

Interventionist Manual of Procedures
NUNAVUT Version 11.7, October 16, 2009

HEALTHY FOODS NORTH

Providing & Promoting Healthy Lifestyle
Choices

www.healthyfoodsnorth.ca



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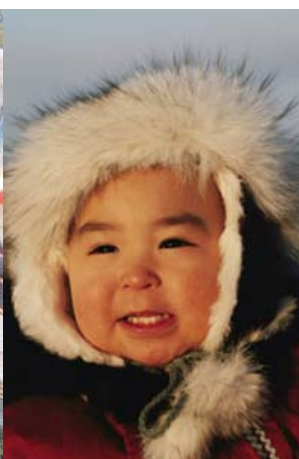


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NOTE:

THIS DOCUMENT HAS BEEN A WORK IN PROGRESS SINCE THE START OF THE PROJECT IN 2008 AND WILL BE REVISED AND EXPANDED THROUGHOUT THE COMPLETION AND EVALUATIONS OF THE HEALTHY FOODS NORTH PROJECT IN 2010. THIS COPY HAS BEEN SLIGHTLY ADAPTED TO NUNAVUT. DO NOT COPY OR DISTRIBUTE THESE MATERIALS TO ANYONE WITHOUT PERMISSION.

WELCOME TO



HEALTHY FOODS NORTH, PROJECT TEAM:

Annie Buchan, Taloyoak
Joel Gittelsohn, PhD
Sangita Sharma, PhD
Cindy Roache, GN
Lana Pestaluky, RD
Elsie De Roose, NWT
Lindsay Beck, NWT
Renata Rosol, MPH

MISSION

The Healthy Foods North program seeks to improve dietary intake and reduce risk for chronic diseases (such as diabetes, cancer, heart disease, obesity) by working in partnership with Inuit/Inuvialuit communities to develop, implement, and evaluate culturally appropriate community-based intervention programs aimed at improving diet, increasing physical activity, and providing education concerning healthy lifestyle choices.

The Healthy Foods North program is based on substantial formative work in six Nunavut and NWT communities. These data highlighted foods and nutrients that would be targeted to improve dietary intake.

Specific objectives of the Healthy Foods North program are to work with local Inuit/Inuvialuit groups to:

- improve diet by maintaining or increasing traditional food consumption, increasing fruit and vegetable intake, consuming more nutrient dense foods and decreasing consumption of high fat and high sugar foods
- provide nutrition education and how to buy healthier foods on a limited budget
- increase physical activity through traditional activities and worksite/community-based programs
- provide education on the importance of attending health screenings, the importance of a good diet, and daily exercise for the whole family.
- monitor and determine environmental (e.g. availability of animals) and socioeconomic factors that may result in changes in dietary intake and physical activity over time

Healthy Foods North uses a multilevel intervention program that will function at the community, institutional, household, and individual levels, and will be implemented in food stores, the local media, and in health and social services agencies. Activities are linked through seven thematic phases and reinforcing activities.

The first round of Healthy Foods North is starting in March 2008 in Inuvik and Tuktoyuktuk in NWT and in August 2008 in Cambridge Bay and Taloyoak in the Kitikmeot Region of Nunavut. The second round will begin in early 2010 in Gjoa Haven (Nunavut) and Holman (NWT). If preliminary results show positive trends, it is hoped that the program will be expanded to additional communities. For more information please visit our website www.healthyfoodsnorth.ca.

Healthy Foods North was developed in collaboration with key community stakeholders. The store component is based on the successful Apache Healthy Stores, Baltimore Healthy Stores, and Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes programs. For more information about the Healthy Stores programs, please visit their website www.healthystores.org.

The Store component of Healthy Foods North seeks to:

1. Improve the availability of healthy food options at local stores
2. Promote these foods at the point of purchase and throughout the community
3. Improve dietary choices and consumption patterns among all community members.

The Health and Social Services/Community Wellness component of Healthy Foods North seeks to:

1. Reinforce other components of Healthy Foods North by repeating key messages
2. Organize community activities using appropriate local media
3. Emphasize physical activity interventions in local worksites
4. Work towards sustainability of Healthy Foods North

GUIDING PRINCIPLES

The Healthy Foods North Intervention operates from four primary guiding principles that are intended to enhance the success and long-term sustainability of the program

1. RESPECT: FOR AND PARTNERSHIP WITH THE COMMUNITY
2. INTENSITY: We must perform the intervention with enough frequency to enhance success.
3. DURATION: The intervention should be conducted long enough so the messages and themes have a chance to “sink in”.
4. REINFORCEMENT: Messages and themes depicted in one set or form of intervention component should build on and strengthen those from other materials.

POLICY & PUBLIC RELATIONS ISSUES

Having the most contact with the public, the Interventionist will frequently have to deal with public relations and multiple requests for information. This section is intended to give you guidance for the most common issues you are likely to face:

REQUESTS FOR MATERIALS: During the intervention phase, we are conducting a careful implementation and evaluation of the entire program. It will not be possible to pass out materials to individuals or organizations not associated with the intervention until the study has been completed and evaluated (December 2010). After that date, we will be making all the materials available for dissemination and use through our website www.healthyfoodsnorth.ca.

Based on the results of this study, we hope to receive support for an expanded trial of the program in other communities in Nunavut and NWT.

Interested communities may contact the following individuals for more information about participating or visit our website www.healthyfoodsnorth.ca.

Cindy Roache

Manager, Public Health Strategy Implementation
Government of Nunavut, Department of Health and Social Services

Phone: (867) 975-5729

Fax: (867) 975-5755

Email: croache@gov.nu.ca

Or write:

P.O. Box 1000, Station 1000

Iqaluit, NU X0A 0H0

Renata Rosol

Healthy Foods North, Project Coordinator

Phone: (867) 561-5466

E-mail: renata.rosol@gmail.com

Or write:

Healthy Foods North

c/o Hamlet of Taloyoak

P.O. Box 8

Taloyoak, NU X0B 1B0

INTERVENTION PLAN

OVERVIEW OF INTERVENTION PLAN

The Healthy Foods North Intervention has two integrated components with the common aim of promoting consumption of healthy foods and increasing physical activity among all community members. The two components consist of a store-based promotion program and a community-based program embedded in local health and social services and community wellness programs. Activities in each program are linked so that similar messages are being promoted across multiple institutions at the same time. The table below outlines the lessons or phases in each component.

Phase	Dates	Theme	Physical Activity Component
0	August 15 – September 30, 2008	Teasers	
1	October 1 – December 13, 2008	Tea/ Coffee/ Healthy Breakfast	Pedometer challenge
2	December 15, 2008 – March 14, 2009	Healthy Snacks	Pedometer challenge
3	March 15 – June 1, 2009	Healthy Eating in the Home/ Country Foods	Pedometer challenge Walking Club
4	June 2 – July 27, 2009	Healthy Beverages	Pedometer challenge Walking Club
5	July 28 – September 7, 2009	Healthier Cooking/ Meal Planning	Pedometer challenge Walking Club
6	September 8 – October 16, 2009	Getting Enough Vitamins and Minerals	Pedometer challenge Walking Club
7	October 17 – November 13, 2009	Recap	Walking Club

PHASE 0: TEASERS

THEMES	Kickoff Introduction to family motif, logo
MESSAGES	Look for the Healthy Foods North logo
FOODS	None
BEHAVIOURS	Recognizing intervention logo
SHELF LABELS	None
CD/TASTE TESTS	None

PRINT MATERIALS

- EDUCATIONAL DISPLAY – What is Healthy Foods North?
- BANNER – Healthy Foods North (stays up the whole program period) – Removable overlay – “Coming Soon!”
- POSTER – Look for the Healthy Foods North logo when you shop
- POSTER – Are you up to the challenge? -- stay tuned
- POSTER -- Are you worried about cancer, diabetes, or heart disease for yourself or your family? Learn how to reduce your risk for these illnesses by taking part in Healthy Foods North. [picture of motif family eating well, shopping well, being active in sports, traditional activities, etc.]
- POSTER and FLYER – Who is this family? How can they help you eat well, live long and pass it on?

RADIO	Introduce new program to the community Coming Soon!
CABLE TV	1. Who is this family? 2. Look for the logo
GIVEAWAYS	1. Magnets
WORKSITE ACTIVITIES	None

PHASE 1: TEA/COFFEE/HEALTHY BREAKFAST

- THEMES** Character motif
Start the day with a healthy breakfast
What are you adding to your coffee/tea?
Start Moving
- MESSAGES**
1. Low fat and skim milk contain all the nutrition without as much fat
 2. Choosing an alternative to sugar cuts the calories
 3. Start your day with a healthy breakfast
 3. Look for HFN shelf labels
 4. Whole wheat bread has more fibre at the same cost
 5. Check out nutrition labels and use the 10% rule
 6. Start walking to store, work, school, or to visit friends instead of driving
- FOODS**
- Low fat and skim milk (powdered)
Sugar substitutes – Splenda
Low-fat creamer – CoffeeMate Light
Lower sugar, higher fibre cereals
Fruit for breakfast
Whole wheat bread
Fortified 100% fruit juice
- BEHAVIOURS**
- Consume low fat or skim milk and lower sugar/higher fibre cereals
Eat fruit with breakfast
Eat higher fibre breads
Use lower fat spreads
Walk more
Recognizing store intervention materials
Choose healthy alternatives to add to tea and coffee

SHELF LABELS (See Page 39)

Splenda	LS
Sugar Twin	LS
Equal	LS
Multi-grain Cheerios	HF
Special K	LS
Shreddies	LS, HC
Instant oatmeal	HC
CoffeeMate Light	LF
Powdered skim milk	LF
2% or skimmed evaporated milk	LF
100% fruit juice, fortified with D and calcium	HC
100% Whole wheat bread	HF
60% Whole wheat bread	HF

- CD/TASTE TESTS** Taste test Splenda and CoffeeMate Light
1. Taste coffee/tea with Splenda, CoffeeMate Light, and low fat milk
 2. Fat and Sugar jar demonstration

Taste test lower sugar/higher fibre cereals, whole wheat bread, and low fat/low sugar spreads

3. Fibre demonstration
4. Sample cereals
5. Taste test bread and spreads

RECIPE CARDS None

PRINT MATERIALS

- EDUCATIONAL DISPLAY Healthy Breakfasts: “What are you adding to your coffee or tea; follow the 10% rule; cereal comparison” (display compares fat content of milks, calories and fat of various coffee/tea additives, introduces the 10% rule, cereal comparison).
- POSTER – Come and join the Pedometer Challenge! (Family character gesturing to ‘come on!’)
- POSTER – what are you adding to your tea and coffee; presenting the good and the bad options to add to tea and coffee...show someone making the healthy choice; family message: “choose this because...”
- POSTER – image of a mother putting out healthy breakfast choices. “Make a healthy breakfast for you and your family!”
- FLYER – free coffee station makeover; contact us and we will come and do a free coffee station makeover in your workplace, including free samples, artwork, ceramic mugs and more; mock-up of before and after images.
- FLYER/COFFEE STATION BACKDROP – smaller version/variation of what are you adding to your coffee poster; to be posted on wall by coffee station and handed out in stores as a flyer.
- FLYER – “follow the rule of 10”; food label reading; if it is a nutrient you want, 10 or higher is good; if it is a nutrient you don’t want, 10 or less is good; show food label comparisons for Fruit Loops vs. Cheerios.

RADIO Announce the program and kickoff
Announce taste tests
Take the pedometer challenge
STORY 1: Coffee makeover

CABLE TV ADS What are you adding (x3)
Make a healthier breakfast (x4)
10% rule (x2)

GIVEAWAYS 1. samples of lower sugar, higher fibre cereal in cereal bowls
2. samples of CoffeeMate Light and Splenda in travel mugs
3. ceramic mugs for coffee station makeovers
4. thermoses as raffle prizes
5. stainless steel bowls
5. pedometers

WORKSITE ACTIVITIES 1. Pedometer Challenge #1
2. Coffee Station Makeover

ONLINE TRAINING Module 1

PHASE 2: HEALTHY SNACKS

- THEMES** Healthy snacks (fruits & veggies w/low fat dips)
Label reading
- MESSAGES** It's easy to eat five fruits and vegetables a day
Frozen and canned (in own juice or water) are okay
Take healthy snacks out on the land with you
Country foods like mipku and piffi/pipsi make great snacks
- FOODS** Fruits and vegetables (frozen, canned, fresh)
Lower fat dressings and dips
Baked chips
Low fat popcorn
Dried fish, meat, fruit
Frozen berries/fruit
Trail mix
Low sodium seasonings and dips for dried meat and fish
Smoothies
Hard boiled eggs
Canned fish
- BEHAVIOURS** Eat fruits and vegetables for snacks
Add fruits and vegetables to meals
Country foods make great snacks
Healthy snacks on the land
Use food labels and shelf labels when selecting foods
Have a smoothie for a healthy snack

SHELF LABELS (See Page 39)

Baked potato chips	LF
Low-fat popcorn	LF
Trail mix (without candy)	HC
Frozen berries	HC
Dipping veggies – baby carrots, broccoli, cauliflower, celery	HC
Low-fat dressings and mayonnaise	LF
Low-fat mayonnaise	LF
Salsa	LF
Low-sodium seasonings	HC
Eggs	HC
Canned fish (sardines, salmon, etc)	HC

- CD/TASTE TESTS** Taste test of low-fat snacks
1. Taste test of low fat snacks
 2. Potato chip smash
 3. Fat jar demo
 4. Serving size demo
- Taste test smoothie

1. Cooking demo of smoothie preparation
2. Taste test of smoothie

Fruit and Veggie preparation

1. Demonstration of cutting and serving fruits and vegetables
2. Sample of fruits and vegetables

RECIPE CARDS Smoothies
 Low fat dip made with Mrs. Dash

PRINT MATERIALS

- EDUCATIONAL DISPLAY – Healthy Snacks
- POSTER – “Don’t get left behind ... take the pedometer challenge!” Picture: Motif family family up ahead walking in natural setting – followed by someone huffing and puffing behind.
- POSTER – snack scale – bad to good for various snacks (chips, baked chips, cheese, beef jerky, dried fruit, dried fish, fresh fruit, carrots). Pointing degrees of happy motif family. “Hungry? A good time for a healthy snack!”
- FLYER - Fat free vs. regular dressing – comparing dips (for dry fish and meat) in terms of grams of fat, from lard, cream cheese regular mayo, ranch dressing, low-fat ranch dressing, lite mayo, salsa.

RADIO 1. Announce cooking demos/taste tests
 2. Benefits of Fruits and Vegetables
 STORY 2: Smoothie
 STORY 3: Snacks
 STORY 4: Pedometer 1

CABLE TV Choose a low fat dip (x3)
 Take the pedometer challenge (1)
 Cost compare fruits and chips (1)
 Snack scale (x3)

GIVEAWAYS 1. Chip clips
 2. Snack trays
 3. Blenders

WORKSITE ACTIVITIES Pedometer Challenge #2

ONLINE TRAINING Module 2

PHASE 3: HEALTHY EATING IN THE HOME/ COUNTRY FOODS

- THEMES** Cooking spray makes clean up easy
The many uses of cooking spray
Make quick healthy dinners at home
Beans have more fibre and less fat than meat
Healthy bannock
Keep Walking
- MESSAGES** 1. Cooking spray has many uses
2. Fry less, reduce mess
3. Bake your bannock to reduce fat
4. Supersizing doesn't pay
5. Choose lean, it's less mean on your heart
6. Beans are less mean, better for your heart
- FOODS** Cooking spray
Beans (canned)
Lower fat lunch meats
Frozen vegetables
Low fat dips
- BEHAVIOURS** Proper use of cooking spray
Choose lower fat meats and cheeses
Add beans or frozen vegetables to soups and stews to replace 1/2 of meat
Choose smaller portion sizes when eating out

SHELF LABELS (See page 39)

Low sodium soya sauce	HC
Salsa	LF
Low-fat ranch dressing	LF
Light whipped butter or margarine	LF
Cooking spray	LF
Low fat hot dogs	LF
Low fat/partly skimmed mozzarella cheese	LF
Beans in tomato sauce	HF
Frozen vegetables	HC
Low fat lunch meat (i.e. ham)	LF

- CD/TASTE TESTS** Eggs, Veggies and Cheese cooked w/ spray:
1. Egg preparation fat jars
 2. Egg cooking demonstration
 3. Taste test of eggs
 4. Show where cooking spray is in the store

Low fat and low sodium dips

1. Taste test of dips

Soups and stews

1. Taste test and demonstration of 4 ingredient tomato bean soup recipe
2. Taste test and demonstration of ingredients of lentil soup recipe
3. Taste test and demonstration of ingredients of caribou/muskox soup recipe
4. Taste test and demonstration of ingredients of Arctic char chowder recipe

RECIPE CARDS Eggs, Veggies and Cheese recipe
Tomato bean soup recipe
Healthy Bannock recipe
Caribou/Muskox Soup Recipe
Arctic char Chowder Recipe
Lentil Soup Recipe

PRINT MATERIALS

- EDUCATIONAL DISPLAY – Eat together like the old days, stages of bannock, comparison of country and store meat
- POSTER – “Be healthy in mind, body and spirit! Join your friends and take the pedometer challenge!” Imagine of family walking in a row in winter.
- POSTER – image of motif family on the ground eating country food. “Eat together like the old days and live healthier.”
- FLYER – Image of motif family eating (as in poster above). Information on back on health benefits of country foods: Comparison of country and store meat.
- FLYER – stages of bannock – deep-fried, pan-fried, blotted, and baked. Picture: Motif family member looking happier with later methods of preparation. Recipe for healthy bannock on the back.

RADIO STORY 5: FAMILY EATING TOGETHER
STORY 6: PEDOMETER 2
STORY 7: COUNTRY FOODS FOR LUNCH

CABLE TV ADS Baking Instead of Frying Bannock
Making a Healthier Bannock (x2)
Eat Together Like the Old Days
Keep Your Heart Healthy (x2)
Store –Bought vs. Country Foods (x2)
Country Foods Can be Healthier!

GIVEAWAYS 1. Fishing Lures
2. Multi Tools
3. Meat grinder

WORKSITE ACTIVITIES Pedometer Challenge #3
Walking Club

ONLINE TRAINING Module 3

PHASE 4: HEALTHY BEVERAGES

- THEMES** Drinking healthy beverages
- MESSAGES** Drink water to really stop your thirst.
It's only juice if it says "juice"
Adding to your coffee or tea adds calories and fat
- FOODS** Water
Diet sodas
Skim and 1% milk
Low fat evaporated milk
Powdered skim milk
Artificial sweeteners
100% Juices fortified with vitamin D and calcium
- BEHAVIORS** Drink water and diet sodas rather than regular sodas and other high calorie drinks
Use lower fat milks or creamers and artificial sweeteners in tea and coffee
Drink fortified 100% juices

SHELF LABELS (See page 39)

Diet pop, cans (Pepsi One, Diet Ginger Ale)	LS
2% or skimmed evaporated milk	LF
Sugar free drink mixes (e.g. Crystal Light)	LS
Unsweetened juice (fortified with D and calcium)	HC
1% Milk (and Milk 2 Go-flavoured)	HC
Artificial sweetener	LS

- CD/TASTE TESTS** Taste test of healthy beverages:
1. Demonstration and sample of smoothies
 2. Adding fruits to meals
 3. Taste of fortified fruit juices, sugar-free drink mixes, and 'fizzy drink'.
 4. Demonstration of sugar baggies of different beverages

RECIPE CARDS Smoothie recipe

PRINT MATERIALS

- ED DISPLAY: Compilation of messages below.
- POSTER – “Move on Up to Healthier Drinks-compare the difference” scale of drink choices from bad to good using a culturally appropriate metaphor (energy drink-pop – drink crystals –100% juice -Crystal Light/Diet pop – water) – levels of happiness of family character faces.
- POSTER - “Could you give up Pop for an Entire Year? - Look what you could buy instead”. Image of various items: boat, bike, ATV, laptop, ski-doo. Calculations: 4 family members x 2 cans pop/family member/day \$3.60 cost/can of pop x 365 days/year =\$10,512.00!!!
- FLYER –“Could you give up Pop for an Entire Year? - Look What you could buy instead” . Image of various items: boat, bike, ATV, laptop, ski-doo.
- POSTER/FLYER: “More & More people are taking the pedometer challenge- How about you?”
- FLYER – comparison of the amount of sugar in various drinks (/600 ml. serving): Water, Diet Pop, 100% fruit juice, drink crystals, pop, energy drink. (# of tsp, and pile of sugar to depict amounts of sugar).

- FLYER - Picture of Ben (baby) next to 32 pound bag of sugar, with slogan "How much sugar is in your drink? – If you drank one regular pop a day for a year you would consume: 32 pounds of sugar"
- POSTER/FLYER- 'Immiq' = Good Water. Image of family collecting ice.

RADIO

1. Announce taste tests
 2. Announce Pedometer Challenge Winners
 2. What are you drinking?
- STORY 8: HEALTHY DRINKS

CABLE TV:

How much sugar is in your drink?
 If you drank 1 regular pop a day for a year, you would consume: 32 pounds of sugar
 Join a Walking Club
 'Immiq' - Good Water
 Could You Give up Pop for a year?
 Tips for Making Healthier Beverage Choices
 Drink More Water
 Simple Ways to Get Moving

GIVEAWAYS

1. Water glasses
2. Brita Filters
3. Brita pitchers or jug

WORKSITE ACTIVITIES

Pedometer Challenge #4
 Walking Club

ONLINE TRAINING

Module 4

PHASE 5: HEALTHIER COOKING/MEAL PLANNING

- THEMES** Healthier Cooking Methods and Planning Meals
- MESSAGES** Add Frozen Vegetables to Soups and Stews for added nutrition
Cook at home to eat healthier and save money
Use Cooking Spray to Cut the Fat
Use a list While Shopping to make healthier choices
- FOODS** Frozen vegetables
Cooking Spray
Low-fat frozen pizza
Low fat/partly skimmed mozzarella cheese
Frozen fruits
Whole wheat flour
Whole Wheat Pizza Crust
- BEHAVIOURS** Use a List
Read Food Labels
Drain and Rinse Ground Meat
Prepare foods at home

SHELF LABELS (See page 39)

Frozen vegetables	HC
Low fat lunch meat	LF
Pam or Becel spray	LF
Low-fat pizza	LF
Low fat/partly skimmed mozzarella cheese	LF
Whole Wheat Pizza Crust (English Muffin, Tortilla, Pita, Hot Dog/Hamburger Bun. Prepared crust)...	HF

- CD/TASTE TESTS** Taste test for healthier cooking
1. Taste test of low fat lunch meats
 2. Cooking demonstration of low fat pizza
 3. Taste test of banana muffins
 4. Taste test of healthy bannock
 5. Taste test of tomato bean soup (refer to Phase 3 for reference)
 6. Taste test of hamburger soup
 7. Pizza fat jars
- Demonstration of shopping wisely
1. Cost analysis of a recipe
 2. Reading food labels
 3. Cost of foods
 4. Using a list

RECIPE CARDS Pizza dough
 Easy Pizza Recipe
 Hamburger soup
 Tomato Bean Soup
 Banana Muffins
 Healthy Bannock

PRINTED MATERIALS

- EDUCATIONAL DISPLAY-
- POSTER – “Frozen vegetables – more bang for your buck: Look at the difference”; Picture: price comparison of bag of frozen beans vs. fresh beans;
- POSTER – Picture of Lucy adding frozen vegetables to a stew. “Add frozen vegetables to your soups and stews for a healthier meal. Its fast and easy!”
- POSTER – “Shop wisely...use a list.” Photo of supermarket aisle – with Lucy in the foreground holding a list with some healthy foods written on it.
- POSTER – “Try cooking spray”, Picture of motif family member cooking with spray.
- FLYER – Front: Frozen Vegetables: More Bang for your buck. Back: Why Buy Frozen?
- FLYER – Front: Use Cooking Spray to cut the fat! Back: Why use cooking spray?

RADIO 1. Announce taste tests
 STORY 9: COOKING WITH LESS FAT
 STORY 10: LOW FAT PIZZA

CABLE TV Add frozen vegetables to your soups and stews
 Frozen vegetables: Nutritious and ready for cooking
 Shop Wisely... Use A List
 Use Cooking Spray to Cut the Fat
 Did You Know? Frozen vegetables have the same nutritional value as fresh!
 Cook Meals at Home
 Cooking Meals Together is great family time

GIVEAWAYS 1. Shopping list pad
 2. Shopping Bags
 4. Measuring Spoons

WORKSITE ACTIVITIES Pedometer Challenge #5
 Walking Club

ONLINE TRAINING Module 5

PHASE 6: GETTING ENOUGH VITAMINS AND MINERALS

THEMES Get vitamins, minerals and fibre so that everyone in the family can look good and feel good!

MESSAGES We need Calcium and Vitamin D for strong bones and teeth
 Vitamin A helps us fight infection and see better in the dark
 Iron makes good red blood that gives us energy
 Vitamin C helps wounds to heal and keeps our teeth, gums and skin healthy
 Follow the 10% rule to help you choose foods high in vitamins, minerals and fibre
 Follow the HFN shelf labels
 It is easy to bring healthy foods on the land, work or school: Wherever you go!

FOODS 100 % Whole Wheat Bread
 Baked Beans in Tomato Sauce
 Fibre 1 Cereal
 Multi-Grain Cheerios
 Shreddies
 Low fat popcorn
 Unsweetened Orange Juice (fortified with Ca and Vitamin D)
 Trail Mix (without candy or banana chips)
 Dried fruit
 Skim Milk Powder
 Canned fish (sardines, salmon, tuna)
 Frozen berries
 Milk 2 Go (1%)
 Lean ground beef/ ground muskox and other country meat
 Yogurt (lower sugar, lower fat)
 Eggs

BEHAVIOURS Choose foods high in vitamin C (ukpiks, berries, tomato sauce, 100% Orange Juice)
 Choose foods high in iron (lean red meat, country meat, eggs, beans)
 Choose foods high in fibre (popcorn, high fibre cereal, fruits and vegetables, beans)
 Choose foods high in Vitamin D and Calcium (1%/skim milk, skim milk powder, orange juice fortified with Calcium and Vitamin D, and yogurt)
 You can bring fast and easy healthy foods on the land, work or to school.
 For help making healthier choices for you and your family, follow the Healthy Foods North Labels

SHELF LABELS

100 % Whole Wheat Bread	HF
Baked Beans in Tomato Sauce	HF
Multi-Grain Cheerios	HF
Shreddies	HF
Low fat popcorn	HF
Unsweetened Orange Juice (fortified with Ca and Vitamin D)	HC
Trail Mix (without candy or banana chips)	HC
Skim Milk Powder	HC, LF

Canned fish (sardines, salmon, tuna)	HC
Frozen Berries	HC
Milk 2 Go	HC, LF
Lean Ground Beef/ Caribou / Muskox	HC, LF
Yogurt	HC
Eggs	HC

CD/TASTE TESTS

Taste test of Vitamin Dense Foods:

1. Taste a Banana Milkshake
2. Taste a Fruit and Yogurt Parfait
3. Shock people with X-ray images of weak bones.
4. Taste Carrot Soup
5. Taste Healthy Vegetable Macaroni Soup
6. Promote "easy to make Eggs"
7. Promote healthy snacking on the land/work/school with a homemade trail mix
(*Snack Attack*)
8. Taste Carrot-Pineapple Muffins – contain many Vitamins!
9. Taste Banana Muffins

RECIPE CARDS

Carrot Soup
 Healthy Vegetable Macaroni Soup
 Banana Milkshake
 Fruit n' Yogurt Parfait
 Snack Attack: Healthy Trail Mix Ideas
 Carrot Pineapple Muffin
 Banana Muffin

PRINT MATERIALS

- EDUCATIONAL DISPLAY- VITAMINS & MINERALS FOR A HEALTHY BODY (various images per each vitamin); 10% RULE concentrating on vitamins (found at the bottom of a food label); SHOPPING IS SO MUCH EASIER WITH THE HEALTHY FOODS NORTH LABELS
- POSTER – Vitamin A
- POSTER – Vitamin D and Calcium
- POSTER – Vitamin C
- POSTER – Iron
- POSTER- Labels
- FLYER – Vitamin Table

RADIO

1. Announce Taste Tests
2. Announce Community Activities/ Contest
3. Announce Walking Club Times

CABLE TV

Vitamin A
 Vitamin C
 Vitamin D and Calcium
 Iron
 Healthy Foods North Labels Making Shopping Easier
 Going out on the land? Choose Trail Mix
 Going out on the land? Choose dry meat/ canned salmon/tuna
 Fibre

GIVEAWAY Trail mix baggies
Cereal bowls
Snack Trays
Healthy Food bag (worth about \$25-35)
Any leftover prizes (Brita, backpack etc.)

WORKSITE ACTIVITIES Pedometer Challenge #6
Walking Club

ONLINE TRAINING Module 6

PHASE 7: RECAP AND REINFORCEMENT PHASE

THEMES Reinforce key theme: **Living in a Healthier Community**, which links and reinforces **key** themes from Phases 0 – 6.

MESSAGES

1. Use low fat creamer or skim milk and use an artificial sweetener to sweeten coffee/tea
2. Move on up to healthier snacks - It's easy to eat five fruits and vegetables a day with a low fat dip
3. Eat together like the old days and live healthier - *Eat country Foods with your family!*
4. Drink water, milk, 100% juice and diet pop - drink water and diet sodas rather than regular sodas and other high calorie drinks.
5. Eat foods high in vitamins and minerals – follow the 10% rule to help you choose foods high in vitamins, minerals and fibre
6. Add frozen vegetables to soups and stews for added nutrition (cooking spray as alternative?)
7. Have you made the switch?

FOODS

STORE BOUGHT/TRADITIONAL FOODS

Skim Milk Powder
Splenda
Multi-grain Cheerios
Berries (fresh or frozen)
Canned fish
Low-fat popcorn
Unsweetened orange juice with Calcium and Vitamin D
Crystal Light
Cooking spray
Frozen Vegetables
Eggs
Salsa
Lower fat cheese
Whole wheat bread
Low-fat mayonnaise
Low sodium soy sauce
Arctic char or other local fish
Caribou, muskox, muktuk (if available), seal (if available)

BEHAVIOURS

1. Encourage people to switch from coffee mate to coffee mate light, powdered milk, artificial sweeteners; anything but cream and sugar!
2. Encourage healthy snacking, providing quick and easy examples and ideas that can be taken out on the land or made at home. Home-made trailmix?
3. Encourage country food gathering and consumption as well as new healthy

- recipes that incorporate country foods and eating them together as a family
4. Encourage individuals to switch to a healthier drink, pop to diet, diet to water, Tang to real 100% juice, real juice to water. Start stocking fridge with these healthier options. Demonstrate sugar baggies. Demonstrate the 32lbs of sugar per year.
 5. Encourage people to look at nutritional labels and follow the 10% rule.
 6. Add healthy food to simple recipes to increase veggie and fruit servings as well as fibre and nutrients.

SHELF LABELS

Skim Milk Powder	LF
Splenda	LS
Multi-Grain Cheerios	HF
Frozen Berries	HC
Canned fish	HC
Low-fat popcorn	HC
Unsweetened orange juice with Calcium and Vitamin D	HC
Crystal Light	LS
Cooking spray	LF
Frozen Vegetables	HC
Eggs	HC
Salsa	HC, LF
Lower fat cheese	LF
Whole wheat bread (60 or 100% whole wheat)	HF
Low-fat mayonnaise	HC
Low sodium soy sauce	HC

- CD/TASTE TESTS
- Banana Milkshake
 - Smoothie (use variety of fruits)
 - Demonstration of sugar baggies
 - Healthy Vegetable Macaroni Soup
 - Fizzy Drink (if carbonated water available)
 - Arctic char Chowder or Caribou/Muskox Soup
 - Fruit and Veggie Tray with Low Fat Dip
 - Healthier Coffee and Tea demo

PRINTED MATERIALS:

- EDUCATION DISPLAY: a circle divided into 5 key messages (Move on upto healthier snacks; Eat together like the old days and live healthier; Drink water, milk, 100% juice and diet pop; Add vegetables to dishes for more vitamins; Use low fat creamer or skim milk and use an artificial sweetener to sweeten). Around the central image we have images with arrows pointing to "making the switch to healthier choices"
- POSTER: Let's make a healthier community
- POSTER: Cook and eat together as a family
- FLYER: Foods high in vitamins and minerals will help keep us well and living long

FLYER: Have you made the switch to healthier choices?

RADIO

MESSAGE 1: Nutrition Tips (recorded)
MESSAGE 2: Keeping Active (recorded)

CABLE TV

Have you made the switch? (show image of going from chips to fruits & veggies)
Have you made the switch? (show image of walking instead of sitting)
Have you made the switch? (show image of going from frozen/fast food to country food and other less fat options)
Have you made the switch? (show image of going from regular pop to 100% juice and diet pop)
Have you made the switch? (show image of going from white to whole wheat bread)
Have you made the switch? (show image of going from shortening/lard to cooking spray)
In addition to the above slides, you can also re-use some key slides from any of the previous phases (as you see fit)

GIVEAWAY

Recipe card with a baggy of ingredients for a Tomato Bean soup or Healthy Vegetable Macaroni soup and shopping list/shopping bag
Recipe card with a baggy of ingredients for a Healthy Bannock (whole wheat flour or Natural Bran, Splenda for cooking, cooking spray) and shopping list/shopping bag
Crystal Light single packet (Activity 3)
Snack tray and/or piece of fruit and or Mrs. Dash (Activity 5)
Travel/ceramic mug/thermos and/or samples of Splenda or skim milk powder (Activity 6)
+ Any other appropriate miscellaneous items left-over from previous phases.

WORKSITE ACTIVITIES Coffee Station Makeover

Pedometer challenge. IDEAS: continue pedometer challenges at 3-4 workplaces at a time and give out Healthy Food bag as a grand prize after 8 weeks of keeping track of steps). After 8 weeks enroll 3-4 other workplaces and do the same and so on...

Walking Club

SUMMARY: INTERVENTION MATERIALS

(See old Version, insert once all have been developed).

SUMMARY: FOODS & BEHAVIORS

PHASE	PROMOTED FOODS	PROMOTED BEHAVIORS
0 Teasers		Recognize intervention materials
1 Tea/Coffee/ Healthy Breakfast	Low fat (1%) milk Skim (nonfat) milk Lower sugar cereals Higher fibre cereals Whole wheat bread CoffeeMate Light Splenda, Sugar Twin	Recognize intervention materials Consume lower sugar, higher fibre cereals Consume low fat or skim milk Eat fruit at breakfast Substitute CoffeeMate Light for regular CoffeeMate in coffee and tea Substitute Splenda for sugar in coffee and tea Do at least 30 minutes of physical activity every day
2 Healthy Snacks	Low fat popcorn Baked potato chips Smoothies (dried) fish and caribou, fruit trail mix Baked chips Low fat ranch dressing Frozen berries Carrots (baby carrots)	Choose baked chips or low fat popcorn over regular chips Choose fruits and/or vegetables for snacks Make a smoothie for a delicious snack Mipku and piffi/pipsi as the healthy choice for a snack
3 Healthy Eating in the Home/ Country Foods	Dried fish Dried caribou/muskox Low sodium soy sauce Low fat ranch dressing Light mayonnaise Light whipped Butter/margarine	Country foods make healthy bodies Eat like the old days and live healthier Eat well, live long, and pass it on
4 Healthy Beverages	Water (Brita Filters) [30], boiled ice water Diet pop (Coke Zero, Pepsi One, Diet Ginger Ale, Dole Sparklers, Crystal Light, Diet Energy Drink) Unsweetened juice (Minute Maid fortified with calcium and vitamin D)	Drop the pop for ten days and lose a pound Water is cheaper than pop Drop the pop – pick up water Mom, I need more water than sweet drinks Mom, I need real juice (100% juice with extra calcium and Vitamin C)
5 Healthier Cooking/ Meal Planning	Frozen vegetables Cooking Spray Low-fat frozen pizza Low fat/partly skimmed mozzarella cheese Frozen fruits Whole wheat flour Whole Wheat Pizza Crust	Use cooking spray Eat frozen fruit and vegetables Drain and rinse ground meat Choose smaller portion sizes Walk more often Use A List Read Food Labels Prepare Foods at Home

<p>6 Getting enough vitamins and minerals</p>	<p>100 % Whole Wheat Bread Baked Beans in Tomato Sauce Multi-Grain Cheerios Shreddies Low fat popcorn Unsweetened Orange Juice (fortified with Ca and Vitamin D) Trail Mix (without candy or banana chips) Skim Milk Powder Canned fish (sardines, salmon, tuna) Frozen Berries Milk 2 Go Lean Ground Beef/ Caribou / Muskox Yogurt Eggs</p>	<p>Choose foods high in vitamin C (ukpiks, berries, tomato sauce, 100% Orange Juice).</p> <p>Choose foods high in iron (lean red meat, country meat, eggs, beans).</p> <p>Choose foods high in fibre (popcorn, high fibre cereal, fruits and vegetables, beans).</p> <p>Choose foods high in Vitamin D and Calcium (1%/skim milk, skim milk powder, orange juice fortified with Calcium and Vitamin D, and yogurt).</p> <p>You can bring fast and easy healthy foods on the land, work or to school.</p> <p>For help making healthier choices for you and your family, follow the healthy foods north labels</p>
<p>7 Recap</p>	<p>Skim Milk Powder Splenda Multi-Grain Cheerios Frozen Berries Canned fish (sardines, salmon, tuna) Low fat popcorn Unsweetened Orange Juice (fortified with Calcium and Vitamin D) Crystal Light Cooking Spray Frozen Vegetables Eggs Salsa Lower fat cheese (partly skim) Whole Wheat bread (60 or 100% whole wheat) Low fat mayonnaise Low sodium soya sauce</p>	<p>Encourage people to switch from coffee mate to coffee mate light, powdered milk, artificial sweeteners; anything but cream and sugar!</p> <p>Encourage healthy snacking, providing quick and easy examples and ideas that can be taken out on the land or made at home. i.e. home-made trailmix.</p> <p>Encourage country food gathering and consumption as well as new healthy recipes that incorporate country foods and eating them together as a family.</p> <p>Encourage individuals to switch to a healthier drink, pop to diet, diet to water, Tang to real 100% juice, real juice to water. Start stocking fridge with these healthier options. Demonstrate sugar baggies. Demonstrate the 32lbs of sugar per year.</p> <p>Encourage people to look at nutritional labels and follow the 10% rule.</p> <p>Add healthy food to simple recipes to increase veggie and fruit servings as well as fibre and nutrients.</p>

THE INTERVENTIONIST

INTERVENTIONIST RESPONSIBILITIES

This section of the Manual of Procedures lists the primary responsibilities of the Interventionist to be conducted in cooperation with the Project Investigators, Project Coordinator and local health and social services staff. More information on specific interventionist responsibilities is included in the rest of this manual.

The interventionist should make a timeline of events outlining what needs to happen and where. This should be discussed with the Project Manager and local health staff. Doing this before each phase of the intervention will help organize and prepare for what is to come. The Interventionist is responsible for all of the different components of the Healthy Foods North program in his or her community. The interventionist will:

1. Be primarily responsible for most of the store component activities. (Interventionist role: major)
2. Work with health staff to implement the other community-based components of the program (Interventionist role: moderate)
3. Implement the worksite physical activity interventions (Interventionist role: major)
4. Complete interventionist visit logs and all forms to document program activities.

