Chilliwack Division of Family Practice



Service Providers Toolkit

Supporting communities to make the healthy choice the easy choice through positive ideas, fun resources, and consistent, evidence-based messaging.







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Introduction

Thank you for reading this introduction and for engaging with the Live 5-2-1-0 toolkit for Service Providers. The Chilliwack Division of Family Practice is a non-profit society that represents family physicians and nurse practitioners in Chilliwack, Agassiz-Harrison, and Hope BC. They have partnered with SCOPE (Sustainable Childhood Obesity Prevention through Community Engagement), an initiative of BC Children's Hospital, through their Healthy Kids Initiative, to develop the Chilliwack Division



of Family Practice Live 5-2-1-0 Service Providers Toolkit. In Summer 2014, the Division had the privilege of hearing from over thirty Service Providers in the communities of Chilliwack, Agassiz, Harrison, and Hope about what they needed to talk to kids and families regarding healthy living using the Live 5-2-1-0 message. The most common responses were that we need to provide information and statistics about Live 5-2-1-0; ways to support clients in living 5-2-1-0; and practical, fun ideas and resources to live 5-2-1-0. The toolkit was created in response to this feedback, and to serve as a springboard for Service Providers and the families they work with to add their own ideas to those presented in the toolkit. Service providers are welcome to click on the specific topic they are interested in, or they can read through the entire toolkit.

The actual 5-2-1-0 guideline has been used by different organizations all over the world. Our BC version of the guideline, Live 5-2-1-0, was developed through the partnership between SCOPE and its pilot communities and their partners, including the Chilliwack Division of Family Practice. Live 5-2-1-0 is a simple, easy-to-remember healthy living message with evidence-based guidelines that can be used consistently across communities. A consistent message is beneficial because it is clear and recognizable, and can be supported by all areas in society (for example, Family Places, homes, daycares, community events, shelters, libraries, and recreation centres) in order to make the healthy choice the easy choice for our community members. While the message has traditionally focused on children aged 5 – 12, in response to feedback from Service Providers in our community, we have also included Live 5-2-1-0 information for children aged 0 – 4.

We suggest Service Providers view the Live 5-2-1-0 guideline as goals that will differ from person to person and family to family. This toolkit provides steps to engage in a respectful, compassionate communication style called Motivational Interviewing to support clients in taking steps toward living 5-2-1-0 in a way that works for their individual circumstances.

We are grateful to the Service Providers that informed this toolkit; we look forward to continued collaboration with you and your teams. Our gratitude to Stó:lō Service Agency of Stó:lō Nation, for collaborating on adapting Live 5-2-1-0 to a Medicine Wheel and for providing wonderful ideas for fun games and healthy, tasty recipes. We look forward to continued collaboration.

We hope that everyone will find the information and ideas in the toolkit informative, encouraging, and fun. Now let's turn the page and look at ways to live 5-2-1-0!



Overview

The four sections of the toolkit are intended for Service Providers to consider and integrate into their programs and services and to share with the families and children they work with. The ideas in the toolkit are intended to be a springboard for adding ideas and for adapting the ideas presented.



The information in this toolkit is not meant to take the place of a primary health care provider's advice. We encourage everyone to visit their primary health care provider (family doctor or nurse practitioner) on a continual basis.

Section 1: Live 5-2-1-0 Background

Provides information on what the '5-2-1-0' stands for and the evidence to support this guideline. Contains a modified version of the Live 5-2-1-0 guideline for children aged 0-4 years old.

The information can be used by Service Providers in their facility and can be shared with the families and children they work with.

Section 2: Healthy Living Ideas and Resources

Provides ideas and resources to support living 5-2-1-0, from healthy meals to fun activities indoors and outdoors. Contains the wonderful document, A Healthy Balance for Life: Live 5-2-1-0 adapted to a Medicine Wheel. This section also has information about free and low-cost resources in our community.

The information can be used by Service Providers in their facility and can be shared with the families and children they work with.

Section 3: Live 5-2-1-0 Game Templates

Provides templates for two fun games that will help families and children to discuss and learn about the cost of fresh produce and the amount of sugar in popular beverages.

Includes a template to encourage eating vegetables and fruits of all colours of the rainbow, a Live 5-2-1-0 word puzzle, and Live 5-2-1-0 newsletter tips.

The templates can be adapted by Service Providers to fit programs and services.

Section 4: Fun Interactive Resources

Contains information about interactive resources that Service Providers can use with the families and children they work with. Includes the Live 5-2-1-0 colouring sheets and goal trackers, which can be downloaded from the Chilliwack Division of Family Practice Healthy Kids Initiative website: www.divisionsbc.ca/Chilliwack/healthykids

If your organization is interested in ordering a Live 5-2-1-0 calendar with changeable inserts, please contact the Division at: <u>live5210@divisionsbc.ca</u>





Live 5-2-1-0 Background



Live 5-2-1-0: Scientific Rationale

Live 5-2-1-0 is an evidence-based message that emphasizes healthy behaviours and nutritional choices. The message is targeted towards children aged 5 – 12 years old; adaptations of the message for children aged 0 – 4 years old can be found on the next page. The Live 5-2-1-0 message is based on recommendations from the Childhood Obesity: Assessment Prevention and Treatment Expert Committee¹, and endorsed by the Canadian Pediatric Society. This message is simple and easy to remember, and a great method for talking about ways to increase healthy eating and active play.

5: Enjoy five or more vegetables and fruits every day!

Scientific Rationale: Vegetables and fruits provide vitamins and minerals, which are important for supporting the growth, development, and optimal immune function in children. Studies have shown that when adults have a diet rich in vegetables and fruits, it is associated with lower rates of numerous chronic diseases, including some cancer and cardiovascular disease. Recent studies suggest that consumption of vegetables and fruits, in addition to moderating total calories, may help prevent weight gain and be an important aid to achieving and sustaining a healthy weight. Children who eat 5 or more servings of vegetables and fruits per day are significantly less likely to be overweight or obese than children who eat less than 3 servings of vegetables and fruits per day.²

2: Power down—no more than two hours of screen time a day!

Scientific Rationale: 56% and 65% of 11 and 13-year-olds, respectively, watch 2 or more hours of television per day on weekdays.³ Watching too much television is associated with an increased prevalence of overweight and obesity, lower reading scores, and attention problems. Children that have more than 2 hours of screen time per day are two times more likely to be overweight or obese than their peers that watch 1 hour or less per day.²Therefore, the Canadian Pediatric Society (CPS) recommends no more than 2 hours of recreational screen time from electronic devices, video games, and tablets combined. In addition, the CPS discourages any screen-based activities (e.g. TV, hand-held devices) for children under age 2.⁴

1: Play actively at least once hour each day!

Scientific Rationale: According to the 2014 Active Healthy Kids Canada Report Card, children spend approximately 7.6 hours per day in sedentary behaviours, and only 7% of children aged 5-11 are currently getting the recommended 60 minutes of daily physical activity.³ Physical activity is essential for a child's development, and children who establish healthy lifestyle patterns at a young age are more likely to lead healthy and active lives. Regular physical activity is essential for weight maintenance and prevention of numerous chronic diseases, including some cancers and cardiovascular disease.



0: Choose healthy—zero sugary drinks!

Sugary drinks are everywhere, with consumption increasing dramatically in the last 20 years. It may be the single largest driver of the obesity epidemic.⁵ Sugary drinks have little nutritional value. These beverages tend to displace the intake of nutritious drinks (like water and plain milk) and foods, and lead to dental cavities. A healthy alternative is plain milk, which provides calcium and vitamin D, two nutrients some Canadian children are not getting in adequate amounts.⁶



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¹ Barlow SE and the Expert Committee. Expert committee recommendations regarding the prevention, assessment, and treatment of child and adolescent overweight and obesity: Summary report. *Pediatrics*. 2007;120(Suppl 4):S164 -S192.

² Shields M. Overweight and obesity among children and youth. *Health Rep* 2006;17(3):27-42.

³ Active Healthy Kids Canada. The 2014 Active Healthy Kids Canada report card on physical activity for children and youth. http://dvqdas9jty7g6.cloudfront.net/reportcard2014/AHKC_2014_ReportCard_ENG.pdf. Published May 20, 2014. Accessed April 27, 2016.

⁴ Canadian Paediatric Society: Caring for Kids. How to promote good television habits. <u>http://www.caringforkids.cps.ca/handouts/promote_good_television_habits</u>. Updated March, 2013. Accessed April 27, 2016.

⁵ Vartanian LR, Schwartz MB, Brownell KD. Effects of soft drink consumption on nutrition and health: A systematic review and meta-analysis. *Am J Public Health*. 2007;97(4):667-675.

⁶ Health Canada. Do Canadian children meet their nutrient requirements through food intake alone? <u>http://www.hc-sc.</u> <u>gc.ca/fn-an/alt_formats/pdf/surveill/nutrition/commun/art-nutr-child-enf-eng.pdf</u>. Published March 15, 2012. Accessed April 27, 2016.

Live 5-2-1-0: Facts and Stats

The following facts and statistics are meant to inform Service Providers and the families they work with about the importance of a healthy lifestyle and living 5-2-1-0.

Importance of healthy living:

- Health Canada explains that eating well and being active "may help you reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis while providing many benefits such as better overall health, lower risk of disease, a healthy body weight, feeling and looking better, more energy, and stronger muscles and bones."¹
- The Public Health Agency of Canada (PHAC) notes that "physical activity, sedentary behaviours, screen time, diet, and socioeconomic status can all contribute to increased body weight."²



 PHAC explains that "links have been made between obesity and chronic health conditions (type 2 diabetes, asthma, gallbladder disease, osteoarthritis, chronic back pain), cancers, and cardiovascular disease."²

Obesity:

- Based on World Health Organization criteria, nearly one third, or 31.5%, of 5-17 year olds in Canada are classified as overweight (19.8%) or obese (11.7%) in 2009 to 2011.³
- "If a child is obese at the age of four, he or she will have a 20 percent likelihood of being overweight as an adult. By adolescence, the likelihood of remaining overweight as an adult reaches 80 percent."⁴
- Behavioural risks for obesity include "current eating habits, physical activity, and sedentary behaviours that promote energy imbalance."⁵
- "Sound food habits formed early have the potential to persist into adulthood and can help to prevent or delay chronic disease conditions...and prevent premature mortality and morbidity."⁶





- Health Canada recommends that children ages 2-3 eat 4 servings per day; children ages 4-8 eat 5 servings; and children ages 9-13 eat 6 servings.⁷
- Choose at least one dark green and one orange vegetable each day to help you get enough of the vitamin folate and vitamin A.⁸
 - » Dark green vegetables include arugula, broccoli, chard, dandelion greens, gai lan, kale, mustard greens, and salad greens including romaine lettuce, spinach, and mesclun mix.
 - » Orange vegetables include carrots, sweet potatoes, squash, pumpkin or yams. Apricots, cantaloupes, mangoes, nectarines, papaya, and peaches also contain vitamin A and can be chosen instead of one orange vegetable.⁸
 - » Vegetables and fruits provide important nutrients like "potassium, folate, fiber, vitamin A, vitamin C, vitamin K, and many phytochemicals. [A] higher intake of [vegetables and fruits] is associated with a decreased risk for many chronic diseases including heart disease, stroke, diabetes, and some cancers."⁹



Power down-

no more than TWO hours of screen time a day

- It is recommended that children have less than 2 hours a day of screen time⁵ and that caregivers remove television and computer screens from children's bedrooms.⁵
- The Canadian Society of Pediatrics and the American Academy of Pediatrics recommend that infants aged 0-2 years should not have any exposure to [screen time] technology; 3-5 year olds be restricted to one hour per day; and 6-18 year olds be restricted to 2 hours per day.¹⁰
- Increased hours spent on TV and video game use correlates with increased obesity.¹¹ Children who are allowed a device in their bedrooms have a 30% increased incidence of obesity.¹²
- Parental cell phone use affects kids' behaviours. A recent study showed the longer that parents used their mobile devices, the more likely their children were to act out.¹³





• Health Canada¹⁴ and the expert committee of the American Academy of Pediatrics⁵ recommend that children and youth be physically active for at least 1 hour per day.



Choose healthy-ZERO sugary drinks

- *Sip Smart! BC* states that "the best choice for kids are drinks without added sugar."¹⁵ Sugar has many different names, such as syrup, fructose, glucose, juice from concentrate, and molasses.
- Most fruit juices contain a lot of concentrated sugar and have the same effect on teeth as other sugary drinks. Children should have no more than one serving (125ml or ½ cup) of 100% unsweetened fruit juice per day.¹⁵ Avoid anything called fruit drink, beverage, punch, ade, or cocktail.¹⁵ A healthier alternative to 100% fruit juice would be a glass of water with slices of fresh fruit and / or mint added for taste.
- Health Canada recommends drinking skim, 1%, or 2% milk each day for adequate vitamin D, and satisfying thirst with water.¹⁶
- The World Health Organization recommends that adults and children reduce their daily intake of free sugars to less than 10% of their total energy intake. A further reduction of free sugars to less than 5% of one's total energy intake or roughly 25 grams (about 6 sugar cubes) per day would provide additional health benefits.¹⁷ Free sugars refer to monosaccharides (such as glucose, fructose) and disaccharides (such as sucrose or table sugar) added to foods and drinks by the manufacturer, cook or consumer, and sugars naturally present in honey, syrups, fruit juices and fruit juice concentrates. Free sugars do not include the sugars in fresh fruits and vegetables, and sugars naturally present in plain milk.
- "The extra calories in sugary drinks can add up quickly. This can lead to an unhealthy weight, putting your child at higher risk of high blood pressure, heart disease, and diabetes."¹⁵



Impacts of community healthy living strategies:

- The impact of Let's Go! 5-2-1-0 in 12 communities in Maine: Vegetable and fruit consumption increased from 18% to 26%; the number of children limiting sugary drinks increased from 63% to 69%; and parental awareness of the program grew from 10% to 47%.¹⁸
- In one study, registered nurses conducted Motivational Interviewing with the Let's Go! 5-2-1-0 program with parents and overweight children ages 4-18. There was a significant increase in the number of servings of fruits and vegetables eaten per day, decreased hours of TV watched, and increased hours of active play.¹⁹
- Healthy living strategies that are community-specific have many benefits. Designated champions or teams in schools, day cares, and other organizations can help to set local priorities.¹⁸
- "A community-based multi-setting environmental change program, reinforced with a memorable message, is a viable foundation for mitigating the influences that lead to childhood obesity."¹⁸
- When preventing obesity, the most successful strategies are those that include both nutrition and physical activity.²⁰
- Schools and child care-based strategies to prevent obesity showed "better results when coupled with community efforts that reinforced healthy eating and activity, as well as consistent messaging both in and out of school and child care."²⁰
- To support "children to make healthy choices, we must focus on changing the communities where they live and go to school in order to provide an environment that makes healthful choices possible."²¹

6 Crockett SJ, Sims LS. Environmental influences on children's eating. J Nutr Educ Behav. 1995;27(5):235-249.



¹ Health Canada. Maintaining healthy habits. <u>http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/maintain-adopt/index-eng.php</u>. Updated February 5, 2007. Accessed April 27, 2016.

² Public Health Agency of Canada. The chief public health officer's report on the state of public health in Canada, 2014: Public health in the future. <u>http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2014/assets/pdf/2014-eng.pdf</u>. Published September 2014. Accessed April 27, 2016.

³ Roberts K, Shields M, de Groh M, Aziz A, Gilbert J. Overweight and obesity in children and adolescents: Results from the 2009 to 2011 Canadian Health Measures Survey. *Health Rep.* 2012;23(3):37-41.

⁴ DeMattia L, Denney SL. Childhood obesity prevention: Successful community-based efforts. *Annals Am Acad Pol & Soc Sci.* 2008;615(1):83-99.

⁵ Barlow SE and the Expert Committee. Expert committee recommendations regarding the prevention, assessment, and treatment of child and adolescent overweight and obesity: Summary report. *Pediatrics*. 2007;120(Suppl 4):S164-S192.

⁷ Health Canada. How much food you need every day. <u>http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/quantit-eng.php</u>. Updated February 5, 2007. Accessed April 27, 2016.

⁸ Health Canada. Tips for using vegetables and fruits. <u>http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/tips-trucs-eng.php</u>. Updated March 20, 2013. Accessed April 27, 2016.

⁹ Kim S, Grimm K, May A, Harris D, Kimmons J, Foltz J. Strategies for pediatric practitioners to increase fruit and vegetable consumption in children. *Pediatr Clin North Am.* 2011;58(6):1439-1453.

¹⁰ Rowan C. 10 reasons why handheld devices should be banned for children under the age of 12. Huffington Post. <u>http://www.huffingtonpost.com/cris-rowan/10-reasons-why-handheld-devices-should-be-banned_b_4899218.html</u>. Updated December 21, 2015. Accessed April 27, 2016.

¹¹ Tremblay M, Willms J. Is the Canadian childhood obesity epidemic related to physical inactivity? Int J Obes. 2003;27(9):1100-1105.

12 Feng D, Reed D, Esperat M, Uchida M. Effects of TV in the bedroom on young Hispanic children. *Am J Health Promot.* 2011;25(5):310-318.

13 Zero to Three: National Center for Infants, Toddlers, and Families. 5 Myths about young children and screen media: Debunking common misconceptions about the impact of screen use on babies and toddlers. <u>https://www.zerotothree.org/resources/383-5-myths-about-young-children-and-screen-media-infographic</u>. Published 2014. Accessed April 27, 2016.

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15 BC Pediatric Society & the Heart and Stroke Foundation. Sip Smart! BC. <u>http://www.bcpeds.ca/uploadfiles/documents/Sipsmart/</u> <u>ssb_trg.pdf</u>. Published 2012. Accessed April 27, 2016.

16 Health Canada. Eating well with Canada's Food Guide. <u>http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php</u>. Updated September 1, 2011. Accessed April 27, 2016.

17 World Health Organization. WHO calls on countries to reduce sugars intake among adults and children. <u>http://www.who.int/</u> mediacentre/news/releases/2015/sugar-guideline/en/. Published March 4, 2015. Accessed April 27, 2016.

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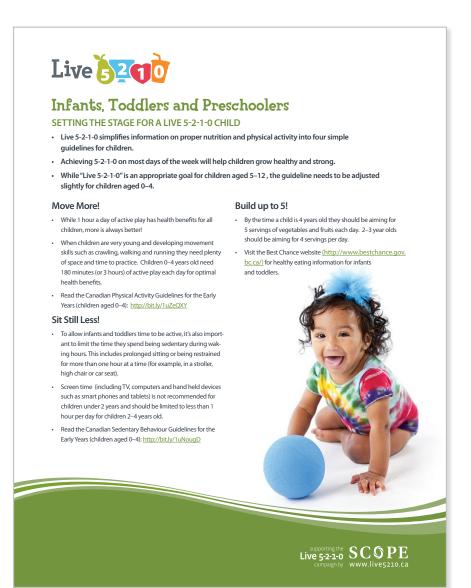
21 Crawford PB, Schneider CL, Martin AC, et al. Communitywide strategies key to preventing childhood obesity. *Calif Agric.* 2013;67(1):13-20.



Live 5-2-1-0: Setting the Stage for Infants, Toddlers, and Preschoolers

While the Live 5-2-1-0 guideline is an appropriate, evidence-based goal for children aged 5–12, the guideline needs to be adjusted slightly for children aged 0–4. This fact sheet contains a modified version of the Live 5-2-1-0 guideline which has been contextualized for children aged 0-4.

The fact sheet is available for download and printing in the <u>Appendix</u> of this Toolkit. If needed, this fact sheet also comes in five translated versions - Arabic, Korean, Vietnamese, Punjabi and Filipino (Tagalog), which can be downloaded from <u>http://www.live5210.ca/resources/</u> <u>community-services/</u>





Motivational Interviewing to Encourage Families to Live 5-2-1-0

What is Motivational Interviewing?

Motivational Interviewing (MI) is a way of communicating with a client in order to facilitate changes in behaviour by assessing the client's motivation and confidence to do so. It involves the service provider having empathy and gaining a better understanding about the barriers, impacts, and fears a client might have about making a behaviour change. It also helps increase motivation and commitment to make behaviour changes.

A recent definition of MI is: "a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to, a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion."¹

This communication style elicits a client's reasons for making changes and possible solutions to do so. The core skills of MI are reflective listening, summarizing, open-ended questions, and affirmations (explained below). Through MI, the Service Provider affirms the client's strengths, abilities, motivations, and progress.

