



**Millrise Moments**  
**March 2017**

Dear Parents,

"If you want your life to turn around, try thankfulness.  
It will change your life mightily"

Thank you to all the parents who helped their children with their Valentine's cards. The party was a great success.

For teacher's convention this past month we had Mad Science come into the Centre for a workshop called "LEGO", it was for the kindergarten to grade 4 children. They loved it and really learned a lot. We also took the kindergarten to grade 4 children out for a special lunch at the Midnapore Bistro and then off to Father Lacombe Nursing Home to drop off Valentine cards to the residents. It was priceless to see their beautiful faces both the elderly and the children. A special trip!!!

Our community fundraiser is supporting The Sir Lanka Tsunami in 2004. Indranie, our nursery staff has been collecting bottles for this organization that was founded by her and her husband. To date they have raised over \$65,000.00. This year's goal is to bring toilets to their villages. If you would like to help us with this organization please collect and bring your bottles to the daycare.

We are always looking for parents input to participate in the programming. To share their culture with the program (talking, reading, cooking, singing and dancing). If you are interested, please talk to Judy.

Spring break is at the end of the month for both public school so we will post the activities soon.

On March 6 at 9 AM a dentist is coming to visit and do a presentation for the downstairs children.

Upcoming event for March for all ages is the "Hop A Thon for Muscular Dystrophy" We will be having it on March 8<sup>th</sup>. We will pass out the pledge forms on March 1<sup>st</sup> or you can print them from the March newsletters. They need to be returned by March 10<sup>th</sup>. Last year we raised \$1285.00 for Muscular Dystrophy and we are hoping to beat that amount.

Also, a reminder that we have an open door policy. Please feel free to email Judy at: [millrise@brightpathkids.com](mailto:millrise@brightpathkids.com) or call Judy at 403-256-3003. You can also put suggestions in the suggestion box or comment in the communication book.

We are always in need of paper. If anyone has scrap paper to donate that would be great and really appreciated.

**Frog Street Pre-K Schedule for March:** I Build, I Create and Things that Move, Frog Street will be on Spring break the weeks of March 13 to March 24<sup>th</sup>

**Frog Street Toddlers Schedule for March:** Nursery Rhymes and Traditional Tails

**Frog Street Babies Schedule for March:** Sticking with Routines

**Policy of the Month:** Child Guidance

**Recipe of the Month:** Cream of Tomato Soup

**March is Nutrition Month:** please see attached

We have great people coming into the daycare to share their talents and to entertain the children. The children are enjoying this. Jazmine for Dancing with the children, Hilary for sharing Music with the children, Christopher Cool the Magician, Cliff the Music Man and Mad Science.

We would like to wish all the children and staff who celebrate their birthdays in March a Very Happy Birthday!

## Dates to Remember

March is National Multiple Sclerosis Education and Awareness Month



It was established to raise public awareness of the autoimmune disease that affects the brain and spinal cord and assist those with multiple sclerosis in making informed decisions about their health care.

March 1<sup>st</sup> - Ash Wednesday

March 6<sup>th</sup> - Dentist Day (A dentist is coming to visit and do a presentation)

March 8<sup>th</sup> - International Women's Day

March 8<sup>th</sup> - Hop A Thon

March 12<sup>th</sup> - Daylight Savings (put your clock forward 1 hour)

March 12<sup>th</sup> - Purim

March 13<sup>th</sup> - Commonwealth Day

March 17<sup>th</sup> - St. Patrick's Day

March 20<sup>th</sup> - First Day of Spring

March 23<sup>rd</sup> - Puppy Day (Bring in pictures of your puppy)

March 23<sup>rd</sup> - March Break Starts (Public school)

March 24<sup>th</sup> - March Break Start (Catholic School)

March 27<sup>th</sup> - Spanish Paella Day

March 30<sup>th</sup> - Take a Walk in the Park Day

**Did you know...?** Your baby's brain wiring is not fully connected at birth. It is very active, changing and developing in response to what's going on all around them. It is the day-to-day experiences—activities like playing, being read to, learning, and interacting and being responded to by people—that helps to develop your baby's brain. How well all the wiring gets set up—that is, how your baby's brain develops—will affect her ability to learn language, solve problems, and do well in school. Later in life, it can affect her physical and emotional health and how she gets along with other people. Relationships are crucial. Loving, consistent, positive relationships help build healthy brains and protect your baby's brain from the negative effects of stress. Even very young infants can experience stress when the places they live and play in feel unsafe, or are frightening. "Toxic" stress—which is much more serious than short-lived, everyday stress—is caused by persistent problems like extreme marital conflict, poverty, abuse, neglect, being exposed to violence, having a parent who misuses drugs or alcohol, or having a parent with an untreated mental illness. Toxic stress is harmful to your baby's developing brain. It can lead to physical, learning and emotional problems in childhood, and these problems can carry on right into adulthood. [www.caringforkids.cps.ca](http://www.caringforkids.cps.ca)

## Family Time

### Expanding Snowman

- Ziplock bags - Permanent markers
- Alka-Seltzer tablets - Snow

Use a permanent marker to draw a snowman face on a zipper storage bag. Fill the bag up with snow to make your snowman baggie. Place 2-3 Alka-Seltzer tablets in the snow-filled baggie. Zip it up tight and then wait to see what happens! Over the next 30-60 minutes watch as the snowman baggie ex-pands bigger and bigger! You may want to even set it in a larger bowl in case the baggie pops or leaks. [www.sciencekiddo.com](http://www.sciencekiddo.com)

### Happy St. Patrick's Day

Oh, my mother isn't Irish

And my father isn't too,

But today I feel as Irish

As the really Irish do.

