilities promote their activities. A concern raised by farmers, however, was that there needs to be a conscious effort to support family farmers who do get involved: “If you want to have a connection with family farmers, make sure you value their time.” Another networking suggestion was to involve groups that aren’t specifically food-oriented but which have similar goals to OEEN. One such response was “I think it would be great to get groups together that aren’t specifically food focused (such as UNICEF) but are working towards similar goals – advocacy, building capacity, empowerment, youth voice and meaningful child participation.”

Advocating for connections between schools and the community is also important. One teacher indicated that a priority for the OEEN would be “Educating parents and the public on the benefits [of food education]”. Based on experience working at schools, often the idea and push for food literacy programming comes initially from parents; for many of these programmes, parents are also instrumental in securing funding. There needs to be advocacy in many directions and from a variety of sources for buy-in from the whole school/education community and to ensure the continued success of food literacy programmes.

Increasing training for teachers was supported by respondents from each group of respondents. There was some positive response to the possibility of PD Days with a food in the curriculum focus, webinars about lesson planning related to food, online courses related to food literacy, and conferences relating to children/youth and food. Though there was some interest, it was not very strong for any of the above activities; main concerns included a lack of time and money, and challenges with traveling to courses/conferences.

Responses to an OEEN website and e-mail newsletters was somewhat more positive. The strongest responses to this question was that teachers indicated that they would primarily use the site to access food-related lesson plans, to access a tool to help make links between food and the current Ontario curriculum, to learn about innovative partnerships between organizations and schools, and to find information about funding and grants. NGO respondents and teachers also said that they would use the OEEN website to contribute food-related lesson plans, to read about other programmes/case studies, to network with educators and other organizations, to access healthy recipes, and to find opportunities for involving parents or community members in food literacy programming.

Contributing to the OEEN: There was some interest from all respondent categories to contribute to the OEEN. There was some interest from teachers and NGOs to present at or attend conferences, speak to media about food education, help organize events in their regions, with the strongest interest and ability being to develop and share lesson plans related to food literacy. Barriers to all of these included a variety of factors, with time and money being the greatest challenges. Some of the “other stakeholder” indicated an interest in having a conversation about working together, and about being an OEEN member.

As indicated in the Food in the Curriculum action planning survey, the priorities for the OEEN in this area are **sharing and creating teaching tools, facilitating network building, advocacy on a variety of levels, and working towards changes in the Ontario curriculum.**

Action Plan – Moving Forward

Goals and objectives

1. Share and create a searchable database of teaching tools on OEEN website, including lesson plans and a resource for connecting food to the current Ontario curriculum.
2. Build and maintain networks and connections between different players in the food literacy education community.
 - a. Create a tool for networking and strengthening connections on the OEEN website.
 - b. Organize networking events for teachers, NGOs and other stakeholders working with food literacy education.
3. Advocate for an increase in school-based food literacy education.
 - a. Create resources for schools, parents, community members and organizations to use to advocate for food literacy programming.
 - b. Advocate for food literacy education through Ontario-wide media and social media outlets.
4. Provide educational opportunities for teachers about food literacy programming.

5. Compile specific suggestions for changes for the Ontario curriculum to include food literacy and research the process of making curriculum changes.

Recommendations for how to achieve goals and objectives

1. Share and create a searchable database of teaching tools on OEEN website, including lesson plans and a resource for connecting food to the current Ontario curriculum.

a. Lesson plans:

