



# **Families "WALK" Together Program Working on Active Living for Kids**



**A program designed for children  
ages 3 to 5 yrs and their  
parents/Caregivers.**







*Sponsored by the Community Education Network  
in Partnership with the Community Action Committee  
Family Resource Program*

*Developed by:*

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- ♦ *Tracey Gaudon, WALK Program Coordinator*

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# Families WALK Together Program Acknowledgements



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- Dr. Barbara Barter, Evaluation Consultant
- Sharon Park, Executive Director, Community Education Network
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- Lisa Henley, Wellness Facilitator, Western Health
- Arleen Quann, Public Health Nurse, Western Health
- Danielle Shea, Dietitian, Western Health
- Paula Lucas, Produce Manager, Coleman's Grocery
- Patti Spencer, Administrative Assistant, Community action Committee
- Patsy Gaudon, Director of Financial Services, Community Education Network
- Fergus Jeddore, Ticker Tom

A special thank you to all the families who eagerly participated in the program, and who shared their ideas and provided feedback. Your contribution and participation have made this process a meaningful experience.



# FAMILIES "WALK" TOGETHER PROGRAM WORKING ON ACTIVE LIVING FOR KIDS

## Preamble

### The Sponsor and Partnerships

Community Education is a process whereby learning is used for individual and community betterment. It is characterized by the involvement of people of all ages, the use of community learning, resources and research to bring about community change and recognition that people can learn through, with and for each other to create a better world.

Guided by community education principles, the mission of the Community Education Network is to create a learning culture through a lifelong learning process which promotes personal enrichment and healthy, sustainable communities.

The Community Education Network (CEN) and its Associate Organizations - Community Action Committee (CAC) Family Resource Program, Communities in Schools (CIS) and Community Youth Network (CYN) operate as a collaborative - an entity where people work together collaboratively, through inspired action and learning, to create and realize bold visions for the common future.

The collaborative is guided by community education principles - self-determination; self-help; maximum use of resources; leadership development; inclusiveness; life-long learning; community involvement in schools; integrated service delivery and localization as adopted by CEN in 1991.

In facilitating the Families WALK Together Program, the Community Education Network worked closely with its associate organization, the Community Action Committee Family Resource Program, to secure funding through the Department of Health and Community Services Provincial Wellness Grants and actively engage families with young children in a program promoting healthy eating and active living.

Western Health was identified as a key partner in terms of knowledge, expertise and resources. These long-standing and collaborative partnerships between associate organizations, government agencies and families embodies the work of CEN and facilitated the development and coordination of the WALK program and contributed to its success.



## Rationale

Developing healthy habits at an early age increases the likelihood of a life-long commitment to healthy eating and active living. Prevention of childhood obesity and early onset of diseases such as heart disease and diabetes is primarily linked to our lifestyle. Research indicates that it is very important to promote healthy living, good health habits and positive self-image at a very early age. Early experiences shape how we think, act and feel throughout the life cycle.

## The Program

The goal of the Families "WALK" Together (Working on Active Living for Kids) Program is to promote health and wellness with young children using a holistic family-centered approach which encourages parental involvement and life-long commitment to a healthy active lifestyle.

The program involved research and development of a six-week interactive healthy lifestyle program for children ages 3-5 years and their parents/caregivers. This was followed by promotion of the program and recruitment of ten families (with children age 3-5) to participate in the program. The piloting of the program included eight weeks of child-centered activities as well as parent information sessions. An Evaluation Consultant was contracted to coordinate the evaluation, analyze the data collected, and provide a summary of the evaluation findings.

## Evaluation

The evaluation of the pilot program included the developing of evaluation methodologies and tools, (including pre and post program participant questionnaires), analysis of data collected and recommendations for program revisions.

Evaluation steps were as follows:

1. Pre Program Survey of participants to determine needs and interests.
2. Pre Parent Session Questionnaire for Facilitators to determine objectives of each session and intended outcomes.
3. Pre Program Questionnaire for Participants to determine knowledge, skills and comfort level of participants in regard to the identified topics.

4. Parent Session Feedback Forms to determine the strengths and weaknesses of each of the six-week sessions.
5. Post Program Questionnaire for Participants to determine measurable changes in the level of knowledge, skills, and comfort level of participants in regard to the identified topics.
6. Other pertinent information such as attendance and participation; community mapping information; comparative and/or supporting research; and reports.
7. Children's Drawings and Storytelling which involves children in the evaluation process through play.
8. Post Program Participant Focus Group which stimulates and documents group reflection on the process.

## The Final Product

The overall goal of the Families "WALK" Together Program was to develop and disseminate a user-friendly and flexible resource for Family Resource Programs and Partners to promote healthy eating and active living through their regular programs and activities or as a separate healthy lifestyle program for young children and their parents/caregivers.

This goal has been realized through the planning, designing, developing, piloting and evaluating of the program over the past year. The Families WALK Together Program has been finalized and detailed in this hard copy format and distributed electronically to all Family Resource Programs and Regional Health Authorities throughout Newfoundland and Labrador.





## Program Design

The program was designed to engage young children and their families in child-centered activities which promote healthy eating and active living. Family involvement is essential in the promotion of long-term positive lifestyle changes.

The first step is promotion of the program and recruitment of families. It is recommended that between 8-12 families be recruited for the program to encourage sharing among families, create a comfortable and supportive environment and allow ample time for participation in group discussion during parent sessions. Once families are recruited, each parent/caregiver participant is asked to complete a Pre-Program Survey to determine needs and interests. Feedback from the survey will assist with the flexible design of your program and help to determine relevant topics for your parent/caregiver sessions.

The program consists of six weekly sessions (2.5 hours in duration). Physical activities, nutrition information and snacks, as well as topics for parent information sessions are provided; however, your selected activities and discussion topics may vary depending upon the needs and interests of your group. Depending upon your evaluation needs and requirements, pre and post participant questionnaires are optional as well as a parent/caregiver focus group after completion of the program. If you decide to complete questionnaires or a focus group, a qualified facilitator or researcher should be contracted to collect and analyze this data. (See Appendix F - Optional Evaluation Tools)

### ***Each Session consists of the following:***

- Welcome/Drop-in Play (30 minutes - 20 minutes with 10 minute transition time)
- Child/Parent Physical Activities/Games ( 30 minutes - 20 minutes with 10 minute transition time)
- Child/Parent Nutritional Games/Activities and Snack (30 minutes - 20 minutes with 10 minute transition time)
- Concurrent Children's Craft and Circle Time (45 minutes - 40 minutes with 5 minute transition time)
- Concurrent Parent/Caregiver Information Session (45 minutes - 40 minutes with 5 minutes to complete Session Feedback Form)
- Closing - Child/Parent Circle Time and Good-Bye Song (15 min)

Each session is detailed in this document. Suggested activities are provided; however, it is important to be flexible depending on the needs and interests of your group. References, resources, songs, craft ideas, and recipes are also provided in the appendices.

**It was evident from the delight of the participating children and their families that healthy active living is a lot of fun. We hope you enjoy this program!**





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## SESSION OUTLINE

- **WELCOME/DROP-IN PLAY**  
(30 minutes - 20 minutes with 10 minute transition time)
- **CHILD/PARENT PHYSICAL ACTIVITIES/GAMES**  
( 30 minutes - 20 minutes with 10 minute transition time)
- **CHILD/PARENT NUTRITIONAL GAMES/ACTIVITIES AND SNACK**  
(30 minutes - 20 minutes with 10 minute transition time)
- **CONCURRENT CHILDREN'S CRAFT AND CIRCLE TIME**  
(45 minutes - 40 minutes with 5 minute transition time)
- **CONCURRENT PARENT/CAREGIVER INFORMATION SESSION**  
(45 minutes - 40 minutes with 5 minutes to complete Session Feedback Form)
- **CLOSING - CHILD/PARENT CIRCLE TIME AND GOOD-BYE SONG**  
(15 min)





# Session One: Getting in Shape from Head to Toe!



## WELCOME/ DROP-IN PLAY (APPROX. 30 MINS)

### PHYSICAL ACTIVITIES (APPROX. 30 MINS)

#### Shape-up Song “Were Jumping Up And Down” (tune “The Farmer In The Dell”)

We’re jumping up and down  
We’re jumping up and down  
We’re getting lots of exercise  
We’re jumping up and down.

We bend and touch our toes.....  
We kick our legs up high.....  
We jog around the room.....  
We wiggle our whole body.....  
We stretch up to the sky...

#### Wacky Hockey

##### *Materials:*

- Pool Noodles
- Soft Balls/Beach Balls
- Net



Play hockey using pool noodles, and beach balls. Have children two at a time use pool noodles to get the balls into the net, and back again to the starting line, and repeat as often as necessary or as long as children remain interested.

#### Red Light/Green Light

##### *Materials:*

- Hula Hoops
- CD Player
- Kids CD “Twist and Shout”

Children, and their parents/caregivers move around the room in a circle, and follow the musical instructions for the selection “Red Light/Green Light” as directed on the CD (Twist and Shout).



## Bean Bag Bonanza

### *Materials:*

- **Bean Bags**
- **Basket**

Start by balancing a bean bag on your head, and walk around the room. Move the bean bag to other parts of the body such as; your elbow, shoulder, tummy, back, and knee. Next play bean bag basketball by throwing the bean bags into a basket.

## Pass the Orange

### *Materials:*

- **Real Orange**
- **CD Player**
- **Kids CD "Twist and Shout"**



Invite the children to sit in a circle. Start passing the orange as the song "The More We Play Together" plays, pause the music at various intervals, and whatever child is holding the orange will answer one of the following questions;

1. What color is it?
2. What does it feel like?
3. What does it smell like?
4. What shape is it?
5. How do you eat it?

Continue with the music until each child has had a turn holding, and describing the orange.

## NUTRITIONAL ACTIVITIES (APPROX. 30 MINS)

### Start up Song

“I Am Growing” (tune “Twinkle, Twinkle”).

I am growing every day.  
Watch me learn and watch me play.  
Healthy foods are fun to eat.  
Fruits and veggies are a treat.  
Exercise and lots of rest  
Help me be my very best!



### Melon Bowl

#### *Materials:*

- Melon baller
- Small watermelon
- Honey dew melon
- Large & small cutting boards
- Cantaloupe melon
- Large cutting knife
- Paper bowls



Adults cut watermelon in half. Children scoop out the inside of the watermelon using a melon baller. Cut open the other melons, and have the children make balls with the baller. Fill the watermelon or bowls with the melon balls. A great summer snack or desert!

\*Optional : Cool Whip or yogurt may also be used as a topping.

### Reading circle (Let's learn about...)

Book “I Eat Fruit” by Hannah Tofts

## **CONCURRENT PARENT INFORMATION SESSION/CHILDREN'S CRAFT AND CIRCLE TIME**

At this point in the program parents/caregivers and children are separated into two groups with the parents/caregivers attending a information workshop and the children prepare a theme related craft, and take part in circle time activities if time permits.

(Approximately 45 min)

## **PARENT INFORMATION SESSION**

**Facilitator:** Bernice Hancock (Program Director for the Community Action Committee Southwestern Newfoundland).

**Topic:** Childhood Injury Prevention Keeping Our Children Safe

## **CHILDREN'S CRAFT/CIRCLE TIME**

### **"Dana Delicious"craft (See Appendix C)**

#### ***Materials:***

- Pre-cut fruit pieces
- Crayons/Markers/Glue
- Paper fasteners
- Decorations

Children will put together a fruit person using pre-cut pictures of apples, pears, grapes and bananas. Children can decorate the fruit person using crayons, markers, stickers, tissue paper, etc.

### **Prepare Maracas for Session 2**

#### ***Materials:***

- Two small empty plastic fruit cups per child
- Clear carton sealing tape
- Elbow macaroni
- Stickers



Have children put a small scoop of elbow macaroni in each fruit cup. Staff/caregivers and children tape the cups together. Children can decorate as they wish with stickers.

## Circle Time

Children and adults stand in a circle, and perform actions to the following rhymes , and songs;

- Ring Around The Rosie
- Zoom, Zoom, Zoom
- The Hokey Pokey
- Head and Shoulder's Knees and Toes
- Wiggle, Waggle Went the Bear
- I Dreamed Last Night
- Teddy Bear, Teddy Bear Turn Around
- A Sailor Went to Sea, Sea, Sea
- Here We Go Around The Mulberry Bush
- The Grande Old Duke of York
- I'm A Little Tea Pot

## Goodbye Song “The Growing Song” (tune “Are You Sleeping Brother John”).

We need food and we need water  
We need sleep, lots of sleep  
To help our bodies grow  
From our heads down to our toes  
Grow, grow, grow  
Grow, grow, grow





**Session Two:**  
Moving to the  
Groove



## WELCOME/DROP IN PLAY

### PHYSICAL ACTIVITIES

Shape-Up Song “Were Jumping Up And Down”  
(tune “The Farmer In The Dell”).  
(See Appendix A)

#### “Let’s Do The Hula Hoop”

##### *Materials*

- Hula Hoops
- Twist & Shout CD
- CD Player



Children choose a spot in the room holding the hula hoop at hip level, and follow the directions on the CD for “Let’s Do the Hula Hoop.”

#### Musical Hula Hoops

##### *Materials:*

- Hula Hoops
- CD Player

Place hula hoops in various locations around the room. Children dance to music around the hula hoop, and when the music pauses they find a hula hoop and sit in it. Continue playing and pausing the music as long as the children show interest.

## Hula Dancing

### *Materials:*

- Hawaiian Leis, Headbands, and Bracelets
- CD Player
- CD “Twist and Shout”

Children will dress in their Hawaiian props and free-dance to the “Twist and Shout” song. The children will enjoy this activity a lot more if they see the grown-ups doing it too, ie...wiggling hips, arms, feet, and moving about energetically. Parents/caregivers should be encouraged to bring along their own Hawaiian props.

## “Let’s Dance”

### *Materials:*

- CD Player
- CD “Twist and Shout”
- Homemade maracas
- Hand bells



Play the song “Let’s Dance” and have the children move to the beat of the music while shaking their maracas and hand bells.

## NUTRITIONAL ACTIVITIES

### Nutrition Song “I Am Growing”

(tune “The Farmer In The Dell”)

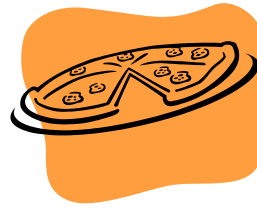
(See Appendix A)



## Fruit Pizzas

### *Materials:*

- Rice Cakes
- Chocolate/vanilla pudding
- Nutella
- Cream Cheese/yogurt
- Sliced pineapples, strawberries, grapes, bananas
- Plastic knife
- Small paper plates



Give each child small samples of each fruit. Have the children cut the fruit into smaller pieces. Next have them choose a spread for their rice cake, and top with the fruit pieces. If desired, fruit pizza can be topped with a small dollop of cool whip or pudding or yogurt.

### Reading circle (Lets learn about...)

Book "Let's Eat" by Donna Marie Pitino

## PARENT INFORMATION SESSION

Facilitator: Arleen Quann, Public Health Nurse, Western Health

Topic: Immunization

## CHILDREN'S CRAFT/CIRCLE TIME

### Fruit Pizza Craft (See Appendix C)

#### *Materials:*

- Pre-cut 10" brown construction paper circles
- Pre-cut 9" white Construction paper circles
- Fruit cut-outs or fruit stickers
- Glue
- Crayons

Have children assemble the paper craft by starting with the 10" brown circle first which represents the crust. Next glue on the 9" white circle which represents the cream cheese spread. Next children color and paste on the fruit cut-outs/stickers on the white circle to decorate their pizza.