For today I wear a shamrock

That is green in every way

And though I am Canadian,

I am Irish -- for today!

Aileen Fisher



kindest Regards  
 Millrise Staff



# I Build! I Create!

Week 1	Construction Terms
Week 2	Tools and Machines
Week 3	I Can Build
Week 4	I Can Create



**Our character education focus will be on developing the concepts of cooperation and intentionality.**

## Dear Family,

*During the next four weeks, we will learn about construction terminology, machines, and tools. Children will explore the tools used by many different professionals including the tools that they use in preschool. They will explore artist's tools, carpenter's tools, gardener's tools, and scientist's tools. They will learn about simple machines and begin to use tools for measurement. But most importantly, they will use their imaginations as they use the tools to build and create.*

## Literacy

What fun to consider and compare the building styles of the Three Little Pigs. Help your child retell the story and then sing this simple story summary.

### Three Pigs

by Pam Schiller

Tune: "Five Little Ducks"

One little pig went to find his way  
Over the hill not far away.  
He built a home of flimsy straw,  
But his house had a fatal flaw.

The next little pig went to find his way  
Over the hill not far away.  
He built a home of fragile sticks.  
He should have used his brother's bricks.

The third little pig went to find his way  
Over the hill not far away.  
He built a home of sturdy bricks,  
And he was safe from the wolf's mean tricks.

## Math

Children will continue counting, sorting, patterning, and graphing during this theme, but we will also focus on identifying geometric shapes. We will talk about sides and corners and angles. For example, your child will be comparing different four-sided figures and determining which ones are squares and which ones are rectangles.

You may want to prepare a shape meal. Cut the foods into circles, squares, triangles, or rectangles. Discuss the shapes and enjoy eating them.

- Try a circle lunch of carrot coins, round cracker stacks layered with cheese, banana slices, and salami.
- Enjoy a square breakfast of French toast (trim bread into squares before cooking) with a pat of butter and melon cubes.

## Notes



For additional at-home activities, see the *I Build! I Create!* PATT Mat.



# Things that Move

Week 1	I Move
Week 2	Travel
Week 3	Transportation
Week 4	Mysterious Movers



Our character education focus will be on developing the concepts of self-reliance and independence.

## Dear Family,

*We move. Animals move. Cars, boats, trains, buses, and planes move. The wind and oceans move. Clocks and Ferris wheels move. During the next four weeks, we will explore things that move—seen and unseen. Don't be surprised to find yourselves counting vehicles, listening for vehicle sounds, watching the movement of the sun and the moon, and creating your own dance movements. As children explore the idea of travel, a special visitor from our classroom will be traveling to your home. Watch for a note from our puppet mascot Fanny Frog. She is anxious to spend some time with your family.*

## Literacy

Enjoy imitating the movements of animals as you recite or sing this little rhyme.

### Can You Move with Me?

Tune: "Do Your Ears Hang Low?"

Can you wiggle like a worm?  
Can you squiggle? Can you squirm?  
Can you flutter? Can you fly like a gentle butterfly?  
Can you crawl upon the ground  
Like a beetle that is round?  
Can you move with me?

Can you flip? Can you flop?  
Can you give a little hop?  
Can you slither like a snake?  
Can you give a little shake?  
Can you dance like bee  
Who is buzzing 'round a tree?  
Can you move with me?

## Math

A theme about movement is the perfect time to emphasize position words. Children will describe positions of objects (over, under, beside, behind) and explore the directions the movements take. Children will begin to place markers on a grid to show that they understand positional words. Reinforce positional words at home. For example, as you look through a picture book, find objects in the *over* and *under* positions and ask your child to locate them. Hold a rope or yardstick at different heights, and ask your child to go over and under it. Set up an obstacle course using objects your child can go over and under. On each object, tape a card with the word *over* or *under* printed on it.

## Notes



For additional at-home activities, see the *Things that Move* PATT Mat.

# Parents as Partners

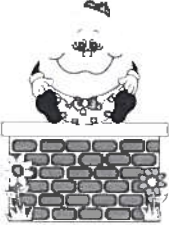
## Did You Know?

Independence is an important character trait and one that your child is attempting to build during her toddler years. Your child is struggling to balance dependence on you and the desire to do things by herself. So instead of cringing when you hear, "I do it," be thankful your child is on her way to becoming independent—a trait that someday you will admire.

## Try It Out

Here are three tips to remember:

1. Don't do things for your child that she can do herself. Provide encouragement and extra time. Teach new skills when you have a little extra time instead of when you are in a hurry. This way you can relax and enjoy learning together.
2. Remember that mistakes are often as valuable as getting it right. Children will probably make many of them on their way to mastery.
3. Let your child make choices when possible. This develops pride and confidence.