- i. Research existing lesson plans from organizations such as FoodShare, The Stop, Evergreen, Green Thumbs Growing Kids, and from individuals.
 1. Look at what already exists with Ontario curriculum connections, then look for non-Ontario lesson plans which can be adapted, and then find network members to create lesson plans to fill the gaps.
 2. Ensure that groups/individuals whose lesson plans are used are properly credited
- ii. Ensure ease of use for teachers and educators.
 1. Lesson plan website should be easily searchable with a variety of options, such as grade level, subject area, key words, curriculum links, etc.
 2. Lesson plans should be easy for teachers to grab and go: format of lesson plans should straightforward; minimal materials and preparation
 3. Consider creating videos of lessons in action (together with Powerline, etc.?)
- iii. Some criteria to consider for lesson plans:
 1. Lesson plans for all grades, K-12
 2. Indicate connections to Ontario curriculum
 3. Ensure a balance of lessons for the garden, kitchen, classroom, etc., so that it is inclusive for schools regardless of resources and geographic location.
 4. Mix of lessons for teachers with limited time and resources to grab-and-go, as well as lessons for other educators and organizations who have the possibility of going more in-depth with food literacy programming.
 5. Ensure cultural diversity and sensitivity to different socio-economic situations in lesson plans (e.g. affordability of food, avoiding activities that could be seen as wasting foods, etc.). Reach out to different communities for lesson plans, such as Northern Ontario, Aboriginal peoples, etc.
 6. Try to also find resources and lesson plans in French, for ESL, for different learning styles, etc.
- iv. Create a process for contributing and screening lesson plans, to ensure that all resources on the OEEN website fit the network's vision.
 1. Make sure that lesson plans are sensitive to the OEEN definition of "good food" and present a wide range of agricultural practices, leaving the students to work on their own decision-making process.
 2. Be careful to avoid "green-washing" in contributed lesson plans.

b. Create a resource for connecting food to the current Ontario curriculum

- i. Research existing curriculum connections resources (FoodShare, GTGK, etc.)
- ii. Emphasize that food topics are interdisciplinary and that you can easily use food themes to teach existing curriculum requirements (e.g. measuring garden plots for math, charting

growth of plants in classroom, singing/painting/drama about food/food issues, writing in garden journals, etc.)

- 2. Build and maintain networks and connections between different players in the food literacy education community.**
 - a. Create a tool for networking and strengthening connections on the OEEN website.**
 - i. Create a list of OEEN members and/or member organizations, sorted by category, with short descriptions. Members can write their own short profiles, where they indicate what types of programming they offer and/or what types of connections they are looking to make.
 - ii. Ensure a diversity of stakeholders is represented on the site – teachers, schools, organizations, farmers, etc.
 - b. Organize networking events for teachers, NGOs and other stakeholders working with food literacy education.**
 - i. These can be in-person events and workshops, parts of larger conferences, or online meetings.
 - ii. Work with members from different parts of the province to organize their own in-person events to ensure that all regions are represented.
- 3. Advocate for an increase in school-based food literacy education.**
 - a. Create resources for schools, parents, community members and organizations to use to advocate for food literacy programming.**
 - i. Create presentations, hand-outs, and fact sheets for different audiences which can be used to advocate for food literacy programming. (For example, for parents to use to promote food literacy education to the parent council and to teachers, for teachers to use to get buy-in from administrators, etc.)
 - b. Advocate for food literacy education through Ontario-wide media and social media outlets.**
 - i. Promote exciting events happening in food education through the OEEN and Sustain Ontario website, social media sites, etc.
 - ii. Ask OEEN members to promote the network through their websites, social media, newsletters, etc.
 - iii. Promote OEEN, its activities and its member activities through stories in conventional media, with press releases to local, regional and provincial media outlets.
 - iv. Send concise and exciting e-mail newsletters to OEEN members and others who have indicated interest.
 - v. Promote to new (i.e. not currently connected to food literacy) networks and organizations that work with parents, students, educators and school communities
- 4. Provide educational opportunities for teachers about food literacy programming.**
 - i. Research existing educational opportunities available to teachers in Ontario related to food literacy – webinars, online courses, workshops, PD days. Advertise existing educational opportunities to teachers, so that they choose food-related PD days for their self-determined PD days.
 - ii. Encourage OEEN member organizations to facilitate workshops for teachers, especially in areas outside of south-central Ontario, where there may be fewer such opportunities.
 - iii. PD days can involve both teaching teachers about food issues, and can also include lesson plan development or testing by teachers. (Evergreen has run summer workshops for

teachers where they have collaborated to create outdoor education lessons – a similar approach could be used.

