SESSION 7

Completing The Circle:
Teaching Our First Teachers

Let’s Talk About Food
The materials in the Facilitator’s Notes are for your use ONLY.

They are not to be given directly to participants or copied for their use. This is particularly true for the Medicine Wheel Teaching.

If there is no Elder who can share their own Medicine Wheel Teaching or local traditional belief, we recommend that you draw the wheel itself on a flipchart or white board and then either read or paraphrase the words of the Teaching with your group. Let the group know there are many ways to interpret the Medicine Wheel and that this is only one of those ways.
MEDICINE WHEEL

Natural Foods

N

WILD MEAT

W

WILD RICE

E

NATURAL HERBS
(Cooking)

S

NATURAL BERRIES

Harmony with
Mother Earth and Creation
MEDICINE WHEEL TEACHING

Natural Foods

Elder Vera White Eyes Jones said that Mother Earth provides everything that people need and that this applies to food as well as other areas of life.

She used the Medicine Wheel to show the different seasons and what each one provided for the people.

East — Spring — New life

In the spring Mother Earth sends up new growth and the fresh herbs are harvested to add flavour, colour and interest to foods stored since the previous season. They are a welcome addition to the diet and a promise of plenty to come.

South — Summer — The wealth of gathered and cultivated foods

In summer Mother Earth produces a wealth of natural foods to be gathered and enjoyed. Vera used the example of wild berries which would be gathered and enjoyed fresh as well as being dried for use in the winter. Summer is also the season of harvesting cultivated foods like corn, beans, potatoes and squash.

West — Fall — The ripening and harvest of late season foods

In the fall Mother Earth provides her people with another group of foods that include wild rice, grains, and other late maturing plants.

North — Winter — The hunt for fresh meat

Traditionally the winter was the hardest time for the people. Hunters went out to hunt for wild meat to supplement their diet of foods that had been harvested and stored during the growing seasons.
Numeracy

To recognize how much we use numeracy in our daily lives

1 You will need:
   - copies of Canada’s Food Guide (First Nations, Inuit and Métis version)
   - bottles, jars and other familiar food packages that show amounts in millilitres (mL), litres (L), grams (g) and kilograms (kg)
   - a piece of cloth with a repeating pattern or a blanket with geometric shapes
   - beadwork with a repeating pattern

2 Start by telling the group that numeracy is another word for math. In the Essential Skills framework as well as in adult literacy the term numeracy is used more often. Write the words number and numeracy on the board or flip chart and show that they start with the same root — num.

3 Say that, although many people say that they don’t like math or they can’t do math, we use math all day long, sometimes without even realizing it. You will now mime various activities (see below) that involve some type of math. The group will guess what you’re doing. (Or pick a few people to act out some as well.) When someone guesses correctly, write their response on the board.
   - Check your watch.
   - Hold a shirt up to your shoulders to see if it would fit.
   - Close your eyes and count on your fingers to work something out in your head.
   - Hold two objects, one in each hand, to compare their weights.
Count out change.
Use a bank machine.
Pour milk into your coffee cup.
Use a calculator.
Cut a round pie into wedges.

4 Explain that in the Essential Skills framework numeracy activities are divided into two categories: doing calculations and making estimations. When we calculate, we work out exactly how much change we should get back or we measure accurately when putting up wallpaper. When we estimate, we decide about how much the grocery bill will come to or roughly how many potatoes we need to cook for dinner. Show how their responses fit the two categories:

<table>
<thead>
<tr>
<th>accurate calculation</th>
<th>rough estimation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check your watch.</td>
<td>Hold a shirt up to your shoulders to see if it would fit.</td>
</tr>
<tr>
<td>Count on your fingers to work something out in your head.</td>
<td>Hold two objects, one in each hand, to compare their weights.</td>
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<td>Use a bank machine.</td>
<td>Pour milk into your coffee cup.</td>
</tr>
<tr>
<td>Use a calculator.</td>
<td>Cut a round pie into wedges.</td>
</tr>
</tbody>
</table>

5 Next, ask the group to think about situations when we need to calculate accurately and other situations when it’s better to estimate. Divide the group into two. Half the learners will be the ‘accurate’ group. The other half will be the ‘estimate’ group. Tell them that you will read a list of real-life math activities. If they think the math involves accurate calculation, members of the ‘accurate’ group should jump to their feet and say, ‘Accurate!’ When you read one that they think needs rough estimation, the members of the ‘estimate’ group jump up and say, “Estimate!”