### Circle time

Children and adults stand in a circle, and perform actions to the following rhymes, and songs:

- Ring Around The Rosie
- Zoom, Zoom, Zoom
- The Hokey Pokey
- I Dreamed Last Night
- Head And Shoulder's Knees And Toes
- Wiggle, Waggle Went The Bear
- A Sailor Went To Sea, Sea, Sea
- Teddy Bear, Teddy Bear Turn Around
- Here We Go Around The Mulberry Bush
- The Grande Old Duke Of York
- I'm A Little Tea Pot

**Good Bye Song "The Growing Song"**  
(tune "Are You Sleeping Brother John")  
(See Appendix A)





# Session Three: Parachute Fun





## WELCOME/DROP-IN PLAY

### PHYSICAL ACTIVITIES

**Shape - Up Song “Were Jumping Up And Down”**  
(tune “The Farmer In The Dell”).  
(See Appendix A)

#### Parachute Activities

##### Popcorn Activity

**Materials:**

- Parachute
- Small plastic balls

Place small plastic balls in the parachute, and everyone grasps the parachute with an overhand grip. At the word “Simmer” everyone makes gentle movements. At the word “Cook” shake the parachute harder. At the word “Popcorn” make bigger movements, by vigorously waving arms up and down to pop the balls straight up. When the small balls fall out have the children run around, and pick up balls, and throw them back into the parachute, and begin again.  
Repeat the activity several times from start.

##### Swimming Snakes

**Materials:**

**Parachute**

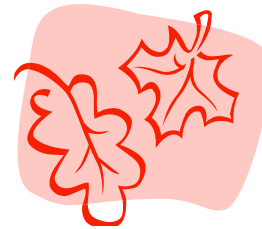
- 3-4 Plastic jump ropes
- CD Player
- CD “Baby Moves” (Pop Goes The Weasel)

Place the plastic jump ropes in the middle of the parachute. Everyone holds the parachute and walks clockwise together. Start the music, and when the music stops, the leader yells "Swimming Snakes." Everyone then grips the parachute with both hands, and begins moving their arms up and down to get the snakes (jump ropes) to start swimming. At a signal go back to walking clockwise again, and repeat as often as desired.

### Leaves are Falling

#### *Materials:*

- Parachute
- Silk Leaves



**Song (sung to the tune "Frere Jacques")**

**Leaves are falling, Leaves are falling.**

**All around, All around.**

**Swirling and twirling, Swirling and twirling.**

**All around the ground.**

Everyone grasps the parachute with a overhand grip. The leader will slowly drop the leaves into the middle of the parachute as everyone sings the song "Leaves Are Falling." The up and down movements slowly progress from gently to more rapid. You can also describe wind movements ie.."It is blowing harder, it is getting stormy, etc..."

## Shape Dance

### Materials

- Large colored shapes- yellow circles, green squares, and blue triangles (One set per child)
- Laminate Shapes (optional)
- Clear Con-Tact covering (to secure to floor)

Song (sung to the tune of “Mary Had A Little Lamb”).

Cir-cle, cir-cle, tri-an-gle

Tri-an-gle, Tri-an-gle

Cir-cle, cir-cle, tri-an-gle

Square, cir-cle, tri-an-gle

Tape each child's group of three shapes to the floor with plenty of space between the shapes allowing room to dance. Have children stand next to their shapes, and hop on the shape as we sing the shape names.

Each time we sing a name of a shape children should hop on that shape as many times as the shape is mentioned in the song. Repeat as often as children show interest. (Song should be sung slowly to allow children time to jump between shapes.)

## NUTRITIONAL ACTIVITIES

### Nutrition song “I Am Growing”

(tune “Twinkle, Twinkle”)

See Appendix A)



## Funny Face Salad

### Materials

- Lettuce leaves
- Carrot slices
- Red pepper stripes
- Broccoli florets
- Shredded mozzarella cheese
- Vegetable dip
- Small empty plastic fruit cups
- Optional (vegetable tray)
- Knife
- Paper plates

Place a lettuce leaf on each plate, have children use various vegetables to create a face with eyes, nose and mouth, and use shredded cheese for hair. Provide each child with their own small container of vegetable dip. Have a vegetable tray ready if more snacks are needed.

### Reading circle (Let's learn about....)

Books :“I Eat Vegetables” by Hannah Tofts

“One Cool Cucumber” by Hannah Tofts

## PARENT INFORMATION SESSION

Facilitators: Vivian Hunt/Tracey Gaudon  
Community Action Committee

### Topic:

- Portion control
- Proper storage of fruits/vegetables  
(See Appendix D)



## CHILDREN'S CRAFT

### "Vegetable Soup"

#### Materials:

- Paper bowls
- Pre-cut vegetable pictures or stickers
- Glue
- Crayons/markers

Children will color and paste the vegetable cut-outs/stickers on the bowl pattern. (See Appendix C)

## CIRCLE TIME

Children and adults stand in a circle, and perform actions to the following rhymes, and songs;

- Rind Around The Rosie
- Zoom, Zoom, Zoom
- The Hokey Pokey
- I Dreamed Last Night
- Head And Shoulders, Knees And Toes
- Wiggle, Waggle Went The Bear
- A Sailor Went To Sea, Sea, Sea
- Teddy Bear, Teddy Bear Turn Around
- Here We Go Around The Mulberry Bush
- The Grand Old Duke Of York
- I' m A Little Tea Pot



### Good Bye Song "The Growing Song"

(tune "Are you Sleeping Brother John")

(See Appendix A)

# Session Four: Busy Bees



## WELCOME/DROP-IN PLAY

### PHYSICAL ACTIVITIES

#### Shape-Up Song "Were Jumping Up And Down"

(tune "The Farmer In The Dell")  
(See Appendix A)

#### Obstacle Course

##### Materials/Equipment:

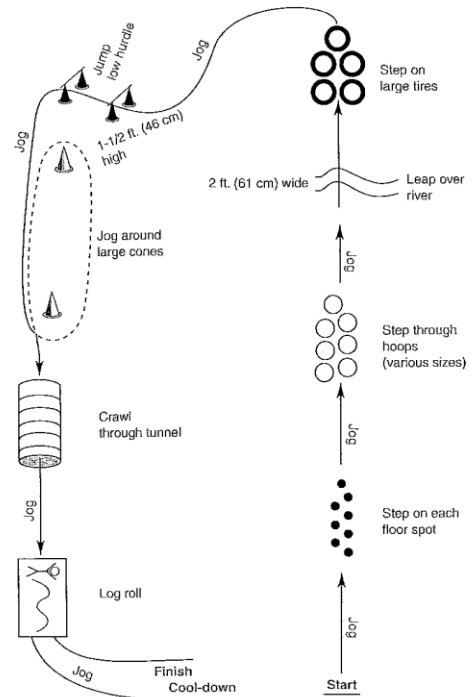
- Skipping ropes
- Rubber chickens
- Slide
- Tubs
- Crawl through tunnels
- Hula hoop
- Colored tape
- Gym mat
- Hop scotch mat
- Wooden ladder

*(Sample obstacle course - can be adapted to whatever resources you have available).*

Place arrows and cues on floor to show children the proper direction to follow. Set up an obstacle course in an open play space. Review each station in the course to demonstrate the proper technique for performing the specific physical activity. Allow the children to move from one activity to another at their own pace. Repeat as often as desired.

#### CRE Circuit

Set up a circuit of various CRE activities in an open play space. Use arrows to remind the children the proper direction to follow. Review each station in the circuit and demonstrate the proper technique for performing the specific physical activities. Allow the children to move from one activity to another at their own pace.



From: *Active Start for Healthy Kids (Activities, Exercises and Nutritional Tips)* by Stephen J. Virgilio, 2006

## NUTRITIONAL ACTIVITIES

Nutrition song “I Am Growing”

(tune “Twinkle, Twinkle”)

(See appendix A)

**Fruity Banana Smoothie (See Appendix B)**

**Materials:**

- **Blender**
- **Measuring cups**
- **Knife**
- **Cutting board**
- **6 oz cups**
- **Slushie straws**
- **Spatula**
- **Bananas**
- **Vanilla yogurt**
- **Orange juice**
- **Frozen strawberries**



(Have children take turns putting ingredients into the blender.)

1. Put the yogurt in the blender. Scrape all of it out of the containers with the rubber spatula.
2. Measure out the orange juice in the liquid measuring cup. Pour it into the blender.
3. Take the bag of frozen strawberries out of the freezer. Measure out 1 cup at a time.
4. Peel the banana. Use the table knife to cut it into chunks on the cutting board. Toss the banana chunks and the strawberries into the blender.
5. Cover the blender with the lid. Blend until the mixture is smooth.
6. Pour the mixture into the glasses so each has about the same amount.

Reading Circle (Lets Learn About...)

Book : "Sweet As A Strawberry" by Sally Smallwood

## PARENT INFORMATION SESSION

Facilitator: Lisa Henley, Wellness Coordinator, Western Health

Topic: Family Fitness

## CHILDREN'S CRAFT

### Buzzing Bracelets Craft

#### *Materials:*

- Black construction paper
- Yellow colored paper
- Small cardboard tubes
- Black pipe cleaners
- Yellow tissue paper
- Glue
- Scissors
- CD player
- CD "Little People Songs & Games for the Road"

Give each child a small cardboard tube, and have each child cover the tube with yellow paper. Next have them paste on stripes of black construction paper to resemble a bumble bee. Attach a black pipe cleaner antenna, and tissue paper wings. When the projects are dry, cut each tube open to make a cuff style bracelet.

## Bee Activity

Have the children put on their bracelets and “fly” their bees around the room to the upbeat version of “Bringing Home A Baby Bumble Bee” from the CD “Little People Songs & Games for the Road.”

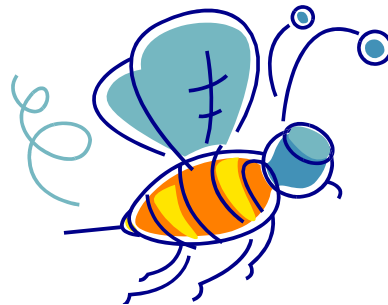
## Bumble Bee, Bumble Bee

Using their bee bracelets, children will move around the room, performing the actions to the following song.

## Bumble Bee, Bumble Bee

(tune “Jingle Bells”)

Bumble Bee, Bumble Bee  
Buzzing all around,  
Bumble Bee, Bumble Bee  
Buzzing on the ground.  
Bumble Bee, Bumble Bee  
Buzzing up so high,  
Bumble Bee, Bumble Bee  
Buzzing in the sky.  
Bumble Bee, Bumble Bee  
Buzzing past your toes,  
Bumble Bee, Bumble Bee  
Buzzing on your noes,  
Bumble Bee, Bumble Bee  
Buzzing on your chest,  
Bumble Bee, Bumble Bee  
Stopping for a rest.





## CIRCLE TIME

Children and adults stand in a circle, and perform actions to the following rhymes, and songs:

- Rind Around The Rosie
- Zoom, Zoom, Zoom
- The Hokey Pokey
- I Dreamed Last Night
- Head And Shoulders, Knees And Toes
- Wiggle, Waggle Went The Bear
- A Sailor Went To Sea, Sea, Sea
- Teddy Bear, Teddy Bear Turn Around
- Here We Go Around The Mulberry Bush
- The Grand Old Duke Of York
- I' m A Little Tea Pot

### Good Bye Song “The Growing Song”

(tune “Are You Sleeping Brother John”)

(See appendix A)



**Session Five:**  
**Getting to Know**  
**your Veggies**



## WELCOME/DROP-IN PLAY

### PHYSICAL ACTIVITIES

Shape-Up Song “Were Jumping Up And Down”  
(tune “The Farmer In The Dell”)  
(See Appendix A)

#### Foot Races/Activities

##### Spoon/cherry tomato race

###### *Materials:*

- Spoons
- Cherry tomato's
- Large bowls

Children run to the finish line balancing the cherry tomatoes on their spoons, and run back and drop the tomatoes in the large bowl.

##### Three-legged race

###### *Materials:*

- Stretchy head bands or toeless pantyhose



Each partner puts one foot (or leg) into the headband (or pantyhose) that the partners are sharing. On “GO” each team member puts an arm around the other’s shoulder (or waist) and together they race to the finish line and back to the start.

## The shoe hustle

### **Materials:**

- Present footwear

Children and adults in pairs race to the finish line and remove all their footwear and run back to the starting line. The leader then mixes up all the footwear and on "Go" each child/parent pair race to the finish line, put on their own footwear and run back to the start.

## **NUTRITIONAL ACTIVITIES**

### Nutrition song " I Am Growing"

(tune "Twinkle, Twinkle")

(See Appendix A)

### Snack time

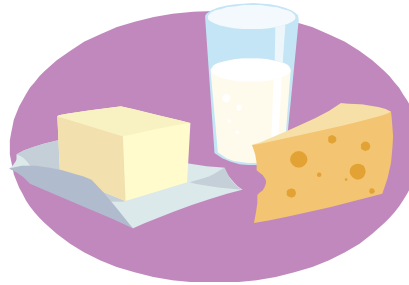
Children, adults and staff prepare and enjoy a healthy snack of many different types of fruits and veggies, along with cheese and whole grain crackers.

### Snack items

- Milk/juice/water
- Whole grain crackers
- Marble Cheese
- Spinach Dip
- Yogurt Dip
- Snap peas
- Coloured peppers
- Cucumber
- Zucchini
- Cherry tomatoes



- Broccoli
- Cauliflower
- Carrots
- Blueberries
- Kiwi
- Strawberries
- Watermelon
- Grapes
- Pineapple



Reading circle (Let's learn about...)

Book: "I Eat Vegetables" by Hannah Tofts

### **PARENT INFORMATION SESSION**

Facilitators: Danielle Shea, Dietitian Paula Lucas, Produce Manager

Topic: Grocery Store Tour

The tour included an information session and activities for both parents/caregivers and children, focusing on Canada's Food Guide, learning the names of different fruits and vegetables, food preparation and storage. All participants were given an opportunity to try various fruits and vegetables. Children received a nutritious treat bag at the end of the tour.

## CHILDREN'S CRAFT

### "Nathan Nutritious" craft (See Appendix C)

#### Materials:

- Pre-cut vegetable pictures  
(broccoli, cauliflower, corn cobs, carrots)
- Glue
- Paper Fastener
- Pom poms
- Googly eyes
- Crayons/markers

Children and their parents/caregivers went on a scavenger hunt to find the pieces to assemble "Nathan Nutritious."(see sample attached).

## CIRCLE TIME

Children and adults stand in a circle, and perform actions to the following rhymes, and songs;

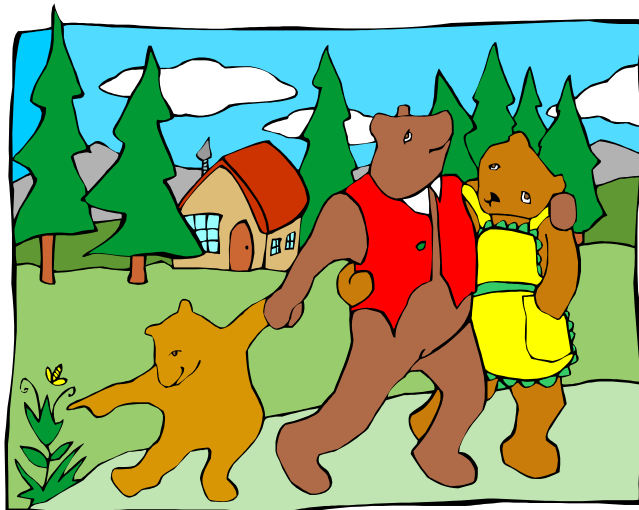
- Ring Around The Rosie
- Zoom, Zoom, Zoom
- The Hokey Pokey
- I Dreamed Last Night
- Head And Shoulder's, Knees, and Toes
- Wiggle, Waggle Went The Bear
- A Sailor Went To Sea, Sea, Sea
- Teddy Bear, Teddy Bear Turn Around
- Here We Go Around The Mulberry Bush
- The Grande Old Duke Of York
- I 'm A Little Tea Pot



**Good Bye Song: “The Growing Song”**  
**(tune “Are you Sleeping Brother John”)**  
**(See Appendix A)**



**Session Six:**  
**Celebration: Get moving  
with your family and send up  
a big healthy cheer!**



## **WELCOME/DROP IN PLAY**

### **Family Walk at Local Stadium**

Everyone will meet at the local stadium, and prepare for the walk.