- iv. Seek funding for scholarships to send teachers/educators to member events and trainings, to make these events more accessible

5. Compile specific suggestions and make policy recommendations for changes to the Ontario curriculum to include food literacy, and research the process of making curriculum changes.

- i. Curriculum changes are made on an ongoing basis, with different subject areas and grades being revised at different times. In 2007, the Working Group on Environmental Education chaired by Roberta Bondar submitted report detailing 32 recommendations for environmental education, commissioned by the Ministry of Education. This can be used as a model for what could be written for making changes towards food literacy. Roberta Bondar has demonstrated support for food education through speaking at a Green Thumbs Growing Kids event, so she might be approached for recommendations and contacts. www.edu.gov.on.ca/curriculumcouncil/shapingSchools.pdf
- ii. Contact the Curriculum Council, which researches and compiles curriculum change recommendations for the Ministry of Education. www.edu.gov.on.ca/curriculumcouncil/index.html
- iii. Start by prioritizing elements of food education which are not covered in other parts of the curriculum, such as cooking skills.
- iv. Work with existing projects and campaigns to make policy recommendations about including food literacy in the school system and the Ontario curriculum.

Priorities, timelines, roles and responsibilities

Priority action	Timeline	Roles and Responsibilities	Budget/Expenses	Who
Create website for sharing lesson plans	Year 1	<ul style="list-style-type: none"> - research existing lesson plans from member organizations and add to website, with permission - ensure lesson plans are accessible and easy to use for teachers and educators - allow OEEN members to submit lesson plans – could profile members and their lesson plans on the website and/or in the newsletter 		<ul style="list-style-type: none"> - web-design/graphic design interns - communications and/or education intern - OEEN advisory committee - OEEN members

		<ul style="list-style-type: none"> - screen submitted lesson plans to ensure they're aligned with OEEN's values – screening can potentially be done by an advisory committee working group 		
Create a resource for connecting food to the current Ontario curriculum	Year 1	<ul style="list-style-type: none"> - Research existing curriculum connections resources - Emphasize interdisciplinarity and ease of connecting food lessons to existing curriculum - create a chart/table sorted by grade and subject to demonstrate potential links to food in the current curriculum 	<ul style="list-style-type: none"> - Content development - Graphic design - 	<ul style="list-style-type: none"> - communications or education interns
Create a list of OEEN members and/or member organizations on OEEN website	Year 1 (and ongoing)	<ul style="list-style-type: none"> - ask members to write their own profiles, indicating types of programming and/or types of connections they are seeking (similar to Edible Schoolyard?) 	-	<ul style="list-style-type: none"> - OEEN members - website designer or administrator
Promote food education events	Year 1 (and ongoing)	<ul style="list-style-type: none"> - promote food-related educational events through OEEN, Sustain Ontario and member websites, social media sites - send press releases about key OEEN activities and events to media outlets - Survey OEEN members to collect 	-	<ul style="list-style-type: none"> - OEEN members - OEEN coordinator