MI Key Principles

Principle 1: Don't tell the client what to do regarding Live 5-2-1-0, e.g. "You must eat five vegetables and fruits a day". The service provider plays a facilitator role to evoke responses from clients about their motivation and ability to make changes.

Principle 2: Be curious. Listen to your client and engage the client in conversation in order to change dialogue.

Principle 3: Let the client tell you they need to change, when the time is right for them.

Principle 4: Gently acknowledge discrepancies in the client's current behaviour and what they are saying is their desired behaviour.

Principle 5: Understand that people need to feel confident before trying to change.

Principle 6: Realize that ambivalence is an expected part of change and needs to be respected.

MI Seven Steps

Step 1: Review the MI Core Skills (prior to meeting with the client)

MI CORE SKILLS

Reflective listening is a communication tool involving two key steps: seeking to understand a speaker's idea and then offering what you heard back to the speaker. This allows you to confirm whether you have understood your client correctly. Reflective listening and summaries also allow the patient to hear personally relevant reasons for wanting to change reflected in his/her own words. Accurately reflecting your client's comments will support your client to elaborate further and become self-motivated. Example: "You said you are concerned about your child consuming pop when they visit their relatives and you are not sure what you can do to actually stop this."



Summarizing is the restating of the main ideas of the speaker, which also allows you to see whether you understood your client's ideas. Example: "What I've heard from you so far is that you don't feel you have any time to fit exercise into your busy schedule, but you are concerned about your health and want to take steps to exercise more."

Open-ended questions encourage people to engage in dialogue and are the most direct way to elicit "change talk". Open-ended questions cannot be answered with a single word or phrase like yes or no. For example, rather than asking the closed question: "Does your child drink a lot of juice?" you could ask an open-ended question instead. For example: "What kind of drinks does your child typically drink?" or "What are some of your favourite vegetables?" Other examples: "What concerns you most about your child's health habits?"

Affirmations: It is important to notice and comment on your client's strengths, motivation, intentions, and progress. Encourage your client to make a positive change. Example: "It sounds like you have been working really hard to make sure your family eats dinner together and eats vegetables at dinner. This is great."

These core skills will be utilized in the subsequent steps.

Step 2: Building Rapport and Trust with your Client

Take time to build rapport with your client and ensure that they do not feel judged. If they feel judged or do not trust you, then they will likely tell you what they think you want to hear, rather than tell you what they really think and feel. Take time to listen to your client's experiences, beliefs, barriers, successes, and values so that you can help your client explore what it is that is holding them back from making healthy choices and facilitate motivation and confidence to start making behaviour changes.

STARTING THE CONVERSATION

If you have a specific appointment with a client or if you see your client at a specific time each week or month, start the conversation by asking:

"What would you like to focus our time on today?" or "How would you like to spend our time today?"

If you do not have a specific appointment with a client, and instead are having a group conversation about healthy living with families, try asking open-ended questions to gain the whole group's interest. Example: "What are some of your favourite physical activities and why?" or "What are some of your favourite vegetables and fruits and how do you like to use them in recipes?"

Step 3: Asking Permission to Engage in a Discussion

If a client indicates that they would like to discuss healthy living, the next step would be to ask permission to discuss the Live 5-2-1-0 healthy habits for children and families.

For example: "Have you heard about the Live 5-2-1-0 message?" If the client responds yes: "What have you heard about the Live 5-2-1-0 message?"

If they have not heard about the Live 5-2-10 message, you could ask: "Would you be open to hearing about the Live 5-2-1-0 healthy living message for children and families?"

The above questions will stimulate dialogue to assess readiness and interest.

It's important to be curious about what your client already knows and what they'd like to know more about before launching into providing advice. Any information that is provided should be done in a neutral way and after asking permission. The client needs to be interested in the subject and motivated



to engage in dialogue and to change. Singling out particular parents or children in a group to learn about Live 5-2-1-0 would likely not be helpful and could be embarrassing.

Utilize the core communication skills of reflective listening, summarizing, open-ended questions, and affirmations to understand whether the client is interested in the subject, is motivated to change, and has the confidence to change.

Step 4: Assess the Client's Motivation

The service provider needs to assess the client's own motivation and assess what they would like to focus on. For example: "Is there a Live 5-2-1-0 healthy habit you would like more information about? If yes, what is it?"

If the client (assuming it is a parent or child) responded that they would like to focus on a healthy habit, this would be a good time to use the Live 5-2-1-0 Weekly Goal Tracker that has a blank space for the client to reflect on and note their weekly goal.

Let the client know what you have heard, for example "This is what I heard so far..." or "What I am hearing you say is..." and summarize what you have heard. Ask your client: "What did I get incorrect or miss?" This will help elicit a discussion and reinforce what the client said.

Step 5: Provide Information about Live 5-2-1-0

A good routine to adopt when providing information is:

- 1. Understand what the client already knows, and what they would like to know, by asking them first.
- 2. Provide information with a positive tone.
- 3. Break up information into manageable chunks. Watch the pace as you present information.
- 4. Check in with the client for their perspective on what you have just talked about. Ask the client: "What do you think about that information?"

Use what is called double-sided reflection by using the phrase "So, on the one hand" and "and on the other hand" in order to provide a more comprehensive story about the person's ability and desire to change: "So, on the one hand you're saying that you can't see yourself and your family changing just yet, but on the other hand you see the benefits of adding more fresh vegetable to your family meals."

The words you use are important and can convey your feelings about the situation. End your sentence on a positive note.

When giving information, try to avoid using the words "I" or "you". In particular, it is best not to say:"I want you to do..." or "You should do..."

Instead, use more neutral language wherever possible: "You might consider..." or "Other people have found that..." or "We could work on this behaviour in the following way..."



Step 6: Use Scale Questions

Scale questions are a simple assessment technique that can be a useful tool. These questions focus on the two aspects that are crucial to change:

1) Importance ("I know I need to change")

2) Confidence ("I know I can change")

Together these two aspects will help you to assess change readiness.

If you have gone through all the steps outlined above, let your client know that you would like to ask them two questions for them to rate:

1) "How important do you think it is for you to change right now, on a scale from 0 to 10, with 10 being very important?"

2) Then ask: "How confident are you that you can change, on a scale from 0 to 10, with 10 being very confident?"

Scale questions can be very useful. They immediately focus the conversation on the here and now, and can highlight potential barriers to change.

After the client has rated the scale questions, ask them about some of the barriers they may see and solutions for change. You can ask the following questions to discuss behaviour change:

"Tell me about a time that you successfully changed a behaviour. What made this successful?"

"What do you think life would be like if you changed [indicate a behaviour]?"

Step 7: Continue to Affirm, Affirm, Affirm

Notice and comment on your client's strengths, motivation, intentions, and progress. This will help to boost your client's confidence and support your client in making positive changes.

Further information about Motivational Interviewing:

http://vimeo.com/56949751 (8 minute video)

https://youtu.be/URiKA7CKtfc (6 minute video. Although the focus of this video is on smoking cessation, it demonstrates the MI core skills quite well)

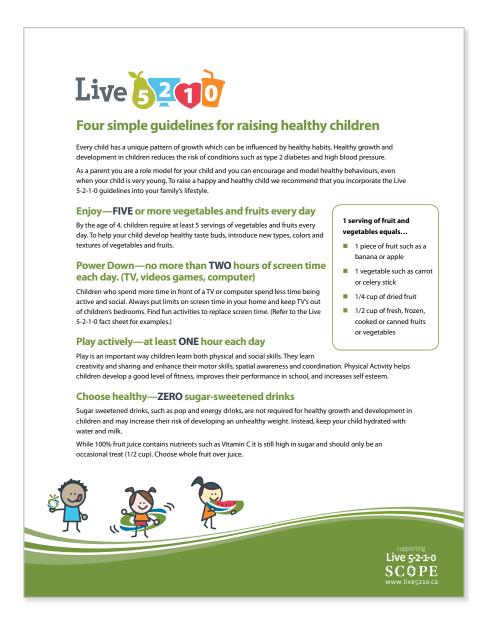


¹ William, R. Miller and Stephen Rollnick. *Motivational Interviewing: Helping People Change*. 3rd ed. New York: Guilford Press, 2012.

Live 5-2-1-0: Service Providers Script

Every child has a unique pattern of growth which can be influenced by healthy habits. Healthy growth and development in children reduces the risk of conditions such as type 2 diabetes and high blood pressure. Once a family member has indicated that they are interested in living 5-2-1-0 (see the Motivational Interview techniques in this toolkit), the Live 5-2-1-0 Service Providers Script has been developed to provide frontline staff with a script they can follow when they are learning to encourage families to Live 5-2-1-0.

The Live 5-2-1-0 Service Providers Script is available for download and printing in the <u>Appendix</u> of this Toolkit.







Healthy Living Ideas and Resources



Living the **"5": Five or More** Vegetables and Fruits per Day

Serving Sizes and Nutrition Facts Table

One Canada Food Guide Serving¹ of:

- Fresh, frozen, or canned vegetables or fruits is 125ml (1/2 cup)
- Raw leafy vegetables is 250ml (1 cup)
- Dried fruit is 60ml (¼ cup)
- A whole fruit is one medium pear
- 100% juice is 125ml (½ cup)

The vegetable group:



1 cup of green salad is a baseball or a fist



³⁄₄ cup tomato juice is a small Styrofoam cup

The fruit group:



½ cup grapes (15 grapes) is a light bulb



1 cup of cut-up fruit is a tennis ball or a fist



1/2 cup cooked broccoli is a scoop

of ice cream or a light bulb

1 baked potato is a baseball

or a fist

¹⁄₂ cup of fresh fruit is 7 cotton balls



¹⁄₄ cup raisins is a large egg



Vegetables and fruits have different serving sizes based on whether they are fresh, frozen, canned, leafy, dried, or juiced.

Did you know?

You can use every day non-food objects to estimate serving sizes.²



1 medium size fruit is a tennis ball or a fist

2 5-2-1-0 Let's Go! - Making Sense of Portion Sizes: <u>http://bit.ly/1kf3cWD</u>



¹ Action Schools! BC Healthy Eating Action Resource, 2014, p. 31: <u>http://bit.ly/1PTqBdC</u> This information is based on Canada's Food Guide.

Game: Guess the Number of Servings

Action Schools! BC has great ideas for teaching kids about serving sizes and the following ideas come from Action Schools! BC Healthy Eating Resource.³ Service providers can do this activity in their facility and Service Providers can encourage parents to do this activity in their home.

Setup

Instructions: Set up measuring stations with samples of vegetables and fruits products, measuring cups, bowls, plates, glasses, and the serving size visuals: tennis ball, baseball, and egg.

Station 1: Fresh, Frozen, or Canned Vegetables or Fruits

- 125 ml (1/2 cup) is one serving of these types of vegetables and fruits; this is about the size of a tennis ball for a whole piece of vegetable or fruit.
- If using canned fruit, ensure it is canned in water or 100% pure fruit juice.

Station 2: Raw Leafy Vegetables

- 250 ml (1 cup) is one serving of raw leafy vegetables; this is slightly more than the size of a baseball.
- Leafy vegetables can be pre-torn, or participants can tear the leaves and then measure.

Station 3: Dried Vegetables or Fruit

- 60 ml (¼ cup) is one serving of dried vegetables and fruits; this is about the size of a large egg.
- If using dried fruit, ensure there is no **added** sugar. Please read the ingredients list on the package or bulk bin first. For example, some apple chips and dried cranberries have added sugar.

Station 4: 100% Pure Juice (no sugar added)

- 125 ml (1/2 cup) is one serving of 100% pure juice.
- If using fruit juice, ensure there is no **added** sugar. Added sugar is usually indicated by the ingredient noting juice from concentrate. This type of juice will contain less water than juice that is not from concentrate.
- Optional: To demonstrate the juice serving size, water can be used, however the message should be clearly conveyed that water is representing juice.

Playing the Game

- Before starting this activity, discuss the vegetable and fruit food group serving sizes for each station.
- Have a variety of measured produce on the table. The objective is for students to put their new serving sizes knowledge to work, and guess how many servings each food item provides. For example, 250 ml (1 cup) of canned fruit equals 2 servings; 1 medium orange or pear equals 1 serving; 500 ml (2 cups) of mixed greens in a bowl equals 2 servings.



Did you know?

There are fun, easy ways to learn about and serving sizes. Check out the information below!

RESOURCES FOR NUTRITION LABELLING:

It is best to check Health Canada's Food and Nutrition website regularly to keep updated on any labelling changes: <u>http://www.hc-sc.gc.ca/fn-an/index-eng.php</u>

Health Canada's Nutrition Facts Table overview: <u>http://www.healthycanadians.gc.ca/eating-nutrition/</u> <u>label-etiquetage/understanding-comprendre/nutrition-fact-valeur-nutritive-eng.php</u>

Health Canada's Nutrition Facts Table PDF: <u>http://www.healthycanadians.gc.ca/alt/pdf/publications/</u> eating-nutrition/label-etiquetage/serving-size-fact-sheet-portion-fiche-dinformation-eng.pdf

Health Canada's Interactive Nutrition Table: <u>http://www.healthycanadians.gc.ca/eating-nutrition/label-etiquetage/understanding-comprendre/interactive-tools-outils-interactifs/label-etiquette-eng.php</u>



³ Action Schools! BC Healthy Eating Action Resource, 2014, p. 92: <u>http://bit.ly/1PTqBdC</u>

Supporting Healthy Eating Habits in Families

Family snacks and meals can bring a family closer together and support healthy living. Family meals are associated with a "higher quality diet and lower obesity prevalence."⁴ Encourage families to eat together during a specific timeframe so that children and parents become familiar with and look forward to this routine. Have fresh vegetables and fruits on-hand to serve as snacks.

Here are some tips for parents to support healthy eating habits in their family. These tips could also be adapted to a service provider's facility where meals or snacks are provided.

• Keep only healthy food options in your home or facility. Purchase only healthy foods.



- Choose vegetables and fruits for snacks most of the time. Cut up pieces of produce and have them ready in the fridge. Avoid snacks high in sugar, fat, and salt. Look at the sugar content of packaged foods before you purchase them.
- Slice up carrots and celery to have on hand and put a bowl of fruit out for family members to grab as snacks between meals.
- Offer family members water throughout the day. Add berries, mint, or slices of lemon or cucumber to water and refrigerate for a few hours before serving for a refreshing new taste.
- Avoid sugary drinks, like pop and fruit punch. They provide little nutritional value and are packed with calories.
- Plain milk is a healthy alternative to sugary drinks. Refer to Canada's Food Guide to learn how much milk and milk alternatives your child needs daily: <u>http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php</u>
- 100% pure fruit juice can be offered as an occasional treat. Be sure to limit juice to one small glass (125 ml or ½ cup) per day. Caffeine, energy, and sports drinks are not recommended for children.
- Ask each family member to pick a day of the week where they can choose a favourite healthy meal. Work as a team to create this meal and teach children how to cook. The meal may have a theme, such as incorporating vegetables and fruit that are common in particular cultures, such as berries and salmon that are an important part of Aboriginal peoples' diets. Or, the meal theme may be produce that is popular in different regions of the world, such as Mexico (e.g. avocados), Italy (e.g. olives), Florida (e.g. oranges), or Hawaii (e.g. pineapples).



⁴ Barlow, Sarah E. and the Expert Committee. (2007). Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity: Summary report. *Pediatrics* 120: S164-S192. S171.



- Begin a meal with a large salad or raw vegetables.
- Involve your child in planning healthy meals such as developing a grocery list, shopping for healthy foods or sorting the food hamper, carrying some of the groceries that are not too heavy, or planting and picking food from the garden.
- Involve your child in cooking. Children enjoy helping out and they can learn with hands-on experience. They can also use other skills they may be acquiring, such as reading and math, for example, to read out loud and to measure the ingredients.

Introduce new healthy foods to your children but remember, it may take many attempts before they enjoy the new taste. Service providers and parents should provide children with healthy options at meal and snack times.
It's then up to the child to decide what, how much, and whether they will eat. Ask children to listen to their bodies. Encourage children to eat when they are hungry and stop eating when they are full. This will help children develop healthy eating habits for life

- Turn off the television and tablets, put down the video games, and put away other electronic devices during family meal times and when eating snacks. Put on some peaceful or festive music. This will help your family focus on their food and on the conversation.
- Make it a habit to sit together at the kitchen or dining room table. This encourages sitting down while eating and family members can see and talk to one another. Ask your child how his/her day was and listen with a smile.
- Slow down when eating. It takes our brains about 20 minutes to catch up with our stomachs. Practice putting your fork down between bites to support eating at a more leisurely pace. Talk with your family between bites as a way to slow your pace of eating.
- Stop eating when you feel full. Encourage your child to stop eating when he/she is full too. The "clean your plate" mentality may lead to unnecessary calories and an upset stomach. Save any remaining food as leftovers.
- Do you have traditions in your family around meals, such as songs or prayers? If yes, include these aspects during a meal when possible. Ask your child to participate, to make eating time more fun and meaningful.



How to Reward Children in Ways Other than Food

At home, school, childcare settings, and throughout the community, kids are offered food as a reward for good behaviour or to hopefully improve or sustain their behaviour. These food rewards are typically foods high in fat, sugar, and salt and with little nutritional value. Kids view foods that are used as rewards to be better than other foods. As a result, they may learn to prefer unhealthy foods that are given to them as rewards (e.g. candy, cookies, pop, and fast food).

Using food as a reward, whether healthy or unhealthy, can teach kids to eat when they aren't hungry. This can also cause them to develop habits of rewarding and comforting themselves with food outside of scheduled meal or snack times.

Non-food items or activities can support good health and recognize kids for their achievements or good behaviour. These non-food items can include:

- Provide verbal praise
- Give a high five and a big smile
- Ask the child to choose an outdoor walk or hike that they like
- Choose a book for story time
- Encourage the child to pick a game for you and the child to play together, or for the group to play together
- Take the child to the recreation center to do their favourite activities
- Spend time with mom or dad
- Play a favourite puzzle
- Make or paint a birdhouse together and hang it outside
- · Let the child pick music to listen or dance to
- Provide a sticker or ribbon to recognize their accomplishment

Facility or organization specific:

- Appoint the child the special helper for the day and ask him/her to:
 - » Hand out healthy foods, like celery sticks and apple slices, at a scheduled meal or snack time
 - » Hand out cups of water to the other children
 - » Water plants in the facility
 - » Change the Live 5-2-1-0 weekly tip in the Weekly Tip Poster at your organization and read out the tip to the group
- Keep a box of special toys, books, sports games, and art supplies to be used on special occasions
- Provide the group with crayons or markers to colour the Live 5-2-1-0 colouring sheets; showcase the pictures on the wall



In-Season Vegetables and Fruits in B.C.

Many vegetables and fruits grow in British Columbia. Purchasing produce in-season from your local market are often less expensive than foods that are not in-season. Buying local produce is also good for local businesses and for the environment. This chart contains a list of in-season produce. Service providers can provide this information to families or use in their own facilities.

Spring				
apples	choy sum	leeks	peas	sui choy
asparagus	cucumbers	lettuce	potato	tomato
bok choy	daikon	lotus root	radish	turnip
cabbage	gai lan	mustard greens	rhubarb	sui choy
celery	garlic	onions	salad greens	tomato
chard	kale	parsnips	spinach	turnip
Summer				~~
apples	cauliflower	gooseberries	pear	saskatoon berries
apricots	celery	grapes	peas	shallots
artichokes	chard	huckleberries	peppers	spinach
asparagus	cherries	kale	plums	strawberries
beans	choy sum	leeks	potatoes	sui choy
beets	corn	lettuce	prunes	summer squash
blackberries	cucumbers	lotus root	pumpkins	tomatoes
blueberries	currents	melons	quince	turnip
bok choy	daikon	mustard greens	radishes	zucchini
broccoli	eggplant	nectarines	raspberries	
brussel sprouts	fennel	onions	rhubarb	
cabbage	gai lan	parsnips	rutabagas	
carrots	garlic	peaches	salad greens	
Fall				*
apples	cauliflower	gai lan	mustard greens	rutabaga
artichokes	celery	garlic	onions	salad greens
beans	chard	grapes	parsnips	spinach
beets	choy sum	huckleberries	pears	strawberries
blueberries	corn	kale	plums	sui choy
bok choy	cranberries	kiwifruit	potatoes	tomatoes
broccoli	cucumber	leeks	prunes	turnips
brussels sprouts	daikon	lettuce	pumpkin	winter squash
cabbage	eggplant	lotus root	quince	zucchini
carrots	fennel	melon	radishes	、 、
Winter				(
apples	carrots	leeks	potatoes	winter squash
beets	cucumbers	onions	pumpkin	-
L	kale	parsnips	rutabagas	
brussels sprouts	Kale	parsnips	Tutubugus	

Information in this document is adapted from Action Schools! BC Healthy Eating Action Resource, pg.15: http://bit.ly/1PTqBdC



Financial Literacy: Shopping and Cooking on a Budget

Everyone has a budget and each budget will include food expenses. This page includes tips to support Service Providers and families to shop and cook within a budget, with a focus on purchasing healthy foods like vegetables and fruits.