- You are giving a customer their change from a cash purchase. A
- You are pouring shampoo into your hand to wash your hair. E
- You are dividing your child’s hair into three strands so you can braid it. E
- You are knitting a baby sweater by following a detailed pattern. A
- You are checking a grocery bill to make sure the cashier didn’t charge you too much. A
- You are following your auntie’s bread recipe. You want your bread to turn out exactly like hers. A
- You are cutting firewood into pieces that will just fit into your woodstove. E
Pass out copies of the food guide and give the group a chance to look it over. Show them how it can be used to find the daily recommended number of servings of each of the food groups. Point out the differences for different age groups. Ask a few questions like, “How many servings of grain products should a teenage boy get each day? What would he actually have to eat to get that?” If this is too difficult for some learners, have them focus on the first page which shows that a balanced diet includes food from all the food groups or use the Food Guide Tipi.

Most of the serving quantities in the food guide are given in metric as well as a more familiar measurement, like slice or cup. This is a good opportunity slip in a mini lesson on the metric system. In the handout, A Dozen and Two Tips, tip # 5 suggests that ‘going metric’ is one way we can shop more wisely. Show the group your collection of bottles, jars and other familiar food packages that have amounts in millilitres (mL), litres (L), grams (g) and kilograms (kg). Tell them that if they can think of a familiar object, like a large pop bottle, and connect it with its metric quantity, e.g. 2 litres, it becomes easier for them to think metric. Ask them to find items in the collection that are close to:

100 g
500 g
1 k
50 mL
750 mL
1 L

Have learners write these equivalents on a piece of paper and stick it on their fridge doors to help them better understand metric measurements in the kitchen.

1000 millilitres (mL) = 1 litre (L)
1000 grams (g) = 1 kilogram (kg)

Babies begin learning from the day they are born, and even earlier! They learn about language by listening to voices around them. After a while they begin to understand and imitate and later they start to speak. But does your group know that babies also begin to learn math skills at a very early age? Here are some examples of the early math that children do, long before they start school:
They reach out to grab a toy, showing that they have an idea of how far away it is.
They bounce along to the rhythm of songs and rhymes.
They ask for ‘more’.
They stack blocks to make a tower.
They use words like ‘big’, small’, ‘fast’, slow’.
They start to pay attention to patterns and shapes, for example in clothing, wallpaper, carpets or blankets.
They fill and empty containers with sand or water.

Invite the group to share stories about similar activities they have experienced with their own children and to take pleasure in the natural wonder of their child’s development.

**THINGS TO DO AT HOME**

- Give small children toys that they can stack or containers they can fill and empty with sand and water. **Important! Never leave small children to play alone around water or with things they could swallow!**
- Ask your child to help you match socks when you’re doing laundry.
- Collect pennies and get your child to help you roll them. Show how to count out groups of 10 and then how to combine 5 groups to make 50 cents. **Beware! Not for very small children who may try to eat the coins.**
- Let them use cookie cutters on sliced bread or pancakes.
- Let them help you in the kitchen any way they can — setting the table, measuring things like water and flour in cups, using a simple recipe with your help, or counting out vegetables for dinner.
- Use math language with your child: “Please bring me the two-litre bottle of juice. It’s the one with ‘2 L’ on it.” “Which of these melons feels heavier to you?”
- Teach them to follow a repeating pattern by doing bead work together, or showing them how to knit or crochet.
- Play games — card games, board games, lots of other games! This is a wonderful way for families to have fun together and for children to learn valuable skills. See the Resource List for this session and Session 3 for some game ideas and some websites where you can find games and activities for children.
AGENDA — Session 7

1 Welcome and warm-up
2 Overview of ground rules and journals
3 Medicine Wheel Teaching and Story-Telling
4 Presentation of key words and phrases
5 Food is based in cultures.
   Concept:
   Different cultures have different eating styles and traditions.
6 Food for life
   Concept:
   Good food helps a growing child.
7 How do I get my child to eat good food?
   Concept:
   Parents can help their children develop good eating habits.
8 Snack suggestions
   Key Concept:
   Parents share nourishing snack suggestions.
9 Other nutritious snacks
   Concept:
   A tried and true list
10 Optional activities
   Concept:
   Shopping tips
11 Things to do at home
12 Summary
Objectives:

1 To provide information on nutrition.
2 To provide vocabulary which will assist in the identification of food.
3 To provide food shopping tips for those on a tight budget.
4 To practise meal planning using the Canada’s Food Guide for First Nations, Inuit and Métis.
5 To practise reading, comprehension, and writing skills.
6 To discuss cultural differences related to food and eating habits.

