

Facilitator's Guide

HEALTHY EATING AND NUTRITION

for Parents with Children Ages 6-12

A resource to strengthen parents' knowledge
and skills to improve their child's social and
emotional wellbeing

Parents Matter Project

Implemented by Middle Childhood Matters Coalition Toronto
Parent learning sessions are developed with input from the Paediatric Residents' Advocacy
Committee at The University of Toronto and The Hospital for Sick Children (SickKids)

MIDDLE CHILDHOOD MATTERS
—COALITION TORONTO—

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Middle Childhood Matters Coalition Toronto (MCMCT)

The Middle Childhood Matters Coalition Toronto (MCMCT) is a group of 20 social service, child welfare, education, recreation, health organizations and parent leaders promoting and influencing a system that prioritizes children ages 6-12 (middle childhood), and their families. MCMCT envisions a city where children ages 6-12 and their families have equitable opportunities and resources to thrive.

The Coalition believes, and research states, that this is an important time in a child's life. To support children's healthy development during this stage, MCMCT promotes high quality, affordable, accessible and culturally appropriate out-of-school time programs (before and after school time, summertime and holidays). The Coalition was one of the driving forces behind the development of the City of Toronto's first Middle Childhood Strategy, which prioritizes programming for this age group.

Our member organizations work with thousands of parents and children across Toronto. MCMCT recognizes the vital need to educate and support parents, caregivers and adult allies living, working and caring for these children across Toronto.

Paediatric Residents' Advocacy Committee

The University of Toronto Paediatric Residents' Advocacy Committee was established in 2001 by residents who were passionate about the overall wellbeing of children and in response to the recognition by the Royal College of Physicians and Surgeons of Canada that advocacy is an integral part of a paediatrician's role.

This committee is resident-led and supervised by staff physicians from SickKids. Residents and staff volunteer their time and are committed to educating parents and children, running clinics, and advocating for children's issues at the national levels. The Parent Nights sub-committee develops curriculum and runs workshops for parents to provide health information to empower them to improve their child's overall wellbeing.

Learning sessions developed by the Paediatric Residents' Advocacy Committee:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

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INTRODUCTION

The Parents Matter Project endeavors to support and educate newcomer, low-income and racialized parents in Toronto with children ages 6-12 (middle childhood) on how to best improve developmental and social outcomes for their children. This includes the creation and implementation of topic-specific parent learning sessions. Parenting and family relationships provide the foundation from which children ages 6-12 can develop the skills to overcome challenges and thrive to adulthood. These parent learning sessions aim to build upon the assets, capabilities and strengths of parents to help increase their knowledge on a number of topic areas relevant to their child's social and emotional development.

This facilitator's guide provides practical learning sessions to increase familial relationships, including resources that can be utilized and accessed beyond the life of the session. This is grounded in the knowledge that families crave more meaningful time together and the need to have access to materials, tools and skill building knowledge on an ongoing basis that is accessible at all times. By attending a learning session, a parent will leave with more knowledge, awareness and confidence in their ability to parent throughout this developmental stage. The interactive activities and supplementary resources will help parents to solidify their learnings.

In addition to Healthy Eating and Nutrition, 15 evidence-based learning sessions have been developed in collaboration with experts in the fields such as:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Physical Activity
- We All Have Mental Health
- Growing Healthy Minds
- Children's Mental Health Challenges and Seeking Support
- Counting on Math
- Reading is Everywhere
- Keeping Children Safe Online
- More than Just Video Games
- Raising Responsible Digital Children
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

FLOW OF THE LEARNING SESSION

LEARNING SESSION STRUCTURE	DESCRIPTION
Learning Objectives	What parent participants can expect to learn by attending each learning session.
Warm-up/ Check-in	An activity to introduce and ground parent participants. The purpose is to begin getting to know each other by creating an inclusive and welcoming environment where all voices are heard and valued.
Group Agreements	An opportunity to collectively co-create the conditions of how learning will unfold. Creating a group agreement demonstrates that the space is shared by all.
Reflection Moment	Guiding questions are used to prompt reflection on current knowledge of the topic presented.
Content Development	How the information will be delivered and resourced (learning discussions) how learning happens- what do we need to know.
Action Moment	Each learning session will motivate concrete actions for parent participants to go from “reflection to action-now what?” with tips, tools and hands-on experience.
Evaluation and Check-out	Reinforce new learnings, takeaways and evaluate the learning.

FACILITATION TIPS

- Prepare your session in advance; read content carefully and organize materials and resources needed.
- Be clear and concise in your interactions.
- Listen to what is said.
- Remember to integrate important points that have not been raised by parent participants.
- Validate questions outside of the lesson plan raised by parent participants and direct them to their service provider.
- Be ready to accommodate changes and respond to your audience. Flexibility will be required from time to time and you may need to adapt the agenda in some situations.
- When appropriate, share your own lived experience as a parent or caregiver. However, be conscious not to dominate the conversation.



Useful Tips to Successfully Facilitate a Group Discussion

1. Adults learn better when:

- They are personally motivated and engaged.
- They have the opportunity to reflect on what they are learning.
- They can exchange knowledge and experiences with others.
- They can have better understanding of what they learn and the implementation of that learning at home.

2. Adapting for inclusion:

- Know the diversity within the group: who are the participants? What experiences do they bring?
- Integrate cultural experiences: consider how both the facilitator and parent participants can bring their cultural experiences into the session.
- Be sensitive to emotional responses: depending on parent participants lived experiences, sometimes exercises can trigger participants' emotions.

HEALTHY EATING AND NUTRITION

Overview

A healthy diet and active lifestyle leads to better overall health, more energy, lower risk of disease and stronger muscles and bones. Healthy nutrition contributes to the healthy growth and development of your children and promotes their concentration and learning.

Learning Objectives

- a. Recognize the importance of a balanced diet.
- b. Recognize where changes can be made to increase nutritional value of meals.
- c. Be familiar with Canada's Food Guide recommendations for children ages 6-12.
- d. Identify ways to have healthier fast meals including how to make healthier "take-out" choices.
- e. Identify barriers to healthy eating and ways to overcome them.



Materials and Supplies

FLIP CHART



MARKERS



POST-IT NOTES



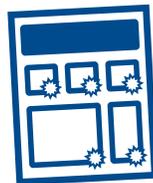
PENS



VISUAL AIDS



GROCERY FLYER



LEARNING TOOLS



FLIP CHART PAPER



ATTENDANCE FORM



EVALUATIONS



LEARNING SESSION OUTLINE

<i>Agenda</i>	Length of the learning session (1 hour)
1. Welcome and Introduction	(5 minutes)
2. Check-in	(10 minutes)
3. Reflection Moment	(5 minutes)
4. Content Development	(30 minutes)
5. Action Moment	(5 minutes)
6. Evaluation and Check-out	(5 minutes)

1. Welcome and Introduction (5 minutes)

Facilitator(s) will welcome parent participants and organization(s) supporting the learning session. Housekeeping items should be introduced: washroom facilities, fire exit and additional information needed for the learning session.

Materials needed: Pens

Appendix 1 - Tool 1.1 Agenda

Tool 1.2 Attendance and Photo Release Form

Tool 1.4 Evaluation (Pre)

2. Check-in (10 minutes)

Getting to know each other: Introductions of parent participants (5 minutes)

Facilitator asks parent participants to sit/stand in a circle and invites them to state their names, their children's names and ages. Along with this introduction parent participants are asked to answer the following question:

*If you were a vegetable, what vegetable would you be?
and why?*



Facilitator Tip

This activity will welcome parent participants to share something about themselves, that is not too personal, in a comfortable, supportive environment.

2.a Group Agreements

(5 minutes)

Materials needed: post-it notes, markers, flip chart paper, pens.

Facilitator asks parent participants any of the following

? Guiding Questions

- What do we need from each other and ourselves to create a safe learning space?
- How are we going to learn together in this space?

Parent participants are asked to write their answers on a post-it note and place it on the flip chart. Facilitator will read them out loud for parents' consensus.

The list should be posted visibly for the length of the learning session.

Building a group agreement with parent participants is an important step to take when working with groups. It invites members to co-create a safe space for sharing where all voices are heard and valued.

3. Reflection Moment

(5 minutes)

Materials needed: Grocery flyers and markers

Facilitator invites parent participants to form pairs, provide them with grocery flyers and markers. Ask parent participants to circle 3 items from their regular grocery list.