Below are Interventionist responsibilities by program component.

	Store	Health Centre/Wellness Centre/Worksites
Posters	Put up and maintain for each phase. Take down from past phases.	Put up and maintain for each phase. Take down from past phases.
Shelf labels	Put up and maintain for each phase and thereafter for successive phases	N/A
Announcements, flyers (radio):	Announce demos on local radio and cable channel, distribute flyers at demos	Announce demos on local radio and cable channel, ensure local staff have flyers to give to clients
Educational displays	To be used during in-store demos. Also placed on end-cap displays in relevant stores.	To be displayed at community events (when applicable).
Interactive sessions and Workshops	Cooking demos and taste tests to be held at least 1x per store per week.	Coordinate with employers/managers to hold in workplaces when relevant.
Events	N/A	Booths at trade shows, health fairs, rummage sales, team up with a CHR for a particular workshop and other community-wide events.

Giveaways	Hand out level 1 and 2 giveaways at demos and taste tests. Level 3 giveaways distributed through draws.	Hand out level 1 and 2 giveaways at demos and taste tests. Level 3 giveaways distributed through draws.
Pedometer Challenges	Recruit potential contacts for worksites during in-store sessions (if applicable).	Contact and coordinate pedometer activity with the worksites.

For ALL components, the Interventionist will be responsible for:

1. Nutrition and Physical Activity Information: Be prepared to answer questions about nutrition and physical activity and the goals, activities and rationale of the Healthy Foods North program.
2. Public Relations: Represent the project in a professional manner.
 - Maintain good relationships with local health and social services staff.
 - Maintain good relationships with store managers and other staff.
 - Meet briefly with Supervisor of Health Programs (NIC) or CHR to update them on an agreed upon basis.
 - Respond appropriately to feedback about the Healthy Foods North project.
 - Email or phone-in weekly updates to the project coordinator/manager.

Overall Interventionist Work Plan

IN THE WEEK BEFORE A PHASE BEGINS:

1. Make sure store has stocked/ordered foods to be promoted.
2. Give the local cable TV station the ads for that phase (if applicable).
3. Make sure you have at least 50 copies of each flyer.
4. Make sure local health staff have flyers and announcements for their clients.
5. Deliver completed radio announcement forms to radio station(s). Complete the **Radio Announcement Form** for all announcements. OR go on radio on a regular basis to announce activities coming up in that week.
6. Arrange with store managers to conduct the cooking demonstrations/taste tests.
7. Make sure you have all food (non-perishable) and materials needed for each cooking demonstration/taste test.
8. Coordinate timing and logistics of community event with local staff. Make sure you have all equipment, supplies, materials and giveaways needed.
9. Recruit a workplace to participate in the Pedometer Challenge.

IN THE FIRST WEEK OF A PHASE:

1. Put up the appropriate shelf labels for the foods being promoted.
2. Put up all posters for that phase at stores, schools, community locations.
3. Put up the educational display for that phase on the end-cap location at the store.
4. Arrange a time to present the pedometer challenge to the worksite, bring pedometers, log posters and other handouts and complete process evaluation materials.
5. Go on the radio and announce new phase with key messages that will be shared with the community for the next few weeks.

DURING THE PHASE:

1. Check every week to make sure promoted foods are in stock (if running low, and at early stage of promotion, ask manager to order more).
2. Make sure the shelf labels are under the appropriate foods (sometimes food stocks are shifted around).
3. Regularly check to make sure the posters are still up. Re-attach if they are falling down.
4. Hand out flyers and giveaways at each cooking demonstration and contests.
5. Regularly visit the end-cap display to maintain it and restock food/ flyers as needed.
6. Make sure radio/cable announcements are taking place as planned if relevant. Feel free to go on the radio yourself to make any announcements of upcoming activity.
7. Complete Interventionist Log and other process evaluation materials.
8. Collect pedometer challenge logs every 2 weeks for 8 weeks. Deliver prizes every 2 weeks. Continue to motivate staff. Continue to motivate staff through basic health messages.

AFTER THE PHASE HAS BEEN COMPLETED:

1. Take down all posters and educational displays.
2. Continue to work with stores to make sure they order and stock promoted foods.
3. Do evaluations.
4. Congratulate workplaces for completing the challenge, deliver prizes and certificates, announce winners through appropriate media (newsletters, radio, TV etc...)

Intervention Implementation Standards

Intervention Component	Supermarkets	Community organizations/Worksite
Stocking of healthy food choices	Minimum of 30-50 units of target foods stocked for the duration of their promotional phase. Encourage stores to stock food for remainder of the program.	N/A
Posters	One of each developed for the phase posted in plain view; full size. Posted at the beginning of its phase. Taken down at the end of its phase.	One of each developed for the phase posted in plain view. Posted at the beginning of its phase; Taken down at the end of the phase.
Flyers	Minimum 10 passed out during each interactive session.	Minimum 50 passed out during each phase
Educational Displays	Put up during cooking demonstrations Put up as part of standing display (end-cap) throughout the phase.	Standing display if permitted
Shelf labels	Posted at the beginning of its phase Remains up throughout the intervention 1/5 feet of shelf space.	N/A
Interactive sessions (Cooking demos, taste tests)	Conducted a minimum of 1x/store/week per promotional phase. Duration no less than 2 hours. Performed at different times of the day and days of the week to maximize exposure.	Conducted a minimum of 2 times per promotional phase in those community settings which have room for demos
Cable TV ads	N/A	Should play at least 2x/week during the appropriate phase (if applicable).
Radio announcements, stories	N/A	Should play at least 2x/week during the appropriate phase.
Coffee Station Makeover	N/A	2x/phase, maintained over course of the phase.
Giveaways	Passed out during cooking demonstrations and taste tests	Passed out at community events, workplace pedometer challenges.
Pedometer Challenge	N/A	Enroll 4-8+ people per worksite/phase Conducted in 2+ worksites/phase

Person Responsible (For reference; feel free to modify)

	Store	Worksites/Community	Who is responsible?
Posters	Put up and maintain for each phase.	Put up and maintain for each phase.	_____
Shelf labels	Put up and maintain for each phase and thereafter for successive phases. Inform Manager if there are any issues with foods not being stocked. Make a list of these foods.	N/A	_____
Radio Announcements	Announce in store demos on local radio. Record in your Interventionist radio log every time this is done.	Announce relevant activities on the radio when appropriate. I.e... Times for the Walking Club, Cooking Classes etc... Record in your Interventionist radio log every time this is done.	_____
Interactive sessions	An in-store session should be conducted 1 time / per store / per week.		_____ _____
Events	N/A	Booths at trade shows, health fairs, jamborees etc. Use your own good judgment. I.e if there is a craft sale happening, ask for permission to set up there!	_____
Pedometer Challenges	Advertise Pedometer Challenge and Walking Clubs during in-stores.	Recruit participants for the pedometer activity (Call or visit worksites).Continue to collect their logs and encourage them to keep walking! Give out prizes every 2 weeks (see WPC instructions). Hand out certificates to those who have completed the Challenge.	_____

Interventionist In-Store Workplan

(For reference; feel free to modify)

Phase: _____

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
2	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
3	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
4	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
5	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
6	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
7	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A
8	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A	Time: _____ Who: _____ Where: N/S/A

Time: Fill in according to agreed upon time frame (minimum 2 hours).

Who: Fill in initials.

Where: N= NorthMart C= Co-Op stores

PROMOTED FOODS

PROMOTED FOODS AND WORKING WITH STORE MANAGERS

Store partners of the Healthy Foods North program are the **single most important part** of the intervention. If we cannot get the stores to consistently stock promoted foods, keep labels on those foods, and support us as we perform in store demonstrations, we will not succeed. Thus, healthy relationships between interventionists and store managers are crucial. In order to maintain relationships between the managers and interventionists, **clear and frequent communication** is required. This section describes the messages that interventionists should communicate to store managers. Supplementary information is contained in Appendix F, including materials to distribute to store managers prior to the start of each phase to aid in food ordering.

We will work with stores to ensure they stock specific minimum quantities of foods for promotion for each phase of the intervention. To ensure the foods are stocked at the beginning of each phase, the interventionist should meet with the store manager in advance of the phase.

-For Co-op or Arctic Co-Op the interventionist should meet **at least 4 weeks in advance** of the phase.

-For Northern or Northmart, the managers should be notified approximately **2 months in advance** of the phase. At the company headquarters in Winnipeg, the Northern/Northmart are also working to have the foods ordered in by advanced order – so that the foods would be automatically ordered. Nonetheless, the interventionists should talk to the Northern/Northmart manager.

The interventionist needs to work with store managers and vendors to make sure:

- that the appropriate foods are ordered. The interventionist needs to make sure that stores **do not substitute alternatives** for the promoted foods. For instance, Honey Nut Cheerios are NOT an acceptable substitution for Cheerios.
- that the foods to be stocked are on the shelves at all times
- that foods are visible when customers walk through the aisles
- that shelves are labeled with Healthy Foods North shelf labels (and that when restocking occurs, the foods are appropriately aligned with their shelf label)
- that foods are priced appropriately (not more than the less healthy options)

The interventionist should make sure the promoted food(s) are stocked at the beginning of each phase and at least every other week during the phase by checking the store shelves. If the promoted foods are not available, the interventionist should immediately meet with the store manager/owner and/or vendor, discuss barriers to stocking the food, problem solve, and **encourage** them to stock the food. The interventionist should talk to the store owner/manager about sales of the food and what could be done to enhance sales, such as positioning the food better.

The interventionist should encourage the store owners/managers to continue to stock the promoted foods AFTER the phase has been completed throughout the entire intervention (and hopefully after that).

STORES CONTACT INFORMATION

Name	Title	Company	Location	Telephone	Email
Suzanne Hajtó,	Healthy Living Coordinator	Northwest Company	Winnipeg	204 934 1672, 1 800 782 0391	shajto@northwest.ca
Colin Reeve	Pharmacist and Diabetes Educator	Northwest Company	Winnipeg	Office: 204 934 1611	creeve@northwest.ca
Angela Butt	Manager	Arctic Co-Op	Cambridge Bay	867-983-2201	manager.ikaluktutiak@ArcticCo-op.com
Bonnie Horsman	Manager	Northern	Cambridge Bay	867-983-2571	store150@northwest.ca
Tamar Powell	Manager	Northern	Taloyoak	867-561-5121	
Norm Coates	Manager	Paleajook Co-Op	Taloyoak	867-561-5221	

COMMUNICATIONS MATERIALS

SHELF LABELS

The interventionist is responsible for making sure the appropriate Healthy Foods North shelf labels are up for every promoted food. The shelf labels are intended to serve as an easy reference for shoppers - to help them choose healthier alternatives over less healthy offerings in the food section.

The following shelf labels have been developed:

HEALTHY CHOICE (HC): intended to refer to an overall healthy food choice, not so much a direct alternative to other foods (i.e. for fruits and vegetables).



LOWER IN SUGAR (LS): intended to refer to a food choice which has substantially less sugar than foods in a similar category that are more commonly consumed (e.g. lower sugar cereals like regular Cheerios).



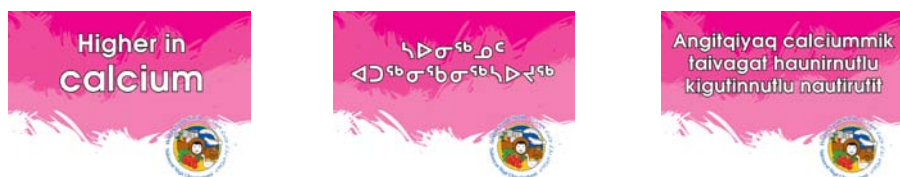
LOWER IN FAT (LF): intended to refer to a food choice which has substantially less fat than foods in a similar category that are more commonly consumed (e.g. low fat hotdogs, cooking spray).



HIGH IN FIBRE (HF): intended to refer to a food choice which has substantially more fiber than foods in a similar category that are more commonly consumed (e.g. shredded wheat).



HIGHER IN CALCIUM (HCA): intended to refer to a food choice which is a good source of calcium.



NEW LABELS: Higher in Iron; Higher in Vitamin D (October 2009)

HIGHER IN VITAMIN D (HVD): intended to refer to a food choice which is a good source of Vitamin D.



HIGHER IN IRON (HI): intended to refer to a food choice which is a good source of iron.



Shelf labels are cumulative and therefore those from *previous phases should stay up* during the entire time of the intervention. They should be checked up on with each new phase and replaced if damaged or missing.

Before posting labels, the interventionist should speak to store managers to determine **how best to secure the labels** on the shelves. With restocking and everyday wear and tear, the labels will have to be secured in a way that is sustainable, portable, and durable. Discuss with the managers how best to attach the labels, and seek the cooperation of the staff in maintaining the labels.

The interventionist will **write the message indicated on the updated promoted food items lists in black ink** in the space at the bottom of the label. Promoted food items lists (located on pages 45-48) indicate the appropriate message to write on the label. Sometimes it is appropriate to write a description of the food (i.e. canned fish in water), as there are many kinds of this promoted food available that are nutritionally equivalent. Sometimes it is more appropriate to label a specific brand being promoted (i.e. Multigrain Cheerios) as it is important that this particular brand of cheerios be selected in order to benefit nutritionally.

The interventionist will need to **check the label placement** periodically (i.e. at each taste tests perhaps) and make sure labels are properly located. It is important to engage the managers in this process to ensure the labels are being moved during restocking. Explain the shelf label section on the promoted food items list to the manager and staff when you distribute the lists.

Note: the interventionist should make sure she/he has the permission of the manager before making these adjustments.

PROCESS EVALUATION:

Whenever shelf labels are posted, the interventionist must fill out an **Interventionist Community/Store Visit Log** and be sure to record the number and types of labels posted.

PROMOTED FOODS & SHELF LABELS BY PHASE

Note that we have identified a **top choice** for a promoted food and some **alternatives**. We are asking the stores to stock the minimum quantity of the top choice when possible. When it is not possible, the alternatives may be used in place of the top choice. Of course, we welcome the stores in stocking sufficient units of both the top choice and alternative foods.

Note also that the **minimum quantities** reflect the number of units (cans, bottles, boxes, etc) that we would like **each store** to stock prior to beginning of the intervention phase. As foods are used up, they should restock these foods throughout the phase and beyond.

This list is complete with shelf labels and shelf label messages to be used.

* One unit is the amount someone would usually buy for their family at one time (i.e. box of cereal).

* The interventionist is not limited to putting one label per promoted food. Put more than one label if the shelf is large, or if several options are available (i.e. different brands of the promoted product) – use your judgment.

*Note: wherever possible, promote the lowest-cost equivalent of a product (i.e. No name, President's Choice, Merit, Compliments & Safeway brands).

*When labeling, try to keep the format constant throughout. I.e Always write down the product first: "Cooking Spray" and if necessary, write in brackets beside it, the particular brand you are referring to (Pam).

*Remember: In Nunavut, translation is required so make good judgment on what you will put on the label to make sure that it doesn't have too much information or is too busy to the eye.

Date	Food	SHELF LABEL(S)	Shelf label message
PHASE 1:	Splenda	LS	Splenda
	Sugar Twin	LS	Sugar Twin
	Equal	LS	Equal
	Multi-grain Cheerios	HF	Multi-grain Cheerios
	Special K	LS	Special K
	Shreddies	LS, HC	Shreddies
	Extra	LS, HC	Extra
	Instant oatmeal	HC	Instant oatmeal
	CoffeeMate Light	LF	CoffeeMate Light
	Powdered skim milk	LF	Powdered skim milk
	2% or skimmed evaporated milk	LF	2% or skimmed evaporated milk
	100% fruit juice, fortified with D and calcium	HC	100% fruit juice, fortified with D and calcium
	100% Whole wheat bread	HF	100% Whole wheat bread
	60% Whole wheat bread	HF	60% Whole wheat bread
PHASE 2:	Baked potato chips	LF	Brand specific: Lay's Baked Chips
	Low-fat popcorn	LF	Brand specific: Smart Pop popcorn
	Trail mix (without candy and banana chips)	HC	Brand specific: Sierra Mix (Trophy)
	Frozen berries	HC	Frozen Berries
	Dipping veggies – baby carrots, celery, etc.	HC	Dipping Vegetables
	Low-fat dressings	LF	Brand specific: Low fat ranch. "Kraft Calorie Wise"
	Low-fat mayonnaise	LF	Brand specific: Low Fat Miracle Whip
	Salsa	LF	Brand specific: All salsa (Old El Paso, PC)
	Low-sodium seasonings	HC	Brand specific: Low sodium seasoning (Mrs. Dash or PC)
	Eggs	HC	Eggs
	Canned fish (sardines, salmon, etc)	HC	Canned fish <u>in water</u>
PHASE 3:	Low sodium soya sauce	HC	Low sodium Soya Sauce
	Salsa	LF	(See Phase 2)
	Low-fat ranch dressing	LF	(See Phase 2)
	Light whipped butter or margarine	LF	Brand specific i.e. "Becel- Light"
	Cooking spray	LF	Brand-Specific: All cooking Spray (Pam, Safeway)
	Low fat hot dogs	LF	Brand specific: Low-fat Hot dogs (Schneider's Lifestyles)
	Low fat/partly skimmed mozzarella cheese	LF	Skim mozzarella cheese (i.e Kraft or No-Name)
	Beans in tomato sauce	HF	Beans in tomato sauce

	Frozen vegetables	HC	Frozen veggies
	Low fat lunch meat (i.e. ham, turkey or chicken)	LF	Brand specific: Lower fat lunch meat (Schneiders, PC, Pillner's)
PHASE 4:	Diet pop, cans (Pepsi One, Diet Ginger Ale)	LS	Brand specific: Diet Pop (Coke Zero)
	2% or skimmed evaporated milk	LF	Canned 2% Milk OR Canned Skim Milk
	Sugar free drink mixes (e.g. Crystal Light)	LS	Brand specific: Sugar Free Drink Crystals (Crystal Light)
	Unsweetened juice (fortified with D and calcium)	HC	Brand specific + food description: Orange Juice with Calcium and Vitamin D (Minute Maid)
	Unsweetened juice (fortified with Calcium)		Brand Specific + Food description: Fruit Juice with Calcium (Sun-Rype, Oasis)
	Artificial sweeteners	LS	(See Phase 1)
	Frozen vegetables	HC	(See Phase 3)
PHASE 5:	Pam or Becel spray	LF	(See Phase 3)
	Low-fat pizza	LF	Brand specific (Choose ones that have 11 g of fat or less per 1/6 pizza, must have fruit and/or veggie and should not contain pepperoni, sausage or bacon): Hawaiian Pizza (No-Name)
	Whole Wheat Pizza Crust -Prepared Crust -Whole Wheat English Muffins -Whole Wheat Tortillas	HF	Brand specific: Whole Wheat Pizza Crust (Molino's) -Whole Wheat English Muffins -Whole Wheat Tortillas
	Low fat/partly skimmed mozzarella cheese	LF	(See Phase 3)
	Frozen fruits	HC	(See Phase 2)
	Whole wheat flour	HF	Whole wheat flour
Phase 6:	100 % Whole Wheat Bread	HF Iron	
	Fibre 1 Cereal	HF Iron	
	Multi-Grain Cheerios	HF Iron	
	Shreddies	HF Iron	
	Oatmeal	HF	
	Low fat popcorn	HF	
	Trail Mix (w/out candy or banana chips) but with dried fruit	HF Iron	
	Baked Beans in Tomato Sauce	HF Iron	

	Applesauce (unsweetened)	HF Iron Vitamin C	If space allows, use 1 or 2 of any of these labels.
	Unsweetened Orange Juice (fortified with Ca and Vitamin D)	HC Calcium Vitamin D Vitamin C	If space allows, use 1 or 2 of any of these labels.
	Frozen Berries (traditional and store bought)	HC Vitamin C Vitamin A	If space allows, use 1 or 2 of any of these labels.
	Skim Milk Powder	LF, HC Vitamin A Vitamin D Calcium	If space allows, use 1 or 2 of any of these labels.
	Yogurt	HC, LF Calcium Vitamin D Vitamin A	If space allows, use 1 or 2 of any of these labels.
	Milk 2 Go	HC, LF Calcium Vitamin D Vitamin A	If space allows, use 1 or 2 of any of these labels.
	Canned fish (sardines, salmon, tuna)	HC	
	Eggs	HC	
	Lean Ground Beef/ Muscox	HC, LF	
	Raisins (unsweetened)	HC	
PHASE 7	Skim Milk Powder	LF	
	Splenda	LS	
	Multi-Grain Cheerios	HF	
	Frozen Berries	HC	
	Canned fish (sardines, salmon, tuna)	HC	
	Low fat popcorn	LF	
	Unsweetened Orange Juice (fortified with Calcium and Vitamin D)	Calcium Vitamin D	
	Crystal Light	LF	
	Cooking Spray	LF	
	Frozen Vegetables	HC	
	Eggs	HC	
	Salsa	LF	
	Lower fat cheese (partly skim)	LF	
	Whole Wheat bread (60 or 100% whole wheat)	HF	
	Low fat mayonnaise	LF	
	Low sodium soya sauce	HC	

POSTERS

ABOUT THE POSTERS:

Posters in Nunavut are created in 3 official languages (English, Inuktitut and Inuinnaqtun). Please take note that there are many dialects in Nunavut therefore certain wording which was used in one community may not translate well in another community. You may at times hear comments to that affect. It is up to you to explain or clarify for the individual the health message we are aiming to convey and explain that we do our best to translate the materials into the local language but it is almost impossible to address all of the dialects in Nunavut.

Posters are one of the main mass media communication methods that are being used in the Healthy Foods North program. Each phase of the HFN intervention has one or more posters that have been developed for that phase. Post the tabloid size posters (2x3') in all stores and other community locations with enough space. Post the 11" x 17" posters in other places, flyers can be used if numbers are low.

WHEN TO HANG:

The appropriate posters must be put up in the first 3 days of the intervention phase. When you are distributing posters, record your activities on the **Interventionist Materials Distribution Log**. At the end of each promotional phase, the Interventionist will take down the old posters, and put up the new posters. NB: Do not use masking tape to put up posters as it dries out too quickly. Use tacs or Scotch tape.

LOCATIONS:

In addition to stores, hang posters in community locations such as Health Centers and Public Health Units, schools, worksites, hamlets, retail stores, arenas, and health and social services offices where they will get more exposure. Also hang them in churches, community centers, etc. if possible. The interventionist will need to get permission to put up the posters and work with owners or managers to select a suitable location at each site. You will also use different sized posters depending on space availability in a particular location.

PROCESS EVALUATION:

Whenever posters are hung, the interventionist must complete an **Interventionist Materials Distribution Log**. If posters are distributed while other activities are taking place (i.e. during a taste test or when labels are being posted), then **Interventionist Community/Store Visit Log** should be used instead.

MAINTENANCE:

The interventionist will need to monitor posters to ensure that they are securely posted and re-hang posters that may have fallen or been torn down. Damaged posters should be replaced and these activities should be recorded in the **Interventionist Materials Distribution Log**. Old posters (in good condition) should be stored in the project office.

ORDERING:

Posters are ordered by the project coordinator through Atiigo Media with offices in Montreal (418-353-1024) and Iqaluit (867-979-0026). Posters should be printed on regular paper (not cardstock). The size and quantity of posters required differs according to community size and space available. The amount also differs depending on the amount of posters developed for that phase (i.e. for Phase 6 there were 6 different posters so we ordered more of medium and smaller sizes). Examples are provided for Taloyoak (pop. ~ 800) and Cambridge Bay (pop. ~ 1,500)you're your reference.

Community	Size	Quantity (of each)
Cambridge Bay	Large: 2' x 3'	10-12 of each
Cambridge Bay	Medium: 11" x 17"	15-20 of each
Cambridge Bay	Small: 8.5" x 14"	30 of each
Taloyoak	2' x 3'	6-10 of each
Taloyoak	11" x 17"	10 of each
Taloyoak	8.5" x 14"	15-20 of each

POSTERS – BY PHASE

PHASE 0 – TEASERS - LOGO RECOGNITION

Ph 0. Poster 1



Ph 0. Poster 2



Ph 0. Poster 3



Ph 0. Poster 4



PHASE 1 – TEA/COFFEE/HEALTHY BREAKFAST

Ph 1. Poster 1



Ph 1. Poster 2



Ph 1. Poster 3



PHASE 2 - HEALTHY SNACKS

Ph 2. Poster 1



Ph 2. Poster 2



PHASE 3 – HEALTHY EATING IN THE HOME/COUNTRY FOODS

Ph 3. Poster 1



Ph 3. Poster 2

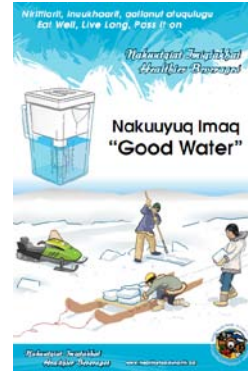
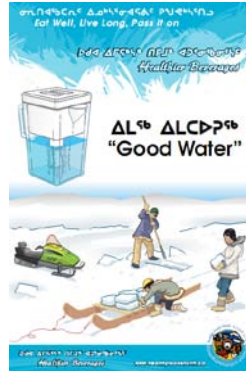


PHASE 4 – HEALTHY BEVERAGES

Ph4. Poster 1



Ph4. Poster 2



Ph4. Poster 3



Ph4. Poster 4

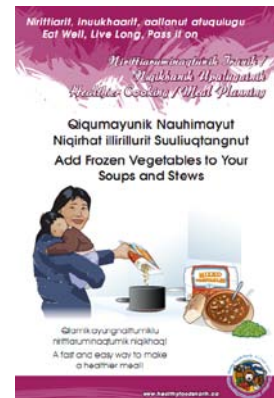


PHASE 5 – HEALTHIER COOKING/MEAL PLANNING

Ph5. Poster 1



Ph5. Poster 2



Ph6. Poster 5



Ph6. Poster 6



PHASE 7 – RECAP

Ph7. Poster 1



Ph7. Poster 2



FLYERS

Flyers are a form of educational material on which more information about a topic may be conveyed. They are used in multiple ways in the Healthy Foods North program.

COOKING DEMOS: Flyers may be handed out by the interventionist during cooking demonstrations and taste tests.

OFFICES: Some offices and health centres may agree to have flyers in their waiting rooms. The interventionist is responsible for getting permission and asking staff to promote the flyers to visitors or clients.

HEALTH SERVICES: Some healthcare providers and staff have agreed to distribute flyers during their activities and their programs.

CABLE TV: If relevant, flyers should be submitted for local cable posting.

HAMLET & COMMUNITY NEWSLETTERS: Each flyer should be submitted to local newsletters once during each phase (if applicable). For instance, if there are four flyers for the phase they should each be in the newsletter once during different weeks, preferably during weeks when there are no other announcements for demos or workshops.

SCHOOL NEWSLETTERS: At least one flyer should be submitted to school newsletter for each phase (if applicable).

ORDERING:

Flyers are ordered by the project coordinator through through Atiigo Media with offices in Montreal (418-353-1024) and Iqaluit (867-979-0026). Flyers should be printed on regular paper (not cardstock). The size and quantity of posters required depends on community size and the number of flyers created per phase. Examples are included below:

Community	Size	Quantity (of each flyer)
Cambridge Bay	8.5"x11"	150-250
Taloyoak	8.5"x11"	100-150

PROCESS EVALUATION:

The interventionist must record whenever flyers are distributed. If the interventionist distributes flyers while distributing posters, the **Interventionist Material Distribution Log** is appropriate. If the interventionist distributes flyers at an interactive session, the **Interventionist Community/Store Visit Log** is appropriate.

NOTE:

The interventionist will need to ensure that there are enough flyers available at each site and that they are appropriately used during each phase of the program.

FLYERS – BY PHASE

PHASE 0 - TEASERS

Ph 0. Flyer 1 (English in front/translation in back)



PHASE 1 – TEA/COFFEE/HEALTHY BREAKFAST

Flyer 1 (English in front/translation in back)



Flyer 2 (English in front/translation in back)



Note: Explanation of the 10% rule

- The 10 % rule is a way to make reading labels easier.
- it tells you to choose foods that have 10% or more of the recommended daily value for good things: fibre, vitamins, minerals (calcium, iron) – *show where the recommended daily value (percentage) is on the label*
- it tells you to avoid foods that have more than 10% of the recommended daily value for bad things: i.e. fat
- when looking at labels, you will notice that sugar never has a recommended daily value. For sugar, the 10% rule becomes the 10g rule. Avoid foods that have more than 10g of sugar per serving.

Flyer 3 (English in front/translation in back)



PHASE 2 – HEALTHY SNACKS

Flyer 1 (English in front/translation in back)



PHASE 3 – HEALTHY EATING IN THE HOME/COUNTRY FOODS

Flyer 1 (English in front/translation in back)



Flyer 2 (English in front/translation in back)

Country Food Vs. Store Bought Meats

	Calories	Protein	Fat
Ancho Chica (10 g dried)	158	10g	10g
Chicken (10 g breast)	163	10g	10g
Ground Beef (Reg.) (10 g lean)	307	10g	10g
Bacon (Cupped) (1 Slice)	126	10g	10g
Peppercorn (100 g)	138	10g	10g

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PHASE 4 – HEALTHY BEVERAGES

Flyer 1 (English in front/translation in back)

How Much Sugar is in Your Drink?
If you drink one regular pop a day for a year you would consume...

32 pounds of sugar!

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Flyer 2 (English in front/translation in back)

How Much Sugar is in Your Drink?

Item	Sugar (g)	Sugar (tsp)
Milk	0	0
Diet Pop/Cola Light	2	1/2
100% Fruit Juice	254	13
Mix. Soda w/ Sugar	260	13
Pop	270	13 1/2
Reg. Cola	270	13 1/2

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Flyer 3 (in front)

Immiq "Good Water"

"Nakuuyuq Imaq"

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Flyer 3 (in back)

Healthier Beverages

Advantages of drinking water...

1. Quenches thirst.
2. Tastes great.
3. No calories or additives.
4. Local water sources are a lot cheaper than buying canned or bottled drinks.
5. Better for the environment (no packaging).
6. Recommended as the most healthy beverage.
7. Our bodies need it to function.
8. Organs and joints work better.
9. Keeps us looking healthy and young.
10. Helps make us feel full.
11. When we get enough, our bodies work properly, helps to digest food, remove wastes and absorb nutrients.

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Healthier Imiqtaqat

Nakuuniliit imainarmik niuqqaaqat...

1. Imiqtaqat.
2. Marmos.
3. Puvallinnarqaaqat.
4. Nunarmik imiqtaqat.
5. Nakuuniliit imainarmik.
6. Ukuuqaaqat.
7. Imiqtaqat.
8. Imiqtaqat.
9. Imiqtaqat.
10. Imiqtaqat.
11. Imiqtaqat.

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Flyer 4 (English in front/translation in back)

Healthier Beverages

Tips for Making Healthier Beverage Choices!

- Stock your fridge with healthy beverage choices (Water, Milk and 100% Juice).
- Be a role model for your family and others.
- Become aware of how much added sugar (sucrose, sucrose) is in your drink.
- Drink pop and drink crystals less often.

Try this Simple smoothie Recipe:

- 1 cup of frozen/canned fresh fruit (try different ones)
- 1 banana, frozen or fresh
- 1/2 cup orange juice
- 1/2 cup cold water
- 2 tsp. skim milk powder

Add fruit, water, juice, and skim milk powder to blender. Mix until smooth.

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- 1 cup of frozen/canned fresh fruit
- 1 banana, frozen or fresh
- 1/2 cup orange juice
- 1/2 cup cold water
- 2 tsp. skim milk powder

Add fruit, water, juice, and skim milk powder to blender. Mix until smooth.

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Healthier Imiqtaqat

Ikyuuniliit Piliuarangani Nakuuqajaniq Imiqtaqanik!

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Ukkuturuk una Ayumanggituq Niqkhaq:

- 1 cup of frozen/canned fresh fruit
- 1 banana, frozen or fresh
- 1/2 cup orange juice
- 1/2 cup cold water
- 2 tsp. skim milk powder

Add fruit, water, juice, and skim milk powder to blender. Mix until smooth.

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Flyer 5 (in front)

Eat Well, Live Long, Pass it on

Healthier Beverages

More & More People are taking the Pedometer Challenge

How about You?

For more information contact:

www.healthfoodsnorth.ca

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How about You?

For more information contact:

www.healthfoodsnorth.ca

Healthier Imiqtaqat

Amigaiqalliauyit Inuit Pihukut Qanuq Ungahikhiyaakhaani Naunainangani. Ivittauq?

For more information contact:

www.healthfoodsnorth.ca

Flyer 5 (in back)

Healthier Beverages

10 Simple Ways to increase your # of steps:

- Before a meal, make a family routine of taking a 15-20 minute walk together.
- When leaving on the phone, walk around instead of sitting or standing.
- Walk on the spot while doing chores, or during commercial breaks.
- Top coat suit/tee on exercise video to do at home.
- Walk the dog to school.
- Take a walk with your colleagues during your lunch or tea break.
- Do a walk or exercise while watching TV.
- Walk to the store, appointments or meetings for one walking distance only.
- Go for a walk with a friend instead of sitting for your visit or walk the dog.
- In the summer, go berry picking or take your dog.
- In the winter, try Nordic walking, skiing or snowshoeing!

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Healthier Imiqtaqat

10 Ayumaitut Atuatqakhatit amigariangani tumitit:

- ᐃᑲᑦ ᐱᑦᑎᐱᑦ ᐱᑦᑎᐱᑦ.
- ᐃᑲᑦ ᐱᑦᑎᐱᑦ ᐱᑦᑎᐱᑦ.
- ᐃᑲᑦ ᐱᑦᑎᐱᑦ ᐱᑦᑎᐱᑦ.

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PHASE 5 – HEALTHIER COOKING/MEAL PLANNING

Flyer 1 (front/back-Inuktitut)



Flyer 1 (front/back-Inuinnaqtun)



Flyer 2 (front/back-Inuktitut)



Flyer 2 (front/back-Inuinnaqtun)



PHASE 6 – VITAMINS & MINERALS

Flyer 1 English/Inuktitut



Flyer 1 English/Inuinnaqtun



Flyer 2 English/Inuktitut



Flyer 2 English/Inuinnaqtun



Phase 7 - Recap

Flyer 1 English/Inuktitut



Flyer 1 English/Inuinnaqtun



Flyer 2 English/Inuktitut



Flyer 2 English/Inuinnaqtun



EDUCATIONAL DISPLAYS

Educational displays will be one of the primary teaching tools for the interventionist and may serve as an ongoing information source in the stores. The displays will be linked to each phase of the intervention. They will be designed to grab attention and to send a series of messages reinforcing the project themes. The interventionist should take an educational display (posted on a trifold poster display) with them when conducting taste tests or cooking demonstrations. A large educational display should be up in a community location, such as the store, the hamlet office, health centre or other, at all times during the intervention.

PROCESS EVALUATION:

The interventionist must record whenever the educational display is used. If the educational display is used at an interactive session, this should be recorded in the **Interventionist Community/Store Visit Log**. If the educational display is kept longer at a community location or store, the acts of *posting and taking down* the display should be recorded in the **Interventionist Materials Distribution Log**.

EDUCATIONAL DISPLAYS – BY PHASE

PHASE 1

English/Inuktitut

Coffee and Tea
What are you adding to your coffee or tea?

Follow the 10% Rule
Choose foods with 10% or more of the daily value (DV) of good ingredients like fibre and potassium. Avoid foods that include more than 10% of the daily value (DV) of sugar and fat.

Cereal Comparison
Which cereal has less sugar?

Healthy Breakfast

English/Inuinnaqtun

Coffee and Tea
What are you adding to your coffee or tea?

Follow the 10% Rule
Choose foods with 10% or more of the daily value (DV) of good ingredients like fibre and potassium. Avoid foods that include more than 10% of the daily value (DV) of sugar and fat.

Cereal Comparison
Which cereal has less sugar?

Healthy Breakfast

PHASE 2

English/Inuktitut

Choose Lower Fat Dips

Move on up to HEALTHIER SNACKS!

Get More Active and Take the Pedometer Challenge!

Healthy Snacks Can Be Cheaper

Healthy Snacks

English/Inuinnaqtun

Choose Lower Fat Dips

Move on up to HEALTHIER SNACKS!

Get More Active and Take the Pedometer Challenge!

Healthy Snacks Can Be Cheaper

Healthy Snacks

PHASE 3

English/Inuktitut

Bonack Tips

Eat Together Like the Old Days and Live Healthier

Be Healthy in Mind, Body and Spirit!

Healthier Eating in the Home

English/Inuinnaqtun

Bonack Tips

Eat Together Like the Old Days and Live Healthier

Be Healthy in Mind, Body and Spirit!

Healthier Eating in the Home

PHASE 4

English/Inuktitut

A bilingual poster titled "Move on up to Healthier Drinks!". It compares the sugar content of various beverages. On the left, a glass of water is labeled "Good Water" with 0g of sugar. In the center, a 330ml can of Pepsi is labeled with 28g of sugar. On the right, a 330ml can of Diet Pepsi is labeled with 0g of sugar. Below the comparison, it states "33 pounds of sugar" and includes an illustration of a person carrying a large sack of sugar. The poster includes the slogan "Eat Well, Live Long, Pass It on" in both English and Inuktitut.

English/Inuinnaqtun

A bilingual poster titled "Move on up to Healthier Drinks!". It compares the sugar content of various beverages. On the left, a glass of water is labeled "Good Water" with 0g of sugar. In the center, a 330ml can of Pepsi is labeled with 28g of sugar. On the right, a 330ml can of Diet Pepsi is labeled with 0g of sugar. Below the comparison, it states "33 pounds of sugar" and includes an illustration of a person carrying a large sack of sugar. The poster includes the slogan "Eat Well, Live Long, Pass It on" in both English and Inuinnaqtun.

PHASE 5

English/Inuktitut

A bilingual poster titled "Vitamins & Minerals for a Healthy Body". It features a "10% Rule" section on the left, which states: "Choose foods that have at least 10% Daily Value of Vitamin A, Iron, Calcium and Vitamin D." Below this, there are illustrations of a woman at a grocery store and a list of foods with their respective nutrient values. The poster also includes a "Shopping is so much easier" section with a list of foods and their nutrient values. The poster includes the slogan "Eat Well, Live Long, Pass It on" in both English and Inuktitut.

English/Inuinnaqtun

A bilingual poster titled "Vitamins & Minerals for a Healthy Body". It features a "10% Rule" section on the left, which states: "Choose foods that have at least 10% Daily Value of Vitamin A, Iron, Calcium and Vitamin D." Below this, there are illustrations of a woman at a grocery store and a list of foods with their respective nutrient values. The poster also includes a "Shopping is so much easier" section with a list of foods and their nutrient values. The poster includes the slogan "Eat Well, Live Long, Pass It on" in both English and Inuinnaqtun.

PHASE 6

English/Inuktitut

A bilingual poster titled "Vitamins & Minerals for a Healthy Body". It features a "10% Rule" section on the left, which states: "Choose foods that have at least 10% Daily Value of Vitamin A, Iron, Calcium and Vitamin D." Below this, there are illustrations of a woman at a grocery store and a list of foods with their respective nutrient values. The poster also includes a "Shopping is so much easier" section with a list of foods and their nutrient values. The poster includes the slogan "Eat Well, Live Long, Pass It on" in both English and Inuktitut.