Materials Needed:

☐ Medicine Wheel graphics  ☐ Talking Stick or Feather
☐ flip chart  ☐ materials for Smudge Ceremony
☐ newspapers, store sales flyers  ☐ food discount coupons
☐ markers, pens, and pencils  ☐ paper
☐ session completion certificates

Handouts:

1 Key Word Families
2 Eating Well with Canada’s Food Guide — First Nations, Inuit and Métis
3 Tipi Food Guide
4 __{child’s name}_____________ Menu
5 Medicine Wheel Food Guide
6 My Child’s Favourite Snack
7 Healthy Snacks
8 A Dozen and Two Tips on Stretching Your Food Dollar
9 What’s Your Tip?
10 Session Certificate of Completion
1 WELCOME AND WARM-UP

Welcome the participants as they arrive and encourage them to sign in on the attendance form and to make out nametags for themselves using their first names.

Whenever possible an Elder opens the session with a prayer and smudge ceremony. The use of sage or sweetgrass is encouraged if appropriate to the location of the program.

If no Elder is available an Opening Prayer has been provided in the facilitator’s resource section in Appendix at the end of this manual.

Introduce yourself briefly (background, names and ages of children) and give a short introduction to the Completing the Circle: Teaching Our First Teachers program.

Ask participants to give their names, their children’s names and ages, their Nation, and to say hello to the group. If anyone speaks in their Native tongue they should be encouraged to do this using words and gestures.

Ice Breaker

As a way of introducing the subject, ask participants to talk about a favourite traditional food with a partner. You could bring some snacks to share, made from traditional food.

2 OVERVIEW OF GROUND RULES AND JOURNALS

Review the ground rules (found in the Introduction), stressing that all opinions will be listened to and that there are many different ‘right’ ways to deal with our children.

Remind them that everything said in the group is confidential.

If you are using these sessions sequentially it is important to review the follow-up activities and journal from the previous week. This allows the participants an opportunity to share insights that they may have gained based on that week’s activities. It also reinforces the importance of using the journal regularly.

Encourage participants to write in their journals, even if it is only a few sentences.

3 MEDICINE WHEEL TEACHING AND STORY-TELLING

The Elder should be invited to share a local Medicine Wheel or Traditional Teaching related to the topic of this session. If no Elder is available, you may use the Medicine Wheel Teaching provided in the Facilitator’s Notes for this session by drawing the wheel
itself on a flipchart or whiteboard and then either reading or paraphrasing the words of the Teaching with your group. Let the group know there are many ways to interpret the Medicine Wheel and that this is only one of those ways.

The important role that the Medicine Wheel plays in understanding our world should be stressed as well as its historical significance in the Native culture.

Point out that the Medicine Wheel is used throughout the Completing the Circle program to establish or restore the balance in given situations.

Each session begins with an Aboriginal story relating to the theme. The story may be read by the facilitator, the Elder, or a participant. See the Appendix for the story entitled, “The Gift of Corn”.

Make sure the person who is asked to read is comfortable with the idea of reading to the group and has been given time to practise the story beforehand.

Facilitators are encouraged to modify the procedures used in the following activities to accommodate the ability and size of their group.

4 PRESENTATION OF KEY WORD FAMILIES. ......................... (Handout)

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<thead>
<tr>
<th>refrigerate</th>
<th>perish</th>
<th>best-before-date</th>
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<tbody>
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<td>refrigerator</td>
<td>perishes</td>
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<tr>
<td>frigid</td>
<td>perishable</td>
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</tr>
<tr>
<td>frozen</td>
<td>thawed</td>
</tr>
<tr>
<td>deep-freeze</td>
<td></td>
</tr>
</tbody>
</table>

Rhyming Words

Using rhyming words is a good way of getting learners, both adults and children, to listen closely to language and to distinguish one sound from the other.

Read each of the words below and ask learners to find a rhyming word from the word families above. Remind them that in English two words can rhyme even if they don’t have the same spelling pattern. (Answers are shown in brackets)
wished  (perished)  law  (thaw)
squeezing  (freezing)  later  (refrigerator)
hated  (refrigerated)  bridge  (fridge)
sawing  (thawing)  great  (refrigerate)
rose  (froze)  fish  (perish)
peas  (freeze)  dishes  (perishes)
pawed  (thawed)  did  (frigid)
pause  (thaws)

With more advanced learners, ask them to write the rhyming word.