Debrief as a group and share why were those items picked. Parents reflect on the importance of a healthy diet and why it is important for their children.

Discussion Points

The benefits of eating well and being active include:

- Better overall health
- More energy
- Lower risk of disease
- Stronger muscles and bones
- A healthy body weight (however, it is a very complex relationship and there are many other factors that affect body weight)

A person's attitude around food and eating is also important. Parents and caregivers can help children develop healthy attitudes and behaviours that will last a lifetime.



If not brought up during group agreements, facilitator should explore the importance of **confidentiality** and sharing in a safe space.

4. Content Development

(30 minutes)

Materials needed: Flip chart, flip chart paper, markers, projector, computer, speakers and pens

Appendix 2 - Learning Tool 2.1 Vitamins and Minerals

Learning Tool 2.2 Serving Sizes

Learning Tool 2.3 Healthy Choices

Learning Tool 2.4 Breakfast Ideas

Mini Interactive Lecture

Facilitator presents the following content to parent participants. Content can be introduced on flip chart paper or powerpoint presentation with key points using the learning tools provided.

4.a Healthy Diet

A healthy balanced diet is varied and includes food from all four food groups. A diet containing a balance of carbohydrate, protein and fats is also important to support growth and development.

? Guiding Questions

What comprises a healthy diet?

Can anyone name the four important food groups?

Discussion Points

- A diet containing the right amounts of vitamins and minerals needed for good physical health is also important. Let's look at some of the important vitamins and minerals kids need, and learn which foods can provide them.
- The four important food groups are:
 - » Vegetables and fruits
 - » Grain products
 - » Meat and alternatives
 - » Milk and alternatives

: Matching Game

On a piece of flip chart paper draw a table and provide parent participants with **Learning Tool 2.1** and instruct them to place the cut-outs of vitamins and minerals with their food sources and importance, in the space they think it belongs.

Learning Tool 2.1 Vitamins and Minerals

Vitamin or Mineral	Function/importance	Sources

Discussion Points

1. Calcium

- a. Sources: Milk, cheese, broccoli, almonds, tofu, soy beans, sardines, salmon.
- b. Importance: Teeth and bone health.

2. Iron

- a. Sources: Meats, certain vegetables and grains such as: peas, dried beans, iron fortified cereals.
- b. Importance: An important part of red blood cells. These are the cells that carry oxygen around our body which produces energy. Iron is also important for normal brain development.

Additional facts about Iron:

- Meat provides the most easily absorbed kind of iron.
- Iron deficiency anaemia is a condition that can occur when there is not enough iron in the diet, or too much milk, which affects the body's ability to absorb or use iron from the diet. Not enough iron results in not enough oxygen carrying red blood cells. A child with iron deficiency anaemia may tire easily or be pale.

3. Vitamin D

- a. Sources: Foods that do contain some of this minerals include: salmon, tuna and liver. Some drinks such as milk and some orange juices are also 'fortified' with this mineral, which means it is added to it.
- b. Importance: Growth and development, especially for teeth and bone health.

Additional facts about Vitamin D:

- Children in the far north or with darker skin may be at risk for Vitamin D deficiency. Vitamin D deficiency is not uncommon in Canada.
- This is one of the few vitamins that you may not get enough of from a well-balanced diet. You should consider Vitamin D supplements -especially in the winter months.

4. Vitamin B12

- a. Sources: Meat, seafood, eggs, cheese and fortified cereals.
- b. Importance: Contributes to make red blood cells for the body.

Additional facts about Vitamin B12:

- Our bodies generally have good stores of Vitamin B12, but vegetarians and vegans over time may not have enough if they are not careful to eat foods that contain Vitamin B12. This is because most of our Vitamin B12 comes from animal sources.

Recommended Intake- Canada's Food Guide

The recommendations tell us how many servings of each food group your child should have each day based on their age.

	4-8 YEARS OLD	9-13 YEARS OLD
Fruits and Vegetables	5	6
Grains	4	6
Milk and Alternatives	2	3-4
Meat and Alternatives	1	1-2

Canada's Food Guide recommends this as the daily number of servings required for children aged 4-8 and 9-13 respectively. It is important to remember that some children eat smaller volumes more often and servings can be split up between meals and snacks.

Interactive Activity: What is a Serving Size?

Provide parent participants with **Learning Tool 2.2**. Ask the group to select what they think is the "correct" serving size, then reveal the recommended as per Canada's Food Guide (Option 1 . is the correct serving size, see below).

Fruits and Veggies:

- 1 piece of fruit
- 250mL (1 cup) leafy raw vegetables or salad
- 125mL (1/2 cup) fresh, frozen or canned fruits or vegetables, or 100% juice

Meat and Alternatives

- 75 g (2 ½ oz.)/125 mL (½ cup) cooked fish, shellfish, poultry or lean meat
- 175 mL (¾ cup) cooked beans
- 2 eggs
- 30 mL (2 Tbsp) peanut butter

Grains

- 1 slice bread or ½ bagel
- ½ pita or ½ tortilla
- 125mL (1/2 cup) cooked rice, pasta or couscous
- 30g of cold cereal, or ¾ cup hot cereal

Milk and Alternatives

- 250mL (1 cup) milk or fortified soy beverage
- 175g (¾ cup) yogurt
- 50g (1 ½ ounce) cheese



Helpful Time Tips: “I don’t have time to prepare healthy meals”

- Having some essentials always in the cupboard can be helpful; for example, grains that keep well over time such as rice, dried pasta, quinoa, rolled oats and canned vegetables and beans, chickpeas, lentils etc.
- Ask your family to help get meals started.
- Choose some healthy convenient products to help speed up preparation time; for example, canned or bottled pasta sauces, frozen vegetables or bagged salad greens.
- Prepare some foods in advance and keep in the freezer; for example, soups, stews, lasagna, cooked ground beef or pizza dough.
- A slow cooker, pressure cooker or an Instant Pot can be your best friend if you are short on time! Throw the ingredients in and turn it on in the morning; your dinner will be ready and waiting for you when you get home.



Helpful Knowledge: “I don’t know what foods are best to eat”

- Have meat alternatives such as bean, lentils and tofu often.
- Eat at least two Food Guide servings of fish each week.
- Select lean meat and alternatives prepared with little or no added fat, sugar or salt.
- Include a small amount of unsaturated fat each day.
- Satisfy your thirst with water.
- Limit foods and beverages high in calories, fat, sugar or salt.



Helpful Cost Tips: “It costs too much to eat well”

- Buy vegetables and fruit fresh when they are in season and freeze extras for later.
- Choose canned or frozen vegetables and fruit - they are affordable and nutritious options.
- Use beans, lentils and other legumes in place of meat several times a week.
- Stock up on canned goods and staples when they are on sale. Store them safely and use them up by their “best-before” date.
- Skip the cookies, baked goods, chips, other salty snack foods, soft drinks and other beverages with added sugar. They cost a lot and are low in nutrients. Stick to the four food groups and buy the basics.
- Drink tap water instead of pop or juice. It’s free and better for you.
- Prepare meals at home instead of eating out.
- Share bulk products with a family member, friend or neighbor. Buying in bulk is often cheaper.



Eating Out: “I eat out a lot and find it hard to eat well”

- Look for places that offer whole grains, vegetables and fruit and lower-fat choices. Some restaurants provide nutrition information about their food choices that you can check to find healthier choices.
- Order small appetizer portions or share a meal with a friend when eating out.
- Treat your taste buds and try something different. Italian, Chinese, Japanese, Thai, Caribbean, Greek, Indian, Latinoamerican, Middle Eastern and other ethnic cuisines offer some healthy choices.
- Choose water, milk, fortified soy beverages or 100% juice instead of highly sugared beverages.
- Fill up on tossed salad, but order dressing on the side and use sparingly.
- Avoid cream sauces, gravy, deep-fried or battered foods, cakes, cookies and pastries.

4.b Healthy Choices

Having the knowledge about healthy eating and nutrition will really help you make good choices for you and your family. This isn't always as easy as it looks. Confusing advertising can make it harder to pick out the healthiest option.



Facilitator Tip

Learning Tool 2.3 should be projected while discussing the following examples.