We have been studying "Humpty Dumpty" and "Hey, Diddle, Diddle" nursery rhymes this week. Recite rhymes you know to your child. After saying the rhymes a few times, pause before completing a rhyming couplet to see if your child can name the missing rhyming word. For example, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great \_\_\_\_."

## Looking Ahead

We will be washing, hiding, and finding mittens as we study "Three Little Kittens" next week. Please bring to our classroom any mittens that you are willing to donate.

Frog Street Toddler © 2014 Frog Street Press

# Parents as Partners

## Did You Know?

Children who grow up to be good readers all have one thing in common and it may not be what you might expect. It is not that they had parents who attended college or that they had special teachers. Children who have strong reading skills have parents who read to them and told them stories.

## Try It Out

Reading at bedtime seems the most common time parents read to their children but there are many reading opportunities throughout the day. Reading opportunities happen everywhere at any time. Here are some ideas:

- Read letters you receive and invite your child to help you write a response.
- Read labels on cans, boxes, and other grocery packaging.
- Read signs in the store and billboards along the road.
- Tell stories while driving or at dinnertime. Include fairytales and traditional tales from your childhood. Tell stories about grandparents and your childhood.
- Take your child to the library and check out a book for your child and yourself.





# Parents as Partners

## Did You Know?

Children learn about themselves through you. The way you give attention to your child is important. There are many ways you can help your child feel safe, secure, and loved. Children need the comfort of your touch and the warmth and security of your arms.



## Try It Out

- Rock your child, hug your child, and let her sit on your lap often.
- Look at your child with the same loving eyes of admiration you had the first moment you looked at her. She needs that loving, reassuring look more often than you know.
- Always use a kind and loving voice. Even when your child has done something wrong, use a firm voice that is still loving and not frightening.
- Imitate your child often. Imitation shows acceptance and encourages her to practice important skills and movements. For example, if your child says a silly word, repeat it. If your child makes a funny face, copy it.
- Be fully present with your child. Take time out to play a game, read a book, or go on a walk.

## Looking Ahead

Please bring to our classroom shoes (men's, women's, and children's) you are willing to donate for next week's activities.

Frog Street Toddler © 2014 Frog Street Press

# Parents as Partners

## Did You Know?

Children are naturally curious. This is one reason they are constantly asking "why." They are learning all the time. "Why" just means they want to know more. Of course, they also ask "why" to get and possibly keep your attention. So how can you make the constant "whys" more tolerable?

## Try It Out

The next time your child asks "why," ask her what she thinks instead of immediately answering the question. She may know the answer and is asking "why" to verify her thoughts. Or, she may be trying to put pieces of information together. Children don't have the ability to engage in internal dialogue like adults do, so they crystallize their thinking by verbalizing it. And, if your child does not know the answer, you will gain valuable information about where to start with your answer.

When you are busy and can't engage in conversation when your child is asking "why," make a date. Say: I have to finish what I am doing but as soon as I finish this letter, we can talk. Provide a concrete way for your child to measure the time until you are free. Set a timer and your child will most likely focus on waiting for the buzzer to sound.







## Sticking with Routines

Dear Parents,

Routines are what little ones use to tell time. They know that mommy picks them up after their afternoon nap. They know that bedtime follows bath time or story time. Routines help babies feel secure and in control.

When routines are broken, babies can become frustrated and irritable. They don't know what to expect. Their world has taken a turn and they don't know why. Things become chaotic. Think about how you feel when you forget to wear your watch, leave your cell phone at home, or have house guests changing up your normal routine. While as adults we have learned to compensate for the unexpected, little ones have not yet learned to do this. They need the comfort of the familiar and the consistency of patterns they know and understand.



### What You Can Do

- Create routines right from the beginning. Without routines, your baby's world feels random and overwhelming.
- Pay attention to your baby's cues as you set routines. You will know when your baby is hungry because she will most likely move her mouth in a smacking movement or chew her hands. You will know when the best time is for play time because your baby will be fully alert. You will know when it is time to sleep because your baby will rub her eyes and have trouble maintaining eye contact.
- Maintain routines as much as possible but don't panic when routines get interrupted or broken on occasion.
- When the unexpected happens, understand that your baby may show concern. Try to build in as much consistency as possible. For example, if bedtime gets off schedule, try to keep other routines associated with it intact, such as reading a story or having a snack.
- Build routines around the important parts of your baby's day. For example, naptime may include a few moments of rocking before going into the crib or perhaps a few minutes of lullaby music. Potty time may include a book to look through and a big hug when successful. Saying good-bye at school might include a hug, a few words about your return and a wave goodbye. Each of the components of a routine will help your baby through the activity.
- When visiting away from home, make sure to take the components of your routines with you. When the surroundings are different, the activities can help maintain consistency.

# Child Guidance Policy

## Purpose

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The purpose of this Policy is to set out the guidelines in relation to managing children's behaviour appropriately.