English/Inuinnaqtun

A bilingual poster titled "Vitamins & Minerals for a Healthy Body". It features a "10% Rule" section on the left, which states: "Choose foods that have at least 10% Daily Value of Vitamin A, Iron, Calcium and Vitamin D." Below this, there are illustrations of a woman at a grocery store and a list of foods with their respective nutrient values. The poster also includes a "Shopping is so much easier" section with a list of foods and their nutrient values. The poster includes the slogan "Eat Well, Live Long, Pass It on" in both English and Inuinnaqtun.

PHASE 7

English/Inuktitut



English/Inuinnaqtun



Print Materials Order Form (Page 1/2)

Date: _____

To: Atiigo Media (posters/flyers) OR KopyKat (educational displays)

From: _____

cc. Cindy Roache, Public Health manager, GN DHSS and Arielle Stockdale

Subject: Print order for posters and flyers OR educational displays for Phase ____

Note: When you prepare the quotes please ensure they are under \$5,000. It is easier for the GN to deal with figures below \$5000, so please split the cost accordingly into 2 quotes, for ease of payment. Thank you.

Please send the translated posters and flyers OR educational displays to the respective community at the addresses provided below. Thank you.

Taloyoak, Nunavut - Please send the **English/Inuktitut** version of posters/flyers OR educational displays to the following address in Taloyoak:

Attn: MARY UGYUK / LYNN KANGUAQ

Healthy Foods North
HAMLET OF TALOYOAK
PO BOX 8
TALOYOAK, NUNAVUT
X0B 1B0
Work: 867-561-5466

Cambridge Bay, Nunavut - Please send the **English/Innuinaktun** posters/flyers OR educational displays to the following address in Cambridge Bay:

Attn: DANIELLE LEYDIER / DEMETRA PANAKTAQ

Wellness Centre
PO BOX 16
CAMBRIDGE BAY, NUNAVUT
X0B 0C0
Work: 867-983-4670

NOTE: REMEMBER TO REMOVE THE POSTERS/FLYERS OR EDUCATIONAL DISPLAYS DEPENDING ON WHETHER YOU ARE PREPARING A PRINT ORDER FOR ATIIGO MEDIA OR KOPYKAT

ORDER PRINT FORM (Page 2/2)

Item to Print	Size	#of Copies	Printing instructions & Notes
DISPLAY		4	Per community. Laminated, on white foam poster board.

FLYERS	All of these are to be double-sided See instructions for front and back (in first column)		
Flyer 1: Front title: (page 1/4) Back title: (Page 2/4)	8.5' x 11'	250 150	Cambridge Bay Taloyoak (regular paper- not glossy)
Flyer 2: Front title: (page 3/4) Back title: (Page 4/4)	8.5' x 11'	250 150	Cambridge Bay Taloyoak (regular paper- not glossy)
POSTERS	All posters are one-sided. Specific numbers are included for each community.		
Poster 1: Title:	8.5' x 14' 11' x 17' 2 ft x 3ft	8 / 8 14 / 8 8 / 4	Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak
Poster 2: Title:	8.5' x 14' 11' x 17' 2 ft x 3ft	8 / 8 14 / 8 8 / 4	Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak
Poster 3: Title:	8.5' x 14' 11' x 17' 2 ft x 3ft	8 / 8 14 / 8 8 / 4	Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak
Poster 4: Title:	8.5' x 14' 11' x 17' 2 ft x 3ft	8 / 8 14 / 8 8 / 4	Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak

Poster 5: Title:	8.5' x 14' 11' x 17' 2 ft x 3ft	8 / 8 14 / 8 8 / 4	Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak
Poster 6: Title:	8.5' x 14' 11' x 17' 2 ft x 3ft	8 / 8 14 / 8 8 / 4	Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak Cambridge Bay / Taloyoak

Posters: Large=2ft x 3ft Medium=11' x 17' Small=8.5' x 14'

RADIO/CABLE TV

Radio and Cable TV will be used to air three types of messages:

- Announcements (either radio or TV)
- Radio Stories
- Television Messages

PROCESS EVALUATION:

The interventionist must fill out the **Radio Announcement Log** every time an announcement or story airs through the radio. The project coordinator is responsible for filling out the **Mass Media Evaluation Form** for radio and television messages.

TV or RADIO ANNOUNCEMENTS

Radio/Cable TV announcements will be used to announce key events and convey project messages. Each phase will have specific messages that reinforce the themes introduced by Healthy Foods North. The message announcements could be pre-recorded on a CD. These should be played, and then an announcement about the date and time of an event should be read by the interventionist or local community member.

CAN ALERT THE COMMUNITY ABOUT:

- Kickoff and other community events
- Pedometer Challenge information
- Cooking demonstrations (at Co-ops and Northern Stores)
- General information about the Healthy Foods program (messages)

TELEVISION ANNOUNCEMENTS

- In Cambridge Bay:
 - Days and timings of taste tests were provided to the local area and they announce them on a weekly basis.
 - The interventionists go on the air to announce winners from pedometer challenges and draws.
 - In the first week of the phase, submit all powerpoint slides for the phase to the local station on a CD or by email.
- In Taloyoak:
 - There are no television announcements.

RADIO ANNOUNCEMENTS

- In Cambridge Bay and Taloyoak
 - Interventionists go on the radio regularly to announce taste tests, winners and other general information they want to share with the community.
 - The announcement is aired only in the respective community so timings are flexible.

- Cooking demo/taste test:
The Healthy Foods North team will be doing a taste test and cooking demonstration at _____ (*location*). The taste test will be on _____ (*day of week*) _____ (*date*) at _____ (*time*). We will be _____ (*short description of specific activity*). There will be _____ (*giveaways*). Please come with your family and learn more about how to eat well, live long, and pass it on!

- Community event:
The Healthy Foods North team will be _____ at _____ (*name of community event and location*). The (event) will occur on _____ (*day of week*) _____ (*date*) at _____ (*time*). We will be _____ (*short description of specific activity*). There will be _____ (*giveaways*). Please come with your family and learn more about how to eat well, live long, and pass it on!

TIMING:

- For taste tests/demos: announce twice the day before (at 12 pm and during other broadcast that day)
 - May be prerecorded (with background music) or read live by radio personality or interventionist
 - In Inuit and Inuinnaqtun languages and English
- Project message announcements made at different times during the day, at least 2 times a day, at least once a week
 - Noon announcement: target older listeners
 - Evening announcements: target younger listeners
- For cable TV:
 - This is not applicable in Nunavut at this time

RADIO STORIES

The radio stories are written out on the following pages. Three stories in total have been recorded. The remainders are “in production” (as indicated). In Cambridge Bay and Taloyoak, we do not need to specify the community because the radio is local (stays within that particular community).

In Taloyoak:

Radio stories are played free of charge.

In Cambridge Bay:

Radio stories are played free of charge.

TELEVISION MESSAGES

For each phase, television messages will be aired based on the key messages for the phase. In Cambridge Bay, these are in the form of powerpoint slides (colour and photos permissible). In Taloyoak there is no program dedicated to cable TV ads.

In Cambridge Bay:

- Television messages are aired continuously throughout the phase, 24h per day on the Cambridge Bay Rolling ads (Channel 4).
- Announcement format are powerpoint slides designed based on the posters and flyers for the particular phase. Approximately, 6-8 slides are used per phase.
- The ads are played free of charge.
- In the first week of the phase, submit all powerpoint slides email or CD for the phase to the local station. Each powerpoint slide will be aired for one week and then automatically switched by the network station.

INTERACTIVE SESSIONS

COOKING
DEMONSTRATIONS
&
TASTE
TESTS

ABOUT COOKING DEMOS & TASTE TESTS

CONDUCTING COOKING DEMONSTRATIONS AND TASTE TESTS

Cooking demonstrations/taste tests are one of the activities of the Healthy Foods North Interventionist that takes up the **greatest amount of his/her time**. The cooking demonstrations will draw attention to the promoted foods and cooking methods for each phase of the HFN intervention, and will seek to engage community members. As often as possible, cooking demonstrations and taste tests should be held **at the stores themselves**. A crucial part of the Healthy Foods North project is promoting healthy eating at the place where people buy their foods. There are other places that cooking demonstrations and taste tests can be held, including the Hamlet office or health centre, at community centres or pre-arranged CPNP sessions, at the schools, and other events. However, taste tests and cooking demonstrations **in the stores are the priority**. The interventionist is responsible for making sure he/she has all needed materials (see tables that follow) ready before beginning a demonstration.

REFERALS

If a member of the public asks questions that you are unsure of or is interested in more information, refer them to:

Nurse in charge
Regional Nutritionist or Dietitian
Community Health Representative (CHR)

TIMING

- Cooking demonstrations, taste tests and other interactive sessions will be carried out in each participating store and in a community setting at least once a week, space and weather permitting.
- Conduct demos especially at days of maximum attendance (i.e. during paydays or other days when cheques are issued)

DURATION

Demonstrations should last approximately **2 hours**, and should be conducted at times where there is likely to be a higher attendance e.g., (late afternoon, evening).

PROCESS EVALUATION:

For each cooking demonstration or taste test, all three pages of the **Interventionist Community/Store Visit Log** (see Appendix B) must be completed.

FOOD SAFETY

It is important to practice good food safety to prevent bacteria from getting into food or growing in food. Bacteria can make you sick - like a stomachache, diarrhea, fever, throwing up, etc. Steps to remember in keeping food safe:

1. Wash your hands thoroughly with soap and water, scrubbing all parts of your hands. Use a paper towel to turn off the faucet.
2. If you handle raw meat, wash your hands and use hand sanitizer before touching anything else. Make sure all surfaces that have come in contact with raw meat are washed as well.

3. Keep raw meat separate from other foods when preparing for a demo.
4. Wash all fruits and vegetables before using.
5. Remember to keep foods cool or hot. Raw foods and foods such as meat, milk, cheese and dips can easily make people sick if left out for more than two hours at room temperature. Store these types of foods in a fridge or discard them after they have been at room temperature for more than two hours.
6. Thaw foods in the refrigerator or a microwave.
7. Tie back long hair when serving food.
8. Wear gloves during the taste test/demonstration.

Phase 1: TASTE TEST A

HEALTHY TEA/COFFEE

NOTE: Depending on space availability, the coffee/tea and cereal taste tests can be separated and done independently.

LEARNING OBJECTIVES

1. Consumers will see and taste healthier versions of coffee and tea.
2. Consumers will learn about the benefits of using sugar substitutes and lower fat creamers in their coffee and tea.
3. Customers will blind taste test alternate recommendations.

MATERIALS NEEDED

4 thermoses of Coffee with different additives (Activity 1)

CUP	WHITENER	SWEETENER
A	Coffeemate	Sugar
B	Coffeemate lite	Splenda
C	Carnation 2% canned	Splenda
D	Skim milk powder	Splenda

4 thermoses of tea with different additives (Activity 1)

CUP	WHITENER	SWEETENER
A	Carnation 2% canned	Sugar
B	Carnation 2% canned	Splenda
C	Skim milk powder	Sugar
D	Skim milk powder	Splenda

Disposable cups (Activity 1)

Card table (where necessary)

Regular and Light CoffeeMate, evaporated milk, skim milk powder

Splenda and their respective shelf labels (for display)

Fat and sugar jars (Activites 2 and 3)

- Calculations are for TWO cups of coffee per day (7 days a week).
- Materials required: 7 jars (1 large jar for sugar), lard/Crisco (easiest if melted), sugar, labels.
- Instructions:
 - On each jar label put the specific ingredients (italicized in chart)
 - Put the appropriate amount of lard or sugar in each jar

MAKING FAT AND SUGAR JARS:

Ingredients	What to put in fat jar	What to put in sugar jar
2 heaping tsp. <i>Coffeemate, Regular powder</i>	13 tbsp. + 1 tsp. lard	
2 tsp. <i>cream, 18% M.F.</i>	13 tbsp. + 1 tsp. lard	
2 heaping tsp. <i>Coffeemate Light, powder</i>	6 tbsp. + 2 tsp. lard	
2 heaping tsp. <i>canned 2% milk</i>	1 tbsp. + 1 tsp lard	
2 heaping tsp. <i>skim milk powder</i>	0 lard	
2 heaping tsp. <i>sugar</i>		3 C + 12 tbsp. sugar (2700 calories)
2 tsp. <i>Splenda</i>		0 sugar (0 calories)

HFN MATERIALS NEEDED

Flyer: Enjoy a healthier cup of coffee or tea
 Educational Display: What are you adding
 Interventionist Community/Store Visit Log

GIVEAWAYS

Travel mugs
 Splenda and CoffeeMate Light samples

FREQUENTLY ASKED QUESTIONS

Q. What are artificial sweeteners?

A. Sweeteners taste just as sweet as sugar (even more sweet), but do not have the calories and sugar content that sugar has. The calories from sugar when added to coffee or tea can really add up. Too much sugar can cause teeth problems and weight gain, which can increase the risk of getting some health problems.

Q. Are artificial sweeteners safe for people?

A. Most sweeteners sold in Canadian stores have been approved by an organization called Health Canada and are considered safe for humans to use on a daily basis in moderation. It is okay to use artificial sweeteners in your tea and coffee and also to drink diet pop. It is recommended that people with diabetes use artificial sweeteners because having lots of sugar can make that person's blood sugars go up.

Q. Why should we use a lower fat coffee whitener?

A. Coffee whitener contains more chemicals than artificial sweeteners, contains fats that are not good for your heart, has lots of sugar and does not have any vitamins or good nutrition. There are many healthier alternatives for “add ins” that are better for your health. Milk is the best choice to add to your coffee because it has calcium and Vitamin D which is good for strong bones.

Q: Why are you promoting products containing aspartame? These are not healthy!

A: Of course the healthiest option for drinking is good water. However, many people still do drink their coffee and tea, and like it sweet. Products like Splenda and Diet pop drinks are a healthier and a safe alternative for people who are trying to decrease their sugar intake.

<p>Activity #1 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of coffee and tea:</p> <ol style="list-style-type: none"> 1. Make pots of tea/coffee. 2. Have “add-ins” on hand – sweeteners, milk, etc. 3. Ask consumer what s/he puts in coffee or tea 4. If it is already healthy, praise them 5. If they use sugar/CoffeeMate, have them do the taste test: <ul style="list-style-type: none"> - ask participant if they drink coffee or tea - give them a taste of all four options (for either coffee or tea) 7. Ask them which they preferred and record their response on Interventionist Store Log. 8. In both cases, ask them “what do you think of the new beverage?”
<p>Activity #2 FAT JAR</p>	<p>Do the milk fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show them the jars of fat and sugar 2. Tell customers that they represent the amount of fat if you were to drink 2 cups per day for 30 days in a month
<p>Activity #3 COMPARE SUGAR</p>	<p>Amount of sugar added to coffee and tea:</p> <ol style="list-style-type: none"> 1. Show the amount of sugar you would consume in a month if you had 2 teaspoons of sugar in 2 cups of coffee for 30 days (2700 calories). 2. Equate this to the amount of fat gained or lost if a substitute like Splenda is used (0 calories).
<p>Activity #4 GIVEAWAYS</p>	<p>Give travel mug, flyer, and free samples of CoffeeMate Light and Splenda to people who do activities #1-3</p>

Phase 1: TASTE TEST A

HEALTHY TEA/COFFEE

NOTE: Depending on space availability, the coffee/tea and cereal taste tests can be separated and done independently.

LEARNING OBJECTIVES

1. Consumers will see and taste healthier versions of coffee and tea.
2. Consumers will learn about the benefits of using sugar substitutes and lower fat creamers in their coffee and tea.

MATERIALS NEEDED

Large thermoses of Coffee (at least 3 full pots of coffee) (Activity 1)

Large thermoses of hot water (at least 3 litres) for tea (Activity 1)

Tea bags (20) (Activity 1)

Disposable cups (Activity 1)

Fat and sugar jars (Activities 2 and 3):

- Calculations are for TWO cups of coffee per day (7 days a week).
- Materials required: 7 jars (1 large jar for sugar), lard/Crisco (easiest if melted), sugar, labels.
- Instructions:
 - On each jar label put the specific ingredients (italicized in chart)
 - Put the appropriate amount of lard or sugar in each jar

Ingredients	What to put in lard jar	What to put in sugar jar
<i>2 heaping tsp. Coffeemate, Regular powder</i>	13 tbsp. + 1 tsp. lard	
<i>2 tsp. cream, 18% M.F.</i>	13 tbsp. + 1 tsp. lard	
<i>2 heaping tsp. Coffeemate Light, powder</i>	6 tbsp. + 2 tsp. lard	
<i>2 heaping tsp. canned 2% milk</i>	1 tbsp. + 1 tsp lard	
<i>2 heaping tsp. skim milk powder</i>	0 lard	
<i>2 heaping tsp. sugar</i>		3 C + 12 tbsp. sugar (2700 calories)
<i>2 tsp. Splenda</i>		0 sugar (0 calories)

Regular and Light CoffeeMate, 2% evaporated milk, skim milk powder
 Splenda with respective shelf labels (for display)
 Card table (where necessary)

HFN MATERIALS NEEDED

- Flyer: Enjoy a healthier cup of coffee or tea
- Educational Display: What are you adding?
- Interventionist Community/Store Visit Log

GIVEAWAYS

- Plastic travel mugs
- Ceramic mugs
- Splenda and CoffeeMate Light samples

<p>Activity #1 TASTE TEST</p>	<p>Conduct the taste test of coffee and tea:</p> <ol style="list-style-type: none">1. Make pots of tea/coffee.2. Have "add-ins" on hand – Coffeemate Light, 2% evaporated milk, skim milk powder, Splenda3. Ask consumer what s/he puts in coffee or tea4. If it is already healthy, praise them5. If it is not so healthy, offer the consumer a cup of coffee or tea.6. Invite the consumer to add a healthier whitener or sweetener to their coffee/tea (Coffeemate Light, 2% evaporated milk, skim milk powder, Splenda) and explain the merits of each (lower fat in Coffeemate light, lower fat and more nutrients in skim milk powder and evaporated milk, low calories in Splenda).7. Ask them which how they enjoy their coffee or tea and record their response on Interventionist Store Log.8. Tell them the whiteners and sweeteners are available in the store and show the shelf labels.
<p>Activity #2 FAT JAR</p>	<p>Do the fat jar demonstration:</p> <ol style="list-style-type: none">1. Show them the jars of fat and sugar2. Tell customers that they represent the amount of fat if you were to drink 2 cups per day for 30 days in a month
<p>Activity #3 COMPARE SUGAR</p>	<p>Amount of sugar added to coffee and tea:</p> <ol style="list-style-type: none">1. Show the amount of sugar you would consume in a month if you had 2 teaspoons of sugar in 2 cups of coffee for 30 days (2700 calories).2. Equate this to the amount of fat gained or lost if a substitute like Splenda is used (0 calories).
<p>Activity #4 GIVEAWAYS</p>	<p>Give travel mug, flyer, and free samples of CoffeeMate Light and Splenda to people who do activities #1-3</p>

PHASE 1: TASTE TEST B

HEALTHY BREAKFAST

NOTE: DEPENDING ON SPACE AVAILABILITY, THE COFFEE/TEA AND CEREAL TASTE TESTS CAN BE SEPARATED AND DONE INDEPENDENTLY

LEARNING OBJECTIVES

1. Consumers will taste-test whole wheat bread.
2. Consumers will taste-test lower sugar, higher fibre cereals.

MATERIALS NEEDED

Food colouring (Activity 1)

Bowl of water (Activity 1)

Sponge (Activity 1)

Lower sugar and higher fibre cereals in reusable cereal bowl (Activity 2)

Fat jars (Activity 3)

- Materials required: 4 jars, melted lard, labels.
- Instructions:
 - Calculations are for one serving of "Jar Label" every day for a month
 - On each jar label write the contents of the "Jar Label" column
 - Put the appropriate amount of lard in each jar ("Amount of Melted Lard in Jar" column)
 -

Jar Label	Amount of Fat per serving	Amount of melted lard in jar (3 tsp = 1 tbsp)
1 tablespoons of butter	11g	25 tbsp. + 2 tsp.
1 tablespoons of margarine	12g	26 tbsp. + 1 tsp.
1 tablespoons light spread	5g	11 tbsp. + 2 tsp.
1 tablespoons of no sugar added jam	0g	0

Toaster (Activity 4)

Spreads (Activity 4)

Serving tray (Activity 4)

Small plates (Activity 4)

Napkins (Activity 4)

Knife (Activity 4)

Box of lower sugar/higher fibre cereal, i.e. Multi-Grain Cheerios (for display)

Card table (where necessary)

HFN MATERIALS NEEDED

Flyer: Try following the 10% rule

Flyer: Make a healthier breakfast for you and your family!

Educational Display: What are you adding

Interventionist Community/Store Visit Log

GIVEAWAYS

Cereal bowls

FREQUENTLY ASKED QUESTIONS

Q. What is the 10% rule?

A. The 10 % rule is a way to make reading labels easier:

- it tells you to choose foods that have 10% or more of the recommended daily value for good things: fibre, vitamins, minerals (calcium, iron) – *show where the recommended daily value (percentage) is on the label*
- it tells you to avoid foods that have more than 10% of the recommended daily value for bad things: i.e. fat
- when looking at labels, you will notice that sugar never has a recommended daily value. For sugar, the 10% rule becomes the 10g rule. Avoid foods that have more than 10g of sugar per serving.

Q. What is fibre?

A. Fibre is found in plants. For instance in a whole grain of wheat or rice, the thick outside part is fibre, or the stringy part of celery, that's fibre.

Q. Why is fibre good for me?

A. Dietary fibre helps to move food through your intestines (and prevent constipation). It also makes you feel more full so you eat less, and it takes longer to digest, so your blood sugar does not rise as quickly after eating a high fibre meal. In addition, it helps lower your blood cholesterol and prevent things like heart disease, some kinds of cancer, and diabetes.

Q. I guess I could try whole wheat bread, but my family won't go for it.

A. If you don't think they are ready for 100%, you can try 60% whole wheat first. This still has more fibre than white bread.

Q. What about rye bread?

A. If it is made with whole rye grains, rye bread also has more fibre than white bread.

Q. Isn't whole wheat bread more expensive?

A. Not always. Often white bread and 60%, and 100% whole wheat loaves are all the same price.

<p>Activity #1 FIBRE DEMO</p>	<ol style="list-style-type: none"> 1. Ask participant if they have heard of fibre. 2. Show them the sponge. This sponge is like fibre in some of the foods you eat. Foods that have a lot of fibre include most fruits and vegetables, and whole grain foods, like 100% whole wheat bread. 3. Put the sponge in a cup of coloured water (to represent the wastes in food). 4. Show how the sponge absorbs the coloured water. Explain how fibre works. <ul style="list-style-type: none"> - Describe that fibre is something in many foods that can help protect us from getting some kinds of illnesses like heart disease and cancer. - It does this by absorbing the wastes in foods and moving them out of your body before they can do harm. <p>Talking points:</p> <ul style="list-style-type: none"> - Ask the participants what kind of bread they usually eat and what they thought of the whole wheat bread they tried. Ask them if they would try it in the future. - Explain that 100% whole wheat bread has twice the fibre of white bread and since most people don't eat enough fibre at all, it's important to eat high fibre foods.
<p>Activity #2 TASTE CEREALS</p>	<p>Do the cereals taste tests:</p> <ol style="list-style-type: none"> 1. Give customers small bowls of sample lower sugar, higher fibre cereals to sample 2. Remind people that cereals make good snacks, as well as breakfast food 3. Mention that breakfast cereals (even high sugar ones) are generally better options than other kinds of breakfast items like sweet rolls, donuts, Pop Tarts, etc. We don't want people giving up cereals in favor of these less healthy options. 4. They may have the cereal with some of the lower fat milk they tried.
<p>Activity #3 FAT JAR</p>	<p>Do the fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show them the four jars of fat. 2. Tell customers that they represent the amount of fat if you were to use 1 tablespoons of butter, margarine, light spread, or no sugar added jam per day for 30 days in a month. 3. Talking points: Cutting down the amount of butter/margarine you use saves you a lot of fat. Switching to light spread or jam saves you a lot of fat.

<p>Activity #4 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of spreads:</p> <ol style="list-style-type: none">1. Ask customer what s/he usually puts on his/her bread or toast.2. If they already use light spread, praise them and offer them a piece of bread/toast (cut a slice up into smaller pieces) with no sugar added jam.3. If the consumer uses butter or margarine, have them try pieces of toast with regular and light spreads.4. Behind a screen, mark the bottom of each plate with what kind of spread it was (or have plates pre-marked).5. If they choose the light spread, then record their response as "PREFERS LIGHT SPREAD." If they choose the regular spread, then record this as "PREFERS OWN SPREAD."6. In both cases, ask them, "what do you think of the light spread?" "would you think about getting it in the future?"
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PHASE 2: TASTE TEST A

HEALTHY SNACKS

LEARNING OBJECTIVES

1. Consumers will taste lower fat versions of common snacks
2. They will see how much fat is in a variety of popular snack foods.
3. They will see how many chips (or other snack) are in one serving of that food (many people eat the whole bag).

MATERIALS NEEDED

Water (Activity 1)

Cups (Activity 1)

Paper towels (Activity 2)

Few handfuls each of regular chips, baked chips, regular popcorn, and low fat popcorn for chip smash demonstration (Activity 2)

Fat jars and food sample bowls (Activity 3)

- Materials required: 5 jars, 5 bowls, lard, labels.
- Instructions:
 - On each jar label put: Ingredients, fat/month ("Jar Label" column)
 - On each bowl put: Ingredients, fat/month ("Jar Label" column)
 - Put the appropriate amount of lard in each jar ("Amount of Melted Lard in Jar" column)
 - Put appropriate amount of food in each bowl ("Food Sample" column)
Calculations are for 2 food sample each week for one month

Jar Label	Food Sample (shown in bowl beside fat jar)	Amount of Fat per serving	Amount of melted lard in jar (3 tsp = 1 tbsp)
1 serving of Regular Potato Chips, 150 g of fat per month	25 Regular Potato Chips	15g	11 tbsp. + 1 tsp.
1 serving of Baked Potato Chips, 40 g of fat per month	25 Baked Potato Chips	4g	3 tbsp. + 2 tsp.
1 individual size bag of Regular Potato Chips, 225 g of fat per month	1 individual sized (75g) bag of Regular Potato Chips	22.5g	17 tbsp. + 1 tsp.
1 serving of regular popcorn, 120 g of fat per month	2.5 C of regular popcorn	12g	9 tbsp. + 1 tsp.
1 serving of low fat popcorn, 50 g of fat per month	2.4 C of low fat popcorn	5g	4 tbsp.

4 bowls containing 1 serving (25 chips), 2 servings (50 chips), 3 servings (75 chips), and 4 servings of chips (100 chips) (Activity 4)
Bags of regular chips, baked chips, regular popcorn, and low fat popcorn with nutritional labels displayed (for display/Activity 4)
Card table (where necessary)

HFN MATERIALS NEEDED

Flyer: Nutritional content of chips versus low fat popcorn
Flyer: Nutritional Content Of Baked Versus Regular Chips
Educational Display:
Interventionist Community/Store Visit Log

GIVEAWAYS

Free sample size packages of:
Low fat popcorn
Baked potato chips
Chip clip: emphasize that you don't have to eat the whole package
Snack tray

FREQUENTLY ASKED QUESTIONS

Q. Why is too much fat bad for me?

A. Eating too much fat can be bad for your heart. It can also cause us to gain weight, which can lead to diabetes and other health problems. It can cause our bodies to produce too much cholesterol and can also lead to cancer because some by-products of fat digestion can be harmful. Many people eat way too much fat and it causes these kinds of problems.

Q. Is it okay to eat a little bit of chips? I love chips!

A. Yes! We're not asking you to give up any foods completely. You can eat smaller portions, eat them less often, or share them with a friend, for example. But it's a good idea to have lower-fat chips or other substitutes at least some of the time. Choose the one(s) you like!

Q. What else can I eat as snacks that are crunchy like chips?

A. Try dry cereal, crackers, or baby carrots.

NOTE: The following demo may be divided into two separate demos if time is limited. i.e Activities 1 and 2 can be done at one time, and Activities 3 and 4 can be done at another time.

Activity #1 TASTE LOW FAT SNACKS	Give small amounts of the following alternatives to taste: low fat popcorn, low sodium pretzels, baked chips, baked tortilla chips, whole grain saltines. <ol style="list-style-type: none"> 1. Offer water (only) to drink with the snacks (to help cleanse the palate) 2. May also include dry cereals to taste (<i>i.e. multi-grain Cheerios</i>). 3. Note: do NOT give regular chips to eat in comparison!
Activity #2 POTATO CHIP SMASH	Conduct the potato chip smash: <ol style="list-style-type: none"> 1. place three paper towels (white only) on the table 2. put regular chips on first 3. put baked chips on second 4. put low fat popcorn on third 5. cover all three with paper towel 6. ask customers to crush the foods with their hand 7. take off top towels 8. throw out crushed snacks 9. show stained paper towels 10. ask people what they think, see on the towels <p>Note: may also do the chip smash with Doritos or cheese puffs.</p>
Activity #3 FAT JAR	Do snack food fat jar demonstration: <ol style="list-style-type: none"> 1. Show them the jars of fat 2. Tell customers that they represent the amount of fat in a sample of food (size of the food samples in bowl) if consumed twice per week for a month. 3. Ask them to guess which jar is chips, baked chips, popcorn, low fat popcorn. Tell them the correct answer 4. Talking point: Size of one serving is smaller than a bag of popcorn or a bag of chips. If you switch to baked chips or low fat popcorn, the amount of fat you consume is much reduced.
Activity #4 SERVING SIZE	Do a serving size demonstration: <ol style="list-style-type: none"> 1. Ask consumer to look on a small bag of chips or Doritos and tell you how many servings are in the package. There are 1.5 servings per individual package (75 g bag). 2. Discuss the amount of fat/calories in a serving vs. in the whole bag. Per serving of regular chips: 14g fat, 260 calories Per bag of regular chips: 21g fat, 390 calories 3. Show how many chips that is by pointing out the food sample bowls (from the fat jar demonstration). 4. Put out four different bowls of chips, representing one, two, and three or four servings, respectively, and ask people which bowl they think is one serving. Follow this by showing them the definition of a serving on the bag. (This allows the consumer to learn through their own participation and the info on the bags.) 4. Talking points: Bags vary considerably in size. One bag does not mean one serving. We don't want to tell you what or how much to eat. Just be aware that this is how a serving is defined, and the more you eat, the more the fat adds up.
Activity #5	Give free bags of snacks to people who do activities #1-4

Phase 2: TASTE TEST B

HEALTHY SNACKS

LEARNING OBJECTIVES

1. Consumers will taste a new, healthy beverage with fruit, low-fat milk.

MATERIALS NEEDED

- Blender (Activity 1)
- Skim milk powder (Activity 1)
- Orange juice (Activity 1)
- Cold drinking water (Activity 1)
- Bananas (Activity 1)
- Frozen fruit (i.e. mixed berries) or canned fruit (Activity 1)
- Ingredients (see recipe card, next page of MOP, Activity 1)
- Dixie cups (Activity 1)
- Card table (where necessary)

HFN MATERIALS NEEDED

- Flyer: Smoothie Recipes (make photocopies from next page of MOP)
- Educational Display
- Interventionist Store/Community Visit Log

GIVEAWAYS

- Free samples of smoothies
- Recipes
- Ingredients
- Blenders (prizes)

FREQUENTLY ASKED QUESTIONS

Q. Why are smoothies so healthy?

A. Smoothies contain fruit and milk – both of these foods are needed for health and are low in the diets of Northerners.

Q. My kids don't like to eat fruits. How do can I make them eat them?

A. Sometimes mixing fruits with things they like helps. For instance try putting fruit in their cereal. Cutting it up to make it easier to eat can help- try apples with some low fat or fat free/sugar free yogurt as a dip.

Q. Are frozen or canned fruits as good as fresh fruit?

A. Sometimes frozen or fresh fruits may actually have more nutrients than fresh fruits. This is because "fresh" fruits may lose nutrients during the long time it takes them to reach you, while frozen or canned fruit are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned fruit do not have lots of added sugar. For example, if canned fruit is 'in syrup' there is a lot of sugar added. Instead, look for canned fruit that has no sugar added or is in natural juice.

Q. Why is not good to have too much sugar?

A. It causes cavities. It makes people gain weight. It can cause you to feel energized for a short amount of time, but usually that will go away quickly leaving you more tired than before. It can make people irritable and kids hyperactive. In people with diabetes it will can raise their blood sugar to dangerous levels, leading to complications such as blindness and kidney disease.

<p>Activity #1 MAKING HEALTHY SMOOTHIES</p>	<ol style="list-style-type: none">1. Have ingredients ready at the demonstration site.2. Ask them if they have tried a smoothie before.3. If they have, ask them what they used as ingredients for the smoothie, and suggest healthier ingredients or to try it with lower fat ingredients.4. If they have never tried a smoothie before, ask them to try a sample.5. Prepare the smoothie according to recipe (next page)5. Say that for trying a sample, their name will go into a draw for a blender.7. Ask them what they think. <p>Talking points:</p> <ul style="list-style-type: none">- use skim milk powder rather than milk to keep costs down- use frozen or canned fruits that are more available and more affordable than fresh- a smoothie is a healthy drink, as a snack or at any time, especially if you are in a hurry
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Simple smoothie recipe

- 1 cup of frozen or canned or fresh fruit (try different kinds!)
- 1 banana, frozen or fresh
- 1/2 cup orange juice
- 1/2 cup cold water
- 2 tbsp. Skim milk powder

Put fruit in a blender.
Add water, juice, and skim milk powder. Mix until smooth.
Enjoy!



Simple smoothie recipe

- 1 cup of frozen or canned or fresh fruit (try different kinds!)
- 1 banana, frozen or fresh
- 1/2 cup orange juice
- 1/2 cup cold water
- 2 tbsp. Skim milk powder

Put fruit in a blender.
Add water, juice, and skim milk powder. Mix until smooth.
Enjoy!



Phase 2: COOKING DEMONSTRATION

FRUIT AND VEGETABLE PREPARATION

LEARNING OBJECTIVES

1. Demonstrate the preparation of various fruits and vegetables
2. Give the consumer an opportunity to taste different fruits and vegetables

MATERIALS NEEDED

Fruits and vegetables as availability allows: broccoli, cauliflower, red/green/yellow peppers, cantaloupe, honeydew melon, kiwi, mango (Activity 1)
Low fat ranch dip (Activity 1)
Sharp knives/ulus (depending on location) (Activity 1)
Spoon (Activity 1)
Plastic bag for waste (Activity 1)
Paper towel (Activity 1)
Basin of water for washing fruits and vegetables (Activity 1)
Rubber gloves for handling fruits and vegetables (Activity 1)
Snack platter to serve fruits and vegetables (Activity 1)
Card table (where necessary) (Activity 1)

HFN MATERIALS NEEDED

Brochure: Fruit and Vegetable Preparation
Educational Display
Interventionist Store/Community Visit Log

GIVEAWAYS

Free samples of fruits and vegetables
Snack serving platters

FREQUENTLY ASKED QUESTIONS

Q. Why are vegetables and fruits important?

A. Fruits and vegetables give your body important vitamins, minerals, nutrients like Vitamin C, folate, and fibre which are important to keep you healthy and free of diseases like heart disease, high blood pressure, type 2 diabetes, and some types of cancer.

Q. Are fresh vegetables and fruits healthier than frozen or canned fruits and vegetables?

A. Sometimes frozen or fresh fruits may actually have more nutrients than fresh fruits. This is because "fresh" fruits may lose nutrients during the long time it takes them to reach you, while frozen or canned fruit are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned fruit do not have lots of added sugar. For example, if canned fruit is 'in syrup' there is a lot of sugar added. Instead, look for canned fruit that has no sugar added or is in natural juice.

Q. This activity is useless, we never get these vegetables or fruits in the stores, and when we do, they are rotten.

A. Well, it can't be true that you never get these fruits or vegetables in, because I just purchased them here! And with the help of this brochure, you'll be able to prepare the weirder fruits and vegetables that come into the stores. True, the produce isn't as fresh as down south, but it is still very healthy. You can always cut off any bruised or moldy spots. Of course, you can also use frozen or canned fruits and vegetables which have the same health benefits of the fresh stuff.

<p>Activity #1 CUTTING VEGETABLES AND FRUITS</p>	<ol style="list-style-type: none"> 1. Have all fruits and vegetables washed and ready to cut at the demonstration site. 2. Ask the customer if they have served a ___ (mango, broccoli, etc.) before. 3. If they have, find a fruit or vegetable that they have not served before. 4. Show them how to prepare the fruit or vegetable according to the Fruit and Vegetable Preparation brochure. Talk through each step as you do it. 5. Offer the customer a small taste of the fruit/vegetable. 6. Give the customer a snack tray and Fruit and Vegetable Preparation brochure so they can serve fruits and vegetables at home. <p>Talking points:</p> <ul style="list-style-type: none"> - fruits and vegetables are quite easy to prepare as long as you know how - when served from the snack tray, fruits and vegetables make for a delicious and nutritious snack for the family - when served with low fat ranch dressing, vegetables become a great snack for the family
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PHASE 3: COOKING DEMONSTRATION

HEALTHY EATING IN THE HOME/ COUNTRY FOODS

LEARNING OBJECTIVES

1. Consumers will see and taste cooking spray.
2. Consumers will learn about the benefits of cooking spray (in terms of reducing fat in foods).
3. Consumers will see how to use cooking spray by observing and tasting a commonly-used recipe prepared with spray instead of grease or oil.
4. Consumers will learn about other uses of cooking spray.

MATERIALS NEEDED

Fat Jars (Activity 1)

- Calculations are for SIX eggs per week for two months
- Materials required: 4 jars, lard/Crisco (easiest if melted), labels.
- Instructions:
 - Write the food displayed on each jar (the "Jar Label" column)
 - Put the appropriate amount of lard in each jar.

Ingredients/Jar Label	What to put in lard jar
<i>Fried eggs in Pam (sprayed for 3 seconds), 2 g fat</i>	2 tbsp. of lard
<i>Fried eggs in butter/margarine (1 tbsp.), 12 g fat</i>	8 tbsp. + 2 tsp.
<i>Fried eggs in lard (1 tbsp.), 13 g fat</i>	11 tbsp. + 1 tsp.
<i>Fried eggs in oil (1 tbsp.), 14 g fat</i>	12 tbsp. + 2 tsp.