Example 1: Nutrition Facts

Discussion Points

- Reading labels: not all foods by the same name are created equally- you can use nutritional labelling to help guide your purchases.
- A general rule of thumb is to look for options that are lower in saturated fat, sugar and salt.
- Also remember to look at the serving size so you can compare between items. The serving size tells you how big a single serving is according to the manufacturer.
- Calories: this is the amount of energy provided per serving.
- % Daily value is usually based on a 2000 calorie diet. It shows how much of the daily intake is provided in a serving.
- A general rule of thumb is that less than 5% and more than 15%. Use this information only as a guide to compare options.
- When selecting pre-packaged foods looking at the nutritional labels can help you select the option that has less saturated fat, sugar, and salt per serving.

Example 2: Baked Beans



Facilitator Tip

Invite parent participants to compare the two different ‘baked beans’ options presented on **Learning Tool 2.3** and discuss the following:

? Guiding Questions

*What important differences do you notice?
Which would you choose to buy?*

Discussion Points

- Serving size: they are based on roughly the same serving size (129g vs 131g).
- Calories: this represents the amount of “energy”. The second option has nearly 1.5x the calories.
- The second option has nearly twice the amount of sugar and salt per serving.

Example 3: Yogurt

Let’s do the same for these two yogurts.

Discussion Points

- Example 1 and 2 have similar though slightly different serving sizes.
- Both are “fat free” options but that does not make them equal.
- Option 1 has slightly more calories but over 3 times the amount of sugar.
- The second option has more than twice the amount of protein.
- When choosing yogurt, you could consider having plain unsweetened yogurt that you eat with fresh or frozen fruit instead of “fruit flavoured” yogurt that often has a lot of added sugar.
- A general rule of thumb when looking at labels is to look for one that is lower in fat, sugar and salt and higher in protein, vitamins and minerals. Avoid looking at the % daily value as this isn’t based on children’s needs.

1. Confusing Marketing

Having the knowledge about healthy nutrition helps make good choices for you and your family. This isn't always as easy as it looks. Confusing marketing can make it harder to pick out the healthiest option. We're going to go through how branding and advertising affects how nutritious we think common foods may be. Then we will learn how to read a nutrition label so that we can make the best choices when buying our family's food.

Some foods are advertised as being healthy when in fact they are far from it. Let's discuss the following:

? Guiding Question

Can you think of some examples of food that has confusing advertisements?



Some Examples May Include

- Fruit candies: they often have pictures of fruit on the label and are marketed with the words “contains real fruit juice” but they have limited nutritional value and are high in added sugars.
- Vegetable chips: these are also advertised as “healthy” or healthier alternatives to potato chips, but they contain little or no vegetables as well as being high in fat and sodium (salt).
- Fruit jams.
- Ketchup.
- Vegetable or fruit ‘drinks’: these may or may not have a lot of added sugar, they also do not contain the fibre and other important nutrients you would get if you ate the fruits or vegetables instead.

2. Breakfast Cereals

- Cereals are often advertised as healthy but some may be high in added sugar. It is important to read the labels to help identify the ones that are good sources of fibre (2 or more grams) or even excellent sources of fibre (4 grams) and are also lower in sugar.
- Breakfast is an important meal. It has been linked to:
 - » Improved academic performance
 - » Better diet
- Skipping breakfast may lead to weight gain (as it may result in excessive snacking later in the day).

Facilitator continues discussion by asking the following:

? Guiding Question

Can anyone name some healthy breakfast options?



Some Examples May Include

- Plain unsweetened yogurt with fresh fruit.
- Whole grain toast with avocado on top or a poached egg.
- Omelette with chopped veggies such as red peppers, mushrooms, spinach leaves, red onions, parsley, cheese, chopped tomatoes.
- Unsweetened oatmeal: use fresh fruit to sweeten it, or a touch of honey. Remember using spices like a pinch of cinnamon can also add a lot of flavor without added sugar.
- Banana oat cakes.

Discussion Points

- Remember you don't have to eat "traditional" North American breakfast foods. If you feel like dinner leftovers or a sandwich that's fine too!
- Food choices vary from culture to culture, so do breakfast alternatives. Here is one example:
 - » Congee, which is a Chinese porridge, is delicious with varied toppings such as scallions (green onions), peanuts and mushrooms.
 - » Arepas, which is a Venezuelan/Colombian corn flour cakes, filled with various ingredients including chicken, cheese, avocado.
 - » Shakshuka which is eggs poached in a tomato based sauce.
 - » Japanese miso soup, rice, fish, pickled vegetables etc.



Facilitator Tip

Invite parent participants to share some traditional breakfast ideas from their cultures. After debriefing, facilitator hands out: **Learning Tool 2.4:** Recipe cards to take home.

3. Fast Foods: Better Choices

It is inevitable that people will eat out at some point. While it is useful to limit the amount of take-out food consumed, we can also be mindful of our food choices when eating out.

Beverage Recommendations

- Be cautious of drinks with added sugar and/or fat which will be high in calories.
 - » Can you guess how many calories are in a tall café mocha (with 2% milk and no whip)? 230 Kcal.
 - » Drink water!
 - » Limit children's juice intake to ½ cup no more than 1-2 times a week.
- Children over 2 years of age can drink lower fat, 2%, 1% or skimmed milk and a maximum of 18 oz or 500 ml per day.

4. Healthy Attitudes

Now we know what type of foods we should be incorporating into our diets and we have some ideas on how to select the best options. But how do we get the whole family on board? And why is it important that we have a positive attitude towards meals?

- Eating well adds enjoyment to life.
- Having meals regularly together as a family is linked to better nutrient intake and lifestyle habits in children and teenagers.
- Making sure the whole family eats well and that your kids grow up with good habits that they will pass on to their children.

Facilitator invites parent participants to turn to a partner and discuss the following:

Guiding Question

What are some of the ways that you promote healthy attitudes with your family?

Facilitator supplements their answers with any of the information below.

Discussion Points

- Cook with family or friends to make preparing meals more fun and less work.
- Experiment with new foods and recipes.
- Avoid using food as a reward or punishment.
- Enjoy a potluck with friends.
- Celebrate special events with family and friends of all ages. It's a great way to pass along cooking skills and learn about traditional or cultural foods.
- Be a positive role model for children.
- Prepare and try a variety of healthy foods with your children to set a good example.
- Avoid skipping meals.
- Eat slowly and without distractions like homework, TV, toys; that way you will know when you are full. Dinner should not be eaten in front of the television or other screens!
- Build on the fact that young children are eager to learn. Even simple activities such as helping to cut open a pumpkin or making muffins are ways for children to learn about food.



Preparing food gives children a feeling of accomplishment and encourages them to try these foods. For example, potatoes that a preschooler has helped mash or radishes they picked from the garden are more appealing than those that just appear on the table. Cooking or baking is also a fun way of doing math!

4.c Picky Eaters

Facilitator invites parent participants to turn to a partner and discuss the following.

? Guiding Questions

*Do you have a picky eater?
What is your child(ren) picky about?*

Discussion Points

- Respect your children's ability to determine how much food to eat.
- While parents and caregivers determine the selection of foods offered, young children can determine how much food they need or whether to eat at all. Throughout the day, children are able to adjust their intake. This explains why some children eat more at one meal than at another.
- Children have smaller stomachs and may be full earlier. They need to eat smaller amounts more frequently throughout the day. Children should be offered three meals (breakfast, lunch and dinner) and 2 to 3 snacks a day. Remember snacks that are offered shouldn't be processed foods high in calories, salt, sugar and saturated fat (such as cookies, crisps, cakes) but rather yogurt, fresh fruits and vegetables.
- A multivitamin is rarely needed for healthy children who are growing well and following Canada's Food Guide. Speak to your doctor to see if your child needs to supplement any vitamins or minerals.
- Don't worry too much if your child doesn't seem to be eating enough. If their weight and height are on track, they're probably getting what they need. Just make sure to offer your child a variety of foods from all food groups to make sure they are getting the right nutrients. Your child's doctor will monitor their growth at regular appointments and will let you know if there are any problems.
- Your doctor tracks your child's growth (height and weight) so they can keep you up-to-date. We recommend you keep the growth monitoring to the doctor's office, constantly weighing and measuring at home and worrying about growth may just lead to worries and anxiety in your child.



