



ENCOURAGING HEALTHY EATING HABITS IN PRESCHOOL CHILDREN



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***ENCOURAGING HEALTHY
EATING HABITS IN
PRESCHOOL CHILDREN***



Save the Children
Fiji



Our Preschoolers' Growth

We all want the best for our children. We want them to grow up healthy and energised, feel great and have a keen intellect. Every child is an individual and develops at their own pace, each experiencing important stages and milestones like first step, first tooth, and first word.

This growth and development happens continually throughout a child's early years, but is not always experienced in a smooth, flowing pattern. Sometimes new skills are picked up quickly, resulting in much joy. Other times, practice and patience are needed, along with parental support and encouragement.

This guide provides some tools, ideas and tips for your child's healthy development. It has been designed to help parents, caregivers, teachers, community workers and anyone responsible for the care of a child — to share and talanoa its contents to ensure healthy living, and nutritious, balanced meals. It offers some alternatives to problems we all face, as we raise our children to grow into healthy, strong, smart and talented young adults.

This guide, while written for general use, has been specifically targeted for families and children attending Save the Children supported kindergartens throughout Fiji. It is the result of a baseline survey undertaken on nutritional needs of children from these communities, and the problems families face in feeding their children healthy and well-balanced meals.

It is a guide that can be read and used by anyone. It is envisioned anyone can talk through the information on nutrition and healthy eating, or learn through a visual examination of the various annexes. We hope it proves useful in finding alternative practices to growing our children healthy, energetic and smart.

How to Use This Training Guide

This training guide has been designed as a tool to encourage behavior change by promoting healthy eating habits in preschool children aged 3-6.

Its objective is to have parents, guardians, caregivers and other community members:

- Educate them on eating behavior patterns.
- Recognize poor eating behavior patterns.
- Recognize that behavior change is needed.
- Address longterm changes required in order to maintain behavior change.
- Utilise tools and resources that suggest alternatives and assistance.
- Recognize that this publication is simply a guide for learning, and that most knowledge useful for overcoming the barriers and finding solutions to healthier eating are often already within the community, just waiting to be discovered and shared.

Before beginning a training session, the trainer should read the **Materials** and **Preparation** instructions on the left-hand side of the page. This will allow for the best delivery of the session.

Materials features a list of all of the resources needed to successfully run the training session.

Preparation outlines any requirements that the trainer must fulfill prior to beginning the session.


The **Training Session** features **Background** information, intended to guide participant understanding. This should be read aloud to participants to begin the session.



MATERIALS




PREPARATION




Eating Habits of Children In Our Communities

MODULE 1



MATERIALS

- Annex 20 (one for each participant)
- 3-4 sheets of butcher's paper
- Pens or markers
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks



PREPARATION

Read through Module 1 before beginning the training session with the group. Be sure that all of the materials are prepared for each group activity, including writing the topics for discussion on the butchers' paper. At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session covers eating practices in our communities for preschool children aged 3-6.

During this session, the trainer should assist participants to:

- Understand the eating habits of children aged 3-6.
- Identify why and how decisions on food purchases and preparation are made.
- Reflect on their own and their children's eating habits.

At the end of this session, participants should be able to:

- List broadly if they fall into the discussion groups mentioned.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

SOME EATING PRACTICES IN OUR COMMUNITIES

By ages 3-6 years, your child should be eating and enjoying meals, and participating in meal times with the rest of the family. At this time, children do not need special foods, but it is important that you are now laying the foundations of healthy eating. Children now enjoy eating with friends and family, they know the broader role of food and begin to be influenced by TV advertising. They recognize that food can be used as bribes, rewards, treats and also what it means to be refused food.

This is also a time when children begin to eat outside of home — at kindergarten, at other people's houses and at restaurants. This is why it is so important for parents, teachers and caregivers to encourage, support and influence healthy eating habits.

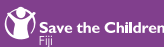
EATING PRACTICES OF CHILDREN IN OUR COMMUNITY KINDERGARTENS

A common concern of participants is that their child does not eat enough and this can lead to frustration when food they prepare is refused. As a parent, you are responsible for what you offer for your child to eat — often 5-6 meals a day for 3-6 year olds. It is also your responsibility to make meals healthy and meal times pleasant.

It is not always easy to prepare the perfect meal — one that meets your child's nutrition needs, but also one that your child finds yummy. At times, time and financial constraints mean we take short cuts or just have to make do.

A recent survey by Save the Children Fiji indicates that in communities in the larger Suva-Nausori corridor of Central Division— where land is limited and parents are dependent on wages to buy food — there is a tendency to buy a lot more processed foods and whatever seasonal market fruit and vegetables are available.

10 MODULE 1 | NUTRITION TOOLKIT



The Design Of This Training Guide

This training guide is made up of 10 training modules, 4 success stories and 22 annexes for use with the training modules.

Each training module is made up of 3 parts — the **Introduction**, **Training Session** and **Homework Task**. The Introduction gives trainers the overview of the module, as well as learning objectives and outcomes for the session. The Training Session features **Background** information, intended to guide participant understanding, and accompanying **Group Activities**.

These activities assist trainers to facilitate discussion and participatory learning, in order to meet the objectives of each training module. Some of the activities are revisited, so please ensure that any paperwork required for future modules is collected at the end of each session.

The guide also provides a Homework Task for each module, to ensure that participants find the knowledge acquired is practical, useful, and brings about positive change in their community.



In the Northern Division, parents are able to plant much of what they eat. Despite this, parents reported that they were not always able to feed their children a balanced meal at every meal and snack time.

Reasons cited included:

- Affordability — cheaper to buy processed, packaged and tinned foods.
- Easier to prepare processed, packaged and tinned foods.
- Processed foods went further.
- Fresh fruits and vegetables were not always available.
- Not having enough preparation time.
- Lack of awareness on what constitutes a balanced meal.
- Children do not like vegetables.
- Lack of awareness on quantity and quality of food.
- No land for planting.
- Children have a preference for cakes, bingos, soft drinks, sweet tea.

As a result of such eating practices and problems in the surveyed communities, it was observed that some of the children were under-weight, particularly so a larger number of girls than boys.

GROUP ACTIVITY 1:

In this group activity, initiate discussion by asking participants the following questions: **Why should we worry about what our children eat? Why should we consider changing our eating habits?** Ask the participants to record their answers on a sheet of butcher's paper, and then discuss these responses with the group, exploring the reasoning for these answers

GROUP ACTIVITY 2:

In this activity, divide participants into two groups and ask each group to give an overview of their own and their children's eating habits, and have them record these observations on butcher's paper. Ask each group to present their findings, and discuss any questions that arise. (Keep these answers as they are needed for Module 3.)

Homework Task

Ask participants to take home and fill out the Training Questionnaire (Annex 20). Ask them to note down some of the barriers and obstacles that they encounter when providing healthy and balanced meals for their families.

At the beginning of the next session, set aside time to help participants to total their score, according to the handout. Collect the filled-out Questionnaire and discuss the participant's results, noting the barriers and obstacles. Is there a common theme in the community?

The **Introduction** gives trainers an overview of the content of the training module, as well as the learning objectives and outcomes for the session.

The **Group Activities** assist trainers to facilitate discussion and participatory learning, in order to meet the objectives of each training module.

Some of the activities are revisited, so please ensure that any paperwork required for future modules is collected at the end of each session.

Annexes are shown to help trainers identify what is needed to run the training session. A list of required annexes for each session can be found in the **Materials** section at the beginning of each training module.

There is a **Homework Task** for each module, to ensure that participants find the knowledge acquired practical, useful, and helps to bring about positive change in their community.

Training Guide Outline

	OBJECTIVES	OUTCOMES	PAGE
MODULE 1: Eating Habits of Children In Our Communities	<ul style="list-style-type: none"> Understand the eating habits of children aged 3-6. Identify why and how decisions on food purchases and preparation are made. Reflect on their own and their children's eating habits. 	<ul style="list-style-type: none"> List broadly if they fall into the discussion groups mentioned. 	10
MODULE 2: Healthy Eating, Growth & Development	<ul style="list-style-type: none"> Reflect on their children's eating habits. 	<ul style="list-style-type: none"> Apply learnings from different communities to one's own community. Recall the three major food groups. 	12
MODULE 3: Why are good practices important for you & your child?	<ul style="list-style-type: none"> Clearly identify and list good and bad practices and consequent deficiencies. Demonstrate, through sharing, an ability to move from identifying problems associated with bad eating habits to identifying how to reach solutions. 	<ul style="list-style-type: none"> Easily differentiate bad from good practices and apply these to preparation of daily meals. Modify practices to ensure balanced eating habits. 	14
MODULE 4: Confronting Realities	<ul style="list-style-type: none"> Understand how to make smart food choices so that healthy intakes of sugar, salt and fat are consumed through daily drinks, foods and snacks. Understand the importance of drinking water instead of soft drinks and cordials. 	<ul style="list-style-type: none"> Differentiate between healthy and unhealthy drinking and eating practices. 	16
MODULE 5: Reading Food Labels	<ul style="list-style-type: none"> Understand the information that is presented on food labels and packaging. 	<ul style="list-style-type: none"> Demonstrate their ability to read and understand food labels and packaging. 	18
MODULE 6: How to help your child eat a nutritious, healthy diet	<ul style="list-style-type: none"> Recall earlier learning. 	<ul style="list-style-type: none"> Clearly define the different food choices. 	20

MODULE	OBJECTIVES	OUTCOMES	PAGE
MODULE 7: Food & Nutrition Success Stories!	<ul style="list-style-type: none"> • Create deeper understanding and awareness of healthy options. • Explore problems and solutions to providing healthy meals. 	<ul style="list-style-type: none"> • Identify healthy options for food, how to overcome problems and where to go for assistance. 	22
MODULE 8: Planning Balanced & Nutritious Meals	<ul style="list-style-type: none"> • Recall the different food groups. • Begin basic meal planning in order to prepare balanced and nutritious meals. 	<ul style="list-style-type: none"> • Understand the food groups, and the importance of balance. • Draw up individual meal plans. 	24
MODULE 9: Determining The Right Serving Sizes For Your Child	<ul style="list-style-type: none"> • Understand serving sizes and amounts for the appropriate age groups. • Develop meal planning in order to prepare balanced and nutritious meals. 	<ul style="list-style-type: none"> • Use the sample meal plans, the guide on serving sizes, and amounts to draw up individual meal and lunch box meal planners. • Plan nutritious & affordable meals. • Plan meals that ensure a balance of foods from each food group. 	26
MODULE 10: An Ideal Community	<ul style="list-style-type: none"> • Assess personal and community practice pre-and post-training. • Examine the individual learning and behavior change achieved through the earlier modules. 	<ul style="list-style-type: none"> • Clearly identify the journey from recognizing eating practices to moving onto their ideal home and community with healthy children. • Self-assess positive milestones achieved or additional required steps for positive changes in preparation and eating practices. 	28
Success Stories			31
Four case studies that feature success stories from communities in Fiji. These are examples of how other individuals and community groups enhanced their eating habits and feeding abilities, and ultimately, improved the health and nutrition of their children.			
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***ENCOURAGING HEALTHY
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Training Modules

Eating Habits of Children In Our Communities

MODULE 1

MATERIALS

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PREPARATION

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Training session

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This is also a time when children begin to eat outside of home — at kindergarten, at other people's houses and at restaurants. This is why it is so important for parents, teachers and caregivers to encourage, support and influence healthy eating habits.

EATING PRACTICES OF CHILDREN IN OUR COMMUNITY KINDERGARTENS

A common concern of participants is that their child does not eat enough and this can lead to frustration when food they prepare is refused. As a parent, you are responsible for what you offer for your child to eat — often 5-6 meals a day for 3-6 year olds. It is also your responsibility to make meals healthy and meal times pleasant.

It is not always easy to prepare the perfect meal — one that meets your child's nutrition needs, but also one that your child finds yummy. At times, time and financial constraints mean we take short cuts or just have to make do.

A recent survey by Save the Children Fiji indicates that in communities in the larger Suva-Nausori corridor of Central Division— where land is limited and parents are dependent on wages to buy food — there is a tendency to buy a lot more processed foods and whatever seasonal market fruit and vegetables are available.