### **Shape - Up Song "Were Jumping Up And Down"**

(tune "The Farmer In The Dell").

(See Appendix A)

### **Children's Craft Time**

**Preparation of banners for the family walk (Approx 30 mins.)**

#### **Banners (See Appendix C)**

##### **Materials:**

- **Card stock**
- **Curly ribbon**
- **Wide craft sticks**
- **Markers/crayons**
- **Glue/tape**
- **Scissors**
- **Small colored tissue paper squares for decoration**
- **Stickers**



Have parent/caregiver write the family name(s) on the banners. Children will be provided with copies of pre-cut banner shapes, and will use the various craft materials to personalize their banners. Craft sticks and ribbons can then be attached, and the completed banners will be carried on the walk .

## PHYSICAL ACTIVITY 1. (APPROX 30 MINS.)

### Family Walk

#### Materials:

- walking shoes or sneakers



Families proceed around the walking track above the rink, carrying their banners. Participants may do as many laps as they are capable of.

## PHYSICAL ACTIVITY 2

### Exercising with Ticker Tom (See Appendix F)

#### Materials:

- Mascot (Ticker Tom)
- CD Player
- CD “Disco Dance Party”

Participants had a visit from the Ticker Tom mascot who encouraged everyone to “eat healthy, be active and stay smoke free.” He then led all participants in a vigorous round of dancing and exercising to keep our ‘tickers’ (hearts) as healthy as they can be! Some of the selections from the CD “Disco Dance Party” we danced to were:

- Celebration
- Hokey Pokey
- I’ am A Little Tea Pot
- Head and Shoulders
- Wheels on the Disco Bus
- Rocking Around the Christmas Tree

## Celebration

(Stadium Cafeteria)

For our overall health we need vitamins, minerals, exercise, and sleep. However celebration, community, laughter, giving, and gratitude are just as important. It can do wonders for our health.

## Nutrition song “I Am Growing”

(tune “Twinkle, Twinkle”)

(See Appendix A)

## Trail Mix

- **Materials/Supplies:**
- **Zip Lock bags**
- **Bowls**
- **Spoons**
- **Large Raisins**
- **Various dried fruit: Prunes, apricots, cranberries**
- **Sunkist fruit gummies**
- **Yogurt covered raisins**
- **Pretzels**
- **Multi Grain, Apple & Honey Nut Cheerios**

Children will choose their own trail mix from the various selections provided. Makes a great on -the-go snack!

**Our celebration ended with a special cake and a healthier version of hot cocoa, (see recipe in Appendix B)**

**Good Bye Song “The Growing Song”**  
**(tune “Are You Sleeping Brother John”)**





## REFERENCES/RESOURCES

### BOOKS

---

CATCH "Children Aiming to Choose Health" A project of Western Health, 2008

"Busy Bodies" by the Nutrition Resource Centre of Ontario Public Health Association

"F&ST TALK - Towards Active Living for Kids" F&STWORKS Resource Kit, Family Service Canada, 2005

"Ticker Tom Heart Health Program Activities Book". A project of the Newfoundland & Labrador Heart Health Program and the St. John's Heart Health Coalition, 2005

"Moving and Growing", Physical Activities for Two's, Threes and Fours by the Canadian Institute of Child Health and the Canadian Child Care Federation, 2000

"Moving and Growing", Physical Activities for Fives and Sixes by the Canadian Institute of Child Health and the Canadian Child Care Federation, 2000

"Active Start for Healthy Kids: Activities, Exercises and Nutritional Tips" by Stephen Virgilio, 2006

"The Family Fitness Fun Book", Healthy Living for the whole family by Rose Kennedy, 2005

"The Outside Play and Learning Book", Activities for young children by Karen Miller, 1989

"It's Wiggle Time!", Cooperative Activities to Encourage Movement by Marilee Whiting Woodfield, Carson - Dellosa Publishing Co., 2005

**The Mailbox 2005 - 2006 Yearbook**, The Education Center, Inc. Greensboro, NC, USA, 2006

**"The Big Book of Stories, Songs and Sing-a-longs"**, Programs for Babies, Toddlers and Families by Maddigan, Drennan and Thompson, 2003

**Pillsbury Kids Cookbook**, Wiley Publishing, Inc. 2005

**Deceptively Delicious - Simple Secrets to Get Your Kids Eating Good Food** by Jessica Seinfeld, 2007

**I Keep Myself Healthy** by Branda Dominello, 2007  
Abrams & Company Publishers, Waterbury CT, USA

**Let's Eat** by Donna Marie Pitino, 2005  
Abrams & Company Publishers, Waterbury, CT, USA

**Cool as a Cucumber!** By Sally Smallwood, 2005  
Independent Publishers Group, USA

**I Eat Vegetables!** By Hannah Tofts, 2007  
Zero to Ten Publisher, USA

**I Eat Fruit!** By Hannah Tofts, 2007  
Zero to Ten Publisher, USA

**One Cool Watermelon** by Hannah Tofts, 2007  
Zero to Ten Publisher, USA

**Sweet as a Strawberry** by Sally Smallwood, 2002  
Zero to Ten Publisher, USA

## KID'S CDs

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Twist and Shout (Move N'Groove)

Disco Dance Party (Fisher Price Little People)

Baby Moves (Fisher Price)

Songs and Games for the Road (Fisher Price Little People)

Crazy Frog "Everybody Dance Now"



# Appendices

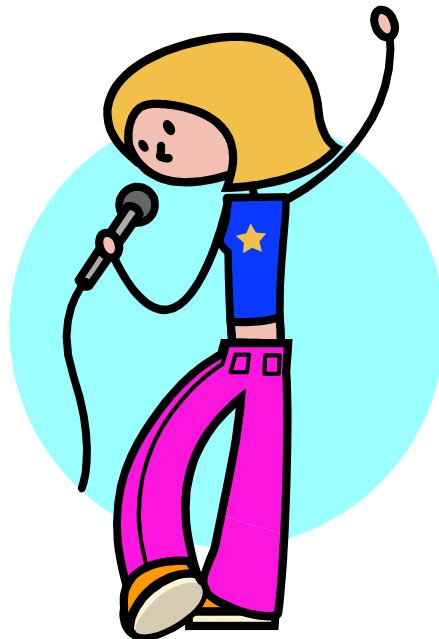




Appendix A  
Program Songs  
Circle Time Songs



# Program Songs



## GROWING SONG

(tune "Are You Sleeping Brother John")

We need food and we need water  
We need sleep, lots of sleep  
To help our bodies grow  
From our heads down to our toes  
Grow, grow, grow  
Grow, grow, grow



## THE SHAPE-UP SONG

(tune "The Farmer In The Dell")

We're jumping up and down  
We're jumping up and down  
We're getting lots of exercise  
We're jumping up and down.

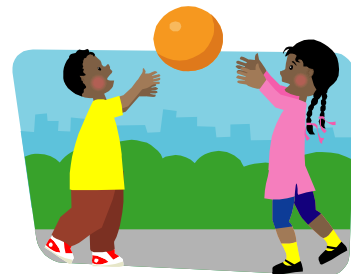


We bend and touch our toes.....  
We kick our legs up high.....  
We jog around the room.....  
We wiggle our whole body.....  
We stretch up to the sky...

## I AM GROWING

(tune "Twinkle, Twinkle")

I am growing every day.  
Watch me learn and watch me play.  
Healthy foods are fun to eat.  
Fruits and veggies are a treat  
Exercise and lots of rest.  
Help me be my very best.





# Circle Time Songs



## HERE WE GO ROUND THE MULBERRY BUSH

### Chorus:

Here we go round the Mulberry Bush,  
The Mulberry Bush, the Mulberry Bush.

Here we go round the Mulberry Bush  
So early in the morning.

(or: On a cold and frosty morning)



1. This is the way we nod our heads,  
nod our heads, nod our heads.

This is the way we nod our heads.  
So early in the morning.

2. This is the way we clap our hands...

3. This is the way we swing our arms...

4. This is the way we wiggle our hips...

5. This is the way we bend our knees...

6. This is the way we stamp our feet...

7. This is the way we touch our toes...

8. This is the way we shout hurray...



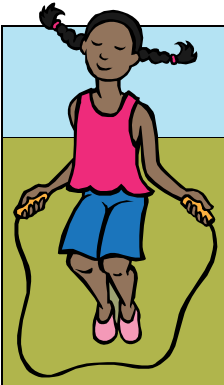
## I' M A LITTLE TEA POT

I' m a little tea pot  
Short and stout  
Here is my handle  
And here is my spout  
When I get all steamed up  
Hear me shout  
Tip me over and pour me out.



## HEAD AND SHOULDERS

(Tune: London Bridge is Falling Down)



Head and shoulders, knees  
and toes  
Knees and toes  
Knees and toes  
Head and shoulders  
knees and toes  
Eyes, ears, mouth and nose.

## A SAILOR WENT TO SEA, SEA, SEA

A sailor went to sea, sea, sea  
To see what he could see, see, see  
But all that he could see, see, see  
Was the bottom of the deep blue sea, sea, sea!



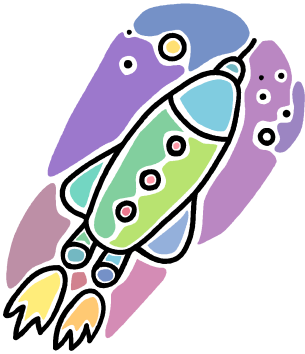
## HOKEY POKEY

You put your right foot in  
You take your right foot out  
You put your right foot in  
And you shake it all about  
You do the Hokey Pokey and you turn yourself around  
And that's what it's all about!  
Left foot...  
Right hand...  
Left hand...  
Head...  
Bottom...  
Whole self...



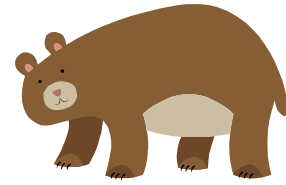
## ZOOM! ZOOM! ZOOM!

Zoom, zoom, zoom, we're going to the moon  
If you want to take a trip  
Climb aboard my rocket ship  
Zoom, zoom, zoom, we're going to the moon  
10, 9, 8, 7, 6, 5, 4, 3, 2, 1  
Blast off!!!



### WIGGLE WAGGLE WENT THE BEAR

Wiggle waggle went the bear  
Catching bee's in his underwear  
One bee out and one bee in  
And one bee bit him on his big bear skin



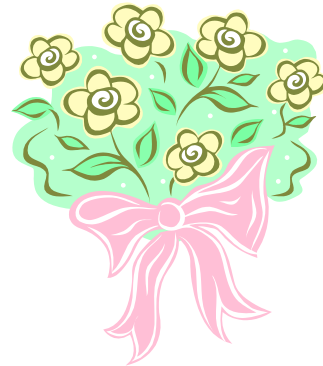
### I DREAMT LAST NIGHT AND THE NIGHT BEFORE

I dreamt last night and the night before  
Three tom cats came to my door  
One played the fiddle, one played the drum  
And one had a pancake stuck to his bum!



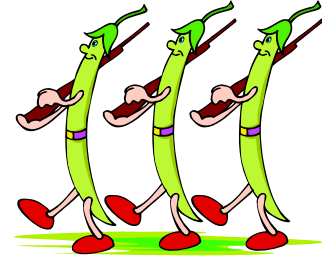
### RING AROUND THE ROSIES

Ring around the rosies  
A pocket full of posies  
Ashes, ashes we all fall down  
The cows are in the meadow  
Eating butter cups  
Along came a bumble bee  
We all stand up  
The birds are in the steeple  
Looking at all the people  
Ashes, ashes we all fly around  
The king has sent his daughter  
To fetch a pail of water  
Ashes, ashes we all fall down  
The wedding bells are ringing  
The boys and girls are singing  
Ashes, ashes, we all dance round



## THE GRAND OLD DUKE OF YORK

The grand old Duke of York  
He had ten thousand men  
He marched them up to the top of the hill  
And he marched them down again  
And when they were up they were up  
And when they were down they were down  
And when they were only halfway up they  
were neither up nor down  
He marched them to the left  
He marched them to the right  
He marched them round and round the town  
And he marched them out of sight



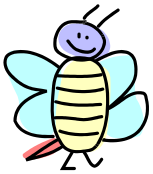
## TEDDY BEAR, TEDDY BEAR, TURN AROUND

Teddy Bear, Teddy Bear turn all around  
Teddy Bear, Teddy Bear, touch the ground  
Teddy Bear, Teddy Bear, show your shoe  
Teddy Bear, Teddy Bear, that will do  
Teddy Bear, Teddy Bear, go upstairs  
Teddy Bear, Teddy Bear, say your prayers  
Teddy Bear, Teddy Bear, turn out the lights  
Teddy Bear, Teddy Bear, say good night!



## BUMBLE BEE, BUMBLE BEE

Bumble Bee, Bumble Bee,  
Buzzing all around,  
Bumble Bee, Bumble Bee,  
Buzzing on the ground.  
Bumble Bee, Bumble Bee,  
Buzzing up so high,  
Bumble Bee, Bumble Bee,  
Buzzing in the sky.  
Bumble Bee, Bumble Bee,  
Buzzing past your toes,  
Bumble Bee, Bumble Bee,  
Buzzing on your nose.



Bumble Bee, Bumble Bee,  
Buzzing on your chest,  
Bumble Bee, Bumble Bee,  
Stopping for a rest.



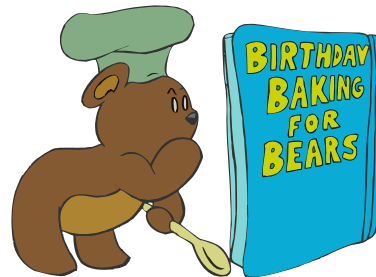






# Appendix B

## Recipes



## BANANA SMOOTHIE

### Ingredients:

2 containers (8 ounces each) vanilla low-fat yogurt

$\frac{1}{4}$  cup orange juice

1 cup frozen whole strawberries

1 banana

1. Put the yogurt in the blender. Scrape all of it out of the containers with the rubber spatula.
2. Measure out the orange juice in the liquid measuring cup. Pour it into the blender.
3. Take the bag of frozen strawberries out of the freezer. Measure out 1 cup or more as needed.
4. Peel the banana. Use the table knife to cut it into chunks on the cutting board. Toss the banana chunks and the strawberries into the blender.
5. Cover the blender with the lid. Blend until the mixture is smooth.



## HOT COCOA (WITH SWEET POTATO)

### Ingredients

1 1/4 cups nonfat (skim) milk

1/2 cup sweet potato puree

2 tablespoons chocolate syrup

1/8 teaspoon salt

1/8 teaspoon cinnamon or pumpkin pie spice (optional)

Marshmallows, for serving.

Combine the milk, sweet potato puree, chocolate syrup, salt, and spice in a blender and blend until smooth. Transfer to a saucepan and bring to a simmer. Pour into mugs and top with marshmallows.