Tips for Parents

When it comes to encouraging your child to eat and try new foods follow some of the following advice:

- Don't coax. Don't beg. Don't negotiate.
- Try and make meal times a fun/enjoyable time: sit down as a family, use this time to catch up and talk about your days. If your child refuses to eat, they should still sit down with the family at meal time and be part of the event/discussions.
- Praise your child for trying new things even if they only try a little bit or don't want more. Praise them for their efforts.
- Don't get angry or upset. Telling them how much time or money you spent on the meal isn't going to win them over and will probably make you and your child feel frustrated and upset.
- If your child refuses to eat a meal and you have 3 meals a day plus 2 or 3 snacks, don't placate them with special alternative foods. It is reasonable to make them wait for the next meal/snack. Alternatively, you can save their meal in the fridge and allow them to go back to it if they change their mind.

5. Action Moment

(5 minutes)

Preparing Healthy Meals

Facilitator invites parent participants to brainstorm how different foods can be prepared and explore healthier options by answering the following question:

Can you think of ways to make the healthy choice the easier, more convenient option?

Discussion Points

- Have healthy options in the house.
- Pack healthy snacks when you go out so you don't have to rely on processed convenience foods when hunger hits.
- Choose foods that are both nutritious and easy to make.
- Avoid keeping foods in the house that are less healthy- for example, limit cakes, cookies, potato chips etc in the weekly shop, avoid buying beverages with added sugar such as fruit drinks and pop. Buy smaller portion sizes of juice.
- Have fresh fruit and vegetables on hand as healthy snack options (ie. have washed and chopped fruits and vegetables available in the fridge).

After debriefing as a group, facilitator hands out **Learning Tool 3.1** for parents to take home. In addition to some games and activities for parents to play with their children at home found in **Appendix 4**.

Learning Tool 3.1 Take Home Tips/Tricks for Parents

“Make the healthier choices the easier choices”

We are all much more likely to make healthy choices when it’s the easier option. Often unhealthy, processed foods are chosen because of convenience.

Healthier Alternatives when Cooking:

- Broil, bake, poach or grill rather than (deep) fry.
- Use herbs and fresh salsas to season things rather than salt.
- For creamy sauces use low fat milk products (or alternative) rather than whole milk or cream.

When Using Vegetables and Fruits:

- If choosing canned fruit, avoid fruit in syrup – instead choose fruit that is in its own juice.
- Serving fruit instead of fruit juice also adds healthy fibre (important in keeping regular toileting habits, preventing constipation and tummy pain) to your child’s diet.
- When choosing canned or frozen vegetables, choose ones that do not contain added sodium (salt) or fat.
- Serve fresh or from frozen vegetables and fruit more often than fruit juice. Limit juice to a maximum of 1/2 cup of 100% unsweetened juice once or twice a week. Be cautious that many glasses and cups hold much more than this recommended serving size!
- Add fruits and vegetables such as spinach and kale to smoothies.
- Puree vegetables as soups or to add to sauces.

When Cooking Grains:

- Make at least half of your grain products “whole grain”.
- Choose whole grain options such as brown rice, or grain pasta; when ordering pizza ask for a whole wheat crust.
- Try different grain products such as bulgur wheat, pot barley, quinoa, wild rice.

When Cooking Meat and Alternatives

- Limit higher sodium containing luncheon or deli meats such as corned beef, ham, hot dogs, pepperoni, salami and smoked meats.
- Leaner cuts of meat can be made tender by marinating or slow cooking.
- Eat at least two servings of fish per week.
- Have meat alternatives such as beans, lentils and tofu often.
- Consider adding nuts and seeds to meals such as salads and stir-fries.
- Nut butters and hummus go well with raw vegetables as a snack.

When Choosing Milk and Alternatives:

- It is recommended that children under 2 drink homogenized (full fat) milk.
- If choosing soy alternatives look for “fortified” products.
- Consider eating yogurts that are both low in fat and don’t have added sugar or processed fruits; instead have them with fresh or frozen fruit and add flavor with cinnamon.
- Chocolate milk is a treat- consider mixing chocolate milk with skimmed milk to reduce the sugar content.

6. Evaluation and Check-out

(5 minutes)

Materials needed: Pens, **Learning Tool 1.5** Evaluation Form (post)

Evaluation: Invite parent participants to give their feedback. Provide parent participants with pens and evaluation forms to be filled out. Encourage them to be honest. Their responses are anonymous and they don’t have to answer any questions they don’t feel comfortable answering.

Check-out: Thank parent participants for their participation and time.

APPENDICES

APPENDIX 1

Tool 1.1 Agenda - Healthy Eating and Nutrition

Tool 1.2 Attendance and Photo Release Form

Tool 1.3 Facilitator's Check List

Tool 1.4 Evaluation (Pre)

Tool 1.5 Evaluation (Post)

APPENDIX 2

Learning Tool 2.1 Vitamins and Minerals

Learning Tool 2.2 Serving Sizes

Learning Tool 2.3 Healthy Choices

Learning Tool 2.4 Breakfast Ideas

APPENDIX 3

Learning Tool 3.1 Take Home Tips/Tricks for Parents

APPENDIX 4

Games and Activities

APPENDIX 5

References

Tool 1.1 Agenda - Healthy Eating and Nutrition

1. Welcome and Introduction (5 minutes)
2. Check-in (10 minutes)
3. Reflection Moment (5 minutes)
4. Content Development (30 minutes)
5. Action Moment (5 minutes)
6. Evaluation and Check-out (5 minutes)

APPENDIX 1.2 - ATTENDANCE AND PHOTO RELEASE FORM

Tool 1.2 Attendance and Photo Release Form

FULL NAME	EMAIL	PHONE NUMBER	DO YOU CONSENT TO HAVE YOUR PHOTO TAKEN?	SIGNATURE REQUIRED
1.			<input type="checkbox"/> Y <input type="checkbox"/> N	
2.			<input type="checkbox"/> Y <input type="checkbox"/> N	
3.			<input type="checkbox"/> Y <input type="checkbox"/> N	
4.			<input type="checkbox"/> Y <input type="checkbox"/> N	
5.			<input type="checkbox"/> Y <input type="checkbox"/> N	
6.			<input type="checkbox"/> Y <input type="checkbox"/> N	
7.			<input type="checkbox"/> Y <input type="checkbox"/> N	
8.			<input type="checkbox"/> Y <input type="checkbox"/> N	
9.			<input type="checkbox"/> Y <input type="checkbox"/> N	
10.			<input type="checkbox"/> Y <input type="checkbox"/> N	
11.			<input type="checkbox"/> Y <input type="checkbox"/> N	
12.			<input type="checkbox"/> Y <input type="checkbox"/> N	
13.			<input type="checkbox"/> Y <input type="checkbox"/> N	
14.			<input type="checkbox"/> Y <input type="checkbox"/> N	
15.			<input type="checkbox"/> Y <input type="checkbox"/> N	
16.			<input type="checkbox"/> Y <input type="checkbox"/> N	
17.			<input type="checkbox"/> Y <input type="checkbox"/> N	
18.			<input type="checkbox"/> Y <input type="checkbox"/> N	
19.			<input type="checkbox"/> Y <input type="checkbox"/> N	
20.			<input type="checkbox"/> Y <input type="checkbox"/> N	

Tool 1.3 Facilitator's Check List

Materials and Supplies:

- Markers
- Flip Chart (if needed)
- Flip Chart Paper
- Post-it Notes
- Pens
- Grocery Flyers
- Projector
- Computer
- Learning Tools
- Attendance Form
- Evaluation Forms (Pre & Post)

PARENT EVENT: ____ / ____ / 201__

**Do at START
of Event**

Please answer the questions below.

PART 1: About You

1. **Your gender:** Female Male Trans I describe my gender in a different way
2. **Your children’s age(s):** 0-5 6-12 13+
3. **Parenting status:** I’m a single parent I’m **not** a single parent
4. **What country were you born in:** _____
5. **What is your postal code:** _____
6. **Do you have any relatives living with you at home?** Yes No
If YES how many? _____

PART 2: About the Event

7. **How did you hear about this event?** Friend/Family Another Organization
 Internet Flyers Other (please specify): _____
8. **Please rate your knowledge on:** (Circle **ONE** answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	What is a healthy diet for a child	H	M	L	DK
b	Best ways to feed my child	H	M	L	DK
c	How much to feed my child	H	M	L	DK
d	How to choose healthy foods for my child when we eat outside	H	M	L	DK
e	How to prepare healthy meals for my child at home	H	M	L	DK
f	What to do if my child is a picky eater	H	M	L	DK

PART 3: About your Learning

9. **What do you hope to learn today about children’s healthy eating and nutrition?**

THANK YOU!