**Fill in the Blanks**

Write the following “fill in the blank” statements on the flip chart. As a whole group, ask participants to help you fill in the blanks using words from the key word families.

1. A freezer contains ________________ food.
2. Vegetables should be kept in a ________________ so they stay fresh.
3. ________________ food should not be frozen again.
4. Eggs are ________________ foods and need to be.
5. ________________ food is a good idea if you are not going to use it right away.
6. All dairy products have ________________ on them. It is best to eat the food before this date.
7. ________________ foods, such as meat, should not be left out on a table. They should be.

**Key:** 1 – frozen; 2 – refrigerator; 3 – Thawed; 4 – perishable and refrigerated; 5 – Freezing; 6 – best before dates; 7 – Perishable and refrigerated

5 FOOD IS BASED ON CULTURE

Lead a general discussion on the importance of food, food preparation and eating customs in different cultures. First Nations certainly have a wealth of traditions to share. Some emphasis should be placed on the aboriginal ceremonies and traditions that surround food. Encourage participants to contribute stories about their valued traditions or ceremonies and the foods connected with them. (Share some mainstream Canadian traditions also — Christmas, Thanksgiving, etc.)
Divide participants in groups of four. Give each group a piece of flip chart paper to work with. Ask each member to draw or write a few words or images which represent a ceremony or tradition and the food eaten at these times.

Paste these on the wall and have one volunteer from each group explain their own example. They should choose one that has not already been discussed.

6 FOOD FOR LIFE

Introduce this section by saying something like:

“Children’s health and growth is affected by what they eat. Since eating habits are formed very early in life, it is important to encourage children to eat well from the time they are infants. Children, like all adults, who eat too much sugar, fat, salt, and junk food may display some of the following symptoms.”

Mime or act out some of these:
Hyperactivity Poor sleep patterns
Whiney, weepy Reduced concentration
Obesity Rapid speech

While there are other reasons why children may have these problems, sometimes poor eating habits contribute to them.

Eating Well With Canada’s Food Guide and Tipi Food Guide \(........................\) (Handouts)

Pass out the two handouts Canada’s Food Guide — First Nations, Inuit and Métis and the food groupings superimposed on a traditional Native Tipi. Review the food groups.

To extend this activity, you could print out the complete Canada’s Food Guide — First Nations, Inuit and Métis from this Health Canada site: \[http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index_e.html\]. Or you could order free copies from \[publications@hs-sc.gc.ca\]. Using the complete Food Guide, explore with your group the information on daily quantities recommended for people of different ages. There is also information for pregnant and breastfeeding women.

(Your Child’s) Menu \(........................\) (Handout)

Provide participants with the handout and ask them to fill in their child’s name on the top. With a partner, ask them to create one meal using the Canada’s Food Guide — First
Nations, Inuit and Métis that they would like to feed their child. When all are finished ask them to share their meal ideas with the whole group.

Create a collage (or draw pictures) of foods that fit into each food group. Ask everyone to contribute to the collage. Be prepared to discuss the nutritional value of different foods. (www.stemnet.nf.ca/CITE/nutrition_information.htm has detailed information on nutrition.)

Explain that the amount they eat from each food group depends upon age, body size, activity level, whether person is male or female, and so on. Explain the number of servings per food group without getting into too much detail.

Additional copies of *Eating Well with Canada’s Food Guide — First Nations, Inuit and Métis* or the Aboriginal version of the *Diabetes Food Guide for Healthy Eating* may be ordered using information provided in the Resource List for this session.

**Note!**

**Medicine Wheel Food Guide** .......................... (Handout)

Depending on the interests of the group, you may want to introduce the traditional Medicine Wheel Food Guide to discuss the ways First Nations originally ate and the health benefits of eating foods that were natural. Talk about how the seasons dictated their diet and also dictated much of the daily work of hunting, gathering, and preserving foods.

There are many versions of the Medicine Wheel and how food can be related to it. If using this handout, please remind participants that there is more than one right way to look at Medicine Wheel teachings.

**7 HOW DO I GET MY CHILD TO EAT GOOD FOOD?**

Ask the participants to tell a partner about one food that their child refuses to eat. Make a list of these on the flip chart. Explain that many children have one or two foods they refuse to eat, and that this is OK. Children’s eating habits can change frequently depending on whether they are growing or whether they are trying to show independence. At times they also enjoy eating the same foods over and over. The important thing is to help the child develop good eating habits in a supportive environment.