## FUNNY FACE SALAD

### Ingredients

Lettuce

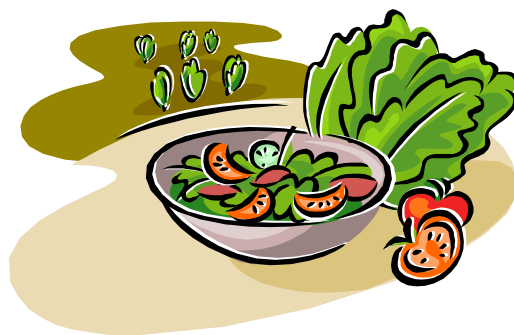
Cottage cheese

$\frac{1}{4}$  cup of shredded mild cheddar cheese

Raisins

Banana

Place a lettuce leaf on a plate. Place a scoop of cottage cheese on the lettuce. Use  $\frac{1}{4}$  cup of shredded mild cheddar cheese to form hair. Form a mouth and eyes using raisins. Use a banana slice for the nose. Make one for each child.



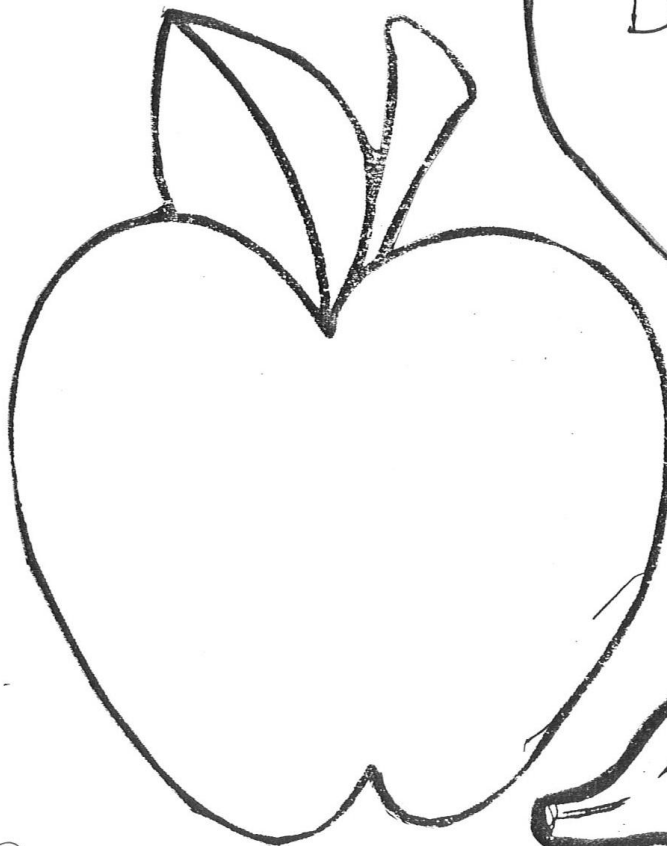
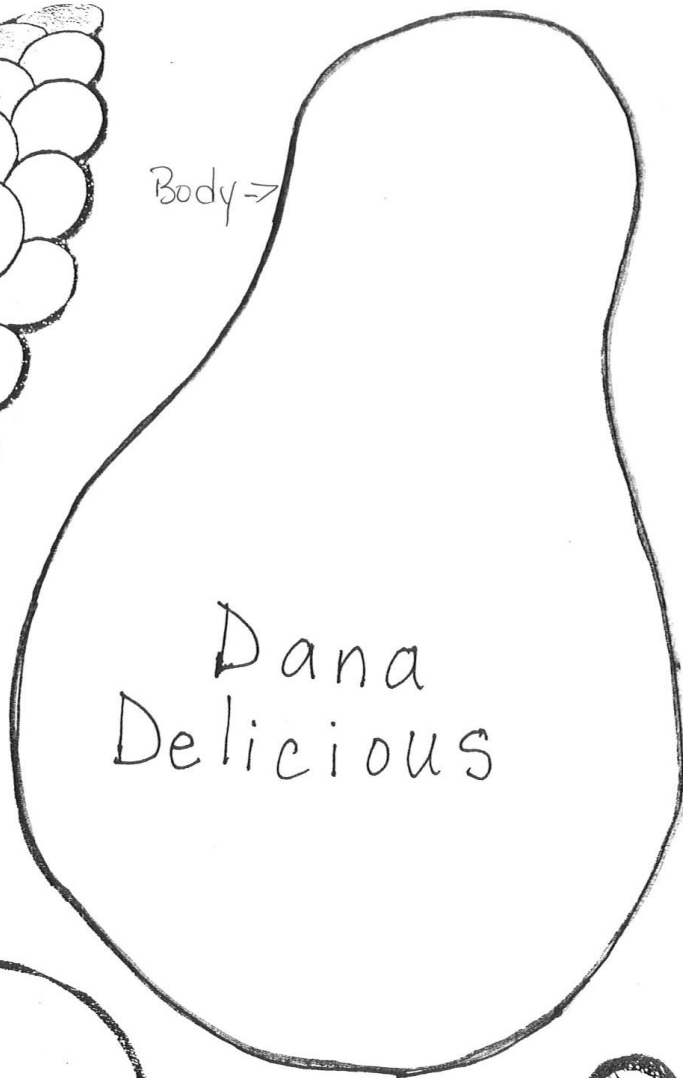
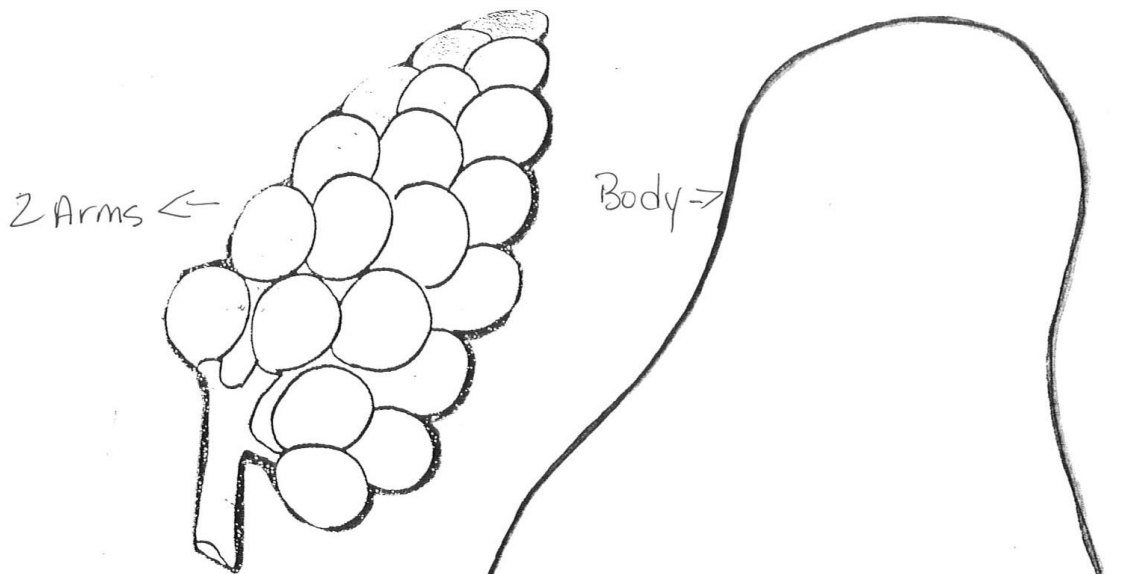


# Appendix C

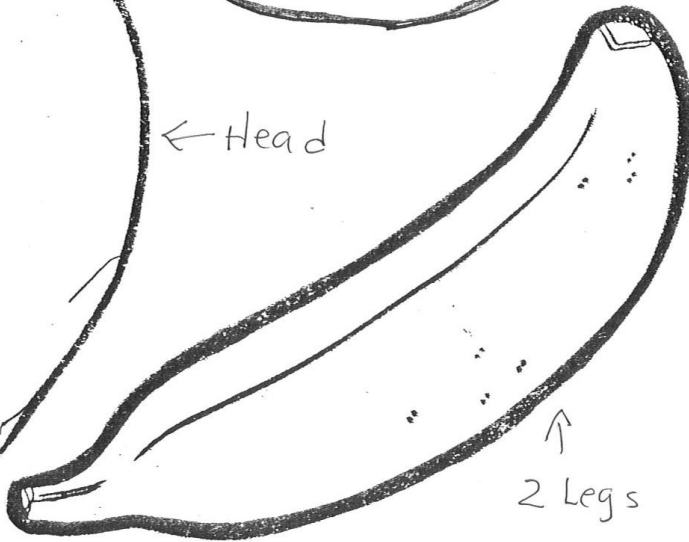
## Patterns







← Head

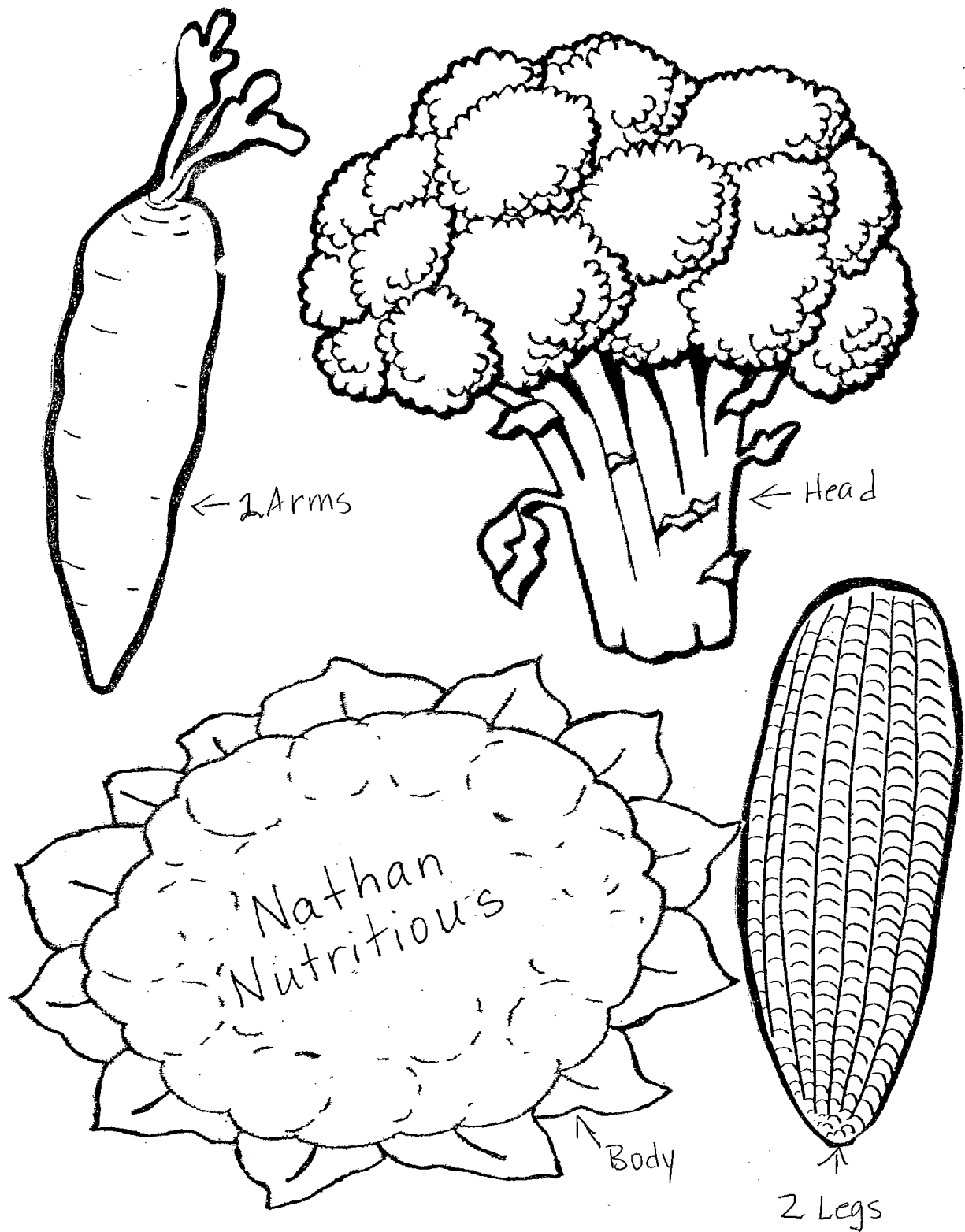


Pattern "Dana Delicious"