APPENDIX 1.5 - EVALUATION (POST)

PARENT EVENT: ___ / ___ / 201__

Do at END
of Event

Please answer the questions below.

PART 1: About the Event

1. **Please rate your knowledge on:** (Circle **ONE** answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	What is a healthy diet for a child	H	M	L	DK
b	Best ways to feed my child	H	M	L	DK
c	How much to feed my child	H	M	L	DK
d	How to choose healthy foods for my child when we eat outside	H	M	L	DK
e	How to prepare healthy meals for my child at home	H	M	L	DK
f	What to do if my child is a picky eater	H	M	L	DK

PART 2: About your Learning

2. **What did you learn today about children's healthy eating and nutrition?**

PART 3: About your Satisfaction

1	How often will you use what you learned about children's nutrition with your child(ren)? (Circle ONE answer)	Never	Sometimes	Always
If never, please tell us why not?				
2	How informative was the facilitator? (Circle ONE answer)	Not Informative	A little Informative	Very Informative
3	How satisfied are you with this event overall? (Circle ONE answer)	Not Satisfied	A little Satisfied	Very Satisfied
4	If we could improve ONE THING - what would it be?			

CALCIUM

IRON

VITAMIN D

VITAMIN B12



Sources: Milk, cheese, broccoli, almonds, tofu, soy beans, sardines, salmon

Importance: Teeth and bone health

Importance: An important part of red blood cells. These are the cells that carry oxygen around our body which produces energy

Sources: Meats and certain vegetables and grains such as peas, dried beans, iron fortified cereals

Sources: There are few food sources of Vitamin D. Foods that do contain some of this vitamin include egg yolks, salmon, tuna and liver. Vitamin D is added to all cow's milk in Canada. Some orange juices are also 'fortified' with this vitamin, which means it is added

Importance: Vitamin D helps us to absorb and use calcium, it is important for growth, development and especially for teeth and bone health

Importance: Also important for the body to make red blood cells and to keep nerves working properly

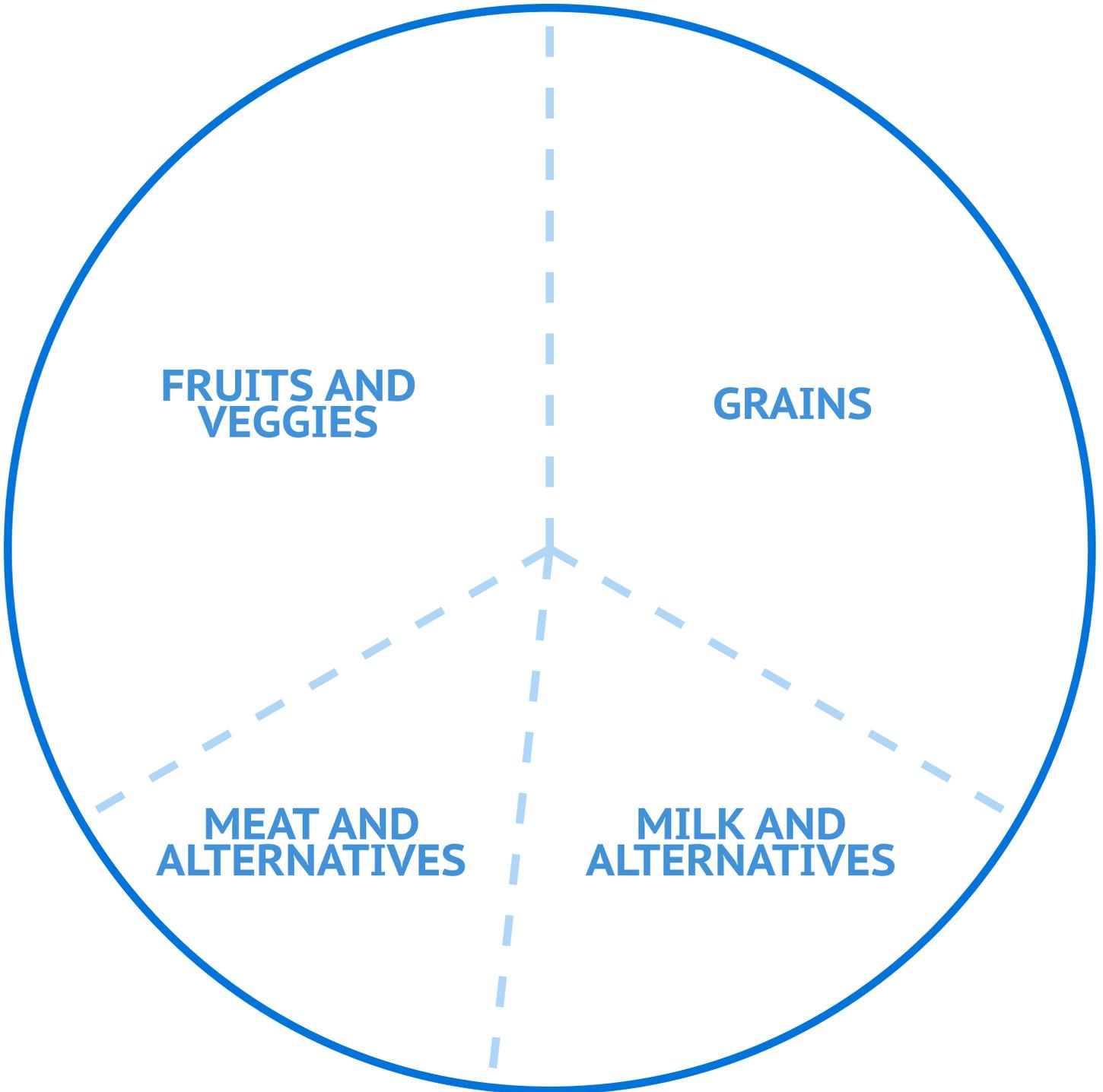
Sources: Meat, seafood, eggs, cheese, fortified cereals