Shopping:

- Make a weekly or monthly budget for food and try your best to stick to it.
- Shop at local markets. Prices are often higher at convenience stores, which likely have less variety and fewer healthy options.
- Try to cook your own meals. Limit eating fast food, which can be expensive and unhealthy.
- Look in the newspaper for your local market sales and discounts.
- Eat before you go shopping. If you shop when you are hungry, you may be tempted to buy more than you need to satisfy your immediate hunger.
- Be an "edgy shopper". When shopping at your local market, stick to shopping around the edges of the store to find many of the basics.
 - » Look at the top and bottom of the shelf for lower cost foods. Higher priced items are often placed at eye-level.
 - » Purchase store brands or generic brands to help you stay within your budget. You can still get the good taste and nutrition without spending extra on fancy packaging.
- Check unit prices to help you compare similar foods of different sizes. Most stores show the unit price on the shelf below the product.
- Skip the snack and pop aisle. These foods are often not healthy or affordable.
- Visit the reduced price section at your local market to find ripe vegetables and fruits at discount prices. Ask your local market staff if they have specific times that vegetables and fruits are put out at discount prices and shop at that time.
- Purchase as much in-season produce as possible as these are usually cheaper options. Some produce are in-season year round, for example, apples, potatoes, carrots, cabbage, onions, and sweet potatoes.
- Vegetables and fruits that are grown in BC are often cheaper than imported produce.
- Pre-cut fruit and vegetables often cost more. Stay within budget by preparing your own food.
- Bags of vegetables, such as potatoes and onions, are often more economical than single pieces.
- Single-serving products are often more expensive than a larger package. Purchase a larger package and divide it into smaller portions. Freeze some portions to have at a later date.

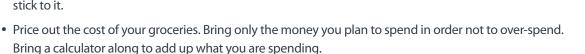




- When buying in bulk:
 - » Ensure you have enough money and storage space to buy in bulk.
 - » Not all bulk items are best buys. Check the unit price.
 - » Buy only foods that your family will use before spoiling. Dry foods like rice, pasta, and couscous, and frozen vegetables keep well.
 - » Think about splitting the food and cost with another family.
- Avoid purchasing food located at the checkout line / cash register. These items are often expensive.

Make a Plan:

- Make a budget for food each week based on what food you may receive (e.g. food hamper), what food you already have, and your finances. Make a plan about what you and your family will eat for breakfast, lunch, dinner, and snacks. Making a plan may be difficult to do at first, but it will get easier! Keep trying even if it is difficult in the beginning.
- Look in your local newspaper for store flyer coupons and featured sales. Cut out the coupons and take them to the store.
- Use local store cards for savings.
- Make menus of what your family will eat this week. Take this list to the store and stick to it.



Cooking:

- Add frozen or leftover vegetables to soups, chili, stews, stir-frys, curries, or salads.
- Add a package of fresh or thawed frozen spinach to your favourite lasagna or pasta dish as an easy, economical way to increase your greens at each meal.
- Do you have different vegetables in your fridge and cupboard that are near expiration? Cut the vegetables into slices, add broth, and meat or tofu to make a vegetable soup.
- Do you have different fruits on your counter that are near expiration? Slice them up, add some lime juice overtop the fruits, and serve a delightful fruit salad.

HealthLink BC's Eating Well on a Limited Income www.healthlinkbc.ca/healthyeating/limited-income.html

EatRight Ontario

http://www.eatrightontario.ca/EatRightOntario/media/ERO_PDF/en/Budget/ERO_FamilyMeals.pdf http://www.eatrightontario.ca/EatRightOntario/media/ERO_PDF/en/Budget/ERO_VegetableBestBuys.pdf http://www.eatrightontario.ca/EatRightOntario/media/ERO_PDF/en/Budget/ERO_SmartShopping.pdf

Food Bank Canada. "Healthy Grocery Shopping on a Budget: Tips for Smart Spending at the Grocery Store." 2013. <u>www.</u> <u>foodbankscanada.ca/Learn-About-Hunger/Publications/Nutrition-Resources.aspx</u>



Information from this page has been adapted from the following sources:

Tips for Making Produce Last Longer

Service providers can apply these tips in the facilities they work in and can share these ideas with the families they work with. Some tips may or may not work depending on how ripe your produce is and the time of year you have the produce; see what tips work for you and add your own ideas!

• Buy only what you need to avoid produce spoiling or becoming waste. Go to your local market more frequently or if that's not possible, plan out your meals ahead of time so that you buy what you're most likely to use.



- Store unripe vegetables and fruits like pears, peaches, plums, kiwis, mangoes, apricots, avocados, and melons on the counter. Once they are ripe, move them to the fridge.
- Some vegetables and fruits produce a gas called ethylene as they ripen. This gas can quickly ripen foods that are sensitive to it, so try to keep ethylene-producing foods away from ethylene-sensitive foods. Ethylene-producing avocados, bananas, cantaloupes, kiwis, mangoes, nectarines, pears, plums, and tomatoes, for example, should be stored in a different spot than your ethylene-sensitive apples, broccoli, carrots, leafy greens, and watermelon. This will help support the produce staying fresher longer.
- Store salad greens and fresh herbs in the fridge in bags filled with a little air and sealed tightly. Or, try loosely covering the greens on both sides with paper towel to keep out moisture. Place in the crisper in the fridge.
- You can lengthen how long citrus fruits like oranges, tangerines, lemons, and limes last by storing them in the fridge in a mesh or perforated plastic bag.
- Wrap celery in aluminum foil and store it in the fridge crisper to preserve freshness.
- Some types of produce such as carrots, lettuce, and broccoli start to spoil as soon as they're picked. Place these products in separate plastic bags in the fridge crisper and ensure they are dry since moisture can speed up spoiling.
- Cut the leafy tops of your pineapple off and store the pineapple in the fridge.
- Wash berries right before you eat them. Wetness may encourage spoiling and mold growth.
- If you like to wash, dry, and cut your vegetables and fruits all at once, store them in the fridge in covered glass containers lined in paper towels to help keep moisture out.
- If you notice any produce that is rotting, cut off the rotting part and use the rest of the produce. If the rotting is large, compost the item now before it starts to spoil the rest of your produce.

Information in this tips document is extracted and adapted from:



L. Shy's informative article "How to Keep Fruits and Vegetables Fresh": <u>www.popsugar.com/fitness/How-Keep-Fruits-Vegetables-</u> Fresh-8633030

Tips for Freezing Food

Freezing foods can be economical and can preserve freshness. This page contains tips for freezing foods to support organizations and families staying within their food budget by making food last longer and not going to waste. Service providers can apply these tips in the facilities they work in and can share with the families they work with for application in the home.

To note: only general timelines for how long foods can be frozen are presented. How long foods can be frozen for is dependent on what the specific food is, e.g. green beans can be frozen for up to 8 months, whereas spinach and carrots can be frozen for 10 to 12 months. Links to freezing guidelines for specific foods are also presented in this document.

• Make sure your freezer is set at -18 °C (0 °F) or lower.

General guidelines for how long foods can be frozen for:

- Bread: 2 to 3 months
- Beef: 10 to 12 months
- Casserole: 2 to 3 months
- Chicken / turkey pieces: 6 months
- Fatty fish (e.g. salmon): 2 months
- Fresh poultry: 2 to 3 months
- Fruits: 8 to 12 months (depends on the fruit)
- Ground meat: 2 to 3 months
- Lean fish (e.g. cod, flounder): 6 months
- Pork: 8 to 12 months
- Raw sausage: 1 to 2 months
- Scallops, shrimp, cooked shellfish: 2 to 4 months
- Soup: 4 months
- Strew: 2 to 3 months
- Vegetables: 8 to 12 months

Foods that do not freeze or thaw well

- Cabbage, cress, cucumbers, endive, lettuce, parsley, radishes
- Irish potatoes, baked or boiled
- Cooked macaroni, spaghetti, or rice
- Egg whites
- Milk sauces
- Salad dressing
- Sour cream
- Yogurt





Tips for freezing foods

- Buy cold or frozen food at the end of your shopping trip.
- Check the "best before" date on your food.
- Put foods that you want to freeze in your freezer as soon as possible after you purchase or receive them. This preserves their quality and will be better when you defrost them.
- Ensure the foods are stored in proper containers and sealed well.
- If you freeze food in glass containers, make sure the glass is tempered so it does not break.
- Label the foods with a name and date so you know how long they have been in the freezer.
- You can freeze meat in its original packaging, but if you want to store it for long periods of time add an additional layer of packaging, such as plastic wrap or bags.
- If you want to freeze food that you have cooked, cool it down first before freezing so that it freezes faster and preserves the taste and quality.
- Do not thaw foods on the kitchen counter because bacteria can grow quickly. Place food in a clean place in the refrigerator or in a cold water bath to thaw.

How to freeze fresh fruit

- Clean and cut up pieces of fruit. Let them dry for a few minutes and spread them out on a tray. Place the tray in the freezer.
- Once the pieces of fruit are frozen, put in freezer bags and seal. Label the bags with the produce and date.

How to freeze fresh vegetables

- You can freeze many fresh vegetables if you blanch them first. Blanching means boiling vegetables for a short time and then chilling them in ice water. This will help keep the texture, colour, and flavour when you freeze vegetables. Blanching times vary depending on the vegetable (see the resource links on the following page for more information).
- Once blanched, place a single layer on a cookie sheet and into the freezer. Once frozen, put the vegetable in freezer bags and seal. Label the bags with the produce and date.





Resources

- The Government of Canada has information on recommended timelines for safely freezing foods: <u>http://www.healthycanadians.gc.ca/eating-nutrition/safety-salubrite/tips-conseils/storage-</u> <u>entreposage-eng.php#a5</u> This website also has important tips for safe food storage and links to food safety tips.
- The USA National Center for Home Food Preservation has instructions for how to freeze a large variety of vegetables, fruit, and other foods: http://nchfp.uga.edu/how/freeze.html
 - » The Center also contains information about safely canning, drying, and pickling vegetables and other foods: <u>http://nchfp.uga.edu/</u>
- Canadian Partnership for Consumer Food Safety Education has a user-friendly fridge and freezer storage chart: <u>http://befoodsafe.ca/wp-content/uploads/2013/07/storage_chart-eng.pdf</u>

Information for this section is extracted and adapted from:

The USA National Center for Home Food Preservation: <u>http://nchfp.uga.edu/how/freeze.html</u> Government of Canada. Healthy Canadians. Fridge and Freezer Storage: <u>http://bit.ly/1MoqnZJ</u>



Healthy Recipes: How to Read the Recipes Section

The purpose of this section is to support vegetable and fruit consumption by providing tasty, healthy recipes for Service Providers and the families they work with to consider trying new foods and meals. The recipes can be adjusted to your preference and number of servings needed, and serve as ideas for your own creations. The recipes could be used for facility snacks and meals, family snacks and meals, and celebrations and festivities.

Our thanks to Stó:lō Nation for providing recipes for this section. Some of the recipes were found through the website Pinterest and a few of the recipes are the authors' creations. Most of the recipes found through Pinterest have been modified.

In addition to trying the recipes on the following pages, here are some helpful tips* to consume more vegetables and fruits:

- Try new ways to serve vegetables and fruit. For example, slice and freeze seedless grapes or bananas for a tasty new treat. Serve raw veggies with low-fat plain Greek yogurt or hummus dip.
- Have a new vegetable and fruit tasting party! Offer new types of produce to your children, for example, pieces of sweet red pepper or starfruit. Discuss the texture and taste.
- Be mindful when cooking frozen and canned vegetables. Overcooking may result in an undesirable mushy texture and dull colour.
- Purchase canned or frozen fruits and vegetables when they are out of season to save money. Buy no sugar added canned varieties if possible. If sugar has been added, rinse the canned produce before use to wash away some of the sugar
- When possible, use herbs rather than a lot of butter and salt to make vegetables tastier.

Service provider specific:

- Encourage parents to bring vegetables and fruits for snacks, birthdays, and other events at your facility.
- Send home healthy recipes and ideas to encourage healthy eating.
- Pick a vegetable and fruit of the month. Talk about the importance of vegetables and fruit with your clients and then taste test the produce! For example, if orange is the fruit of the month you could ask your families to name as many orange-coloured vegetables and fruits as possible. You could follow this activity by serving a fruit salad or sparkling water with orange slices in it.



^{*}Information on this page has been adapted from a fact sheet from the Nutrition and Physical Activity Self-Assessment for Child Care, Center for Health Promotion and Disease Prevention, University of North Carolina: <u>http://www.letsgo.org/wp-content/uploads/3</u> FruitsandVegetables.pdf

Recipes: Fun Vegetable and Fruit-based Snacks

Try these healthy, fun snacks with your kids or clients. Feel free to make substitutions to the recipes. These snacks are great for events like birthday parties or potlucks, and are a great dish for families.

Fruit Pizza

Serves 8 (per one circular watermelon base)

INGREDIENTS:

Pizza base:

• 1 seedless watermelon

Pizza toppings:

- 1 cup strawberries, sliced
- 1 cup melon, sliced
- ¹/₂ cup blueberries
- 2 bananas, sliced
- 3 kiwis, sliced

The "cheese":

• sugar-free coconut shavings

DIRECTIONS:

- 1. For the base, slice your watermelon into a round circle. You will likely be able to create many watermelon circle bases from one watermelon.
- 2. Slice the watermelon circle into triangular slices.
- 3. Top the watermelon triangles with the sliced fruits.
- 4. Sprinkle the coconut shavings over the pizza. Serve, eat, and enjoy!

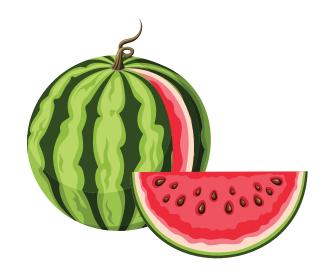
Fruit Kabobs

DIRECTIONS:

1. Take pieces of your favourite fruit and cut them into cubes or slices.

2. Slide the cut up fruit onto washed wooden skewers*. Serve and enjoy!

*Ensure that young children do not use the wooden skewers. Rather, provide them with small fruit slices in a bowl (if they are able to eat this) or puree the fruit.





Strawberry Kiwifruit Popsicles or Ice Cubes

Makes 4 popsicles or multiple ice cubes

INGREDIENTS:

- Water
- 8 strawberries, cut into thin slices
- 2 kiwifruit, cut into thin slices

DIRECTIONS:

- 1. Arrange sliced strawberries and sliced kiwis inside popsicle molds or ice cube trays.
- 2. Pour just enough water into each mold or ice cube trays to cover the fruit.
- 3. If using popsicle molds, insert popsicle sticks. Freeze until frozen solid, about 1 to 2 hours. Serve and enjoy! Give yourself a pat on the back for your great work!

Rainbow Fruit Popsicles

This fun recipe needs about a cup of fruit for each layer. Using leftover fruit from your other meals is encouraged. As the fruit season gets going, you'll have many choices! Makes 10 popsicles.

INGREDIENTS:

- 2 kiwifruit or 1 cup green grapes chopped
- 1 cup strawberry halves
- 1 cup roughly chopped mango, apricots, or oranges
- 1 cup blueberries
- 1 cup chopped watermelon
- 1 cup chopped pineapple

DIRECTIONS:

- 1. Working with one fruit at a time, puree in a food processor. Rinse the machine out between fruits.
- 2. Spoon a layer of fruit at the bottom of each popsicle mold. Add another layer until you are finished.
- 3. Gently rap the mold on a firm surface to level the puree.
- 4. If any of the purees are a little too thick to work with, stir in a little water. Freeze until solid.
- 5. To un-mold, fill your sink with hot tap water, and hold the plastic popsicle mold in the water for a few seconds. If the popsicles don't slide out, hold the mold in the water a little longer.
- 6. Congratulations! You have made yourself and your child a healthy, tasty treat!





Melon Ball Cubes

A great treat on a hot day or to have as a dessert any day of the year!

INGREDIENTS:

Your choice of melon(s)

- Watermelon
- Cantaloupe
- Honeydew melon

DIRECTIONS:

- 1. Rinse the melons, cut them in half and remove the seeds.
- 2. Use a melon baller to scoop out the melon from the fruit. Don't worry if they're not perfectly round they will flatten slightly when you freeze them.
- 3. Line a baking tray or platter (that will fit in your freezer) with wax paper or aluminum foil. Spread out the melon balls cubes on the baking tray and freeze for a few hours.
- 4. Remove from the freezer and place into bowls for eating or in glasses of sparkling water. Enjoy!

Wendy's Saskatoon Pudding

INGREDIENTS:

- 2 cups dried Saskatoon berries
- 12 20 chopped dried bitter roots
- 4 6 cups water

- 1. Simmer boil dried berries and bitter roots with 4-6 cups of water. Sweeten to taste. Stir periodically for 1 hour.
- 2. Thicken with a little tapioca starch (2 tsp.) mixed into water (4 Tbsp.). Add to simmering berries and roots.
- 3. Cook for another 5 minutes; cool for 15 minutes and serve.







Hummus and veggies

INGREDIENTS:

- 1 can (540 ml) chickpeas
- 1/4 cup (60 ml) lemon juice
- ¹/₄ cup (60 ml) olive oil
- 2 Tbsp. (30 ml) tahini (or peanut butter for a substitute)
- 3 cloves garlic, chopped
- ¹/₂ tsp. ground cumin

If this is too thick, you can add 1/4 cup of plain, unsweetened yogurt

Vegetables of your choice, sliced. Examples:

- Carrots
- Celery
- Broccoli

DIRECTIONS:

1. In food processor, pulse the chickpeas.

- 2. Add lemon juice, olive oil, tahini, garlic, cumin, salt, and pepper.
- 3. Blend. If desired, add a little water to thin.
- 4. Scrape into serving bowl. Or, you can cover and refrigerate for up to 2 days.
- 5. Serve with assorted vegetables. Congratulations for making a great snack!

Veggie Kabobs

Serves 4 (grill required)

INGREDIENTS:

Vegetables of your choice. Examples:

- Zucchini
- Squash
- Mushrooms
- Red Onion
- Cherry Tomatoes
- Red Pepper
- Yellow Pepper
- Green Pepper

DIRECTIONS:

1. Soak wooden skewers* in water for 15 minutes and dry. Slide vegetables onto the skewers.

2. Brush with olive oil and sprinkle with salt and pepper.







3. Grill for about 20 minutes and enjoy!

*Ensure that young children do not eat with the wooden sticks. Rather, provide them the veggie slices (if they can eat such food) in a bowl or puree the vegetables.

Vegetable Pita Pizza

Serves 2-8

INGREDIENTS:

- 2 (6 inch) whole wheat pita breads
- 1/2 cup spaghetti sauce (ensure the sugar content is low)
- ¹/₄ cup diced pineapple, drained
- 1 small tomato, thinly sliced
- 10 mushrooms, thinly sliced
- 1/4 cup thinly sliced red, orange, yellow, or green peppers
- 1/2 cup of low-fat, shredded cheese (e.g. cheddar cheese, mozzarella)

Please substitute vegetables with any others you may like: kale, spinach, olives, banana peppers, and cauliflower. As an option, add meat of your choice.

DIRECTIONS:

- 1. Preheat oven to 425° F (220° C).
- 2. Spread the spaghetti sauce lightly on the pita, pressing to flatten while spreading. Sprinkle with the pineapple, vegetables, and cheese.
- 3. Spread the pitas on a baking sheet and place in the preheated oven 8 minutes, or until the pita bread has reached the desired crispness. Cut each pita into four slices. Congratulations it is ready to serve!