In the Northern Division, parents are able to plant much of what they eat. Despite this, parents reported that they were not always able to feed their children a balanced meal at every meal and snack time.

Reasons cited included:

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- Easier to prepare processed, packaged and tinned foods.
- Processed foods went further.
- Fresh fruits and vegetables were not always available.
- Not having enough preparation time.
- Lack of awareness on what constitutes a balanced meal.
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As a result of such eating practices and problems in the surveyed communities, it was observed that some of the children were under-weight, particularly so a larger number of girls than boys.

GROUP ACTIVITY 1:

In this group activity, initiate discussion by asking participants the following questions; ***Why should we worry about what our children eat? Why should we consider changing our eating habits?*** Ask the participants to record their answers on a sheet of butcher's paper, and then discuss these responses with the group, exploring the reasoning for these answers

GROUP ACTIVITY 2:

In this activity, divide participants into two groups and ask each group to give an overview of their own and their children's eating habits, and have them record these observations on butcher's paper. Ask each group to present their findings, and discuss any questions that arise. (Keep these answers as they are needed for Module 3.)



Homework Task

Ask participants to take home and fill out the Training Questionnaire (Annex 20). Ask them to note down some of the barriers and obstacles that they encounter when providing healthy and balanced meals for their families.

At the beginning of the next session, set aside time to help participants to total their score, according to the handout. Collect the filled-out Questionnaire and discuss the participant's results, noting the barriers and obstacles. Is there a common theme in the community?



Healthy Eating, Growth and Development

MODULE 2

MATERIALS

- Annex 1, 2, 3, 4
- Annex 5 (one for each participant)
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

NOTE: Complete Module 1 prior to this module!

Read through Module 2 before beginning the training session with the group.

Be sure that all of the materials are prepared for the group activity.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session introduces the connection between healthy eating and good growth and development in children. Participants will be able to share their understanding of this, and will also be introduced to the healthy food groups and Ministry of Health eating guidelines.

During this session, the trainer should assist participants to:

- Reflect on their children's eating habits.

At the end of this session, participants should be able to:

- Apply learnings from different communities to one's own community.
- Recall the three major food groups.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

Children grow and develop at different rates. Nutritional needs of children differ at different stages and ages of their development. Your child may be taller or shorter, lighter or heavier than other children. For your preschoolers, those between 3-6 years of age, this is the time for growth and development. Good growth is dependent on a number of factors.

These include:

- Family — parent's size and shape;
- Age — children grow fastest as babies and teenagers;
- General health — medical conditions, illness;
- Gender — boys and girls have different growth patterns;
- Activity levels — how active your child is and for how long;

But most importantly:

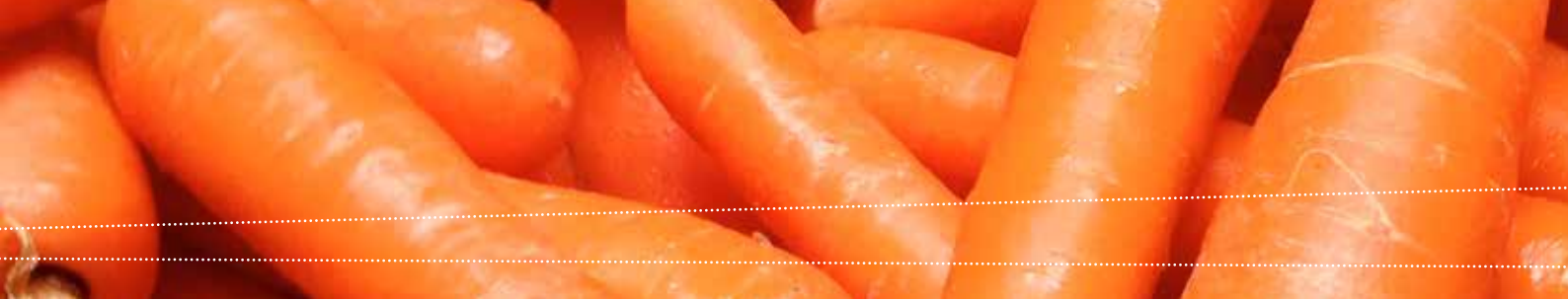
- The eating habits of the child — what and how much your child eats.

And thus the need for healthy meals and snacks, with the right balance or amount from each three food groups. Annexes 1, 2 and 3 provide a good guideline on each food groups and appropriate amounts to eat from each group, and what to drink. Your meal choices affects your child's health, including their physical and mental growth. As the saying goes, you are what you eat.

Good news for Fiji is that with increased public education and efforts by parents and communities to eat healthier in recent years, some improvements have been noted in children's growth. According to the NFNC – National Food and Nutrition Centre, Fiji's population has continued to increase in height and weight. This is due to an increased intake of foods containing protein and energy. Additionally, healthy eating has also resulted in less people becoming ill with infectious diseases.

The bad news, and why we should seriously consider changing eating behavior, is that a high prevalence rate of anaemia among children has persisted. According to the Ministry of Health almost half the children between 6 months-5 years are anaemic (lack of iron in the blood, see Annex 4). Anaemia has multiple contributing factors, including infections and hookworms which use up iron from bodies, and poor iron intake in children's diets.

Being underweight and anaemic contributes to poor development and growth of the brain, affecting a child's learning ability and leading to poor performance in school. Poor development can also lead to problems later in life, such as non-communicable diseases like diabetes and high blood pressure.



GROUP ACTIVITY: EAT RIGHT, BE HEALTHY, ACTIVE AND SMART!

During this group activity, quiz the participants on the following yes/no questions. Ask the participants to raise their hands if they agree with the statements. What your participants think to be “normal” eating and activity for a preschooler 3-6 years old may surprise you. Use the notes below to discuss their answers.

Should preschoolers be active every day?

Preschool-aged children love to move and be active. Daily physical activity helps strengthen their heart, lungs, bones and muscles. It also gives them confidence and helps them learn social skills, as well as teaching them movement skills they will need for lifelong physical activity. That is why it is important for preschoolers to be active every day. It is also a sure way to build their appetites.

Is it up to my child to decide whether to eat and how much to eat?

Parents and preschoolers have different jobs when it comes to eating. Your job is to decide what, when and where to offer food. Your child’s job is to decide if and how much to eat from the healthy choices you offer.

Is it normal for preschoolers to eat a lot one day and eat very little the next day?

It is normal for your preschooler’s appetite to vary. Keep serving a variety of healthy foods without pressuring them to eat. Make one family meal, not separate meals, with at least one food they like even if it is just bread.

Is it true that it may take a preschooler 10 or more tries before accepting a new food?

It is easy to feel discouraged after your child has rejected a food for the third or even the thirteenth time. Keep offering it in small amounts with familiar foods when you know they are hungry. They may need 10 tries before liking it. It helps if your child cooks with you and watches you trying new foods.

Does your preschooler eat best when you eat with them, and allow them to eat slowly at their own pace?

Serve food in child-sized plates, bowls, cups and utensils in the beginning. Turn off the TV and put away toys at meal times. Ask your child to sit down so the focus is on eating alone. Serve food that can be eaten using fingers and cutlery as well. Serve food separately rather than mixed. Let the child serve their own food from the healthy food you place on the table.



Homework Task

Ask participants to create a food journal for their child for the next week. Give each participant a copy of My Food Journal (Annex 5), and ask them to write down what their child eats for breakfast, takes to school in their lunch box, what they eat for dinner and what snacks they have in between meals.

At the beginning of the next session, set aside time to discuss the participants’ food journals, and ask for volunteers to explain to the group why they made these food choices.

Why are good practices important for you & your child?

MODULE 3

MATERIALS

- Annex 13
- Annex 15, 16 (one for each participant)
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

Read through Module 3 before beginning the training session with the group.

Be sure that all of the materials are prepared for each group activity.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session provides for the beginning of an understanding on why it is important to develop good eating practices in our preschoolers. It will provide for learning through sharing what are essentially bad practices and the potential deficiencies these could lead to, while also giving participants a chance to confront some realities on common eating habits.

During this session, the trainer should assist participants to:

- Clearly identify and list good and bad practices and consequent deficiencies.
- Demonstrate, through sharing, an ability to move from identifying problems associated with bad eating habits to identifying how to reach solutions.

At the end of this session, participants should be able to:

- Easily differentiate bad from good practices and apply these to preparation of daily meals.
- Modify practices to ensure balanced eating habits.

Training session

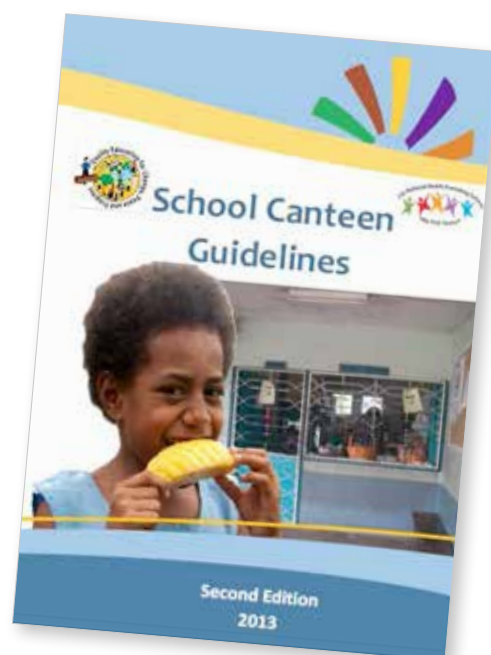
BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

Now is a great time for your child to develop healthier eating habits that will last a lifetime. It will mean less visits to the doctors through their preschool and school years, into adulthood and then as an adult, prevent lifestyle diseases like heart-attacks and diabetes which the majority of our people contract.

It may take several tries to get your child to accept a new food so do not give up. Keep reminding the little one's of the importance of eating right. Remember, also that children learn from their parents, caregivers and teachers, as such it is important for, you, as a role model, to make healthier choices, be seen to be eating healthier meals too.

National Food and Nutrition Centre (NFNC) studies show that good healthy habits cemented at a young age will mean your child will develop with normal brain functions, physical growth and habits.

Additionally, food of adequate nutritional quality and quantity will assist in developing your child's immune system (so your child doesn't become sick often) and help them grow physically and mentally strong. Also eating right and eating balanced and fresh local foods, will lead to children being alert, with a desire for learning, resulting in improved school results.





GROUP ACTIVITY 1: DISCUSSING DEFICIENCIES

A lunch box survey found some practices in kindergartens are considered unhealthy. These practices can lead to poor development and deficiencies. Hand out Deficiencies (Annex 15) and as a group, fill out the table. Revisit the answers from Group Activity 2 from Module One. Write them in the first column. Examine the understanding level among participants by discussing good and bad eating practices and the possible deficiencies, and their longterm effects, that could result among children who are 3-6 years of age.

GROUP ACTIVITY 2: FROM PROBLEMS TO SOLUTIONS

An excellent guide on unhealthy eating practices and healthier alternatives is available through the Ministry of Health. The NFNC School Canteen Guidelines (Annex 13) provides information on food categories that should be and should not be sold in school canteens. It also offers a useful checklist on restricted foods and 'can have' foods, as well as daily menu options, which parents of preschoolers and kindergarten children can easily adapt for their 3-6 year olds.

In this activity, explore practices and alternatives for positive eating choices. In small groups ask participants to use their knowledge and annexes from the previous activity to complete Problems to Solutions (Annex 16). Ask the wider group for additional answers — the idea is to draw out some problem solving ideas and the steps towards change.

Eating practice in your family	Health	Deficiency	Possible Problem	Long-term effects
Child gets dirty or messy in eating	✓	✓	Child gets dirty or messy in eating	Child gets dirty or messy in eating
Child has not reached full growth	✓	✓	Child has not reached full growth	Child has not reached full growth

Problem	Why is this a problem?	What is causing the problem?	How can you solve the problem?	What are your healthy alternatives?
Child gets dirty or messy in eating	Child gets dirty or messy in eating	Child gets dirty or messy in eating	Child gets dirty or messy in eating	Child gets dirty or messy in eating
Child has not reached full growth	Child has not reached full growth	Child has not reached full growth	Child has not reached full growth	Child has not reached full growth



Homework Task

Ask participants to try 3 of the healthy alternatives at home, from Group Activity Two. Ask different participants to try different things. Ask them to identify 3 other solutions to overcoming problems.