APPENDIX 2

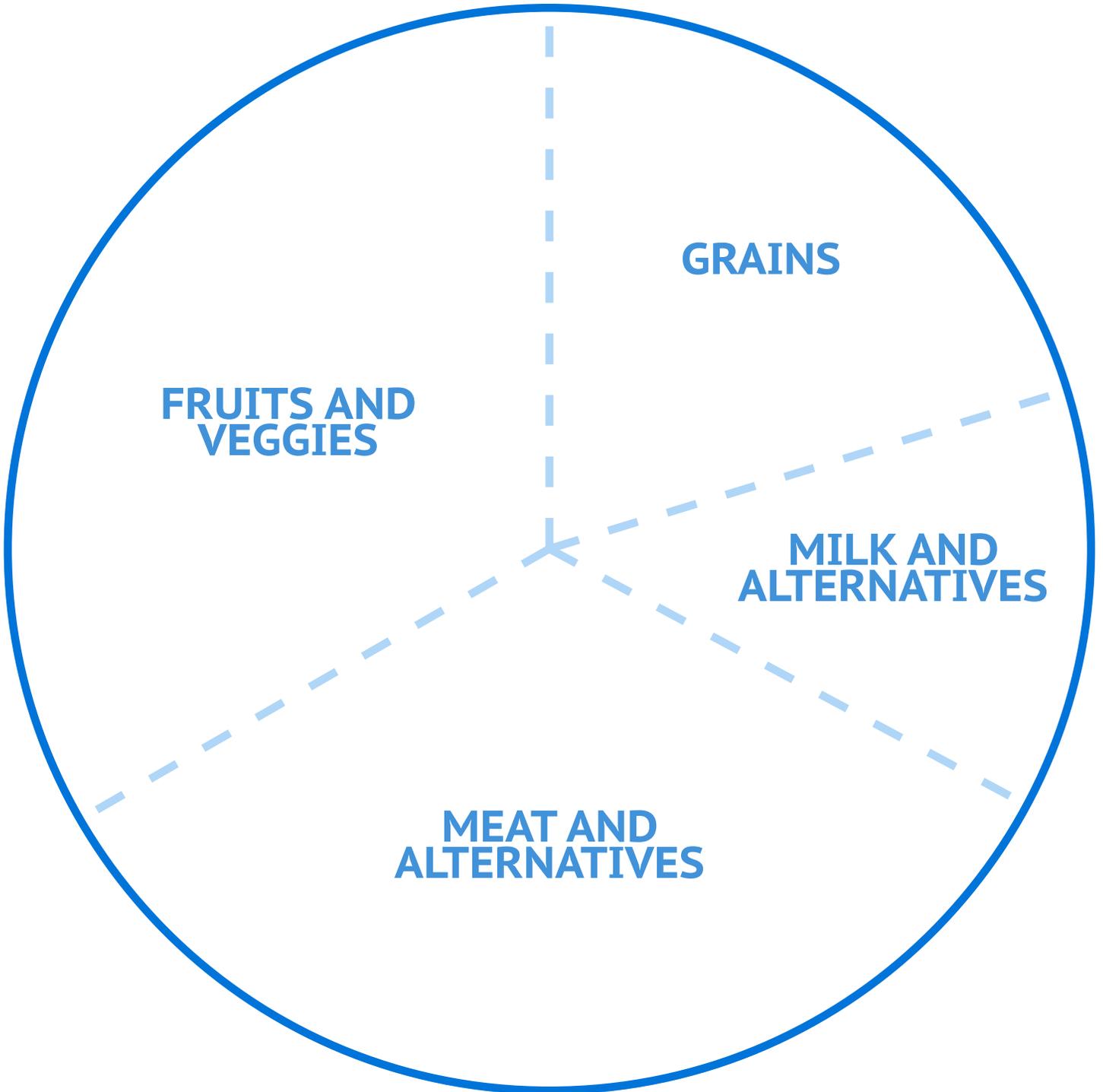
Learning Tool 2.2 Serving Sizes

OPTION 1



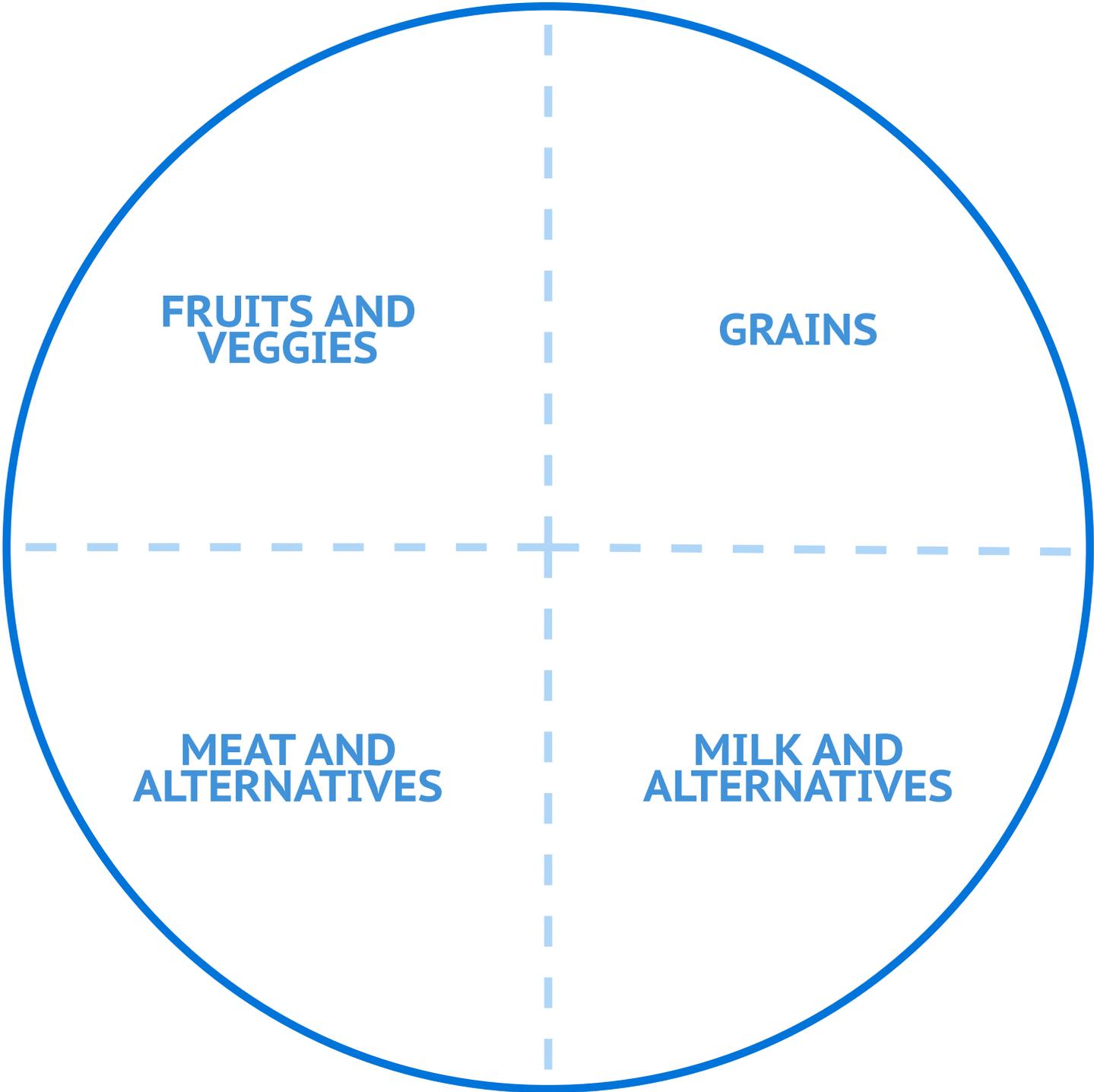
Learning Tool 2.2 Serving Sizes

OPTION 2



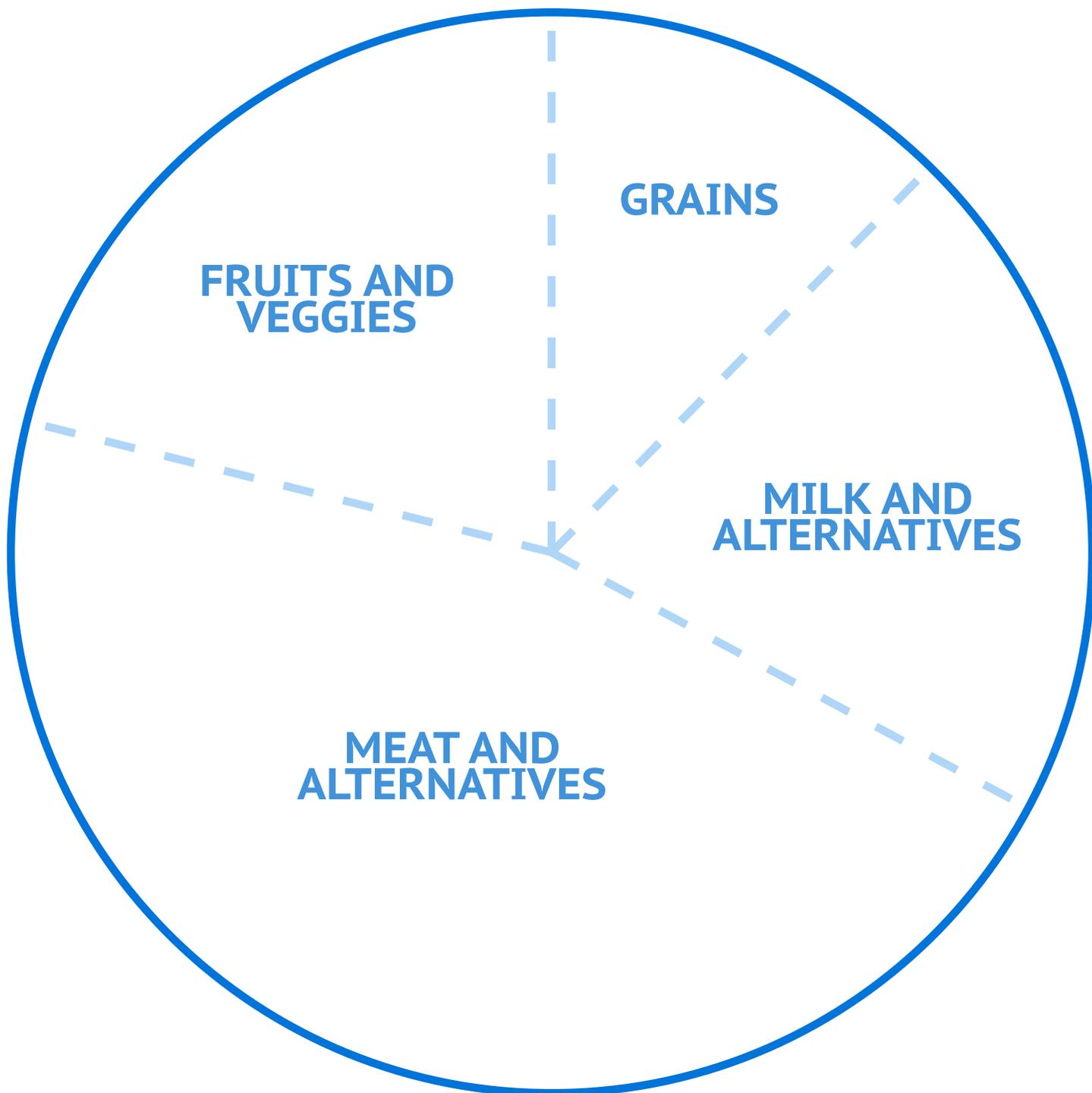
Learning Tool 2.2 Serving Sizes

OPTION 3



Learning Tool 2.2 Serving Sizes

OPTION 4



Learning Tool 2.3 Healthy Choices

Example 1: Nutrition Facts

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 280	Calories from Fat 120
	% Daily Value*
Total Fat 13g	20%
Saturated Fat 5g	25%
Trans Fat 2g	
Cholesterol 2mg	10%
Sodium 660mg	28%
Total Carbohydrate 31g	10%
Dietary Fiber 3g	0%
Sugars 5g	
Protein 5g	
Vitamin A 4%	• Vitamin C 2%
Calcium 15%	• Iron 4%
*Percent Daily Value are based on a 2,000-caloric diet. Your daily values may be higher or lower depending on your calorie needs.	

Learning Tool 2.3 Healthy Choices

Example 2: Baked Beans

OPTION 1

Nutrition Facts

Serving Size 1/2 cup (129g)

Servings Per Container About 3

Amount Per Serving		Calories from Fat 5
		% Daily Value*
Calories	130	
Total Fat	0.5g	1%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	330mg	14%
Total Carbohydrate	26g	9%
Dietary Fiber	6g	24%
Sugars	9g	
Protein	6g	
Vitamin A	0%	• Vitamin C 0%
Calcium	4%	• Iron 10%

*Percent Daily Value are based on a 2,000-caloric diet. Your daily values may be higher or lower depending on you calorie needs.

OPTION 2

Nutrition Facts

Serving Size 1/2 cup (129g)

Servings Per Container About 3 1/2

Amount Per Serving		Calories from Fat 10
		% Daily Value*
Calories	190	
Total Fat	1g	2%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	620mg	26%
Total Carbohydrate	39g	139%
Dietary Fiber	8g	32%
Sugars	16g	
Protein	8g	
Vitamin A	0%	• Vitamin C 0%
Calcium	8%	• Iron 15%

*Percent Daily Value are based on a 2,000-caloric diet. Your daily values may be higher or lower depending on you calorie needs.

Learning Tool 2.3 Healthy Choices

Example 3: Yogurt

OPTION 1

Nutrition Facts	
Serving Size 1 Container (170g)	
Amount Per Serving	Calories from Fat 0
% Daily Value*	
Calories 110	0%
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 3mg	1%
Sodium 90mg	4%
Total Carbohydrate 20.1g	7%
Sugars 15g	
Protein 6g	
Vitamin A 15%	Vitamin C 0%
Calcium 20%	Iron 0%
*Percent Daily Value are based on a 2,000-caloric diet. Your daily values may be higher or lower depending on your calorie needs.	

OPTION 2

Nutrition Facts	
Serving Size 1 Container (150g)	
Amount Per Serving	Calories from Fat 0
% Daily Value*	
Calories 80	0%
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 60mg	2%
Total Carbohydrate 5g	2%
Dietary Fiber 0g	0%
Sugars 4g	
Protein 15g	30%
Vitamin A 0%	Vitamin C 0%
Calcium 20%	Iron 0%
*Percent Daily Value are based on a 2,000-caloric diet. Your daily values may be higher or lower depending on your calorie needs.	

Learning Tool 2.4 Breakfast Ideas

EASY SHAKSHUKA

TOTAL TIME: 30 mins **SERVES:** 4

INGREDIENTS

2 Tbsp. olive oil
 1 Small yellow onion, sliced in half moons