Skim Mozzarella (or Cheddar) Cheese, Grated (Activity 2)

Chopped Onion and Bell Peppers (Green, Red, Yellow or Orange- or a combination)

Eggs (Activity 2)

Cooking spray (Activity 2)

Hot plate (ideally this would be a cast-iron skillet like people normally use) (Activity 2)

Cover for the skillet/hot plate (Activity 2)

Extension cord (Activity 2)

Small paper plates (Activity 2)

Plastic forks (Activity 2)

Napkins (Activity 2)

Card table (where necessary)

HFN MATERIALS NEEDED

Flyer: Healthy Bannock or Eat Together Like the Old Days

Recipe Card: Eggs, Veggies and Cheese cooked with cooking spray (should attach to educational display board)

Educational Display

Interventionist Store/Community Visit Log

GIVEAWAYS

Few cooking spray food items (purchased ahead of time within budget)
 Fish hooks (level 1)

<p>Activity #1 FAT JARS</p>	<p>Do cooking fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show them the jars of fat 2. Tell customers that they represent the amount of fat ADDED in order to cook 6 eggs per week for two months. This is the fat from butter, lard, oil, or cooking spray. 3. Ask them to guess which jar is butter, lard, oil, and cooking spray. 4. Talking point: The way you cook your food really affected how healthy it is for you. Cooking spray is an inexpensive way to reduce the amount of fat you add during cooking.
<p>Activity #2 COOK EGGS, VEGGIES AND CHEESE</p>	<p>Demonstrate cooking of Eggs, Veggies and Cheese using cooking spray:</p> <ol style="list-style-type: none"> 1. Have Veggies Pre-Chopped and Cheese Pre-Grated 2. Prepare EGGS, VEGGIES AND CHEESE recipe as described on the recipe card. 2. Talk about each step as you do it. 3. Emphasize how much cooking spray to use. 4. Emphasize the need to cover, to help cook and retain moisture. 5. Give alternative ideas like adding chopped tomatoes, broccoli, mushrooms etc... to make it more moist. 6. Explain that you can add some spices too to make it more flavourful: Dash of salt and pepper, mixed dried herbs, salsa or Tabasco (hot sauce) as a condiment (note: Tabasco is high in sodium). Explain that the high fat version does not require as much spicing. 7. Give each person a sample to taste on a small plate. 8. Ask them what they think. Ask how they might make it taste a little better. 9. Ask learners to suggest other potential uses for cooking spray (write these up on a list/poster for others to see!). Examples may include cooking pancakes, etc. 10. Say that for trying a sample, their name will go into a draw for a Meat Grinder (Level 3).
<p>Activity #3 SHOW/TELL ABOUT COOKING SPRAY</p>	<p>Show people where cooking spray is on the shelf in that store. Talk about different varieties of cooking spray:</p> <ol style="list-style-type: none"> 1. There are generic brands of cooking spray that are cheaper. 2. There are flavored types of cooking spray (like butter flavor). 3. Have these different types of cooking spray on display, so people can look at them and even taste them if they like (for example on a bland cracker).

EGGS, VEGGIES AND MOZZA (serves 2)

1. Chop $\frac{1}{4}$ of an onion
2. Chop $\frac{1}{2}$ of a bell pepper (or other mushrooms, broccoli, tomatoes).
3. Shred $\frac{1}{4}$ Cup of **Skim** Mozzarella or Cheddar Cheese.

Heat a frying pan over medium heat.
Spray with **cooking spray**.

4. Add vegetables and cook 3-5 minutes until soft.
5. Beat 3 eggs in a medium bowl and add to skillet.
6. Sprinkle shredded cheese over eggs. Cook another minute until cheese is just melted and eggs are set.
7. Season with Salt and Pepper or dried herbs. Servie with Salsa or Tobasco if desired.



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7. Season with Salt and Pepper or dried herbs. Servie with Salsa or Tobasco if desired.



FREQUENTLY ASKED QUESTIONS

Q: Is it better to use cooking spray rather than lard or margarine?

A: Cooking spray is calorie-free, cholesterol-free, and fat free. For most foods usually made with grease, margarine or oil, try making them with cooking spray instead.

Cooking spray is considered safe by Health Canada; it gives you a lot less fat in your food and also costs a lot less per serving. Lecithin in cooking spray is a natural part of many foods.

Q. How long does a can of cooking spray last?

A. A can of cooking spray, depending on size, can be used 500-2000 times (that is for a quick squirt). If you use it a lot, it will still last for over a month.

Q. How does cooking spray taste?

A. Cooking sprays are just vegetable oil, so plain types don't taste like anything much. Go ahead and taste some of the flavored varieties we have here for you.

Q. Isn't cooking spray more expensive?

A. See the chart below. Calculations based on: One can of cooking spray (110g) has 340 servings. One serving of canola oil is 2 tsp. (10ml). One serving of margarine, butter, or lard is 2 tsp.

Location	Product	Price/amount	Number of servings	Cost per serving
Taloyoak	Cooking spray	\$7.35/170g	525 servings	1.4 cents
	Canola oil	\$10.45/1.42L	142 servings	7.4 cents
	Lard	\$3.92/454g	45.4 servings	8.6 cents
	Margarine	\$5.14/454g	45.4 servings	11.3 cents
	Butter	\$6.59/454g	45.4 servings	14.5 cents
Cambridge Bay	Cooking spray			
	Canola oil			
	Margarine			
	Lard			
	Butter			

Q. What are the different foods you can cook with cooking spray?

A. Many of the foods you commonly prepare with grease or oil can be prepared with cooking spray. These include stir-fry vegetables, meats, grilled sandwiches, fried eggs, pancakes, bannock, anything that you might cook in a skillet. In terms of baked goods, the spray is for coating pans, and not a substitute for oil or shortening in the recipe.

Q. Is cooking spray safe to use?

A. Lecithin is a natural part of many foods, and all products in stores must be proven safe.

Q. Are some fats healthier than others?

A. Yes, the least healthy forms of fats are solid, like butter, Crisco, lard, etc. They tend to have a lot of saturated fats or trans fats, which are not good for your heart. Fats that are liquid at room temperature (like vegetable oils) are better for you.

Q. I use only vegetable oil which is healthy, right?

A. Vegetable oil is a healthier form of fat than butter, margarine, lard or any other type of solid fat. However, it's still a fat – which means it has a lot of calories in it, and if you eat a lot of it you will gain weight and have other health problems.

Q. Why should we avoid eating too much fat?

A. Eating too much fat can lead to high blood sugar, weight problems, diabetes, cancer, and heart disease. It can also make you feel slow and have less energy. Fat blocks sugar from getting to our muscles, which can lead to high blood sugar. Fat also has more calories than an equal amount of protein or carbohydrates, so it can contribute to weight gain. It can also cause our bodies to produce too much cholesterol which can lead to cancer and heart attacks and strokes.

Q. What is the difference between saturated and unsaturated fat?

A. Saturated fat is the primary kind of fat you should avoid. Saturated fat is solid at room temperature. Animal fats that are saturated include the fat in butter, lard, cheese, ice cream, whole milk, and the fat you see on meats. Some vegetable fats are saturated like coconut, palm kernel, and any kind of hydrogenated vegetable oils. If you see “hydrogenated” oil on a food label, this is usually a “trans” fat, the kind you should avoid.

Unsaturated fats that are okay to have in moderate amounts include vegetable oils such as canola or olive oil or the fats found in nuts.

Q. What are some foods that have a lot of fat in them?

A. Hamburger, KLIK, wieners, French fries, chips, bologna, ice cream, cookies, cheese

Q. What are some alternatives that can reduce the amount of fat?

A. Grilling hamburgers is better than frying. We can try lower fat versions of foods such as KLIK, low fat wieners, baked potatoes (instead of French fries), pretzels or baked chips, low fat bologna or light turkey, low fat frozen yogurt or sorbet, low fat cheese. Look for “low fat” on labels. Light usually means less fat, but low fat is best because it means each serving has less than 3g of fat.

Q. What are some foods that we add a lot of fat to?

A. Bread (margarine), bannock (margarine), potatoes (margarine or sour cream), French fries or meats (gravy), popcorn (butter), corn and other vegetables (butter or margarine).

Q. What can we try instead?

A. Add a no sugar added jam to bread or bannock, or just try it plain. Try fat free sour cream or low fat yogurt. Try add spices to foods for flavour instead of butter or margarine.

Q. Which dips are healthier?

A. Please look at the following table for a fat comparison of commonly used dips.

Dip	Amount of dip	Fat (grams)	Calories
Lard	1 Tbsp	13	117
Regular mayonnaise	1 Tbsp	11	102
Ranch dressing	1 Tbsp	9	83
Cream cheese	1 Tbsp	5	52
Reduced fat mayonnaise	1 Tbsp	5	46
Low fat ranch dressing	1 Tbsp	2	26
Salsa	1 Tbsp	Traces	4

Q: What are some foods that have a lot of fat in them?

A: There are two kinds of high fat foods.

The first kind has visible fat – foods that look like they have a lot of fat in them, such as butter, margarine, shortening, oil, lard, salad dressings, sour cream, gravy, and grease.

The second kind is hidden fat – you may not know these foods are high in fat. Hamburgers, ribs, Klik, wieners, French fries, processed meats like bacon and pepperoni, ice cream, cookies, pies and other pastries, and cheese all contain a lot of hidden fat.

Q: Are some fats healthier or better than others?

A: Yes some fats are better for your health than others.

Generally speaking, traditional sources of fat such as from caribou or moose, are healthy sources of fat and can be used in cooking. Fats from marine mammals contain vitamins that we need to be healthy. If you are eating these types of fats, continue to do so, but if you are not as active, you may need to eat them in smaller amounts.

Vegetable fats that are liquid at room temperature are generally the healthiest types of fat to use. These include bottled oils such as canola or olive oil.

Other foods that contain fat are salad dressings, nuts, and non-hydrogenated soft margarines. Many contain polyunsaturated or monounsaturated fats. These are better for your heart and are recommended to be used in moderate amounts since small amounts of these foods generally are high in calories.

Fats that are hard at room temperature contain saturated fats and some also contain trans fats. These types of fats cause clogging of the arteries, a risk factor for heart disease. Examples are fatty cuts of meat, butter, lard, bacon, and other processed meats, as well as dairy products that are high in fat like cheese and cream. These fats are also found in many processed foods such as cookies, cakes, bologna, wieners, hard margarine, and frozen meals.

Nutrition labels can tell you how much of the fat in a food is saturated and trans fat. Try to choose foods where the saturated/trans fat amount is less than 10%.

Q: I heard omega 3 fats are good. What foods should I eat to get more of these?

A: Yes, omega-3 fatty acids are good. Omega-3 fats are a type of polyunsaturated fat that help lower blood cholesterol, reduce joint inflammation (such as with arthritis), and reduce the risk of heart disease. Omega-3 fats prevent your blood from getting thick and sticky, which may lead to the formation of blood clots.

Omega 3 fats are found in fatty fish such as salmon, arctic char, beluga whale (including muktuq), sardines, trout, and herring.

Store bought sources are flax seeds, walnuts, soybean oil, and canola oil. The types found in fish appear to be especially helpful in preventing heart disease. Canada's Food Guide to Healthy Eating recommends two servings of fatty fish each week. For more information contact your regional nutritionist.

Q: I heard you need to be careful with eating too much country foods because of contaminants. Is that true?

A: It is important to all of us to know the foods we eat are safe. All recent studies have looked at this carefully and found that contaminant levels in country foods in the Western Arctic are low enough that eating your local, traditional foods is considered safe and that the overall benefits outweigh the risks. Healthy Foods North encourages you to eat a wide variety of country foods.

Q: Country foods are better for you than store foods, right?

A: Northerners who ate a traditional diet were very healthy people, and were able to get all the nutrients they needed from their local foods. Nowadays, because of the mix of foods available, a wide variety of foods are usually eaten to keep healthy.

Traditional meats like caribou and muskox are high in protein and iron, and low in fat, however, if not all parts are eaten, we need to get the 50 or so nutrients we need from other sources, such as fruits and vegetables, whole grains, and dairy products. These foods help round out the diet to be well-balanced by providing different nutrients such as calcium, Vitamin A, and fibre.

Q: But in the past people only used to eat meat and they were healthy. Why can't that work for me today?

A: As we mentioned, when people used to live on the land and eat all parts of the animal, they would get a variety of nutrients. For example, fish heads provided calcium, and caribou stomach contents provided vitamin A. Our bodies need over 50 nutrients, in order to be healthy. People got these nutrients from the traditional diet they ate. In addition, people needed high amounts of fat from animals and whales because they may have to go periods without food and needed the calories for energy for their active, nomadic lifestyles. This helped keep them lean, fit and warm.

Today people are much less active and have access to food at all times. This has led to an increase in diabetes and obesity. Today people often eat just the meat of the animal, and have access to many store foods. So it is important to know which store foods are healthier, such as whole grain bread and cereals, fruits and vegetables, and low fat dairy products. If the right foods are chosen, they will provide the missing nutrients and can also keep calorie and fat intakes lower to prevent weight gain.

Q: I like using dips with my dried meat. Which ones are healthier?

A: Dips can be tasty, but some of them can be too high in salt or fat.

The best choices would be dips that are low in salt or store-bought fats. If you like soya sauce, look for low sodium soya sauce. If you like Ranch dressing or cream cheese, choose the low-fat or fat-free kinds.

Instead of lard or butter, which are high in artery-clogging saturated fats, use small amounts of a non-hydrogenated margarine or whale oil. These are still high in fat but contain the type of fats that are not as bad for your heart.

Q: Why are you promoting beans? Hardly anyone I know eats them.

A: Beans are a great alternative to meat in the North. They are less expensive than meat and have a long shelf life.

Beans are lower in fat than meat, and are high in protein, iron, calcium and fibre. One serving of beans provides half of the fibre (13 grams) an adult needs each day (about 25 grams are needed each day by the average adult).

Many people in the North are familiar with chili or canned pork n' beans. If you are just starting to become familiar with beans, try these choices first and get comfortable with them. Some may be higher in sugar or fat, such as those with pork or molasses added. A healthier choice is beans with tomato sauce. If you would like to try beans in new ways, contact your Regional Nutritionist or the Healthy Foods North project coordinator, for recipes and ideas on how to cook and use the many different kinds of beans or split peas.

Phase 3: Taste Test A – Healthier Dips with Dried Meat & Vegetables

HEALTHY EATING/COUNTRY FOODS

LEARNING OBJECTIVES

To promote use of lower fat, lower sodium dips for consumption with country meats such as dry meat/mipku (if you are able to get some) and vegetables, chips.

MATERIALS NEEDED

- Regular mayonnaise
- Reduced fat mayonnaise
- Ranch dressing
- Low fat ranch dressing
- Salsa
- Taste test supplies: Paper and pen to record participants’ preferences for dips.
- 7 paper cups for dips (smoothie cups will work)
- Permanent Black Marker to mark each cup with the name of the dip.
- Dipping food – Chopped veggies (Baby Carrots and Sliced Celery) and/or Baked chips (Plain, if possible). (If you can get a donation for dry meat etc... that would be ideal)

*** remember to wash hands before handling meat and use a clean knife and cutting board**

HFN MATERIALS NEEDED

- Flyer: Eat Together Like the Old Days
- Educational Display
- Interventionist Store/Community Visit Log
- Recipe Card: Sour Cream Yogurt Dip

<p>ACTIVITY #1: TASTE TEST OF DIFFERENT KINDS OF DIPS</p>	<ol style="list-style-type: none"> 1) Ask participant what they would like to try: Carrot/Celery or Baked Chip 2) Ask the participant if they would like to taste the different dips 3) Ask them if they would rather try Mayo, Dressing or Salsa. 4) With gloves on, dip their chosen food into one of the dips and hand it to the participant. DO NOT double dip. If they are trying 2 kinds, grab another veggie or chip. 5) If they chose salad dressing, let them taste the Regular version and the Low-Fat version. Record which one they liked best (Usual choice versus Healthy Alternative). 6) If they chose Mayo, let them try the regular version and the lower fat version. Record which one they like best (Usual choice versus Healthy Alternative). 7) If they want to try Salsa, explain that it is fat free and very nutritious. ½ cup adds an extra serving of vegetables to our daily diet. It can be used to give many meals a boost of flavour. Not just a dip, salsa can also be great on eggs, baked potatoes etc... 8) If the participant is interested, let them try all of the dip varieties. 9) Carry on with demonstration by showing him/her the chart “Fat in common dips” and talk about why it is better to chose low fat and low sodium dips when eating country foods, crackers, pretzels, vegetables, etc. Encourage people to eat country foods.
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Sour Cream Yogurt Dip (Low-Fat)

Serving Size: 2 Tbsp (45 calories, 3 grams of fat)

1 cup	light sour cream
1/2 cup	non-fat plain yogurt
1/4 cup	light mayonnaise
2 tbsp	Mrs. Dash® Original Blend
1/2 tsp	sugar or splenda

1. Combine all ingredients in small bowl; mix well.
2. Cover and chill for 2 to 3 hours or overnight.
3. Stir when ready to serve.

Source: www.mrsdash.com



Sour Cream Yogurt Dip (Low-Fat)

Serving Size: 2 Tbsp (45 calories, 3 grams of fat)

1 cup	light sour cream
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1/4 cup	light mayonnaise
2 tbsp	Mrs. Dash® Original Blend
1/2 tsp	sugar or splenda

4. Combine all ingredients in small bowl; mix well.
5. Cover and chill for 2 to 3 hours or overnight.
6. Stir when ready to serve.

Source: www.mrsdash.com



Phase 3: Taste Test B – Tomato Bean Soup / Healthy Bannock

HEALTHY EATING/COUNTRY FOODS

LEARNING OBJECTIVES

- To promote consumption of high fiber foods such as beans.
- Allow people to taste a quick and easy lower sodium soup, while incorporating vegetables.
- Provide a new fast, easy and nutritious meal idea.

MATERIALS NEEDED

- Tomato Bean Soup (Can be prepared the day before)
- Shredded Light Cheese (prepared ahead of time) - optional
- Crock Pot or regular pot
- Plastic spoons and paper cups for taste testing
- Card table (where necessary)
- Can of Beans in Tomato Sauce (to demonstrate the product that was used)
- Can of tomatoes (to demonstrate the product that was used)
- Samples of dried basil and parsley
- Optional:** You can make the “**Healthy Bannock**” recipe ahead of time and hand out as a taste test/giveaway.

*** remember to wash hands before handling food**

HFN MATERIALS NEEDED

- Flyer: Healthy Bannock Recipe, Eat Together Like the Old Days
- Optional** Flyer: Bannock Cooking Tips
- Educational Display
- Interventionist Store/Community Visit Log
- Paper and pen to record
- Tomato-Bean Soup Recipe Card
- Optional:** Healthy Bannock recipe
- Cost Comparison Chart for Commonly Used Fats (page 95).

<p>ACTIVITY #1: TASTE TEST OF BEANS SOUP RECIPE</p> <p>And / or</p> <p>HEALTHY BANNOCK</p>	<ol style="list-style-type: none"> 1) Put a small amount soup in each small cup. 2) Ask the participant if they would like to taste a nutritious, delicious and easy to make soup. 3) Give the participant a small portion of soup in a cup and a spoon. Add a sprinkle of light cheese (optional). 4) Ask them to taste it. 5) Ask them what they think. Ask how they might make it taste a little better. (Different vegetables, spices, different type of bean). 6) Show them the 4 ingredients used: can of beans, can of tomatoes, dried spices and cheese. EASY! Tell them they can add any extra vegetables that they like. 7) Carry on with demonstration by handing out the recipe card and talk about why this is a good meal idea. <p>Talking Points for Tomato Bean Soup:</p> <ul style="list-style-type: none"> -Beans are high in fiber which may reduce the risk of heart disease and diabetes. There are 9 grams of fiber in 1 cup of this recipe. -Eating Healthy does not have to be expensive! Beans are cheaper than using meat for making soups. -Eating Healthier meals for dinner does not have to take a lot of time. Explain how easy it was to make this recipe and how long it took. -Canned tomatoes are just as healthy as fresh tomatoes and are an excellent source of Vitamin C which is needed for healing wounds and fighting infections. -Optional: If you hand out "Healthy Bannock", don't forget to talk about the benefits of fibre (Wheat Bran), using Splenda instead of regular sugar, and the health/cost benefits of using skim milk powder in the recipe. <ol style="list-style-type: none"> 1. Cut up bannock into pieces. 2. Ask the participant if they would like to taste nutritious baked bannock. 3. Give a piece of bannock in a small napkin to the participant. 4. Tell them that this bannock is baked so it has less fat than fried bannock and it has fiber (see talking points below). <p>Talking Points for Healthy Bannock:</p> <ul style="list-style-type: none"> - We use some whole wheat or natural bran in our recipe. This is a good way to add fiber into our bread. MOST people (99% of us) don't get enough daily fiber. Fiber helps prevent constipation. - Adding Skim Milk powder provides you and your family with some Calcium and Vitamin D – both are needed for strong bones and teeth. - Skim milk powder lasts longer so it's cost effective than buying regular milk. - Using Splenda sugar instead of regular sugar in the recipe will provide LESS FAT and CALORIES. SPLENDA = 0 fat & 0 calories!
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Tomato Bean Soup

Makes 4 cups – 9 grams of Fibre in 1 cup of recipe

- 1 tbsp oil
- 1 cup chopped onions
- 1 can tomatoes
- 1 can beans in tomato sauce (or other kinds of beans)
- 1 cup water
- 1 tsp dried basil (or Italian herb)
- 1 tsp dried parsley (or other dried herb)
- 2 cups of frozen vegetables (fresh or frozen)
- ½ cup grated cheddar cheese (*optional*)

Easy Cooking Directions:

1. Turn on stove to medium heat. Add oil & chopped onions. Fry onions for about 3-5 minutes until soft. (Add water to continue to cook onions if they start to stick.)
2. Add tomatoes, beans, water, basil, and parsley. Heat until boiling.
3. Turn down heat and simmer soup, uncovered, for **10 minutes**. Stir several times.
4. Serve in bowls with grated cheese on top.



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Makes 4 cups – 9 grams of Fibre in 1 cup of recipe

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- 1 cup chopped onions
- 1 can tomatoes
- 1 can beans in tomato sauce (or other kinds of beans)
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2. Add tomatoes, beans, water, basil, and parsley. Heat until boiling.
3. Turn down heat and simmer soup, uncovered, for **10 minutes**. Stir several times.
4. Serve in bowls with grated cheese on top.



Healthy Bannock



Ingredients:

- 2 cups All Purpose flour
- 2 cups Whole Wheat flour
- ½ cup Milk powder
- 2 tbsp Baking powder
- ¼ cup vegetable oil
- 1 tsp Salt
- Warm water – as needed

A handful of cranberries, raisins or dried fruit will add more nutrients into your bannock!

Directions:

- Heat oven to 350°F
- Mix dry ingredients
- Add 1 cup water and mix to make soft dough
- Add more water as necessary & knead the dough softly
- Shape into loaf & place on baking sheet greased with cooking spray.
- Bake for about 40 minutes

*Adapted from Health Canada

Healthy Bannock



Ingredients:

- 2 cups All Purpose flour
- 2 cups Whole Wheat flour
- ½ cup Milk powder
- 2 tbsp Baking powder
- ¼ cup vegetable oil
- 1 tsp Salt
- Warm water – as needed

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- Shape into loaf & place on baking sheet greased with cooking spray.
- Bake for about 40 minutes

*Adapted from Health Canada

Phase 3: Taste Test C – Caribou soup or Fish Chowder

HEALTHY EATING/COUNTRYFOODS

LEARNING OBJECTIVES

- Country foods give us the nutrients we need to be healthy.
- Affordable and easy ways to make soups and stews healthier.

MATERIALS NEEDED

- Caribou/Muskox Soup or Fish Chowder (Can be prepared the day before)
- Crock Pot or regular pot
- Plastic spoons and paper cups for taste testing
- Card table (where necessary)
- Can of 2 % Evaporated Milk (for fish chowder- to demonstrate product used).
- Bottle of Mrs. Dash (for Caribou/Muskox soup-to demonstrate the product that was used)

*** remember to wash hands before handling food**

HFN MATERIALS NEEDED

- Flyer: Eat Together Like the Old Days
- Educational Display
- Interventionist Store/Community Visit Log
- Caribou/Muskox Soup or Fish Chowder Recipe Card

<p>ACTIVITY #1: TASTE TEST OF COUNTRY FOODS SOUP RECIPE</p>	<ol style="list-style-type: none"> 1) Put a small amount soup in each small cup. 2) Ask the participant if they would like to taste a nutritious, delicious and easy to make soup that highlights country foods. 3) Give the participant a small portion of soup in a cup and a spoon. 4) Ask them to taste it. 5) Ask them what they think. Ask how they might make it taste a little better. (Different vegetables, spices, brown rice, beans etc..) 6) Tell them they can add any extra vegetables that they like. 7) Carry on with demonstration by handing out the recipe card and talk about why this is a good meal idea. <p>Talking Points:</p> <p>Caribou/Muskox:</p> <ul style="list-style-type: none"> -Caribou and muskox are an excellent source of protein and good source of iron and B vitamins. The fat content of muskox and caribou meat is very low (1%) when compared to 12-20% for beef, pork and poultry. -Canned tomatoes are just as healthy as fresh tomatoes and are an excellent source of Vitamin C which is needed for healing wounds and fighting infections. -Mrs. Dash (or salt free seasoning) is a great way to add flavour to any dish, without having to add extra salt or fat! It can also be used in dips, mashed potatoes, eggs, to season meats etc... -Barley/ brown rice are great ways to add extra fiber to soups. Beans (chickpeas, lentils, kidney beans) also add protein and fiber to soups. -This soup uses fresh vegetables such as carrots, celery and onions which are usually cheaper than other vegetables, last longer and are available at all times in the North. Frozen vegetables work well in this recipe too! <p>Talking Points:</p> <p>Fish Chowder:</p> <ul style="list-style-type: none"> -Arctic char and trout are fatty fish and are an excellent source of protein, B vitamins and <u>omega-3 fatty acids</u> which help protect against heart disease and may prevent cancer. -Frozen corn was used in this recipe. Frozen vegetables are just as healthy as fresh vegetables, and also cheaper. Unlike fresh, they won't go bad! -2% Evaporated milk adds additional nutrition to the soup (Vitamin A and D, which many people in the North do not get enough of). Also, it is lower in calories and fat than regular evaporated milk or cream...Which are normally found in chowders.
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Fish Chowder

Makes 6 servings, freezes well.

1 tbsp	Oil
1	Medium onion, chopped
4	Carrots, chopped
4	Celery stalks, chopped
3	Potatoes, unpeeled and chopped
4 cups	Soup base (any kind)
2-3 cups	Fish (any kind i.e. Arctic char)
1 cup	Frozen Corn (or 1 can kernel corn)
1 can	2% Evaporated Milk (14 oz/ 396 ml)
1 tsp	Dried dill (optional)
	Pepper to taste



1. Turn on stove to medium-high heat. Add oil, onion, carrots and celery into a large pot - fry until soft. (add water if vegetables begin to stick to the bottom)
2. Add potatoes, soup base and fish. Boil until potatoes are soft.
3. Add corn, evaporated milk and dill and simmer about 5 minutes.
4. Add pepper to taste and serve.

Fish Chowder

Makes 6 servings, freezes well.

1 tbsp	Oil
1	Medium onion, chopped
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2. Add potatoes, soup base and fish. Boil until potatoes are soft.
3. Add corn, evaporated milk and dill and simmer about 5 minutes.
4. Add pepper to taste and serve.

Caribou / Muskox Stew

Makes 10 servings, freezes well.

1 1/2 lbs	Caribou or Muskox	
1	Medium onion, chopped	
1 can	Tomatoes, chopped	
6 cups	Beef broth	
4	Carrots, chopped	} Note: If unavailable, replace with 2 cups of mixed frozen vegetables
4	Celery stalks, chopped	
1/2	Pepper (green, red or yellow)	
1/2 cup	Barley	
2 tbsp	Parsley (optional)	
1 tbsp	Pepper, Mrs Dash (Salt-free) to taste	

1. Brown meat and onions. Drain well.
2. Combine all ingredients in a large pot. Bring to boil. Simmer, covered for at least 2 hours to make sure barley is cooked.
3. Taste and add more seasoning for additional flavor.



Caribou / Muskox Stew

Makes 10 servings, freezes well.

1 1/2 lbs	Caribou or Muskox	
1	Medium onion, chopped	
1 can	Tomatoes, chopped	
6 cups	Beef broth	
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1/2	Pepper (green, red or yellow)	
1/2 cup	Barley	
2 tbsp	Parsley (optional)	
1 tbsp	Pepper, Mrs Dash (Salt-free) to taste	

1. Brown meat and onions. Drain well.
2. Combine all ingredients in a large pot. Bring to boil. Simmer, covered for at least 2 hours to make sure barley is cooked.
3. Taste and add more seasoning for additional flavor.



PHASE 4: TASTE TEST A – Fruit Smoothies

HEALTHY BEVERAGES

LEARNING OBJECTIVES

1. Consumers will learn to make and taste delicious fruit smoothies.
2. They will discuss ways to drink healthier beverages.

MATERIALS NEEDED

- Cooler and Ice (Activity 1)
- Cups (Activity 1, 5, 6)
- Spoons(Activity 1)
- Frozen fruit (i.e. mixed berries) or canned fruit (Activity 1)
- Bananas(Activity 1)
- Skim milk powder(Activity 1)
- Cold drinking water(Activity 1)
- Orange juice(Activity 1, Activity 4)
- Orange juice fortified with Vitamin D and Calcium (Activity 4)
- 100% juice- any kind (Activity 6)
- Carbonated Water (Activity 6)
- Blender(Activity 1)
- Array of canned and fresh fruits (Activity 2)
- Sugar Baggy (Activity 5)
 - Materials required: 1 can regular pop, box/ container of Tang or powdered fruit drink, 100% fruit juice (can), 1 can diet pop, 1 bottle of water, labeled sugar baggies

DRINK	AMT of SUGAR IN BAGGY (tsp.)
Regular Pop (1 can)	8
Tang/Kool Aid (1 cup)	8
100% Fruit Juice (1 cup)	6
Diet Pop (1 can)	0
Water (1 cup)	0
1 % Milk (1 cup)	3
Chocolate Milk (1 cup)	7
Slushie (2.5 cups)	12
Large Fountain Pop (7.5 cups)	51

HFN MATERIALS NEEDED

- Flyer and/or newsletter and/ or “Getting Fresh Pamphlet”
- Recipe Card: Fruit Smoothies
- Educational Display
- Interventionist Store/Community Visit Log

GIVEAWAYS

Fruits

Canvas bags (with HFN logo)

Draw: Blenders/ Brita Filters/ Brita Jugs

FREQUENTLY ASKED QUESTIONS

Q. **My kids don't like to eat fruits. How do can I make them eat them?**

A. Sometimes mixing fruits with things they like helps. For instance try putting fruit in their cereal. Cutting it up to make it easier to eat can help- try apples with some low fat or fat free/sugar free yogurt as a dip.

Q. **Are frozen or canned fruits as good as fresh fruit?**

A. Sometimes frozen or fresh fruits may actually have more nutrients than fresh fruits. This is because "fresh" fruits may lose nutrients during the long time it takes them to reach you, while frozen or canned fruit are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned fruit do not have lots of added sugar. For example, if canned fruit is 'in syrup' there is a lot of sugar added. Instead, look for canned fruit that has no sugar added or is in natural juice.

Q: **My kids like to drink juice. What is the best kind of juice to buy?**

A. The best kind of juice to buy is 100% unsweetened fruit juice. This means that the drink is made from juice squeezed directly from the fruit, with no sugar added. If the container doesn't say "100% pure" on the label, then it's a good idea to read the ingredient list. If there is "sugar" or another word that ends in "ose" (glucose, fructose) listed, then it is not 100% real juice. The most nutritious juices are **100% pure unsweetened orange, pineapple, prune, and grapefruit juices**. Avoid fruit cocktails, fruit beverages, and powdered "juices" that are mixed with water, as these are both high in added sugar and low in nutrients. For children between 1 and 5 years of age, it is good to limit juice to ½ cup per day. Water and milk are better choices for children as drinking too much juice can cause children to feel full and not eat more nutritious foods.

Q. **Why is not good to have too much sugar?**

A. It causes cavities. It makes people gain weight. It can cause you to feel energized for a short amount of time, but usually that will go away quickly leaving you more tired than before. It can make people irritable and kids hyperactive. In people with diabetes it will can raise their blood sugar to dangerous levels, leading to complications such as blindness and kidney disease.

Q: **But isn't there a lot of sugar in fruit juice too? What's the difference between table sugar and sugars found in fruits?**

A: There is no real difference between table sugar and the sugar found in fruits and juices- sugar is sugar. In fact, the amount of sugar in 100% pure juice is roughly about the same as that found in pop. However, pop or beverages like Tang or Koolaid that are made with sugar do not naturally come with the vitamins and minerals found in pure fruit juices.

Diabetics or other people concerned about their sugar intake should consume all types of sweet beverages, including juice, in limited amounts. These beverages can raise blood sugars significantly in diabetics.

In addition, eating the whole fruit provides extra benefits over drinking the juice from the fruit. One 200 ml juice box contains the same calories and sugar as two or three medium oranges. However the oranges provide fibre, which is an essential nutrient for good digestion and intestinal health. Fibre also fills you up with fewer calories, which can potentially help weight loss.

Q: I was starting to drink diet pop to lose weight, but my friend told me that the aspartame is bad for me. Is this true?

A. Aspartame, a low-calorie artificial sweetener, has been used as a food additive in Canada since 1981 in soft drinks, desserts, breakfast cereals and chewing gum. It is also available as a table-top sweetener. It is made by the bonding together of the amino acids aspartic acid and phenylalanine, which are normal constituents of proteins. In Canada, food additives such as aspartame must undergo rigorous testing in order to be approved for use by Canadians. Health Canada oversees this process, and has determined that there is no evidence to suggest that eating foods with aspartame in allowed amounts and as part of a well-balanced diet, would pose a health hazard to consumers. The acceptable daily intake is 40 mg per kg of body weight per day. This amount agrees with international standards. More than 90 other countries world-wide have also reviewed aspartame and found it to be safe. Although aspartame can be safely consumed by most healthy individuals, it has long been recognized that excessive intake of phenylalanine can pose a hazard to individuals suffering from an inherited metabolic disorder called phenylketonuria. For this reason, all foods containing aspartame must indicate on the label that the product contains phenylalanine. In spite of decades of scientific research attesting to the safety of aspartame, negative allegations about the safety of aspartame have appeared in the media and on the internet for a number of years. For more information, go to:

<http://www.hc-sc.gc.ca/fn-an/securit/addit/sweeten-edulcor/aspartame-eng.php>

Q: Is chocolate milk OK for my kids?

A: Chocolate milk contains all the nutrients that are in regular milk, including calcium, vitamin D and protein. However, it's important to remember that chocolate milk is higher in calories and sugar and therefore should be consumed in moderation. It is better for children to learn to enjoy the taste of regular milk before being introduced to chocolate milk. Children need 2-3 servings of milk products each day to build strong bones and teeth. One serving is equal to one cup of milk or fortified soy beverage, $\frac{3}{4}$ cup of yogurt, or one ounce of cheese.

Q: I am an active person. Should I drink sports drinks (Gatorade) when I am exercising?

A: For most people who exercise 30-60 minutes a few times per week, water is a good first choice. Some people who may benefit from sports drinks include: people who exercise for long periods (45 minutes -3 hours at a time), those who sweat more, those who perform intense exercises, or those who exercise in hot or humid weather. The pleasant taste of sports drinks can help you to drink enough fluids to stay hydrated. Being dehydrated can harm your performance in sports. For optimal performance, drink 500 ml of fluids 2-3 hours before exercising and 250 ml every 15 minutes during exercise. Avoid drinking juice, pop, and milk during exercise as these can cause stomach upset and don't replace your body fluids quickly enough. Milk or chocolate milk is an ideal choice to replace carbohydrate and protein stores after you are finished exercising.

Q: I want to lose weight. Can you give me some tips?

A: One suggestion that can help you lose weight is to pay closer attention to the beverages you are drinking. Most liquids do not fill you up the same way solid food does, yet they still contain calories that can cause weight gain or prevent weight loss. For example, one small juice box has the same calories and sugar content as two or three oranges, but the juice does not give the same sense of fullness. Eating the fruit also helps to meet your fibre needs. Fibre is helpful for keeping bowels regular, preventing diseases of the digestive tract, and for keeping cholesterol and blood sugar levels lower. In order to decrease the calories in your fluids, drink less regular pop and juice. If you drink coffee or tea, try low fat milk and artificial sweetener or else drink it black. You may also want to consider your alcohol intake and decide if you need to cut back. Choose water and low fat milk more often.

Q: When I drink milk, it makes my stomach upset and gives me gas. I know milk is supposed to be healthy. What should I do?

A: It is possible that you have lactose intolerance, which is an inability to digest the main sugar in milk called lactose. An enzyme called lactase is produced in the small intestine and breaks down lactose so it can be absorbed into the bloodstream. People whose bodies do not make enough lactase to fully digest lactose are unable to break down lactose and may experience mild to severe side effects within 30 minutes to two hours of eating dairy, including diarrhea, cramping, and abdominal pain or discomfort. This condition is especially common in people who are First Nations, Inuit, Hispanic, Asian, and African. It is not usually serious, but its symptoms can be bothersome. People who have lactose intolerance may still be able to eat cheese or yogurt or drink chocolate milk to meet their calcium needs. Usually these foods are better tolerated than white milk. You may also be able to improve your tolerance to milk. Try having $\frac{1}{4}$ cup milk with meals at least twice per day for one week. Next, increase it to $\frac{1}{2}$ cup with meals twice per day for one week. After this is finished, try increasing it to 1 cup with meals as per the other weeks. This process can help you improve your tolerance to milk. One other option is to see if your local store sells Lactaid or Lacteeze milk, which are brand names for milk that has added lactase enzyme to make it easier to digest. There are also dietary supplements available in capsule form that contains lactase. You can take these before or with meals that contain the dairy products you enjoy. If you are not able to increase your dairy intake with these suggestions, you may need calcium and vitamin D supplements. Check with your doctor or nutritionist for more information.

Q: I drink lots of coffee. Is this bad for me?

A: Many people wonder about the safety of caffeine, which is found in beverages such as coffee, tea, colas, and energy drinks, as well as chocolate and some medications. Some plants that contain caffeine include kola nut, yerba mate, and guarana. Coffee and tea are the main sources of caffeine for adults, and pop is the main source for children.

Caffeine affects people in different ways because some are more sensitive to caffeine than others. Generally, caffeine makes us more alert and can delay sleep. It is also used by athletes to improve performance in some sports.

Right now, Health Canada says that a moderate amount of caffeine does not increase health risks in healthy Canadian adults, especially if we eat a healthy diet and are physically active. The recommended limit is 400-450 mg, per day. This is about what is found in 3 small (250 ml) cups of regular coffee.

Pregnant and breastfeeding women should limit their intake to a maximum of 300 mg per day (2 cups of coffee or 6 cups of tea). Caffeine is passed to the baby in breast milk, which can cause the baby to be irritable and sleepless.

Children's intake of caffeine should be limited to the following amounts:

Age 4-6:	45 mg
Age 7-9:	62.5 mg
Age 10-12:	85 mg

One can of cola contains 45 mg and an energy drink has about 80 mg. A solid milk chocolate bar contains about 10 mg.

Be careful of cutting back too quickly on caffeine, because this can cause side effects like headaches and drowsiness. Some tips to cut back slowly include:

- Mix your regular coffee with half decaffeinated coffee.
- Try herbal teas or hot apple cider for a caffeine-free hot drink.
- Choose a latte or
- Steep your teabag in hot water for a shorter period of time.
- Try caffeine-free pop if you normally drink regular pop.

Never mix caffeine with ephedrine (ma huang) due to potential serious health risks.

Q: My son loves drinking Red Bulls and other energy drinks. Is this safe for him?

A: Energy drinks have become very popular in recent years. They are found in small cans and claim to "energize" you. Some brand names include: Red Bull, SoBe No Fear, Red Dragon, YJ Stinger, among others. They are regulated as supplements.

Energy drinks are not recommended for children or for pregnant or breastfeeding women. Adult recommendations are for no more than 500 ml per day.