At the beginning of the next session, set aside time to discuss the success or failures, as well as new solutions.

Confronting Realities

MODULE 4

MATERIALS

- Annex 6, 7, 8, 9, 10, 11, 18
- Completed Annex 5
- Blue-tac or sticky tape
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

NOTE: Complete Module 3 prior to this module!

Read through Module 4 before beginning the training session with the group.

Be sure that all of the materials are prepared for each group activity.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session introduces the reality of the sugar, salt and fats that children consume in their daily intake of food and drink.

During this session, the trainer should assist participants to:

- Understand how to make smart food choices so that healthy intakes of sugar, salt and fat are consumed through daily drinks, foods and snacks.
- Understand the importance of drinking water instead of soft drinks and cordials.

At the end of this session, participants should be able to:

- Differentiate between healthy and unhealthy drinking and eating practices.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

No parent knowingly feeds their child an unhealthy meal. You ate certain meals growing up, thus you assume it is good for your child too, and of this is the case. The important practice we are trying to emphasize is that in order to get your child developing healthier, it is important to recognize the difference between a balanced, healthy meal, and meals that fill your child up, but may include an excess of ingredients that will stunt or inhibit healthy growth. We need to recognize certain realities before we make meal preparation adjustments, which not only fill our children but also ensures good health and growth.

GROUP ACTIVITY 1:

Hang the following charts on a wall:

- Smart Swaps (Annex 6)
- More Flavour Less Salt (Annex 8)
- How Much Should I Be Eating? (Annex 9)



Divide the participants into small groups and ask them to choose a meal from their completed food journal from Module 2 (Annex 5). In their groups ask them to assess their chosen meal, and using the displayed charts, establish if their meal follows the healthy practices and alternatives shown. Bring groups back together and discuss what they discovered.

GROUP ACTIVITY 2:

How much water your child needs to drink depends on their level of activity. Most children drink 6-8 glasses of water a day. If your child is very active then it is important to increase their fluid intake.

Water or milk are the best options when it comes to choosing healthy drinks. Water accompanying the school lunch is the best choice, or alternatively, choose freshly squeezed juices or Bu (coconut water). Juices with added sugar, cordials and soft drinks are dangerously harmful, given their high sugar content. It's also important to remember that taste is acquired, and if a child is given water and unsweetened drinks, they may not develop a "sweet tooth".

Show the following three charts:

- Soft Drinks and Sugar Content (Annex 7)
- Water for Life (Annex 10)
- Save. Sip. Survive. (Annex 18).



In pairs, ask participants to make comments about the charts, keeping in mind their own practices and possible healthy alternatives. Bring the groups back together and discuss each group's understanding of the charts.



Homework Task

Ask participants to write down the snacks and drinks their child takes in their lunch box for one week. Challenge them to use their knowledge, and the information gained from the annexes used in this module, to ensure their children are eating and drinking healthy, nutritious and naturally flavoured snacks and drinks. Participants should note if they are unable to provide healthier options.

At the beginning of the next session, set aside time to discuss challenges and successes encountered.

Reading Food Labels

MODULE 5

MATERIALS

- Annex 11 (multiple copies to share)
- Commonly used processed food labels/ packaging, e.g. Tomato Sauce, Noodles, Breakfast Crackers
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

NOTE: Complete Module 4 prior to this module!

Read through Module 5 before beginning the training session with the group.

Be sure that all of the materials are prepared for each group activity.

The facilitator may wish to invite a NFNC official to run this session on reading food labels.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session provides an opportunity for participants to learn how to read the labels and packaging of processed foods, and make informed and healthy choices based on this knowledge.

During this session, the trainer should assist participants to:

- Understand the information that is presented on food labels and packaging.

At the end of this session, participants should be able to:

- Demonstrate their ability to read and understand food labels and packaging.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

Given time constraints and issues of affordability, many school lunches and preschoolers meals are prepared using processed foods. If you choose to feed your child processed foods, wouldn't you rather know first what's in the food you pick?

The Ministry of Health and National Food and Nutrition Center Reading Food Labels pamphlet (Annex 11) provides a useful healthy choice supermarket guide. The guide teaches a basic understanding of how to read nutrition and ingredient information on processed food packages, bottles and cans.

GROUP ACTIVITY:

Share copies of Reading Food Labels (Annex 11). Then ask participants to examine labels and packaging of commonly used processed foods such as tomato sauce, soya sauce, packet of noodles, canned corned mutton or beef or breakfast crackers.

Ask participants — *What do you understand about the sugar, salt, and fat content of your product choice? Should you choose to continue to use these? How can your child's meal be made healthier? How would you pick healthier alternatives?* Discuss their answers with the group.





Homework Task

Ask participants to look at their own kitchen cupboard and choose a number of commonly consumed processed foods. List which ones meet the healthy criteria and which don't. State the reasons why they are considered healthy foods or not.

At the beginning of the next session, set aside time to discuss the foods chosen and their reasons for being healthy/unhealthy.

3 Nutrition Information Panels

Once you understand the Healthy Choice Supermarket Guide you can think about calories and what you are eating throughout the day.

Nutrition Information		
Serving size: 18 g (12 crackers)		
Average Quantity:	per serving	per 100g
Energy	322kJ (77 Cal)	1790kJ (428 Cal)
Protein	2.0 g	11.2 g
Fat - Total	2.0 g	11.2 g
- Saturated	1.0 g	5.8 g
- Trans	<0.1 g	<0.1 g
Carbohydrates	12.2 g	67.8 g
- Sugars	0.8 g	4.6 g
Dietary Fibre - Total	0.6 g	3.3 g
Sodium	94 mg	520 mg

* Remember to aim for 0g Trans fat!
* Sodium is part of salt.

How much should I eat each day?

Nutrient	Maximum Daily Intake
Calories	2,000 (8,700 kJ)
Total fat	70 g
Saturated fat	24 g
Sugar	90 g
Sodium	1,600 mg

For adults aged 18 & over.
Source: National Health and Medical Research Council

Produced By:
National Food and Nutrition Centre
1 Clarke Street, Suva | Ph: 3313055 | Fax: 3303921
Email: nfncc@connect.com.fj | Website: www.nfncc.com.fj

1. How many servings am I eating?
Look at the "Serving Size" and compare it to what you are actually eating. Normally we eat less or more than this serving. That's why it's best to use the per 100g column when looking at food labels.

2. How many calories am I eating?
Calories and kilojoules are measurements of energy. Eating too many will lead to weight gain. Less is better!
Note: 4 kilojoules (kJ) = approx. 1 calorie.

3. What nutrients am I eating?
More is Healthier for these nutrients: Fibre, Protein, Vitamins, Calcium, Potassium and Iron.
Less is Best for these nutrients: Total Fat, Saturated Fat, Trans fat, Sugar, Cholesterol and Sodium (salt).
Always aim for 0g Trans fat.

1 Your Healthy Choice Supermarket Guide

Do you know what's in your food? Eating too much fat, salt and sugar can lead to Non-Communicable Diseases (NCDs) such as diabetes, heart disease, some cancers and dental caries.

Your Healthy Choice Supermarket Guide will help you understand nutrition labels so you know what's in the food and drinks you buy. This will help you make better choices at the shops and supermarket for your family.

How do I use my supermarket guide?

- Take your guide (below) with you to the supermarket.
- Look at the 'Nutrition Information' panel on the food package and find the 'per 100g' column.
- Look at amounts listed next to total fat, saturated fat, sugar and sodium (which is part of salt).
- Do these fall in the green, orange or red category?
- Choose foods with lots of green and stay away from foods with lots of red.

Supermarket Guide - Solids (per 100g)

Per 100g	Healthier	OK	Not healthy
Total fat	less than 3g	3g - 20g	20g or more
Saturated fat	less than 1.5g	1.5g - 5g	5g or more
Sugar	less than 5g	5g - 12.5g	12.5g or more
Sodium	less than 120mg	120mg-600mg	600mg or more

* Remember to aim for 0g Trans fat! * Sodium is part of salt.

2 Product Ingredients

The ingredients of the food product are listed somewhere on the package. These are helpful if you are looking to choose or avoid certain food products.

The ingredients are listed in "descending order of proportion by weight", meaning the food item listed first is the main ingredient.

Example:

INGREDIENTS: WHEAT FLOUR, VEGETABLE SHORTENING (SOYA OIL, PALM OIL), SUGAR, SALT, YEAST, BAKING SODA (500).

PRODUCT CONTAINS SOYA BEAN OIL. PRODUCT MAY CONTAIN TRACES OF NUTS, SEED OR DAIRY.

Avoid or eat less food and drinks which list fat, sugar or salt as one of the first three ingredients.

Some other names for these nutrients include:
Fat: oil (of any kind), lard, cream and milk solids.
Sugar: syrup, high fructose corn syrup, dextrose, glucose, honey, lactose, maltose, molasses, monosaccharides and sucrose.
Salt: sodium and monosodium glutamate (MSG).

'Expiry' or 'Use By' Date - Foods must be eaten or thrown away by this date. Food may be unsafe to eat after this date.
'Best Before' Date - Food is still safe to eat after this date as long as it is not damaged. It is better to eat food before the Best Before date as the quality may be lower after it.

Example 1: Chickpeas: Healthier Food
You can eat this type of food daily.

Example 2: Breakfast Crackers: OK Food
You should eat this type of food sometimes, but not every day.

Example 3: Chips: Not Healthy Food
You should limit your intake of this type of food.

How do I choose the best product?
To compare products use the per 100g column, not the per serving column. This will show you which product is healthiest, with less calories, fat, salt and sugar.

Supermarket Guide - Drinks (per 100 ml)

Per 100ml	Healthier	OK	Not healthy
Total fat	less than 1.5g	1.5g - 10g	10g or more
Saturated fat	less than 0.75g	0.75g - 2.5g	2.5g or more
Sugar	less than 2.5g	2.5g - 7.5g	7.5g or more
Sodium	less than 120mg	120mg-600mg	600mg or more



How to help your child eat a nutritious, healthy diet

MODULE 6

MATERIALS

- Annex 1
- 3 sheets of butcher's paper
- Pens or markers
- Post-it Notes or small pieces of paper and Blue-tac
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

Read through Module 6 before beginning the training session with the group. Be sure that all of the materials are prepared for each group activity.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session reviews the lessons so far. It encourages participants to consider the foods they regularly give to their children, and to categorize them into groupings of carbohydrates, proteins and vitamins and minerals.

During this session, the trainer should assist participants to:

- Recall earlier learning.

At the end of this session, participants should be able to:

- Clearly define the different food choices.

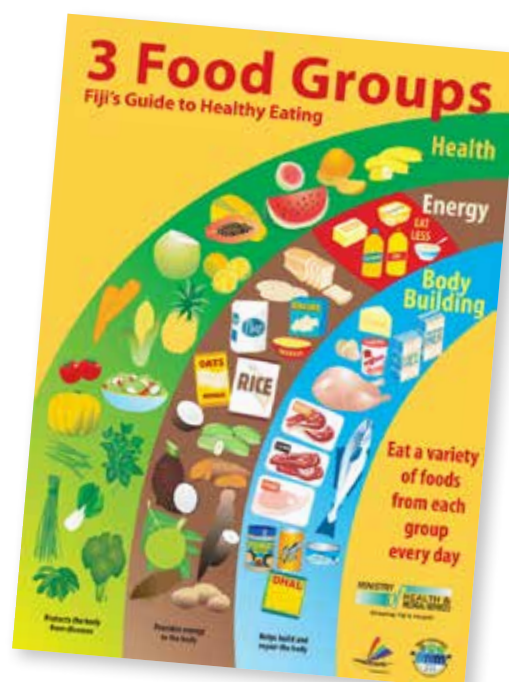
Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

Each child is unique, as are her or his nutritional needs. Aiming for variety and balance will ensure you serve your child a nutritious meal each time. It is vital that your child receives all nutrients they need and you can ensure this by providing a variety of food from all three main food groups. These includes the rice, dalo and alternatives from the energy group, fruit and vegetables from the health group, meat, seafood and alternatives from the body-building group.