## Policy

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It is the policy of the Centre to use proactive strategies to promote socially acceptable and age-appropriate behaviours in children.

Proactive behaviour supports will promote positive, consistent behavioural discipline strategies, with consideration of environmental variables.

Our discipline policy will be communicated to all staff, parents and children, where developmentally appropriate and child disciplinary action taken is reasonable in the circumstances.

## Definitions

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**Challenging behaviours** means behaviours which are in conflict with social norms such as aggression, self-injury, screaming, swearing or causing physical harm.

**Proactive behavioural support** means the use of positive strategies to prevent challenging behaviours.

**Quiet time** means a relaxed, neutral break for the child to think about the consequences of their behaviours – it is not punishment. This is not for children under 3 years old.

**Reflective listening** means active listening while working to clarify what the speaker is saying and ensuring there is mutual understanding.

## Procedure

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1. **Generalized Proactive Behavioural Support:** The primary objective to achieving effective discipline is to stimulate children to desirable way of behaving. The three key factors that Centre Personnel can control which will influence a child's behaviour are:

the environment at the Centre, the programs at the Centre and the teaching strategies adopted.

- a. Environment
  - i. Provide children with examples of appropriate play behaviours
  - ii. Provide children with advance notice of any change to the room or activities
  - iii. Ensure the environment allows clear visual supervision of children at all times.
- b. Programming
  - i. Provide a well-planned and stimulating program that provides a balance between structured and unstructured activities.
  - ii. Provide opportunities to teach and generalize social skills
  - iii. Provide consistent age appropriate expectations and routines
  - iv. Provide smooth transitions between activities.
- c. Teaching Strategies
  - i. Provide children with the ability to make choices - allowing the child to experience the consequences of their choices, as long as it does not harm the child in any way.
  - ii. Role model appropriate behaviours to children
  - iii. Class rules will be expressed positively, for example, 'we walk inside' – Children will be invited to assist with the development of class rules
  - iv. Interact with children by physically getting down to their level
  - v. Listen actively to children
  - vi. Communicate clearly with children

2. **Behavioural Support Strategies:** The primary objective of these strategies is to facilitate appropriate behaviours in a positive and supportive manner. Centre Personnel will:

- a. Acknowledge appropriate behaviour through praise – only displaying minimal attention to negative behaviour unless any person's safety is at risk. Praising appropriate behaviour strategies include:
  - i. "Process" praise – for example, "you put a lot of effort into that drawing!" Process praise focuses on the process the child used to reach an outcome rather than the outcome itself. This encourages the child to focus on developing skills rather than focusing on a specific result.
  - ii. Encouraging statements – for example, "You were very helpful when you..."
- b. Encourage children to develop strategies to resolve conflicts as they arrive. Children are not born with these skills, we must teach these. The educator needs to help guide the child/ren through the following steps to a resolution.
  - i. Identify that there is a problem and go to a quiet place to talk about the conflict. Some centres might have a designated peach table with a poster "Peace Table Rules" steps to take to resolve the problem.

- ii. Educators need to get down to the children's eye level, and use a calm voice as they guide the children through the steps.
  - iii. Tell the children that they will each get a turn to talk about the conflict. Interruptions are not allowed, they need to listen and be polite. Have the child talk about what happened. How it made them feel and be honest, talking about the problem not the other person.
  - iv. Once all the children have had a turn to talk, the educator can encourage the children to think about how the other is feeling. The educator can ask questions and repeat what has been said, what they understand about the conflict. Reviewing the feelings of the children. What each child wants/needs.
  - v. Help the children share in finding a solution that they all can agree upon. Do not tell the children how to resolve the conflict. Give them time to think and talk through to a resolution.
  - vi. The educator can then recap the conflict and the solution. This will help solidify the lesson that the children have learned, moving from conflict to resolution.
  - vii. Have the children put their solution into motion. Stay close by to observe and help maintain the resolution if necessary.
- c. Discipline: Centre Personnel will focus on encouragement and positive discipline. The following guidelines apply:
- i. Direct discipline – children will be presented with clear alternatives to make their own decision and to learn to self-direct their behaviour;
  - ii. Indirect discipline – a well-planned, developmentally appropriate program and environment will support appropriate behaviour patterns;
  - iii. Verbal discipline – positive, clean and developmentally appropriate language will be used to immediately re-direct children's behaviour; and
  - iv. Emotional discipline – children's self-esteem will be reinforced through praise and encouragement.

At no time will any child attending the Centre receive any form of physical punishment, verbal or physical degradation or emotional deprivation.

Centre Personnel will never shout or raise their voice at children when re-directing their behaviour.

Centre Personnel will not use unproductive or embarrassing methods of punishment.

Centre Personnel will never deny or threaten to deny any basic necessity, or use or permit the use of any form of physical restraint, confinement or isolation.

3. **Specific Proactive Behaviour Support (for children displaying challenging behaviours):**  
Where a child is displaying challenging behaviours at the Centre, Centre Personnel will implement the following process:

- a. Centre Personnel will discuss possible behavioural management strategies with the Centre Director or Person In-Charge. Strategies may include positive reinforcers, response cost, and a last resort 'quiet time';
- b. Use of 'Quiet Time":
 

'Quiet Time' will only be provided to a child where other behaviour management techniques have not been successful.