Energy drinks contain about 80 mg of caffeine, which is about the same as half a cup of coffee. Many of these beverages also contain herbs like Gingko bilboa and ginseng. These do not improve performance and are added in very small amounts. However they can potentially cause problems if you are taking some medications like Warfarin. Check with your doctor before consuming energy drinks if you are on medication.

Energy drinks may also contain taurine, an amino acid found naturally in protein foods. There is no evidence that taurine makes you more alert. The potential health effects of large doses of taurine are not known.

Be careful of using energy drinks for sports or exercise. The high sugar content and carbonation affect hydration negatively, which makes them a poor choice for exercise. Staying hydrated is important, and water or sports drinks are better choices during exercise.

If you have had a bad reaction to an energy drink you should tell Health Canada:
www.hc-sc.gc.ca/hpfb-dgpsa/tpd-dpt/index_adverse_report_e.html

Q: I hardly ever drink water but I do drink lots of other drinks including milk and pop. Is water really that important if I make sure to get enough of other fluids?

A: Water is essential for life. In fact, our bodies are about 65% water. Water helps to cool our bodies through sweat, digest our food, remove waste from our bodies, and also acts as a cushion for organs and joints. Every day you lose water through your skin, lungs, urine, and feces. Staying hydrated ensures your body continues to work well.

Water is an excellent beverage choice to stay hydrated, as it is healthy, free, and does not contribute to weight gain as many other beverages can. However, it is possible to get your fluid (water) needs met in many ways other than drinking water. Low fat milk and juice are considered other healthy choices. Sweetened beverages like pop also count towards your total fluid intake, but may cause negative effects like weight gain, dental problems, or high blood sugars in diabetics. Many people are surprised to find that, in fact, caffeine – containing beverages do not deplete fluid from your body and that they do count as a fluid source. However, beverages without caffeine are preferred because caffeine is a stimulant drug. (see question “ ”). Alcohol cannot be counted as fluid intake, and in fact may cause dehydration.

It is important to know that eating fruits and vegetables also contribute fluid, due to their high water content. Therefore, it is possible that if you do not eat many fruits and vegetables you may need to get more of your fluid needs through beverages than someone who eats larger amounts of fruits or vegetables

You will be able to tell if you are getting enough fluids by looking for signs of dehydration. These include becoming thirsty, having dark colored urine, and/or feeling tired, irritable, or dizzy. Often thirst is mistaken as hunger, so if you feel hungry, consider that you might need a beverage as well. Watch for these signs and plan to drink fluids frequently throughout the day.

<p>Activity #1 MAKING SMOOTHIES</p>	<p>Demonstrate how to make smoothies:</p> <ol style="list-style-type: none"> 1. Follow directions according to recipe (next page): Put 1 cup of frozen fruit and 1 banana in blender. Add ½ cup of orange juice. Add ½ cup of water. Add 2 tbsp of skim milk powder). Blend at low speed then high speed. You may need to stop and stir mixture. 2. Serve in small cups. <p>Talking points:</p> <ul style="list-style-type: none"> - How quick and easy it is to make. - At least 2 servings of fruits and vegetables in one glass. Vitamins and minerals (like calcium, Vitamin D) from the skim milk powder - Inexpensive because uses skim milk powder. - Ask how it tastes and whether they would try this at home.
<p>Activity #2 TALK ABOUT WAYS TO ADD FRUITS TO MEALS</p>	<p>Have an assortment of healthy fruits (canned and fresh) on display. Ask customers about meals they make and how they could add these fruits.</p> <ol style="list-style-type: none"> 1. as a side dish- fruit salad 2. to cereal 3. as a snack instead of cookies or other sweets
<p>Activity #3 FREE FOOD</p>	<p>Give a piece of fresh fruit to people who participated in Activities 1-3.</p>

<p>Activity #4: TASTE TEST OF FORTIFIED 100% FRUIT JUICES</p>	<ol style="list-style-type: none"> 1. Offer the participant a taste of Orange juice from concentrate and fortified orange juice (select versions that are cheaper in price). 2. Conduct a blind taste test giving the participant a small amount of the juice. 3. Ask the participant which tastes better. Record their response on the Interventionist Store Visit Log. <p>Talking points:</p> <ul style="list-style-type: none"> - why having vitamin D and calcium fortified juice is important. It is because a lot of people in the north don't get those nutrients from their diet (even traditional diet) - price difference between concentrated orange juice and fortified juice is minimal - Sunny Delight doesn't count as orange juice – it is full of sugar. Orange juice (concentrated and fortified) has more nutrients and less sugar than Sunny Delight. 																																				
<p>Activity #5: SUGAR FACTS</p>	<ol style="list-style-type: none"> 1. Have the sugar baggies (labels facing away) and the drinks (cans of diet pop, regular pop, large fountain cup, Tang, water) on the table. 2. Reveal the labels on the baggies and match it to the drinks. <p>Talking points:</p> <ul style="list-style-type: none"> - 1 can of pop has 8 teaspoons of sugar. Picture it: Think about putting 8 teaspoons of sugar into your coffee! - Pop, iced tea and tang/kool-aid are pretty much made up of sugar and water. No nutrients in them. - Diet pop has no added sugar. - You can pass out cans so people can look at the nutrition information- show them how to locate it and read it. Discuss what alternatives to high sugar drinks people can have (water, diet pop, 100% fruit juice). - Drinks labelled fruit "beverage," "cocktail," or "drink," usually have a lot of added sugar and are usually only 5-15% juice. The rest is just water and sugar. Show them a can of 100% juice and a can of "fruit cocktail" and have them look at the list of ingredients. Explain that things such as "high fructose corn syrup" or "evaporated cane juice" are basically just sugar. - Remind them that 100% fruit juice has natural sugar, so people with diabetes should still limit their intake of 100% fruit juice even though it has no added sugar. - Remind them that water is always a good choice. - Amount of sugar in common drinks: <table border="1" data-bbox="467 1486 1409 1913"> <thead> <tr> <th>DRINK (12 oz. can unless stated)</th> <th>SUGAR</th> <th>NO. OF TSP</th> </tr> </thead> <tbody> <tr> <td>Sunkist Orange Soda</td> <td>52g</td> <td>13</td> </tr> <tr> <td>Arizona Original Ice Tea with Lemon Flavour (16oz.)</td> <td>48g</td> <td>12</td> </tr> <tr> <td>A&W Root Beer, Mountain Dew, Orange Crush</td> <td>47g</td> <td>12</td> </tr> <tr> <td>Coke , Pepsi, Dr. Pepper</td> <td>40g</td> <td>8</td> </tr> <tr> <td>Sprite</td> <td>36g</td> <td>9 ½</td> </tr> <tr> <td>Lipton Brisk Ice Tea</td> <td>34g</td> <td>8 ½</td> </tr> <tr> <td>Canada Dry Ginger Ale</td> <td>33g</td> <td>8</td> </tr> <tr> <td>Sunny Delight (1 cup/8 oz.)</td> <td>29g</td> <td>7</td> </tr> <tr> <td>Grape Kool-aid with sugar (1 cup/8 oz.)</td> <td>23g</td> <td>6</td> </tr> <tr> <td>Diet pop (any kind)</td> <td>0g</td> <td>0</td> </tr> <tr> <td>Water</td> <td>0g</td> <td>0</td> </tr> </tbody> </table>	DRINK (12 oz. can unless stated)	SUGAR	NO. OF TSP	Sunkist Orange Soda	52g	13	Arizona Original Ice Tea with Lemon Flavour (16oz.)	48g	12	A&W Root Beer, Mountain Dew, Orange Crush	47g	12	Coke , Pepsi, Dr. Pepper	40g	8	Sprite	36g	9 ½	Lipton Brisk Ice Tea	34g	8 ½	Canada Dry Ginger Ale	33g	8	Sunny Delight (1 cup/8 oz.)	29g	7	Grape Kool-aid with sugar (1 cup/8 oz.)	23g	6	Diet pop (any kind)	0g	0	Water	0g	0
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	<p>3. If people want to taste test to compare diet and regular pop, pour some into small cups for people to try. If people ask about the stuff in diet pop being bad for them, explain that there have been no studies showing that Nutrasweet (aspartame) increases the risks of getting any diseases.</p>
<p>Activity #6 FIZZY DRINK (if carbonated water is available) – Ask managers to order some!</p>	<p>1. Demonstrate to customers how they can make a fizzy drink (healthier “pop”). Pour unsweetened fruit juice (orange, cranberry, grape) into a small paper cup (halfway) and top it off with carbonated water.</p> <p>Talking points:</p> <ul style="list-style-type: none"> - You will end up drinking half of the sugar and the calories...You will also save money by drinking less juice! - If you don't like the “fizz”, mix any 100% juice with cold water. -Another fun idea that kids like: pour 100% juice into an ice cube tray and freeze. Add ice cubes to tap water to flavour the water without all of the added sugar.

Simple smoothie

- 1 cup of frozen, canned or fresh fruit
- 1 banana, frozen or fresh
- 1/2 cup orange juice
- 1/2 cup cold water
- 2 tbsp. Skim milk powder

Mix fruit in blender.

Add water, juice, and skim milk powder. Mix until smooth.

Enjoy! Try different fruits.



Simple smoothie

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Enjoy! Try different fruits.



PHASE 5: COOKING DEMONSTRATION A

HEALTHIER COOKING

LEARNING OBJECTIVES

1. Customers will taste test low fat homemade pizza.
2. Customers will taste test low fat lunch meats.

MATERIALS NEEDED

Regular lunch meats cut to small pieces (Activity 1)
 Low fat lunch meats cut to small pieces (Activity 1)
 Toothpicks or serve with napkins (Activity 1)
 Thermos bag or keep it in a wrap (Activity 3)
 Ingredients for homemade low fat pizza (next page) or a prepared pizza if no toaster oven available – check with schools/Arctic College if any available to borrow (Activity 3).
 Fat jars (Activity 4)

- Calculations are for 2 pieces of pizza, 3 times per week for one month.
- Materials required: 3 jars, lard/Crisco (easiest if melted), labels.
- Instructions:
 - Write the food displayed on each jar (the “ Jar Label” column)
 - Put the appropriate amount of lard in each jar.

Ingredients/Jar Label	What to put in lard jar
<i>Regular frozen pizza, 18 g fat per serving</i>	17 tbsp.
<i>Healthier frozen pizza, 12 g fat per serving</i>	11 tbsp. + 1 tsp.
<i>Pizza from new recipe, 10 g fat per serving</i>	9 tbsp. + 1 tsp.

Garbage bag
 Card table (where necessary)

HFN MATERIALS NEEDED

Flyer: Use Cooking Spray to Reduce the Fat
 Recipe Card: Easy Pizza
 Educational Display
 Interventionist Store/Community Visit Log

GIVEAWAYS

Shopping list (Level 1)
 Tote bags (Level 2)
 Meat grinder or Steamer (whichever one will be available) (Level 3)

<p>Activity #1 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of low fat lunch meats:</p> <ol style="list-style-type: none"> 1. Have customer taste test regular and low fat lunch meats without telling them which they are tasting. 2. Ask them how each tastes and which they like the best. 3. Explain how much fat is in each lunch meat and tell them which is the low fat lunch meat. 4. Explain the importance of eating low fat foods.
<p>Activity #2 MAKE AND TASTE PIZZA</p>	<p>Do the pizza taste tests:</p> <ol style="list-style-type: none"> 1. Prepare a pizza ahead of time, place inside thermos bag or wrap in aluminum foil. 2. Explain that you are using part-skim mozzarella, low fat lunch meats, and vegetables. 3. Give customers small pieces of the "homemade" low-fat pizza. <p>Talking points:</p> <ul style="list-style-type: none"> - Using a whole grain crust: You can purchase a pre-made whole wheat pizza crust or use pita bread, tortilla, English muffin halves or even slice of bread! Or make your own by substituting whole wheat flour for part or all of the white flour in your pizza crust recipe. Whole grains add fiber which will keep you feeling full longer and is crucial for a healthy digestive system. - Use lots of sauce for flavour. Tomato sauce has many vitamins – Vitamin A. - Cut back on the cheese. Although cheese is an excellent source of calcium, a lot of the calories of a pizza come from the cheese. Use just a light sprinkling of cheese, or choose a lower-fat type of cheese to cut calories and saturated fat. - Don't use greasy processed meats. Pepperoni and sausage are high in fats. Choose lean topping options, such as caribou, moose, chicken or low-fat lunch meats or skip the meat altogether and make a vegetarian pizza. - Load the pizza up with vegetables. Since they are nutritious and high in fiber, use generous amounts of vegetables as toppings. Some delicious choices include onions, broccoli, spinach, olives, peppers and mushrooms. <ol style="list-style-type: none"> 4. Distribute the recipe card to participants. Briefly explain the directions if the participant did not see you use it.

<p>Activity #3 PIZZA FAT JAR</p>	<p>Do the fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show customers the jars of fat. 2. Tell customers that they represent the amount of fat if you were to eat 2 slices of pizza, 3 times per week for one month. One jar is for store bought pizza, one for healthier store bought pizza, and one jar is for the new pizza recipe. <p>Talking points:</p> <ul style="list-style-type: none"> - Regular pizza has a lot of fat - Healthier store bought pizza has fibre in the whole wheat crust, calcium from the cheese, and less fat - Homemade pizza has fibre from whole wheat crust, high protein/iron caribou meat, vitamins from vegetables.
<p>Activity #4 BANANA MUFFINS</p>	<p>Do the pizza taste tests:</p> <ol style="list-style-type: none"> 1. Prepare a pizza ahead of time, place inside thermos bag. 2. Explain that you are using part-skim mozzarella, low fat lunch meats, and vegetables. 3. Give customers small pieces of the "homemade" low-fat pizza. <p>Talking points:</p>
<p>Activity #4 GIVEAWAY</p>	<p>Give a _____ to people who complete activities 1-4.</p>

Easy PIZZA

This is a great recipe to make with whatever ingredients you have in your home.

Crust (choose 1)	Sauce	Cheese	Toppings
Whole Wheat: -Pita -English muffin -Tortilla (wrap) -Slice of bread **These can all be kept in the freezer until ready to be used.	Canned spaghetti or pizza sauce	Partly skimmed or light: Mozzarella Cheddar	Low fat lunch meat (ham, turkey, chicken) Left-over meat (chicken breast, caribou) Vegetables (Tomato slices, peppers, spinach, broccoli, mushrooms, onion etc...) Spices Dried basil, oregano

1. Preheat oven to 425 F (220 C)
2. Spread crust with sauce, sprinkle with toppings, cheese and spices.
3. Place pizza on baking sheet and bake for **8 minutes**, or until crust has reached desired crispiness.

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Pizza recipe

1 pkg. Quik Rise dry yeast	1 tbsp. sugar or honey
1 cup lukewarm water	1 1/2 cup whole wheat flour
1.5 tbsp. vegetable oil	1 cup white flour

Make the CRUST:

Mix yeast in water. Add other ingredients.
Mix well by hand. Let sit in bowl 5-10 minutes, covered by towel.
Flatten on greased cookie sheet.

Add TOPINGS:

Spread tomato sauce evenly on crust.
Add: part skimmed mozzarella cheese (or other low fat cheese), lean meat (like ground caribou or musk-ox), and vegetables.
Bake at 450 degrees for about 12 minutes.



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Phase 5: Cooking Demonstration

SHOPPING WISELY

LEARNING OBJECTIVES:

1. Customers will develop skills and strategies for shopping wisely.

MATERIALS NEEDED:

Food labels from: whole wheat thin crust veggie pizza and pepperoni pizza (Activity 1)
 Prices comparison sheet (hamburger soup vs. chicken nuggets and fries)

HFN MATERIALS NEEDED

Flyer: Tips for saving money while shopping
 Educational Display
 Interventionist Store/Community Visit Log
 Recipe cards: Hamburger soup

GIVEAWAYS

Shopping list pads (Level 1)
 Shopping bags (Level 2)
 Steamers or other giveaways from previous phases (Level 3)

<p>Activity #1 READING FOOD LABELS</p>	<ol style="list-style-type: none"> 1) Ask participants if they usually read food labels. 2) If any do, ask them what information they look for. 3) Show participants the two different pizza labels. Highlight the differences in calories, fat, sodium and fibre. 4) Key Messages and Talking Points: <ul style="list-style-type: none"> - A) Look at serving size. Compare the serving size on the package to the portion/amount that you actually eat. For example, 1/6 of a pizza is a serving, but many people eat 2 or more slices for a meal. This means multiplying all the information by 2 (or more). If you ate the whole pizza, you would have to multiply by 6! - B) Look at the amounts of the various nutrients in the “daily values” column. Percent daily values help you to tell whether there is a lot or a little of a nutrient in a serving of food. This helps you to decide if the food is a healthy choice. Remember the 10% rule – choose foods that have > that 10% daily value of nutrients that you want (vitamins, minerals, fibre) and less than 10% daily value of the nutrients that you don’t want/want to minimize (fat, sugar). - C) FAT – Choose lower fat products, such as lower fat meats, dairy products (< 2 % m.f.), foods prepared with little or no fat. Making these choices more often will reduce your overall fat intake. A healthy diet low in saturated fats and trans fats may reduce the risk of heart disease. - D) SODIUM – it is best to limit your sodium intake. Sodium is most common in prepared and processed foods. A diet lower in sodium may reduce the risk of high blood pressure. - E) FIBRE – Sources of fibre include whole grain and bran products, vegetables, fruit, beans and lentils. Fibre is good for the health of your digestive system/gut.
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	<ul style="list-style-type: none"> - F) SUGAR – added sugars contribute mainly calories and taste but provide no nutrient advantage. There is no % daily value because it is better to get calories/energy from complex carbohydrates, not simple sugars. - G) Look at the list of ingredients. The first ingredient is the one that is in the greatest quantity; the last is the least. Be careful if the first ingredient is sugar or fat.
<p>Activity #2 COST OF FOODS</p>	<p>Examine the costs of some foods:</p> <ol style="list-style-type: none"> 1) Ask participants how much they think the items for hamburger soup cost. Then ask them how much a chicken strip meal or chicken box meal would cost. 2) How much would it cost to feed as many people as the hamburger soup? Which meal do they think is healthier? Why? 3) Distribute recipe cards for hamburger soup 4) Go through some other items that have equal cost: <ul style="list-style-type: none"> - such as whole wheat vs. white bread - low sugar cereals vs. high sugar cereals - skim milk vs. homo or 2% milk - coffeemate light vs. coffeemate - diet pop vs. regular pop - light peanut butter vs. regular peanut butter ...etc. Discuss why different options are healthier (lower fat, higher fibre, more nutrients) 5) Other tips for saving money when shopping: <ol style="list-style-type: none"> a. avoid processed foods, or vegetables with sauces, etc. These are usually more expensive and less healthy b. try generic or store brands- they are usually cheaper and may taste just as good c. buy in bulk if you are able to store things d. check unit prices- this is the price per a standard volume or weight. You can use this to compare products with different sizes. e. the lowest price per pound is not always the cheapest meat. Leaner meats may have a higher unit price, but that's because there is more meat- after removing the fat from some cuts you may end up with less meat. f. Look for sales and specials g. substitute lower priced items such as beans for some of the meat in a recipe such as soup. h. check "sell by" dates for freshness so you won't end up throwing things away. i. Use powdered (dry) milk instead of fresh milk
<p>Activity #3 USING A LIST</p>	<p>Talk about using a list when shopping.</p> <ol style="list-style-type: none"> 1) Ask participants if they usually use a list when shopping. 2) If they do, ask how it helps them. 3) Talking points: <ul style="list-style-type: none"> - Using a list helps (makes you stick to buying healthy foods, prevents impulse buying, makes you plan your meals, which saves time and money and helps to remember to include vegetables). 4) Give them a shopping list pad giveaway.

SHOPPING WISELY:



TALOYOAK

Item	Price	Item	Price
Hamburger Soup		Chicken Meal	
1.5 lb Ground Beef	9.98	Adult chicken strips and french fries	12.89
5 Cups of water	0	Adult chicken strips and french fries	12.89
1 Onion	1.89	Adult chicken strips and french fries	12.89
4 carrots	2.02	Adult chicken strips and french fries	12.89
3 stalks celery	1.93		
1 big can diced tomatoes	4.99		
1.5 cubes beef bouillon	0.95		
½ cup rice	1.15		
<i>Total Cost:</i>	\$22.91	<i>Total Cost:</i>	\$51.56
<i>Number of people served:</i>	10	<i>Number of people served:</i>	4
<i>Cost per serving:</i>	\$2.29	<i>Cost per serving:</i>	\$12.89

CAMBRIDGE BAY

Item	Price	Item	Price
Hamburger Soup		Chicken Meal	
1.5 lb Ground Beef		Adult chicken strips and french fries	
5 Cups water		Adult chicken strips and french fries	
1 Onion		Adult chicken strips and french fries	
4 carrots		Adult chicken strips and french fries	
3 stalks celery			
1 big can diced tomatoes			
1.5 cubes beef bouillon			
½ cup rice			
<i>Total Cost:</i>	\$	<i>Total Cost:</i>	\$
<i>Number of people served:</i>	10	<i>Number of people served:</i>	4
<i>Cost per serving:</i>	\$	<i>Cost per serving:</i>	\$

FREQUENTLY ASKED QUESTIONS

Q: I am too busy to figure out how to make healthy meals for my family, what can I do?

A: Although you may feel you don't have time to make a plan for shopping and cooking, a little planning ahead can save lots of time (and money) in the long run. During the weekend, choose 5 meals for the week ahead. Look through the house and see what ingredients you already have. Then make a list of what you need to buy. Then you only have to go shopping once per week. You will already know what to cook when you get home from work. You won't have to shop or decide what to make when you are tired at the end of the day.

Q: I am too tired at the end of the day to cook a healthy dinner, what advice can you give me?

A: Get everyone in the house involved in the event of dinner. Divide up the jobs such as chopping vegetables, cooking, and cleaning up. Another way to decrease the amount of work in cooking is to make twice the amount of food at one meal and freeze half of it for another easy meal. This works great with foods like soup, meat sauce for pasta, stew and chili. Don't forget to label and date the food you freeze so you remember what it is!

Q: Help! My kids don't like healthy foods. What can I do?

A: Try involving them in the planning process. Give them options of choosing some of the ingredients. Have them involved in the meal preparation and clean-up. Whenever possible sit down with everyone in the house and have a relaxing time together. Meal time is a great time for quality conversation while nourishing your bodies with good food.

Q: How can I make food that is nutritious and lower in fat?

A: Try to prepare foods by baking, broiling, roasting or grilling instead of frying. If you have to fry, try using cooking spray instead of lard or butter. When you cook country meats, make a pot roast instead of dry roasting with bacon. Cook fish in foil so it won't dry out but will stay moist without adding fat. Try replacing some of the white flour in a recipe with whole wheat flour.

Q: Are frozen, canned or dried vegetables and fruit as healthy as fresh?

A: Any form of a vegetable or fruit is better than eating no vegetable or fruit. So look for all the options that are available in your area and make use of them. Often frozen, canned and dried vegetables and fruit are harvested and packed fresh from the field when they are most nutritious. If you choose these forms look on the package ingredient list to make sure that no sugar or salt was added. Frozen fruit and vegetables are convenient in that you can buy large amounts (which sometimes cost less) take out just what you will eat and the rest can stay in the freezer for later.

Q: Why should I make a shopping list before heading to the store?

A: Making a shopping list is a beneficial activity which saves you money and time. It helps save money because it keeps you from buying foods that you already have at home. It helps keep you focused on the healthy foods you need to make planned meals instead of being "sidetracked" by all the junk food available at the store. It also saves you time by making your shopping trips quicker because you don't have to make decisions about what to buy while you are at the store.

Hamburger Soup

1.5 lb lean ground beef/ musk ox / caribou
1 medium onion chopped
1 can diced tomatoes, 28oz
5 cups water
1.5 cubes of beef bouillon
4 carrots, chopped fine
3 stalks celery, chopped fine
1/2 cup rice
1 bay leaf
thyme, parsley, salt & pepper to taste



Brown meat in frying pan. Drain off fat and rinse to remove extra fat. Add chopped onion & cook for 3 minutes. Combine all ingredients in large pot or crockpot and simmer for about 2 hours. If you are using a crock pot you can cook it all day. Serves 10 people. Freezes well.

Hamburger Soup

1.5 lb lean ground beef/ musk ox / caribou
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PHASE 6: TASTE TEST

GETTING ENOUGH VITAMINS AND MINERALS

THEMES	<p>We need to get our nutrients <u>from the food we eat.</u> These nutrients are called vitamins, minerals and fibre. When we eat enough of these nutrients, everyone in the family will look and feel great! We are promoting 5 important nutrients in this phase.</p>
MESSAGES	<p>Traditional Foods will always be the best sources of vitamins and minerals and should be promoted/eaten wherever we can. For people who eat a combination of foods, they can “mix and match” combinations and varieties of traditional and store-bought foods.</p> <p>Follow the HFN shelf labels It is easy to bring healthy foods on the land, work or school: Wherever you go!</p> <p><u>Phase Promoted Nutrients:</u> We need Calcium and Vitamin D for strong bones and teeth. Vitamin A helps us fight infection and see better in the dark. Iron makes good red blood that gives us energy. Vitamin C helps wounds to heal and keeps our teeth, gums and skin healthy. Follow the 10% rule to help you choose foods high in vitamins, minerals and fibre.</p>
BEHAVIOURS	<p>Choose foods high in vitamin C (ukpiks, berries, tomato sauce, 100% Orange Juice fortified with Vitamin D and calcium) Choose foods high in iron (lean red meat, country meat and liver, eggs, beans). Choose foods high in fibre (oatmeal, popcorn, high fibre cereal, fruits and vegetables, beans) Choose foods high in Vitamin D and Calcium (1%/skim milk, skim milk powder, orange juice fortified with Calcium and Vitamin D, yogurt) You can make and take, or mix and match, fast and easy healthy foods to eat at home, or on the land, work or to school. FOR HELP MAKING HEALTHIER CHOICES FOR YOU AND YOUR FAMILY, FOLLOW THE HEALTHY FOODS NORTH LABELS</p>
FOODS	<p>100 % Whole Wheat Bread Cereals: Fiber 1 Cereal, Multigrain Cheerios, Shreddies, Oatmeal Low fat popcorn Trail Mix (without candy or banana chips)/Dried Fruit Baked Beans in Tomato Sauce Applesauce Unsweetened Orange Juice (fortified with Ca and Vitamin D) Frozen berries Skim Milk Powder Skim Cheese (Calcium)</p>

Milk 2 Go (1%)
 Fish – arctic char or canned fish with bones (sardines, salmon, tuna)
 Yogurt (low sugar, low fat brands)
 Eggs
 Lean ground beef/ ground muskox, country meat

SHELF LABELS

100 % Whole Wheat Bread	High Fiber High Iron
Fibre 1 Cereal	High Fiber High Iron
Multi-Grain Cheerios	High Fiber, High Iron
Shreddies	High Fiber, High Iron
Oatmeal	High Fiber
Low fat popcorn	High Fiber
Trail Mix (w/out candy or banana chips) but with dried fruit	HF, High Iron (could be high in other vitamins, depending on what is in it)
Baked Beans in Tomato Sauce	HF, High Iron
Applesauce	High in Vitamin C (look up)
Unsweetened Orange Juice (fortified with Ca and Vitamin D)	High Calcium High Vitamin D High Vitamin C
Baked Beans in Tomato Sauce	High Fiber
Trail Mix (without candy or banana chips)	Healthy Choice
Frozen Berries (traditional and store bought)	High in Vitamin C and A
Skim Milk Powder	Healthy Choice, Low Fat, High in Vitamin A and D High in calcium
Yogurt	High in Calcium, Vitamin D, Vitamin A
Milk 2 Go	Healthy Choice, Low Fat, Vitamin A, D, Calcium
Canned fish (sardines, salmon, tuna)	Healthy Choice
Eggs	Healthy Choice
Lean Ground Beef/ Muskox	Healthy Choice, Low Fat

CD/TASTE TESTS

PRINT MATERIALS

- EDUCATIONAL DISPLAY- EAT YOUR VITAMINS AND MINERALS!
- POSTER – Vitamin A – Strengthen Your Sight
- POSTER – Vitamin D and Calcium – For Strong Bones and Teeth
- POSTER – Vitamin C – To fight infection and have healthy skin and gums
- POSTER – Iron – Strong Blood, Strong Body
- POSTER- Labels – Shopping is so much easier
- FLYER – Vitamin Table – Vitamins and Minerals for a Healthy Body

RADIO

1. Announce Taste Tests and In-store demonstrations, cooking classes (?)
2. Announce Community Activities/ Contest(s)
3. Announce Walking Club Times

CABLE TV

Week 1 – Vitamin A

Week 2 – Vitamin D and calcium

Week 3 – Vitamin C

Week 4 – Iron

Week 5 – Reading Labels

Week 6 – Summary of Vitamins and Minerals

GIVEAWAYS

Trail mix

Cereal cups

Microwave egg cookers

Healthy Food baskets (containing ingredients to make a healthy dish)

WORKSITE ACTIVITIES Pedometer Challenge #6

FREQUENTLY ASKED QUESTIONS

1. What are nutrients, vitamins, minerals and why do we need them?

Nutrients are found in foods and are needed by any living being (plants included!) to live and grow. Without them, people would have stunted growth, become sick or malnourished, or at worst, die. We see the worst cases of malnutrition in some of the developing countries where people are blind due to a lack of Vitamin A or have rickets due to a lack of Vitamin D and calcium, or anemia, which causes poor brain development, especially seen in babies and children. Although some of the problems associated with a lack of nutrients are not as extreme as in other countries, getting enough nutrients makes us feel and look good as well as keeps us healthy.

2. Can I count on my food to get enough of these nutrients?

Today, we have a wide range of foods to eat from many sources. Years ago, people in the north relied on the traditional foods they were able to hunt, fish or gather when in season or close by. These foods provided an abundance of nutrients, especially the organ meats of animals and mammals. In fact, these parts of the animal usually provided enough of almost all of the nutrients we need: vitamin A, vitamin D, iron, etc. People got the calcium they needed from bones and fish skin and vitamin C from berries and some plants. If people eat mostly traditional foods, it is not difficult to get all the nutrients needed to stay healthy.

3. What do each of these nutrients do?

In this phase we are promoting nutrients that have been found need to be eaten more in the communities:

- We need Calcium and Vitamin D for strong bones and teeth.
- Vitamin A helps us fight infection and see better in the dark.
- Iron makes good red blood that gives us energy.
- Vitamin C helps wounds to heal and keeps our teeth, gums and skin healthy.
- We also continue to promote fibre as it is also very much needed for good health and to

avoid constipation.

4. I heard that you need to eat Vitamin D and calcium together otherwise the body doesn't use these nutrients very well. Is this true?

Yes, this is true. If you don't get enough Vitamin D, unfortunately, only about 15% of the calcium you eat or drink (say from milk or eat from yogurt) is absorbed. This is one of the reasons that milk was chosen in 1975 to be fortified with Vitamin D, because these two nutrients need each other to work well and can't keep teeth and bones strong (and prevent such conditions as rickets in children and osteoporosis in adults) without the other one.

5. Where can I get vitamin D?

There are a few foods that contain Vitamin D and it is also produced in the skin. Food sources: Traditional Food sources: seal liver and fish (fresh, frozen, dried or canned), such as lake trout, whitefish, arctic char and beluga blubber are sources of Vitamin D
Store bought sources: canned fish such as salmon and sardines, as well as eggs, milk that has been fortified with Vitamin D (powdered, evaporated, fresh), yogurts and margarine.
Health Canada advises that if you are over 50 years of age, you need a supplement of Vitamin D as well, check these recommendations on their website: http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/evid-fond/vita_d-eng.php

Vitamin D is produced in the skin upon exposure to ultraviolet B (UVB) rays but this is affected by where you live and the season of the year, and many other factors. In northern latitudes, some studies are showing that especially during the winter, we may not be able to produce any Vitamin D. So, we need to rely on food sources to get enough vitamin D.

Source: http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/evid-fond/vita_d-eng.php

6. Vitamins and Minerals in sports drinks, should I go for those or even supplements?

No, most sports drinks or supplements are expensive and not necessary. Get your vitamins and minerals from foods instead, most basic food staples, such as traditional foods, traditional meats, etc give you more than just calories and a few nutrients. Stick to food sources of these nutrients, though we do recommend foods that are fortified, such as milk (has Vitamin D) or fortified cereals (has added iron).

7. What is fiber? I don't understand why you guys are always talking about it!

Fiber is usually called roughage, and the main reason it is so important is that it helps to prevent constipation. People who have low intakes of fiber often eat a lot of refined and processed foods and are at increased risk of diabetes and some cancers. We need to eat more whole grain foods, as well as fruits and vegetables to get enough fiber in a day. So, eat whole grain foods, such as breads and muffins, whole grain pasta, kidney beans (such as in chili) and frozen fruit and vegetables.

8. What happens if you don't eat enough iron-rich foods

Not enough iron in your body can lead to a condition called iron-deficiency anemia. When you have low iron, your body can't produce as much energy and you will feel tired and irritable as well as it will be hard to pay attention. In children, this can cause more difficulty learning at school. Iron also helps carry oxygen to the rest of your body from the lungs so without enough iron, people often feel exhausted after even small amounts of exercise.

The best sources of iron are liver (also the kidney and heart) and red meats, and shellfish. Food dishes high in iron are beans with tomato sauce and pork, spaghetti with meat sauce, chili with beans, cabbage rolls with meat and burgers.

Source: Iron is essential for good health. Beef Information Centre (pamphlet).

9. If I get lots of calcium, am I guaranteed to have healthy bones?

Calcium is very important for strong bones and teeth, but calcium alone is not enough. As seen in question 2, we need Vitamin D (added to liquid milk) as well as magnesium, phosphorus, and protein – and all these nutrients can be found in a healthy diet so a variety of healthy foods need to be eaten each day.

Weight bearing exercise (like walking, skiing, skating) is also part of keeping bones healthy. Being physically active are the keys to bone and overall health. If you wonder if you are getting enough calcium or other factors to keep you healthy, check with your regional nutritionist. It is very important to get enough of these nutrients for strong bones early in life as bones are formed early in life through diet and weight bearing exercise. Without these, one is prone to brittle bones and osteoporosis in later life.

10. Am I getting enough vitamin C?

Vitamin C plays a number of roles in your body. It is necessary for healing cuts, keeping gums healthy and it helps your body absorb iron. Traditional foods sources of Vitamin C are whale skin, fish eggs and cloudberries, as well as seal and caribou liver and seaweed. Store bought food sources are citrus fruits such as oranges. But did you know that vitamin C is also found in potatoes and tomatoes?

11. Do I need to take a vitamin or mineral supplement?

Most people do not need to take vitamin or mineral supplements. It is possible to get the required amount by eating healthy foods according to the Food Guide for First Nations, Inuit and Metis (add in the link). According to Dietitians of Canada, some groups of people may need to take supplement, for example, women of childbearing age need more folic acid and men and women over the age of 50 need more Vitamin D. If you think you may need a supplement, just ask your regional nutritionist (Beth_Oehler@gov.nt.ca)

PHASE 6: TASTE TEST

PROMOTING CALCIUM AND VITAMIN D

LEARNING OBJECTIVES:

1. Customers will be aware of foods containing Calcium and Vitamin D by trying healthy foods and then making them at home with an easy recipe.
2. Customers will know that healthy foods do taste good, do not cost that much because they are made with basic ingredients, and are easy to take on the land, or to work/school.

MATERIALS NEEDED:

- Food labels/Ingredients (if you can, display these on table beside the recipe)
- Funky Monkey Milkshake OR Yogurt Parfait
- Blender (for milkshake), Skillet (for Mac n' Cheese)
- Small drink cups
- Spoons (Activity 2,3)
- Recipe Cards for Funky Monkey Milkshake
- Recipe Cards for Mac n' Cheese HFN Style!

GIVEAWAYS

- Fancy Cereal Bowls (for Activity 1,2)
- Food Basket containing ingredients to make a healthier Mac n' Cheese
- Options: small packet of skim milk powder, small package of whole-wheat pasta plus can of tuna (in water) or can of chopped tomatoes.

<p>Activity #1 BANANA MILKSHAKE</p>	<ol style="list-style-type: none">1. Place ingredients into blender and blend.2. Pour small amount into cup, ask customers to taste Funky Monkey Milkshake.3. Hand out flyer and recipe card.4. Talking Points:<ul style="list-style-type: none">-The ingredients in the milkshake make it not only tasty but healthy compared to other desserts- tastes like ice cream, but no fat or added sugar.-This is a quick, and very easy snack to put in a thermos and take with you.-Kids love the taste and it can use up leftover or really ripe bananas.-If you freeze this milkshake, you could have a cheaper, healthier version of frozen popsicles!-Contained in the milkshake is calcium and Vitamin D, which come from a variety of sources, traditional and store bought.-Vitamin D plays an important role in protecting your bones. Your body requires vitamin D to absorb calcium. Children need vitamin D to build strong bones, and adults need it to keep bones strong and healthy. When people do not get enough vitamin D, they can lose bone.-Exercise also helps keep your bones strong. You know that your muscles get bigger and stronger when you use them. Bones are similar; they get stronger and denser when you make them work.-Traditional food sources of calcium are: fish heads, fish skin and fish soup, clams, bones and seaweed.
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	<p>-Traditional food sources of Vitamin D are: fish (fresh, frozen, dried and canned), as well as blubber and seal liver. Store bought food sources are: milk, canned fish with the bones, yogurt as well as cheese, pizza and bannock make with baking powder.</p> <ol style="list-style-type: none"> 5. Giveaway the fancy bowls, demonstrate all the kinds of things that could be put in the fancy bowls (e.g. fruit and yogurt, cereal and milk). 6. Handout the Mac n' Cheese Recipe, as another great way to get your Vitamin D and Calcium as well as many other nutrients!
<p>Activity # 2: FRUIT AND YOGURT PARFAIT</p>	<ol style="list-style-type: none"> 1. Make a fruit and Yogurt Parfait in a small cup in front of the customer (or have them ready before hand) and let the customer try it. 2. Talking Points: <ul style="list-style-type: none"> - This can be made at home in minutes -Kids love these easy treats and it is a super way to get the calcium and Vitamin D you need for healthy bones and teeth. -Use whatever fruit you have, like canned fruit in its own juice (pineapple, mandarins, peaches), frozen or fresh fruit (ukpiks, raspberries). -This makes a quick dessert and a quick snack! -Use the same talking points for Vitamin D and Calcium that are in the above activity. -Choose lower fat yogurt (less than 2% M.F). M.F stands for "Milk Fat". -Choose a yogurt that does not have too much sugar (less than 10 grams per serving). 3. Giveaway the fancy bowls, demonstrate all the kinds of things that could be put in the fancy bowls (e.g. fruit and yogurt, cereal and milk).
<p>Activity #3: X- RAY SHOCKERS</p>	<ol style="list-style-type: none"> 1. Show customers X-rays of strong and porous (weak) bones. 2. Describe the difference between a porous bone and a strong one (fewer holes, etc) 3. As we age, our bones get thinner unless we eat foods high in calcium and Vitamin D and get exercise! 4. We need to be healthy on the inside to be healthy on the outside!

Banana Milkshake



Ingredients:

- 1 Frozen banana peeled
- 1 cup milk or 4 tablespoons of skim milk powder and cold water
- Handful of ice
- 2 tablespoons of cocoa powder

*Hint: Buy brown bananas on sale, peel and freeze them in a Ziploc bag. Peeling it before freezing makes it quick and easy!