Banana and Apple Pita

Serves 2 -8

INGREDIENTS:

- 2 (6 inch) whole wheat pita bread
- 1/2 cup sliced bananas
- ¹/₂ cup sliced apples
- 2 Tbsp. low-sugar peanut butter or almond butter

- 1. Spread the peanut butter or almond butter on the pita bread.
- 2. Top with sliced bananas and apples.
- 3. Sprinkle with cinnamon.
- 4. Cut into four slices each. Serve and enjoy!





Recipes: Vegetable-based Salads

Try these healthy vegetable-based salads for breakfast, snacks, lunch, and dinner. Feel free to make substitutions to the recipes. If you cannot locate some of the vegetables at your local market, ask your local market staff if they could recommend a vegetable alternative that is available.

Very Berry Spinach Salad

Serves 4

INGREDIENTS:

- 2 bushels of baby spinach
- 1 lb. of strawberries
- 1 lb. of berries of your choice, such as blueberries or blackberries
- ¹/₂ cup vegetable oil
- ¹/₄ cup white wine vinegar
- ¼ tsp. paprika
- 2 Tbsp. sesame seeds
- 1 Tbsp. poppy seeds

Optional topping:

• 1/2 cup (50g) of slivered (flaked) almonds toasted in a pan for heating

DIRECTIONS:

- 1. Mix together the spinach, strawberries, and berries
- 2. In another bowl whisk together the oil, vinegar, paprika, sesame seeds, and poppy seeds.
- 3. Pour the dressing over spinach, strawberries, and berries just before serving. Sprinkle on the almond slivers (the optional topping).

Avocado, Cherry Tomato & Corn Salad

Serves 4

INGREDIENTS:

1 cup of corn

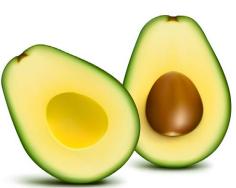
1 cup halved cherry tomatoes

1/2 onion, thinly sliced

1 large ripe avocado, cubed into bite-sized pieces, sprinkled with lemon juice

DRESSING:

- 1 Tbsp. white vinegar
- ¹/₂ tsp. Dijon mustard
- 30ml extra virgin olive oil
- Pinch of salt and pepper







DIRECTIONS:

- 1. Mix all salad ingredients in a bowl. Mix all dressing ingredients in a separate bowl.
- 2. Drizzle the dressing over the salad and mix.
- 3. Keep in the fridge until you are ready to serve. Voila!

Tossed Greek Salad with Vinaigrette

Serves 6

INGREDIENTS:

- Romaine lettuce, chopped
- Red onion, thinly sliced
- Black olives or Kalamata olives, pitted and sliced
- Pepperoncinis, sliced
- Tomatoes, seeded and chopped
- Cucumber, sliced
- Feta cheese, crumbled

DIRECTIONS:

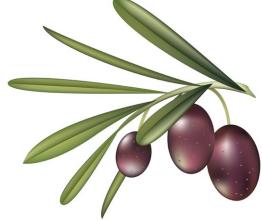
- 1. In a large salad bowl, combine the Romaine lettuce, onion, olives, peppers, tomatoes, cucumber and cheese.
- 2. Prepare the vinaigrette dressing, drizzle over top, toss, and serve.

Vinaigrette:

- 1/4 cup extra virgin olive oil
- ¹/₄ cup red wine vinegar
- 1 tsp. Dijon mustard
- 1 tsp. garlic powder
- 1 tsp. dried oregano
- 1 tsp. dried basil
- ³/₄ tsp. onion powder
- Pinch of salt and pepper

Directions for the vinaigrette:

- 1. Pour vinegar and mustard into a food processor*. Turn on low and slowly add the olive oil to emulsify. Add the garlic powder, oregano, basil, onion powder, salt, and pepper. Pulse a few more times.
- *This can also be done by hand in a large bowl, adding the olive oil slowly while whisking vigorously.
- 2. Drizzle over salad and serve. Enjoy!





Artichoke Salad with Potatoes

Serves 4

INGREDIENTS:

- 3/4 lb. brown, white, or red potatoes, each cut into fours
- 1/2 lb. green beans, cut into 2-inch pieces
- Two 6 oz. jars marinated artichoke quarters (drain the marinade from the artichokes)
- 3 Tbsp. olive oil
- 2 Tbsp. fresh lemon juice or orange juice
- 1 tsp. Dijon mustard
- 2 Tbsp. parsley, chopped
- 2 tsp. dried oregano
- 2 tsp. orange zest
- 1 cup cherry tomatoes, halved
- Pinch of salt and pepper to taste

- 1. Bring a large pot of water to boil. Add the green beans and blanch until crisp and tender, about 1 minute. Blanching means boiling vegetables for a short time then chilling them in ice water. This will help keep the texture, colour, and flavour of the vegetables.
- 2. Remove the beans from the hot water with a strainer and put in a bowl of cold water.
- 3. Pat the beans dry to remove excess water.
- 4. Add the sliced red potatoes to the same pot of water and cook until the potatoes are tender, about 8 minutes. Drain and cool.
- 5. Drain the artichoke hearts, reserving about 2 Tbsp. of the artichoke marinade.
- 6. In another bowl, add the artichoke marinade to the olive oil, lemon juice, Dijon mustard, parsley, oregano, and orange zest. Whisk together by hand until combined.
- 7. Add the potatoes, green beans, artichoke hearts, and cherry tomatoes with the bowl of dressing and toss to combine.
- 8. Add salt and pepper to taste. Serve chilled or at room temperature. Enjoy!





Cucumber Dill Greek Yogurt Salad

Serves 6

INGREDIENTS:

- 4 large cucumbers (about 2 lbs.)
- 4 Tbsp. plain low-fat Greek yogurt
- 1 Tbsp. dill
- 1 Tbsp. rice vinegar (can substitute with white or red wine vinegar)
- ¹/₂ tsp. sugar
- ¹/₂ tsp. salt
- ¹/₄ tsp. pepper
- ¹/₄ tsp. garlic powder

- 1. Peel, halve, seed, and slice cucumbers. In a medium bowl combine the low-fat yogurt, dill, vinegar, sugar, salt, pepper and garlic powder.
- 2. Add cucumber to the bowl and toss with the yogurt/dill mixture until all the ingredients are combined.
- 3. Refrigerate covered until ready to serve.
- 4. Give yourself a pat on the back for a making a healthy recipe! Enjoy!





French Lentil and Vegetable Salad

Serves 4 (oven required)

INGREDIENTS:

- 1 cup French lentils, soaked in cold water for 4 6 hours
- 1 yam, peeled and cubed (can substitute with a sweet potato if preferred)
- 1 large red onion, peeled and chopped
- 1-2 Tbsp. olive oil, for roasting
- ¹/₂ tsp. salt, for roasting
- 8 large Brussels sprouts, washed and shredded

Dressing:

- 3/4 cup extra-virgin olive oil
- 1/4 cup balsamic vinegar
- A pinch of salt and pepper

DIRECTIONS:

- 1. Start by soaking the lentils, either overnight or for most of the day (4 6 hours).
- 2. To cook, use a vegetable steamer or large pot full of enough water to steam. Rinse the soaked lentils in cold water and put them in the steamer to steam with the lid on (turn the water to a rolling boil once the water reaches full boil). When the lentils are tender, but still firm, remove them from the steam heat, this should take about 20-25 minutes.
- 3. Set aside in a bowl to cool a few minutes. While the lentils are cooking, heat the oven to 425 F° (220°C) and oil a flat baking tray.
- 4. Toss the chopped yam and red onion in the oiled tray. Lay flat on the baking tray.
- 5. Bake at 425 F° (220°C) until golden, about 30 minutes total, being sure to flip at the 15 minute mark for evenness. Once the cooking gets underway, shred the Brussels sprouts and toss them in the balsamic dressing.
- 6. While the lentils are still warm, toss them in a little of the dressing. This will make the lentils well coated in flavor before they cool, making them extra delicious.
- 7. Once the vegetables are done, remove them from the oven and cool.
- 8. When all of the ingredients are cooled to a room temperature, toss everything together, adjusting the amount of balsamic vinegar you use to taste.

Dressing directions: Combine the olive oil and balsamic in a jam jar or other container with a goodsealing lid. Add a big pinch of salt and a few grinds of pepper. Screw on the lid and shake. As an option you can add some minced garlic, minced fresh herbs like basil, or a tsp. of dried herbs.





Millet Salad

Serves 4 (oven required)

- 1 cup raw millet, any colour
- 1 butternut squash
- 100g raw hazelnuts
- 2 avocados, diced
- 1 small romanesco broccoli, broken into bite-size florets
- 2 handfuls purple grapes, cut in half
- 2 handfuls green leaves (such as beetroot leaves)
- 1 pomegranate and seeds

Dressing:

- 1 handful basil, finely chopped
- 1 handful parsley, finely chopped
- 2 cloves garlic, finely chopped
- 1/2 lemon, juice
- 3-4 Tbsp. extra virgin olive oil
- A pinch of salt and pepper

DIRECTIONS:

- 1. Prepare the butternut by trimming off the top and bottom and cutting it in half crosswise and lengthwise. Scoop out the seeds and remove the tough peel with a sharp knife or a peeler. Cut into 1 x 1-inch (2 x 2 cm) dices.
- 2. Place on an oven tray. Put a little olive oil and salt on it. Bake on 400°F (200°C) for 20-30 minutes or until soft and slightly brown on the edges.
- 3. Remove from the oven and let cool completely. During the last 10 minutes of baking time, place the hazelnuts on a separate baking tray, sprinkle with salt and toast until skin cracks and browned.
- 4. Remove the hazelnuts and let them cool slightly. Rub the hazelnuts between a rough cloth or kitchen towel to remove the skin. Chop the hazelnuts coarsely.
- 5. Rinse the millet in a sieve with boiling water, then place in a small saucepan with 2 cups water.
- 6. Bring to a boil, lower the heat and let simmer for 10-15 minutes or until soft and the water is gone.
- 7. Prepare the avocados, romanesco, grapes, green leaves and pomegranate and the herb dressing.
- 8. Place the cooked millet in a large bowl, add the herb dressing and mix the ingredients to make sure all millet is coated with dressing.
- 9. Add all of the ingredients to the millet mixture and gently combine. Serve and enjoy!





Section 2: Healthy Living Ideas and Resources

Colourful Salad

Serves 3-4 (oven required)

INGREDIENTS:

- 1 large sweet potato, sliced into 1cm rounds
- ¹/₂ cup toasted sliced almonds
- 1 head romaine, chopped, washed, and spun dry
- 1 red pepper, chopped
- 1 large carrot, julienned (cut into thin matchstick sized slices)
- 1/2 cucumber, diced
- 2 green onions, thinly sliced
- Handful or two of cilantro leaves or parsley, chopped
- Salt and pepper

DRESSING:

- 1 garlic clove
- 1/4 cup raw almond butter (or roasted peanut butter)
- 2 Tbsp. fresh lime juice
- 2 Tbsp. tamari
- 2 Tbsp. water
- 1 tsp. toasted sesame oil (optional)
- 1 tsp. freshly grated ginger (optional)

- 1. Preheat oven to 400°F (200°C) and line a baking sheet with parchment paper.
- 2. Season the potatoes with a pinch of salt and pepper and bake for 25-30 minutes, flipping once half way through baking, until fork tender.
- 3. Prepare salad dressing. Mince the garlic clove in a mini food processor or garlic press and then add the rest of the ingredients. The dressing will seem thin at first, but it will thicken as it sits. Process until smooth.
- 4. Add the chopped Romaine lettuce into a large bowl and mix in the vegetables and almonds.
- 5. Drizzle on the dressing and enjoy!





Grilled Vegetable Salad

Serves 8 (grill required)

INGREDIENTS:

- 1 medium eggplant
- 3 ears corn
- 2 medium zucchini
- 2 small or 1 medium summer squash
- 1 whole red onion
- 1 bunch asparagus or green beans
- 1 red pepper
- ¹/₄ cup herb infused oil, for grilling
- 2 pounds mixed grape, cherry, and sunglow tomatoes (or any of your own favorite types of tomatoes)
- 1/4 fresh basil leaves, cut very thinly
- 4 oz. cheese, crumbled

DRESSING:

- 1/4 cup herb infused oil
- Zest of half a lemon
- Juice from one lemon (1/4 cup)
- 1 tsp. Dijon mustard
- ¹/₂ tsp. salt
- Pinch of pepper

- 1. Heat grill to the hottest temperature.
- 2. Cut ends from eggplant and cut lengthwise into three or four thick slices. Shave the skin off the two outside pieces so the flesh will get grill marks. Lay the slices on your board or plate and salt both sides.
- 3. While the eggplant sits, prepare the other vegetables. Husk the corn and place on a tray.
- 4. Cut the ends off of the zucchini and summer squash. Cut in half lengthwise. Place on the tray with the corn.
- 5. Cut the top off of the red onion but leave the root attached. Cut it in quarters, leaving the root attached to each quarter. This will help keep it together while grilling. Place on the tray with the other vegetables.
- 6. Cut the tough ends off of the asparagus and place spears on the tray with the vegetables. You can use green beans instead of asparagus.
- 7. Cut the red pepper in half. Remove the core and seeds and place the two halves of the red pepper on the tray with the other vegetables.





- 8. Rinse and dry the eggplant slices and add them to the tray with the other vegetables.
- 9. Brush vegetables on all sides with your choice of oil and lay them on your grill. As each side chars, turn and grill on the other side. Depending on your grill, the time to cook will vary but different vegetables will take different amounts of time. The corn and onions usually take the longest and the asparagus will take the least. Place on the platter once grilled.
- 10. Cut each vegetable into bite sized pieces and place in a large bowl. With a sharp knife remove kernels from the corn and place in bowl.



- 11. Cut all of the tomatoes in half and add to the bowl.
- 12. Make the dressing by combining the ingredients for the dressing and add to the bowl along with the fresh basil. Toss everything together. Serve and enjoy!



Recipes: Fruit-based Salads

Try these healthy fruit-based salads for breakfast, snacks, lunch, and dinner. Feel free to make substitutions to the recipes. If you cannot locate some of the fruits at your local market, ask your local market staff if they could recommend a fruit alternative that is available.

To make the fruit salads fun for you and your child, use cookie cutters to make fruit shapes, for example, watermelon angels, grapefruit stars, and melon trees.

Fresh Fruit Salad

Serves 3-4

INGREDIENTS:

- 2 plums, pitted and sliced
- 2 nectarines, pitted and sliced
- 2 peaches, pitted and sliced
- 2-3 apricots, pitted and sliced
- 1 cup blueberries
- 1 cup blackberries
- 1 fresh orange cut into quarters

DIRECTIONS:

- 1. Toss ingredients together in a large bowl. Let sit at least 15 minutes before serving.
- 2. Squeeze fresh orange slices over the salad and toss again. Serve and enjoy!

Tropical Fruit Salad

Serves 4

INGREDIENTS:

- 2 tsp. grated orange zest
- Pinch of salt
- 4 oranges
- 1 small sliced pineapple
- 1 sliced, seeded papaya
- 3 dozen raspberries
- Lime wedges

- 1. Stir the orange zest and pinch of salt together. Remove peel and pith from oranges (the white part between the peel and fruit) and cut into rounds.
- 2. Arrange on a platter with pineapple, papaya, and cherries (pitted). Sprinkle with zest mixture.
- 3. Serve with lime wedges for taste. Enjoy!





Raspberry Watermelon Salad with Mint

Serves 6

INGREDIENTS:

- 5 cups watermelon, peeled, seeded (if necessary) and cut into small cubes
- 1 pint raspberries, fresh
- 12-14 mint leaves, fresh
- 1 tsp. lemon juice.

DIRECTIONS:

- 1. Add everything in a large bowl and toss well. Let the salad stand for 15-20 minutes in order for the flavors to develop, tossing occasionally.
- 2. Serve the salad cool or at room temperature. Enjoy!

Ruby Red Fruit Salad

Serves 4 - 6

INGREDIENTS:

- Three 6-oz. containers fresh raspberries, rinsed
- Two 16-oz. containers fresh strawberries, hulled, rinsed and chopped
- 2 cups cherries, pitted and chopped
- 1 1/2 tablespoons fresh basil, chopped
- Fresh juice from 1/2 lemon

- 1. In a large bowl, combine the raspberries, strawberries, and cherries.
- 2. In a small bowl, combine the basil and lemon juice. Mix well and drizzle over fruit.
- 3. Gently incorporate the liquid with a large spoon, being careful not to break the raspberries, until the fruit is thoroughly coated. Refrigerate until ready to serve. Enjoy!





Fruitti Salad

Serves 6

INGREDIENTS:

- 1 papaya, peeled and diced
- 2 mangoes, peeled and diced
- 1 fresh pineapple, peeled and diced
- 2 large bananas, peeled and diced
- 1/4 cup fresh grated coconut, for garnish

DIRECTIONS:



- 1. Combine the papaya, mango, and pineapple slices in a large bowl and add the natural juice from the pineapple. Cover and refrigerate until chilled.
- 2. Just before serving, add the banana slices. Garnish with fresh coconut and enjoy!

Lime Rainbow Fruit Salad

Serves 6 - 8

INGREDIENTS:

- 1 lb. fresh strawberries, diced
- 1 lb. fresh pineapple, diced
- 12 oz. fresh blueberries
- 12 oz. red grapes, diced into halves
- 4 kiwifruits, peeled and diced
- 2 ripe bananas, diced
- 2 tsp. lime juice
- 10 mandarin oranges, with pieces pulled apart

DIRECTIONS:

1. Add all fruit to a large mixing bowl. Pour the lime juice over the fruit just before serving and toss.

2. As the fruit salad sits for a few minutes the natural juices will gather at the bottom. Toss again.

Fruit Buffet: Great for Parties and Dessert!

- 1. Put fruit slices of your choice into bowls, for example, cantaloupe, bananas, kiwi, cherries, strawberries, oranges, blueberries, raspberries, and blackberries.
- 2. Put serving spoons in each bowl. Put out bowls of low-fat plain Greek yogurt.
- 3. Let children fill up their plate with fruits of their choice and yogurt. Enjoy!



Recipes: Veggie Soups & Chili & Slow-Cooker Meals

Try these healthy vegetable-based soups and slow-cooker meals. Feel free to make substitutions to the recipes.

Stuffed Pepper Soup

Serves 6

INGREDIENTS:

- 1 lb. lean ground beef
- 2 Tbsp. olive oil, divided
- Pinch of salt and pepper
- 1 small yellow onion chopped (about 1 cup)
- ³⁄₄ cup chopped red pepper
- ³/₄ cup chopped green pepper
- 2 cloves garlic, minced
- 2 (14.5 oz.) cans petite diced tomatoes
- 1 (15 oz.) can tomato sauce
- 1 (14.5 oz.) can beef broth
- 2 ¹/₂ Tbsp. chopped fresh parsley
- ¹/₂ tsp dried basil
- ¹/₄ tsp dried oregano
- 1 cup uncooked long brown rice
- Cheese, for serving (optional)

DIRECTIONS:

- 1. Heat 1 Tbsp. of olive oil over medium heat in a large pot. Once hot, add the beef and season with salt and pepper. Cook, stirring occasionally while breaking up the beef, until browned.
- 2. Drain the beef and pour onto a plate lined with paper towels. Set it aside.
- 3. Heat the remaining 1 Tbsp. olive oil in pot then add onions, red bell pepper, and green bell pepper and sauté 3 minutes. Add garlic and sauté 30 seconds longer.
- 4. Pour in diced tomatoes, tomato sauce, and beef broth. Add parsley, basil, oregano, and cooked beef. Season with salt and pepper to taste.
- 5. Bring to a light boil, then reduce heat to low, cover and simmer, stirring occasionally for 30 minutes.
- 6. While the soup simmers, prepare the rice. Once the soup is done simmering stir in the desired amount of cooked rice into soup.
- 7. Serve warm and garnish with fresh parsley. An option is to add shredded cheese over the soup.

Note: If you plan on having leftovers then don't add the prepared rice to the pot of soup because it can expand and become mushy overnight. Instead, put rice into individual bowls.