The following procedure detailing the use of 'quiet time' will be followed after consultation with the Centre Director or Person In-Charge:

  - i. 'Quiet Time' will only be used if the behaviour of the child poses a danger to themselves, other children or Centre Personnel;
  - ii. Children must remain in sight and hearing of the Centre Personnel at all times;
  - iii. 'Quiet Time' is limited to a maximum of (3) three minutes;
  - iv. 'Quiet time' is not appropriate for infants (children under 2 years old);
  - v. Centre Personnel will gently but firmly inform the child of the need for 'quiet time'. The child will be placed in another play station away from other children, a comfortable area, such as book corner. Centre Personnel will speak with the child, for example "I understand that you were feeling angry, but you need to calm down before we can play at the other station again. When you are feeling calmer, come to me and we can talk about it.'
  - vi. Centre Personnel will take the time to speak with the child about their behaviour. The child will be encouraged to express their feelings.

Following 'Quiet Time"

- i. If possible, adjust the environment to avoid the situation the child has trouble with;
  - ii. Aid the child in transition back into learning activities with the other children;
  - iii. Notice positive behaviours and praise the child for instances of self-control;
  - iv. Be prepared to catch situations before the child loses control and encourage the child to take quiet relaxing time if needed;
  - v. Talk to the child about techniques for managing frustration such as stop, think, act, or deep calming breaths.
- c. Where the behaviour continues, the Centre Director will arrange a time to meet with the parents/guardians to develop a collaborative behavioural management plan to meet the specific needs of the child.

**4. Behavioural Management Plan**

**Step 1: Define the Challenging Behaviour:** When making a functional assessment of a child's behaviour, Centre Personnel will consider:

- The frequency of the behaviour;

- The duration of the behaviour;
- The intensity of the behaviour;
- The specific behaviours being exhibited by the child;

**Step 2: Make a functional Assessment of the Behaviour:** Gather information which may help to explain reasons for the challenging behaviours. Centre Personnel can gather such information by observing the child in the environment and noting things such as:

- The child's approach to activities;
- Attention span and interest in activities;
- The child's ability to express their needs;
- Child's mood and general demeanour;
- How well the child gets along with others;
- How a child begins and ends an activity;
- What the child's relationship is with staff

Centre Personnel should also observe how the environment affects the child, for example:

- Other children's activities or interactions;
- General atmosphere of the room;
- How often activities change;
- How the child functions during transitions in daily routines;
- Time of day;
- Amount of time in group or individual activities.

**Step 3: Synthesize Information Gathered:** From information gathered, Centre Personnel can then:

- Identify patterns;
- Identify triggers of the behaviour;
- Discuss concerns with the Centre Director and develop strategies to be implemented within the daily program.

**Step 4: Develop Support Plan:** In collaboration with parents and Area Manager, Centre Personnel must prepare a written Support Plan. The Support Plan could include:

- Making programme modification based on information gathered;
- Establish proactive behaviour supports into daily programs;
- A process for reviewing progress at regular intervals.

**Step 5: Evaluate and Modify Support Plan:** If the Support Plan proves unsuccessful, Centre Personnel should contact their Area Manager and further steps will need to be investigated through external agencies or by requiring the family to seek alternate care arrangements for the child.

## **Associated Policies**

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Biting Policy

Guidance Outline

Children with Social Emotional Needs

## **Reference Information**

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Sources: "Challenging behaviours in Young Children"  
Barabara Kaiser & Judy Sklar Rasminsky  
[www.challengingbehaviou.com](http://www.challengingbehaviou.com)  
Child Care Licensing Act 2008, Child Care Licensing Regulations

Date Reviewed: May 2015  
January 2016  
January 2017



## **CREAM OF TOMATO SOUP**

APPROX. 1 CUP CELERY CHOPPED FINE  
1 TBSP ONION POWDER  
½ TBSP GARLIC POWDER  
SALT AND PEPPER TO TASTE  
1 2.84 L CAN DICED TOMATOES  
1 CAN CRUSHED TOMATOES  
180 ML VEG SOUP STOCK CONCENTRATE (ABOUT 4  
LITRES)  
4 LITRES MILK

COOK CELERY UNTIL VERY SOFT  
ADD ONION POWDER AND GARLIC POWDER. STIR  
ADD DICED TOMATOES  
PUREE  
ADD VEG SOUP STOCK AND WATER  
ADD CRUSHED TOMATOES  
HEAT UNTIL VERY WARM  
TASTE. AT THIS TIME ADD SUGAR IF IT IS BITTER  
TAKE OUT ANY YOU NEED FOR MILK FREE DIETS  
STIR IN MILK  
WARM SLOWLY  
SERVE WHEN WARM

# Take the Fight out of Food!



## Food Fads:

### Ugh! How do I know which information to trust?



Aliya

This is Aliya. She has tried following online nutrition advice and what she's heard from friends on social media, but hasn't found it to be helpful. She is trying to find reliable online information about food and nutrition. She wants facts she can trust, so she tries the three-step approach:

### Spot the problem.

Aliya says: "there is so much nutrition information online! How can I tell if something is a fad? I don't know what to believe."