Banana Milkshake



Ingredients:

- 1 Frozen banana peeled
- 1 cup milk or 4 tablespoons of skim milk powder and cold water
- Handful of ice
- 2 tablespoons of cocoa powder

*Hint: Buy brown bananas on sale, peel and freeze them in a Ziploc bag. Peeling it before freezing makes it quick and easy!



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Fruit n' Yogurt Parfait

****Source of Calcium and Vitamin D**

Fat-free or low-sugar yogurt
Fresh, frozen (thawed) or canned fruit

Layer the ingredients in a cup,
sprinkle with almonds or low fat cereal!

This makes a great breakfast, snack or dessert!

Hint: Thaw out frozen fruit overnight in the fridge.



Fruit n' Yogurt Parfait

****Source of Calcium and Vitamin D**

Fat-free or low-sugar yogurt
Fresh, frozen (thawed) or canned fruit

Layer the ingredients in a cup,
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Fruit n' Yogurt Parfait

****Source of Calcium and Vitamin D**

Fat-free or low-sugar yogurt
Fresh, frozen (thawed) or canned fruit

Layer the ingredients in a cup,
sprinkle with almonds or low fat cereal!

This makes a great breakfast, snack or dessert!

Hint: Thaw out frozen fruit overnight in the fridge.



PHASE 6: TASTE TEST

PROMOTING VITAMIN A

LEARNING OBJECTIVES:

1. Customers will be aware of foods containing Calcium and Vitamin D by trying healthy foods and then making them at home with an easy recipe.
2. Customers will know that healthy foods do taste good, do not cost that much because they are made with basic ingredients, and are easy to take on the land, or to work/school.

MATERIALS NEEDED:

- Food labels/Ingredients (if you can, display these on table beside the recipe)
- Creamy Carrot Soup
- Crock pot
- Small portion cups
- Spoons
- Flyer
- Recipe Cards for Creamy Carrot Soup

GIVEAWAYS

- Fancy Cereal Bowls

Activity #1: CARROT SOUP	<ol style="list-style-type: none">1. Bring a pot or crockpot of cream of carrot soup.2. Hand out samples of the soup for people to try.3. Talk about the ingredients in the soup. <p>Talking points:</p> <ul style="list-style-type: none">- This is an inexpensive healthy way to get your Vitamin A for the day.- Carrots are an excellent source of Vitamin A.- Vitamin A from carrots protects against cancer, helps your immune system and vision. It also makes you look good because it is needed for healthy skin, hair, bones and teeth.- Try this at home and put into a thermos for going out on the land or to work.- Cooked carrots are one of the only vegetables we eat that gets better for you once it's cooked!- Ask them to guess what traditional food sources have Vitamin A (they may not know, so we can tell them that liver and blubber beat carrots hands down for Vitamin A content).- Adding milk to make a cream soup helps your bones and teeth stay strong – add more skim milk powder!- Check out all the great nutrients in only one carrot- they are Low-calorie, Low-fat, Low-sodium, High in Vitamin A and Cholesterol-free! <p>Carrot Nutritional Information (1 medium-sized carrot)</p> <p>Calories 40 Fiber 3g Vitamin A 330% Calcium 2%</p>
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Cream of Carrot Soup

****Source of Vitamin A**

2 lbs. carrots, peeled, chopped or 2 small bags of baby carrots
Water or chicken broth
Salt, to taste
Pinch of curry powder or cumin to taste
1 cup of 1% milk or 4 tbsp of skim milk powder in 1 cup of water

Toss the chopped carrots into a pot and add just enough cold water/broth to cover them. Season with sea salt and curry or cumin, to your liking.

Cover and bring to a boil; lower the heat and simmer until the carrots are very tender, **about 20 minutes**. Add the milk or skim milk powder and water.

Puree the soup with a blender or a potato masher until smooth.

Feeling adventurous? Switch the cumin or curry for garlic powder or a whole clove, pinch of dried thyme or nutmeg and grated lemon rind.



Cream of Carrot Soup

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2 lbs. carrots, peeled, chopped or 2 small bags of baby carrots
Water or chicken broth
Salt, to taste
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Cover and bring to a boil; lower the heat and simmer until the carrots are very tender, **about 20 minutes**. Add the milk or skim milk powder and water.

Puree the soup with a blender or a potato masher until smooth.

Feeling adventurous? Switch the cumin or curry for garlic powder or a whole clove, pinch of dried thyme or nutmeg and grated lemon rind.



PHASE 6: TASTE TEST

PROMOTING NUTRIENT DENSE FOODS: ON-THE GO!

LEARNING OBJECTIVES:

1. Customers will be aware of foods select foods that contain many nutrients for good health and how to make them at home with an easy recipe.
2. Customers will know that healthy foods do taste good, do not cost that much because they are made with basic ingredients, and are easy to take on the land, or to work/school.

MATERIALS NEEDED:

- Food labels/Ingredients (if you can, display these on table beside the recipe)
- Eggs (for show)
- Flyer

Giveaways

- Egg microwavers
- Egg Soccer Balls or a few items of Cooking Spray

<p>Activity #1: EGGS!</p>	<ol style="list-style-type: none"> 1. Show people the egg microwavers and how easy it is to get your eggs! OR 2. Use the Eggs Taste Test/demonstration from Phase 3 (Eggs, Veggies and Mozza recipe) <p>Talking Points:</p> <ul style="list-style-type: none"> - Eggs are an Eggscellent (haha) source of vitamins and minerals! - Eggs are among natures perfect foods: - Eggs contain most of minerals the human body needs for health - Eggs are an excellent source of iodine, required to make the thyroid hormone, and phosphorus, required for bone health. - Eggs provide significant amounts of zinc, important for wound healing, growth and fighting infection; selenium, an important antioxidant; and calcium, needed for bone and growth structure. - Eggs also contain significant amounts of iron, the vital ingredient of red blood cells.
<p>Activity #2: Snack Attack</p>	<ol style="list-style-type: none"> 1. Fill up each compartment of our snack tray with a healthy finger food. 2. There are five sections. Section #1: High Fibre cereal (Multi-grain cheerios, Fibre 1, Shreddies) Section #2: High Fibre cereal (Multi-grain cheerios, Fibre 1, Shreddies) Section #3: Nuts (preferably unsalted, raw- almonds, pecans, walnuts). Section #4: Dry fruit (cranberries, apricots, blueberries, apple slices, currants, raisins) Section #5: Snack (Smart pop, pretzels) 3. Have them take a spoonful out of each section with the things they like and give them a small Ziploc (snack size) bag to fill. <p>Talking points:</p> <ul style="list-style-type: none"> -Nuts are healthy, but eat them in moderation because they are also full of fat. -It is so easy to make a trail mix and home; try this instead of chips! -Dried fruit is a cheaper way to get your fruit, and can be carried to work or on the land.

<p>Activity #3: Carrot-Pineapple Muffins</p>	<p>1. Make muffin recipe beforehand. Cut muffin into quarters and place in a basket/plate or place into portion cup. Make sure have some napkins / papertowels on hand to serve the pieces of food.</p> <p>Talking points:</p> <ul style="list-style-type: none"> - Healthy Snack! - Each little "package" contains most of the promoted nutrients! High fiber, iron (from the raisins), carrots (Vitamin A), skim milk powder (Calcium and Vitamin D), pineapple (Vitamin C). - Have a healthy snack like an easy to make muffin rather than junk food. - Because of the fiber, they make you feel full longer. - These are very easy to make!
<p>Activity #4: Banana Muffins</p>	<p>1. Make muffin recipe beforehand. Cut muffin into quarters and place in a basket/plate. Make sure have some napkins / papertowels on hand to serve the pieces of food.</p> <p>Talking points:</p> <ul style="list-style-type: none"> - Healthy Snack! Fast, easy and cheap to make. - Each muffin is a great Vitamin C (bananas), Calcium (skim milk powder and baking powder), Fiber (whole wheat flour or Natural Bran - Have a healthy snack like an easy to make muffin rather than junk food. - Because of the fiber, they make you feel full longer. - Enjoy!
<p>Activity #5: Healthy Vegetable Macaroni Soup</p>	<p>1. Bring a pot or crockpot of Healthy Vegetable Macaroni Soup. 2. Set up ingredients for the soup on the table for demonstration. 3. Hand out samples of the soup for people to try. 4. Talk about the ingredients in the soup.</p> <p>Talking points:</p> <ul style="list-style-type: none"> - This is an inexpensive and nutritious soup. - Each cup is full of vitamins and minerals our body needs daily. - Vitamin A from carrots, tomatoes and corn protects against cancer, helps your immune system and vision. It also makes you look good because it is needed for healthy skin, hair, bones and teeth. - Iron from beans makes good red blood which gives you energy. Beans are a great substitute for meat. - Try this at home and put into a thermos for going out on the land or to work.

Low-Fat Carrot-Pineapple Muffins

****Source of Vitamin A, Calcium, Fibre**

DRY

1 cup all-purpose flour
1 cup whole wheat flour
½ cup natural bran
1/2 cup brown sugar, packed
1 Tablespoon baking powder
1/2 teaspoon baking soda
1/2 teaspoon salt
1 teaspoon cinnamon

1 ½ cups carrot -- finely shredded
1/2 cup raisins (optional)

WET

1 cup skim milk **or** 4 tbsp of skim milk powder in 1 cup water
2 eggs
1/4 cup applesauce
1 cup crushed pineapple with juice
2 tablespoons vegetable oil
1 teaspoon vanilla



Preheat oven to 400 degrees F. Grease muffin tins with Cooking Spray.

1. Combine flours, bran, brown sugar, baking powder, baking soda, salt and cinnamon in a medium bowl; make a well in the centre of the mixture.
2. Combine milk, eggs, applesauce, pineapple, oil, and vanilla, beat well.
3. Add wet ingredients to dry ingredients, stir well.
4. Stir in carrot and raisins.
5. Divide batter evenly among muffin cups to make 18 muffins.
6. **Bake at 400 degrees for 20 minutes or until golden.**



Low-Fat Carrot-Pineapple Muffins

****Source of Vitamin A, Calcium, Fibre**

DRY

1 cup all-purpose flour
1 cup whole wheat flour
½ cup natural bran
1/2 cup brown sugar, packed
1 Tablespoon baking powder
1/2 teaspoon baking soda
1/2 teaspoon salt
1 teaspoon cinnamon

1 ½ cups carrot -- finely shredded
1/2 cup raisins (optional)

WET

1 cup skim milk **or** 4 tbsp of skim milk powder in 1 cup water
2 eggs
1/4 cup applesauce
1 cup crushed pineapple with juice
2 tablespoons vegetable oil
1 teaspoon vanilla



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1. Combine flours, bran, brown sugar, baking powder, baking soda, salt and cinnamon in a medium bowl; make a well in the centre of the mixture.
2. Combine milk, eggs, applesauce, pineapple, oil, and vanilla, beat well.
3. Add wet ingredients to dry ingredients, stir well.
4. Stir in carrot and raisins.
5. Divide batter evenly among muffin cups to make 18 muffins.
6. **Bake at 400 degrees for 20 minutes or until golden.**



BANANA Muffins



****Source of Vitamin C, Fibre**

WET INGREDIENTS

2 Bananas, mashed
4 tbsp Vegetable oil
1 Egg
1 cup Skim milk = 4 tbsp Skim
milk powder in 1 cup water

DRY INGREDIENTS

1 cup All-purpose flour
1/2 cup Whole wheat flour **or**
Natural Bran
1/2 cup Splenda sugar
1/4 teaspoon Salt
1 teaspoon Baking powder
1 teaspoon Baking soda
1/2 teaspoon Cinnamon (optional)

PREHEAT oven to 400°. Use Cooking Spray to grease 12 cup muffin tray.

MIX together vegetable oil, egg, bananas and milk. Mix until smooth.

MIX together flours, sugar, salt, baking powder, baking soda and cinnamon.

MIX the wet and dry ingredients together until smooth. You can always add more milk if want your muffins to be very moist.

Divide batter evenly among muffin cups.

BAKE about **15 minutes** until lightly golden.



Makes 12 delicious and healthy muffins. ENJOY!

Healthy Vegetable Macaroni Soup

Preparation Time: 30 minutes

Source of: Iron, Vitamin A, Vitamin C, Fibre

Ingredients:

- 2 tbsp Canola, Olive or Vegetable Oil
- 1 Onion – finely chopped
- 2 Celery – thinly sliced
- 1 Carrot – thinly sliced
- 6 cups Vegetable or Chicken Broth
- 2 cups Macaroni (uncooked)
- 1 can diced Tomatoes
- 1 can Beans
- 1 cup frozen Corn
- 2 tsp Seasoning of your choice (Mrs Dash, Parsley, Basil or Dill, pepper)



Directions:

1. In a large pot over medium heat, add onion, celery and carrots in the oil. Cook for **2 minutes**. Add broth.
2. Bring to a boil, reduce the heat and simmer until the carrots are tender, **about 10 minutes**.
3. Add macaroni and tomatoes. Cook for **about 10 minutes** or until macaroni is tender.
4. Add beans, frozen corn and stir. Soup is ready to eat. Easy and delicious!

Healthy Vegetable Macaroni Soup

Preparation Time: 30 minutes

Source of: Iron, Vitamin A, Vitamin C, Fibre

Ingredients:

- 2 tbsp Canola, Olive or Vegetable Oil
- 1 Onion – finely chopped
- 2 Celery – thinly sliced
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- 6 cups Vegetable or Chicken Broth
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- 1 can Beans
- 1 cup frozen Corn
- 2 tsp Seasoning of your choice (Mrs Dash, Parsley, Basil or Dill, pepper)



Directions:

5. In a large pot over medium heat, add onion, celery and carrots in the oil. Cook for **2 minutes**. Add broth.
6. Bring to a boil, reduce the heat and simmer until the carrots are tender, **about 10 minutes**.
7. Add macaroni and tomatoes. Cook for **about 10 minutes** or until macaroni is tender.
8. Add beans, frozen corn and stir. Soup is ready to eat. Easy and delicious!

PHASE 7: TASTE TEST

RECAP

LEARNING OBJECTIVES:

1. Customers will be aware of foods select foods that contain many nutrients for good health and how to make them at home with an easy recipe.
2. Customers will know that healthy foods do taste good, do not cost that much because they are made with basic ingredients, and are easy to take on the land, or to work/school.

MATERIALS NEEDED:

Food labels/important Ingredients (if you can, display these on table beside the recipe)
Flyer/Brochure (depending on activity)

GIVEAWAYS

- Fancy Cereal Bowls (Activity 1)
- Recipe card with a baggy of lentils and shopping list/shopping bag (Activity 2)
- Crystal Light single packet (Activity 3)
- Small cans of cooking spray (Activity 4)
- Snack tray and/or piece of fruit and or Mrs. Dash (Activity 5)
- Travel/ceramic mug/thermos and/or samples of Splenda or skim milk powder (Activity 6)

HFN MATERIALS

- Flyer: Follow the 10% Rule (Vitamins and Minerals Phase) (Activity 1)
- Flyer: Use a list! (Activity 2)
- Flyer: Healthy Drinks (Activity 3)
- Flyer: Eat Together like the Old Days/ Country vs. Store-Bought Meats (Activity 4)
- Brochure: Getting Fresh with Fruits and Veggies (Activity 5)
- Flyer: Enjoy a Healthier Cup of Coffee or Tea (Activity 6)

<p>Activity #1: Banana Milkshake</p>	<ol style="list-style-type: none"> 1. Place ingredients into blender and blend. 2. Pour small amount into cup, ask customers to taste Banana Milkshake. 3. Hand out flyer and recipe card. <p>Talking Points:</p> <ul style="list-style-type: none"> -The ingredients in the milkshake make it not only tasty but healthy compared to other desserts- tastes like ice cream, but no fat or added sugar. -This is a quick, and very easy snack to put in a thermos and take with you. -Kids love the taste and it can use up leftover or really ripe bananas. -If you freeze this milkshake, you could have a cheaper, healthier version of frozen popsicles! -Contained in the milkshake is calcium and Vitamin D, which come from a variety of sources, traditional and store bought. -Vitamin D plays an important role in protecting your bones. Your body requires vitamin D to absorb calcium. Children need vitamin D to build strong bones, and adults need it to keep bones strong and healthy. When people do not get enough vitamin D, they can lose bone. -Exercise also helps keep your bones strong. You know that your muscles get bigger and stronger when you use them. Bones are similar; they get stronger and denser when you make them work.
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	<p>-Traditional food sources of calcium are: fish heads, fish skin and fish soup, clams, bones and seaweed.</p> <p>-Traditional food sources of Vitamin D are: fish (fresh, frozen, dried and canned), as well as blubber and seal liver (marine mammals, fatty fish, fish eggs, loche livers,, livers of most food species, caribou kidney and liver, muskox fat, also pretty much all liver of land and sea mammals,</p> <p>Store bought food sources (of both nutrients or just one or other?) are: milk, canned fish with the bones, yogurt as well as cheese, pizza and bannock make with baking powder, skim milk powder is a great source of nutrients.</p>
<p>Activity #2: Lentil Soup or Healthy Vegetable Macaroni Soup</p>	<ol style="list-style-type: none"> 1. Put a small amount soup in each small cup. 2. Ask the participant if they would like to taste a nutritious, delicious and easy to make soup. 3. Give the participant a small portion of soup in a cup and a spoon Ask them to taste it. 4. Ask them what they think. Ask how they might make it taste a little 'better'. (Different vegetables, spices, different type of bean – can they put meat in it also or fish?). 5. Show them 3 ingredients used: cup of lentils, can of tomatoes, vegetables. EASY! Tell them they can add any extra vegetables. 6. Read the lentil cooking instructions on the bag to demonstrate how easy they are to cook. 7. Carry on with demonstration by handing out the recipe card and talk about why this is a good meal idea. <p>Talking Points for Lentil Soup <u>or</u> see Phase 6 for Talking Points for Vegetable Macaroni soup</p> <p>-Lentils are high in fiber which may reduce the risk of heart disease and diabetes. There are 9 grams of fiber in 1 cup of this recipe.</p> <p>-Eating Healthy does not have to be expensive! Beans are cheaper than using meat for making soups.</p> <p>-Eating Healthier meals for dinner does not have to take a lot of time. Explain how easy it was to make this recipe and how long it took.</p> <p>-Canned tomatoes are even healthier than fresh tomatoes and are an excellent source of Vitamin C which is needed for healing wounds and fighting infections. The canning process releases phytochemicals that you don't get in fresh tomatoes!</p> <p>8. Giveaway: Recipe card with a baggy of lentils (1 cup) to try at home and a shopping list/shopping bag to people who engage OR ingredients for the Healthy Vegetable Macaroni Soup (i.e. canned tomatoes; 2 cups whole wheat pasta in a baggy if available; or canned beans)</p>
<p>Activity #3: Fizzy Drinks & Sugar Baggies demo</p>	<ol style="list-style-type: none"> 1. Demonstrate to customers how they can make a fizzy drink (healthier "pop"). Pour unsweetened fruit juice (frozen? orange, cranberry, grape) into a small paper cup (halfway) and top it off with unsweetened carbonated water. <p>Talking points:</p> <ul style="list-style-type: none"> -You will end up drinking half of the sugar and the calories...You will also save money by drinking less juice (can you do a comparison poster to show this?)! -If you don't like the "fizz", mix any 100% juice with cold water. -Another fun idea that kids like: pour 100% juice into an ice cube tray and freeze. – (could also add a berry in the centre of each). Add ice cubes to tap water to flavour the water without all of the added sugar. -Show <u>sugar jar demonstration</u>: how much sugar is in pop, milk, juice etc.

	<p>2. Giveaway: Crystal Light single packet to try at home to people who engage.</p>
<p>Activity #4: Taste Test of Country Foods Recipe</p>	<ol style="list-style-type: none"> 1. Put a small amount soup in each small cup. 2. Ask the participant if they would like to taste a nutritious, delicious and easy to make soup that highlights country foods. 3. Give the participant a small portion of soup in a cup and a spoon. 4. Ask them to taste it. 5. Ask them what they think. Ask how they might make it taste a little 'better' (better is all relative! (Different vegetables, spices, brown rice, beans etc.) 6. Tell them they can add any extra vegetables that they like. 7. Carry on with demonstration by handing out the recipe card and talk about why this is a good meal idea. <p>Talking Points:</p> <p>Caribou / MuskoX Soup:</p> <ul style="list-style-type: none"> - Caribou and muskox are excellent sources of protein and good sources of iron and B vitamins. The fat content of moose and caribou meat is very low (1%) when compared to 12-20% for beef, pork and poultry. - Canned tomatoes are just as healthy as fresh tomatoes and are an excellent source of Vitamin C which is needed for healing wounds and fighting infections. - Mrs. Dash (or salt free seasoning) is a great way to add flavour to any dish, without having to add extra salt or fat! It can also be used in dips, mashed potatoes, eggs, to season meats etc... - Barley/ brown rice are great ways to add extra fiber to soups. Beans (chickpeas, lentils, kidney beans) also add protein and fiber to soups. - This soup uses fresh vegetables such as carrots, celery and onions which are usually cheaper, last longer and more available at all times in the North. However, frozen vegetables work well in this recipe as well! <p>Fish Chowder:</p> <ul style="list-style-type: none"> - Trout or arctic char are an excellent source of protein and B vitamins. Fatty fish like trout and char are good sources of omega-3 fatty acids, which help protect against heart disease and may prevent cancer. - Frozen corn was used in this recipe. Frozen vegetables are just as healthy as fresh vegetables, and also cheaper. Unlike fresh, they won't go bad! - 2% Evaporated milk adds additional nutrition to the soup (Vitamin A and D, which many people in the North do not get enough of). Also, it is lower in calories and fat than regular evaporated milk or cream...Which are normally found in chowders - Try using skim milk powder as a substitute! Its cheap but with all the same benefits as regular milk! <p>8. Giveaway: have few cans of cooking spray to people who engage.</p>
<p>Activity #5: Cutting vegetables and fruits and trying a low- fat dip</p>	<ol style="list-style-type: none"> 1. Have all fruits and vegetables washed and ready to cut at the demonstration site. 2. Ask the customer if they have ever eaten/served a ___ (mango, broccoli, etc.) before. 3. Find a fruit or vegetable that they have not served before- Show them how to prepare the fruit or vegetable according to the Fruit and Vegetable Preparation brochure. Talk through each step as you do it. 4. Offer the customer a small taste of the fruit/vegetable. <p>Talking points:</p> <ul style="list-style-type: none"> - Fruits and vegetables are quite easy to prepare as long as you know how. - When served from the snack tray, fruits and vegetables make for a delicious and nutritious snack for the family - When served with low fat dressing, vegetables become a great snack for the family

	<ul style="list-style-type: none"> - Great way to increase fiber intake! - Add them to any meal <p>5. Giveaway: Give the customer a snack tray and Fruit and Vegetable Preparation brochure so they can serve fruits and vegetables at home, or a fruit they have never tried (kiwi, mango etc...) to people who engage.</p>
<p>Activity #6 Coffee and Tea healthier additions</p>	<ol style="list-style-type: none"> 1. Do the fat jar demonstration. Show them the jars of fat and sugar. Tell customers that they represent the amount of fat if you were to drink 2 cups per day for 30 days in a month. 2. Do the sugar jar demonstration. Show the amount of sugar you would consume in a month if you had 2 teaspoons of sugar in 2 cups of coffee for 30 days (2700 calories). <p>Talking Points:</p> <ul style="list-style-type: none"> - There are 3500 calories in a pound of fat. SO, if you switch normal sugar for Splenda (and you drink 2 cups of coffee a day) you will lose 9 pounds in a year. If you drink 4 cups, that's 18 pounds/year! <ol style="list-style-type: none"> 3. Giveaway: Give travel mug, ceramic mug, flyer, and free samples of Splenda or skim milk powder to people who engage.

FREQUENTLY ASKED QUESTIONS

BANANA MILKSHAKE

1. What do each of these nutrients do?

In this phase we are promoting nutrients that have been found need to be eaten more in the communities:

- We need Calcium and Vitamin D for strong bones and teeth.
- Vitamin A helps us fight infection and see better in the dark.
- Iron makes good red blood that gives us energy.
- Vitamin C helps wounds to heal and keeps our teeth, gums and skin healthy.
- We promote fibre as it is needed for good health and to avoid constipation.
- An interesting link for calcium! [HTTP://WWW.DAIRYGODNESS.CA/EN/CONSUMERS/BEWELL/HEALTH-MILK-PRODUCTS/HEALTH-MATTERS/BIENFAITS-SANTE.HTM](http://www.dairygoodness.ca/en/consumers/bewell/health-milk-products/health-matters/bienfaits-sante.htm)

2. I heard that you need to eat Vitamin D and calcium together otherwise the body doesn't use these nutrients very well. Is this true?

Yes, this is true. If you don't get enough Vitamin D, unfortunately, only about 15% of the calcium you eat or drink (say from milk or eat from yogurt) is absorbed. This is one of the reasons that milk was chosen in 1975 to be fortified with Vitamin D, because these two nutrients need each other to work well and can't keep teeth and bones strong (and prevent such conditions as rickets in children and osteoporosis in adults) without the other one. Besides fluid milk, many yogurts are now fortified with vitamin D.

3. Where can I get vitamin D?

There are a few foods that contain Vitamin D and it is also produced in the skin.

Food sources:

Traditional Food sources: seal liver and fish (fresh, frozen, dried or canned), such as lake trout, whitefish, arctic char and beluga blubber are sources of Vitamin D

Store bought sources: canned fish such as salmon and sardines, as well as eggs, milk that has been fortified with Vitamin D (powdered, evaporated, fresh), yogurts and margarine. Health Canada advises that if you are over 50 years of age, you need a supplement of Vitamin D as well, check these recommendations on their website: http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/evid-fond/vita_d-eng.php

Vitamin D is produced in the skin upon exposure to ultraviolet B (UVB) rays but this is affected by where you live and the season of the year, and many other factors. In northern latitudes, some studies are showing that especially during the winter, we may not be able to produce any Vitamin D. So, we need to rely on food sources to get enough vitamin D.

Reference: Houtari and Herzig (2008) Review Article. Vitamin D and Living in Northern Latitudes – An endemic risk area for vitamin D deficiency, *International Journal of Circumpolar Health* 67(2), 164 – 178. It's interesting that Finland has only started fortification of milk since 2003. Source: http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/context/evid-fond/vita_d-eng.php

LENTIL SOUP or TOMATO BEAN SOUP or HEALTHY VEGETABLE MACARONI SOUP

All of these are easy, inexpensive and nutritious and the ingredients are almost always available!

Q: I am too busy to figure out how to make healthy meals for my family, what can I do?

A: Although you may feel you don't have time to make a plan for shopping and cooking, a little planning ahead can save lots of time (and money) in the long run. During the weekend, choose 5 meals for the week ahead. Look through the house and see what ingredients you already have. Then make a list of what you need to buy. Then you only have to go shopping once per week. You will already know what to cook when you get home from work. You won't have to shop or decide what to make when you are tired at the end of the day.

Try this meal planning guide from the Dietitians of Canada:

http://www.dietitians.ca/public/content/eat_well_live_well/english/menuplanner/Overview.asp

Q: I am too tired at the end of the day to cook a healthy dinner, what advice can you give me?

A: Get everyone in the house involved in the event of dinner. Divide up the jobs such as chopping vegetables, cooking, and cleaning up. Another way to decrease the amount of work in cooking is to make twice the amount of food at one meal and freeze half of it for another easy meal. This works great with foods like soup, meat sauce for pasta, stew and chili. Don't forget to label and date the food you freeze so you remember what it is!

Q: Help! My kids don't like healthy foods. What can I do?

A: Try involving them in the planning process. Give them options of choosing some of the ingredients. Have them involved in the meal preparation and clean-up. Whenever possible sit down with everyone in the house and have a relaxing time together. Meal time is a great time for quality conversation while nourishing your bodies with good food. (Be a good role model – eat with your kids as it has so many other benefits).

Q: How can I make food that is nutritious and lower in fat?

A: Try to prepare foods by baking, broiling, roasting or grilling instead of frying. If you have to fry, try using cooking spray instead of lard or butter. When you cook country meats, make a pot roast instead of dry roasting with bacon. Cook fish in foil so it won't dry out but will stay moist without adding fat. Try replacing some of the white flour in a recipe with whole wheat flour.

Q: Are frozen, canned or dried vegetables and fruit as healthy as fresh?

A: Any form of a vegetable or fruit is better than eating no vegetable or fruit. So look for all the options that are available in your community and make use of them.

Often frozen, canned and dried vegetables and fruit are harvested and packed fresh from the field when they are most nutritious. If you choose these forms look on the package ingredient list try to eat the brands that have the least sugar and salt

Frozen fruit and vegetables are convenient in that you can buy large amounts (which sometimes cost less) take out just what you will eat and the rest can stay in the freezer for later.

Q: Why should I make a shopping list before heading to the store?

A: Making a shopping list is a beneficial activity which saves you money and time. It helps save money because it keeps you from buying foods that you already have at home. It helps keep you focused on the healthy foods you need to make planned meals instead of being "sidetracked" by all the junk food available at the store. It also saves you time by making your shopping trips quicker because you don't have to make decisions about what to buy while you are at the store.

Use the Healthy Foods North shopping lists and your meal plan when you go shopping.

FIZZY DRINK

Q: My kids like to drink juice. What is the best kind of juice to buy?

A. The best kind of juice to buy is 100% unsweetened fruit juice. This means that the drink is made from juice squeezed directly from the fruit, with no sugar added. If the container doesn't say "100% pure" on the label, then it's a good idea to read the ingredient list. If there is "sugar" or another word that ends in "ose" (glucose, fructose) listed, then it is not 100% real juice.

The most nutritious juices are 100% pure unsweetened orange, pineapple, prune, and grapefruit juices. Avoid fruit cocktails, fruit beverages, and powdered "juices" that are mixed with water, as these are both high in added sugar and low in nutrients. For children between 1 and 5 years of age, it is good to limit juice to ½ cup per day. Water and milk are better choices for children as drinking too much juice can cause children to feel full and not eat more nutritious foods.

However, note that the most recent dietary guidelines for children do not promote juice consumption as it is much better to have a fruit instead. Current recommendations are found on the DHSS website: Healthy Foods Facilities (link):

<http://www.hlthss.gov.nt.ca/english/publications/pubresult.asp?ID=180>

http://www.actnowbc.ca/families/sweet_drinks_and_children

How much is too much?

Children do not need any sweet drinks to have a well-balanced, healthy diet. If you do include sweet drinks in your child's diet, limit them to one small glass per day.

Why no fruit juice?

As juice comes from fresh fruit, it's easy to believe it's a natural, healthy food, full of vitamins. But children only need half an orange to get their daily vitamin C - and it takes 3 or 4 oranges to make one glass of juice. Encourage your children to eat fresh fruit instead of juice. This will:

- Supply fibre to the diet and help prevent constipation.
- Help with skills such as peeling and chewing.
- Teach about different textures, colours and tastes.
- Provide a convenient, healthy and nourishing option for snacks.

Q. Why is not good to have too much sugar?

A. It causes cavities. It makes people gain weight. It can cause you to feel energized for a short amount of time, but usually that will go away quickly leaving you more tired than before. It can make people irritable and kids hyperactive. In people with diabetes it will can raise their blood sugar to dangerous levels, leading to complications such as blindness and kidney disease.

FRUIT AND VEGETABLE PREPARATION

Q. Why are vegetables and fruits important?

A. Fruits and vegetables give your body important vitamins, minerals, nutrients like Vitamin C, folate, and fibre which are important to keep you healthy and free of diseases like heart disease, high blood pressure, type 2 diabetes, and some types of cancer.

Q. Are fresh vegetables and fruits healthier than frozen or canned fruits and vegetables?

A. Sometimes frozen or fresh fruits may actually have more nutrients than fresh fruits. This is because "fresh" fruits may lose nutrients during the long time it takes them to reach you, while frozen or canned fruit are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned fruit do not have lots of added sugar. For example, if canned fruit is 'in syrup' there is a lot of sugar added. Instead, look for canned fruit that has no sugar added (in water) or is in natural juice (it's own juice).

Q. This activity is useless, we never get these vegetables or fruits in the stores, and when we do, they are rotten.

A. Well, it can't be true that you never get these fruits or vegetables in, because I just purchased them here! And with the help of this brochure (see inserted document – getting fresh with fruits and veggies), you'll be able to prepare the weirder fruits and vegetables that come into the stores. True, the produce isn't as fresh as down south, but it is still very healthy. You can always cut off any bruised or moldy spots. Of course, you can also use frozen or canned fruits and vegetables which have the same health benefits of the fresh stuff.

While these healthy foods can look expensive, try buying one more fruit and one less sweet food or fizzy drink. Healthy foods, especially those made at home, can be more filling than store-bought snacks and last longer, such as bannock or healthy homemade cookies with oatmeal and a few nuts.

COUNTRY FOODS

Q: I heard omega 3 fats are good. What foods should I eat to get more of these?

A: Yes, omega-3 fatty acids are good. Omega-3 fats are a type of polyunsaturated fat that helps lower blood cholesterol, reduce joint inflammation (such as with arthritis), and reduces the risk of heart disease. Omega-3 fats prevent your blood from getting thick and sticky, which may lead to the formation of blood clots.

Omega 3 fats are found in fatty fish such as salmon, arctic char, beluga whale (including muktuk), sardines, trout, and herring.

Store bought sources are flax seeds (Flax seeds are better when they are ground up to receive their nutritional benefit and release the healthy fats), walnuts, soybean oil, and canola oil. The types found in fish appear to be especially helpful in preventing heart disease. Canada's Food Guide to Healthy Eating recommends two servings of fatty fish each week. For more information contact your regional nutritionist.

Q: I heard you need to be careful with eating too much country foods because of contaminants. Is that true?

A: It is important to all of us to know the foods we eat are safe. All recent studies have looked at this carefully and found that contaminant levels in country foods in the Western Arctic are so low that eating your local, traditional foods is safe. The benefits of traditional foods are so great that they should be enjoyed as often as possible. Healthy Foods North encourages you to eat a wide variety of country foods,

Q: Country foods are better for you than store foods, right?

A: Northerners who ate a traditional diet were very healthy people, and were able to get all the nutrients they needed from their local foods. Nowadays, because of the mix of foods available, a wide variety of foods are usually eaten to keep healthy.

Traditional meats like seal, whale, fish, muskox and caribou are high in protein and iron, and low in fat, however, if not all edible parts are eaten, we need to get the 50 or so nutrients we need from other sources, such as fruits and vegetables, whole grains, and dairy products. A combination of these foods provides us with a well-balanced diet by providing different nutrients such as calcium, Vitamin A, and fibre. These days, many people eat a mix of traditional foods and store-bought foods.

Q: But in the past people only used to eat meat and they were healthy. Why can't that work for me today?

A: As we mentioned, when people used to live on the land and eat all parts of the animal, they would get a variety of nutrients. For example, fish heads provided calcium, and caribou stomach contents provided vitamin A. Our bodies need over 50 nutrients in order to be healthy from day to day.

People got these nutrients from the traditional diet they ate. In addition, people needed high amounts of fat from animals and whales because they may have to go periods without food and needed the calories for energy for their active, nomadic lifestyles. This helped keep them lean, fit and warm.

Today people are much less active and most have access to food at all times. This has led to an increase in diabetes and obesity. Today people often eat just the meat of the animal, and have access to many store foods. So it is important to know which store foods are healthier, such as whole grain bread and cereals, fruits and vegetables, and low fat dairy products. If the right foods are chosen, they will provide the missing nutrients and can also keep calorie and fat intakes lower to prevent weight gain. However, Healthy Foods North encourages everyone to eat as many traditional foods as possible, especially the organs and other edible parts.

HEALTHY COFFEE AND TEA

Q. What are artificial sweeteners?

A. Sweeteners taste just as sweet as sugar (even more sweet), but do not have the calories and sugar content that sugar has. The calories from sugar when added to coffee or tea really add up. Too much sugar can cause teeth problems and weight gain, which can increase the risk of getting some health problems.

Q. Are artificial sweeteners safe for people?

A. Most sweeteners sold in Canadian stores have been approved by Health Canada and are considered safe for humans to use daily in moderation. It is okay to use artificial sweeteners in your tea and coffee and also to drink diet pop. It is recommended that people with diabetes use artificial sweeteners because having lots of sugar can make that person's blood sugars go up.

Q. Why should we use a lower fat coffee whitener?

A. Coffee whitener contains more chemicals than artificial sweeteners, contains fats that are not good for your heart, has lots of sugar and does not have any vitamins or good nutrition. There are many healthier alternatives for "add ins" that are better for your health. Milk is the best choice to add to your coffee because it has calcium and Vitamin D which is good for strong bones – for a substitute, add some skim milk powder to your coffee or tea.

Q: Why are you promoting products containing aspartame? These are not healthy!

A: The healthiest option for drinking is water. However, most of us also drink coffee and tea daily and we like it sweet. Products like Splenda and diet pop drinks are a healthier and a safe alternative for people who are trying to decrease their sugar intake. To date, there are no reported cases of anyone dying due to consuming aspartame, however, thousands of people die in Canada each year due to diabetes and other chronic diseases. Switching over to a substitute sugar is a good option to lower the amount of calories and fat you are putting into your body daily.

COMMUNITY ACTIVITIES

ABOUT COMMUNITY ACTIVITIES

CONDUCTING COMMUNITY ACTIVITIES AS PART OF HEALTHY FOODS NORTH

Community activities are one of the major responsibilities of the Interventionist. The community events will promote the other activities of the HFN program. These activities will require collaboration with local health and social services staff and help to institutionalize the program. The Interventionist is responsible for making sure s/he has all the needed materials and permission from community leaders to conduct events.

EXAMPLES OF COMMUNITY ACTIVITIES

- Community Health Fair
- Traditional games or activities
- Partner up with CPNP workshops and cooking classes
- Partner up with CHR for community-wide workshops on Fetal Alcohol Syndrome Disorder; Breastfeeding Challenge; Preventing Diabetes
- Community clean-up (serve healthy drinks and/or snacks)
- Set-up nurse workshops on various topics "healthy parenting", "healthy babies"
- Do presentations/cooking classes at the local school
- Partner up with local Recreation group for potential activities in the community

TIMING

Events should be conducted at the beginning of each phase. Pre-promotion will be essential to ensuring good attendance. Personal invitations are a good way to promote the events.

REFERRALS

If a member of the public asks any difficult questions or is interested in more information, refer them to the NIC (nurse in charge) or other nurse, regional nutritionist or dietitian (if there is one in your region) or CHR.

ONGOING:

BUILDING PARTNERSHIPS

Building partnerships with community groups is an important component of the Healthy Foods North program. Beyond the structured Community Activities, partnerships can be built with a variety of community groups including food banks, breakfast programs at school and daycares, and after-school programs. Interventionists should think of potential partners and discuss their ideas with both the project coordinator and the potential partners. As with all aspects of the HFN project, partnerships must be documented using and **Interventionist Community/Store Visit Log**. Logs should be used for all meetings (phone and in-person) and activities run with the partner. Below are two examples of what a partnership could involve.

FOOD BANKS & FOOD SERVICES

Some HFN communities offer food banks or monthly food baskets, and all have community events where food is served. In addition, some schools provide meals, snacks or cooking programs for students. The interventionist will need to identify the persons responsible for these programs. It may be the social assistance administrator or the CPNP coordinator, a local caterer, or at schools, the District Education Authority. For community events or meetings the interventionist may need to discuss with the Hamlet about the establishment of guidelines for food provided.