One thing parents can do is to try to have the whole family sit down to eat their main meal of the day together. Not only is this a chance for parents to model good eating patterns for their children, it is also an excellent opportunity to talk to and listen to their children.

As a group, brainstorm tips that they can use with their children to develop good eating habits. Write their suggestions on the flip chart.
Suggestions might include:

1. Involve the child in planning and shopping for the family’s groceries and snacks.
2. Let children help decide what you are going to eat that week — i.e. plan the menu.
3. Try cooking kid-friendly meals and foods. There are lots of ideas for this in books at the library or on the Internet.
4. Provide healthy foods and give children a choice between two good food options so they feel they are making the decision themselves.
5. Serve small quantities of new foods.
6. Vary colour, shape, and texture of food.
7. With young children, consider giving foods fun names like calling broccoli ‘trees’ or cauliflower ‘snow bushes’.
8. If the child is a very slow eater, after a reasonable time, remove the meal and do not provide any snacks until the next meal is served. (Don’t worry; this is not harmful for the child.)
10. Avoid buying junk food. If it is in the house it will be eaten.
11. Create a pleasant eating environment and a comfortable place to sit. Seat children near someone who enjoys food and eating.
12. Eat at regular times.
13. Avoid discussing the child’s eating habits in his or her presence. It may become a larger problem if too much attention is paid to it.
14. Remain calm when a child does not co-operate. Getting angry rarely improves the situation and can lead to more problems.
15. Eat nutritious food yourself; model good food choices for your children.
16. Allow the child to set the table, pour milk into unbreakable glasses and wash unbreakable dishes.
17. Avoid emphasizing messiness. Allow children to feed themselves for one meal or eat less messy foods if this is a problem.
18. Make mealtime a happy family time.
8 SNACK SUGGESTIONS

My Child’s Favourite Snack .................................................... (Handout)

Ask participants to draw or describe a nutritious snack that they like to serve to their child.

Invite each of them to share their suggestion with the entire group. If suggestions good, type them up and distribute the list the following week.

9 HEALTHY SNACKS .......................................................... (Handout)

Read through the Healthy Snacks handout with participants. Add some examples of Aboriginal snacks. Explain the difference between healthy and unhealthy snacks, using examples. Be sensitive to cultural differences. Divide a flip chart in half and label one column ✔ HEALTHY SNACKS and the other ☒ UNHEALTHY SNACKS.

Explain the symbols and then ask participants to suggest snacks for each list.

10 OPTIONAL ACTIVITIES

The following exercises will be helpful for those groups who might appreciate more detailed information on shopping. Pay attention to rural and urban differences.

A Dozen and Two Tips on Stretching Your Food Dollar ...................... (Handout)

This handout may be used in class or given as a reading assignment. 

Ask the group to share some of their favourite cooking and shopping tips. Explain the importance of proper food storage, preparation and cleanliness.

Under the title ‘Shopping Tips’, write their ideas on the flip chart.

Suggestions might include:

1 Plan meals for the week using Canada’s Food Guide.
2 Plan how to use leftovers.
3 Use newspaper ads to compare prices at different stores. Use common sense. Traveling across the city to save a few cents on one item might cost more in gas or bus fare.
4 Use coupons for the items you usually buy but don’t buy something you don’t need just because you have a coupon.
5 Use the unit pricing, (price per litre or gram shown on the shelf labels) to compare with other brands in the store.

6 Avoid convenience stores. Their prices are usually higher.

7 If you are on a tight budget, check out the day-old produce and bread. The prices of these are reduced.

8 Check for meats that are reduced because they are close to their best-before-date, but make sure to check the dates to be sure they are still good.

9 Less tender meats can be a bargain and often the packaging has information on how to cook them properly.

10 Try making your own baby food by puréeing meat, vegetables, and fruit.

11 Eliminate junk foods. They are very expensive and not very nutritious.

12 Avoid shopping when you are hungry because your urge to ‘impulse buy’ is stronger at these times.

13 Look at products above and below eye level because the most expensive products are usually the easiest to reach.

14 Meat alternatives are often cheaper than meat (eggs, beans, fish, peanut butter).

15 Buy fruits and vegetables when they are in season and are less expensive.

16 Buying frozen vegetables in the off season is less expensive than buying imported produce.

What’s your Tip? ................................................................. (Handout)

In partners or small groups ask participants to come up with a tip which applies to each picture. When finished, have them share their results with the large group.

Field Trip Ideas

Take a field trip to the local grocery store. This activity would give you a chance to talk in more detail about food classification labels on the shelves, pricing policies, proper food storage, the importance of cleanliness and the use of coupons. This could also be combined with preparing a shopping list and buying items for a healthy lunch or snack that the group could prepare.