		key dates/activities		
Promote food-themed teacher education workshops by member organizations	Year 1	<ul style="list-style-type: none"> - member organizations can submit food-themed teacher education workshops - share through OEEN and Sustain Ontario communication channels 	-	<ul style="list-style-type: none"> - OEEN members - OEEN coordinator
Dialogue with government ministries about food literacy curriculum changes	Year 1 (and ongoing)	Start a dialogue about policy and curriculum changes with the Ministries of Education, Health, Child and Youth Services	-	<ul style="list-style-type: none"> - food literacy curriculum working group - support from a special advisor (with advocacy experience)
Partner with existing events for networking	Year 1-2	<ul style="list-style-type: none"> - host networking events at and linked with existing events, such as Bring Food Home 	-	<ul style="list-style-type: none"> - communications intern - OEEN coordinator
Create resources for advocating for food literacy programming	Year 1-2	<ul style="list-style-type: none"> - Create presentations, hand-outs, and fact sheets for different audiences which can be used to advocate for food literacy programming. 	-	<ul style="list-style-type: none"> - FoodShare can offer support
Fill gaps in lesson plans	Year 2	<ul style="list-style-type: none"> - Find gaps in lesson plan subject areas - Create new lessons and/or ask for submissions from OEEN members – can be done in the form of a contest or with some other incentive 	-	<ul style="list-style-type: none"> - OEEN advisory committee - OEEN members -
Ensure submitted lesson plans are appropriate for OEEN's needs and values	Ongoing	<ul style="list-style-type: none"> - ensure lesson plans are accessible and easy to use for teachers and educators - screen submitted lesson plans to 	-	<ul style="list-style-type: none"> - OEEN advisory working group

		<p>ensure they're aligned with OEEN's values</p> <ul style="list-style-type: none"> - seek lesson plans for different learning styles and communities, including French, ESL, and a variety of physical and intellectual abilities 		
<p>Create a document with food literacy curriculum recommendations for the Ministry of Education – what about working collaboratively with the Ministry directly – on going feedback – dialogue etc. Do we need some advocacy support?</p>	<p>Years 2-5 (ongoing)</p>	<ul style="list-style-type: none"> - Contact the Curriculum Council for detailed information about submitting curriculum recommendations - Create a working group of OEEN members to research and write the recommendations 	-	<ul style="list-style-type: none"> - food literacy curriculum working group - support from special advisor (with advocacy experience)
<p>Teacher education workshops coordinated by OEEN</p>	<p>Years 3-5 (and ongoing)</p>	<ul style="list-style-type: none"> - organize food-themed education workshops and/or encourage member organizations to do so - provide education to teachers about food literacy - develop new food-themed lesson plans with teachers at workshops, or test existing lessons 	-	- OEEN members
<p>Networking events coordinated by OEEN</p>	<p>Years 3-5 (and ongoing)</p>	<ul style="list-style-type: none"> - organize networking events (both in-person and online) for different players working with food 	-	-

		literacy education - work with members from different regions of the province to organize their own events		
		Budget Total	-	-

Who?

- OEEN/Sustain Ontario intern and/or part-time employee
- Some can be done by members of the advisory committee, such as screening lesson plans, promoting events, etc.
- Partnerships with a university or college – perhaps a consistent department or supervisor who signs on as a long term partner in the project and manages the work and assignment of multiple students, at a faculty of education, community development, nutrition, food security, health promotion, environmental studies, etc.

Concrete next steps

1. Create website for sharing lesson plans and start to upload lesson plans
2. Create a resource for connecting food to the current Ontario curriculum
3. Promote food-themed teacher education workshops
4. Promote the OEEN and its website
5. Allow OEEN members to create profiles on OEEN website, for networking
6. Contact survey respondents who expressed interest in collaborating

Resource and funding plan

Organizations, companies and individuals

- OEEN member organizations
 - o possibility of interns at member organizations who can work on specific OEEN tasks
 - o possibility of dedicating some staff time to OEEN tasks
- OEEN advisory committee
 - o create sub-committees/working groups for collecting/screening lesson plans; compiling curriculum connections document; working group for curriculum change recommendations
- Faculties of Education and their students
 - o can encourage student(s) to do thesis work about food in the curriculum
 - o internships at Sustain Ontario or OEEN member organizations
- environmental education programmes, e.g. York University's MES programme
 - o encouraging students to do thesis work about food in the curriculum
- Green Teacher Magazine

- sharing information about OEEN in their publication
- gathering teacher support and involvement with lesson plan creation
- they had a food-themed issue in 2005 – maybe OEEN could collaborate with them to create a new food issue, to advocate for and promote food literacy education
- UNICEF Canada’s Education Team
 - expressed interest in collaborating as part of their Rights Respecting School programme
- educators who have expressed interest in collaborating to help create lesson plans
 - Jade Owen
 - Ruth Allen (not through survey – Elin’s connection through Slow Food and the Blake garden project)
- Powerline Films
 - has expressed interest in collaborating – might create how-to and/or promotional videos