The interventionist should explain the goals of the project and invite these groups to work with HFN to achieve these goals. The interventionist can share with them guidelines for healthier meals, making sure to explain handouts and provide a food preparation workshop.

For food banks or monthly food baskets, some recommendations for partnering with HFN:

1. handing out HFN flyers and recipes with food baskets
2. providing ingredients for included recipes
3. promote skim or 1% milk
4. whole wheat bread
5. lower sugar or higher fibre cereals (regular Cheerios, Special K, Corn Flakes, Bran Flakes, oatmeal, Shredded Wheat)
6. lower fat or part skim cheese
7. cooking spray instead of oil or margarine
8. beans
9. avoided prepared foods high in salt, such as hamburger helper

For food preparation at schools or community events some recommendations include:

1. draining and rinsing ground meat
2. do not put margarine on bread or rolls- offer it on the side when serving, and use trans fat free and lower fat spreads.
3. use lower fat cheeses
4. use whole wheat bread or rolls instead of white
5. offer baked instead of fried bannock, and make it with less oil
6. use 100% juice instead of sweetened fruit drinks
7. offer fruit as a dessert instead of sweets
8. use cooking spray instead of oil or margarine in cooking

For more information and setting up food preparation workshops you may also contact local health care providers (such as your regional nutritionist) or HFN staff.

PARTNERSHIP Guidelines

Every partnership is unique. Some form for a short time on specific projects, others grow and develop over many years from a shared vision. Most will involve a mix of core partners and other community members. Whatever the look of the partnership, it requires time to bear fruit and commitment to a common goal.

The goal of this section is to inspire interventionists to feel more confident about building relationships and reaping the benefits of ongoing health promotion partnerships.

Potential Partners include:

Clinics, pharmacies, community health centers, recreation and sporting groups, health issue organizations, health and fitness centres, local councils, food banks, dieticians, breakfast clubs, day-cares, after-school programs.

- The partnership should be based on equality, inclusiveness, trust and respect.
- The partnership should add value to both organizations.
- Clear, transparent and achievable goals should be established for the life of the partnership.
- Formal partnerships are more likely to be sustained than informal ones.
- Leadership of the partnership should be undertaken by someone with skills to liaise with key stakeholders to maintain momentum and to provide the glue to keep the partnership together.
- Developing partnerships takes time.

Steps:

1. Find the right person or agency to help add value to your HFN initiative.
2. Make initial contact. Be proactive, don't wait for them to contact you.
3. It is important to communicate with agencies, make personal contact, let them know what you are doing in the area of health and wellbeing, and share ideas.
4. Plan your collaboration.

PHASE 1:

COFFEE STATION MAKEOVER

The coffee station makeover is meant to be an exciting way for HFN Interventionists to involve people in the workplace and provide some messaging concerning healthier choices for what people are adding to their coffee and tea. The makeover would be held surrounding afternoon coffee break and would include a new coffee station and supplies, taste tests, and an opportunity for people to learn more about healthy coffee and tea add-ins.

LEARNING OBJECTIVES

1. Participants will taste-test coffee and tea with lower fat and lower sugar additives.
2. Participants will receive information about lower fat and lower sugar additives.
3. Participants will receive lower fat and lower sugar additives to stock their coffee stations.

MATERIALS NEEDED

Large thermoses of Coffee (at least 3 full pots of coffee)

Large thermoses of hot water (at least 3 litres) for tea

Tea bags (20)

Disposable cups

Fat and sugar jars

- Calculations are for TWO cups of coffee per day (7 days a week).
- Materials required: 7 jars (1 large jar for sugar), lard/Crisco (easiest if melted), sugar, labels.
- Instructions:
 - On each jar label put the specific ingredients (italicized in chart)
 - Put the appropriate amount of lard or sugar in each jar

Ingredients	What to put in lard jar	What to put in sugar jar
<i>2 heaping tsp. Coffeemate, Regular powder</i>	13 tbsp. + 1 tsp. lard	
<i>2 tsp. cream, 18% M.F.</i>	13 tbsp. + 1 tsp. lard	
<i>2 heaping tsp. Coffeemate Light, powder</i>	6 tbsp. + 2 tsp. lard	
<i>2 heaping tsp. canned 2% milk</i>	1 tbsp. + 1 tsp lard	
<i>2 heaping tsp. skim milk powder</i>	0 lard	
<i>2 heaping tsp. sugar</i>		3 C + 12 tbsp. sugar (2700 calories)
<i>2 tsp. Splenda</i>		0 sugar (0 calories)

Regular and Light CoffeeMate, 2% evaporated milk, skim milk powder

Splenda with respective shelf labels (for display)

Card table (where necessary)

HFN MATERIALS NEEDED

Flyer: Try following the 10% rule
Educational Display: What are you adding
Backdrop: fishing/ice motif

GIVEAWAYS

Thermoses (2-3 for each workplace)
Ceramic mugs (one for each office member)
container CoffeeMate Light (labeled with Lower Fat label)
container of Splenda (labeled with Lower Sugar label)
bag of skim milk powder (labeled with Healthy Choice label)

PROCESS EVALUATION

For each Coffee Station Makeover, the interventionist must fill out all three pages of the **Interventionist Community/Store Visit Log** to record details about the workplaces participating in the makeover and activities held in their offices. Be sure to record the activities held in the workplace, how many people participated in taste tests, contests, attended presentations.

BEFORE YOU START MAKEOVERS

- Make a list of workplaces in your community and contact them with information on how they can enroll for a free coffee station makeover. Focus on the largest workplaces initially.
- Advertise the coffee station makeover opportunity starting in Week 1 and continuing throughout the phase:
 - o On the local radio, cable TV, or website
 - o Distribute flyers/posters to potential workplaces Talk to CHRs, health care providers, etc. about helping to spread the word and encourage workplaces to sign up for a makeover.
 - o With permission of the workplaces, mention or show photos of previous Coffee Station Makeovers in the community
- Enroll interested workplaces and schedule a time to visit them
 - o Update/remind them of the date and time that you will be visiting their office.
 - o Provide workplaces with promotional flyers so they can inform their staff

THROUGHOUT THE PHASE

- Conduct makeover in at least one workplace per week
- Keep in contact with workplaces who have had Coffee Station Makeover in order to restock their coffee station with lower fat and lower sugar alternatives as necessary

THE ACTUAL MAKEOVER:

Preparation:

- Gather all supplies needed (as above)
- Go 30 minutes before scheduled coffee break: clean coffee station site and set up display, etc.
- Post the backdrop and set labeled foods (skim milk powder (Healthy Choice), Coffeemate light (Lower in Fat), and Splenda (Lower in Sugar) visibly in coffee room
- Set up educational display, fat/sugar jars, and taste test materials (cups and thermoses) in common area

As people enter have them fill out ballot for a draw for a thermos or other prize.

Presentation:

Depending on the situation, employees may gather for a presentation or will enter the coffee room individually. Below is an outline of a 7-10 minute presentation suitable for groups that can be adapted for individuals.

Introduction:

- o Introduce yourself, your role in the project
- o Introduce the project itself, i.e.:
 - working with the stores and community groups to promote healthy eating and lifestyle across town
 - To address the high levels of diabetes, heart disease, and cancer
 - 12 months long, each phase focuses on a different type of food
 - This phase focuses on coffee, tea, and breakfast

Discuss sugar vs artificial sweetener

- o Drinking coffee/tea with sugar amounts to a lot of calories, energy that your body either uses in exercise or stores as fat
- o Show sugar jar, calculated for 2 teaspoons of sugar in 2 coffees per day for 1 month
- o Artificial sweeteners taste very similar to sugar
- o But artificial sweetener is not broken down by your body
- o Therefore, artificial sweetener doesn't have any calories

Discuss whiteners: coffeemate, milk, etc.

- o 2 groups of whiteners: artificial and real dairy
- o Artificial = coffeemate, coffeemate light, international delights (flavoured liquid stuff)
- o Real dairy = cream, milk or evaporated milk (2%, 1%, skim), skim milk powder
- o Some of these options are very high in fat
- o Show fat jars and explain them
- o Another difference between artificial and real dairy is their nutrient content
 - Milk products (normal, evaporated, or powdered) contain Vitamin A, Vitamin D, and Calcium
 - Coffeemate light, etc don't contain any vitamins or minerals

Summary:

- there are a few things to consider when you are choosing what to add to coffee or tea:
 - o amount of sugar or amount of calories from sugar
 - o amount of fat
 - o amount of nutrients
- invite people to have a cup of coffee or tea. Ask them what they normally have. Invite them to try lower fat and lower sugar additives. Serve the coffee or tea in the ceramic mugs (or plastic travel mugs). Ask employees how their coffee or tea tastes
- while we are talking about this, I'd like to explain the 10% rule
 - o pass out flyers
 - o the 10 % rule is a good one to follow when you are trying to read nutrition labels and choose your foods
 - o it tells you to choose foods that have 10% or more of the recommended daily value for good things: fibre, vitamins, minerals (calcium, iron)
 - o it tells you to avoid foods that have more than 10% of the recommended daily value for bad things: i.e. fat
 - o when looking at labels, you will notice that sugar never has a recommended daily value. For sugar, the 10% rule becomes the 10g rule. Avoid foods that have more than 10g of sugar per serving.

Pedometer Presentation and Giveaway

NOTE: We have incorporated the workplace pedometer challenge into the coffee station makeover. Thus, everyone who attends the coffee station makeover is offered a pedometer (p. 163-167).

Conclusion and Draw for Thermoses

- Thank you for taking the time to listen to us
- Does anyone have any questions?
- We will be leaving a few healthier options in your coffeestation:
 - Coffeemate Light
 - Skim milk powder
 - Splenda
- Also, a few lucky people will take home one of these Healthy Foods North thermoses
- draw names from box and distribute prizes
- Thank you again for your time. We'll be in touch soon about the pedometer challenge.
- Ask participants for suggestions of other offices to contact.

PHASES 1 - 6

PEDOMETER CHALLENGES

In order to optimally develop in store component in the first phase, save the first pedometer challenge until phase 2.

The pedometer challenge can be a competition between individuals, worksites, teams or groups of people, or communities. Such walking challenges have been carried out successfully in the NWT with www.getactivenwt.ca. If there are existing challenges happening in the community, it may be good to partner up with such groups.

The purpose of the pedometer challenge is to get people to increase their physical activity by walking more, having fun, and to gradually increase their steps to 10,000 steps a day.

A general outline of how to conduct the pedometer challenge follows. However, the **details of the pedometer challenge will be specific to a particular workplace**. For each phase, aim to enroll at least two groups in the pedometer challenge.

TABLE OF PHASES FOR THE HEALTHY FOODS NORTH PILOT PROJECT

Phase	Dates	Theme	Physical Activity Component
0	Aug 15 – Sept. 30, 2008	Teasers	n/a
1	Oct. 1 – Dec. 13, 2008	“Tea/ Coffee/ Healthy Breakfast”	Pedometer challenge
2	Dec. 15, 08 – Mar 14, 2009	“Healthy Snacks”	Pedometer challenge
3	Mar. 15 – June 1, 2009	“Healthy Eating in the Home / Country Foods”	Pedometer challenge Taloyoak: Walking Club
4	Jun. 2 – Jul. 27, 2009	“Healthy Beverages”	Pedometer challenge Taloyoak: Walking Club
5	Jul. 28 – Sept. 7, 2009	“Healthier Cooking/Meal Planning”	Pedometer challenge Taloyoak: Walking Club
6	Sept. 8 – Oct. 18, 2009	“Getting enough vitamins and minerals”	Taloyoak: Walking Club
7	Oct. 19 – Nov. 13, 2009	“Recap” of Phases 1 to 6	

STEPS IN CONDUCTING THE PEDOMETER CHALLENGE:

- Make list of potential participating groups.
- Contact the employee and ask them to forward a description of the challenge to their co-workers to determine their interest. Ask them to make a list of names of potential participants.
- Meet formally/informally with staff to describe challenge, sign up participants, distribute information flyers and distribute pedometers.
- Provide weekly encouragement to staff (meetings, signage, emails, etc) and encourage staff to share their goals and progress with each other
- Every 2 weeks, gather and record each participants progress (by email, phone, or in person collecting their Workplace Pedometer # of Steps Poster/ Form). You could also nominate an employee as a 'team leader' who is responsible for collecting this information.
- Give out prizes every 2 weeks to the individual in each group who have the highest number of steps, and to the most improved stepper within the group.
- Give out prizes at the end of the 8 weeks: the group had the highest average number of steps.
- Keep all of the posters used for recording # of steps and return to the Process Evaluator.

PREPARING FOR THE WORKPLACE PEDOMETER CHALLENGE

- Make a list of all of the workplaces, agencies and organizations in your community that could be potential participants. Contact these groups to determine their level of interest in the challenge.
- Talk to your local recreation coordinators, CHRs, and other health and recreation staff to spread the word and encourage workplaces to sign up for the challenge.
- Promote the challenge at community events.
- Promote the challenge in the media: radio, newsletters, flyers, and posters as well.
- Find out if there are any similar challenges where there can be linkages made with other groups.
- Continue these promotions throughout the phase.

ENROLLING GROUPS

- Contact potential groups and, if they are interested, set up a time to present the challenge to participants
- Visit the groups at the designated time and present **THE PEDOMETER CHALLENGE PRESENTATION** (this will take 20-30 minutes).

THE PEDOMETER CHALLENGE PRESENTATION

This is a general presentation of the pedometer challenge that can be used to explain and promote the pedometer challenge to groups.

Introduction

- Introduce yourself
- Explain the Healthy Foods North program
- HFN aims at improving diet, increasing physical activity and providing education concerning healthy lifestyle choices. Ultimately, it is a diabetes/ chronic disease prevention program.
- The Healthy Foods North program is running a pedometer challenge to promote physical activity
- To reduce the incidence of disease and lose weight, an active lifestyle is very important.
- But it sometimes seems hard to make the time and to remember to exercise

- Sometimes, we overlook the importance of walking as a great way to exercise
- Walking has many advantages:
 - reduce the risk of coronary heart disease and stroke
 - Lower blood pressure
 - Reduce high cholesterol and improve blood lipid profile
 - Reduce body fat
 - Enhance mental well being Increase bone density, helping to prevent osteoporosis
 - Reduce the risk of non insulin dependent diabetes.
 - Help to control body weight
 - Help flexibility and co-ordination, reducing the risk of falls
- ASK: Does everyone know what a pedometer is?
- Hand out pedometers- These are yours to keep!
- It is a small computer that you attach to your waist.
- Show the participant where to put the pedometer (on their belt – if they have one – at the hip over the right leg or hang from the neck – it all depends what type of pedometer you have in your office)
- Tell them that they are very sensitive and even shaking it will increase number of steps. Tell them to be careful not to shake it too much! No cheating!
- Once it is turned on, the pedometer counts the number of steps you take
- Go through the pedometer pamphlet with them to teach them to set up their pedometer based on the model you have.

- The idea is that you wear it all day, around the house, the office, at the gym, etc. (however, beware of toilet bowls, pedometers are notorious for falling off into the bowl).
- Discuss goal setting and exercise:
 - Aim to increase your number of steps each week by 1000 steps.
 - Aim to reach 10 000 steps per day, but don't stop there! A good way to increase the number of steps you are taking is to exercise. Adults should get at least 30 minutes of physical activity per day. Some experts even recommend 60 minutes per day. Children need at least 60 minutes per day.
 - You don't need to do it all at once! You can do shorter activities throughout the day that add up to 30 minutes. For example, you might spend:
 - 5 minutes stretching when you get up in the morning;
 - 15 minutes walking with your child;
 - 5 minutes walking to the entrance of the grocery store after you parked your car further away
 - 5 minutes doing leg lifts while you talk on the phone.
 - It all adds up and each type of exercise helps your body in a different way.
 - The computer is very sensitive- and tracks exercise like biking, skiing, sit-ups, jumping jacks etc...So get moving!

- Explain Nordic Walking (if relevant for your community): Nordic walking is walking with ski poles. Nordic walking engages upper body muscles so that you are walking faster, using more muscles and burning more calories. It is also easier on your joints, and provides stability while walking outside in the snow! Not only does it makes your 20 minute walk around the block so much more effective, but it is a great way to increase your steps on that pedometer!
- Ask if anyone is interested in becoming a Trainer (who trains walking leaders), a walking leader (who runs the walking groups) or a participant of a group.
- Hand out sign-up Sheet.

- Join our challenge, get a pedometer and find out how many steps you do in a day. The goal is 10,000, but most people start with what they do now and build their way up.
- Hand out the Information flier about increasing # of steps

Explanation of the Challenge

- It is an 8 week challenge. Let them know the end date and write it on the Pedometer Challenge Log Poster.
- Tell them which workplace they will be competing against (if you know it). You can use this time to create some friendly competition!
- Every 2 weeks we will add together the number of steps and prizes will be awarded WITHIN the workplace to the person with the highest number of steps and the most improved stepper.
- At the end of 8 weeks, the workplace with the highest average number of steps wins!
- Tell the participants to start right away.

Distribute Pedometers

- Distribute 1 Workplace Pedometer Challenge Log Poster (with your contact information on it) and 1 pedometer and set of instructions to each interested person
- Using a Community Events Log. Get their name, age, sex email address and/or phone number
- If you are going to delegate someone from the workplace to act as a 'team leader', do this at the Pedometer Challenge Presentation if possible. The team leader will be responsible for either recording everyone's steps on the poster, or making sure that people do it at the end of the week. You can decide with the person at that time how you would like to run it.

Handouts

Pedometers, Instructions on how to use the Pedometer, Workplace Pedometer # of Steps Poster/ Form, flyers (i.e. Simple Ways to Increase # of Steps) and other information (Walking Clubs, Nordic Walking).

COMMENCING THE CHALLENGE

- Advertise that the challenge has officially begun by:
 - Emailing all participants
 - Putting up posters (to be developed) in the workplace) to announce the start
- In email and on poster, ask groups to provide team names.

RECORDING PEDOMETER DATA

- Every 2 weeks, gather each participants progress (by email, phone, in person collecting their **Walking Challenge Participant Logs or Workplace Pedometer # of Steps Poster/ Form**, or the potentially via the 'team leader')
- Record their progress using the **Interventionist Walking Challenge Log** (see Process Evaluation for details)
- If you meet with the group in person:
 - Record each participant's number of steps in the **Interventionist Walking Challenge Log** and Reset the pedometer to 0.
 - Return pedometer to participant.
 - Tell the participant how many steps they are doing in a day.
 - Compare with the previous week and give the participant congratulations and encouragement to increase their number of steps for the next visit.
 - Ask about what they did to get the number of steps on the pedometer. Discuss barriers and how to overcome.

- Make suggestions on ways to increase the number of steps for next week, (i.e. while watching TV, walk quickly in place during the commercial breaks)
- The pedometer challenge will continue for 8 weeks. Every 2 weeks, continue to track the use of the pedometers and numbers of steps of each group.
- Throughout, provide encouragements in the local media as well. Provide tips on why being active by walking is good for health and is linked to healthy eating and the prevention of chronic diseases.
- Continue to check in with all interested workplaces and update/remind them of the dates and times you are visiting their offices or workplaces.

PRIZES AND AWARDS

- In the last week of each phase, review the **Walking Challenge Participant Logs** for each participant and each group.
- In the last week of the phase:
 - give prizes to the group who has the highest average number of steps.
 - give prizes to the individual in each group who has the most improvement (from number of steps in first week to number of steps in last week)

PREPARATION FOR THE NEXT CHALLENGE (for other phases)

- Invite participants to be part of the next challenge.
- Ask prize winners if they would like to record radio announcements (to tell their story), act as coordinator for their workplace for the next challenge.

PHASES 1 - 6

WALKING CLUB

Walking clubs can be organized by the interventionist and run by interested community members OR interventionists themselves can run a group.

Advertise the club through:

- Existing participants in Pedometer Challenges (i.e. during the challenge invite all participants to join).
- Flyers at in-stores demonstrations/ community events.
- Posters in public places (i.e. hospital, post office)
- Radio
- Invite existing groups: schools, churches, quilting clubs etc...

Organizing the Club

- Ask participants which days of the week/times work for them... Work around these schedules as best possible.
- If there is more than one "Walking Level" form separate groups for Beginners and Advanced and designate leaders.
- Create groups at different times and days to ensure everyone has a chance to participate. For example, create a lunch hour group, an evening group and a weekend group.
- Pair up with local/regional groups to enhance the program. i.e. Ask local programs/ clubs for donations of incentives (Yoga Punch Pass, Pool Passes, Gym Passes, apparel-hats, t-shirts if applicable in your community).

Maintaining the Club:

- In bad weather you can ask permission to use the school gym.
- Don't be discouraged if people don't attend regularly at first, just keep to the schedule.
- Keep an attendance list.
- Create new routes to keep things interesting.
- Integrate Walking Clubs into existing events. For example, enter a "Healthy Foods North Team" for the Terry Fox Run, Run for the Cure or other possible events.
- Create new events. I.e. "Walk to Work Day" and have your participants champion the program.

Health & Safety:

- Ensure that there is someone at the back of the group to make sure the slower walkers do not get left behind (especially in the winter months when it is dark).
- Consider providing or encouraging participants to purchase reflective tape and/or a headlight in the winter months.
- Run through brief stretching exercises after the walk to prevent soreness and injury.
- Make sure people are wearing adequate clothing on cold days.

Lessons Learned:

- A month before, during and a month after the Christmas Holidays seems to be a very difficult time to get people motivated. Colder temperatures (below 30C) are also major roadblocks at this time. Suggestion is to either postpone the groups during the months of December, January, and February. Encourage people to get out on their own during this time and "Re-launch" the Walking Clubs in the spring. Another option is to coordinate with the local schools to have the groups walk in the gymnasium or local hall.

PHASES 0 - 6

BUTTON MAKING CHALLENGE

This challenge is for children or young adults to design a button which promotes the Healthy Foods North project. Participants will design buttons and a few selected winning designs will be mass produced and distributed at Healthy Foods North taste tests and community events.



STEPS IN THE BUTTON MAKING CHALLENGE

- Set up all necessary materials (see below) at an interactive session at the stores or a community event.
- Invite interested children/young adults to design a button. Document this activity using an **Interventionist Community/Store Visit Log**.
- Every button design can be made into a button for the child on the spot or be entered into the competition (button designs entered into the competition may not be returned).
- For buttons entered into the competition, write the child's name and phone number on the back.
- After the interactive session, bring all competition entries to the project office. Determine a winning design based on visual appeal and the message that is relayed.
- Reproduce the winning designs en masse using colour photocopier and make into buttons using the button making apparatus.
- Arrange a method to announce the winners: i.e. school newsletter, community newspaper. Distribute the buttons at community events and in store demonstrations.
- Unsuccessful designs can be made into buttons and returned to the artist at the interventionists discretion.

MATERIALS NEEDED

Sample pin to show as example
Button templates (see 2 pages ahead)
Pencil crayons
Button making apparatus
Button making materials
Example of the poster

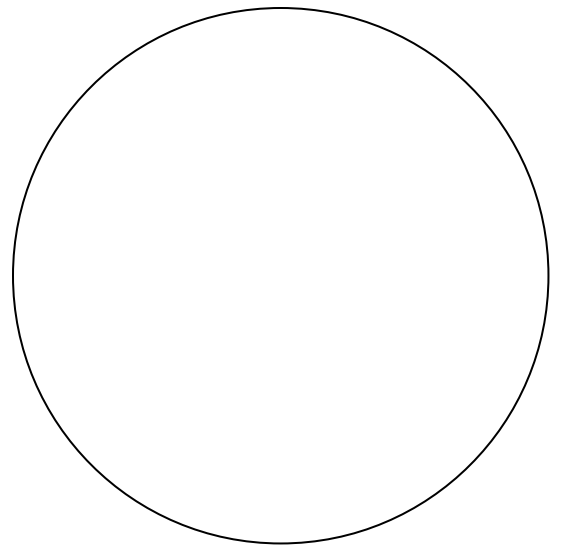
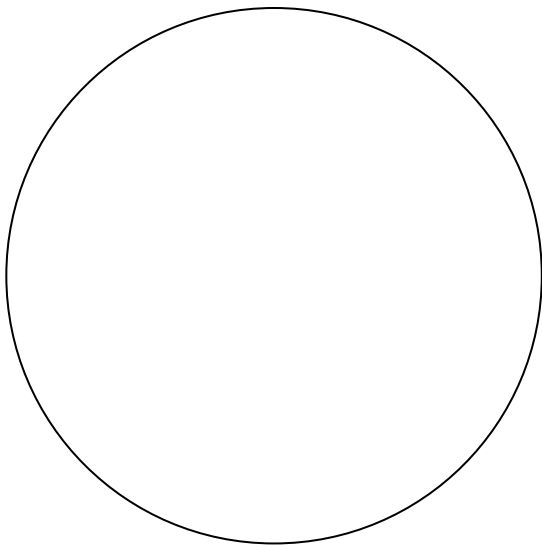
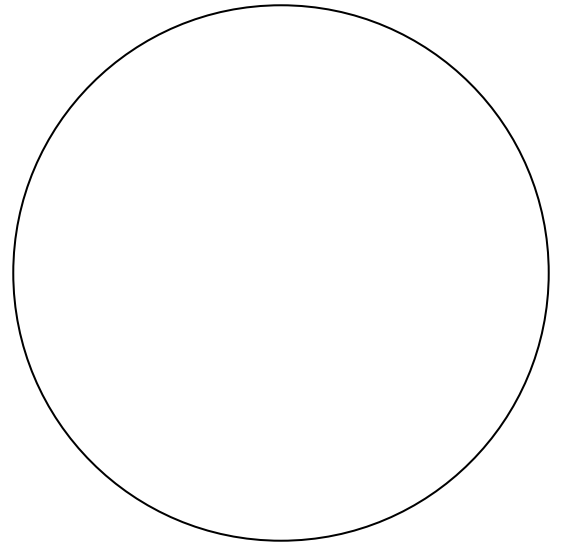
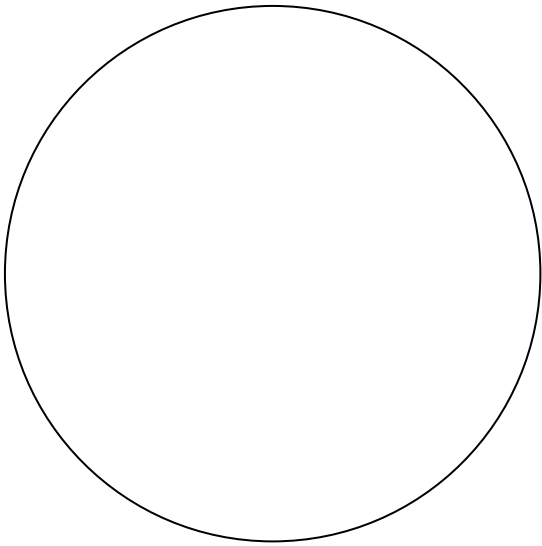
PRESENTATION OUTLINE

- Introduce yourself
- Show the poster and ask the child/young adult has seen it
- Get ideas about "What is HFN?"
- Add your own ideas about HFN: goal is to get people to be healthier through eating and physical activity
- What is healthy eating?
 - Get suggestions from students
 - What is healthier – slush from Mac's Newstand or orange juice
 - What is healthier – orange juice or tang?

- Why is healthy eating important?
 - Get suggestions from students
 - Prevent disease – what kinds of diseases?
 - Feel better – sugar makes you sleepy
 - Save your teeth

INSTRUCTIONS

- Explain that each child/young adult will design a button that shows healthy eating
 - Make sure students understand what the button/pin is, i.e. something that goes on your shirt or backpack, etc. (show example)
 - The button is small, but must relay a message about healthy eating and why it is important
 - Can put words or just pictures
 - Use lots of colour
 - Keep the area close to the edges free of words or pictures
 - Tell children to ask you how to spell any words they are unsure of
- After the child is done their design, they have two options:
 - They can enter the competition and the design will be taken by the interventionist and maybe not returned
 - They can have their design made into a button right on the spot
- *Distribute the blank template (next page)*
- Before the child starts to design, make sure they put their name and phone number on the back of the template.



PHASES 1 - 6

COOKING CLASSES

Healthy Foods North is well positioned to take nutrition education one step further by playing the role of coordinator/organizer of community cooking classes. However, this should only be attempted if all other intervention components are well underway, to not take away from the more crucial in-store sessions, pedometer challenges etc...

Instead of doing a one-time cooking class with interested community members, it is more sustainable to provide classes in settings/ with service providers where the skills can be acquired and passed on to clients/community members on an ongoing basis with or without the involvement of HFN. The focus should be on healthier food choices and methods of food preparation as opposed to specific recipes.

EXAMPLES OF IDEAL SETTINGS INLCUDE:

- Food Bank Clients/Volunteers
- Homeless Shelter employees/Clients
- Community Centre Employees
- Day-care workers

STEPS IN SETTING UP A COOKING CLASS

- Identify a group to work with- advertise via radio/posters or create sign-up sheet at particular venues
- Find a kitchen (i.e. school, community centre, church, college, homeless shelter, recreation centre)
- Buy supplies
- Create resource packages for everyone including recipes, nutrition information etc...
- Create an evaluation form.

MATERIALS NEEDED

A relatively well-equipped kitchen facility that holds 8-10 people with:

- stove or hotplates
- oven
- sink, running water
- clean surface space for preparing foods
- storage space for both dry goods and refrigerated goods
- basic supplies for eating e.g., cutlery, plates, cups
- basic kitchen equipment for preparing food and cleaning supplies
- Containers/ tin-foil for people to take things home in
- Required food for pre-selected menus/recipes
- Sign-up sheet.

RESOURCE PACKAGES

- Folder
- Recipes and directions
- Nutrition information
- Evaluation forms

TOPIC OUTLINE

1. Soups and Stews
 - Add fresh/frozen vegetables to your soups and stews.
 - Drain and rinse fat from meat after cooking.
 - Add high fibre grains/beans like barley, brown rice, lentils.
 - Use low-sodium seasoning in soups, replace flavour with spices i.e. Mrs. Dash.

Suggested recipes: Muskox/Caribou burger Soup (drain fat, add vegetables, barley, Mrs. Dash), Lentil Soup, Tomato Bean Soup, Healthy Vegetable Macaroni Soup
2. Baking
 - Replace 1/2 white flour with whole-wheat, or add bran for more fibre.
 - Add dried fruit like cranberries for added nutrition, and less need for added sugar.
 - Use cooking spray to oil the pan in baking.
 - Bake instead of fry bannock.
 - Use skim milk powder for a cheap and easy way to make baked goods healthier.
 - Use frozen fruit in crisps to save money.

Suggested recipe: Baked Bannock, Pineapple-Carrot Muffins, Fruit Crisp
3. Cooking in the Home
 - Use cooking spray when frying.
 - Add fresh/frozen vegetables to dishes.
 - Label reading (i.e. frozen pizza).

Suggested recipe: Healthier Pizza (using a whole wheat crust, low-fat cheese/lunch meat and extra vegetables).
4. Country Foods
 - Benefits of country foods (nutrition, cost, sustainability, culture).

Suggested recipe: Arctic char/trout chowder, Baked Fish.
5. Healthy Snacks
 - Use of skim milk powder, frozen berries for added nutrition in snacks.
 - Replace junk food with fruits and vegetables as a snack.
 - Read labels to check out amounts of fat in snacks and dips (i.e. Chips vs. Baked Chips vs. pretzels, Low-fat dips and dressings).

Suggestion recipe: Mrs. Dash Dip, Fruit Smoothie, Fruit n' Yogurt Parfaits.
6. Healthy Pizza
 - Benefits of making home-made pizza (nutritious crust: a mix of white and whole wheat flour to get some fiber)
 - Use lower in fat meats such as ham, turkey or chicken slices on your pizza
 - Add some vegetables (red/green or red pepper, mushrooms, onions) for fiber and vitamins such as vitamin A and vitamin C (refer to Phase 6 flyer on vitamins and minerals) and fiber

POSSIBLE OUTCOMES

- **Community Kitchen:** Facilitate the setting up of a community kitchen/cooperative where people pool their resources to make large quantities of healthy food for their families. HFN is well positioned to support a leader, provide some coordination, recipes and resources. There are many social and learning benefits associated with participation. Generally, the food cooked is high quality, culturally acceptable, and acquired in a manner that maintains personal dignity.
- **Train-the-trainer program:** Community members with a keen interest in food and nutrition (not limited to dietitians, nutritionists and chefs) can be trained as community facilitators. This will enhance sustainability and expand the reach and access to the program throughout the community. The facilitators responsibilities are to be determined but could include purchasing the required food and bringing all the resources for the program.

HFN Community Cooking Classes: Evaluation

1. Did you learn skills in preparing your foods in a healthier way?

- No way
- Probably not
- Maybe
- Probably
- Definitely

2. Do you think you will use some of these methods/tips when making food choices for you and your family?

- No way
- Probably not
- Maybe
- Probably
- Definitely

3. Please describe if there is anything we did not cover that you would like to learn more about when it comes to making healthier choices/recipes?

4. How would you rate these recipes?

- Easy
- A bit tough
- Too hard

2. Would you make these recipes again?

- No way
- Probably not
- Maybe
- Probably
- Definitely

5. Would you come to a cooking class like this again?

- No way
- Probably not
- Maybe
- Probably
- Definitely

6. If so, what foods would you like to learn to cook?

7. Is there anything else you would like to learn at the cooking class?

GIVEAWAYS

Giveaways are tangible incentives that serve an important reinforcing purpose. In the interactive sessions, they are the “hook” that draws participants in and allows us to engage them in conversation and education.

Magnets will be a giveaway for all phases. There will be level 1, 2, and 3 giveaways:

- Level 1 – everyone gets one/1 per household
- Level 2 – interaction with interventionist
- Level 3 – prizes for contest winners (ie. pedometer challenge, walking club)

The following quantities are needed:

	Community	Cambridge Bay	Taloyoak
Level 1	2/3 x population	600	400
Level 2	1/3 x population	400	300
Level 3	Population/50	30	20

The number of giveaways recommended is generous. Likely, there will be extra giveaways for each phase. These extra giveaways should be kept in the intervention community and used where necessary (i.e. in case giveaways for future phases are delayed in arriving). After the Healthy Foods North project is finished, extra giveaways can be sent to future intervention communities.

PHASE 0

- Magnets (level 1)
- Tote bags (level 1)

PHASE 1

- Cereal bowls (level 1)
- Plastic travel mugs (level 2b)
- Ceramic mugs (level 2a)
- Pedometers (level 2)
- Thermos (level 3)
- Stainless steel bowls (level 3)

PHASE 2

- Chip clip (level 1)
- Snack tray * (level 2)
- Pedometers (level 2)
- Blenders (level 3)

PHASE 3

- Fishing lures (level 1)
- Multi tools (level 2)
- Pedometers (level 2)
- Grinder (level 3)

PHASE 4

- Water glasses (level 1)
- Brita filter (level 2)
- Pedometers (level 2)
- Brita pitchers (level 3) or Jug (level 3)

PHASE 5

- Shopping list pad (level 1)
- Cooking Spray with HFN sticker (level 2)
- Pedometers (level 2)
- Measuring Spoons (Level 2)
- Shopping Bags (Level 2)
- Steamers (level 3)

PHASE 6

- Shopping list pad (level 1)
- Magnets (level 1)
- Juice jug (level 2)
- Brita pitchers (level 3)
- Backpacks (level 3)

PHASE 7

- Any leftover giveaways that are relevant to your particular activity

Giveaways with the project logo include:

magnets	chip clips
travel mugs	snack trays
mugs	shopping list notepads
thermoses	cereal bowls
plastic glasses	tote bags
fishing lures	backpacks
water bottles	

Giveaways of sample promoted foods:

lower sugar/higher fibre cereal boxes	CoffeeMate Light and Splenda samples
lower-sodium seasonings	baked chips
diet drinks	cooking spray

PHASE 0

Magnets (level 1)



Tote bags (level 1)



PHASE 1

Cereal bowls (level 1)



Plastic travel mugs (level 2b)



Ceramic mugs (level 2a)



Pedometers (level 2)



Thermos (level 3)



PHASE 2

Chip clip (level 1)



Snack tray * (level 2)



Pedometers (level 2)



Blenders (level 3)



PHASE 3

Fishing lures (level 1)



Pedometers (level 2)



Multi tools (level 2)



Grinder (level 3)



PHASE 4

Water glasses (level 1)



Pitcher (level 2)



Pedometers (level 2)



Brita filter (level 2)
Individual filter from the pack



Brita pitchers (level 3) or Jug (level 3)



PHASE 5

Shopping list pad (level 1)



Measuring Spoons (level 2) in NWT



Pedometers (level 2)



Tote Bags
(beige color canvass bag with HFN logo on one side and website on the other side)

PHASE 6

Fancy Bowl (Level 2)



Egg Products (Level 2) (used in NWT only)



Egg Microwavers (Level 1) (used in NWT only)



Pedometers (Level 2)



PHASE 7

Recycle leftovers from previous phases.

Water Bottle (Level 2) - with built-in straw - very popular item.



PROCESS EVALUATION

PROCESS EVALUATION

An important part of the project is documenting how well the activities are carried out. This is called process evaluation. In some cases, the process evaluation is done by an interventionist, while in some cases, it is done by a trained process evaluator. Some of the process evaluation requires customer evaluation. The interventionist is responsible for keeping logs of activities. The interventionist will need to inform the process evaluator when demos, events, and radio announcements are scheduled to happen so that the process evaluator can attend. The project coordinator will determine who the process evaluator is for each location. The Process Evaluator forms are located in Appendix A, the Customer/Participant Evaluations are in Appendix B, and the Interventionist logs are in Appendix C. Instructions for completing each form are included here.

The **Process Evaluators** will complete (Appendix A):

STORE VISIT EVALUATION FORM will evaluate the availability of promoted foods, the placement of shelf labels, posters and educational displays.

COOKING DEMONSTRATION/TASTE TEST EVALUATION FORM will document details of the CD/TT including time started and ended, number of participants, number of food samples distributed, a general evaluation of how the CD/TT went, and an assessment of the participants reactions to the demonstration.

MASS MEDIA EVALUATION FORM documents the airing of radio or cable TV announcements and publication in flyers/newsletters. Distribution of flyers and other publications, and the placement of posters in community locations are also documented.

The **Customers/Participants** will complete (Appendix B):

COOKING DEMONSTRATION/TASTE TEST CUSTOMER EVALUATION FORM will be distributed by the PE during each cooking demo/taste test to assess customer reactions to the promoted foods.

PEDOMETER CHALLENGE SURVEY will be distributed by the PE to assess participant attitudes about the pedometer challenge.

WALKING CHALLENGE LOG will be distributed by the Interventionist and allows pedometer challenge participants a means to record their daily steps.

The **Interventionists** will complete (Appendix C):

INTERVENTIONIST COMMUNITY/STORE VISIT LOG will be used to document all community and store interventions including taste tests, cooking demonstration, coffee station makeovers, and other communications/interventions with community partners.

WALKING CHALLENGE LOG will be used to document pedometer challenge participant steps taken. Steps taken will be tallied to determine the individual and group winners.

COMMUNITY EVENT LOG will be used to enroll interested community members in Healthy Foods North interventions, i.e. pedometer challenge.

DESCRIPTION OF PROCESS EVALUATION FORMS

STORE VISIT EVALUATION FORM

The *Store Visit Evaluation Form* will be used by the PE to record the stocking of food items and use of visual communication materials at participating stores.