The 3 Food Groups: Fiji's Guide to Healthy Eating Poster we encountered earlier (Annex 1) will help you plan what your child needs everyday and will ensure that your child's meals have all the nutrients from each food group to help them grow well and stay healthy.

- Plan regular meal and snack times-children need structure, routine and limits.
- Make meals and snacks look appealing-use a range of colours and shapes. Food should also be easy to chew and handle. Involve your child in choosing and preparing food.
- Encourage them to eat with you and your family. Children learn by imitating those around them.
- Do not force your child to eat. Respect that the child may have certain likes and dislikes and give them some choice in selecting healthy foods. This is particularly true for their school lunches, assuming that your child and you are able to identify the difference between healthy and unhealthy foods. For instance let your child pick between two types of fruit for their school lunch: guava or starfruit; sandwich filling: egg or cheese and carrot; roti filling: bindi or bhaji and tuna.





- Be consistent with how you handle food refusal. Avoid substituting uneaten meals for other foods. “Treating” children with unhealthy food because you are worried they are not eating only makes them less likely to eat healthier foods. Only buy and offer healthy foods.
- Do not use food as a bribe for behavior.
- Set aside 20-30 minutes for meal times and 10-12 minutes for snacking at home.
- Set aside gardening and play time. Helping grow and harvesting fresh foods from home gardens will encourage an interest in fresh foods but also help to keep your child physically active.
- Your child’s height and weight should be a guide to their diet. If you are unsure or concerned about their growth always see a community health nurse/worker or a doctor.

GROUP ACTIVITY:

Divide your group in 3 and ask each group to draw up or write names of a variety of foods from each food group on post it pads or pieces of paper — one group for each food group. Get groups to post these on butchers papers. Get the groups to take a walk through each group and see if foods have been placed correctly. If incorrect collect postings. Once everyone has had a look, call out food names incorrectly posted and place them in correct groupings.



Homework Task

Ask the participants to create food journal of a week’s meals. They could either write them down, or draw the meals on plates in their homework books. Ask them to consider whether their meals are balanced or not. What could they take away or add to the meals to make them more healthy?

At the beginning of the next session, set aside time to discuss the participant’s food journals.

Food & Nutrition Success Stories!

MODULE 7

MATERIALS

- Annex 2
- 4 sheets of butcher's paper
- Pens or markers
- Post-it Notes or pieces of paper with Blue-tac
- A copy of each success story from this training guide
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

Read through Module 7 before beginning the training session with the group.

Be sure that all of the materials are prepared for the group activities.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session is a review of lessons learned. It leads the participants towards understanding how they can change their behavior, by sharing some success stories from other communities in Fiji.

During this session, the trainer should assist participants to:

- Create deeper understanding and awareness of healthy options.
- Explore problems and solutions to providing healthy meals.

At the end of this session, participants should be able to:

- Identify healthy options for food, how to overcome problems and where to go for assistance.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

All parents desire to have healthy children, and try to feed their children the best and healthiest meals possible.

Some points to remember:

- Choose foods low in salt.
- Eat only moderate amounts of sugar and foods containing added sugar, particularly lollies, sweets and drinks.
- Use as little oils/butters as you can in food preparation. Avoid deep frying.
- Eat a well-balanced meal with correct portions of health, energy and body building foods, as shown in My Healthy Plate of Food (Annex 2).
- Care for your children's food — prepare and store it correctly.



GROUP ACTIVITY

Divide the participants into groups of 4 and ask each group to review a success story from this training guide. On a piece of butcher's paper, ask the participants to answer the following questions:

- *What were the obstacles that the community faced when making healthier choices?*
- *How did they overcome these problems?*
- *Who did the community follow up with to seek help/assistance?*
- *Did the community use any strategies and ideas that might be useful in your community?*

Ask the participants to discuss their answers with the group.



Homework Task

Encourage participants to speak to someone they know who grows their own vegetables, or farms fish or chickens, and ask if they have any tips or advice.

At the beginning of the next session, have participants share what they discovered.



Planning Balanced & Nutritious Meals

MODULE 8



MATERIALS

- Annex 1, 12, 13
- Annex 14, 19 (one for each participant)
- 3 pieces of butcher's paper
- Pens or markers
- Post-it notes or pieces of paper and Blue-tac
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks



PREPARATION

Read through Module 8 before beginning the training session with the group.

Be sure that all of the materials are prepared for the group activities.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session reinforces the learning around the three food groups. It encourages participants to think about planning meals.

During this session, the trainer should assist participants to:

- Recall the different food groups.
- Begin basic meal planning in order to prepare balanced and nutritious meals.

At the end of this session, participants should be able to:

- Understand the food groups, and the importance of balance.
- Draw up individual meal plans.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

In planning nourishing meals for your child, aim for variety and balance. Your child will get all the nutrients they need if you provide food from all the food groups — that is rice, tavioka and alternatives, fruit and vegetables, and meat and alternatives. Keep in mind that food high in fat, salt and sugar should be eaten sparingly.

Planning what they will eat from all foods groups, and buying accordingly, will also mean you save money, as you shop for or alternatively, grow, catch or farm what you need for your child's meal.

Meal planning is also a great time saver, as you shop for only what you need as per your plan. Planning ahead before you go shopping means you don't run out of ingredients or have missing ingredients for your child's nutritious and balanced meal.

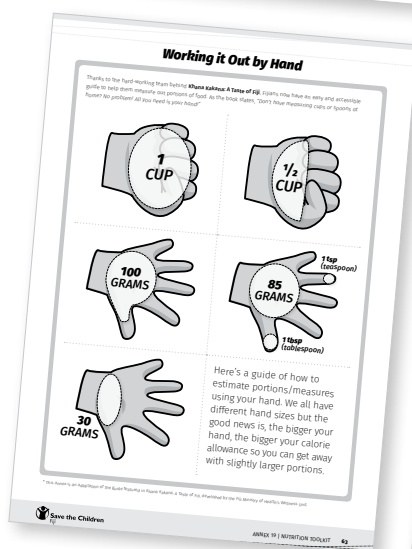
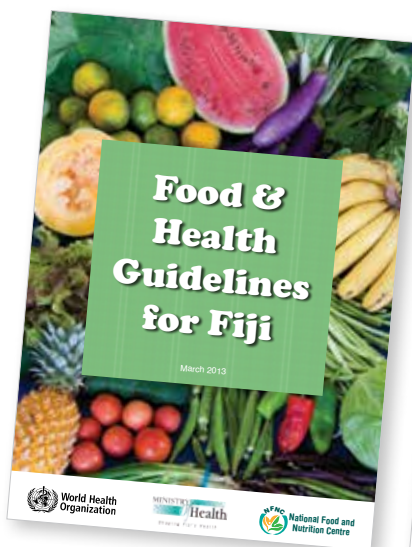
GROUP ACTIVITY 1: GETTING THE RIGHT BALANCE

Give parents 3 Post-it notes or pieces of paper, and ask them to name a food from each group, then pasting this on three pieces of butcher's papers in their respective food groups. Show Fiji's Guide to Healthy Eating poster (Annex 1), on the 3 food groups, and review the groups and foods to see if each match.

Ask participants to use The Food and Health Guidelines for Fiji booklet (Annex 13) and Fiji's Guide to Healthy Eating poster (Annex 1) to help plan what their child needs to eat every day and ensure that their child's diet has all the nutrients they need to grow well and stay healthy.

GROUP ACTIVITY 2: A SAMPLE ONE DAY MEAL PLAN

Many parents wonder what a sample one-day meal plan for their preschooling child might look like. Remember, the amount your child eats will vary from meal to meal, day to day and week to week. Share My Meal Planner (Annex 14) — which features a sample meal plan, and Working It Out By Hand (Annex 19) — a guide to food portion measurements, with participants. Discuss each handout, and ask them to create their own meal plan, keeping in mind that balanced, nutritious meals are the aim.



My Meal Planner

Sample Meal Plan For a 3-Year-Old		Your Meal Plan
BREAKFAST	<ul style="list-style-type: none"> • 1 Egg • 1 or 2 slices of whole meal bread • ½ cup of milk 	
MORNING SNACK	<ul style="list-style-type: none"> • ½ cup chopped up banana or mangoes • ½ cup natural plain yogurt/dahi • Water 	
LUNCH	<ul style="list-style-type: none"> • ½ cup rice with pieces of fish cooked with tomatoes • ¼ cup carrot sticks or cucumber sticks • ½ cup milk 	
AFTERNOON SNACK	<ul style="list-style-type: none"> • ½ small banana or other snack • ½ cup unsweetened home made fruit juice (seasonal fruits) 	
DINNER	<ul style="list-style-type: none"> • ¾ cup chicken stir fry or chicken curry made with vegetables • ½ cup milk • 1 milk arrowroot or oatmeal biscuit 	
AFTER DINNER SNACK	<ul style="list-style-type: none"> • ½ cup home-made custard • ½ sliced banana 	

* For ages 4-6 add additional fruit at lunch, an extra roti with curry or a larger serving of rice and fish.



Homework Task

Ask the participants to follow their meal plan for one day. Was it easy or difficult to follow? How did they plan for it? What were the problems and how did they solve them? Are there other problems they think may happen and what could they do to overcome them? And most importantly, did their child enjoy the food?

At the beginning of the next session, set aside time to discuss the participant's experiences.



Determining The Right Serving Sizes For Your Child

MODULE 9

MATERIALS

- Annex 2, 13
- Annex 17, 19, 21 (one for each participant, plus extras for group work)
- 4 pieces of butcher's paper
- Pens or markers
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

NOTE: Complete Module 8 prior to this module!

Read through Module 9 before beginning the training session with the group.

Be sure that all of the materials are prepared for the group activities.

A health worker or a NFNC official could be invited to run this session to inform parents on what constitutes the right portion size by child weight, age, etc.

At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session highlights the recommended amounts of food your child should eat. It details suggested serving sizes ideal for growth and development.

During this session, the trainer should assist participants to:

- Understand serving sizes and amounts for the appropriate age groups.
- Develop meal planning in order to prepare balanced and nutritious meals.

At the end of this session, participants should be able to:

- Use the sample meal plans, the guide on serving sizes, and amounts to draw up individual meal and lunch box meal planners.
- Plan nutritious and affordable meals.
- Plan meals that ensure a balance of foods from each food group.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

The amount of food your child eats is important to their growth and development. Here are some recommended serving sizes:

Breads, cereals, rice, cassava, dalo, yams, pasta and noodles:

- 3 to 7 servings daily (one serve = 2 slices of bread, or 1 cup cereal/porridge, or 1 cup cooked rice/pasta/noodles)
- This includes all kinds of wholemeal, wholegrain and white bread, cereal, rice, pasta, noodles, flour based carbohydrates such as pancakes, crackers, dry biscuits and fruit buns.

Vegetables and legumes (dhals and beans):

- 2 servings daily (one serve = 1/2 cup cooked or 1 cup salad).
- Encourage your child to taste and try a wide variety of both raw and cooked vegetables. This is important in helping your child develop healthy eating habits.
- Fresh vegetables are best, but frozen and canned are good alternatives.
- Your child may like the same vegetable in one form (for example, raw grated carrot) but not another (such as cooked diced carrot).

Fruit:

- 1 serving daily (one serve = one medium piece e.g. an apple or banana, or two small pieces, e.g. guava, kavika, slice of watermelon or pineapple).
- Fresh fruit is best but frozen, canned and dried are also good alternatives. Fruit juice is not an alternative to fresh fruit.

Coconut:

- Coconuts are very versatile, and can be used in a manner of ways. They can be used in cooking, as oil or lolo. Niu is a great source of good fats and can help absorb vitamins A, E and K, whilst Bu is a great way to rehydrate.