Funding

- sponsorship – may be complicated to find a good match, but can look into some “friendly” options
- membership fees
- crowdfunding – but would have to figure out an incentive for people to donate – the Centre for Social Innovation has a crowdfunding system set up, which organizations such as Not Far From The Tree have used recently
- learning lab fundraising – investing
- funding from government ministries
- when considering funding options, OEEN needs to be conscious of not encroaching on funding that is needed by those completing the work (i.e. member organizations)
- fundraising to offset member costs, for example to attend member training
- Fundraising for Conferences – ex: Canadian Produce Marketing Association, Government funding, collaborating with existing events

Policy and government relations plan

- Work with the Healthy Kids Panel recommendations to incorporate support with integrating food literacy into the delivery of a universal student nutrition program
- Approach Directors of Education to support a call for increased food literacy programming (the Council of Directors of Education (CODE) were instrumental in the Bondar Report)
- Say Yes! To Good Food Education campaign at FoodShare (collaborate)
- Collaborate with Heart and Stroke Spark Advocacy program to coordinate dialogue among grant recipients doing heart healthy food programming for children and youth
- Host ministry/inter-ministerial dialogue re: opportunities, highlighting best practices, etc.
- also, see above: #5 “Compile specific suggestions and make policy recommendations for changes to the Ontario curriculum to include food literacy, and research the process of making curriculum changes”

Existing network-type initiatives and how the network could contribute to the existing work

- **OAFE (Ontario Agri-Food Education)** – they have many relevant healthy-eating resources and information about fruits and vegetables publically shared on their website.

- **Edible Schoolyard** – Does similar work in California to what OEEN intends to do in Ontario, though their focus is primarily on school gardens. They have lots of **good resources** that they might be willing to share.
- **EcoKids.ca** – A user-friendly website for environmental education (though many of their lesson plans are relevant to food, such as plant life cycles, parts of a seed, etc.). Their website includes a teachers’ forum (discussion board), various lesson plans and activities, book and website recommendations for teachers, and a kids’ page. Might be another model to look at for the OEEN website.
- **OPHEA** - <http://www.ophea.net/> : “Ophea is a not-for-profit organization that champions healthy, active living in schools and communities through quality programs and services, partnerships and advocacy, and is led by the vision that all children and youth value and enjoy the lifelong benefits of healthy, active living.”
- **Ontario Healthy Schools Coalition** - <http://ontariohealthyschools.com/> : “The Ontario Healthy Schools Coalition is an Ontario-wide, broad-based coalition, with members from public health units, school boards, hospitals, mental health agencies, universities, health-related organizations, education-related organizations, and parent and student organizations, working to promote healthy schools so students can achieve academic success.”
- **[Ontario Heart and Stroke Foundation Spark Together for Healthy Kids](#)**: Spark Together for Healthy Kids is the Heart and Stroke Foundation's response to the growing epidemic of childhood obesity. We're an Ontario-wide initiative helping to inspire individuals, families, communities, businesses, and government to spark collective change to help children become more physically active and eat healthier foods.
- **[Garden and Food Curriculum Working Group](#)**: “The Garden and Food Curriculum Working Group (GAF CWG) is a collaborative network of organizations and individuals, mainly based in the Greater Toronto Area, doing school food garden education. Members and participants not only include those from founding organizations (FoodShare, Green Thumbs Growing Kids, The Stop Community Food Centre, Evergreen and TDSB EcoSchools), but also interested teachers, parents and school community members.”
- **People for Education** - <http://www.peopleforeducation.ca/>: “People for Education is your strong voice for public education. We conduct vital research, answer parents’ questions, make policy recommendations and ensure there is broad coverage of education issues in the media.”