Recipe File

If the training site has computers and Internet access, show participants how to find recipes that use common, inexpensive ingredients in a new or more nutritious way.
ideas for using traditional ingredients that may be new to the group. There are a number of websites for you to explore in the Resource List for this session and an online search will find many more sites specific to the interests of your group.

11 THINGS TO DO AT HOME

Prepare a new type of healthy snack for your child. Write about his or her reaction to it in your journal.

Parents can make a simple set of food cards to use with their children or, better yet, they could help their children make the cards.

Pictures of different types of food can be hand-drawn, cut from magazines or found on websites such as: www.wellnessways.aces.uiuc.edu/coloringbook/foodcardbw.html

Once made, the cards can be used for games like Go Fish and Concentration. Or deal the cards out to players who then have to say how they would make a nutritious meal or snack using the food cards they were dealt.

Canada’s Food Guide — First Nations, Inuit and Métis could be used to suggest the types of foods that would be good to eat.

12 SUMMARY

Food is one of our most basic needs but what we buy, how we cook it, and how much of it we eat often makes the difference between good health and poor health.

As parents, part of our job is to choose healthy foods and help our children learn to eat the foods that will give them strong minds and bodies. Canada’s Food Guide gives us all the information about what kinds of food we should be eating and how much of each thing we should be eating every day.

Parents can influence their children’s eating patterns and behaviours every day by modelling good food choices and good eating habits. Most children love to help out because that’s how they learn, so think about involving them in making up your weekly food menu, finding recipes that use inexpensive foods, and writing out the shopping list.

It is easy to get them involved with the shopping too if you help them make up shopping cards. Have them either draw pictures of the foods on your shopping list or cut pictures of them from magazines. Glue these onto pieces of cardstock cut out of old cereal boxes and the children can take these pictures to the store with you and pick up the items themselves. If you write the names of each food on the back of the cards it becomes a way for them to learn to recognize new words too. It can also be a math lesson if you let them help you keep track of the cost of things as you put them into your cart.
At the end of the Participants’ Handouts you will find a certificate for participants who have completed this session. You will need to personalize each one with your program name, the number of hours of instruction, the person’s name, your signature (or the Elder’s signature) and the date.

For participants who attend all eight sessions, there is a program certificate in the Appendix.
Participants' Handouts

Key Word Families .................................................................375
Canada's Food Guide ................................................................. (Insert)
Diabetes Food Guide ................................................................. (insert)
Tipi Food Guide ....................................................................377
Menu ...................................................................................379
Medicine Wheel Food Guide ..................................................381
My Child's Favorite Snack ......................................................383
Healthy Snacks ....................................................................385
A Dozen and Two Tips On Stretching Your Food Dollar ..........387
What's Your Tip? (2 sheets) .......................................................391
Session Certificate of Completion
## Key Word Families

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<th>freeze</th>
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<td>froze</td>
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<td>thawed</td>
<td>frozen</td>
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<td></td>
<td>deep-freeze</td>
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**best-before-date**
Eating Well with Canada’s Food Guide
First Nations, Inuit and Métis
Using the Food Guide, draw or write a meal that you would like to serve to your child.
**Medicine Wheel Food Guide**

- **Winter**: Wild meats = Lean meats, Hunting
- **Spring**: New Life, Gathered Plants
- **Summer**: Cultivated Plants
- **Fall**: Water, Giver of all Life

**SESSION 7**

*Let’s Talk About Food*
My Child’s Favorite Snack

Draw or write the name of nutritious snacks that your child likes.
Healthy Snacks

- celery sticks with cheese or peanut butter and raisins
- sliced apples/bananas
- plain yogurt with unsweetened fruit
- cheese and crackers
- fruit juice
- raw vegetables or fruit and dip
- muffins

CAUTION: Small, hard foods can become stuck in a small child’s throat. Be especially careful when your child is eating things like nuts, apple and hard vegetables. Never leave small children alone when they are eating.
A Dozen and Two Tips On Stretching Your Food Dollar

1. Plan ahead. Check cupboards and the refrigerator for supplies on hand. Watch newspapers and flyers for weekly specials and discount coupons. Prepare a list of items required.

2. Plan your menus in advance, but be flexible. You may find unadvertised specials in the store.

3. Be aware of advertising, in-store displays, gimmicks, premiums and games. Is the price reduced or is the item just being featured?