Milk, yogurt and cheese:

- 2 servings daily (one serve = two cups or 250ml of milk, custard or 200g tub yogurt or 40g cheese or cheese slice).
- Children do not need special yogurts or custards. Reduced fat dairy foods are suitable for this age group.

Meat, fish, poultry, eggs, nuts and legumes:

- 2 servings daily (1/2 serving = 1/2 cup mince or 35-50g meat or 2 tablespoons kidney beans or other legume, or 40-60g fish, or 1 egg, or 1 tablespoon peanut paste).
- Red meat is an excellent source of iron, but be sure to trim off the fat to make it more healthy.
- Nuts are not recommended for young children as they could cause choking. Use only smooth nut pastes.

GROUP ACTIVITY 1: A GUIDE TO SERVING SIZES FOR 3-5 YEAR OLDS

Share My Plate of Food (Annex 2) and Working it Out by Hand (Annex 19), and ask participants how this compares with their child's meal serving size. Then ask participants to suggest how this can be adapted. Write their suggestions and ideas on butcher's paper.

Use the serving sizes and amounts listed on the previous page as a guide for this discussion.

GROUP ACTIVITY 2: MEAL PLANNER

Using the information provided in the previous activity, in addition to the School Canteen Guidelines (Annex 13) and Food Costings (Annex 21), complete My Weekly Meal Planner (Annex 17) together as a group. Be sure to plan the meals with affordability and balance in mind.

Alternatively, you could have two groups of participants, one that looks at affordability with an average budget and another to plan for balance.



Homework Task

Ask each participant to fill out their own My Weekly Meal Planner (Annex 17), according to meals their child eats daily. Do not put their names on the planners. At the beginning of the next module, ask a different participant to critique someone else's planner for balance, preparation time and affordability.



An Ideal Community

MODULE 10

MATERIALS

- Annex 20, 22 (one for each participant)
- 4 pieces of butcher's paper
- Pens or markers
- Exercise book or set of stapled pages for each participant to use for their own notes and homework tasks

PREPARATION

Read through Module 10 before beginning the training session with the group. Be sure that all of the materials are prepared for the group activities. At the beginning of the session, take time to review the homework task from the previous module, and discuss the results.

Introduction

This session covers the steps required to bring about behavior change.

During this session, the trainer should assist participants to:

- Assess personal and community practice pre and post training.
- Examine the individual learning and behavior change achieved through the earlier modules.

At the end of this session, participants should be able to:

- Clearly identify the journey from recognizing eating practices to moving onto their ideal home and community with healthy children.
- Self-assess positive milestones achieved or additional required steps for positive changes in preparation and eating practices.

Training session

BACKGROUND — READ THE FOLLOWING ALOUD TO THE GROUP TO BEGIN THE SESSION

You are the best judge of your life, particularly if you are to critically examine your eating habits, judge how well balanced your child's meals are and what positive changes you could, or have adopted to ensure your child grows to be healthy, energetic and smart.

Critically examining present practice is that first step in the journey to change, as you then identify barriers and problems to healthier eating habits, becoming informed, finding solutions and implementing change to barriers and practices thus leading up to your ideal community of healthy children.

This module tasks you with identifying these steps from earlier learnings and then undertaking a self-assessment that ranks your changed practices and level of nutritious eating.

GROUP ACTIVITY 1: PUTTING YOUR KNOWLEDGE INTO PRACTICE

Divide into groups of 3-4 participants. Give the participants butcher's paper and ask them to draw a flowchart or steps that lead to an ideal community. Begin with present practice, recognizing barriers or problems, becoming informed, enabling change or finding solutions, implementing change, leading up to your ideal home and community with healthy children.

On the next page is an example of the steps to an ideal home and community. Use this as a guide to help determine steps with a logical flow. Share this at the end of the task and ask the participants to compare with their own.

GROUP ACTIVITY 2: A SELF-ASSESSMENT

Your participants are a well-informed community members, who have worked hard to bring about some positive changes in their food buying and growing practices and in their child's eating habits. Hand out a blank copy of the Training Questionnaire (Annex 20) to participants, and ask them to re-assess their practices, now that they have completed all training modules.

Help participants to total their scores, as according to the handout. How did they score?

Step 1.

Present practice of packing a balanced school lunch. For example, not using white bread, butter, jam, bongo, cordial juice.

Step 2.

Recognize barriers to packing a well balanced meal, e.g: time, financial constraints, easier access to processed foods, lack of land for planting.

Step 3.

Become informed on ways to improve buying, growing, preparing, cooking, feeding, packing school lunches.

Step 4.

ENABLING CHANGE OR FINDING SOLUTIONS

Either individually or as a community find solutions to your problems, team up, approach the correct people for help, plan how to implement changes, find the finances, execute the change.

Step 5.

IMPLEMENTING CHANGE

Source and cook healthy balanced meals, pack well balanced lunches, children eat an abundance of vegetables and fruit with the rights amount of proteins and carbohydrates, maintain the change.

Step 6.

THE IDEAL COMMUNITY

Healthy children, energised, intelligent backed by an informed and supportive community of parents with workable ideas and solutions on healthy eating choices.

GROUP ACTIVITY 3: EVALUATION OF TRAINING

At the conclusion of this training module, give each participant a copy of the Evaluation of Training (Annex 22) to complete. Ask participants to answer all questions, and give their honest feedback in regards to their own experiences during this training program. They may need your assistance to record the Questionnaire scores from before and after the training.

Once completed, collect the forms and please post them to:

Save the Children Fiji

PO Box 2249, Government Buildings, Suva Fiji

A form titled 'Evaluation Of Training' with sections for 'Type of Training' and 'Self-Rated Progress/Feedback'. It includes various checkboxes and rating scales for different aspects of the training.

Homework Task

Ask the participants to consider where they might like further information or training and follow up if possible. For example, if participants wish to start their own vegetable garden, encourage them contact Save the Children or the Ministry of Health to ask for advice if required.



SUCCESS STORIES

Each community or family faces their own set of barriers, and encounters their own set of obstacles when ensuring healthy eating habits and practices. Many times the solutions to our problems are known to us, but difficult to put into practice. Sometimes these problems can simply be solved by sharing knowledge with another member of your community. As the saying goes a problem shared is a problem solved.

In the next section of this manual, 4 case studies are shared. These success stories from communities in Fiji can be used as an example of how other individuals or community groups enhanced their eating habits and feeding abilities.

These case studies are from 4 communities that Save the Children Fiji (SC Fiji) has supported in its aim in improving nutritional status of children and modifying behavior from unhealthy diet to healthy diet. In these examples parents and caregivers were informed of their children's ill health and held discussions to understand barriers to feeding children healthy, well balanced meals. This Community Child Nutrition Project allowed participants to draw out problems, solutions and action plans and collaboratively worked together with community and project partners to bring about positive change to childhood nutrition in their communities.

These success stories are offered as an example of how individuals have worked together as a community to break down the barriers to healthy eating.

Community A



COST \$570.00



RESOURCES

- Vegetable seeds for farming
- Chicken farm materials required included drinkers and feeders, chicken feed, and meat bird chooks



PROJECT PARTNERS

- SC Fiji
- Pacific Feeds
- Community

Extending a Chicken Coop & Building a Vegetable Garden

Community Profile

Community A is a structured village located in a coastal environment, consisting of 37 families. It enjoys the benefit of a church, a community hall with women's, men's and youth groups who oversee village interests of health, water and community education. The community derives its food through fishing and farming, with any surplus including coconuts and crabs being sold to allow extra income for families.

What were the problems or barriers?

Climate change in recent years has meant the community that previously relied on subsistence living found that vegetables were getting harder to grow in their gardens. Unable to provide local, healthier and balanced meals, villagers turned to an increased consumption of processed foods — such as noodles. Health checks found that as a result children often fell sick and were not growing well, were inactive for their age and progressed more slowly with their learning in school.

What were the solutions?

These alarm bells set the community into motion:

- A women's group raised the suggestion for a cooking group, which was supported by the village committee. The cooking group now cooks for the kindergarten children.
- Another group of women decided on planting vegetables.
- To add protein, and provide a variation to fish in lunches, the education committee decided to work on a chicken farm for eggs and meat.

How did the community proceed and overcome these obstacles?

- As a chicken coop already existed in the village, the plan for chicken farming was easier — it just required a renovation and small improvements.
- Save the Children was informed about the plan and agreed to organise the provision of chicken farm materials for the villagers.
- The community identified, prepared and then planted seeds into a plot for a vegetable garden.



What change was seen?

- ECE Teachers have reported the children's increased activeness in learning, they also look healthy and there is an absence of illness as the children are coming to school every day and look forward to eating prepared meals from parents.
- The Community Health Workers have seen improvements especially in sores, runny noses and hygiene.
- Children enjoy coming to school, and are more attentive.
- Learning was reportedly faster and easier compared to before, especially when learning to sing nursery rhymes.
- Children are learning about healthy eating in school and relaying this information back to their parents at home.



Community B



COST \$570.00



RESOURCES

- Pacific Broiler Starter 25kg
- Pacific Broiler Grower 25kg (× 2)
- HP Broiler Grower 25kg
- Meat Birds (× 40)
- Drinker (× 4)
- Large Feeder (× 4)



PROJECT PARTNERS

- SC Fiji
- Pacific Feeds
- Fiji Community Development Program
- Community

Building a Chicken Coop

Community Profile

Community B is a remote village with some 60 families, located in a remote, rural area. Yaqona farming is a means of livelihood for families and also a fundraising measure for village projects.

The village has a church and a community hall that doubles as a kindergarten until the new one currently under construction is completed.

The village has a good community structure and organises itself through men's, women's, youth groups and through education, health, kindergarten, water and works committees.

What were the problems or barriers?

There was no reliable source of meat readily available due to the community's distance from town and their dependency on seasonal prawns and wild pigs. Thus they were left with no option but to feed children with tinned goods and fish brought from the market (depending on transport services and money earned from selling dalo and yaqona).

They started farming (seeds provided by SC Fiji) and harvested vegetables were sold at \$1.00 per bundle. The money earned was used to buy fish from the market, so they planned on having chicken farms to have a consistent supply of meat/protein.

What were the solutions?

A visit by some health workers to the village who alerted them to the children's stunted growth, saw the community coming together to deliver projects for supplementary food growth:

- A vegetable patch was started specifically for the kindergarten children's lunches. The whole village assisted in growing cabbage, beans, cucumber, okra and watermelon.
- Chicken farming was decided on as a means to add protein in meals. The Kindergarten Committee met with the Health Committee and when they raised the project idea at the village committee meeting, were instantly given the go ahead.

How did the community proceed and overcome their obstacles?

- The initial vegetable patch had to be moved as they were trying to grow on a patch of land that was too sandy, stony and received too much sun. The Fiji Community Development Program helped to relocate to more fertile land, formerly used for sugar cane farming.
- Watering the garden was a problem as the river was too far away so they set up a tank with children helping to carry water to the gardens.



- It has been reported by villagers that grazing animals have been responsible for the destruction of their plants and crops. Standing crops on many acres, especially in the project site for the kindergarten farm had been destroyed by animals in search of food. Invasion by pigs and cows is most common and the community worries that it might affect their food security and especially as they want to produce the best healthy meals for children.
- Community members approached a Save the Children representative who was at the health meeting and she helped organise the chicken farm.
- A village woman had previous experience with rearing chickens so no training was needed, other than acquiring and reading self help pamphlets from Pacific Feeds.
- The community pitched in and provided all the materials needed for the chicken coop and built it as well.
- Save the Children provided the pamphlets from Pacific Feeds.
- Pacific Feeds provided the baby chooks, feed, larger feeder and drinker.
- Plans on extending the chicken coop are currently underway, with the Works Committee being approached for funding.
- Old chooks are to be sold at \$15/2kg birds to pay for new chicks and feed.

What change was seen?

- The community expects to see more children eating healthier as the projects take off.
- The children are more active, less sick, and getting better results in school.
- The community has cut unhealthy practices like drinking Tang. Instead the children drink water, unless fresh juices, like moli or lemon juice, are available.
- Some families have cut noodles entirely from their diets.
- Children encourage each other to eat healthy and tell each other off when someone is seen eating noodles without vegetables.
- Chicken soup with vegetables is a favourite among the children now.
- Communities are sustainably managing their poultry farm as they've put an order in for 30 additional meat birds and feeds. Money raised from selling old chickens at \$15.00 each.