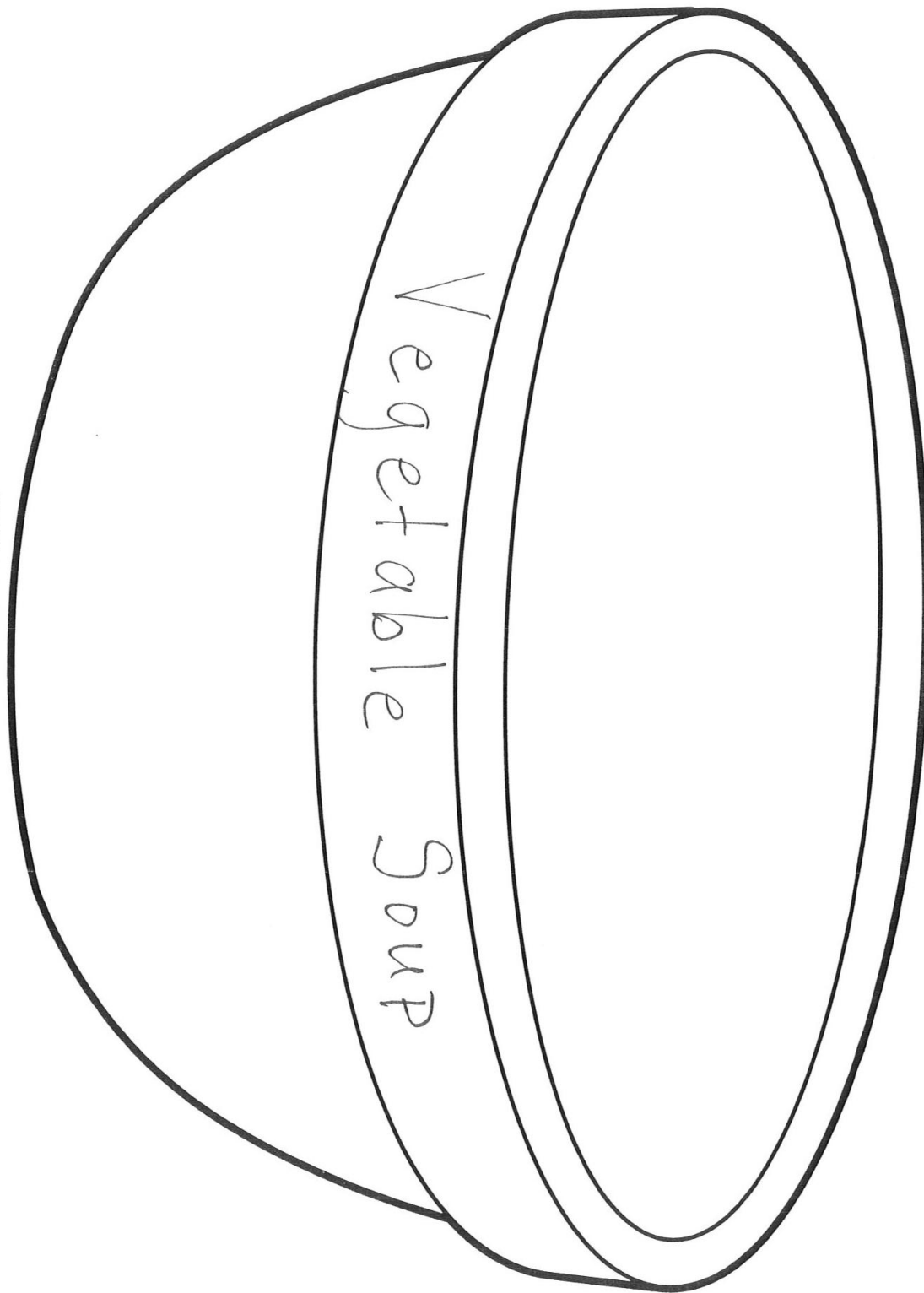


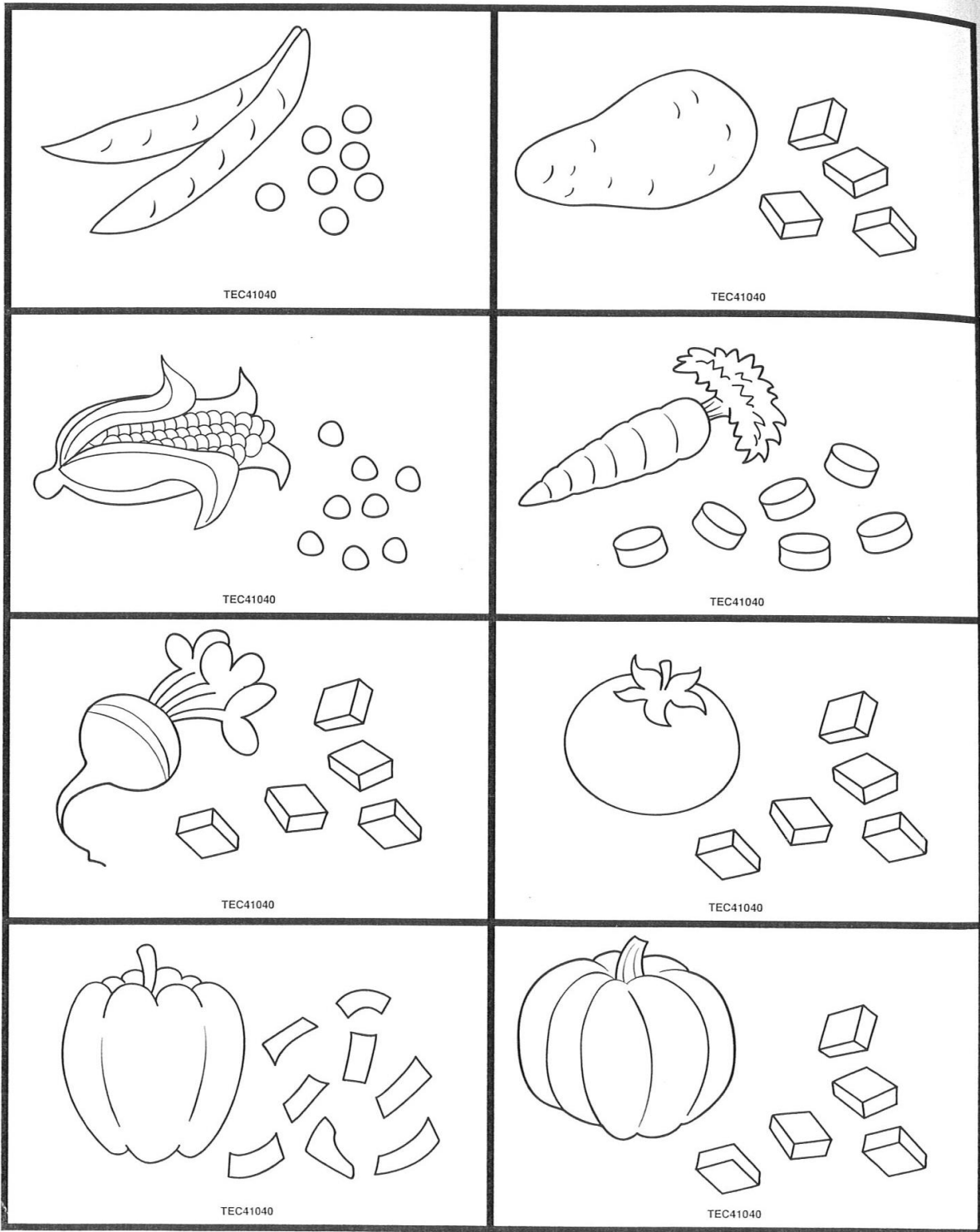






Pattern for "Nathan Nutritious"

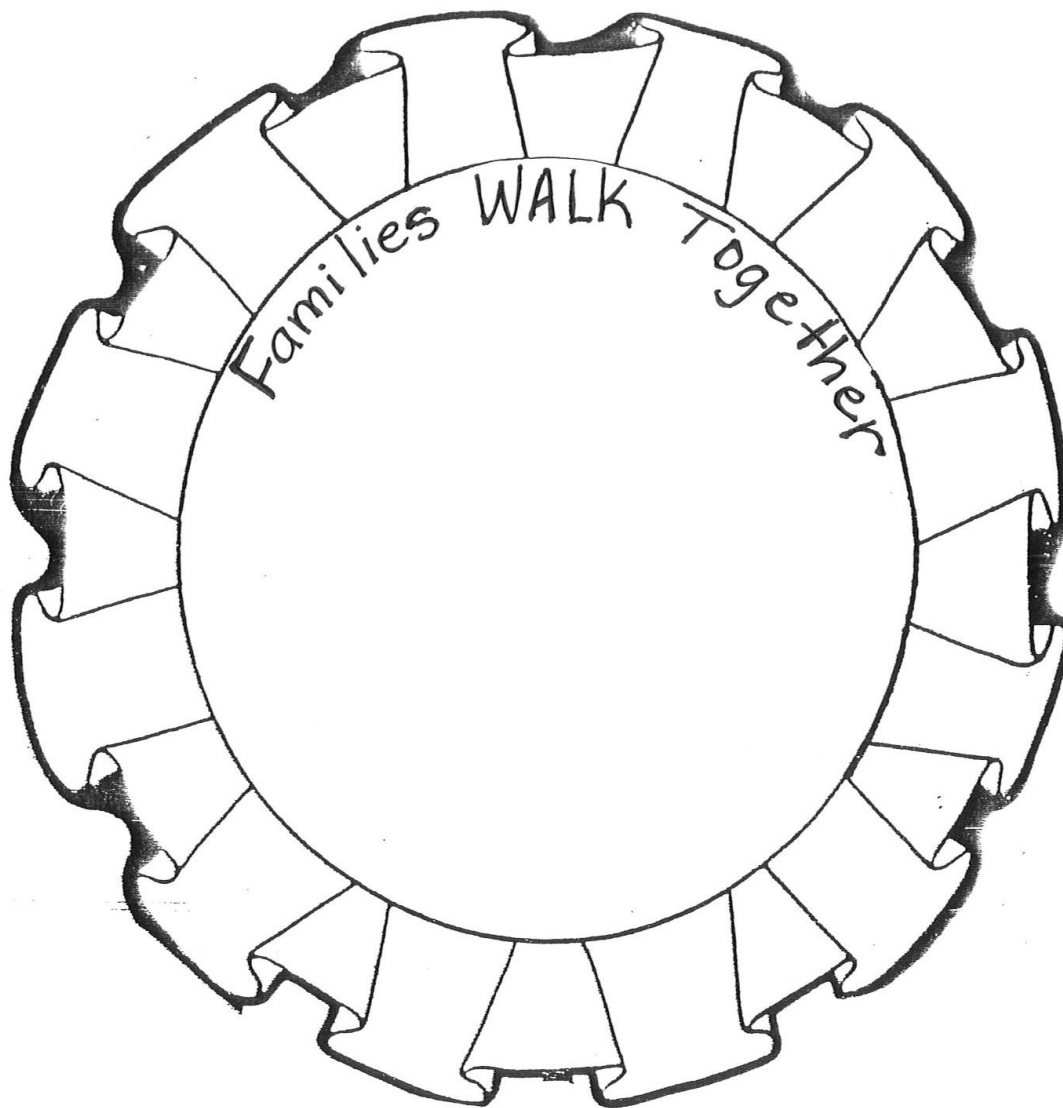




### Vegetable Soup Pattern



**Fruit Pizza Pattern**



**Families "WALK" Banner Pattern**





# Appendix D

## Handouts





# Canada's Food Guide





## Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

**Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:**


- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

**What is One Food Guide Serving?**  
Look at the examples below.

 <p><b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)</p>		 <p><b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>		 <p><b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)</p>		 <p><b>100% Juice</b> 125 mL (½ cup)</p>					
 <p><b>Bread</b> 1 slice (35 g)</p>		 <p><b>Bagel</b> ½ bagel (45 g)</p>		 <p><b>Flat breads</b> ½ pita or ½ tortilla (35 g)</p>		 <p><b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)</p>		 <p><b>Cereal</b> Cold: 30 g Hot: 175 mL (¾ cup)</p>		 <p><b>Cooked pasta or couscous</b> 125 mL (½ cup)</p>	
 <p><b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)</p>		 <p><b>Canned milk (evaporated)</b> 125 mL (½ cup)</p>		 <p><b>Fortified soy beverage</b> 250 mL (1 cup)</p>		 <p><b>Yogurt</b> 175 g (¾ cup)</p>		 <p><b>Kefir</b> 175 g (¾ cup)</p>		 <p><b>Cheese</b> 50 g (1 ½ oz.)</p>	
 <p><b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)</p>		 <p><b>Cooked legumes</b> 175 mL (¾ cup)</p>		 <p><b>Tofu</b> 150 g or 175 mL (¾ cup)</p>		 <p><b>Eggs</b> 2 eggs</p>		 <p><b>Peanut or nut butters</b> 30 mL (2 Tbsp)</p>		 <p><b>Shelled nuts and seeds</b> 60 mL (¼ cup)</p>	

**Oils and Fats**

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



**Make each Food Guide Serving count...**  
*wherever you are – at home, at school, at work or when eating out!*

▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

▶ **Have vegetables and fruit more often than juice.**

▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

▶ **Have meat alternatives such as beans, lentils and tofu often.**

▶ **Eat at least two Food Guide Servings of fish each week.\***

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.



## Advice for different ages and stages...

### Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



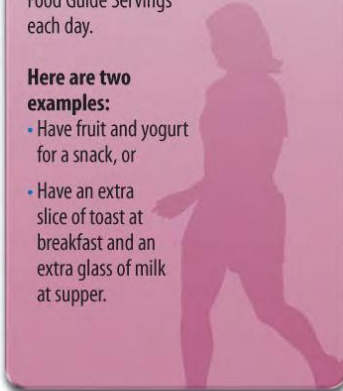
### Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

#### Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



### Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



## How do I count Food Guide Servings in a meal?



### Here is an example:

#### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 <b>Vegetables and Fruit</b> Food Guide Servings
75 g (2 ½ oz.) lean beef	=	1 <b>Meat and Alternatives</b> Food Guide Serving
250 mL (1 cup) brown rice	=	2 <b>Grain Products</b> Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your <b>Oils and Fats</b> intake for the day
250 mL (1 cup) 1% milk	=	1 <b>Milk and Alternatives</b> Food Guide Serving
1 apple	=	1 <b>Vegetables and Fruit</b> Food Guide Serving

## Eat well and be active today and every day!

### The benefits of eating well and being active include:

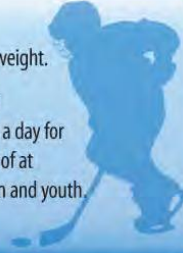
- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

### Be active

To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

*Start slowly and build up.*



### Eat well

Another important step towards better health and a healthy body weight is to follow Canada's Food Guide by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

### Nutrition Facts

Per 0 mL (0 g)

Amount	% Daily Value
<b>Calories</b> 0	
<b>Fat</b> 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!



For more information, interactive tools, or additional copies visit Canada's Food Guide on-line at: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)


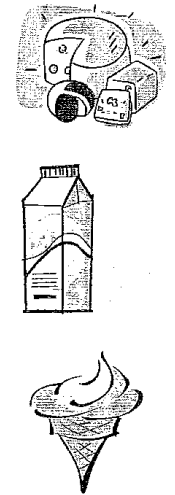
### or contact:








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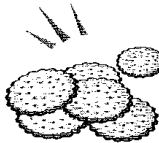
Également disponible en français sous le titre :  
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.

## Healthier Choices

Food	Instead of...	A healthier choice would be...
<p><b>Grain Products</b></p> 	<ul style="list-style-type: none"> <li>▪ White bread/bagels, cheese breads, croissants</li> <li>▪ White rice or pasta</li> <li>▪ Lower fibre cereals (Rice Krispies, Cornflakes, Frosted Flakes, etc)</li> <li>▪ Sweetened oatmeal</li> <li>▪ White flour</li> <li>▪ Pancakes with syrup</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole grain, multigrain bread/bagels or high fibre white breads/bagels</li> <li>▪ Brown rice or whole wheat, flax , Omega or high fibre white pasta</li> <li>▪ Higher fibre cereals or add high fibre cereal (4g or more /serving) to low fibre cereal</li> <li>▪ Unsweetened oatmeal</li> <li>▪ Whole wheat flour</li> <li>▪ Pancakes with berries</li> </ul>
<p><b>Dairy Products</b></p> 	<p style="text-align: center;"><b>Instead of...</b></p> <ul style="list-style-type: none"> <li>▪ Evaporated milk</li> <li>▪ Whole milk</li> <li>▪ Ice cream</li> <li>▪ Whipping cream</li> <li>▪ Regular sour cream</li> <li>▪ Regular cream cheese</li> <li>▪ Regular cheese</li> <li>▪ Regular cottage cheese</li> <li>▪ Coffee cream</li> </ul>	<p style="text-align: center;"><b>A healthier choice would be...</b></p> <ul style="list-style-type: none"> <li>▪ Evaporated skim milk</li> <li>▪ Low fat (1%, 0.5% or skim milk)</li> <li>▪ Sorbet, sherbet, low fat frozen yogurt</li> <li>▪ Light cool whip or yogurt</li> <li>▪ Light or low fat sour cream</li> <li>▪ Light or low fat cream cheese</li> <li>▪ Light cheese/skim cheese</li> <li>▪ 1%/skim milk cottage cheese</li> <li>▪ Fresh milk or milk powder</li> </ul>

	Instead of...	A healthier choice would be...
<b>Meat and Alternatives</b>     	<ul style="list-style-type: none"> <li>▪ High fat luncheon meats (pepperoni, salami, bologna)</li> <li>▪ Regular bacon or sausage</li> <li>▪ Regular ground beef</li> <li>▪ Regular hot dogs</li> <li>▪ Poultry with skin</li> <li>▪ Tuna/fish packed in oil</li> <li>▪ Whole eggs daily</li> <li>▪ Breaded fish</li> <li>▪ Regular beef, pork, chicken</li> <li>▪ Regular peanut butter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lean luncheon meats (lean turkey, chicken, ham, roast beef)</li> <li>▪ Turkey bacon or lean ham</li> <li>▪ Lean or extra lean ground beef</li> <li>▪ Reduced fat hot dogs or soy dogs</li> <li>▪ Poultry without skin</li> <li>▪ Tuna/fish packed in water</li> <li>▪ Eggs 4 times/week or egg whites daily</li> <li>▪ Unbreaded fish</li> <li>▪ Lean cuts of beef, pork, chicken or meat alternatives such as bean, peas, lentils, soy or nuts</li> <li>▪ Light peanut butter</li> </ul>
<b>Fats, Oils &amp; Dressings</b>  	<ul style="list-style-type: none"> <li>▪ Butter</li> <li>▪ Regular mayonnaise, regular high fat salad dressing</li> <li>▪ Shortening or lard</li> <li>▪ Regular gravy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-hydrogenated margarine</li> <li>▪ Light mayonnaise or mustard, low fat salad dressings or light dressings</li> <li>▪ Healthy oils (canola, olive, safflower, sunflower, peanut)</li> <li>▪ Low fat and/or low salt gravy</li> </ul>

	Instead of...	A healthier choice would be...
<b>Snacks</b>    	<ul style="list-style-type: none"> <li>▪ Cookies</li> <li>▪ Regular chips</li> <li>▪ Regular chocolate bars</li> <li>▪ Donuts, cake muffins, dessert cakes</li> <li>▪ Regular ice cream</li> <li>▪ Fruit roll-ups/funfruits</li> <li>▪ Fruit punch, Kool-aid</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thinsations, reduced fat cookies</li> <li>▪ Baked chips, pretzels, Melba toast, crackers, light popcorn</li> <li>▪ 100 Calorie bars, Nutrigrain bars, granola bars (not chocolate covered)</li> <li>▪ Low fat muffins, yogurt and berries, sponge cake with light cool whip</li> <li>▪ Frozen yogurt, sorbet, sherbet</li> <li>▪ Fresh or canned fruit, applesauce, Fruit-to-go bars or vegetables and dip</li> <li>▪ 100% fruit juice, sugar-free Kool-aid, Crystal Light</li> </ul>

The best way to choose a healthier alternative to the foods you love is to **READ THE LABEL!** Reading food labels allows you to compare the calories, fat, sugar, fibre and other nutrients in the products so that you can choose the healthier choice. Use the list above as a guide for some healthier alternatives to the foods you love to eat. Use it when you go grocery shopping and start shopping for A **HEALTHIER YOU** today!