4. Avoid impulse buying. Shop alone, after you have eaten and take only enough money for items needed. Avoid extra stops at stores between main shopping trips.

5. Go metric! Get to know the metric system and how it applies to shopping.

6. Compare unit price to get the most for your money.

7. Use coupons that are of value to you. Don’t buy a product just to use the coupon.

8. Buy only as much as you need and can store.

9. Check the “best before” date. For best quality, use before this date.
A Dozen and Two Tips On Stretching Your Food Dollar
(continued)

Read food labels to know what the product contains. The first item on the list is the major one.

Grade refers to appearance not nutritional value. When more than one grade is available, buy the one appropriate to your needs.

Less tender cut meats are as nutritious as the more tender, and usually more expensive, ones. Be aware of the amount of fat and bone — compare cost per serving.

Look on shelves above and below eye level. There may be products priced lower than those close at hand.

As you check out, watch the cash register. Clerks may ring up a regular price for items that are on special.

— Adapted from Alberta Social Services and Community Health Education and Promotion Services
What’s Your Tip?

1. **Shopping List**
   - Plan ahead. Check cupboards and the refrigerator for supplies on hand. Watch newspapers and flyers for weekly specials and discount coupons. Prepare a list of items required.

2. **Plan your menus in advance, but be flexible.** You may find unadvertised specials in the store.

3. **Be aware of advertising, in-store displays, gimmicks, premiums and games.** Is the price reduced or is the item just being featured?

4. **Avoid impulse buying.** Shop alone, after you have eaten and take only enough money for items needed. Avoid extra stops at stores between main shopping trips.

5. **Go metric!** Get to know the metric system and how it applies to shopping.

6. **Compare unit price to get the most for your money.**

7. **Use coupons that are of value to you.** Don't buy a product just to use the coupon.

8. **Buy only as much as you need and can store.** Check the “best before” date. For best quality, use before this date.

9. **Saves $$ on grasshopper legs.**
Read food labels to know what the product contains. The first item on the list is the major one.

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— Adapted from Alberta Social Services and Community Health Health Education and Promotion Services
Certificate of Completion

This is to certify that:

has successfully completed

Let’s Talk About Food

session of COMPLETING THE CIRCLE program with

The ______ hours of instruction in this session included training in these Essential Skills:

• Reading Text
• Document Use
• Writing
• Numeracy

• Oral Communication
• Problem Solving
• Working with Others
• Continuous Learning

Date: ____________________________________

Signature: ________________________________
Resource List

Websites:

http://www.turtleisland.org/culture/culture-food.htm — An entire site devoted to traditional and modern Aboriginal foods and recipes.

http://www.diabetes.ca/aboriginal/recipes.asp — This Aboriginal page is part of the Canadian Diabetes website and has several recipes using traditional meats such as bison, caribou and venison.

http://diabetesmedicinebag.com/links/index.html — This takes you to the links page of the Diabetes Medicine Bag website. Lots of links to both Aboriginal sites and those associated with Stage 2 Diabetes, recipes, etc.

http://www.hlthss.gov.nt.ca/pdf/reports/healthy_eating_and_active_living/2002/english/nwt_traditional_food_fact_sheets/dene_and_metis_traditional.pdf — This is series of excellent fact sheets on traditional foods such as Moose, Caribou, Muskrat, Beaver, Goose, Duck, Ptarmigan, Grouse, Fish, Wild Greens and Berries. It was produced by the MacKenzie Regional Health Service and the Dene Nation in 1995.


http://www.healthyfridge.org/kidsrec.html — Recipes and ideas for food that kids can make with some supervision.

http://www.kraftcanada.com/en/EverydayDinner/OnePotMeals/OnePotDinner.htm?smid=1002270 — Lots of simple ‘one-pot’ recipes on this page and links to many more food and recipe options.


http://www.simple-healthy-recipes.com/ — Loads of recipes divided into easy-to-use sections and all healthy!

http://www.healthy-eating-made-easy.com Features links in the side bar to loads of quick healthy recipes, and special areas like Healthy Dinners, Healthy Kid Drinks, Healthy Lunchboxes and lots more.

http://www.thriftyfoods.com/recipes/rcpcll_results.html — Contains 434 recipes that take 30 minutes or less to make.

http://www.foodtv.ca/ — A complete listing of all the food-related shows on TV with loads of recipes and the option to select by program, personality, type of food, etc.,
Resources:

**Meals for Good Health.** ISBN: 0-9696770-7-3 - 8.5” x 11”, 232 pg — Full colour — Soft cover 2007
“This cookbook is ideal for someone who wants simple healthy recipes, especially full meal plans for persons with diabetes. Colourful pictures inspire people to try new recipes. People realize that they have to make changes in their diet and this book helps them get started.” National Aboriginal Diabetes Association Newsletter

**The Métis Cook Book and Guide to Healthy Living.** — The following link leads to the full text of this resource which contains lots of information and a number of traditional recipes as well.
[http://www.naho.ca/MHC_Site/32359_Cookbook_Final_000.pdf](http://www.naho.ca/MHC_Site/32359_Cookbook_Final_000.pdf)

**Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis.** Health Canada publication.
Copies are free through publications@hs-sc.gc.ca or you can access it online at

**Native Foods and Nutrition: An Illustrated Reference Manual.** Health Canada publication
Copies are free through publications@hs-sc.gc.ca

**Feed Your Family Right: How to Make Smart Food and Fitness Choices for a Healthy Lifestyle.**
With nutritional guidelines and recipes designed to make family meals simple, healthy and delicious, this indispensable guide shows how to make a nutrition plan for each member of the family, set realistic goals, achieve and maintain a healthy weight, make fitness fun, and eat healthy food at home or at a restaurant.

**The Aboriginal Diabetes Food Guide to Healthy Eating.** produced by the Community Diabetes Education Programs of Ottawa, 2007
Order through Centretown Community Health Centre at [http://www.centretownchc.org](http://www.centretownchc.org)

**Children’s Resources and Books for Parents to Read to Children:**

Raincoast Books (2001)
David Bouchard’s lyrical, thoughtful poetry and Roy Henry Vickers’ vivid and colourful art work combine in this timeless story. The author and artist plead with the reader to respect the natural treasures of the environment and bring a message of concern from Aboriginal leaders of the past. The text and perceptive paintings are a perfect complement to each other in this relevant and thought — provoking book.

Crook, Connie Brummel and Cameron, Scott, illus. **Maple Moon.** (Print-Fiction). Fitzhenry and Whiteside (1997)
Suggested for: Grades 1-5
Based on two traditional legends of how sap for maple syrup was discovered, this lavish picture book tells the story of Rides the Wind, a young Mississauga Indian boy whose deformed leg keeps him from playing with the other children in the clearing. It has been a hard winter and food is scarce in the camp. Rides the Wind wanders into the forest and after seeing a squirrel drink the liquid coming from a maple tree, he decides to taste it himself. When he tastes the sweetness of the liquid, he collects it and takes it back to his people. Once they taste the sweet syrup, they realize that it will save them from starvation.
Suggested for Grades 2-4
In this beautiful retelling of an Inuit myth, Grandfather explains that the Great Spirit created wolves to
hunt caribou that are weak and sick. In this way, he says, the wolves benefit caribou herds and, ultimately,
people as well.

(1993)
Suggested for Grades 1-3
When ten-year-old Joyce's grandmother dies and leaves her a handkerchief filled with seeds, the young
girl uses the gift to turn her family's backyard into a wonderful garden that produces food for her family
and neighbours, who are short of money because of a workers' strike, into a food garden. This picture
book talks about the value of hard work, and family strength and support during hard times.

Low Skills Literature — Few simple words.
From the Kou-skelowh series of children's books, How Food Was Given is beautifully illustrated in full-
colour by Barbara Marchand. Children will enjoy this time-honoured original about sharing and respect.
Contains time-honoured lessons for children, as it tells of the sacrifice made by members of the plant
and animal kingdom who gave themselves as food for the people.

Oliviero, Jamie and Morrisseau, Brent, illus. The Fish Skin. (Print-Fiction). Hyperion Press Limited (1993)
Suggested for Grades 1-3
When the people rejoice in Grandfather Sun's warmth and ask Cloud to stay away, they do not realize
that they will soon be too hot to survive. In answer to a young boy's request, Wisahkecahk provides a fish
skin that the boy uses to drink the lake's water, which he blows up to bounce off Cloud and restore rain
to the suffering people. In this Cree legend, vivid illustrations aid understanding of the book's message
about the importance of maintaining harmony in nature.

Suggested for Grades 3-4
Little Blaze, a young Blackfoot, is jealous when his older brother is chosen as the runner who lures the
bison herd over the buffalo jump cliff. But on the day of the buffalo run, when his brother stumbles
in front of the herd, Little Blaze acts courageously to save him. This picture book provides an exciting
description of the buffalo hunt.