Community C



COST \$1703.01



RESOURCES

- Fisheries – order stock, fix problems
- Pacific Tilapia Pellet
- Piping
- Tools for digging including forks, spades, knives
- River water was used to fill the tank then piping to the pond to fill it
- Other materials included the food for lunch, baby fish, baby prawns, inlet and outlet piping
- Bullock for 2-3 hours to dig soil and farmer to steer the bullock
- It has been identified that big tanks will be required soon to temporarily house the fish when the need arises to clean the ponds



PROJECT PARTNERS

- SC Fiji
- Department of Fisheries
- Ministry of Women, Children and Poverty Alleviation

Building a Fish Farm

Community Profile

Community C is a village of some 200 persons of multiple inter-domination Christian faith, located near an urban centre. The village has a kindergarten, community hall, church, women's, men, and youth groups; a Sunday School and a kids club. Women are said to be the backbone of the village, well known for organising events and celebrations.

What were the problems or barriers?

Heavy and continuous rain means the river often breaks its banks flooding the village farms. The village has been able to sustain itself with fresh fruit and vegetables, however fish and meat are not readily available so there is a problem with a lack of balance in food eaten by 3-6 year olds.

Another problem is the heavy workloads of the village women, who often prepare quick meals which can be an unhealthy ones, with canned tuna being used regularly.

What were the solutions?

The women's group decided to start fish farming and a request was made to the village elders for land for the fish pond project:

- In selling their idea, the women emphasized the issue of a sustainable project that would help the diets of village children long-term.
- The elders blessed the women's solution for nutrition improvement, as did the larger community and work commenced on the project.

How did the community proceed and overcome these obstacles?

- Women decided to start farming to secure a food source for kindergarten children and therefore approached elders seeking approval.
- All the village men (some 20-30 at different times) were persuaded and enticed with food and yaqona offerings by the women to dig the 200 square meter pond.
- Cooking for the occasion was done close to the digging, with the women folk cheering the men on with good humour. This ensured men knew their efforts were appreciated and that a nice meal awaited as reward. Some 30-40 women and children also joined in and helped.
- In total it took some 3 days to dig the pond, and then 2 weeks to fill and for the water to settle and 24 hours for the fingerlings to be delivered from the hatchery to the pond.
- A roster has been set up where 2 ladies feed the fish twice a day.





What change was seen?

- The community took charge of the upkeep of the pond and surrounding area, by clearing out all of the weeds and planting flowers.
- The community's sense of pride increased, and a celebration was organised to officially 'open' the pond.
- The children eat fresh fish from the farm and vegetables and fruit from the garden.
- The community has cut junk food and artificial juices from school lunches.
- The children are healthier, have better teeth, are fully-developed and do well at school.



Community D



COST \$570.00



RESOURCES

- Forks, spades, knives, rakes, watering cans, seedlings: banana, vudi, beans, watermelon, cabbage etc.



PROJECT PARTNERS

- SC Fiji
- Ministry of Agriculture

Building an Organic Vegetable Garden

Community Profile

Community D, with a population of 221, has 35 households. The village enjoys strong leadership with a marama ni koro overseeing community affairs. Tuesday is a village day for planting, and cleaning.

The community has a church, kindergarten and community hall. Active within the community are youth, men's and women's groups. Various NGO's work in the community and include Habitat for Humanity which built the kindergarten, FRIEND, and Save the Children Fiji.

What were the problems or barriers?

The community was informed about high malnutrition among its children by the zone nurse health workers. The community health worker informed the marama ni koro about the high malnutrition amongst the children and she was determined to work collectively on a solution.

What were the solutions?

A village meeting was held to discuss the concerns and all community members agreed to plant fruit and vegetables for their children on available land:

- Through a Healthy Eating Program conducted by Save the Children Fiji, mothers learned about healthy eating and its importance to growing children.
- As a result, the mum's made a decision to cook lunch for all of the kindergarten children, with vegetables from the village gardens.

How did the community proceed and overcome these obstacles?

- Every Tuesday the community gather to clean and weed the land for vegetable planting.
- Save the Children Fiji assisted in linking the community with the Ministry of Agriculture, who provided advice to the community about farming, particularly organics farming, without the use of fertilisers.
- Save the Children Fiji assisted with providing tools and seeds for planting.
- The watering of plants is done by the Kindergarten Manager as he lives closest to the farm.





What change was seen?

Parents and teachers noted the following:

- Community coming together.
- Positive changes when children started eating healthier meals.
- Children are getting sick less frequently.
- Children are more alert and attentive in class.
- Children are not hungry any more.

It is hoped in the long-term children will continue eating healthy foods throughout their life, as the practice will be well-established.

Lunch Box Policy:

- Snack box checking and recording of meals daily by the kindergarten teacher.
- Greens included with foods especially with noodles.
- Fruits included in lunch boxes.
- Only water and not brought from home.

Healthy Eating Program:

- Healthy eating in kindergarten and homes.
- Children go home and inform parents about eating greens and not to drink fizzy drinks.



Useful Contacts

Save the Children Fiji

Suva Office

25 Pender Street, Suva, Fiji
PO Box 2249, Government Buildings, Suva, Fiji
P: (679) 331 3178
F: (679) 330 2214
E: info@savethechildren.org.fj

Labasa Office

Lot 7, James Madhavan Street, Labasa, Fiji
PO Box 2076, Labasa, Fiji
P: (679) 881 8700
F: (679) 881 8700

<http://www.savethechildren.org.fj>

Ministry of Agriculture

Agriculture HQ, Private Mail Bag, Raiwaqa, Suva, Fiji
P: (679) 338 3155 | (679) 338 4233
E: agrihelp@govnet.gov.fj
<http://www.agriculture.gov.fj>

Ministry of Health and Medical Services

Dinem House, 88 Amy Street, Toorak, Suva, Fiji
P.O. Box 2223, Government Buildings, Suva, Fiji
P: (679) 330 6177

National Wellness Centre

Namosi House, Amy Street, Toorak, Suva, Fiji
P: (679) 331 4988

<http://www.health.gov.fj>

National Food & Nutrition Centre

1 Clarke Street (off Denison road) and 2 Ma'afu Street, Suva
P.O. Box 2450, Government Buildings, Suva, Fiji
P: (679) 331 3055
F: (679) 330 3921
E: nfnc@connect.com.fj
<http://www.nutrition.gov.fj>

Ministry of Women, Children and Poverty Alleviation

Department of Women

5th Floor, Civic Towers, Victoria Parade, Suva, Fiji
P: (679) 331 2199 | (679) 331 8850 | (679) 331 8926
F: (679) 330 3829

Department of Social Welfare

72 Suva Street, Toorak, Suva, Fiji
P: (679) 331 5585 | (679) 330 4466 | (679) 331 5931
F: (679) 330 5110

<http://www.welfare-women.gov.fj>

Fiji Community Development Program

FCDP Suva

Lot 3, Carpenter Street, Raiwai, Suva, Fiji
Private Mail Bag, Raiwaqa, Suva, Fiji
P: (679) 338 1158 | (679) 338 1156 | (679) 338 1157
F: (679) 3381159
E: info@fcdpfiji.org

FCDP Lautoka

Old Treasure Island House, Marine Drive, Lautoka, Fiji
PO Box 7258, Lautoka, Fiji
P: (679) 666 2800
F: (679) 666 2880

FCDP Labasa

11 Nanuku Street, Labasa, Fiji
PO Box 780, Labasa, Fiji
P: (679) 881 1800
F: (679) 881 1880

<http://www.fcdpfiji.org>

Fiji Government Department of Fisheries

Takayawa Building, 360 Toorak Road, Suva, Fiji
PO Box 2218, Government Building, Suva, Fiji
P: (679) 330 1611 | (679) 990 6918 | (679) 990 6917
F: (679) 331 8693 | (679) 331 8769

<http://www.fisheries.gov.fj>

Fiji Red Cross Society

22 Gorrie Street, Suva, Fiji
PO Box 569, Suva, Fiji
P: (679) 331 4133
F: (679) 330 3818
E: contactus@redcross.com.fj
<http://www.redcross.com.fj>

Fiji Womens Rights Movement

76 Gordon St, Suva, Fiji
P: (679) 331 2711 | (679) 331 3156
<http://www.facebook.com/FWRM1>

FRIEND Fiji

Head Office

Tuvu, Kings Road, Lautoka, Fiji
PO Box D623, Lautoka, Fiji
P: (679) 666 3181
F: (679) 666 9181
E: friend@connect.com.fj

FRIEND Labasa Office

Lot 3 James Madhavan Street, Labasa, Fiji
PO Box 4526, Labasa, Fiji
P: (679) 881 6007
E: friendlabasa@connect.com.fj
<http://friendfiji.com>

Habitat for Humanity

115 Foster Road, Walu Bay, Suva, Fiji
P.O. Box 16154, Suva, Fiji
P: (679) 331 2012
F: (679) 330 0836
E: hfhfiji@habitatfiji.org.fj
<http://hfhfiji.wix.com/hfh-fiji>

Medical Services Pacific

355 Waimanu Road, Suva, Fiji
P: (679) 363 0108 | (679) 354 8062
E: info@msp.org.fj
<http://msp.org.fj>

Pacific Feeds

Lot 42, Wailada, Lami, Fiji
P: (679) 336 2258 | (679) 336 4069
F: (679) 336 4069
<http://www.pacificfeeds.com>

UNICEF

3rd Floor, Fiji Development Bank, 360 Victoria Parade, Suva, Fiji
Private Mail Bag, Suva, Fiji
P: (679) 330 0439 | (679) 330 1091
(679) 330 1881 | (679) 330 1918
F: (679) 330 1667
E: suva@unicef.org
<http://www.unicef.org/infobycountry/fiji.html>

World Health Organisation

PO Box 113, Suva, Fiji
P: 330 4600
F: 330 0462
<http://www.wpro.who.int/countries/fiji/en/>
<http://www.wpro.who.int/en/>

References & Acknowledgments

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In addition to all of the annexes referred to at the back of this guide, other publications utilised in the development of this training guide include:

- "2004 Fiji National Nutrition Survey — Main Report" by the National Food & Nutrition Centre Suva, Fiji. Published September, 2007.
- "Khana Kakana: A Taste of Fiji", by the Fiji Ministry of Health's Wellness Unit. Published in November, 2014.
- "Eat Right, Be Active: A guide for parents and caregivers of preschoolers ages 3-5", by The Nutrition Resource Centre, Ontario Public Health Association. Published March, 2008.
- "Food and Nutrition Guidelines for Pre-school Services", by the Health Promotion Unit of the Department of Health and Children, Ireland. Published April, 2004
- "State of Household Food Security at Wailea Squatter Settlement, Suva, Fiji", by Sumantla Devi Varman. Published 24/05/2012 in the International Journal of Health & Nutrition.

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Annexes

These posters, pamphlets and handouts are used throughout this training guide to help assist you with ensuring your child eats right, well and healthy. Additional copies of these charts and brochures are available through various agencies at request.