 3 Cloves garlic, minced
 1-2 Red peppers, sliced (about 1 cup)
 24oz jar marinara sauce (about 3 cups)
 8 Eggs
 1/2 Cup feta crumbles
 1/2 Cup chopped parsley
 8 slices bread for toast
 Butter for toast

**INSTRUCTIONS**

1. Heat oil in large pan over medium heat.
2. When oil is hot, add onion and garlic to pan.
3. Cook for about 3-4 minutes, until soft.
4. Add peppers to pan, stirring occasionally and cook for another 3 minutes.
5. Stir in marinara sauce and cook for 2 more minutes.
6. Lower heat to medium-low and make 8 indents in sauce.
7. Crack eggs into indents and slowly cook for about 9-14 minutes, until eggs are set and done to desired consistency. (To have your whites set and yolks soft cover the pan for a few minutes.)
8. Top with feta, parsley, and serve with buttered toast.

NUTRITION

- **Calories:** 244
- **Sugar:** 13 grams
- **Fat:** 15 grams
- **Carbohydrates:** 19 grams
- **Fiber:** 1 gram
- **Protein:** 9 grams

Learning Tool 2.4 Breakfast Ideas

BANANA OATMEAL CAKE

TOTAL TIME: 40 mins **SERVES:** 15

INGREDIENTS

Shortening

1 1/2 Cups mashed very ripe bananas
(4 medium)

3/4 Cup sugar

2/3 Cup vegetable oil

2/3 Cup buttermilk

1 Tsp vanilla

1 Large egg

1 1/3 cups all-purpose flour

1 Cup quick-cooking oats or 1 cup oats

2 Tsp baking soda

1 1/2 Tsp ground cinnamon

1 Tsp baking powder

1/2 Tsp ground cloves

2/3 Cup chopped nuts

2/3 Cup raisins



INSTRUCTIONS

1. Heat oven to 350 degrees F.
2. Grease rectangular pan with shortening.
3. Beat in large bowl with wooden spoon bananas, sugar, vegetable oil, buttermilk, vanilla, and egg.
4. Mix in flour, oats, baking soda, cinnamon, cloves and baking powder.
5. Stir in chopped nuts and raisins.
6. Spread batter in pan.
7. Bake 30 to 35 minutes or until toothpick poked in centre comes out clean.
8. Cool completely on wire rack.

NUTRITION

- **Calories:** 266
- **Sugar:** 16.6 grams
- **Fat:** 13.9 grams
- **Fiber:** 2.2 gram
- **Protein:** 4.2 grams

Learning Tool 2.4 Breakfast Ideas

BREAKFAST BURRITOS

TOTAL TIME: 40 mins **SERVES:** 14

INGREDIENTS

- 12 Eggs
- 1lb Sausage
- 2 Cups salsa
- 2 Cups cheddar cheese, shredded
- 8 Ounces sliced mushrooms
- 1/2 Onion, minced
- 1 Bell pepper, chopped finely
- 14 (10 inch) tortillas



INSTRUCTIONS

1. Scramble eggs, cooking to a dry consistency. Cool and put in a mixing bowl.
2. Brown sausage, drain fat and cool. Add to the eggs.
3. Saute vegetables until they have released their liquid and it has evaporated. Cool, add to egg mixture.
4. Add the salsa and cheese, mix to combine.
5. Heat tortillas briefly to soften. Scoop 1/3-1/2 cup of filling into each tortilla and roll up.
6. Place each burrito in a zip-lock sandwich bag and seal, squeezing out all air. Place burritos in a freezer safe container and freeze.
7. To reheat, remove frozen burrito from the sandwich bag, place on a microwave safe plate, and cook on full power until heated through, 1 - 1 1/2 minutes.