Developed May 2007  
Western Health

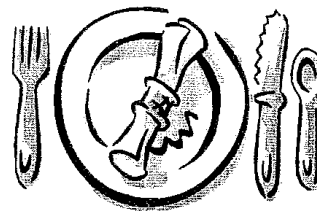


# Healthy Meal Choices

Adapted from Information provided by the Heart & Stroke Foundation

## Breakfast

- ✓ Bran cereal, a scoop of raisins, sliced kiwi, skim milk
- ✓ 1 poached egg, 2 whole wheat toast, ½ cup orange juice
- ✓ Peanut butter & banana on ½ bagel, skim milk
- ✓ Lower fat cheese sandwich, ½ cup orange juice
- ✓ Whole wheat pancakes made with ½ cup blueberries, skim milk
- ✓ Yogurt, ½ cup berries, homemade banana bran muffin
- ✓ Egg sandwich (scrambled egg and whole wheat bun), fruit salad
- ✓ Microwave apple raisin cinnamon oatmeal, ½ cup skim milk
- ✓ ½ raisin bagel, low fat mozzarella slices, fresh fruit
- ✓ Breakfast shake: low fat yogurt, skim milk, fruit



## Lunch

- ✓ 1 slice pizza (low fat cheese and vegetables), apple, skim milk
- ✓ Baked beans in tomato sauce, 1 slice of whole wheat bread, ½ cup strawberries, skim milk
- ✓ Low fat crackers, low fat cheese slices, grapes
- ✓ Homemade bran muffin, carrot sticks, skim milk
- ✓ Pasta salad with chickpeas, yogurt, fresh pear
- ✓ Chicken drumstick (no skin), spinach salad with low fat dressing, orange
- ✓ Leftover chili made with kidney beans, whole wheat roll, skim milk
- ✓ Green salad with low fat cheese & 1 hard boiled egg, low fat yogurt, homemade bran muffin, ½ cup tomato juice
- ✓ Turkey sandwich on whole wheat bread with mustard, lettuce, tomato, vegetable soup, skim milk

## Supper

- ✓ Skinless chicken breast, baked potato, broccoli, sherbet, skim milk
- ✓ Chili made with lean meat and kidney beans, tossed salad, bread, skim milk
- ✓ Pea soup made with ham and vegetables, whole wheat bread, ½ cup fresh fruit, skim milk
- ✓ Low fat lasagna, salad, ½ cup yogurt, ½ cup fresh fruit, water
- ✓ Low fat pizza, chef salad, frozen low fat yogurt, water
- ✓ Chicken stir fry with brown rice, low fat pudding, water
- ✓ Vegetarian spaghetti, salad, whole wheat bread, skim milk
- ✓ Poached salmon, boiled potato, spinach salad, carrots, skim milk

Revised 7/20/04

# Portion CONTROL






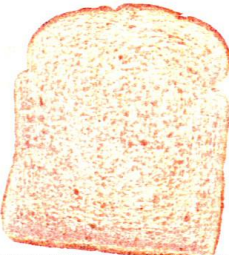


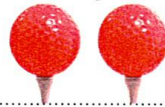
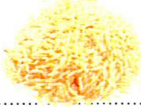

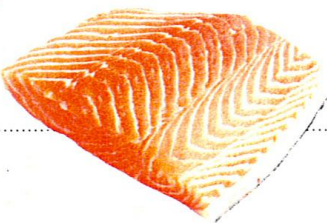
A quick guide to serving sizes.

BY JUDI KETTELER

When nutritionist and Fellow of the American College of Sports Medicine Felicia Stoler, DCN, MS, RD, FACSM, works with new clients the first thing she asks them to do is keep track of how many portions they're eating of each food. "Ninety-nine percent of my clients eat more than what a portion actually is," she says. "We are so accustomed to larger portions of everything." She spends a lot of time reviewing what actual portions should look like, using detailed food models such as the ones on the opposite page.

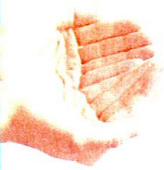









## Your Visual Portion Chart

Digital camera	=	3 oz of lean meat or poultry
		
Computer mouse	=	1 small baked potato
		
iPod (traditional larger player)	=	1 slice of whole-wheat bread
		
DVD	=	1-oz piece of (nitrate-free) deli turkey
		
Two golf balls	=	½ cup of whole-grain rice or pasta
		
A man's wallet	=	3 oz of fish
		

### A HANDY GUIDE

Your hands are your best measuring tool – they transform to represent various types of foods and you can never forget them at home! Use this quick guide to sticking within your recommended portion sizes.

	
HANDS CUPPED TOGETHER	ONE CUP OF RAW VEGGIES
	
YOUR FIST	MEDIUM PIECE OF FRUIT
	
TOP OF YOUR THUMB	1-OZ CUBE OF CHEESE
	
PALM OF YOUR HAND	¼ CUP OF NUTS

NOVEMBER/DECEMBER 2009 Clean Eating **73**

## EAT SMART

### Go Retro

According to the National Heart, Lung and Blood Institute, we had a much better handle on serving size about 20 years ago – before portions ballooned out of control. Judging serving size is especially tricky when you're on the run or eating out. Here are a few tips for getting back to basics.

#### SIZES THEN:



Look carefully at both muffins. A serving size used to be about 1½ ounces (the size of an egg). Today's standard-size muffins are closer to 5 ounces, which packs more than 500 calories!

#### SIZES NOW:



Are you eating a triple-decker turkey sandwich? Ideally, your sandwich should be about the size of your palm with just a little of your fingers showing. Today's giant turkey subs are bigger than your entire hand and can have as many as 800 calories.



Bagels have exploded in the last few years. Today's average bagel is about 6" in diameter vs. the 3" in diameter (or about the length of your thumb) it used to be. There's an easy solution: eat half of it, save the other half for later or share with a friend.



Splurging on a cookie? Although the 3"-diameter cookie has become standard, a 1½"-diameter cookie – which should fit easily on a business card – is a better bet. Regardless, a cookie should still be treated as a special dessert; stick to one and don't "treat" yourself every day!



### WHEN A PORTION IS NOT A PORTION

"Think of your portions [spread out] over the course of the day versus focusing on one portion size in isolation," says nutritionist and Fellow of the American College of Sports Medicine Felicia Stoler, DCN, MS, RD, FACSM. For example, if your lunch is heavy in grains, adjust your dinner accordingly. Also, not all portions are equal: An oversized bowl of broth-based soup loaded with vegetables isn't the same as a huge bowl of creamy chowder soup topped with cheese. Size up portions of low-calorie, nutrient-packed foods (like veggies) and size down portions of fattier or more calorie-dense foods.

### Divide and Conquer

Plate size matters – that's what a June 2007 *Archives of Internal Medicine* study found. Female study participants used special 650-calorie plates with allotted spaces for pre-determined volumes of carbs, protein, dairy and vegetables, and 200-calorie bowls (for one cup of milk and cereal). After six months, almost one-quarter of the special plate group lost five percent or more of their total body weight; less than five percent of the other group, which was simply instructed about portion control but not given special plates, lost any weight. ☺

#### Here's how to divide up your plate:

Proteins  
**1/4**  
of the plate

Vegetables  
**1/2**  
of the plate

Starches  
**1/4**  
of the plate





# Eating Healthy on a Budget





### Vegetables and Fruit

- ◆ Eat at least one dark green and one orange vegetable each day.
- ◆ Apples, oranges, bananas, cabbage and carrots are low cost choices.
- ◆ Canned fruits packed in their own juice are a healthy choice.
- ◆ Buy frozen, plain vegetables. They are a great buy and you can use the exact amount you need.

### Milk and Alternatives

- ◆ Skim milk powder is half the cost of regular milk. Add it to casseroles, soups, sauces and pasta dishes, or use it to make milk to drink.
- ◆ Choose "no-name" cheese, yogurt. It has the same nutrients as other brand name items.

### Grain Products

- ◆ Choose whole grain products (like brown rice, whole wheat bread, cereal and whole grain pasta).
- ◆ Long grain rice is half the cost of minute rice and takes a bit longer to cook.

### Meat and Alternatives

- ◆ Use less meat in casseroles, soup, stir-fries and spaghetti sauce and add more vegetables, pasta, rice or beans instead.
- ◆ Have one or two meatless meals a week. Try recipes with eggs or beans.
- ◆ Use canned tuna, salmon in recipes. (See recipes in the back.)

## TIPS TO AFFORDABLE HEALTHY EATING

### Planning...

#### Plan meals.

Get an idea of what you will be eating during the week by pre-planning meals. Read recipe books for new meal ideas and include food from all four food groups.

#### Look for sales.

Shop with flyers and newspapers before you enter the store.

#### Make a list.

Decide from your recipes what ingredients you need.

#### Prepare a food budget.

Try setting a certain amount that you will spend on groceries BEFORE you go to the market. Try to estimate how much your food costs and keep that in mind as you're going up and down the aisles.

#### Collect coupons.

Save on the items that you buy frequently. Check other prices too. Usually "no-name" brands cost less.

#### Buy in season.

Fruits and vegetables are cheaper when bought in season.

### Shopping...

#### Shop when you are not hungry.

#### Have a grocery list.

This will save time and money.

#### Try no-name labels or store brands.

These products are cheaper while providing the nutrition and taste of the more expensive brands.

#### Stock-up on healthy/low-cost foods that keep well.

These include rice, noodles and frozen foods.

#### Buy only what you need in fresh items.

Shop around the edges of the store first. This is where you can usually find the basics: vegetables and fruit, milk products, grain products and meats.

#### Stick to basic foods.

Processed foods are not only more expensive but also have less nutrition than meals made from scratch.

#### Try to shop only once a week.

This will cut down on time and money spent.



## MEALS IN MINUTES!

Peanut butter and banana sandwich and a glass of milk

Bagel with cheddar cheese and vegetable juice

Vegetable soup with whole grain toast and piece of fruit

Whole grain pita with tuna or deli meat, and vegetables

Whole grain pasta with veggies (broccoli, onions, peppers)

Boiled eggs, whole grain toast and fruit

French toast, fruit and milk

Canned beans and a whole grain roll

Omelette with vegetables

Mini pizza (English muffin, sauce and vegetable toppings; mushrooms, peppers, tomatoes, spinach, broccoli)

Pancakes with blueberries and cheddar cheese

Salmon, rice or noodles, frozen green peas

Homemade spaghetti with vegetables and ground meat

Chicken breast, rice and frozen mixed vegetables



## SNACKS

Whole grain toast with peanut butter

Whole grain crackers with cheese

Celery with peanut butter and raisins

Whole grain cereal with milk

Air-popped popcorn

Fresh fruit with yogurt dip

Apples with peanut butter or cheese

Raw vegetables with salad dressing

Mixed nut and dried fruit trail mix

## Baked Cheese Omelette

- 2 cups (500 mL) bread, cubed
- 1 cup (250 mL) of grated cheddar cheese
- 2 eggs
- 2 cups (500 mL) milk
- 1 tablespoon (15 mL) of oil
- 1 teaspoon (5 mL) salt
- 1 package (10 oz/280 g) spinach or other cooked greens, can use frozen vegetables
- pepper

In a greased baking dish layer bread cubes, cheese, and chopped vegetables, ending with bread.

Beat eggs, milk, oil, salt and pepper. Pour mixture over bread. Let stand for 20 minutes.

Place baking dish in a pan of hot water and bake in a 350 F (175 C) oven for 35 to 40 minutes until set. This will prevent it from burning.

For a complete meal serve with soup, vegetables or salad and fruit dish for dessert. Serves 4.

## Quick Spaghetti Sauce

- 1 lb (450 g) ground meat
- 2 onions, chopped
- 1 tbsp (15 mL) garlic powder
- 1 can (6 oz/170 mL) tomato paste
- 1 teaspoon (5 mL) of oregano
- 2 cans (28 oz/796 mL) tomatoes, chopped
- 1 bay leaf
- pepper

In a large sauce pan cook meat over medium heat, breaking it up with a spoon.

Drain off fat. Stir in onion and garlic, cook until soft. Stir in tomato paste, tomatoes and seasoning.

Simmer for 15 minutes. Adjust seasoning to taste if necessary. Serve over spaghetti or other noodles.

Makes 8 servings. Freezes well.

## Tuna Broccoli Bake

- 1 large bunch broccoli, cut into bite sized pieces
- 1 can (10 oz/284 mL) condensed mushroom soup
- 1/2 cup (125 mL) milk, made from skim milk powder
- 1 can (6 oz/170 g) tuna, drained, flaked
- 1 cup (250 mL) grated cheese, divided

Turn on stove to high heat. Half fill a large pot with water and heat to boiling. Add broccoli and cook until crisp-tender, about 3 to 5 minutes. Drain.

Turn on oven to 350 F (180 C). Lightly grease an 8 x 8 x 2 inch (2 L) casserole dish. Arrange the broccoli on the bottom of the dish.

Mix soup, milk, tuna and 1/2 cup (125 mL) of the cheese in a medium bowl. Spoon over broccoli.

Sprinkle remaining 1/2 cup (125 mL) cheese on top. Cover. Bake casserole until hot and bubbly, about 20 to 30 minutes.

Serve over cooked rice, noodles, mashed potatoes or toast.

## Tomato-Bean Soup with Cheddar

- 1 can (19 oz/540 mL) tomatoes
- 1 can (14 oz/398 mL) beans in tomato sauce
- 1 cup (250 mL) water
- 1 tsp (5 mL) dried basil
- 1 tsp (5 mL) dried parsley
- 1/2 cup (125 mL) grated Cheddar cheese

This quick and easy soup tastes great and can be ready in minutes!

Turn on stove to medium-high heat. Put tomatoes, beans, water, basil and parsley into a medium saucepan. Heat to boiling.

Turn down heat and simmer soup, uncovered, for 10 minutes. Stir several times.

Serve in bowls with grated cheese on top.