### Get the facts.

Aliya needs to separate food facts from fiction. She finds a resource on the Dietitians of Canada website to help her determine if the facts she reads online are accurate. She learns that she needs to read websites carefully and ask herself these questions:

- Is the website promising a quick fix or a miracle cure?
- Do I have reasons to mistrust the person, organization or company that runs the website?
- Are they trying to sell me something instead of educate me on how to make better food choices?



Shannon Crocker  
MSc, RD

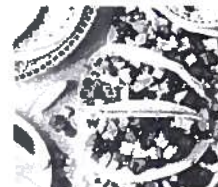
- Be careful if a product claims a long list of conditions it "cures." Nothing is a cure-all for everything.
- As a dietitian, words that raise a red flag and make me take a second look are detoxify, purify, cleanse and miracle.
- Investigate! Don't accept nutrition information online without checking who wrote it and if it's based on science.

Find a dietitian in your area:  
[www.dietitians.ca/find](http://www.dietitians.ca/find)

### Try This!



Pork, Apple and Cabbage Barley Casserole



Avocado, Roasted Squash and Black Bean Tacos



Hearty Beef Minestrone



Broccoli Lentil Salad with Tumeric Yogurt Dressing



Track eating and activity on the go with **eaTracker**.  
Get inspired with recipe ideas from **Cookspiration**.



# Food Fads



## Get the facts (cont'd).

- Are the website writers unqualified to be giving me nutrition information?
- Do they have facts that sound too good to be true?
- Does the information come from personal opinions rather than scientific evidence?
- Is the content missing reviews or verification by medical experts?
- Are the website claims based on a single study that may draw the wrong conclusion?

She answers “yes” to most of these questions, which means some of the facts she reads are not reliable.

## Seek support.

Aliya learns that she should not trust everyone who has an opinion about food and nutrition. She will consult with a regulated health care professional, such as a physician or dietitian.

Armed with her new rules for evaluating websites, she finds these reliable websites:

- [www.dietitians.ca](http://www.dietitians.ca)
- [www.eatrightontario.ca](http://www.eatrightontario.ca)
- [www.healthlinkbc.ca](http://www.healthlinkbc.ca)
- [www.healthycanadians.gc.ca](http://www.healthycanadians.gc.ca)
- [www.dietitians.ca/memberblogs](http://www.dietitians.ca/memberblogs)

Since she still has questions, she finds a dietitian in her area at [www.dietitians.ca/find](http://www.dietitians.ca/find).

## Take the Fight out of Food!

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# Take the Fight out of Food!

Visit [NutritionMonth2017.ca](http://NutritionMonth2017.ca)



## Digestive Woes: Eek! What's causing all this gas?



Belinda

Meet Belinda. She is fighting with an embarrassing problem – excess gas. She burps a lot and often feels gassy and bloated. She wants to solve her problem, but is not sure where to start. After some online research and opinions from friends, she thinks a gluten-free diet may help, but isn't sure. She tries the three-step approach:

### Spot the problem.

Belinda says: "Everything I eat seems to give me gas – my friend says to stop eating wheat and gluten. Will that help me?"

### Get the facts.

After reading a medical website, Belinda learns that gas, bloating and burping may be caused by:

- Swallowed air
- Certain food or drinks
- Medicines
- Supplements

She is relieved to learn that gas, bloating and burping are all common and can be normal. She also notes that they can be the sign of a condition, such as lactose intolerance, irritable bowel syndrome or celiac disease. She is unsure of the reason for her symptoms, and reads that it's important not to self-diagnose.



Dietitian Pro Tip

**Emily Mardell**  
RD

- Digestive woes are unique to the person who is having the issues. Self-diagnosing, without the care and support of a dietitian, can lead to unnecessary food and nutrient restriction. Don't miss out on an amazing nutritious food if you don't have to!
- A dietitian helps guide your journey to better gut health. Our aim is to maximize variety, nutrition and the enjoyment of eating.

Find a dietitian in your area:  
[www.dietitians.ca/find](http://www.dietitians.ca/find)

### Try This!



**Spiced Yogurt  
Chicken Tikka**



**Lemon Almond  
Sautéed Greens**



**No-Bake Coconut  
& Banana Lentil  
Energy Bites**

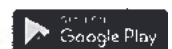


**Avocado, Roasted  
Squash and Black  
Bean Tacos**

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Track eating and activity on the go with **eaTracker**.  
Get inspired with recipe ideas from **Cookspiration**.



# Digestive Woes!

Visit [NutritionMonth2017.ca](http://NutritionMonth2017.ca)



## Get the facts (cont'd).

She needs the help of her doctor or dietitian.

She wants to learn more about her friend's suggestion to give up gluten in case she has celiac disease, so she visits the Canadian Celiac Association website ([www.celiac.ca](http://www.celiac.ca)). She learns that if she needs to be tested for celiac disease, she needs to be eating gluten (a protein found in wheat and other grains) before the test to get accurate results. If she took her friend's advice to remove gluten from her diet, she could get a "false negative" result.