NUTRITION

- **Calories:** 465.3
- **Sugar:** 3.4 grams
- **Fat:** 24.3 grams
- **Fiber:** 3.1 gram
- **Protein:** 20.3 grams

Learning Tool 3.1 Take Home Tips/Tricks for Parents

Healthier Alternatives when Cooking:

- Broil, bake, poach or grill rather than (deep) fry.
- Use herbs and fresh salsas to season things rather than salt.
- For creamy sauces use low fat milk products (or alternative) rather than whole milk or cream.

When Using Vegetables and Fruits:

- If choosing canned fruit, avoid fruit in syrup – instead choose fruit that is in its own juice.
- Serving fruit instead of fruit juice also adds healthy fibre (important in keeping regular toileting habits, preventing constipation and tummy pain) to your child's diet.
- When choosing canned or frozen vegetables, choose ones that do not contain added sodium (salt) or fat.
- Serve fresh or from frozen vegetables and fruit more often than fruit juice. Limit juice to a maximum of 1/2 cup of 100% unsweetened juice once or twice a week. Be cautious that many glasses and cups hold much more than this recommended serving size!
- Add fruits and vegetables such as spinach and kale to smoothies.
- Puree vegetables as soups or to add to sauces.

When Cooking Grains:

- Make at least half of your grain products “whole grain”.
- Choose whole grain options such as brown rice, or pasta, when ordering pizza ask for a whole wheat crust.
- Try different grain products such as bulgur wheat, pot barley, quinoa, wild rice.

Learning Tool 3.1 Take Home Tips/Tricks for Parents

When Cooking Meat and Alternatives

- Limit higher sodium containing luncheon or deli meats such as corned beef, ham, hot dogs, pepperoni, salami and smoked meats.
- Leaner cuts of meat can be made tender by marinating or slow cooking.
- Eat at least two servings of fish per week.
- Have meat alternatives such as beans, lentils and tofu often.
- Consider adding nuts and seeds to meals such as salads and stir-fries.
- Nut butters and hummus go well with raw vegetables as a snack.

When Choosing Milk and Alternatives:

- It is recommended that children under 2 drink homogenized (full fat) milk.
- If choosing soy alternatives look for “fortified” products.
- Consider eating yogurts that are both low in fat and don’t have added sugar or processed fruits; instead have them with fresh or frozen fruit and add flavor with cinnamon.
- Chocolate milk is a treat- consider mixing chocolate milk with skimmed milk to reduce the sugar content.

APPENDIX 4

Game and Activities

Grains Word Search

A	P	H	J	R	C	C	B	E	D	H	R	X	I	E
Y	K	C	E	M	I	O	P	Y	K	L	Q	I	U	O
C	O	R	N	Y	A	R	K	Z	Y	T	I	N	C	G
H	D	F	S	M	I	N	H	Y	O	U	X	Y	M	E
A	B	I	O	G	T	F	C	V	N	E	C	W	P	M
U	K	A	J	S	V	L	T	O	N	I	O	Z	L	T
P	M	I	G	J	O	A	C	Y	U	P	E	M	F	E
A	W	I	Y	E	N	K	S	D	E	S	F	T	L	X
S	U	B	J	Q	L	E	K	M	U	I	C	V	K	T
T	C	U	B	H	C	S	E	A	V	O	C	O	U	S
A	C	O	U	J	N	M	R	L	P	W	I	D	U	Y
M	Y	G	R	A	Y	I	N	P	A	S	N	A	U	S
L	M	V	Q	E	R	O	F	Y	N	U	I	M	Z	R
L	I	G	O	A	T	M	E	A	L	N	Q	U	I	C
K	B	L	A	N	T	J	U	I	N	S	T	Z	C	R

Wordlist Remember you will only find the foods that are “Grains”. Tick the foods that are grains before you try to find them.

- Rice
- Lentils
- Chicken
- Bagel
- Hummus (hint: this is made mostly out of chickpeas)
- Yoghurt
- Broccoli
- Eggs
- Pasta
- Carrots
- Blueberries
- Cottage cheese
- Ground beef
- Pork chops
- Almond milk
- Corn flakes
- Couscous
- Avocado
- Pineapple
- Oatmeal
- Cheddar cheese
- Cow’s milk
- Soy milk
- Trout
- Spinach

Meat and Alternatives

B	M	L	H	C	P	A	Z	I	K	R	X	I	K	Z
T	S	X	E	T	T	C	H	I	C	K	E	N	Y	Z
C	L	M	Q	N	M	R	A	G	B	D	Z	S	C	M
G	K	H	V	S	T	G	O	F	Q	K	I	W	I	K
H	R	M	L	Y	R	I	V	U	R	L	E	N	I	P
F	G	O	Y	B	E	A	L	Y	T	H	X	V	R	K
O	L	R	U	C	W	C	E	S	S	P	Q	J	M	I
R	D	E	I	N	B	Y	Z	A	K	O	L	E	W	J
Y	D	S	E	R	D	A	U	T	F	R	P	G	Y	S
Q	U	K	B	N	H	B	T	W	T	K	P	G	U	H
U	V	C	Q	U	I	K	E	L	M	C	U	S	I	K
Q	I	N	G	L	D	O	I	E	N	H	S	E	G	G
D	U	C	Y	M	E	A	K	Y	F	O	V	J	Z	P
E	I	A	H	H	U	M	M	U	S	P	V	Y	L	Y
S	T	O	R	N	E	X	U	Z	E	S	J	Q	I	S
D	I	K	N	E	F	Y	W	T	T	E	S	O	Z	A

Wordlist Remember you will only find the foods that are meat and alternatives. Tick the foods that are meat and alternatives before you try to find them.

- Rice
- Lentils
- Chicken
- Bagel
- Hummus (hint: this is made mostly out of chickpeas)
- Yoghurt
- Broccoli
- Eggs
- Pasta
- Carrots
- Blueberries
- Cottage cheese
- Ground beef
- Pork chops
- Almond milk
- Corn flakes
- Couscous
- Avocado
- Pineapple
- Oatmeal
- Cheddar cheese
- Cow's milk
- Soy milk

Milk and Alternatives

Q	T	A	S	P	O	Y	M	G	T	K	D	X	O	Z
R	J	I	S	B	M	I	L	F	R	U	K	I	A	R
C	U	A	C	O	M	E	R	G	P	L	B	D	L	V
O	H	U	N	M	Y	F	W	T	D	E	R	O	M	K
W	J	E	B	Y	I	M	K	P	O	Q	S	X	O	Z
S	V	R	D	R	T	H	I	F	N	U	P	C	N	I
M	E	N	R	D	C	T	A	L	K	O	U	P	D	L
I	N	Y	Y	Q	A	N	Y	Z	K	I	M	I	M	R
L	U	N	O	T	G	R	H	X	E	E	W	L	I	P
K	I	U	K	G	C	N	C	Y	D	S	P	L	L	E
A	S	C	O	W	H	C	O	H	G	U	T	N	K	P
N	Z	X	O	Y	W	U	Q	U	E	E	N	T	O	A
S	D	F	L	Y	W	I	R	N	X	E	I	Q	A	S
K	H	G	I	M	B	V	R	T	B	I	S	K	L	T
C	O	T	T	A	G	E	C	H	E	E	S	E	O	A

Wordlist Remember you will only find the foods that are milk and alternatives. Tick the foods that are milk and alternatives before you try to find them.

- | | |
|-------------------------------------------------------|------------------|
| - Rice | - Ground beef |
| - Lentils | - Pork chops |
| - Chicken | - Almond milk |
| - Bagel | - Corn flakes |
| - Hummus (hint: this is made mostly out of chickpeas) | - Couscous |
| - Yoghurt | - Avocado |
| - Broccoli | - Pineapple |
| - Eggs | - Oatmeal |
| - Pasta | - Cheddar cheese |
| - Carrots | - Cow's milk |
| - Blueberries | - Soy milk |
| - Cottage cheese | - Trout |
| | - Spinach |

APPENDIX 5

References

1. Canada's Food Guide:
www.healthcanada.gc.ca/foodguide
2. **www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php**
3. My Food Guide online:
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4. Eat Right Ontario:
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5. Healthy recipes, hints and even a downloadable app for parent:
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8. **Aboutkidshealth.ca**
9. **www.dietitians.ca**