Veggie Chili

Serves 8

INGREDIENTS:

- 1 Tbsp. vegetable oil
- 1 cup chopped onions
- ³/₄ cup chopped carrots
- 3 cloves garlic, minced
- 1 cup chopped green bell pepper
- 1 cup chopped red bell pepper
- ³/₄ cup chopped celery
- 1 Tbsp. chili powder
- 1¹/₂ cups chopped fresh mushrooms
- 1 (28 oz.) can whole peeled tomatoes with liquid, chopped
- 1 (19 oz.) can kidney beans with liquid
- 1 (11 oz.) can whole kernel corn, undrained
- 1 Tbsp. ground cumin
- 1 ¹/₂ tsp. dried oregano
- 1 ½ tsp. dried basil

- 1. Heat oil in a large saucepan over medium heat. Sauté onions, carrots, and garlic until tender.
- 2. Stir in the green pepper, red pepper, celery, and chili powder. Cook until tender, about 6 minutes.
- 3. Stir in the mushrooms and cook for 4 minutes. Stir in tomatoes, kidney beans, and corn. Season with cumin, oregano, and basil.
- 4. Bring to a boil, and reduce the heat to medium. Cover and simmer for 20 minutes, stirring occasionally. Serve and enjoy!





Chili with Vegetables and Beef

Serves 6

INGREDIENTS:

- 2 Tbsp. olive oil
- 1 yellow onion
- 2 cloves garlic
- 1 lb. ground beef
- 1 (15 oz.) can kidney beans
- 1 (15 oz.) can black beans
- 1 (15 oz.) can diced tomatoes
- 1 (6 oz.) can tomato paste
- 1 cup water

Chili Seasoning:

- 1 Tbsp. chili powder
- 1 tsp. ground cumin
- ¹/₄ tsp. cayenne powder
- ¹/₄ tsp. garlic powder
- ¹/₂ tsp. onion powder
- ¹/₂ Tbsp. brown sugar
- 1 tsp. salt
- ¹/₂ tsp. pepper

- 1. Dice the onion and mince the garlic. Add both to a large pot with the olive oil and cook over medium heat until they are soft and transparent.
- 2. Add the ground beef and continue to sauté until the beef is fully browned.
- 3. Drain the beans and add them to the pot along with the diced tomatoes, tomato paste, 1 cup water, and all of the ingredients for the chili seasoning. Stir well.
- 4. Place a lid on the pot and allow it to simmer over low heat for at least 15 minutes, stirring occasionally. The flavor will get better the longer it simmers. Serve and enjoy!





Hearty Vegetable Soup

Serves 8

INGREDIENTS:

- 1 onion
- 3 cloves garlic
- 2-3 carrots
- 1 zucchini
- 1¹/₂ cups cabbage
- 2 cups broccoli
- 2 cups cauliflower
- 1¹/₂ cups mushroom
- 1 ¹/₂ cups cut green beans (frozen)
- 1 ¹/₂ cups peas (frozen)
- 1 ¹/₂ cups corn (frozen)
- Large handful of spinach
- 15 oz. can diced tomatoes
- 8 cups vegetable broth
- Pinch of salt

DIRECTIONS:

1. Prep the vegetables: mince the garlic and dice the onion, carrots, zucchini, and mushrooms.

- 2. Roughly chop the cabbage, and cut broccoli and cauliflower into small bite-sized pieces.
- 3. In a large pot over medium heat, sauté the onion for 5-7 minutes. Add garlic and cook for 30 seconds.
- 4. Add broth, tomatoes with juice, and all vegetables (except for the spinach).
- 5. Increase the heat and bring to a boil.
- 6. Reduce the heat, cover, and simmer for 20-30 minutes or until the vegetables are tender.
- 7. Stir in spinach and salt to taste. Stir for another few minutes. Serve and enjoy!

Notes: Vegetable soup freezes well. In addition, freezing blanched vegetable pieces will be great if you want to easily add some veggies to future soups and meals.





Wendy's Salmon Soup

INGREDIENTS:

- 2 tsp salt
- ¹/₄ tsp pepper
- 1 cup chopped onion
- ¹/₂ cup chopped celery
- 3" cut pieces Chinook salmon back bone
- 2-4 halves Chinook salmon heads
- 4-6 medium sized cubed potatoes and carrots

- 1. Using a large 10 litre pot, bring three litres of water to a boil. Add the salmon, onion, celery, salt, and pepper and let simmer for 30 minutes.
- 2. Remove the salmon back bones and leave the salmon heads for another 15 mins.
- 3. Remove meat from the back bones and set the meat aside. Toss out the bones.
- 4. Take heads out of the soup and place on a platter for serving.
- 5. Add potatoes and carrots to the soup and cook until tender (about 20 minutes). As an option, add chopped cauliflower or any of you favourite vegetables.
- 6. Put the meat from the back bones into the soup. Congratulations the soup is now ready to serve! As an option, serve with fresh bannock.





Thick Vegetable and Lentil Soup

Serves 8

INGREDIENTS:

2 Tbsp. olive oil

2 cloves garlic

1 medium onion

¹/₂ lb. (3-4) carrots

3 ribs celery

1 (15 oz.) can black beans

1 cup brown lentils

1 tsp. cumin

- 1 tsp. oregano
- 1/2 tsp. smoked paprika
- 1/4 tsp. cayenne pepper
- 1 (15 oz.) can petite diced tomatoes

4 cups vegetable broth

1/2 tsp. salt and fresh ground pepper

- 1. Mince the garlic and dice the onion. Cook both in a large pot with olive oil over medium heat until tender. Slice the celery and peel and slice the carrots. Add the celery and carrots to the pot and continue to sauté for about 5 more minutes.
- 2. Drain the can of black beans and add it to the pot along with the dry lentils, cumin, oregano, smoked paprika, cayenne pepper, and freshly cracked pepper (10-15 cranks of a pepper mill). Add the diced tomatoes (with juices) and vegetable broth, and stir to combine.
- 3. Increase the heat to medium high and allow the pot to come up to a boil. Once it reaches a boil, turn the heat down to low, place a lid on top, and let it simmer for 30 minutes. After 30 minutes, test the lentils to make sure they are tender. If not, continue to simmer until they are tender.
- 4. Taste the soup and add salt as needed. Serve and enjoy!





Mexican Vegetable Soup with Lime and Avocado

Serves 4-6

INGREDIENTS:

- 1 Tbsp. light olive oil
- 1 medium red onion, finely diced
- 2 cloves of garlic, finely chopped
- ¹/₂ tsp dried oregano
- 6 lime wedges
- 2 carrots, cut into 1/4 inch-rounds
- 6 cups of chicken stock
- 8 oz. green beans, cut into 1 inch pieces
- 2 medium tomatoes, peeled and chopped
- 1/4 cup cooked hominy (dried maize kernels)
- 2 tsp. chipotle chilies, minced
- 1 avocado, peeled and sliced
- Cilantro leaves, for garnish

DIRECTIONS:

- 1. Warm the oil in a soup pot. Add the onion, garlic, oregano, and salt, and cook over medium-low heat until the onion softens.
- 2. Add the carrots, beans, and tomatoes. Pour in the heated stock and simmer.
- 3. After 20 minutes add the hominy and then gradually stir in the chipotle chilies to taste.
- 4. Cook another 5 minutes. Put soup into bowls, and garnish with the avocado and cilantro leaves.
- 5. Serve the lime on the side. Have fun with your children squeezing the lime over the soup.

Pumpkin Soup

Makes 4 servings

INGREDIENTS:

- 2 Tbsp. vegetable oil
- 4 cups pumpkin or squash, peeled and cubed
- ³/₄ cup carrot, chopped
- ³/₄ cup onion, chopped
- 2 cloves of garlic, minced
- 4 cups vegetable or chicken broth
- Pepper, to taste
- 2 Tbsp. chopped, fresh parsley (optional)









DIRECTIONS:

- 1. Add oil to a large saucepan and heat over medium-low heat. Add the pumpkin, carrot, onion, and garlic and cook, stirring often, until onion is softened, about 5 minutes. Add broth and bring to a boil.
- 2. Reduce the heat, cover and simmer, stirring occasionally, until vegetables are very tender, about 45 minutes.
- 3. In a food processor or blender, blend the soup in batches until pureed.
- 4. Add pepper to taste. Heat before serving. Garnish with chopped parsley.

Slow Cooker Hearty Vegetable and Bean Soup

Serves: 6

Minimum Slow Cooker Size needed: 4 quarts

INGREDIENTS:

- 1 sweet onion, diced
- 2 cloves garlic, minced
- 1 medium sweet or red potato, peeled and cut into 1 inch cubes
- 2 carrots, peeled and sliced into 1 inch pieces
- 2 stalks celery, diced
- 1 cup whole kernel corn (optional)
- Pinch of salt
- ¹/₂ tsp. pepper
- Pinch of allspice
- 1 tsp. paprika
- 1 bay leaf
- 1/2 tsp. crushed red pepper flakes
- 2 cups frozen or fresh green beans
- 4 cups vegetable or chicken broth
- 1/4 cup freshly chopped parsley
- 1 can (14.5 oz.) diced tomatoes
- 2 cans cannellini beans, drained and rinsed (feel free to substitute with navy, black, pinto, or chick peas)

- 1. Add all of the above ingredients to the slow cooker, stir to combine, cover and cook on low for 8-10 hours or until the carrots are tender.
- 2. To make this a meat dish, add 1 pound chicken fillets (cut into 1 inch cubes).





Slow-Cooker Vegetable Melody Soup

Serves 6

INGREDIENTS:

- 2 cans (14.5 oz.) diced tomatoes
- 2 Tbsp. tomato paste
- ¼ cup sundried tomato pesto
- 1 parmesan rind (larger piece of parmesan cheese used for grating)
- 4 cups vegetable stock
- 2 cups water
- 1 cup carrots, diced
- 1¼ cup celery, diced
- 1¹/₂ cup white onion, diced
- 4-5 cloves garlic, minced
- 1 tsp. dried oregano
- 1 sprig rosemary
- 2 bay leaves
- Pinch of salt and pepper
- 1 can (15 oz.) red kidney beans, drained and rinsed
- 1 can (15 oz.) great northern beans, drained and rinsed
- 1¹/₂ cups zucchini, diced
- 1¹/₂ cups tubular pasta
- 1 cup frozen green beans, thawed
- 2¹/₂ cups baby spinach, chopped

- 1. Add the diced tomatoes, tomato paste, tomato pesto, parmesan rind, vegetable stock, water, carrots, celery, onions, garlic, oregano, rosemary, and bay leaves to a slow cooker. Season with salt and pepper.
- 2. Cook on low heat for 6-8 hours or high heat for 3-4 hours. Add red kidney beans, great northern beans, zucchini, and pasta and cook on high heat for an additional 20-25 minutes until pasta is tender.
- 3. Stir in the spinach and green beans and cook for an additional 5 minutes until heated through.





Slow-Cooker Vegetable Curry

Serves 4-6

INGREDIENTS:

- 4 medium carrots, sliced
- 2 medium potatoes, cut into 1/2 inch cubes
- 1 15 oz. can garbanzo beans (chickpeas), rinsed and drained
- 8 oz. fresh green beans, cut into 1-inch pieces
- 1 cup coarsely chopped onion
- 3 cloves garlic, minced
- 2 Tbsp. quick-cooking tapioca
- 2 tsp. curry powder
- 1 tsp. ground coriander
- 1/4 tsp. crushed red pepper
- ¼ tsp. salt
- 1/8 tsp. ground cinnamon
- 1 14 oz. can vegetable broth or chicken broth
- 1 14 1/2 oz. can diced tomatoes, un-drained
- 8 cups hot cooked rice

- 1. In a 3 ½ to 5-quart slow cooker, combine carrots, potatoes, garbanzo beans, green beans, onion, garlic, tapioca, curry powder, coriander, crushed red pepper, salt, and cinnamon. Pour broth over all.
- 2. Cover and cook on the low-heat setting for 7 to 9 hours or on high-heat setting for 3 ½ to 4 ½ hours.
- 3. Stir in undrained tomatoes. Cover. Let stand for 5 minutes.
- 4. Serve over hot cooked rice and enjoy!





Slow-Cooker Vegetable Chili

Serves 6

INGREDIENTS:

- 1 ¹/₂ cups chopped yellow onions
- 1 1/2 cups baby bella mushrooms stemmed, washed and cubed
- 1 red (bell) pepper, chopped
- 1 medium yellow squash, stem ends trimmed and cut into small dice
- 3 (15 oz.) cans diced tomatoes
- 2 (15 oz.) cans kidney beans, drained and rinsed
- 1 (15 oz.) can black beans, drained and rinsed
- 1 (15 oz.) can tomato sauce
- 1 (15 oz.) can corn kernels, drained
- 2 (4.5 oz.) cans diced green Chilies, drained
- 1 ¹/₂ cups vegetable stock
- 2 Tbsp. chili powder
- 2 Tbsp. oregano leaves
- 1 Tbsp. ground cumin
- 1¹/₂ tsp. onion powder
- 1 ¼ tsp. salt
- 1 tsp. ground pepper
- ¹/₄ cup chopped fresh cilantro leaves
- ¹/₂ cup water
- ¹/₄ cup cornmeal

- 1. Add the onion, mushrooms, peppers, squash, diced tomatoes, tomato sauce, beans, corn, green chilies, vegetable stock, oregano, chili powder, onion powder, and cumin. In other words, put all the ingredients into the crockpot except for the cilantro leaves, cornmeal, and water.
- 2. Stir and season with salt and pepper. Cover and cook on high for 4 hours or on low for 6 hours.
- 3. 20-30 minutes before the chili finishes cooking, mix the cornmeal with water to make a paste.
- 4. Stir the paste and chopped cilantro to combine and cook for a final 20-30 minutes.
- 5. If preferred, top with a spoon of low-fat plain Greek yogurt, chopped green onions, or cheese.





Slow-Cooker Cranberry Apple Oatmeal

Serves 3

INGREDIENTS:

- 1 cup steel cut oats
- ¹/₂ cup dried cranberries
- 2 green apples peeled and diced
- ¹/₂ tsp cinnamon
- 1/4 tsp mixed spice
- 4 cups water

- 1. Combine all ingredients in your slow cooker. Cover and cook on low for 8 hours.
- 2. Stir the meal when it is done cooking. Spoon into serving bowls.
- 3. Serve with plain milk. Top with blueberries, banana slices, or raspberries for extra fruits. Enjoy!





Living the "2" and "1": No more than 2 hours of screen time and at least 1 hour of active play

Fun Activities for Smaller, Indoor Spaces

There are many fun activities that are family and child friendly and can take place in smaller, indoor spaces like daycares, family places, apartments, and suites. Sometimes it is too cold to go outside to play or the space outside may not be safe. The following activities can be done in smaller, indoor spaces. Feel free to add your own favourite activities to this list!

• For younger children, play follow the leader doing funny walks, hopping like a bunny, or silently sneaking on the tips of toes. Weave around the furniture, helping children to keep their balance as needed, and to build coordination. Wear a funny hat or put a towel on your back like a cape.



- Stretching is a fun activity that can be done indoors. Ask children to stretch like a tree, stretch their arms to the side like a bird, or stretch like their favourite animal. Hold the stretch for a count of five. If you have a teenager, rent a yoga DVD or book from the library for free and do yoga stretches together.
- Human Alphabet: Call out a letter and have children form that letter by shaping their bodies. Letters that work well are: A, X, S, C, F, J, I, L, U, V, K, Z. Encourage children to stretch as much as they can while still being comfortable, and hold the stretch for a count of five if possible.
- Moving to music: Play music that your child or a group likes. When the music stops, ask the child or group to do the following challenges:
 - » Feet touching the ground with hands on ankles
 - » Three body parts touching the ground
 - » One arm reaching for the sky and one arm reaching low to the ground
 - » Make noise without using feet or mouth
 - » Make limbs look like a spider, snake, or camel
- Play music with a beat (e.g. from a drum or CD) and ask the children to do the following actions:
 - » Swing their arms widely left and right while lifting their knees as if walking briskly
 - » Move their arms as if swimming towards the front, or back crawl and kick their legs in the air
 - » Using an imaginary paddle to paddle a canoe (call out "switch" to have them paddle on a different side)
 - » Swat the imaginary fly! Ask children to jump up high and swat at an imaginary fly. Try to do 20 fly swats and jumps in a row.
- Sing a favourite nursery rhyme and make up motions to go with the words.



- Play the game I Spy. Choose a theme such as colours or shapes or just go with a basic game. Take turns choosing objects (just don't tell anyone what you've chosen) and let the other person guess the object. Give clues, or if you are playing with a school age child, allow the child to ask questions. Each time they get a question right, the guesser needs to touch his/her toes and you have to reach for the sky!
- Play board games, like Snakes and Ladders, Sorry, Clue, Connect 4, and Candy Land with younger children. Play Monopoly, Risk, and Cranium with older children.
- Play floor games that include physical activities, like Twister or bowling. For bowling, set up plastic cups and use a small ball (e.g. a tennis ball) to knock the cups down. Put different numbers on the cups for points.
- Become a puzzle champion! When your child is able to do simple puzzles, start completing puzzles together. Each year, try more complex puzzles. Help your child out. Get a puzzle that the whole family can do. Keep the puzzle out as a visual reminder to work on it.
- Drink a melted snowman! Give children a glass of water each. On a hot day, put a few ice cubes in the glass. Do children have a favourite snowman, like Frosty, Olaf or another snowman character? Pretend the water is a melted snowman and that by regularly drinking water throughout the day, the children are becoming more like their favourite snowman. Provide children with a snowman's nose (carrot sticks) and eyes and mouth (raisins and grapes) for a snack.
- Be a vegetable and fruit detective. For this detective work, you'll need to try a new vegetable and fruit with your child. Purchase in-season vegetables and fruits at your local market. After taking a bite of the new vegetable or fruit, discuss the following questions with your child (some of the questions are a bit silly and are meant to be fun):
 - » What is the name of the vegetable or fruit? Can you think of a nickname for it?
 - » What does it taste like?
 - » What is its texture like?
 - » What foods would go well with this vegetable or fruit?
 - » Where does it grow in the world?
 - » What do you like about this vegetable or fruit?
 - » What type of personality do you think this vegetable or fruit would have?
 - » If this piece of produce could talk, what type of voice would it have? A high voice? A low voice?
- Read, read, read! Read to your child, or have your child read to you, to help stimulate their imagination, develop their vocabulary and decrease their screen time (e.g. TV or video game screen time). The public library will provide you with many books that you, your organization, and families can read each week. When your child is able to read, have them read their favourite story to you.
- Create a cozy, magical place to read with your family and children by placing pillows and cushions on the floor with a warm blanket. This can be a special, quiet place where storybook themes and characters come to life. Put new books from the library in a basket or other container near the special reading place. Try acting out a favourite story using simple props you find around a facility or around a house, like a stuffed animal.



Fun crafts:

- Colour the Live 5-2-1-0 colouring sheet with your child. Put your child's work of art on the fridge.
- Use construction paper to make flowers, stars, leaves, trees, snowmen, and other things you would want to hang on the fridge and windows to represent the seasons. Or, put a branch into a cup and tie the artwork to the branch with string to showcase your child's masterpiece!
- Spend a few hours with a box of crayons and a stack of paper drawing what you both see from a window in your facility or home, or make up your own picture book. Assemble the drawings into a journal by stapling the edges together or put them on the fridge.
- Leaf rubbings: During the day, take a nature walk with your child and collect leaves together. Bring your leaves home and put them on a table or other hard surface. Let the leaves dry if they are wet or damp. Place the leaf 'vein' side towards you. Take regular white paper and lay it over a leaf. Rub the paper with a coloured crayon, pastel, or piece of chalk. Don't rub too hard or this may squish the leaf. Watch for a beautiful leaf imprint to appear and repeat with new leaves!
- Gather a few leaves and dry them. Place between two pieces of waxed paper. Cover with a tea towel. Turn the iron to low and gently iron until the paper has bonded. Showcase in a window!
- Create a fall forest. Make four trees by placing four pieces of masking tape from the top to the bottom on a sheet of paper. Make the branches by placing thinner pieces of masking tape coming off of the original four pieces. Now, have your child colour or paint red, green, orange, brown, and yellow circles everywhere. Remove all of the tape and...voila!
- Ask your child to draw their favourite book character. Ask your child to tell you what they like best about this book and character. Can you and your child dress up like the characters and act out a scene from the book? Having your child talk to you about their favourite book(s) supports an appreciation for reading, and reading will help to decrease screen time.
- A healthy role model is important for children to look up to and to strive to be like. Ask your child to draw their favourite sports hero. Encourage children to talk to you about who their sports hero is and what makes them healthy and strong. Congratulate your child on their drawing and ask your child:
 - » Who is he / she?
 - » Why is he / she your sports hero?
 - » What could your child do to be healthy and strong like he / she is?