*Recipes adapted from "The Basic Shelf Cookbook" (City of York Health Unit) and "Eat to your Heart's Content" (Newfoundland Heart Health)*



Western  
Health

Regional Nutritionist (709) 637-5677



CANADA'S  
**Physical Activity Guide**

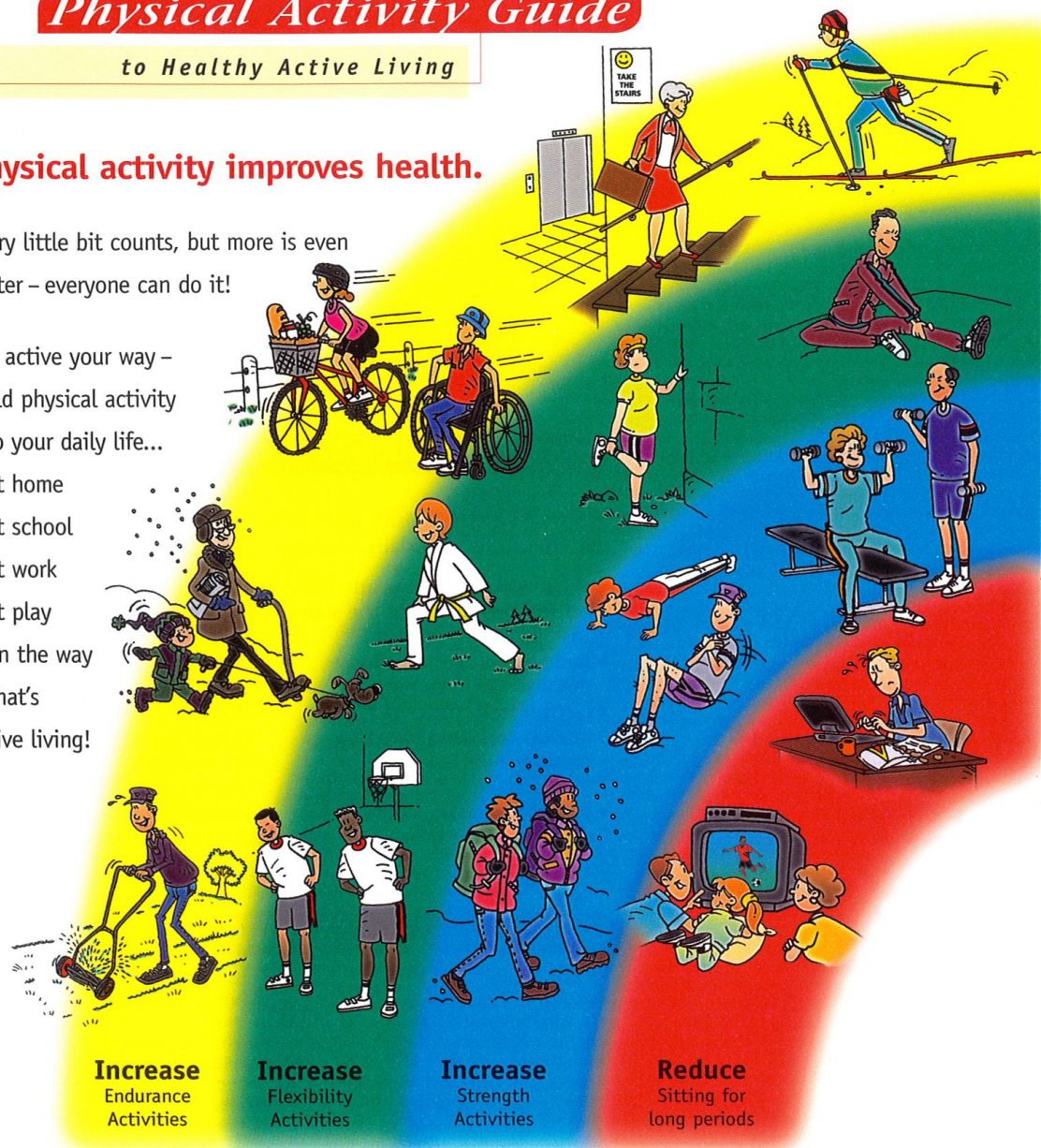
to Healthy Active Living

**Physical activity improves health.**

Every little bit counts, but more is even better – everyone can do it!

Get active your way – build physical activity into your daily life...

- at home
  - at school
  - at work
  - at play
  - on the way
- ...that's active living!



**Increase**  
Endurance  
Activities

**Increase**  
Flexibility  
Activities

**Increase**  
Strength  
Activities

**Reduce**  
Sitting for  
long periods



Public Health  
Agency of Canada

Agence de santé  
publique du Canada



Canadian Society for  
Exercise Physiology



Choose a variety of activities from these three groups:

**Endurance**

4-7 days a week  
Continuous activities for your heart, lungs and circulatory system.

**Flexibility**

4-7 days a week  
Gentle reaching, bending and stretching activities to keep your muscles relaxed and joints mobile.

**Strength**

2-4 days a week  
Activities against resistance to strengthen muscles and bones and improve posture.

Starting slowly is very safe for most people. Not sure? Consult your health professional.

For a copy of the *Guide Handbook* and more information: **1-888-334-9769**, or [www.healthcanada.ca/paguide](http://www.healthcanada.ca/paguide)

Eating well is also important. Follow *Canada's Food Guide to Healthy Eating* to make wise food choices.

**Get Active Your Way, Every Day – For Life!**

Scientists say accumulate 60 minutes of physical activity every day to stay healthy or improve your health. As you progress to moderate activities you can cut down to 30 minutes, 4 days a week. Add-up your activities in periods of at least 10 minutes each. Start slowly... and build up.

**Time needed depends on effort**

Very Light Effort	Light Effort 60 minutes	Moderate Effort 30-60 minutes	Vigorous Effort 20-30 minutes	Maximum Effort
<ul style="list-style-type: none"> <li>Strolling</li> <li>Dusting</li> </ul>	<ul style="list-style-type: none"> <li>Light walking</li> <li>Volleyball</li> <li>Easy gardening</li> <li>Stretching</li> </ul>	<ul style="list-style-type: none"> <li>Brisk walking</li> <li>Biking</li> <li>Raking leaves</li> <li>Swimming</li> <li>Dancing</li> <li>Water aerobics</li> </ul>	<ul style="list-style-type: none"> <li>Aerobics</li> <li>Jogging</li> <li>Hockey</li> <li>Basketball</li> <li>Fast swimming</li> <li>Fast dancing</li> </ul>	<ul style="list-style-type: none"> <li>Sprinting</li> <li>Racing</li> </ul>

Range needed to stay healthy

**You Can Do It – Getting started is easier than you think**

Physical activity doesn't have to be very hard. Build physical activities into your daily routine.

- Walk whenever you can – get off the bus early, use the stairs instead of the elevator.
- Reduce inactivity for long periods, like watching TV.
- Get up from the couch and stretch and bend for a few minutes every hour.
- Play actively with your kids.
- Choose to walk, wheel or cycle for short trips.
- Start with a 10 minute walk – gradually increase the time.
- Find out about walking and cycling paths nearby and use them.
- Observe a physical activity class to see if you want to try it.
- Try one class to start – you don't have to make a long-term commitment.
- Do the activities you are doing now, more often.

**Benefits of regular activity:**

- better health
- improved fitness
- better posture and balance
- better self-esteem
- weight control
- stronger muscles and bones
- feeling more energetic
- relaxation and reduced stress
- continued independent living in later life

**Health risks of inactivity:**

- premature death
- heart disease
- obesity
- high blood pressure
- adult-onset diabetes
- osteoporosis
- stroke
- depression
- colon cancer



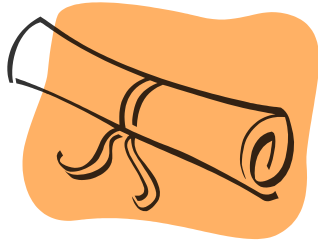
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## PROPER STORAGE OF FRUITS AND VEGETABLES

- ☺ Store unwashed and in a single layer
- △ Store unwashed and in a plastic bag
- ◇ Store in a paper bag
- Ψ Ethylene producers (keep away from other fruits and vegetables)

STORE IN REFRIGERATOR	STORE IN REFRIGERATOR	STORE ON COUNTERTOP
Ψ Apples (7 days)	Plums	Ψ Apples (7 days)
Ψ Apricots	△ Radishes	Ψ Bananas
Ψ Cantaloupe	☺ Raspberries	Ψ Tomatoes
Ψ Figs	Spinach	Basil
Ψ Honeydew	Sprouts	Cucumbers
Artichokes	☺ Strawberries	Eggplant
Asparagus	Summer Squash	Garlic
Beets	Yellow Squash	Ginger
☺ Blackberries	Zucchini	Grapefruit
☺ Blueberries	<b>STORE IN A COOL DRY PLACE</b>	Jicama
△ Broccoli	Acorn Squash	Lemons
Brussels Sprouts	Butternut Squash	Limes
Cabbage	Onions (away from potatoes)	Mangoes
△ Carrots	Potatoes (away from onions)	Oranges
△ Cauliflower	Pumpkins	Papayas
Celery	Spaghetti Squash	Peppers
Cherries	Sweet Potatoes	Persimmons
△ Corn	Winter Squash	Pineapple
Grapes	<b>RIPEN ON COUNTER AND THEN REFRIGERATE</b>	Plantains
△ Peas		
Green Beans	Ψ Avocados	Pomegranates
△ Green Onions	Ψ Nectarines	Watermelon
Herbs (except Basil)	Ψ Peaches	
Lima Beans	Ψ Pears	
Leafy Vegetables	Ψ Plums	
Leeks	Kiwi	
△ Lettuce		
◇ Mushrooms		
◇ Okra		



# Appendix E

## Certificate/Brochure





# Certificate of Participation

Presented to

\_\_\_\_\_

for your participation in the  
**Families WALK Together Program** at the  
Stephenville Family Resource Centre.

Date: \_\_\_\_\_

\_\_\_\_\_  
*Program Coordinators*



## HAPPY, HEALTHY ME!!



*Funded by: Provincial Wellness Grants*



Funded by:  
Provincial Wellness  
Grants

Sponsored by:  
Community  
Education  
Network and  
Associate  
Organizations and  
Partnerships



## "Eat Well and Be Active Today and Every Day!!"

The benefits of eating well and  
being active include:

- ⇒ Better overall health
- ⇒ Lower risk of disease
- ⇒ A healthy body weight
- ⇒ Feeling and looking better
- ⇒ More energy
- ⇒ Stronger muscles and bones



*Health Canada*



FAMILIES "WALK"  
TOGETHER PROGRAM  
"WORKING ON ACTIVE  
LIVING FOR KIDS"

## Healthy Eating



## Active Living



For children ages  
3 to 5 years and their  
parents/caregiver



The Families WALK Together Program will run over an eight-week period and will include a number of parent/caregiver and child activities as well as parent information and activity sessions focusing on Healthy Eating and Active Living.

The program will run during regular hours at the Stephenville Family Resource Centre on Wednesday mornings from 9:30 am to 12:00 noon.

The dates for the Families WALK Together Program are as follows:

- October 14th    November 4th
- October 21st    November 18th
- October 28th    November 25th
- December 2nd
- December 9th

Space is limited to 12 families.  
Registration is required.

**It is important to commit to this program for the full 8 weeks in order to achieve a successful outcome.**

**Families WALK Together  
Program Agenda**

- 9:30 am      Welcome and Free Play
- 10:00 am    Physical Activities  
(Parents/Caregivers and Children)
- 10:30 am    Nutrition Activities  
(Parents/Caregivers and Children)
- 11:00 am    Parents Information Session  
Children's Craft Time
- 11:45 am    Departure



Families WALK Together Registration Form for Parents/Caregivers and their children ages 3 to 5 years

I am interested in participating in the 8-week Families WALK Together Program.

Name of Parent/Caregiver \_\_\_\_\_

Children's Names \_\_\_\_\_

Age: \_\_\_\_\_

Age: \_\_\_\_\_

Telephone \_\_\_\_\_

Any allergies or disabilities? \_\_\_\_\_

**(PLEASE RETURN COMPLETED FORM TO THE STEPHENVILLE FAMILY RESOURCE**

**CENTRE NO LATER THAN FRIDAY, OCTOBER 2ND)**



# Appendix F

## Optional Evaluation Tools

- Pre Project Participant Survey
- Pre-Session Questionnaire for Facilitators
- Pre and Post Questionnaire for Parents
- Session Feedback Form
- Children's Drawings
- Focus Group

## PRE-PROJECT SURVEY

In setting up the Walk Program, the pre-project survey, which should be completed by participants prior to the start of the program, will inform the organizing agency as to the needs and interests of the participants. The intent is to have information available that will help guide which sessions should be provided, who the facilitators should be, and what questions should be asked in the questionnaires.

It is at this stage that participants should be given a number. The use of a number provides anonymity for participants while allowing the evaluator to match responses in the pre-and post-questionnaires. It is recommended for validity purposes that, if some participants only complete one of the pre-post questionnaires, the information should be removed from the comparative section of the analysis and used at a different level of the evaluation. The following is a sample that can be used as is, or adapted to community or region specific needs:

Pre-Project Survey for Participants (Participant Number \_\_\_\_\_)

### General Information

1. Please check appropriate box:

Mother       Father       Grandparent       Caregiver

Other  \_\_\_\_\_  
explain

2. Have you participated in other programs (Check the box of those you have participated in):

Healthy Baby Club	<input type="checkbox"/>
Baby/toddler Time	<input type="checkbox"/>
Drop-in Play	<input type="checkbox"/>
Kindergarten Readiness	<input type="checkbox"/>
Little Chefs	<input type="checkbox"/>
Ready-Set-Go	<input type="checkbox"/>
Childsafe	<input type="checkbox"/>
Nobody's Perfect	<input type="checkbox"/>
Early Childhood STEP	<input type="checkbox"/>
1-2-3-4 Parents	<input type="checkbox"/>
This is my first time participating in a program	<input type="checkbox"/>

3. I would like to learn about:

---

---

---

---



4. I would like for my child to learn about:

---

---

---

---

5. I am participating in this project because:

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---

---

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## PRE-SESSION QUESTIONNAIRE FOR FACILITATORS

**Survey Date:** \_\_\_\_\_  
**Facilitator Name:** \_\_\_\_\_  
**Session:** \_\_\_\_\_  
**Workshop Date:** \_\_\_\_\_

(1) The objectives of the session I am facilitating are:

---

---

---

---

(2) At the end of my session, I would like participants to know:

---

---

---

---

## PRE AND POST QUESTIONNAIRE FOR PARENTS

The module sessions that were used during the pilot project included: Public Health (Immunization), Nutrition, Food Choices, Safety, Parenting, and, Physical Well-being. Although the literature indicates that these are common themes for programs developed on healthy life styles, organizing agencies should be prepared to adapt these to the needs and circumstances of the communities involved in conjunction with participant preliminary surveys or create new ones if alternate topics are required. Questions are mixed to serve dual purposes: (a) To gauge, in a collective manner, parents/caregivers' knowledge of the selected topics, and (b) Provide profiles of knowledge for the facilitating agency. A sample Pre-Program tool follows.

Families “Walk” together evaluation package has been developed as a local data collection and feedback system. We want to know how well this project is meeting your needs. There are six main modules which focus on topics being developed for the program: public health, nutrition, food choices, safety, parenting, and physical wellbeing.

As participants in the project, we would appreciate having your input into how well we are doing in providing you with information on the above topics. The following pre-questionnaire tells us what you know and what you would like to know. That information will help in the preparation of each session over the next few weeks. The post-questionnaire will tell project facilitators where they need to focus initiatives that can provide support to families in their region. Thanks again for being so helpful.

**Module 1: Public Health (Immunizations/vaccinations)<sup>1</sup>**

Respond to the following statements by checking (√) the “degree” to which you agree or disagree. The descriptions which follow will help you decide the best answer for you.

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree

Statement	1	2	3	4	5
1. I think immunizations are important.					
2. I have concerns over children vaccinations.					
3. I know where to get information on immunization.					
4. I have opportunities to ask questions about immunizations (i.e. public health nurse, doctor)					
5. I am well informed by health-care providers about the risks of side effects					
6. I am well informed about the benefits of receiving vaccines.					
7. I have, or know where to get, information pamphlets about routine childhood vaccines					
8. Immunizations are available during the week and at hours that are convenient for me.					
9. It does not cost anything to get children vaccinated.					
10. I have a copy of or know where to access the recommended immunization schedules for the area in which I live.					
11. I know the recommended age for receiving each vaccination					
12. I bring the child’s immunization record to every health-care visit					

<sup>1</sup> Designed from information made available at Public Health Agency of Canada: Guidelines for Immunization Practices and Immunization competencies for health Professionals. ([www.publichealth.gc.ca](http://www.publichealth.gc.ca)).