She also learns that she should work with a dietitian before eliminating foods, since they can help her plan a balanced diet and ensure she meets nutrient needs. She also finds helpful advice by searching the term "gas" on these trusted websites:

- [www.dietitians.ca](http://www.dietitians.ca)
- [www.healthlinkbc.ca](http://www.healthlinkbc.ca)
- [www.eatrightontario.ca](http://www.eatrightontario.ca)

## Seek support.

Now Belinda knows not to self-diagnose or rely solely on advice from the internet or well-meaning friends. She will talk to her doctor about her symptoms. If necessary she will see a gastroenterologist (digestive health doctor). She is eager to see a dietitian to help figure out which foods may be causing her discomfort. She will find support from a dietitian at [www.dietitians.ca/find](http://www.dietitians.ca/find).

If she is diagnosed with a digestive disorder, she learns that there are not-for-profit organizations, which offer support groups where clients can talk to others with the same condition (in meetings or online).

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www.nutritionmonth2017.ca



# Take the Fight out of Food!

Visit [NutritionMonth2017.ca](http://NutritionMonth2017.ca)



## Picky Eating: Grr! Why is family mealtime such mayhem?



Tanya

This is Tanya. She works full-time and prepares dinner for her family every night. She often struggles to get a meal on the table that everyone will enjoy. One child is quite picky, one doesn't want to try new things, and no one agrees on the foods they like. Tanya knows she has to end the mealtime madness, but isn't sure where to start. She tries the three-step approach:

### Spot the problem.

Tanya says: "I'm frustrated trying to make family meals that everyone will enjoy."

### Get the facts.

Tanya visits [www.dietitians.ca](http://www.dietitians.ca) and searches "picky eaters." She reads that parents and children have different jobs at mealtime. Her job is to decide which nourishing foods are served, when dinnertime is, and where they will eat. It's then up to her children to decide what and how much to eat from what Tanya offers.

She quickly realizes that some small changes can make mealtime more enjoyable for everyone. She will try to stop telling her kids to "eat everything on their plate" rather she'll let them choose what or how much to eat. And now she knows not to let the kids decide where they want to eat (which is often in front of the TV instead of at the dinner table). As she continues to read information on Eat Right Ontario and Healthlink BC websites, she learns that:



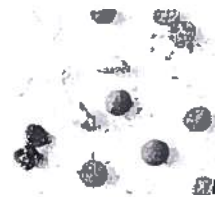
Dietitian Pro Tip

**Nathalie Regimbal**  
MSc RD

- Keep mealtimes pleasant! Your child's attitude towards certain foods can be related to the mood in which it was served.
- Don't talk about picky eating while at the dinner table. Keep the conversation light.
- Take pleasure in tasting and discovering new foods and over time, your children will imitate your behaviour. You have more influence than you think!

Find a dietitian in your area:  
[www.dietitians.ca/find](http://www.dietitians.ca/find)

### Try This!



**No-Bake Coconut & Banana Lentil Energy Bites**



**Egg, Tomato and Cheese Breakfast Pizzas**



**Lemon Almond Sauteed Greens**



**Avocado and Grapefruit Winter Salad**

Find all 12 feature recipes at  
[www.NutritionMonth2017.ca](http://www.NutritionMonth2017.ca)



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# Picky Eating

Visit [NutritionMonth2017.ca](http://NutritionMonth2017.ca)



## Get the facts (cont'd).

- Up to 35 per cent of toddlers and preschoolers are described by their parents as picky eaters.
- Children take their nutrition cues from their parents, so she can set a good example by preparing and eating nourishing choices.
- Children's appetites can be erratic and that's okay! The amount her children eat will vary each day depending on their appetite, fatigue, activity level and if they are having a growth spurt. It doesn't always mean they are picky – it is normal.
- Getting kids involved with grocery shopping, prepping and cooking food can help them become more interested in trying new things.
- It can take 8-15 tastes or more before a child will like a new food.
- Kids may seem picky or may eat a small amount because they are simply not hungry at meal times.
- It's best to offer three meals and two or three snacks at regular times each day and to make sure kids aren't grazing throughout the day. This will help the kids come to the table hungry since even a little milk, juice or few crackers can spoil a child's appetite.

## Seek support.

Tanya feels better knowing that she's not the only mom with picky eaters! She wants to learn more about making mealtime more pleasurable at her house, so she finds a dietitian in her area at [www.dietitians.ca/find](http://www.dietitians.ca/find).

She also learns that her local grocery store has dietitians who offer grocery store tours and cooking classes for kids. She will get her kids more involved in shopping, prepping and cooking meals so they are more interested in it. And she will talk to fellow parents about feeding their children so she learns new recipes and ideas.

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Fact Sheet Sponsors



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*Illustration by Tanya D'Amico*



# Take the Fight out of Food!



## Eating and Stress: Help! I eat when I'm stressed!



Samuel

Meet Samuel. He works full time while raising a family, and has a typical busy lifestyle. He's frustrated because he often makes poor food choices to cope with stress. He wants to find the right tools to deal with stress and negative emotions without relying on comfort food, so he tries the three-step approach:

### Spot the problem.

Samuel says "When I'm stressed at work or frustrated at home, I turn to food for comfort. I want to learn better eating habits."