Joyful Fall and Winter Activities

Just because it's the fall or winter seasons doesn't mean that you and your children need to stay indoors. The following fun activities can be led by Service Providers with the children and families they work with, and by families with their children. Many of the activities can be done year round but are provided here in order to support active play in the cooler months. Add your favourite activities to this list!

In the cooler seasons, make sure to bundle up as appropriate. This may include hats, gloves, coats, and leggings underneath pants, and waterproof pants if walking or playing in the snow.



- Now is a great time for you and your children to sharpen their ice-skating skills or try it for the first time! Call your local recreation center to see what the times and costs are for drop-ins.
- Go on a hike in a nearby park or forest. During your hike, collect items you find, like tree leaves. Take them home and glue the item to sturdy paper to make a beautiful nature collage.
 - » Another idea is for your kids to estimate the time it will take them to reach a particular destination and then compare their estimates to the actual time. This game has the benefit of learning about time and numbers.
 - » Children may also enjoy games of "I Spy" on the walk. This game has the benefit of helping them to become familiar with the landmarks in their community. You can start the game by saying the rhyme: "I spy with my little eye something that is...." and note the object's colours.
 - » Draw a simple map with the landmarks that your children can remember.
- Go on a walk and see how many animal tracks you can spot. Can you spot tracks from dogs, cats, raccoons, and birds?
- In the fall, go for a walk and see how many different colour leaves there are. How many leaves can you jump on and crunch? In the winter time, bundle up and look at the holiday lights and decorations in the evening.
- Use the free equipment in the Live 5-2-1-0 Playboxes to play many games like soccer, football, or skipping. Visit the Chilliwack Division of Family Practice Healthy Kids Initiative (Live 5-2-1-0) website to get the Playbox access code: <u>https://www.divisionsbc.ca/chilliwack/hkiaccess</u>. The locations of the Playboxes are:
 - » Central Community Park: 45943 Victoria Avenue
 - » Eagle Landing Park: 9145 Corbould Street
 - » Watson Glen Park: 44975 Keith Wilson Road
- Create your own bingo cards before you go to the park or on a walk with kids. Draw pictures in each bingo square of items they may find outside: a dog, a cat, a pine cone, a specific type of bird, or a specific type of tree.
- Go for a walk by the river (e.g. the Vedder River) or a pond (e.g. the pond by the Chilliwack Library). Discuss what looks different in the fall and winter seasons compared to spring and summer.



Hog Wild Potatoes:

A football like game that requires service provider or parental supervision.

- » Play on a flat area, like a soccer field or somewhere safe for kids to run around.
- » Each team gets 5 potatoes (or oranges or apples). Each team could have 5-9 players (ready to run and rumble).
- » Place the potatoes at opposite sides of the playing area, 5 per side, like where a goalie would situate themselves.
- » The teams flip a coin. The team that wins the coin toss gets to pick a person to try to get a potato from the opposition side and bring it back to their pile of potatoes. If the team succeeds they get to try again. If the team is unable to bring back a potato, the other team gets to try. Other teammates guide and protect the one carrying the potato to try to get it to the other side.
- » This occurs until all of the potatoes are on one side and that team wins.
- » Rules include no tripping, hair pulling, piling on players, or hitting. If a rule is broken the other team gets an opponents' potato.

Sla-Hal - Stick Game (modified for younger participants)

Description:

- » Sla-Hal is most often played by Aboriginal peoples of the Turtle Island (North America).
- » The game is played with two teams. There are two pairs of special hand sticks: one pair with a stripe and one without, and there is a set of 10 scoring sticks and an additional "kick stick".
- » The game is usually accompanied by drumming and singing used to boost the morale of the team. The side that has the pair of sticks sings, while the other tries to guess. For children a recording of songs can be used as the children will likely need assistance while the game is played.
- » Players sit in a semi-straight line formation, each team facing the other. (Optional: have the players stand and stationary march to the drumming, to support active play.)

Instructions:

- » The game starts with each team dividing the 10 scoring sticks and the kick-stick between them, and one team receives the two pairs of special sticks (you can do rock, paper, scissors or flip a coin, to determine this).
- » Two individuals from the team with the special hand sticks conceal the hand sticks and swap the sticks between their hands, then bring their hands forward to indicate they are ready to play. The other team members sing along with the songs and optionally, marching in place. Ensure that all participants have a turn at holding the hand sticks as well as guessing.
- » The opposing team tries to guess the position of the unmarked special hand sticks. If they are correct, they take the special hand sticks; if they are incorrect, they pass one of their scoring sticks to the opposing team. This is how sticks are won, the player keeps the hand sticks until they are guessed, repeating this over and over.
- » When a team has won both pairs of the special hand sticks it is their turn to conceal them and it is the other team's turn to guess.
- » The game continues until one team has given out all of their scoring sticks to the other team and the kick-stick. The team with all of the scoring sticks and the kick-stick wins!



If it's snowing outside...

- Build a snowman! Complete your snowman with a carrot nose and rocks for the eyes and mouth.
- Create a snowman challenge! Give points for the most creative snowman. For example, give the snowman a belt made of twigs and rocks, or a pointy stick for hair.
- Snow throw: Build three piles of snow, one pile closer and the other two piles further away. Draw a line in the snow that folks will throw from. Each time someone hits a pile of snow they get 10 points and 20 points for knocking existing snow off of a pile. The first person to reach 100 points wins!



- Are there any hills nearby with snow on them? Go sledding by sitting on a snow sled, disk, or on the outside of large garbage bags. Please note that garbage bags may tear. Ensure that the path you are sledding on has enough space to come to a complete stop and that there are no pointy or hard objects, like rocks, where you are sledding.
- Make snow angels: Laying in the snow, move your arms and legs from side to side to create a snow angel. Move to another spot and create additional snow angels. Encourage everyone to create 10 snow angels in one minute. Be creative and make other creatures in the snow!
- Build a snow fort. Make blocks of snow and start building your ice mansion!
- Go outside and catch snowflakes on the tips of your gloves. When you are back inside, make paper snowflake cut-outs by folding a piece of paper four or more times and cutting different shapes and designs. Put on holiday music (i.e. from the radio) to make this craft even more festive!
- Play snow soccer. Have fun kicking the soccer ball in the snow. Put a few piles of snow behind each goal post. You get extra points for hitting the snow piles with the soccer ball!
- Draw pictures in the snow. Freshly fallen snow makes the perfect canvas for an art project. Put food colouring and some water in a water bottle and paint the snow with a paintbrush. Adult participation is recommended so that young children do not get food colouring on themselves.
- Build the biggest snow pile possible! You and your child (or groups) have five minutes to build the highest snow pile you can.
- Spoonful of snow: After making snowballs, give each child a spoon and a snowball. Put a few markers down in the snow, such as sticks, rocks, or any other nearby objects. One at a time, each child puts the snowball on the spoon and runs around these markers and back to the starting line.
- Make a snow castle! Use regular sand pails to create a magnificent castle of snow and ice.



Living the "0": Zero Sugary Drinks

Fresh Fruit Infused Water Ideas

Try these fruit, vegetable, and herb infused water ideas instead of pop or juice. The longer the produce sits in the water, the stronger the flavour will be. Feel free to make substitutions to the recipes, including using sparking water rather than regular water.

There are optional herbs noted in the recipes below. Ensure that your child does not swallow these herbs, or the vegetable and fruit pieces if they are unable to chew the sizes that you have cut up. To catch herbs or produce, pour the water through a strainer.

Watermelon and Basil Water

INGREDIENTS:

- Ice and cold water
- 2 slices of watermelon, cut into thirds or quarters
- Small handful of basil, scrunched up

DIRECTIONS:

- 1. Fill your water pitcher or large mason jar almost to the top with ice and fruit.
- 2. Slightly scrunch up the basil with your hand so it releases its flavor.
- 3. Pour cold water over the ice and fruit. This drink will be best if you let the water infuse with the ice and fruit for 2 hours.
- 4. If you need to speed up the flavour process, poke holes in your fruit with a fork for instant flavor.
- 5. Serve and enjoy!

Blueberry Orange Water

INGREDIENTS:

- Ice and cold water
- 2 mandarin oranges, cut into wedges
- A handful of blueberries

- 1. Combine all ingredients in a pitcher or large mason jar, and put in the fridge for 2 hours to allow the water to infuse.
- 2. You can squeeze in the juice of one mandarin orange and muddle the blueberries to intensify the flavor.
- 3. Serve and enjoy!







Orange, Lime, and Cucumber Water

INGREDIENTS:

- Ice and cold water
- 2 large oranges, sliced
- 1 lemon, sliced
- 1/2 large cucumber, sliced
- 1 handful of fresh mint

DIRECTIONS:

- 1. Put oranges, lemon, and cucumber in a pitcher or mason jar.
- 2. Using a long spoon, gently mash the vegetables and fruits; this will release more flavours.
- 3. Take the mint and gently mash and add to the pitcher. Add water to the pitcher, and stir to begin the infusion process.
- 4. Serve now or store in the refrigerator for 2 hours before serving for more intense flavour. Enjoy!

Strawberry, Lime, and Cucumber Water with Mint

INGREDIENTS:

- Ice and cold water.
- 1 cup sliced strawberries
- 1 cup sliced cucumbers
- 2 limes, sliced
- 1/4 cup fresh mint leaves

DIRECTIONS:

- 1. In a half-gallon mason jar or a large pitcher, layer the strawberries, cucumbers, lime slices, and mint leaves with the ice cubes. Fill jar or pitcher with water.
- 2. Let chill for 2 hours and then enjoy!

Try other fun combinations!

- Lemon and lime slices
- Peach and apricot slices and mint
- Watermelon slices and rosemary
- Blackberries and mint
- Any of your or your child's favourite fruit!







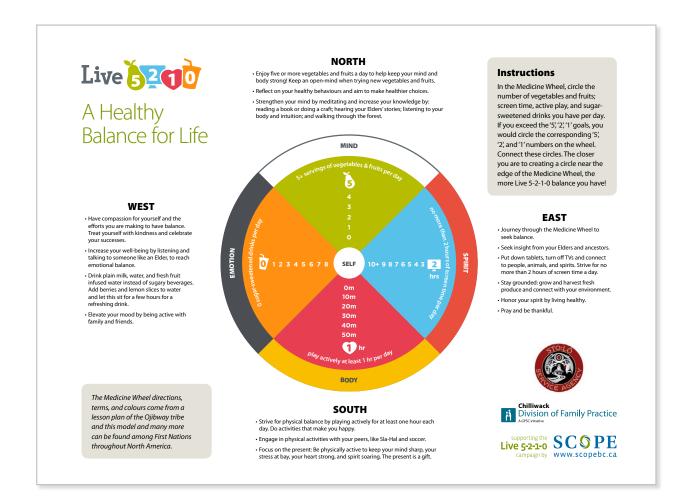
Living 5-2-1-0

A Healthy Balance for Life: Live 5-2-1-0 adapted to a Medicine Wheel

The Chilliwack Division of Family Practice is grateful to the Stó:lō Service Agency of Stó:lō Nation, for collaborating on adapting Live 5-2-1-0 to the Medicine Wheel.

The Medicine Wheel (seen below) directions, terms, and colours come from a lesson plan of the Ojibway tribe and this model and many more can be found among First Nations throughout North America.

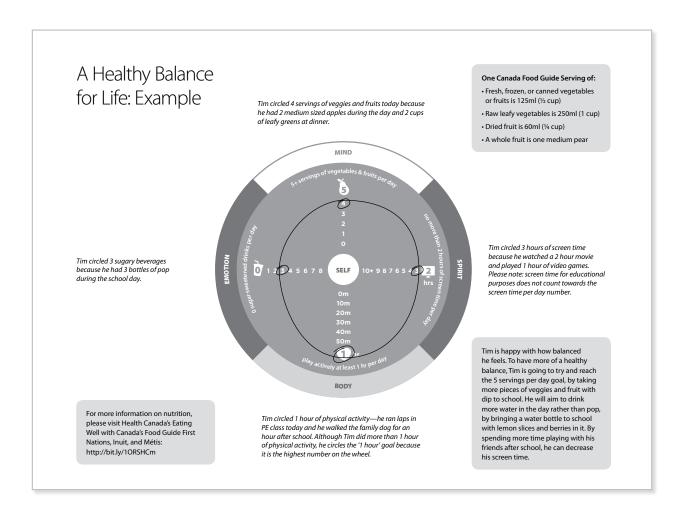
Please download the Medicine Wheel by visiting http://www.divisionsbc.ca/chilliwack/hkiresources





A Healthy Balance for Life: Example

In the Medicine Wheel, circle the number of vegetables and fruits, screen time, active play, and sugary drinks you have per day. Connect these circles. The closer you are to creating a circle near the edge of the Medicine Wheel, the more Live 5-2-1-0 balance you have! The back page of this resource has an example of circling the four areas on the Medicine Wheel.





Free and Low-Cost Healthy Living Resources

A listing of community programs, groups and events is available through the Leisure Guide, which is distributed three times per year to every household in Chilliwack. Visit <u>www.chilliwack.ca</u> for an online copy. When you click on the website link, click on 'Parks, Recreation and Culture' for great information, including parks and trails for you and your clients to explore!

Additionally, the Chilliwack Child and Youth Committee, which is comprised of over 20 government and non-profit community organizations, has a listing of programs and summer camps on their website. The website has a wealth of information and resources for parents, youth, and children: www.childandyouth.com.

Active living

Canadian Tire Jumpstart®

This program was created to help give kids a sporting chance to participate in organized sport and recreation by covering the costs of registration, equipment and/or transportation. Phone the Chilliwack Family YMCA at 604.792.3371 or visit: www.canadiantire.ca/jumpstart

Grade 5 Get Active Facility Pass

The Chilliwack Active Communities Committee is pleased to provide this program in partnership with the City of Chilliwack Parks, Recreation & Culture, Leisure Recreation Group, the Chilliwack Family YMCA, and the Chilliwack School District. Available to all grade five public, home, or privately schooled students in Chilliwack, the pass provides free admission to public swims, skates, and selected drop-in sports from September 1st of the current year and expires August 31st of the following year. Contact your school for more information and for the form you need to submit.

Great Blue Heron Nature Reserve

Discover this peaceful reserve and enjoy a walk on the multiple trails. Watch for a variety of wildlife. Site features include over 100 Great Blue Heron nests, an observation tower, Rotary interpretive center, indoor Discovery Classroom and Wildlife Art Center, and a wheelchair accessible building and trails.

Phone: 604.823.6603 or visit: www.chilliwackblueheron.com Address: 5200 Sumas Prairie Road

Hiking

There are many great hikes to explore. View a copy of the Chilliwack Hiking & Adventure Guide online: <u>http://www.tourismchilliwack.com/hiking</u> or pick up a Guide from the Cottonwood Mall information booth.

KidSport™

This program provides support to children to remove financial obstacles that prevent them from playing organized sports. Children and youth between 6-18 years are eligible. Contact Chilliwack Parks, Recreation and Culture Department at 604.793.2904.

The Leisure Access Pass (LAP)

The City of Chilliwack believes that financial circumstances should not limit the ability for you to access basic City-funded leisure programs. An active community is a healthy community and this program will increase activity levels for some residents that might not otherwise be able to participate. For more information, contact any of the following facilities where the LAP card is accepted:

Cheam Leisure Centre: 45501 Market Way, 604.824.0231

Chilliwack Landing Leisure Centre: 9145 Corbould Street, 604.793.1811

Prospera Centre: 45323 Hodgins Ave, 604.793.2904



Twin Rinks Arena:

5725 Tyson Road, 604.793.2904

For a complete listing of classes and programs for Cheam and Landing Leisure Centres visit: <u>www.myreccentre.com</u>

Live 5-2-1-0 Playboxes

Free sports equipment and books available for use at three parks around Chilliwack, Central Community Park, the Landing Centre, and Watson-Glen Park. Sign up at <u>www.divisionsbc.ca/chilliwack</u> to unlock the Live 5-2-1-0 Playbox and unleash the fun!

Mind, Exercise, Nutrition... Do It! (MEND)

A fun, free 10 week program for families with 7–13 year olds that would like to start being more physically active and eat healthier. MEND empowers children and families to become fitter and healthier. The program is a mix of family activities, practical demonstrations, and fun physical activity sessions to show families how to make healthier choices and spend more time being physically active. Program start dates are typically in January, April, and September at the Chilliwack Family YMCA. Physician referral is not required.

Phone: 604.799.3732 or 604.792.3371, or email <u>mend@vanymca.org</u>

Pacific Sport Fraser Valley

Teaching physical literacy, fundamental movements, and non-traditional sports such as cricket and fencing, they promote Sport for Life. Phone: 604.792.3371 or visit: <u>www.pacificsportfraservalley.com</u>

Shapedown BC

A free 10 week program for families with children/ teens between 6–16 years of age who are struggling to achieve healthy physical activity and eating habits. The program is supported by a multidisciplinary team that helps families identify and problem-solve around their own unique challenges to healthy eating and active living. Each week families learn about different topics: communication, parenting, label reading, improving your child's self-esteem, family meals, menu planning, etc. In addition, families take part in fun activities at their local YMCA or recreation centre. By setting their own goals around the changes that each family member chooses, parents and child/teen improve their overall health and well-being. Located in Langley and providing services to families from Burnaby to Hope, doctor referral is required. Talk to your doctor or contact 604.514.6000 x 742682 for more information.

Spirit of BC

Check out the website for local activities including Chilliwack Walks, a fun initiative of 8 walks in 8 weeks over the summer: www.chilliwackactiveforlife.ca

Trails

See the Leisure Guide for more information about trails: <u>www.chilliwack.ca</u>

- Fraser East Dyke (Easy 12.5km)
- Hope River Rotary Trail (Easy 1.5km)
- Luckakuck Creek Trail (Easy 1.0km)
- Vedder North Dyke Trail (Easy 6.9km)
- Peach Creek Rotary Trail (Easy 1.8km)
- Vedder River South Trail (Easy 6.9km)
- Vedder South Dyke Trail (Easy 2.4km)
- Vedder Rotary Trail (Easy 6.3km)
- Thorton Creek Trail (Moderate 0.8km)
- Bridlewood Trail (Moderate 1.3km)
- Lefferson Creek Trail (Moderate 0.7km)
- Bailey Rexford Trail (Moderate 0.8km)
- Teskey Way Trail (Moderate 2.1km)
- Thom Creek Trail (Moderate/Hard 3.5km)
- Mt. Thom Trails (Moderate/Hard 2.6km)
- Salmon Ridge Trail (Hard 1.2km)
- Jinkerson Stairs (Hard 230 stairs)



Walk in all Four Seasons

Go for a walk to a nearby park. Make it fun by turning the walk into a nature exploration. Do a simple scavenger hunt! Count how many different animals, like birds and squirrels that each person sees. Pick out different colour leaves, flowers, or rocks. Listen for bird chirping. Do different birds make different sounds? Is there snow on your walk? Bundle up in warm clothing and go outside to make footprints in the snow. Is it the summer time? Put on sunscreen and hats and bring along fruit popsicles for a stroll.

YMCA Access Program

The YMCA believes that no barrier should stand in the way of all of us getting stronger, together. If you are a family or individual that is unable to pay the full fee for a standard membership or program, you are eligible to get involved in the YMCA Access Program. If you currently receive fee assistance from the government, you pre-qualify. Contact the Chilliwack Family YMCA, 45844 Hocking Avenue at 604.792.3371 or visit: <u>www.chilliwackymca.ca</u>

If you and your children do not qualify for the Leisure Access Pass or the YMCA Access Program, phone your closest recreation center (see the list of recreation centers noted prior) and ask whether they have any promotions on, such as a free pass trial or certain times that are cheaper to drop-in. Family rates are often cheaper than individual rates so be sure to inquire about this if you have children.