**Module 2: Nutrition (Portion control, Labelling & budgets)**

Answer the following questions:

1. When I am purchasing food I read the labels to find out

---

2. For meals, I serve portions that are  
 small  medium  large

3. For meals, I use dinnerware (i.e. plates, bowls) that are  
 small  medium  large

4. (✓) one answer.

Statement	Never	Sometimes	Always
a. When I am in a restaurant, I look for meals that are steamed, broiled, baked, grilled, or roasted			
b. When I am in a restaurant, I check the menu for meals marked “healthy”			
c. When I am in a restaurant, I order meals marked “healthy”			
d. When I am in a restaurant, I ask my server what type of oil foods are prepared with.			
e. When I am in a restaurant, I try sharing large portions with friends.			
f. When I am in a restaurant, I ask about substituting healthier side options (i.e. if served with French fries I ask to substitute for a salad or baked potato).			
g. When I am shopping for food products, I read the labels			
h. I find food labels easy to read.			
i. I buy food products that have the “health ✓” on them.			
j. I find food products that have the “health ✓” on them more expensive than those that don’t			

### Module 3: Food Choices (How and what you buy)<sup>2</sup>

#### Questions for you:

1. Yesterday, how many times did you:

a. Eat vegetables? (**Include** all cooked and uncooked vegetables, salads, boiled, baked or mashed potatoes. **Do not include** French fries, other fried potatoes or vegetable juices)

None  1 time  2 times  3 times  4 + times

b. Eat fruit? (**Include** fresh, frozen, canned and dried fruits such as 100% fruit bars. **Do not include** fruit juice, fruit roll-ups or other fruit flavoured candies)

None  1 time  2 times  3 times  4 + times

c. Drink 100% fruit juice (like orange juice, apple juice), vegetable juice or drinks made with fruit (like smoothies)? (**Do not include** punch, sports drinks, and other fruit flavoured drinks)

None  1 time  2 times  3 times  4 + times

d. Drink any kind of milk? (**Include** chocolate or other flavoured milk, milk in cereal, and drinks made with milk or yogurt, like smoothies)

None  1 time  2 times  3 times  4 + times

2. During the last week, how many times did you:

a. Eat lunch at home?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

b. Buy lunch away from home at a restaurant or store?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

c. Not eat lunch at all?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

d. Eat lunch at a fast food place?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

e. Eat breakfast?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

f. Eat meals or snacks while watching television?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

---

<sup>2</sup> Adapted from Health and Education, New Brunswick ([www.unbf.ca/education/herg/sante/sftp\\_en.html](http://www.unbf.ca/education/herg/sante/sftp_en.html)).



3. When you eat grain products, how often do you choose 100% whole wheat or multigrain?

Never  Sometimes  Most of the time

4. What kind of milk do you usually drink? (**Fill in only one**)

Whole milk  2% milk  1% milk  Skim   
Combination of those just listed  I don't drink milk

5. Do you choose certain foods because:

(a) you are concerned about your body weight?

YES NO

(b) you are concerned about such things as cholesterol, blood pressure, heart disease?

YES NO

(c) you are concerned about cancer?

YES NO

(d) you are concerned about osteoporosis (brittle bones)?

YES NO

6. Do you choose certain foods because of:

(a) the lower fat content?

YES NO

(b) the fibre content?

YES NO

(c) the calcium content?

YES NO

(d) the sodium content?

YES NO

(e) the sugar content?

YES NO

**What about the children?** [Respond for the oldest child under 6 years of age in your care]

1. The last time the child or the child was cared for by you as parent or as caregiver, how many times did the child:

a. Eat vegetables? (**Include** all cooked and uncooked vegetables, salads,boiled, baked or mashed potatoes. **Do not include** French fries, other fried potatoes or vegetable juices)

None  1 time  2 times  3 times  4 + times   
Don't Know

b. Eat fruit? (**Include** fresh, frozen, canned and dried fruits such as 100% fruit bars. **Do not include** fruit juice, fruit roll-ups or other fruit flavoured candies)

None  1 time  2 times  3 times  4 + times   
Don't Know

c. Drink 100% fruit juice (like orange juice, apple juice), vegetable juice or drinks made with fruit (like smoothies)? (**Do not include** punch, sports drinks, and other fruit flavoured drinks)

None  1 time  2 times  3 times  4 + times

Don't Know

d. Drink any kind of milk? (**Include** chocolate or other flavoured milk, milk in cereal, and drinks made with milk or yogurt, like smoothies)

None  1 time  2 times  3 times  4 + times

Don't Know

2. During the last week, how many times that you are aware of, did the child:

a. Eat lunch at home?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

Don't Know

b. Have lunch purchased away from home at a restaurant or store?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

Don't Know

c. Not eat lunch at all?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

Don't Know

d. Eat lunch at a fast food place?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

Don't Know

e. Eat breakfast?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

Don't Know

f. Eat meals or snacks while watching television?

None  1 to 2 times  3 to 4 times  5 to 6 times  7 + times

Don't Know

3. What kind of milk does the child usually drink? (**Fill in only one**)

Whole milk  2% milk  1% milk  Skim

Combination of those just listed  He or she doesn't drink milk

**Module 4: Safety :**

1. While participating in physical activity (i.e. biking, roller blading, riding a quad):

(a) Do you wear a helmet when one is required?

Always                      Sometimes                                      Never                      Not applicable

(b) If there is a child with you, does he or she wear a helmet?

Always                      Sometimes                                      Never                      Not applicable

(c) Do you wear other protective gear like elbow pads or knee pads if required?

Always    Sometimes    Never

(d) Does the child?

Always    Sometimes    Never

2. (a) Do you wear a seat belt when you are in a vehicle?

Always    Sometimes    Never

(b) For the child or children you transport, do you use a car seat or booster seat and a seat belt while riding in a vehicle?

Always    Sometimes    Never

(c) Infants under 20 lbs must be secured in a car seat (✓ one)

facing the rear of the vehicle     facing the front

3. What do you think the leading cause of death is in children aged 0-6?

---

4. What do you think the most common childhood injuries are?

---

5. To what degree do you think childhood injuries are preventable? (✓ one)

Not Preventable                       somewhat preventable                       Preventable

6. Parents/caregivers can make (✓ one)

no difference                       a little difference                       a lot of difference                       in preventing injuries to their children.

7. Name an activity you have undertaken to make your home/place of care safer for the child in your care:

---

8. Have you ever participated in a clinic or training session for:

Car seat safety <input type="checkbox"/>	Child Care First Aid <input type="checkbox"/>
A regular First Aid course <input type="checkbox"/>	CPR course <input type="checkbox"/>

9. Have you ever been invited to take part in one or more of these clinics?

Yes  No

10. Do you know where you can access such clinics?

Yes  No

11. If circumstances allowed, would you be interested in participating in one or more of these clinics.

Yes  No

**Module 5: Parenting**

1. As a parent/caregiver, the first crisis I faced in child care was

---

2. When it comes to guiding children’s behaviour, which works best for you? (You can ✓ more than one or add one if it is not listed)

a. spanking/slapping	
b. Sitting down with your child and discussing consequences	
c. A system of rewards (i.e. giving them something) and punishments (i.e. taking something away)	
d. Letting the child express his/her needs while you try to understand the behaviour	
e. Time-outs	
f. Giving up	
g. Ignoring the behaviour and hoping it will go away	
h. Other (say what it is):	

3. How would you rank yourself in the following parenting/caregiving skills? Put a ✓ in the box.

Skills	Poor	Better than Poor but not Good	Good	Better than Good
a. able to make decisions				
b. understanding				
c. tolerant				
d. fair				
e. easygoing				
f. high expectations				
g. unselfish				
h. giving/kind				
i. sensitive				
j. patient				
k. Other (one that you see in yourself that is not listed)				

4. Which of the following best describe the methods you use to teach the child in your care? You may  $\checkmark$  more than one.

Method	$\checkmark$
a. using information from specific classes I have taken	
b. through stories	
c. focusing on demonstrations by others	
d. relying on other organizations to discipline the children (i.e. day care, school)	
e. from my own experience	
f. no planned effort, I just decide as something arises	
g. other: please explain	

5. The following statements describe events that routinely occur in families, or in care-giving environments, with young children. Please read each statement and  $\checkmark$  the box that represents how it affects you. The descriptions which follow will help you decide the best answer for you.

1 = When it happens I consider it to be normal so it is not a problem for me

2 = When it happens it is a bit of a problem for me but I can deal with it

3 = When it happens, I considerate it a problem, and sometimes I wish I could have some help

Statement	1	2	3
1. Continually cleaning up messes of toys and/or food.			
2. Mealtime difficulties (i.e. picky eaters, constant complaining, etc.)			
3. The child doesn't listen – won't do what he or she is asked to do without being nagged.			
4. Child arguments require me to referee.			
5. The child/children demand that I entertain or play with them.			
6. The child/children resist(s) or struggle(s) over bedtime with me.			
7. They interrupt adult conversations or interactions.			
8. The child/children get dirty several times a day, requiring changes of clothes.			
9. I find it difficulty to find privacy (i.e. the children are always around).			
10. The children are hard to manage in public (i.e. at the store, in a restaurant, in the presence of other adults).			
11. The child/children have difficulty getting along with friends.			

### Module 6: *Physical Well-being*<sup>3</sup>

Please answer the following questions as they relate to both you and your child's (or the child you care for) usual daily routine during the past 2 months.

1. What kinds of physical activity do **the child** do?

---

---

2. What kinds of physical activity do **you** do? (i.e. walking, biking, swimming, gardening, fishing, etc.)

---

3. On average, how many hours per day is **the child** physically active (i.e. walking, biking, swimming)?

- |                       |                          |                   |                          |
|-----------------------|--------------------------|-------------------|--------------------------|
| Less than 30 minutes  | <input type="checkbox"/> | From 2 to 3 hours | <input type="checkbox"/> |
| 30 minutes to an hour | <input type="checkbox"/> | From 3-4 hours    | <input type="checkbox"/> |
| From 1 to 2 hours     | <input type="checkbox"/> | More than 4 hours | <input type="checkbox"/> |

4. On average, how many hours per day are **you** physically active (i.e. walking, biking, swimming, doing yard work, splitting wood)?

- |                       |                          |                   |                          |
|-----------------------|--------------------------|-------------------|--------------------------|
| Less than 30 minutes  | <input type="checkbox"/> | From 2 to 3 hours | <input type="checkbox"/> |
| 30 minutes to an hour | <input type="checkbox"/> | From 3-4 hours    | <input type="checkbox"/> |
| From 1 to 2 hours     | <input type="checkbox"/> | More than 4 hours | <input type="checkbox"/> |

5. On an average day, how much time does **the child/ren** spend watching TV/movies, playing video/computer games, etc?

- |                       |                          |                   |                          |
|-----------------------|--------------------------|-------------------|--------------------------|
| Less than 30 minutes  | <input type="checkbox"/> | From 2 to 3 hours | <input type="checkbox"/> |
| 30 minutes to an hour | <input type="checkbox"/> | From 3-4 hours    | <input type="checkbox"/> |
| From 1 to 2 hours     | <input type="checkbox"/> | More than 4 hours | <input type="checkbox"/> |

6. On an average day, how much time do **you** spend watching TV/movies, playing video/computer games, surfing the net, instant messaging or talking on the phone?

- |                       |                          |                   |                          |
|-----------------------|--------------------------|-------------------|--------------------------|
| Less than 30 minutes  | <input type="checkbox"/> | From 2 to 3 hours | <input type="checkbox"/> |
| 30 minutes to an hour | <input type="checkbox"/> | From 3-4 hours    | <input type="checkbox"/> |
| From 1 to 2 hours     | <input type="checkbox"/> | More than 4 hours | <input type="checkbox"/> |

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<sup>3</sup> Guided by School Health Action, Planning and Evaluation System developed by the University of Waterloo ([cbrpe@healthy.uwaterloo.ca](mailto:cbrpe@healthy.uwaterloo.ca)).



7. For the following questions, please circle the word that best describes **the child** during the past 2 months.

a. Prefers to play alone	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
b. Prefers to play with other children.	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
c. Prefers vigorous games (i.e. tag, football, hockey)	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
d. Prefers quiet games (i.e. board games)	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
e. . Is reserved and quiet	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
f. Is outgoing	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
g. Likes to read or being read to	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
h. Dislikes reading or being read to	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
i. Likes to play outside	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
j. Likes to play inside	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
k. Less physically active compared to other children of the same age.	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
l. More physically active compared to other children of the same age	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>

*Thank you for taking the time to complete this questionnaire. Your input is greatly appreciated.*

## FEEDBACK FORM

Feedback Form:

At the end of each session participants and facilitators will complete a feedback sheet. This provides the administering agency with participant information that gages the overall strengths and weaknesses of each session for the project. For the facilitator, the information serves as a reflection of practice that can be used as a means of self-evaluation. A sample of what was used during the pilot, follows:

Session Title: \_\_\_\_\_

<i>What I Enjoyed Most Today...</i>	<i>What I Gained or Learned from my Participation Today...</i>
<i>What I intend to do as a result of today</i>	<i>Suggestions/Comments</i>

My Overall Rating of Today

1                      2                      3                      4                      5

## CHILDREN'S DRAWINGS



The piece which supports the use of children's drawings is of special significance and warrants further explanation. Similar to "Moving Along, Growing Strong" (1997)<sup>4</sup>, because the focus for WALK centers around changing attitudes and behaviours through influencing the knowledge of parents and care-givers, the evaluation gathers data predominantly from the adults involved, both facilitators and participants. The possibility exists, however, to involve children in that process through play (i.e. asking them to draw a picture that shows healthy foods followed by a verbal description from the child and documented by the child care representative and/or parent, about what the picture says). This is an activity that is often used by kindergarten and pre-school teachers to introduce children to story writing.

Used only with the intent of having the child tell the adult what it is the picture is saying can be a very effective way of providing voice for the child as well as be a valuable source of information for the child care representative as to how effective their form of play activities have been in teaching something of value on healthy life styles to the children. In short, these strategies, used in moderation, can provide another very important source of project information that helps answer the question, what is it that the children know?

It is recommended that there be a very clear explanation on the part of the evaluator as to what extent the data is going to be used (i.e. pictures and stories that embellish parental or facilitator response, or show children's contribution/participation to the project). For both ethical and legal reasons, the permission of parents should be obtained prior to, with a clear statement of intent to the degree of its use as an evaluation tool.

The following instructions<sup>5</sup> are an example of how to complete such an activity:

**Using the appropriate sessions (those which can be simplified for children's drawings, i.e. healthy foods, food portions, physical activity), the adult asks the child to draw a picture. The adult (parent or staff member, NOT A STRANGER) then asks the child to tell him or her (or the group if there are more children in the session), about the picture. The adult writes down exactly what the child says (without any form of interpretation or analysis: i.e. do not tell the child what you think it means, let the child tell you) and attaches the comments to the child's picture. Two or three of these can be done over several sessions so that the children produce their own picture book to take home. This serves two project outcomes:**

-  Increased partnerships and community capacity to promote the importance of healthy eating and active living
-  Implementation of a participant-focused evaluation (and the children are participants)

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<sup>4</sup> The Final Report of the Atlantic Community Action Program For Children (CAPC) Regional Evaluation, December 1997, prepared for the Health Promotion and Programs Branch, Atlantic Region, Health Canada.

<sup>5</sup> Adapted from CAPC, Atlantic Region Report, 1997.