### Get the facts.

Samuel calls a dietitian at his provincial dietitian contact centre. He learns that craving food when you feel stressed instead of hungry is called emotional eating. He recognizes some of his own patterns in the information the dietitian tells him, such as:

- Eating too much without realizing it
- Craving foods that are high in calories, fat and sugar
- Feeling even more stress and anxiety after eating too much

Samuel learns about mindful eating as a way to manage his eating habits. It involves paying attention to eating using all senses: really seeing, tasting, hearing, smelling and feeling food.



Dietitian | RD

Amy Yiu  
RD

- Instead of turning to comfort food, fight stress by doing something you enjoy. Listen to music, take a walk, talk to a friend, exercise, cuddle your pet or read a book.
- Emotional hunger craves fatty foods or sugary snacks, such as chips or baked goods.
- Better choices are nutrient-dense foods that nourish our body and mind. Try fruit, yogurt, veggie sticks with hummus, nuts or whole grain crackers.

Find a dietitian in your area:  
[www.dietitians.ca/find](http://www.dietitians.ca/find)

### Try This!



Avocado and Grapefruit Winter Salad



Broccoli Lentil Salad with Turmeric Yogurt Dressing



Bean-Stuffed Cabbage Rolls



Egg, Tomato and Cheese Breakfast Pizzas

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# Eating and Stress



## Get the facts (cont'd).

So instead of eating a whole bag of chips when he's stressed, he can learn to be more mindful of his choice – perhaps eat a smaller portion or choose a more nutritious snack. Mindful eating can help him become more aware of the reason why he's eating, so he eats when he's hungry and stops when he feels full.

Samuel learns that with the help of a dietitian, he can become more aware of his emotional and physical responses to food. With training, he can manage his stress-related eating and pay more attention in the present moment when he's making food choices.

## Seek support.

Samuel learns that many dietitians are coaches who offer mindful eating principles during individual or group counselling sessions. He decides to find a dietitian at [www.dietitians.ca/find](http://www.dietitians.ca/find) to help with stress reduction techniques and mindful eating.

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*Illustration: David LaPointe / iStockphoto.com*

# Take the Fight out of Food!

Visit [NutritionMonth2017.ca](http://NutritionMonth2017.ca)



## Managing a Condition: Sigh! How can I manage my diabetes?



Tim

This is Tim. He's 58 years old and has type 2 diabetes. Sometimes he struggles when making food choices because he's unsure how certain foods affect his blood sugar levels. He particularly has trouble when he's eating at restaurants or in a food court. He knows he needs to make some changes in his diet, but is unsure where to start. He tries the three-step approach:

### Spot the problem.

Tim says "I have diabetes, and I'm overwhelmed by everyday food decisions at home or when eating out."

### Get the facts.

To learn more about diabetes, Tim starts his research on the Canadian Diabetes Association website at [www.diabetes.ca](http://www.diabetes.ca). He learns that he can live a long and healthy life by managing his diabetes. Management of diabetes includes:

- Eating well
- Being physically active
- Monitoring blood sugar levels
- Taking medications as prescribed

### Dietitian Pro Tip



**Laurie Barker Jackman**  
RD

- Food is a key component in managing diabetes, so having a dietitian as a part of your care team will help you achieve your health goals.
- There is not a simple one-diet-fits-all approach. A dietitian can work with you to meet your individual goals.
- Portions are usually larger than we need when dining out. Divide your meal and take leftovers home to enjoy for another meal or split with your dining companion.

Find a dietitian in your area:  
[www.dietitians.ca/find](http://www.dietitians.ca/find)

### Try This!



**Bean-Stuffed Cabbage Rolls**



**Indian Spiced Lentils**



**Spiced Yogurt Chicken Tikka**



**Spicy Avocado Hummus**

Find all 12 feature recipes at  
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# Managing a Condition<sup>!</sup> (e.g. diabetes):

Visit [NutritionMonth2017.ca](http://NutritionMonth2017.ca)



## Get the facts (cont'd).

- Managing stress
- Keeping blood sugar levels in the target range set with his health care team.

Tim didn't seek any nutrition advice for diabetes because he was afraid it meant giving up foods he loved. But as he reads more about nutrition and diabetes, he understands that a dietitian can help him fit his favourite foods into his eating routine. He also finds out that planning meals doesn't need to be complicated. Following a few basic tips may be all he needs.

He reads about the "Plate Method" as a practical way to figure out portion sizes and food choices when dining out.

After getting the facts, he is curious to learn more from a dietitian.

## Seek support.

Tim learns that he can call the Canadian Diabetes Association at 1-800-BANTING (226-8464) to ask questions about diabetes. He already has a doctor, but since most diabetes care plans include a team approach, he will work with a dietitian too. He can find a dietitian at a local diabetes clinic or at [www.dietitians.ca/find](http://www.dietitians.ca/find).

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