Child Development & Family Services

Ann Davis Transition Society

Provides counselling services for children, youth, individuals, couples, and families. Group sessions, parenting classes, and youth programs are also offered. Office hours are Monday through Friday from 9:00am – 5:00pm; clients may self-refer for counselling and programs. Phone: 604-792-2760 or visit: www.anndavis.org

Better Beginnings

Pre- and post-natal support program. Weekly meal and education classes. Good Food Bag program. Dads welcome too! Located at the Neighborhood Learning Centre, 46361 Yale Road. Phone: 604.701.4987 or visit <u>www.comserv.bc.ca/familydrop-ins-and-preschools</u>

Big Brothers Big Sisters

Big Brothers Big Sisters offers a wide range of mentoring opportunities to meet the varied needs of volunteers, children, and families. Phone: 604.858.0828

Child Care Resource & Referral

Provides services to parents: referrals to screened childcare providers, information on choosing quality child care, and assistance with child care subsidy applications. Provides services to childcare providers: registration, referrals to parents, training, resource library, information and support. Phone: 604.847.2237 or visit www.ccrr.bc.ca

Chilliwack Learning Society

The Chilliwack Learning Society builds relationships and partnerships to better meet the learning needs of all community members, to make possible the successful learning, development, and growth of the individual, the family, and the community. Strategies include Early Family Literacy; Youth Literacy; Adult Literacy; and Workplace Essential Skills. For more information visit: <u>www.</u> <u>chilliwacklearning.com</u>

Families First

Open to parents and caregivers with children from birth to adolescence. 10 weeks of workshop instruction and individual counselling support. Helps parents and children build healthy connections to each other. Phone 604.793.7225 for more information.



Families in Motion

Free family literacy program. Work on English, math, and computer skills. Free pre-school and/ or infant toddler care in licensed, literacy rich environments. Breakfast and snack provided for adults and children. Phone 604.845.0379 for more information.

Family Place Network

Welcoming free drop-in centers for parents and caregivers with children from birth to 6 years old. Drop-in: Play-based learning activities. Group Education: workshops, field trips. Connections: meet friends, find information. Phone: 604.701.4978 or visit: www.comserv.bc.ca/family-drop-ins-andpreschools

Broadway Family Place: 46551 Chilliwack Central Road

Downtown Family Place: 46361 Yale Road

Greendale Family Place: 6550 Sumas Prairie Road

Kekinow Family Place: Common Room, 45555 Knight Road

Sardis Family Place: 7112 Vedder Road

Yarrow Family Place:

Yarrow Community School, multipurpose Room, 4505 Wilson Avenue

StrongStart

Free drop in for children accompanied by their parent/care provider. This program is intended for children ages 0-5. Focus is on Kindergarten readiness and is situated within an elementary school. ECEs facilitate a variety of activities including: art, craft, healthy snack, gym time, and weekly library visits.

The program follows the school calendar: September—June.

Strong Start Early Learning Centers in Chilliwack:

- McCammon Traditional Elementary
- Watson Elementary School
- Little Mountain Elementary
- Rosedale Elementary
- Bernard Elementary
- Strathcona Elementary
- Cultus Lake Elementary
- Unsworth Elementary

Phone: 604.793.7214 or visit: <u>www.comserv.bc.ca/</u> <u>family-drop-ins-and-preschools</u>

Salvation Army Care and Share Center

The Salvation Army Care and Share Center offers many programs for children, adults, and families. More information is noted further below. Phone: 604-792-0001 or visit: <u>www.</u> <u>salvationarmychilliwack.ca/care-and-share</u>

Salvation Army Family Services

Makes referrals to a range of Salvation Army programs for assistance, including legal and social services.

Salvation Army Holiday Camp

For kids ages 7-12. The camp is located on the beautiful Sunshine Coast BC. This is an opportunity for your child to experience a week away where they will learn, play and grow.

Sardis DoorWay for Mothers and Children

Supports single/high risk mothers and their preschool children. Provides wonderful programs and resources for participants. Phone: 604-819-6556 or visit: <u>www.sardisdoorway.com</u>



Youth Services—Chilliwack Community Services and Partners

There are a variety of free recreation and leisure programs for youth aged 12 – 18: Street Outreach, Youth and Family Counselling, R.E.A.L Program (Alternate Education Program), and the Young Hands Parenting Program. Free shower and washer/dryer use. Food hampers. The Village supportive housing program is for homeless or at risk of homelessness youth and helps to transition to permanent housing.

Phone: 604.792.6632 or visit: <u>http://www.comserv.</u> <u>bc.ca/youth-services/</u>

Young Parent Better Beginnings

For teen parents. Weekly meal and education classes. Dads welcome too! Address: Neighborhood Learning Centre, 46361 Yale Road. Phone 604.701.4987 or visit: <u>www.comserv.bc.ca/family-</u> <u>drop-ins-and-preschools</u>

Cultural Events and Museums

Chilliwack Cultural Centre

The Cultural Centre hosts cross-cultural shows and events, fun classes and workshops, and the Chilliwack Art Gallery. Phone: 604.392.8000 or visit: <u>www.chilliwackculturalcentre.ca</u>

Chilliwack Heritage Park

This 65 acre park boasts a 150,000 square foot building which accommodates a number of events, including trade shows, conventions, dog shows, arena cross events, and kart racing. Phone: 604.824.9927 or visit: www.chilliwackheritagepark.com

Chilliwack Museum

Informative exhibits at a low cost.

Phone: 604.795.5210 or: www.chilliwackmuseum.ca

Party in the Park (Chilliwack Downtown Business Association)

A fun event for the whole family in the summer months. Local artists and stage entertainment, kids' activities, and a marketplace. Phone: 604.792.4576.

Stó:lō First Nations Cultural Experience Services

All are welcome to the Cultural Experience Series to learn and experience Stó:lō culture and history. These are free events once a month on Saturdays from 11am – 3pm. Salmon and bannock by donation. Phone: 1-855-STOLO-52 or email: stolo. tourism@stolonation.bc.ca

Dental and Optical

BC Healthy Kids Program

Helps low income families with the costs of basic dental care and prescription eyewear for their children. Eligible clients include dependent children under 19 years of age who receive Medical Services Plan (MSP) premium assistance through the Ministry of Health. Website: <u>www.eia.gov.bc.ca/ publicat/bcea/HealthyKids.htm</u>. For information on how to apply for MSP, contact the BC Ministry of Health toll-free at: 1-800-663-7100.

Children's Dental Program (UBC)

Offers free basic dental and preventive services to low-income school-aged children, 5-12 years of age who are not eligible for existing governmentfunded programs. Services are provided by UBC Dental students under the supervision and instruction of a licensed dentist or pedodontist. For more information contact your local public health dental office at 604.702.4900.

Fraser Health Dental Program

Offers fluoride varnish for children 2 years old or younger who are not under the regular care of a dentist. A risk assessment can be done to determine if your child is at risk for tooth decay and they require fluoride varnish. Phone: 604.702.4900.



Food and Gardening

Chilliwack Bowls of Hope Society

Since 2005 they have operated the Feed the Children Program through donations of funds and food, and the efforts of offender and communitybased volunteers of the Chilliwack Community Correctional Centre. Bowls of Hope currently provides soup and other hot lunch items to 17 schools within the Chilliwack School District. The successful "Feed the Children Program" has flourished since its inception and now provides over 10,000 bowls of soup per month. For more information visit

www.chilliwackbowlsofhope.com

Community Gardens

GWYNNE VAUGHAN PARK

If you do not have a garden and you want to grow your own vegetables and flowers, contact the Community Garden plot at the Gwynne Vaughan Park to discuss this possibility. Fees are required. Phone: 604.858.6310.

Cooking Classes

A number of local organizations provide food literacy and cooking classes for children and youth. Contact them for more information and pricing.

Chilliwack Community Arts Council: 20-5725 Vedder Road, 604.769.2787

Children and Families Chiefs Coalition: Stó:lō Nation Building 8 7201 Vedder Road, 604.858.6052

Chilliwack Society for Community Living: 9353 Mary Street, 604.792.7726

Fraser Valley Permaculture Guild

The Fraser Valley Permaculture Guild is an inclusive Association working on food security initiatives for the Fraser Valley. They are developing opportunities and programs to increase food production/accessibility and sustainability in the Fraser Valley through gleaning, community gardens, and more. <u>http://thevpg.ca/</u>

Salvation Army Care and Share Center

The Salvation Army Care and Share Center offers many programs for children, adults, and families. Information is noted below. Phone: 604.792.0001 or visit: <u>www.salvationarmychilliwack.ca/care-andshare</u>

Salvation Army Christmas Hampers

Once a year, Christmas Hampers are available to anyone in need. Applications for this service are available in November. Christmas Hampers include vegetables, milk, a turkey voucher, food for a Christmas dinner for the whole family, and toys. Phone: 604.792.0001

Salvation Army Food Bank

Offers emergency food to unemployed and underemployed people who are hungry because they do not have enough food for themselves or their families. Phone: 604.792.0001

Salvation Army Soup Kitchen

Provides one free meal a day, Monday to Friday from 12 noon to 1:00 pm For adults only. Phone: 604.792.0001

Immigrant Services

Chilliwack Community Services provides a number of immigrant services, including English language classes, settlement services, settlement workers in schools, and Chilliwack Newcomers Connections.

Phone: 604.393.3251 or visit: www.comserv.bc.ca/immigrant-services



Libraries

Libraries provide free books, audio recordings, and electronic recordings for you and your family. The libraries also provide book readings, technology courses, knitting groups, board game meet-ups, book clubs, LEGO Clubs, library programs for teens, and conversation circles to improve English. Visit: <u>www.fvrl.ca</u>

Chilliwack Library & Salish Park: 45860 First Avenue

Sardis Library: 5819 Tyson Road

Yarrow Library: 4670 Community Street

Local Farms and Local Fun

Circle Farm Tour

Circle Farm Tour is a self-guided tour that takes you through the farming country and directs you to a variety of specialty farm gate vendors, charming eateries, and heritage sites, in Chilliwack and the surrounding area. Visit: circlefarmtour.com/

Fraser Valley Slow Food Cycle Tour (Chilliwack)

On your bike, peddle through rustic trails and come across places to stop and enjoy nature. Learn about the businesses that have made their farms sustainable through agriculture. Samples of meat, produce, cheese, and more. A registration fee is required. Register online or at the Tourism Chilliwack Visitor Center, 44150 Luckakuck Way. Visit: www.fraservalleycycletours.com

Tourism Chilliwack Farms and Food

Lists a number of farms and activities for the family to enjoy: <u>www.tourismchilliwack.com/farms-and-food</u>

Schools

Schools are great resources for physical activity and food programs. Some of the schools in Chilliwack are also Community schools (designated with *). Community schools offer a variety of programs for families including workshops, sports and recreation activities, summer camps, preschool, preschool programs, and community computer access programs (CCAP). Contact your school to find out more!

Elementary Schools

Bernard Elementary 45465 Bernard Avenue, 604-795-7840

Central Elementary Community* 9435 Young Road, 604-792-8537

Cheam Elementary 9895 Banford Road, 604-792-1416

Cultus Lake Community* 71 Sunnyside Avenue, 604-858-6266

East Chilliwack Elementary 49190 Chilliwack Central Road, 604-794-7533

Evans Elementary 7600 Evans Road, 604-858-3057

F.G. Leary Fine Arts Elementary 9320 Walden Street, 604-792-1281

Greendale Community Elementary 6621 Sumas Prairie Road, 604-823-6738

Little Mountain Elementary 9900 Carleton Street, 604-792-0681 McCammon Traditional Elementary

9601 Hamilton Street, 604-795-7000

Promontory Heights Elementary Community* 46200 Stoneview Drive, 604-824-4885

Robertson Elementary 46106 Southlands Crescent, 604-795-5312

Rosedale Traditional Community* 10125 McGrath Road, 604-794-7124



Sardis Elementary 45775 Manuel Road, 604-858-7145

Strathcona Elementary 46375 Strathcona Road, 604-792-9301

Tyson Elementary 45170 S Sumas Road, 604-858-2111

Unsworth Elementary 5685 Unsworth Road, 604-858-4510

Vedder Elementary 45850 Promontory Road, 604-858-4759

Watson Elementary 45305 Watson Road, 604-858-9477

Yarrow Community Elementary* 4595 Wilson Road, 604-823-4408

Middle Schools

A.D. Rundle Middle 45660 Hocking Avenue, 604.792.4257

Chilliwack Middle 46354 Yale Road, 604.795.5781

G.W. Graham Middle-Secondary 45955 Thomas Road, 604.847.0772

Mt. Slesse Middle 5871 Tyson Road, 604.824.7481

Rosedale Traditional Community* 50850 Yale Road, 604.794.7124

Vedder Middle 45560 S. Sumas Road, 604.858.7141

Secondary Schools

Chilliwack Secondary 46363 Yale Road, 604.795.7295

G.W. Graham Middle-Secondary 45955 Thomas Road, 604.847.0772

Sardis Secondary 45460 Stevenson Road, 604.858.9424

Private Schools

Cascade Christian 46420 Brooks Avenue, 604-793-7997

Chilliwack Adventist Christian 46024 Riverside Drive, 604-792-8344 École

La Vérendrye 6610 Lickman Road, 604-858-2666

Highroad Academy 46641 Chilliwack Central Road, 604-792-4680

John Calvin 4268 Stewart Road, 604-823-6814

Mount Cheam Christian 48988 Yale Road East, 604-794-3072

St. Mary's Catholic 8909 Mary Street, 604-792-7715

Timothy Christian 50420 Castleman Road, 604-794-7114

Unity Christian 9750 McNaught Road, 604-794-4171

Alternative Programs

C.H.A.N.C.E. Alternate 7780 Prest Road, 604.795.9226

Education Centre 8855 Elm Drive, 604.792.9277

Fraser Valley Distance Education School 46361 Yale Road, 1.800.663.3381

Shxwetetilthet: Stó:lō 7201 Vedder Road, 604.824.8671



Shelter

Ann Davis Transition Society – Transition House

Provides shelter and support for abused women and their children. The transition house is staffed 24 hours a day, 7 days a week. Phone: 604.792.3116 or visit: <u>www.anndavis.org</u>

Cyrus Center

Dedicated to ensuring youth in need always have a place to go and someone to turn to. Provides services 24 hours a day, 7 days a week. Outreach includes advocacy, counseling, mediation, referrals to other agencies, and the coordination of temporary or permanent housing. Phone 604.795.5773 or visit: www.cyruscentre.com

Ruth and Naomi's

Welcomes 150+ people daily and serves dinner. Long term Residential Recovery program, nightly shelter, clothing closet, shower, laundry, and Emergency Food Hampers. Phone 604.795.2322 or visit: www.ruthandnaomis.ca

Salvation Army Emergency Shelter Program

Operates in partnership with BC Housing. The Shelter is open 24 hours a day, 7 days a week, 365 days per year. It is available to adults over the age of 18 and families with children by referral through the Salvation Army Care & Share Centre, or other community agencies. Phone: 604.792.0001

Salvation Army Homeless Outreach Program

Provides targeted outreach to assist chronic homeless persons with advocacy and support addressing their barriers to a long-term housing solution.

Salvation Army Youth Safe House

The Emergency Youth Shelter, for children and teens from ages 12-18, is open from 7:00pm to 9:00am every night by self-referral or referral from Chilliwack Youth Services, local youth pastors, or school counsellors. Phone: 604.792.0001

Wilma's Transition House

Provides temporary safe shelter in a confidential location. The Transition House is a first stage transition house offering support, housing, and advocacy for women and children. The Second Stage program is designed for women and their children who have made the decision to break away from family violence.

Phone: 604-858-0468 / 1-888-558-0468 or visit: <u>www.xolhemetsociety.org</u>







The Price is Right: Vegetables and Fruits

The purpose of this activity is to provide real-life examples of what vegetables and fruits can cost, and to stimulate discussion about ways to purchase affordable produce.

What you'll need:

- Vegetables, like an onion, garlic, corn, potato, yam, lettuce, avocado, and a head of lettuce. Fruits, like an apple, orange, banana, and kiwi.
- Flash cards that say "Less than \$1"; "\$1 \$2"; "\$2 \$3"; "\$3 \$4"; and "More than \$4".

Pre-work for the activity:

- Go to your local market and purchase vegetables and fruits for a total of around \$10. If your local market has a card, use this for discounts. Look for sales and keep your receipt for the game.
- Do you have a garden or participate in a community garden? If yes, use some of these vegetables for the activity. Vegetables from your garden are "Less than \$1".
- Consider purchasing items that will add great flavour, like garlic and ginger. When you are discussing the prices with participants, you can mention how these items add great flavour to meals and are healthier than most sauces or salt and butter.
- Consider purchasing unique produce, like kale or star fruit, and provide participants with a recipe for this unique produce (e.g. kale chips or a fruit salad with star fruit in it).

How to play the game:

- On a table, lay out the flash cards in order from "Less than \$1" to "More than \$4". Spread the vegetables and fruits on the table in no particular order.
- Ask participants to guess how much each item costs. Ask the group to vote with their hands. Put the items in front of the price / flash card that they have guessed.
- Ask the group if they are confident with their decision. Now, reveal what category each item is in and the exact costs (per your receipt). You may need to move some of vegetables and fruits to the correct prices / flash cards. Now tell the audience the total amount for all of the items.
- Ask participants if they were surprised at the cost(s). Explain that buying produce in-season can be cheaper and ask the group where they purchase foods at the most economical cost. Ask participants to think of ways they could use the vegetables and fruit in meals this week. For example, the vegetables could be used in a salad, stir-fry, or soup.
- Raffle off the healthy basket to the group (you can ask for everyone to put their name in a hat) or provide the produce to the organization.





How Much Sugar is in Your Drink

What you'll need:

- A box of sugar cubes.
- Collect drink containers of popular drinks (you may find these in your home or facility/office recycling boxes). Wash them out so that you can continue to use them.
 - » Here are some ideas for popular drinks: pop, chocolate milk, juice from concentrate, ice tea, sports drink, energy drink, caffeinated drink, and a slushie. Use containers that list the number of sugar grams per container. Look under the Nutrition Facts label on the drink container to verify this.



• Clear plastic cups.

Pre-work for the activity:

- Determine the amount of sugar in each drink:
 - 1. Look at the Nutrition Facts label on the drink container. Look under the Carbohydrate section for the sugar. The number of sugar grams listed is the amount of sugar in the container.
 - 2. To calculate the amount of sugar cubes in an entire drink container, divide the number of sugar grams by four.
 - 3. For our purposes, we want to calculate the amount of sugar cubes per cup (250 ml) so that regardless of beverage container size we can compare the amount of sugar. To calculate how many sugar cubes per cup (250 ml):
 - » Divide the number of ml's in your drink by 250 ml to get a proportion.
 - » Take this number and multiply it by the number of grams of sugar in the drink to get the amount of sugar per 250 ml.
 - » Divide this number by four to determine the number of sugar cubes in your drink per 250 ml.

An example: If your drink container has 450 ml and 43 grams of sugar:

- » Step 1: # of sugar cubes in container = 43 grams of sugar / 4 gram per sugar cube = 10.75 sugar cubes
- » Step 2: grams of sugar in 250 ml = 250 ml / 450 ml = 0.56 x 43 grams of sugar = 24.08 grams of sugar per 250 ml
- » Step 3: 24.08 grams / 4 = 6.02 sugar cubes per 250 ml
- » This drink has just over 6 sugar cubes per cup or 250 ml
- On the clear plastic cups, write the name of the beverage and how much sugar cubes per cup and per container. Put the cups in a row from the highest to lowest amount of sugar cubes per cup. Put a scarf or other material over the cups. You will remove the scarf at the end of the game when you reveal the results.



The activity: explain facts to your audience

- Drink choices can be influenced by various factors, including family, friends, and the media but we can choose to make healthy drink choices.
- When determining the amount of sugar in drinks, we look at the Nutrition Facts label on the drink container. Look under the Carbohydrate section for the amount of sugar grams. The number is the amount of sugar grams in your entire container.
- We can also easily visualize how many sugar cubes are in each drink by doing the following calculation: 4 grams of sugar = 1 sugar cube
- The World Health Organization recommends that adults and children reduce their daily intake of free sugars to less than 10% of their total energy intake. A further reduction to below 5% of free sugars per day would provide additional health benefits. This is about 25 grams of sugar or about 6 sugar cubes. Free sugars refer to monosaccharides (such as glucose, fructose) and disaccharides (such as sucrose or table sugar) added to foods and drinks by the manufacturer, cook or consumer, and sugars naturally present in honey, syrups, fruit juices, and fruit juice from concentrate. Free sugars does not include the sugars in fresh fruits and vegetables, and sugars naturally present in plain milk.

Start the guessing game!