1. 3 Food Groups: Fiji's Guide to Healthy Eating (Poster)
2. My Healthy Plate of Food (Poster)
3. Food and Health Guidelines for Fiji (Poster)
4. AAA+ Act Against Anaemia (Pamphlet)
5. My Food Journal (Handout)
6. Smart Swaps (Poster)
7. What's Really in Your Drink? (Poster)
8. More Flavour Less Salt (Poster)
9. How Much Should I Be Eating (Poster)
10. Water for Life (Poster)
11. Reading Food Labels (Pamphlet)
12. Food and Health Guidelines for Fiji (Booklet)
13. School Canteen Guidelines (Booklet)
14. My Meal Planner (Handout)
15. Deficiencies (Handout)
16. Problems to Solutions (Handout)
17. My Weekly Meal Planner (Handout)
18. Save. Sip. Survive (Poster)
19. Working It Out By Hand (Handout)
20. Training Questionnaire (Handout)
21. Food Costings (Handout)
22. Evaluation of Training (Handout)

3 Food Groups

Fiji's Guide to Healthy Eating

Health

Energy

Body Building

Eat a variety
of foods
from each
group
every day

Protects the body
from diseases

Provides energy
to the body

Helps build and
repair the body

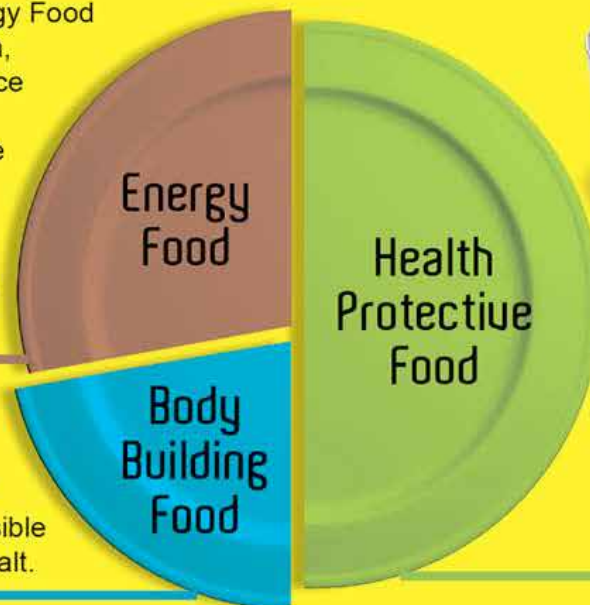
MINISTRY of HEALTH & MEDICAL SERVICES
Shaping Fiji's Health



MY HEALTHY PLATE OF FOOD

Include Food from Energy Food group e.g. dalo, cassava, wholemeal roti, brown rice and wholemeal bread. Reduce eating white rice and white bread. Use healthy oils such as canola oil, soya bean oil and olive oil. Reduce butter and margarine.

Choose from Body Building Food such as fish, poultry, dhal, dried beans and nuts. Trim visible fat from meat. Reduce salt.



Drink clean and safe water (6-8 glasses per day)

Go Local! Choose fresh local fruits and vegetables. Cook leafy vegetables for a short time. Half of what you eat should be vegetables and fruits.

SUGGESTIONS OF HEALTHY PLATE



Food and Health Guidelines for Fiji

Include a variety of foods from the 3 Food Groups in each meal. Go Local!

Choose and prepare food and drinks with less salt, sugar, fat and oil.

Be physically active to maintain a healthy weight.

Eat more local fruits and vegetables.

Eat healthy snacks.

MINISTRY of Health
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Breastfeed your baby exclusively for the first 6 months

Give children healthy meals and snacks

Stop smoking. Drink kava and alcohol responsibly.

Drink clean and safe water.

Grow your own food.

NFNC National Food and Nutrition Centre



Fiji must Act Against Anaemia NOW!

- Iron deficiency anaemia is when you have a lack of iron in the blood.
- This is caused by not eating enough iron rich foods.
- Anaemia is a **major** problem in Fiji.
- 400,000 children, women and men suffer from anaemia in this country.
- This results in poor health, low work performance, and productivity.

You can prevent anaemia:

- 1 Breastfeed Your Baby**
- 2 Grow and Eat Iron Rich Foods**
- 3 Take Your Iron Supplements**

**ACT AGAINST
ANAEMIA NOW!**

Is your child fully immunized?

- Colostrum in breast milk is the first gift from mothers to boost a baby's immune system.
- Babies should complete the required immunization while still being breastfed to get maximum health benefits.

Be responsible parents

- Breastfeed the baby exclusively for the first 6 months of life.
- Continue breastfeeding from 6 months to 2 years and beyond with healthy family foods and include healthy family foods in their diets starting at age 6 months.

For more information

Contact or visit your nearest health facility

OR

Northern Health Services
(679) 8812 522

Western Health Services
(679) 6660 411

Central & Eastern Health Services
(679) 3315 331/3314 988

OR

National Food and Nutrition Centre
1 Clarke Street, Suva, Fiji Islands

Phone: (679) 3313 055
Email: nfnc@connect.com.fj

Web: www.nutrition.gov.fj

Facebook: www.facebook.com/NFNCFJ

National Nutrition Month

August 2012

AAA+
**ACT AGAINST
ANAEMIA**

Breastfeed Your Baby

Grow and Eat Iron Rich Foods

Take Your Iron Supplements

MINISTRY of Health
Shaping Fiji's Health

NFNC
National Food and
Nutrition Centre

Breastfeed Your Baby



1 in every 2 children less than 2 years old in Fiji suffers from anaemia.

Breastfeeding helps with the health and development of your child and prevents anaemia.

Breast milk is the only food that your baby needs from birth to 6 months. No other foods or drinks, including water, are needed.

Starting other foods in addition to breast milk at six months helps the child to grow well.

Breastfeeding for 2 years or longer helps the child to develop and grow strong and healthy.

You can save a lot of money simply by breastfeeding!

'ACT AGAINST ANAEMIA':
Breastfeed Your Baby

Grow and Eat Iron Rich Foods



Grow your own iron rich vegetables and include them in your family meals.

Eating iron rich foods will make your blood strong and healthy.

Examples of iron rich vegetables are:
Bele, Saijan, Tubua, Rourou, Watercress, Kumala Leaves, Chinese Cabbage, Mustard Cabbage, Pumpkin and Pumpkin Leaves.

Fruits rich in Vitamin C help the body to make good use of iron rich vegetables.

Examples of these fruits are:
Guava, Pawpaw, Oranges, Bananas, and Pineapple.

Grow iron rich vegetables for your family today.

'ACT AGAINST ANAEMIA':
Grow and Eat Iron Rich Foods

Take Your Iron Supplements



Almost 60,000 women in Fiji aged between 15 - 49 years suffer from Anaemia.

You can prevent anaemia by taking your iron supplements.

If you are a woman between 15 - 49 years old, collect your iron supplements from the nearest health facility.

Dosage for women of child bearing age:
Ferrous Sulphate: 1x200 mg tablet/week for 3 months
Folic Acid: 1x400 mcg tablet/week for 3 months

Additional dosage for lactating women (mothers of under 1 year olds):
Vitamin A: 1 x 200,000 IU capsule

Have you taken your iron supplements today?

'ACT AGAINST ANAEMIA':
Take Your Iron Supplements

My Food Journal

MONDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

TUESDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

WEDNESDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

THURSDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

FRIDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

SATURDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

SUNDAY

Breakfast (Time of day:)
Lunch (Time of day:)
Dinner (Time of day:)
Snacks

Smart Swaps



Get your sweet fix from fruit



save up to
100 calories
and **30g sugar**
per glass



Choose healthy low sugar drinks

save up to
450 calories
and **20g sugar**
per 100g



Take the skin off chicken and choose steamed/baked fish over fried



save **100 calories**
and **10g fat**
per drumstick.
OR
up to **130 calories**
and **10g fat**
per 100g fish



save **100 calories**
per 100g

Bulk up your meals with pumpkin rather than Dalo or Cassava



save
7g of saturated fat
per Tbsp
(thats 30% of your daily

Switch to healthy oils

SOYABEAN



RICE BRAN

COCONUT

Eat Healthy, Stay Healthy

What's really in your drink?

1 Can
(355mL)
153 calories



Takes 30 minutes
of brisk walking to
burn off



9.5 tsps.
of sugar

1 Bottle
(600mL)
258 calories



Takes 50
minutes of brisk
walking to burn
off



16 tsps.
of sugar

**1 Family
Size Bottle**
(1.5L)
645 calories



Takes 2 hours of
brisk walking to
burn off



40 tsps.
of sugar

**1 Large
Bottle**
(2.25L)
968 calories



Takes 3 hours and 6
minutes of brisk walking
to burn off



60 tsps.
of sugar

1 tsp. sugar = 4g
Brisk walking = walking at a speed of 5.6km (3.5m) per hour

MORE FLAVOUR LESS SALT



Curry Leaves (*Tej Patti*)



Basil (*Tamole, Tulsi*)



Chillies (*Rokete, Mircha*)



Coriander (*Dhania*)



Ginger (*Adrakh*)



Lemongrass
(*Co - Boi, Fiji Chai*)



Mint (*Pudina*)



Onion (*Varasa, Pyaaz*)



Spring Onion (*Varasa ni Viti*)



Lime or Lemon
(*Moli, Khatta Nimbu*)



Garlic (*Lehsun*)



WARNING!
Too much
SALT can harm
your health.



How much should I be eating?

Choosing one of these options at each meal time should provide you with around 2000 calories over the day to ensure a healthy waistline.

BREAKFAST



OR



LUNCH



OR



OR



DINNER



OR



OR



SNACKS

(PICK TWO)



DRINKS



WATER FOR LIFE

The human body is approximately

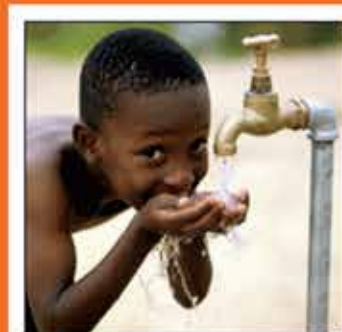
70% water...

...to maintain this, it is important to drink at least 8-10 glasses of clean water a day.



Benefits of drinking Water:

- Cools the body
- Helps flush out toxins
- Keeps skin healthy
- Has zero sugar, fat and calories
- Protects your heart



Regularly drinking water helps maintain a healthy lifestyle



MINISTRY of HEALTH & MEDICAL SERVICES
Shaping Fiji's Health



3 Nutrition Information Panels

Once you understand the Healthy Choice Supermarket Guide you can think about calories and what you are eating throughout the day.

Nutrition Information		
Servings per pack: 21		
Serving size: 18 g (2 crackers)		
Average Quantity:	per serving	per 100g
Energy	322kJ (77 Cal)	1790kJ (428 Cal)
Protein	2.0 g	11.2 g
Fat - Total	2.0 g	11.2 g
- Saturated	1.0 g	5.8 g
- Trans	<0.1 g	<0.1 g
Carbohydrates	12.2 g	67.8 g
- Sugars	0.8 g	4.6 g
Dietary Fibre, - Total	0.6 g	3.3 g
Sodium	94 mg	520 mg

★ Remember to aim for 0g Trans fat!
★ Sodium is part of salt.

How much should I eat each day?

Nutrient	Maximum Daily Intake
Calories	2,000 (8,700 kJ/s)
Total fat	70 g
Saturated fat	24 g
Sugar	90 g
Sodium	1,600 mg

For adults aged 18 & over.
Source: National Health and Medical Research Centre

1. How many servings am I eating?

Look at the "Serving Size" and compare it to what you are actually eating. Normally we eat less or more than this serving. That's why it's best to use the per 100g column when looking at food labels.

2. How many calories am I eating?

Calories and kilojoules are measurements of energy. Eating too many will lead to weight gain. Less is better!

Note: 4 kilojoules (kJ) = approx. 1 calorie.

3. What nutrients am I eating?

More is Healthier for these nutrients: Fibre, Protein, Vitamins, Calcium, Potassium and Iron.

Less is Best for these nutrients: Total Fat, Saturated Fat, Trans fat, Sugar, Cholesterol and Sodium (salt). Always aim for 0g Trans fat.

Produced By:

National Food and Nutrition Centre

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Reading Food Labels

- Get the Facts

1 Your Healthy Choice Supermarket Guide

Do you know what's in your food? Eating too much fat, salt and sugar can lead to Non-Communicable Diseases (NCDs) such as diabetes, heart disease, some cancers and dental caries.

Your Healthy Choice Supermarket Guide will help you understand nutrition labels so you know what's in the food and drinks you buy. This will help you make better choices at the shops and supermarket for your family.

How do I use my supermarket guide?

1. Take your guide (below) with you to the supermarket.
2. Look at the 'Nutrition Information' panel on the food package and find the 'per 100g' column.
3. Look at amounts listed next to total fat, saturated fat, sugar and sodium (which is part of salt).
4. Do these fall in the green, orange or red category?
5. Choose foods with lots of green and stay away from foods with lots of red.