- o At the beginning of each phase, the PE should make a timeline to schedule store visits during the phase. The PE should visit each store **A MINIMUM OF FOUR TIMES** per phase, which averages to once every two weeks for a two-month phase.
- o A new evaluation form should be filled out for each store at each visit.
- o Complete the form in blue or black ink.
- o After each phase is over, make copies of all the demo/taste test forms. File the copies in a safe place. Submit the copy to the person responsible for process evaluation data entry.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Check the store name.
5. Check the promotional phase.
6. Food availability/Shelf labels
 - a. The presence of ALL FOODS AND SHELF LABELS should be recorded EVERY TIME, REGARDLESS OF THE PHASE.
 - b. For each food, count the number of units on the shelf and circle the appropriate category: 0, 1-4, 5-9, >=10.
 - c. For each food, circle 'Y' or 'N' for whether the appropriate shelf label is up and correctly positioned under the food. If the phase has not occurred yet, and shelf labels are not up, circle 'NA'. Abbreviations for the correct labels are listed with the foods (HF, LS, LF, HFC).
7. Posters
 - a. For each poster, circle 'Y' or 'N' for whether the poster is up and visible at the store.
 - b. Complete this section for all phases every time. Since posters of previous phases will be taken down, for phases other than the current phase, circle 'N/A' for the posters.
 - c. The educational display section should only be completed for the current phase. For example, during phase 3, only the phase 3 educational display should be evaluated.
8. Write any additional comments or complications.
9. Do not write anything in the gray boxes, these are for office use only.
10. Check the form to make sure all questions are answered completely and accurately and sign on the line.

COOKING DEMONSTRATION/TASTE TEST EVALUATION FORM

The [Cooking Demonstration/Taste Test Evaluation Form](#) will be used by the PE to record observations of the cooking demonstrations and taste tests.

- o Before each demo/taste test the Interventionist is responsible for contacting the PE to inform him/her of the time and location of the event.
- o The PE is responsible for attending **A MINIMUM OF TWO** demos/taste test per phase and more if possible. He/she must stay for duration of the demonstration.
- o At each demo/taste test, the PE will observe the event and complete this form in blue or black ink. Do not leave any spaces blank.
- o After each phase is over, make copies. File the one copy in a safe place and submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Write the name of the store or community location of the demo/taste test.
5. Check the correct promotional phase.
6. Check whether it is a cooking demonstration or a taste test (if unsure, as the Interventionist to clarify).
7. Write the name of the Interventionist.
8. Write the time the demo/taste test starts.
9. Write the name or a description of the demo or taste test (if unsure, as the Interventionist to clarify).
10. Make a tally mark for each time a person stops at the table and participates (he/she pays attention to the Interventionist, tastes samples, takes recipes/flyers, asks questions, etc.). At the end, count the tally marks and write the total number.
11. Make a tally mark for each time the Interventionist distributes a food sample or a person takes a food sample on his/her own. At the end, count the tally marks and write the total number.
12. Write the names of the flyers or print materials that are being distributed (not recipe card). Make a tally mark for each time the Interventionist distributes each flyer/print material or a person takes one on his/her own. At the end, count the tally marks and write the total number for each flyer/print material.
13. Make a tally mark for each time the Interventionist distributes a recipe or a person takes a recipe on his/her own. At the end, count the tally marks and write the total number.
14. Make a tally mark each time a giveaway is distributed (not a food sample). At the end, count the tally marks and write the total number.
15. Write the time the cooking demo/taste test ends.
16. Record the number of customer evaluations collected.
17. Describe what went well during the demo/taste test. Use this space to describe factors such as the attitude of the Interventionist, outside factors affecting the demo, location and setup, or anything else that positively impacted the demo.
18. Describe what do not go well during the demo/taste test. Use this space to describe factors such as the attitude of the Interventionist, outside factors affecting the demo, location and setup, or anything else that negatively impacted the demo. Write any improvements that you think could be made to future demos/taste tests.
19. On a scale of 1 to 5, rate the participants' overall reaction to the food tasted and circle one number on the scale. This is *your opinion* of the customers' reactions based on your observations.

20. On a scale of 1 to 5, rate the participants' overall interest level in the promoted food and circle one number on the scale. This is *your opinion* of the customers' interest based on your observations.
21. On a scale of 1 to 5, rate the overall accessibility of the demonstration site and circle a number on the scale. This is *your opinion* of the demonstration location and how easily customers are able to access it.
22. Write any other comments that do not fit in the other spaces.
23. Check the form to make sure all questions are answered completely and accurately and sign on the line.

MASS MEDIA EVALUATION FORM

The [Mass Media Evaluation Form](#) will be used by the PE to document use of communication materials. This form should be completed **one time for each phase** of the intervention.

- o During the first week of each phase the Interventionist will inform the PE of all of the mass media activities for that phase. He/she will provide the PE a copy of the **Mass Media Posting Log** and will provide updates on scheduled radio announcements. This ensures that the PE knows where posters, flyers, and educational displays have been posted, when radio spots are scheduled to air, and where cartoons will be published or posted. **THIS IS VERY IMPORTANT—IF THE INTERVENTIONIST DOES NOT CONTACT THE PROCESS EVALUATOR, THE PE MUST CONTACT THE INTERVENTIONIST FOR THIS INFORMATION.**
- o Throughout each phase, the PE will monitor newsletters and other publications where flyers/cartoons have been submitted to record publication.
- o Throughout each phase, the PE will listen to the radio at the scheduled times to record how many times each spot is aired. He/she should also contact the Interventionist and the radio station and to ask how many times each spot was aired.
- o During the last week of each phase, the PE will visit all the community locations where posters, flyers, cartoons, or educational displays are posted to record their presence and condition (this does not include stores).
- o The PE is responsible for filling out the Mass Media Evaluation Form one time per phase (for phases 0 to 5).
- o Use blue or black ink to complete the form. Do not leave any spaces blank.
- o After each phase is over, make copies. File the one copy in a safe place and submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Check the correct promotional phase.
5. Flyers/Cartoons
 - a. Record the date that each flyer/cartoon or announcement was published (if in a printed publication or on cable TV).
 - b. Write the name or a brief description of the flyer or announcement.
 - c. Circle whether it appeared in a community or a school newsletter.
6. Radio
 - a. From the Interventionist MOP, record the names of each radio spot in the "Radio spot name" column.
 - b. In the "# Times (tally)" column, make a tally mark each time you hear the radio spot played.
 - c. At the end of each phase, count the tally marks and record the total number of times each spot was aired in the "Total #" column. Remember, the Interventionist

and the radio station should also be contacted to assess the total number of times each spot was aired.

7. Posters/Flyers/Educational Displays
 - a. Write the date that you visit each community location.
 - b. Check the type of material: poster, flyer/cartoon, or educational display.
 - c. Write the name or a brief description of each material.
 - d. Check the location that the material is posted. If it is a school or a location not listed, write the name on the blank.
8. At the end of each phase, check the form to make sure all questions are answered completely and accurately and sign on the line.

DESCRIPTION OF CUSTOMER/PARTICIPANT FORMS

COOKING DEMONSTRATION/TASTE TEST CUSTOMER EVALUATION FORM

The [Cooking Demonstration/Taste Test Customer Evaluation Form](#) will be distributed by the PE during each cooking demo/taste test to assess customer reactions to the promoted foods.

- o Bring at least 20 copies of the evaluation form to each demo/taste test. Also bring several blue and black pens and an envelope to hold completed forms.
- o During the demo/taste test, distribute as many forms as possible to customers AFTER they have participated in the demo/taste test.
- o Coordinate with the Interventionist to provide giveaways as an incentive to complete the form. If giveaways are available, offer one item to each customer who completes the form.
- o After each phase is over, make copies of all the customer evaluation forms. File the one copy in a safe place and submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the PE will follow these steps:

1. Hand one form and a pen to each participating customer.
2. The customer should complete the form on his/her own, but assist those customers who need help.
3. If only a store bought food is tasted, tell the participant to skip number 5 and circle 'NA'. If only a recipe is tasted, tell the customer to skip number 4 and circle 'NA'.
4. Collect the form and check that all answers are completed before distributing the giveaway. Remember to thank the customer.
5. In the box in the bottom left corner, write the name of the demo/taste test, the date, your name, and the location of the demo.
6. Count the total number of completed surveys and record this on the Cooking Demo/Taste Test Evaluation Form.

PEDOMETER CHALLENGE SURVEY

The [Pedometer Challenge Survey](#) will be distributed by the PE to assess participant attitudes about the event.

- o The survey should be handed out at the last check-in for the pedometer challenge. Check with the Interventionist to confirm this date and time.
- o Bring at least 50 copies of the survey to the check-in (or more if more people are enrolled in the challenge). Also bring blue and black pens and an envelope to hold completed forms.
- o Bring a calendar to assist customers in counting days.

- After each phase is over, make copies. File the one copy in a safe place and submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the PE will follow these steps:

1. Hand one form and a pen to each participant.
2. The customer should complete the form on his/her own, but assist those customers who need help.
3. Collect the form and check that all answers are completed. Remember to thank the participant.
4. In the box marked "For office use only", write your name and the date.

WALKING CHALLENGE LOG

The Participant Walking Challenge Log will be distributed by Interventionists to allow pedometer challenge participants a means to record their daily steps.

- The logs will be handed out at meetings when the pedometer challenge is explained and participants are enrolled.
- Each participant will receive two Participant Walking Challenge Logs.
- The participant will be instructed to record their daily number of steps on the logs.
- During the pedometer challenge, the interventionist will periodically contact participants to obtain their steps. This contact may be in person, over the phone, or by email.
- At the end of the pedometer challenge, the Participant Walking Challenge Logs of all participants will be collected.
- The information on the Participant Walking Challenge Logs will be used to fill out the Interventionist Walking Challenge Log which is described in detail ahead.
- During each phase, keep all Participant Walking Challenge Logs together.
- After each phase is over, make copies of all the Logs.
- Keep one copy of the logs with you and file the copies in a safe place.
- Submit the other copy to the person responsible for data entry of process evaluation data.

DESCRIPTION OF INTERVENTIONIST FORMS

INTERVENTIONIST COMMUNITY/STORE VISIT LOG

The Community/Store Visit Log will be completed by interventionists during all community and store interventions including taste tests, cooking demonstrations, coffee station makeovers, shelf labeling, and other communications with community partners, i.e. meetings with store managers.

- All appropriate sections of the three pages of the log will be completed as applicable. For example, if a taste test is done, 4, Record taste test response by participants will be completed. However, if no taste test is done, 4 will be left blank.
- The interventionist should fill out the form before, during, and after each intervention. During each phase, keep all Community/Store Visit Logs together.
- After each phase is over, make copies of all the Community/Store Visit Logs.
- Keep one copy of the logs with you and file the copies in a safe place.
- File the one copy in a safe place and submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the interventionist will follow these steps:

1. Fill out date, name of interventionist(s), name of store/location/event, phase number, and start time.
2. If you are doing shelf labelling:
 - a. Fill out the number of each type of label used
 - b. In the "What happened during visit section?" include information about foods that were not stocked or not available. Also include information about communications with managers.
3. If you are meeting with a store manager:
 - a. Record brief details of the visit in "What happened during the visit section?"
4. If you are doing an interactive session at a store/community event:
 - a. Continuously keep track of who comes to the session on page 2, #3, in the attendee log chart. Make a tick mark, in the appropriate box for age and gender, for everyone who visits briefly. Make a tick mark, in the appropriate box for age and gender, for everyone who visits for longer.
 - b. Every time you do a taste test, ask the respondent, "How does this taste compared to _____?" (the usual, less healthy option, i.e. slush instead of a smoothie). Record their response in the chart on page 2, #4. Indicate what food was taste tested. If you didn't do a taste test, this section will be left blank.
 - c. Record any items (giveaways, food samples, flyers) that you distributed on page 3, #5. Write the name of the item inside the brackets. Make tick marks throughout the intervention to count the number distributed, OR calculate the number distributed by counting the number before and after the intervention (# given out = number of items before session – number of items left over after session)
 - d. Record any questions or comments from participants on page 3, #6, frequently asked questions box.
5. If you put up any posters during the visit, please record this on page one. Please indicate the size and number of posters distributed.
6. After the session is finished, record the time on page 1. Check the form for completeness and sign on page 3.

INTERVENTIONIST POSTER DISTRIBUTION LOG

The Poster Distribution Log will be completed by interventionists when they are distributing materials (i.e. posters and flyers).

- o To be as accurate as possible, the interventionist should fill out the form as they are distributing the posters, not afterwards.
- o After each phase is over, make copies of all the Interventionist Poster Distribution Logs.
- o Keep one copy of the logs with you and file the copies in a safe place.
- o Submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the interventionist will follow these steps:

1. Fill out date, name of interventionist(s), community, and phase number.
2. As you go distributing flyers or posters, for each place visited record the:
 - a. Name of store/workplace/office
 - b. Which poster/flyer was distributed. To differentiate the posters for each phase, you can identify them using a brief description of what they show, i.e. the Phase 2 – family walking poster, the Phase 1 – What are you adding poster. Always indicate which phase the poster is for.
 - c. Number of each poster distributed.
 - d. Size of the posters distributed. Big posters are usually 2'x3', smaller posters are 11"x17", and flyers are 8.5"x11".

- e. Notes about the visit. Since there is not much room here, feel free to use the back of the form.

INTERVENTIONIST WALKING CHALLENGE LOG

The Interventionist Walking Challenge Log will be used to document pedometer challenge participant steps taken. For more information on the pedometer challenge, see the Community Interventions section.

- o Weekly, gather and record each participants progress (by email, phone, or in person collecting their Walking Challenge Logs, see the description of Pedometer Challenges for more information)
- o Use separate Interventionist Walking Challenge Logs for each group (i.e. workplace or church).
- o On the Interventionist Walking Challenge Log, record the participants first and last name, date range, which should span one week, and the total number of steps taken during that time (i.e. add the daily number of steps taken for the date range). If the participant is willing, also record their age and gender. In the last week of each phase, review the Walking Logs for each participant and each group.
- o Calculate which participant in each group has:
 - o the highest number of steps
 - Calculate the total number of steps taken in all of the weeks by each group member
 - o the most improvement
 - Calculate the largest difference in the number of steps in first week to number of steps in last week of the challenge
- o Calculate which group has:
 - o the highest average number of steps per week:
 - For each group, calculate the total number of steps taken by all group members throughout the challenge.
 - Divide this number by the number of weeks in the challenge.
 - Divide this number by the number of people in the group.
 - o the largest increase in average number of steps over the phase
 - For each group, calculate the total number of steps taken by all group members in week 1 of challenge. Divide this number by the number of people in the group.
 - Calculate the total number of steps taken by all group members in the final week of the challenge. Divide this number by the number of people in the group.
 - Determine the difference between the number of steps taken in the last week of the challenge and the number of steps taken in the first week of the challenge.
- o Award prizes to the above individual and group members. Also, give smaller prizes to all individuals who compete for the whole phase. The actual prizes can be giveaways used in the project or donations from local businesses. Interventionists can use their own discretion here.
- o During each phase, keep all Interventionist Interventionist Walking Challenge Logs together.
- o After each phase is over, make copies of all the Interventionist Walking Challenge Logs.
- o Keep one copy of the logs with you and file the copies in a safe place.

- o Submit the other copy of the logs to the Process Evaluator.

WALKING LEADER: 'WALK AND TALK' LOG AND ATTENDANCE FORM

This form is to be used by designated Walking Leaders (interventionists or community volunteers). The Walking Leader 'Walk and Talk' Attendance Form and Log will be used to document steps taken during each Walking Session. For more information on the Workplace Pedometer challenge, see the Community Interventions section.

- o The forms will track the number of people participating, the total # of steps taken/distances walked and the frequency of walking.
- o Before leaving for the walk, please ensure that ALL of the information on the attendance form is filled out. (If the person is a regular, ensure it is filled out once; from then on first and last name will suffice).
- o Fill out a new attendance form for each day. (If there were only a few people one day, to save paper you can use the same form, just clearly mark that the attendance is for a new day).
- o For the LOG, Fill out the Date and # of Steps of each walk completed.
- o During each phase, keep all the Walking Leader Forms together.
- o After each phase is over, make copies of all the Walking Leader 'Walk and Talk' Logs.
- o Keep one copy of the logs with you and file the copies in a safe place.
- o Submit the other copy of the logs to the Process Evaluator.

INTERVENTIONIST MASS MEDIA LOG

INSTRUCTIONS FOR USE

The Mass Media Posting Log will provide a means for the interventionist to record mass media coverage of the project. The interventionist will fill out one Mass Media Posting Log per phase, throughout each phase. This information is crucial for the process evaluator to use in the **Mass Media Evaluation Form**.

- o To be as accurate as possible, the interventionist should fill out the form throughout the phase, as mass media coverage occurs.
- o After each phase is over, make copies of all the Interventionist Mass Media Logs.
- o Keep one copy of the logs with you and file the copies in a safe place.
- o Submit the other copy to the person responsible for data entry of process evaluation data.

To fill out the form, the interventionist will follow these steps:

1. Fill out date, name of interventionist(s), community, and phase number.
2. Throughout the phase, as mass media coverage occurs, record the:
 - a. Type of media, i.e. television, radio, newspaper, newsletter, etc.
 - b. Date on which the media was played, one date or a range of dates.
 - c. Details about the mass media opportunity, i.e. was it the radio stories being aired, was it an interview, etc.
 - d. Where the media was played, i.e. what radio station or newsletter.
 - e. The contact name of someone with that group, i.e. the radio station host or newsletter editor.
 - f. In the notes section, fill in any specific notes about that particular mass media opportunity, i.e. if there is potential for regular airings, if lots of people hear/see it, feedback you received.

LESSONS LEARNED

LESSONS LEARNED

This section of the MOP presents lessons learned from experience by interventionists and project coordinators. It has been developed using feedback from process evaluation forms, conversations at conference calls, discussions at training sessions.

LOGISTICS

- All shipping of materials should go directly from distributor to community- do not order materials to be sent to one community, and then have interventionists organize shipping/receiving matters between communities. This consumes valuable interventionist time and creates a confusing paper trail.

PEDOMETERS

- Distribution of pedometers at large community events can create a frenzy of people wanting pedometers. Be aware of this.
- Do not distribute pedometers to children. The pedometer challenges are intended for adult participation as children are less likely to record their steps daily, etc.
- The batteries for pedometers do not hold up well in cold weather. Have a back-up supply on hand.

PHASES

In phase 1, prioritize in store demonstrations over coffee station makeovers.

“Healthier Cooking and Meal Planning” and the “Country Foods” phases are not appropriate for an in-store intervention. It is not possible to engage a shopper for long enough time to teach them about Meal Planning, Nutrition Label Reading (above the 10% Rule). Also, the types of foods that were offered at the in-store were labour intensive to prepare and interventionists were reluctant. However, these messages were more appropriate for community activities like presentations (at least 1 hour), cooking classes, workshops and organized grocery tours.

NWT: Lack of will and authority from the regions political institutions to properly facilitate and resolve the challenge of chronic disease prevention will hinder program success.

STORES

Some local interventionists found it difficult/challenging to deal with store managers (i.e. ensuring that they order the promoted foods, that they provide us space for end-cap display).

GENERAL

- The support of the Hamlet (local government) is a key to the success of the program.
- Building knowledge among youth and parents is key to long-term sustainability and subsequent decrease in chronic disease.
- Continuity in staff is important to effective community health promotion and for establishing trust.
- Building local capacity (knowledge and leadership skills) takes time and in most cases more than 1 year since the first year of the program is very intensive.

APPENDIX A:

PROCESS
EVALUATION
FORMS

PROCESS EVALUATOR: Store Visit Process Evaluation



1. Date: ___/___/___ (mm/dd/yy)
2. Data Collector: _____
3. Community: _____
4. Phase (check one): ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
5. Store Name: _____

COMPLETE ENTIRE FORM EVERY TIME—DO NOT LEAVE BLANKS (except gray boxes)

Phase	Food Availability/Shelf Labels	Posters	OFFICE USE ONLY
Phase 1	Splenda: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N	P1A. Make a healthier breakfast for you and your family Up & visible (circle one): Y N NA	1A. Splenda: Minimum items: Y N NA Shelf label up (LF): Y N NA
	Sugar Twin # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N	P1B. Family walking pedometer challenge Up & visible (circle one): Y N NA	1B. Sugar Twin: Minimum items: Y N NA Shelf label up: Y N NA
	Equal: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N	P1C. What are you adding to your coffee and tea? Up & visible (circle one): Y N NA	1C. Equal: Minimum items: Y N NA Shelf label up: Y N NA
	Multi-grain Cheerios: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N	OFFICE USE ONLY P1D. Total #: P1E. Goal met: Y N NA	1D. Multi-grain Cheerios: Minimum items: Y N NA Shelf label up: Y N NA
	Shreddies: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N		1E. Shreddies: Minimum items: Y N NA Shelf label up: Y N NA
	Instant oatmeal: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N		1F. Cereals (combined): Minimum items: Y N NA
	CoffeeMate light: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N		1G. Instant Oatmeal: Shelf label up: Y N NA
	Powdered skim milk: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N		1H. CoffeeMate light: Shelf label up: Y N NA
	100% fruit juice, fortified with Vit D and calcium: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N		1I. Powdered skim milk: Shelf label up: Y N NA
	100% Whole wheat bread: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N		1J. 100% fruit juice fortified with Vit D and calcium: Shelf label up: Y N NA
	60% Whole wheat bread: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N		1K. 100% Whole wheat bread: Shelf label up: Y N NA

			Total Y Min1/Total Min1: Total Y SL1/Total SL1:
Phase 2	<p>Baked potato chips: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Low fat popcorn: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Trail mix (without candy): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Frozen berries: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Dipping veggies – baby carrots, celery, etc.: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Low fat dressings : # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Low fat mayonnaise: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Low sodium seasonings: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Eggs: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Canned fish (sardines, salmon, tuna etc.): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p>	<p>P2A. Get More Active Up & visible (circle one): Y N NA</p> <p>P2B. Move on Up to Healthier Snacks Up & visible (circle one): Y N NA</p> <div style="border: 1px solid black; padding: 5px; background-color: #cccccc; margin-top: 10px;"> <p>OFFICE USE ONLY P2E. Total #: P2F. Goal met: Y N NA</p> </div>	<p>2A. Baked potato chips: Minimum items: Y N NA</p> <p>2B. Low fat popcorn: Minimum items: Y N NA</p> <p>2C. Trail mix (without candy): Minimum items: Y N NA</p> <p>2D. Frozen berries: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2E. Dipping veggies – baby carrots, celery, etc.: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2F. Low fat dressings: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2G. Low fat mayonnaise: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2H. Low sodium seasonings: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2I. Eggs: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2J. Canned fish (sardines, salmon, etc.): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min2/Total Min2: Total Y SL2/Total SL2:</p>
Phase 3	<p>Low sodium soya sauce: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Salsa: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Low fat ranch dressing: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Light whipped butter or margarine: # Items (circle one): 0 1-4 5-9 ≥10</p>	<p>P3A. Eat Together Up & visible (circle one): Y N NA</p> <p>P3B. Be Healthy in Mind, Body and Spirit Up & visible (circle one): Y N NA</p> <div style="border: 1px solid black; padding: 5px; background-color: #cccccc; margin-top: 10px;"> <p>OFFICE USE ONLY P3D. Total #: P3E. Goal met: Y N NA</p> </div>	<p>3A. Low sodium soya sauce: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3B. Salsa: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3C. Low fat ranch dressing: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3D. Light whipped butter or margarine:</p>

	<p>Shelf label up (LF): Y N NA</p> <p>Pam or Becel Spray: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Lower Fat Hot dogs: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Part Skim Mozza: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Baked Beans in Tomato Sauce: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N NA</p> <p>Frozen Vegetables: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Lower Fat Lunch Meats: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p>		<p>Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3E. Cooking Spray: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3F. Baked Beans in Tomato Sauce: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3G. Lower Fat Lunch Meats: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3H. Frozen Vegetables: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3I. Part Skim Mozza: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3J. Lower Fat Hot dogs: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min3/Total Min3: Total Y SL3/Total SL3:</p>
Phase 4	<p>Diet pop, cans (Pepsi One, Diet Ginger Ale): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Low fat evaporated milk (2%): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Milk 2 Go (1%): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Sugar free drink mixes (i.e. Crystal Light): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Unsweetened juice (fortified with D and calcium): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N NA</p> <p>Frozen berries: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p>	<p>P4A. Move on Up to Healthier Drinks Up & visible (circle one): Y N NA</p> <p>P4B. Good Water Up & visible (circle one): Y N NA</p> <p>P4C. Could you give up Pop? Up & visible (circle one): Y N NA</p> <p>P4D. More and More people taking Pedometer Challenge Up & visible (circle one): Y N NA</p> <div data-bbox="722 1402 1068 1497" style="border: 1px solid black; background-color: #cccccc; padding: 5px;"> <p>OFFICE USE ONLY P4E. Total #: P4F. Goal met: Y N NA</p> </div>	<p>4A. Diet pop cans (Pepsi One, Diet Ginger Ale): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>4B. Low fat evaporated milk (2%): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>4C. Milk 2 Go (1%): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>4D. Sugar free drink mixes (i.e. Crystal light): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>4E. Unsweetened juice (fortified with D and calcium): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min4/Total Min4: Total Y SL4/Total SL4:</p>

<p>Phase 5</p>	<p>Frozen vegetables: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Pam or Becel spray: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Low fat pizza: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Whole Wheat Pizza Crust (frozen, flat-breads, pitas): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N NA</p>	<p>P5A. Up & visible (circle one): Y N NA</p> <p>P5B. Up & visible (circle one): Y N NA</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;"> <p>OFFICE USE ONLY P5C. Total #: P5D. Goal met: Y N NA</p> </div>	<p>5A. Frozen vegetables: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>5B. Pam or Becel spray: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>5C. Low fat pizza: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Whole Wheat Pizza Crust (frozen, flat-breads/ pitas): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N NA</p> <p>Total Y Min5/Total Min5: Total Y SL5/Total SL5:</p> <p>Total Y Min/Total Min: Total Y SL/Total SL:</p>
<p>Phase 6</p>	<p>100% Whole wheat bread: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Baked Beans in Tomato Sauce: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N NA</p> <p>Fibre 1 (option) # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N</p> <p>Multi-grain Cheerios: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N</p> <p>Shreddies: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N</p> <p>Unsweetened juice (fortified with D and calcium): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N NA</p> <p>Low fat popcorn: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Trail mix (without candy): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Powdered skim milk: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Canned fish (sardines, salmon, tuna etc.):</p>	<p>P6A. Frozen Vegetables: More Bang for Your Buck! Up & visible (circle one): Y N NA</p> <p>P6B. Add Frozen Vegetables to Your Soups and Stews Up & visible (circle one): Y N NA</p> <p>P6C. Shop Wisely, Use a List Up & visible (circle one): Y N NA</p> <p>P6D. Use Cooking Spray to Cut the Fat Up & visible (circle one): Y N NA</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;"> <p>OFFICE USE ONLY P6E. Total #: P6F. Goal met: Y N NA</p> </div>	<p>6A. 100% Whole wheat bread: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6B. Baked Beans in Tomato Sauce: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6C. Fibre 1 (option) # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>6D. Multi-grain Cheerios: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6E. Shreddies: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6F. Unsweetened juice (fortified with D and calcium): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6G. Low fat popcorn: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6H. Trail mix (without candy): Minimum items: Y N NA Shelf label up: Y N NA</p>

	<p># Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Frozen berries: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Milk 2 Go (1%): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Lean Ground Beef: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Yogurt, lower sugar, individual packs: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Eggs: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p>		<p>6I. Powdered skim milk: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6J. Canned fish (sardines, salmon, tuna etc.): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6K. Frozen berries: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6L. Milk 2 Go (1%): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6M. Lean Ground Beef: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>6N. Yogurt, lower sugar, individual packs: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min6/Total Min6: Total Y SL6/Total SL6:</p>
Phase 7	<p>Powdered skim milk: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Splenda: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Multi-grain Cheerios: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N</p> <p>Frozen berries: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Canned fish (sardines, salmon, tuna etc.): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Low fat popcorn: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Unsweetened juice (fortified with D and calcium): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N NA</p> <p>Sugar free drink mixes (i.e. Crystal Light): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p>	<p>P7A. Up & visible (circle one): Y N NA</p> <p>P7B. Up & visible (circle one): Y N NA</p> <p>P7C. Up & visible (circle one): Y N NA</p> <p>P7D. Up & visible (circle one): Y N NA</p> <div style="border: 1px solid black; background-color: #cccccc; padding: 5px; margin: 10px 0;"> <p>OFFICE USE ONLY P7E. Total #: P7F. Goal met: Y N NA</p> </div>	<p>7A. Powdered skim milk: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7B. Splenda: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7C. Multi-grain Cheerios: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>7D. Frozen berries: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7E. Canned fish (sardines, salmon, tuna etc.): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7F. Low fat popcorn: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7G. Unsweetened juice (fortified with D and calcium): Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7H. Sugar free drink mixes (i.e. Crystal Light):</p>

<p>Pam or Becel Spray: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Frozen vegetables: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Eggs: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Low fat mayonnaise: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>100% Whole wheat bread: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Salsa: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p> <p>Part Skim Mozza: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N NA</p> <p>Low sodium soya sauce: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N NA</p>		<p>Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7I. Pam or Becel Spray: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7J. Frozen vegetables: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7K. Eggs: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7L. Low fat mayonnaise: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7M. 100% Whole wheat bread: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7N. Salsa: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7O. Part Skim Mozza: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>7P. Low sodium soya sauce: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min6/Total Min6: Total Y SL6/Total SL6:</p>
--	--	--

Data Collector's Comments: _____

I have checked this form for completeness and accuracy:

_____ (Signature)

<p>Shelf Label Key HFC: Healthier food Choice HC: Higher in Calcium LS: Lower in Sugar LF: Lower in Fat HF: Higher in Fibre</p>
--

PROCESS EVALUATOR: Cooking Demonstration & Taste Test Evaluation



1. Date: ___/___/___ (mm/dd/yy)
2. Data Collector: _____
3. Community: _____
4. Store Name/Community Location: _____
5. Phase (check one): ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
6. Demonstration type (check one): Cooking Demo Taste test
7. Conducted by (Interventionist): _____
8. Time started: _____
9. Promotional food/recipe: _____

For questions 10-14, use tally marks to keep track of numbers during the demonstration, and then write the total at the end.

- | | Total |
|---|---------|
| 10. # People actively participated: _____ | = _____ |
| 11. # Food samples distributed: _____ | = _____ |
| 12. a. Flyer/print material name: _____ | |
| # Flyers/print material distributed: _____ | = _____ |
| b. Flyer/print material name: _____ | |
| # Flyers/print material distributed: _____ | = _____ |
| 13. # Recipes distributed: _____ | = _____ |
| 14. # Giveaways (not food) distributed: _____ | = _____ |
| 15. Time ended: _____ | |
| 16. Number of customer evaluations collected: _____ | |
| 17. In what ways did the CD/TT go well? _____ | |

18. In what ways did the CD/TT NOT go well? What should be improved in the future? _____

	—				+
19. Participant reaction to taste (circle one)	1	2	3	4	5
20. Participant interest level in food (circle one)	1	2	3	4	5
21. Accessibility of demo site (circle one)	1	2	3	4	5

22. Additional Comments: _____

I have checked this form for completeness: _____ (Signature)

Checked by _____ Date: ___/___/___
Entered by _____ Date: ___/___/___

FOR OFFICE USE ONLY



PROCESS EVALUATOR: Mass Media Evaluation Form

1. **Date:** ___/___/___ (mm/dd/yy)
2. **Data Collector:** _____
3. **Community:** _____
4. **Phase** (check one): ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
5. **Newsletters Publications:** Record ALL newsletter publications throughout each phase.

Publication Date (mm/dd/yyyy)	Flyer or Cartoon Name/Description	Type of Newsletter (circle one)
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School

6. Radio: Write a name or description of each scheduled radio spot for the phase (obtain from interventionist). Write a tally mark each time you hear the radio spot throughout the phase, and write the total number at the end of the phase in the last column.

Radio Spot Name/Description	# Times (tally)	Total #

**PROCESS EVALUATOR:
Mass Media Evaluation Form (Page 2)**

7. Posters/Flyers/Educational Displays: During the LAST WEEK OF EACH PHASE, visit all community locations where you posted these media materials and record the presence of posters, flyers and educational displays that were left over after the phase was finished.

NOTE: With this evaluation, you can also attach a copy of the **Interventionist Posters / Flyers – Distribution Log IF MOST posters** which you originally posted around the community remained up.

Date (mm/dd/yyyy)	Type of Material		Location
____/____/____ ____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer <input type="checkbox"/> Ed. Display	Name/Description: # left (flyers only):	<input type="checkbox"/> Hamlet <input type="checkbox"/> Health Centre <input type="checkbox"/> Community Hall <input type="checkbox"/> School _____ <input type="checkbox"/> Other _____
____/____/____ ____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer <input type="checkbox"/> Ed. Display	Name/Description: # left (flyers only):	<input type="checkbox"/> Hamlet <input type="checkbox"/> Health Centre <input type="checkbox"/> Community Hall <input type="checkbox"/> School _____ <input type="checkbox"/> Other _____
____/____/____ ____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer <input type="checkbox"/> Ed. Display	Name/Description: # left (flyers only):	<input type="checkbox"/> Hamlet <input type="checkbox"/> Health Centre <input type="checkbox"/> Community Hall <input type="checkbox"/> School _____ <input type="checkbox"/> Other _____
____/____/____ ____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer <input type="checkbox"/> Ed. Display	Name/Description: # left (flyers only):	<input type="checkbox"/> Hamlet <input type="checkbox"/> Health Centre <input type="checkbox"/> Community Hall <input type="checkbox"/> School _____ <input type="checkbox"/> Other _____
____/____/____ ____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer <input type="checkbox"/> Ed. Display	Name/Description: # left (flyers only):	<input type="checkbox"/> Hamlet <input type="checkbox"/> Health Centre <input type="checkbox"/> Community Hall <input type="checkbox"/> School _____ <input type="checkbox"/> Other _____
____/____/____ ____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer <input type="checkbox"/> Ed. Display	Name/Description: # left (flyers only):	<input type="checkbox"/> Other _____

APPENDIX B:

INTERVENTIONIST
LOGS



INTERVENTIONIST STORE/COMMUNITY VISIT LOG

Date: ____/____/____

Interventionist name: _____

Location: _____

Community: _____

PHASE: ____ 0 ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7

TIME	Activities Conducted (check all that apply)	MATERIALS POSTED IN STORE (#)
Start time:	<input type="checkbox"/> Store Recruitment <input type="checkbox"/> 1st Visit of Phase	<input type="checkbox"/> Poster(s). Names of Posters put up: _____ _____
Finish Time:	<input type="checkbox"/> Follow-up Visit of a Phase <input type="checkbox"/> Posting Materials <input type="checkbox"/> Meeting with Store Staff/ Manager <input type="checkbox"/> Interactive Session (e.g., taste test) (fill out pp 2-3 if checked) <input type="checkbox"/> Community Event (fill out pp 2-3 if checked)	_____ _____ Shelf Labels: <input type="checkbox"/> Higher in Fiber <input type="checkbox"/> Lower in Fat <input type="checkbox"/> Lower in Sugar <input type="checkbox"/> Healthy Choice <input type="checkbox"/> Lower in Salt

Who did you meet with?

What happened during the visit?

Where was demo/taste test / community event done?

Attendee Log (make tick marks to record as you go):

Age of visitor	Brief visitors (10 sec – 1 min, just looking usually)		Longer visitors (over 1 min, discussion)	
	Male	Female	Male	Female
Children (<18 years)				
Young adults (18-30 years)				
Older adults (31+ years)				

Taste Test Response. Record Participant reaction (make tick mark to note preference):

Usual Choice	Healthier Alternative
Food: _____	Food: _____

Promotional Items Given Out. Indicate the food or giveaway type and use tick marks to record the number:

<u>Name (i.e Smoothie)</u>	<u>Ticks</u>	
Food 1: _____	# _____	Total: # _____
Food 2: _____	# _____	
Food 3: _____	# _____	
Food 4: _____	# _____	
Flyer 1: _____	# _____	Total: # _____
Flyer 2: _____	# _____	
Flyer 3: _____	# _____	
Recipe 1: _____	# _____	
Recipe 2: _____		
Giveaway 1: _____	# _____	Total: # _____
Giveaway 2: _____	# _____	
Giveaway 3: _____	# _____	
Giveaway 4: _____	# _____	
Giveaway 5: _____	# _____	

Frequently Asked Questions by participants:

This section is optional—Use as a tool to keep track of #'s.

(Count the number of flyers/recipe cards/giveaways that you have on the table before the intervention and count the number you have after. For food items, count the number of cups/bowls/items you have on the table before and after. Calculate total: Before minus After).

	Before	After	Total (Before-After)
Flyer 1	# _____	# _____	_____
Flyer 2	# _____	# _____	_____
Flyer 3:	# _____	# _____	_____
Flyer 4:	# _____	# _____	_____
Recipe:	# _____	# _____	_____
Food 1:	# _____	# _____	_____
Food 2:	# _____	# _____	_____
Food 3:	# _____	# _____	_____
Food 4:	# _____	# _____	_____
Giveaway 1:	# _____	# _____	_____
Giveaway 2:	# _____	# _____	_____
Giveaway 3:	# _____	# _____	_____
Giveaway 4:	# _____	# _____	_____
Giveaway 5:	# _____	# _____	_____

APPENDIX C:

CONTACT
INFORMATION

(as of Dec. 2009)

	Location	Phone	Email
Interventionists			
Danielle Leydier Demetra Panaktaq	Cambridge Bay, NU Wellness Centre W: 867-983-4670	H: 983-2598 H: moving	
Mary Ugyuk Barbara Tucktoo Lynn Kanguaq	Taloyoak, NU W: 867-561-5466	H: 561-6995 H: 561-6541 H: 561-5166	
Researchers			
Gita Sharma	University of North Carolina	W:704-250-5015	sangitas@email.unc.edu
Joel Gittelsohn	Johns Hopkins University		jgittels@jhsph.edu

APPENDIX D:

POSTER LOCATIONS

TALOYOAK

Location	Poster Size	Number
Hamlet		
Health Centre		
Government building		
Northern store		
Co-Op store		
Taluq Design		
Boothia Inn		
Airport		
Radio / CPNP building		
Netsilik school		
Arctic College		
Housing		
Hamlet garage		

APPENDIX E:

INVOICES AND REIMBURSEMENT

(serve as examples, can be modified)

PRE PAYMENT FORM

(for travel associated with training)

** Invoices must be attached.

Name: _____

Address: _____

Phone/Fax/Email: _____

Dates: _____

Training: _____



Costs	Per Diem*	Accommodation	Other
List and provide an invoice		Hotel: # of nights	Items bought needing reimbursement, etc:
Air (need itinerary and ticket stubs)		Private (\$50 per night):	
Land/taxi (includes car rentals):		Other:	
			Other
TOTAL:			

*Rates subject to change

Signature: _____

Date: _____

RECEIPT



Paid by:

QUANTITY	DESCRIPTION	UNIT PRICE	LINE TOTAL	
			SUBTOTAL	
			SALES TAX	
			TOTAL	

Signature indicating payment received: _____

Date: _____