- Show participants each drink and explain what they are, e.g. pop, chocolate milk, water, ice tea.
- Ask participants to guess which drink has the most to the least sugar per cup (250 ml). Ask participants to vote with their hands. Ask folks if they are confident with their choices. You may have to break ties or put these beverages next to one another.
- Now remove the scarf from covering the plastic cups that have the sugar cubes in them. For each beverage, tell the participants the number of sugar grams per cup and place the beverages in order in front of their corresponding plastic cup.
- Now fill the plastic cups with the remaining amount of sugar cubes per the total beverage container. This is a great demonstration of how portion size affects the amount of total sugar. To find out how many sugar cubes are in your drink, divide the total amount of sugar grams by 4.
- Discuss with participants if they were surprised by the amount of sugar cubes in the beverages.
- Discuss how easy it would be to consume sugary beverages in a given day. Encourage children to drink plain milk, water, and water with fruit added for taste, like lemon or orange slices.
- Encourage participants to drink water and plain milk. Encourage participants to check labels for the amount of sugars grams in products and to calculate how many sugar cubes are in beverages (divide the total amount of sugar grams by 4).

Refer to Health Canada's Food and Nutrition website to keep updated beverage labelling: http://www.hc-sc.gc.ca/fn-an/index-eng.php



Information for this template is adapted from Action Schools! BC Healthy Eating Action Resource, pgs. 18, 58, & 76. http://bit.ly/1PTqBdC

Check the World Health Organization Nutrition website for any changes to recommended daily sugar amounts: http://www.who.int/nutrition/en/

Colour the Rainbow with Vegetables and Fruits

- Download or print the rainbow template on page 89 of this toolkit for each child.
- The weekly goal is for each child to colour the rainbow template with as many vegetable and fruit colours as possible.
- Each time a child eats a vegetable or a fruit during the week, they colour in the rainbow bar with the colour of that vegetable or fruit. For example, if they eat red apple slices today, they would colour in the red bar, if they ate lettuce and avocado at home yesterday, they would colour in the green bar of the rainbow, and if they ate carrot sticks and raisins on the weekend, they would colour in the orange and purple bars of the rainbow.



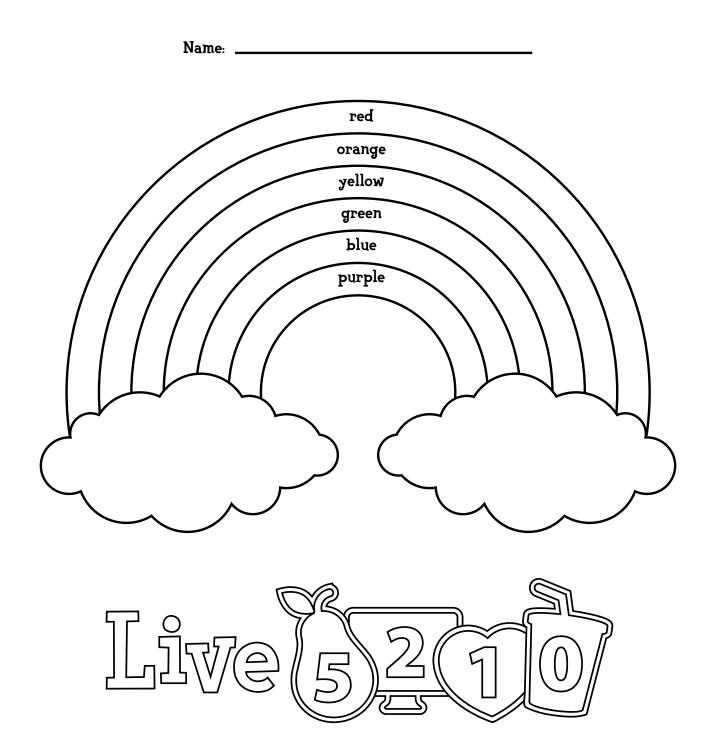
- The next page has a chart of vegetables and fruit organized by colour. This chart can be helpful when asking children what food and what colour foods they have eaten that week. Because it is normal for vegetables and fruits to change in colour as they ripen, some produce listed in one colour column may actually be best placed in another column.
- There are not many blue vegetables and fruits so it is likely that a child will not eat a blue piece of produce in a given week. If a child has not eaten a blue vegetable or fruit but has eaten an additional vegetable or fruit of a different colour, have the child colour in the blue bar of the rainbow.
- Support children in connecting the colours and names of vegetables and fruits. If the child can write the names of the vegetables and fruits on the rainbow, have them do so. If the child cannot write the names, consider doing this for the child.
- Service providers can expand this activity by drawing a larger rainbow for the group to do together. Another option is to cut out shapes of vegetables and fruit and place them on the rainbow. Or, paint a rainbow on a wall that can be filled in throughout the year with the vegetable and fruit cut-outs. See how many different coloured vegetables and fruits the group has eaten this week and try to colour in the rainbow each week (or month). Place the rainbow in your facility to celebrate your success!



Blue Purple	Blueberries Blue corn	Blue potato Blackberries Boysenberries	Currents	Eggplant	Elderberry Fig	Grapes	Huckleberry	Juniper berry	Rosemary (herb) Onion (purple	d outer layer)		Purple cabbage	ess Purple carrots	i Purple cauliflower	Purple endives	Purple potatoes	Raisins	Russian garlic	Salal berry	Saskatoon berry	Shallots		
Green		Asparagus Leeks Avocados Lettuce			Brussels sprouts Okra Cabbages Papava		Chard Pear	Cilantro (herb) Pickles	Collards Rosemai	Cucumbers Seaweed	Edamame Snow peas	Endive Spinach	Fennel Watercress	Fiddleheads Zucchini	Green apples	Green grapes	Green olives	Green onion	Green peas	Green peppers	Green squash	Honeydew	
Yellow	Banana Butternut squash	Cantaloupe Corn	Golden kiwifruit	Golden potato	Lemon Mangos	Pineapple	Star fruit	Yellow apple	Yellow nectarine	Yellow pepper	Yellow plum	Yellow raisins	Yellow tomato										
Orange	Acorn squash Apricot	Carrots Gooseberries	Nectarine	Orange	Orange pepper Peach	Pumpkin	Sweet potato	Tangerine	Yam														
Red (and pink) Orange	Beets Cherry	Cranberry Dragon fruit	Grapefruit	Guava	Juniper berry Loganberry	Marionberry	Papaya	Pomegranate	Radicchio	Radish	Raspberry	Red apple	Red grape	Red pepper	Red potato	Rhubarb	Salmon berry	Sopalali berry	Strawberries	Tayberry	Thimbleberry	Tomato	

Colour the Rainbow: Vegetables and Fruits Chart



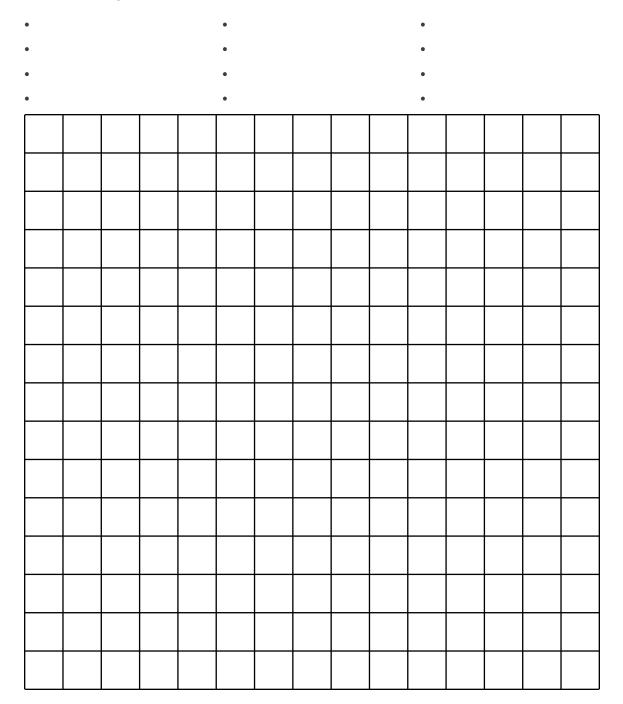




Template: Live 5-2-1-0 Word Puzzle

To make a fun word puzzle, choose 10 – 15 of your favourite Live 5-2-1-0 health related words. Note what these words are in the template (below). Now, type or write each word either vertically, horizontally, diagonally or backwards in the template. Fill in the remaining boxes with letters. An example of a Live 5-2-1-0 word puzzle can be found on the following page.

Find the following Live 5-2-1-0 related words:





Live 5-2-1-0: Word Puzzle

Find the following Live 5-2-1-0 related words:

APPLE FRUIT MILK VEGETABLE PLAY CELERY HEALTH ORANGE WATER BLUEBERRY CARROT FAMILIES LETTUCE

Each word may be horizontal, vertical, diagonal, or backwards

I	С	В	А	М	F	В	Т	А	Υ	Y	А	А	В	E
E	W	Y	Т	W	С	U	U	Е	R	F	Т	U	С	А
J	А	К	Ι	Е	L	J	L	R	В	D	В	U	L	С
н	Т	А	L	J	R	В	Е	D	D	R	Т	Н	Е	Q
J	Е	Е	С	R	А	В	С	С	Х	Т	А	G	L	W
V	R	С	V	Т	Е	Ι	Т	В	Е	S	Q	В	G	н
Y	R	Х	Е	U	Ι	W	Ρ	L	Н	Е	D	Х	В	А
Y	К	G	L	В	Х	V	Ζ	V	G	Ι	К	L	Ι	М
N	Е	В	Y	Н	т	К	Ι	Ν	U	L	Ρ	С	Н	G
V	С	S	G	Т	Q	R	А	Т	Ζ	Ι	F	С	G	F
W	R	Т	Х	L	Ζ	R	Ρ	Н	Y	М	U	А	J	J
т	V	С	Е	А	0	L	Р	М	J	А	L	R	L	Y
А	К	Y	F	Е	L	Ν	L	М	Е	F	М	R	Н	Ν
z	J	0	Z	Н	R	K	Е	т	Ν	F	Q	0	т	х
Р	L	А	Y	F	R	U	I	Т	Z	F	К	Т	Р	А





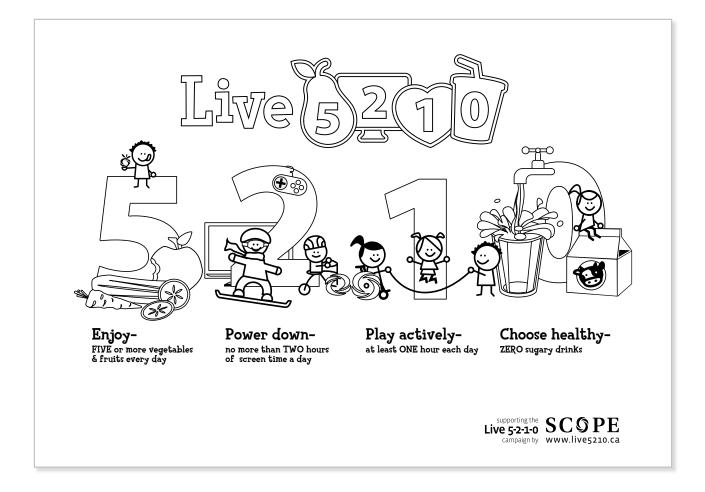
Fun, Interactive Resources



Live 5-2-1-0 Colouring Sheet

The Live 5-2-1-0 Colouring Sheet is a fun way for children to showcase their artistic skills and become familiar with the Live 5-2-1-0 message and characters. If you need a magnet to hold up your child's artwork on the fridge, we have Live 5-2-1-0 magnets too!

This document is available electronically from the Chilliwack Division of Family Practice's Healthy Kids Initiative Live 5-2-1-0 resource website: <u>www.divisionsbc.ca/chilliwack/hkiresources</u>





Live 5-2-1-0 Weekly Goal Tracker

The Live 5-2-1-0 Weekly Goal Tracker is a fun way to set personal goals of living 5-2-1-0 and to celebrate client efforts and success! The Trackers contain helpful tips and encouragement for consuming vegetables, fruits, water, and plain milk; being physically active and playing; and having less screen time.

The Goal Trackers are available electronically through the Chilliwack Division of Family Practice's Healthy Kids Initiative Live 5-2-1-0 resource website: <u>www.divisionsbc.ca/chilliwack/hkiresources</u>

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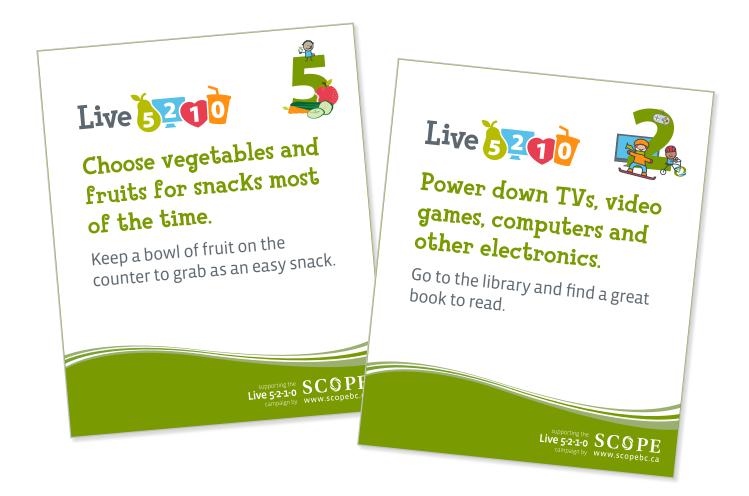
My goal is to eat veggies & fruits today. How many vegetables and fruits did you eat today? One serving is ear to a medium sized piece of fruit (e.g. apple, banana), a ½ cup of cook cut-up fruit (think of a tennis ball), or 1 cup of raw vegetables (think of	ual ed vegetables or f a softball).	re 6200	Goal TracKer Date:
Monday Tuesday Wednesday Thursday Friday Satu	Inday Sunday	a contres like Walkin	be physically active for hours today ere you moderately or vigorously physically active today? Th g, biking, playing, anything you did where you broke into a s
This week, my favourite vegetable or fruit was: Try beginning dimersion Introduce new foods Introduce new foods Introduce new foods	fmith of stack-set in the stage, fats b. Avoid stack-set in the stage, fats with a salad or raw vegetables. to your children but remember, it to your children but remember, it to before they enjoy a new taste.	k, my favourite physical activity wa	nesday Thursday Friday Saturday S
My goal is to havehours or less of screen How many hours of screen time did you get today? This include playing on your phone or the computer, and video games.		k, the new physical activity that I a ry is:	the past, dctw family outrings such as ice skating or playing ag the past, dctw family outrings such as ice skating or playing ag Teach children basis sports skills such access around and jumpil Setan example and other an active lifetyle. Children of active paren more likely to be a cive themselves. Walk or roll to school to the store, or to the park whenever possible
Monday Tuesday Wednesday Thursday Effects	Vs. video games, computers and ice and power up family games,	, Lee IIIC, OI 1 CUP.	tk glasses of water and low-fat milk too ter and low-fat milk did you drink today? 1 serving is equal to Aim for 0 sugar sweetened beverages, like pop. ay Thureday Friday Saturday Sund
This week, something I did instead of screen time was: Weepbacity weepbacity	ctivities ames, books and puzzles on hand as e to TV. of nswim, skate and gymnasium schedules	en I drink water because:	Get your calories from total
chilliwack Division of Family Practice For additional trackers go to https://divisionalc.ca/chilliwack	upporting the SCOPF Live 52-210 Carrowen by www.scopeb.c		Avaid sugar severemed every service and your liquids from water: Avaid sugar severemed every arrays, like pop and retring, link. They provide little extribution values and are packed which calories. Yor first hild likes of lemon or courtiser to add a retreshing flavor to water. Astandi glass of rad, unsovergened fruit juic can be an occussional provide Astandi glass of adjust sorts drinks are not recommended for children Pla milk is a healthy alternative to sugary drinks.



Live 5-2-1-0: Newsletter Tips for your Organization

Live 5-2-1-0 health living tips (JPEGs / pictures) have been developed to be easily inserted into your organization's newsletters and bulletins. Service providers participating in the development of the toolkit will receive them electronically. These tips can be adapted to your organization or programs and services.

If Service Providers would like an electronic copy of the tips, please email the Chilliwack Division of Family Practice at: <u>live5210@divisionsbc.ca</u>





Live 5-2-1-0: Weekly Tips Poster

Visually appealing and containing fun health messages, the Live 5-2-1-0 Weekly Tip Poster has changeable inserts so that your organization can promote new ways to share and support the Live 5-2-1-0 message every week throughout the year!

Dependent on availability, Live 5-2-1-0 Weekly Tips Posters will be provided to organizations that participated in the Live 5-2-1-0 Service Providers' toolkit development. If your organization would like to order a Live 5-2-1-0 Weekly Tip Poster, please contact the Chilliwack Division of Family Practice at: <u>live5210@divisionsbc.ca</u>





Appendix





Infants, Toddlers and Preschoolers

SETTING THE STAGE FOR A LIVE 5-2-1-0 CHILD

- Live 5-2-1-0 simplifies information on proper nutrition and physical activity into four simple guidelines for children.
- Achieving 5-2-1-0 on most days of the week will help children grow healthy and strong.
- While "Live 5-2-1-0" is an appropriate goal for children aged 5–12, the guideline needs to be adjusted slightly for children aged 0–4.

Move More!

- While 1 hour a day of active play has health benefits for all children, more is always better!
- When children are very young and developing movement skills such as crawling, walking and running they need plenty of space and time to practice. Children 0–4 years old need 180 minutes (or 3 hours) of active play each day for optimal health benefits.
- Read the Canadian Physical Activity Guidelines for the Early Years (children aged 0–4): <u>http://bit.ly/1uZeQXY</u>

Sit Still Less!

- To allow infants and toddlers time to be active, it's also important to limit the time they spend being sedentary during waking hours. This includes prolonged sitting or being restrained for more than one hour at a time (for example, in a stroller, high chair or car seat).
- Screen time (including TV, computers and hand held devices such as smart phones and tablets) is not recommended for children under 2 years and should be limited to less than 1 hour per day for children 2–4 years old.
- Read the Canadian Sedentary Behaviour Guidelines for the Early Years (children aged 0–4): <u>http://bit.ly/1uNougD</u>

Build up to 5!

- By the time a child is 4 years old they should be aiming for 5 servings of vegetables and fruits each day. 2–3 year olds should be aiming for 4 servings per day.
- Visit the Best Chance website (<u>http://www.bestchance.gov.</u> <u>bc.ca/</u>) for healthy eating information for infants and toddlers.



supporting the Live 5-2-1-0 SCSPE campaign by www.live5210.ca



Four simple guidelines for raising healthy children

Every child has a unique pattern of growth which can be influenced by healthy habits. Healthy growth and development in children reduces the risk of conditions such as type 2 diabetes and high blood pressure.

As a parent you are a role model for your child and you can encourage and model healthy behaviours, even when your child is very young. To raise a happy and healthy child we recommend that you incorporate the Live 5-2-1-0 guidelines into your family's lifestyle.

Enjoy—FIVE or more vegetables and fruits every day

By the age of 4, children require at least 5 servings of vegetables and fruits every day. To help your child develop healthy taste buds, introduce new types, colors and textures of vegetables and fruits.

Power Down—no more than TWO hours of screen time each day. (TV, videos games, computer)

Children who spend more time in front of a TV or computer spend less time being active and social. Always put limits on screen time in your home and keep TV's out of children's bedrooms. Find fun activities to replace screen time. (Refer to the Live 5-2-1-0 fact sheet for examples.)

Play actively—at least ONE hour each day

1 serving of fruit and vegetables equals...

- 1 piece of fruit such as a banana or apple
- 1 vegetable such as carrot or celery stick
- 1/4 cup of dried fruit
- 1/2 cup of fresh, frozen, cooked or canned fruits or vegetables

Play is an important way children learn both physical and social skills. They learn creativity and sharing and enhance their motor skills, spatial awareness and coordination. Physical Activity helps children develop a good level of fitness, improves their performance in school, and increases self esteem.

Choose healthy—ZERO sugar-sweetened drinks

Sugar sweetened drinks, such as pop and energy drinks, are not required for healthy growth and development in children and may increase their risk of developing an unhealthy weight. Instead, keep your child hydrated with water and milk.

While 100% fruit juice contains nutrients such as Vitamin C it is still high in sugar and should only be an occasional treat (1/2 cup). Choose whole fruit over juice.