Amount per 100g	
Fat, Total	2.5 g
- Saturated	0.3 g
- Trans	-
Carbohydrates	27.4 g
- Sugars	1.0 g
Sodium	520 mg

Example 1

Chickpeas: Healthier Food
You can eat this type of food daily.

Amount per 100g	
Protein	11.2 g
Fat, Total	11.2 g
- Saturated	5.8 g
- Trans	-
Carbohydrates	67.8 g
- Sugars	4.6 g
Sodium	520 mg

Example 2

Breakfast Crackers: OK Food
You should eat this type of food sometimes, but not every day.

Amount per 100g	
Fat, Total	32.6 g
- Saturated	14.7 g
- Trans	-
Carbohydrates	51.0 g
- Sugars	2.6 g
Sodium	920 mg

Example 3

Chips: Not Healthy Food
You should limit your intake of this type of food.

How do I choose the best product?

To compare products use the per 100g column, not the per serving column. This will show you which product is healthiest, with less calories, fat, salt and sugar.

2 Product Ingredients

The ingredients of the food product are listed somewhere on the package. These are helpful if you are looking to choose or avoid certain food products.

The ingredients are listed in "descending order of proportion by weight", meaning the food item listed first is the main ingredient.

Example:

INGREDIENTS: WHEAT FLOUR, VEGETABLE SHORTENING (SOYA OIL, PALM OIL), SUGAR, SALT, YEAST, BAKING SODA (500).

PRODUCT CONTAINS SOYA BEAN OIL. PRODUCT MAY CONTAIN TRACES OF NUTS, SEED OR DAIRY.

Avoid or eat less food and drinks which list fat, sugar or salt as one of the first three ingredients.

Some other names for these nutrients include:

Fat: oil (of any kind), lard, cream and milk solids.

Sugar: syrup, high fructose corn syrup, dextrose, glucose, honey, lactose, maltose, molasses, monosaccharides and sucrose.

Salt: sodium and monosodium glutamate (MSG).

Supermarket Guide - Solids (per 100g)

Per 100g	Healthier 😊	OK 😐	Not healthy 😞
Total fat	less than 3g	3g - 20g	20g or more
Saturated fat	less than 1.5g	1.5g - 5g	5g or more
Sugar	less than 5g	5g - 12.5g	12.5g or more
Sodium	less than 120mg	120mg-600mg	600mg or more

★ Remember to aim for 0g Trans fat! ★ Sodium is part of salt.

Supermarket Guide - Drinks (per 100 ml)

Per 100ml	Healthier 😊	OK 😐	Not healthy 😞
Total fat	less than 1.5g	1.5g - 10g	10g or more
Saturated fat	less than 0.75g	0.75g - 2.5g	2.5g or more
Sugar	less than 2.5g	2.5g - 7.5g	7.5g or more
Sodium	less than 120mg	120mg-600mg	600mg or more

'Expiry' or 'Use By' Date - Foods must be eaten or thrown away by this date. Food may be unsafe to eat after this date.
'Best Before' Date - Food is still safe to eat after this date as long as it is not damaged. It is better to eat food before the Best Before date as the quality may be lower after it.



Food & Health Guidelines for Fiji

March 2013



**World Health
Organization**

MINISTRY
of Health
Shaping Fiji's Health



**National Food and
Nutrition Centre**

* Digital copy available for download at: <http://www.nutrition.gov.fj/wp-content/uploads/2013/02/FoodandHealthGuidelines-FINAL-V3.pdf>





School Canteen Guidelines



**Second Edition
2013**

* Digital copy available for download at: http://www.health.gov.fj/wp-content/uploads/2014/09/3_School-Canteen-Guidelines_2nd-Edition-2013.pdf

My Meal Planner

	Sample Meal Plan For a 3-Year-Old	Your Meal Plan
BREAKFAST	<ul style="list-style-type: none"> • 1 Egg • 1 or 2 slices of whole meal bread • ½ cup of milk 	
MORNING SNACK	<ul style="list-style-type: none"> • ½ cup chopped up banana or mangoes • ½ cup natural, plain yogurt/dahl • Water 	
LUNCH	<ul style="list-style-type: none"> • ½ cup rice with pieces of fish cooked with tomatoes • ¼ cup carrot sticks or cucumber sticks • ½ cup milk 	
AFTERNOON SNACK	<ul style="list-style-type: none"> • ½ small banana or other scone • ½ cup unsweetened home made fruit juice (seasonal fruits) 	
DINNER	<ul style="list-style-type: none"> • ¾ cup chicken stir fry or chicken curry made with vegetables • ½ cup milk • 1 milk arrowroot or oatmeal biscuit 	
AFTER DINNER SNACK	<ul style="list-style-type: none"> • ½ cup home-made custard • ½ sliced banana 	

* For ages 4-6 add additional fruit at lunch, an extra roti with curry or a larger serving of rice and fish.

Deficiencies

Current eating practices in your family	Good?	Bad?	Possible Problems	Longterm Effects
• Children's diets are high in white breads, noodles, and crackers, but low in fruit and vegetables		✓	• Iron deficiency, which leads to Anaemia	• Stunted growth • Impaired brain development
• Children eat unhealthy junk foods		✓	• Malnutrition	• Stunted growth • Low immunity

Problems to Solutions

List unhealthy food choices and eating practices.	Why is this considered unhealthy?	What is stopping you from making healthier choices?	How can you overcome these problems?	What are some healthy alternatives?

My Weekly Meal Planner

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST					
MORNING SNACK					
LUNCH					
AFTERNOON SNACK					
DINNER					
AFTER DINNER SNACK					

Save. Sip. Survive. PROTECT YOUR HEALTH!

Drought like conditions can increase your chance of sickness.



SAVE!

Store water in sealed containers out of the sun. Boil your water to get rid of bugs that can make you sick.

- Store water in a sealed container
- Cover it with a proper lid
- Keep it out of the sun
- Use a safe source of water
- Boil your water if contaminated
- Clean the containers you are using to store water every fortnight



SIP!

Drink 1.5-2 litres per day – it helps reduce stress and prevents illness.

- Drink 2L of water (adult)
- 1.5L for kids
- Boil if from unsafe source
- Water will help reduce stress and prevent sickness



SURVIVE!

Wash your hands with soap. Keep toilets clean and closed. Seek early medical care if you become sick.

- Wash hands with soap for 20 seconds
- Keep toilets clean and closed
- Eat Well. Live well.
- Seek early medical care if unwell or stressed
- Take care of yourself and others (safe collection points, look after elderly and disabled people, medical care)



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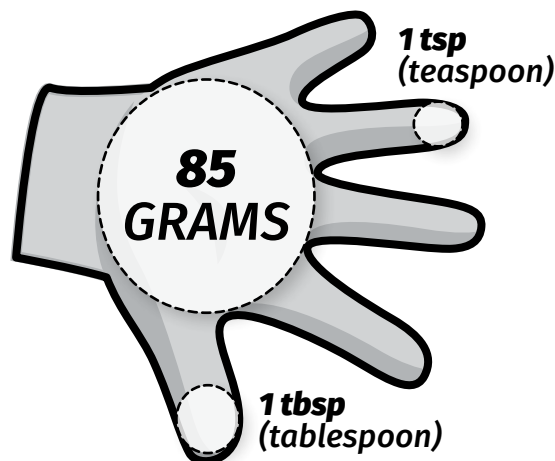


Fiji Times



Working it Out by Hand

Thanks to the hard-working team behind **Khana Kakana: A Taste of Fiji**, Fijians now have an easy and accessible guide to help them measure out portions of food. As the book states, “Don’t have measuring cups or spoons at home? No problem! All you need is your hand!”



Here’s a guide of how to estimate portions/measures using your hand. We all have different hand sizes but the good news is, the bigger your hand, the bigger your calorie allowance so you can get away with slightly larger portions.

* This annex is an adaptation of the guide featured in *Khana Kakana: A Taste of Fiji*, developed by the Fiji Ministry of Health’s Wellness Unit.

Training Questionnaire

BEST PRACTICES FOR GOOD HEALTH	HOW OFTEN DO I DO THIS? (DAYS IN A WEEK)
Eat large amounts of vegetables in every daily meal	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Include some fruit in school lunch box, and for all other meals	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid sugar filled drinks like cordial and fizzy drinks	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid excess butter, fats and oils	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Eat steamed, baked, pan grilled instead of deep fried foods	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Eat wholemeal or wholegrain instead of white bread or roti	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid noodles unless eaten with vegetables	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Drink clean and safe water as the main drink of choice	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Eat a healthy balanced breakfast	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Eat less salt, and flavour with herbs and spices instead	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid eating sausages	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid eating canned meat	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Adults don't smoke, especially around children	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Grow some of my fruit and vegetables at home	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Rear my own chickens for eggs and meat	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Eat a variety of food from each food group	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Eat healthy home-made snacks	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid processed snacks	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Buy fresh and less processed foods	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Pack school lunches with less salt, sugar, fat and oil	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Drink fresh coconut juice, unsweetened fruit juice, milk	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Read food labels when buying food to check on nutrition content	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Physical activity is a family must	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Avoid salts and artificial flavouring in meals	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Remove tea as a drink for 3-6 year olds	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Wash hands before eating or preparing food	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)
Brush teeth after meals	<input type="radio"/> Unsure <input type="radio"/> Never <input type="radio"/> Sometimes (1-2) <input type="radio"/> Often (3-5) <input type="radio"/> Always (6-7)

To work out a score from your answers, assign the following points to each answer: Unsure = 0 points, Never = 0 points, Sometimes = 1 point, Often = 2 points, Always = 3 points. Record your total.

TOTAL:



Food Costings

FRUITS

Food item	Unit	Cost
Bananas	Heap	\$1.00
Mangoes	Heap	\$1.00
Guavas	Heap	\$1.00
Water melon	1kg 1 piece	\$6.00 \$0.50
Apples	each	\$0.60
Young coconuts (bu)	each	\$1.00

PROTEINS

Food item	Unit	Cost
Milk	250ml 1 litre	\$1.30 \$2.85
Plain yogurt	150g tub	\$1.60
Dhal	1kg	\$2.20
Cheese	250g	\$6.75
Peanut butter	200g	\$3.50
Fish	A-grade – 1kg bundle	\$9.00 \$15.00
Eggs	1 dozen	\$5.60
Red meat		
• Beef	1kg	\$10.00
• Mutton (lamb neck)	1kg	\$9.95
Chicken (soup pack)	1kg	\$8.95

* Fruits/vegetables with quantities in seasons at market price

VEGETABLES

Food item	Unit	Cost
Cabbage	Bundles	\$2.00
Carrot	1 kg	\$2.25
Tomatoes	Heap	\$1.00
Cucumber	Heap	\$1.00

CARBOHYDRATES

Food item	Unit	Cost
Sweet biscuits	250g	\$2.75
Plain biscuits	375g	\$1.70
Flour	1kg	\$1.50
Sugar	1kg	\$1.85
Apples	each	\$0.60
Young coconuts (bu)	each	\$1.00
Noodles	85g	\$0.75
Porridge	400g	\$2.99
Custard	200g	\$1.99
Dalo	Bundle	\$10-\$15.00
Tavioka	Heap	\$5.00
Yams (depends on size)	Heap	\$5-\$25.00
Rice	1kg	\$1.60
Bread		
• Wholemeal	1 loaf	\$1.10
• White	1 loaf	\$0.80
Pasta	500g	\$3.99
Cereal (weetbix)	375g	\$3.95
Coconuts (× 4)	Heap	\$1.00

Evaluation Of Training

Type of training:

Date completing evaluation:

1. As a result of completing the training, my knowledge and skills have improved. *(please tick)*

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The training met my needs. *(please tick)*

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I will use the lessons and knowledge I have learned from this training. *(please tick)*

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which part of the training was **MOST** useful to you?

5. Which part of the training was **LEAST** useful to you?

6. What further training or knowledge would you like to complete?

7. Score from Questionnaire at start of training:

8. Score from Questionnaire at end of training:

Notes

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Notes





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