

INTRODUCTION

Tools for Success *Activity Ideas for* *Successful Prenatal* *Nutrition Programs* *in First Nations* *and Inuit Communities*



Welcome to Tools for Success!

- We asked CPNP workers across the country for tips and ideas on the “ingredients” that work for them. In this binder, you will find their tools for success.
- The ideas in this binder are grouped into topics.
- Pull out a card whenever you are looking for fresh ideas.
- Use this binder along with other resources:
 - *The CPNP Guidebook*, which tells you more about CPNP and includes key activities related to the Core Program Elements.
 - *The Building Healthy Babies* manual, which also contains important information about the Core Program Elements.
- Whether you use it only from time to time, or use it every day, we hope that *Tools for Success* is a great help to you!

Turn over for side 2

Continued on the back



(side 2)

A Few Notes About the Tips

- The tips on these cards have been collected from many sources. CPNP workers, nurses and dietitians/nutritionists do a lot of sharing and adapting of ideas! It is not always easy to know who first came up with a particular idea.
 - Many of the tips were submitted by CPNP workers. You will see the person's name below the tip. If the person did not provide a name, you will see "CPNP worker".
 - Other tips were shared by regional nutritionists or found by reading reports about project successes.
- Still others were drawn from Health Canada documents and other practical tools related to pregnancy, breastfeeding and infant feeding.

We are always looking for more tips to share. Send us some of yours!

- **There are blank cards behind this card that you can mail in.**
- **Or FAX your ideas to (613) 952-5244.**

Continued from the front

SEND US YOUR IDEAS!

Do you have ideas that would make great tools to share with other CPNP workers? Jot them down on this card and send them to us. If you don't have enough room on this card, please feel free to use other paper.

Your Name: _____

Community: _____

Phone number: _____
(in case we need to ask you questions about the activity)

Can we use your name on the card? YES NO

Name of the activity: _____

How many people can do this activity? _____

How often do you do the activity? _____

What do you need for this activity? (special hand-outs or teaching tools? pens/markers/poster paper? kitchen and kitchen tools? food? any partners?)

How do you do this activity? _____

What key messages can women learn from this activity? _____

PLACE
STAMP
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Tools for Success Ideas
CPNP National Office
First Nations and Inuit Health Branch, Health Canada
20th Floor Jeanne Mance Building
Tunney's Pasture, P.L. 1920D
Ottawa, ON K1A 0K9

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*For the success of your project,
it is important to create
a positive environment,
where women and their
families feel welcome.*

*This section is full of tips
to help make your project a
success in your community.*

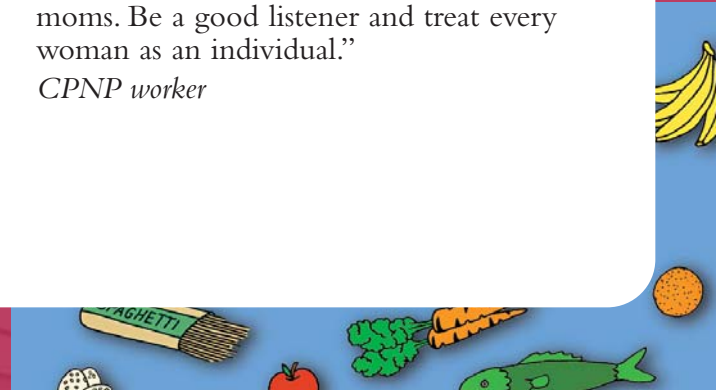
Create a Comfortable Atmosphere

- “The women don’t want to be judged. They want to feel comfortable in the group.”
CPNP worker, NWT community
- Have an informal, comfortable atmosphere. Keep it fun and social.
- “Respect everyone. Make it clear by the expression of your face and the way you talk that you are not there to judge them.”
CPNP worker



A Good Rapport with the People Who Come to Your Program

- It is really important to be a good listener. Take time to find out about women's hopes and dreams for their babies.
- “Be friendly, empathetic and available to your clients.”
Tracy Kushneryk, CHR, Boyer River Health Centre, High Level, Alberta
- “Get to know your clients before the prenatal or postnatal session. I can usually transport the clients. I like to build a good friendly and trusting relationship so they can open up to me and other resource people.”
CPNP worker
- “It is important to check the family situation with the moms. You have to be there for the whole person.”
CPNP worker, Alberta community
- Remember that just getting out and meeting new people will be a challenge for some women.
- “Develop a genuine relationship with the moms. Be a good listener and treat every woman as an individual.”
CPNP worker



Focusing Your Project in a Positive Way

- “Focus on the clients’ needs. Make sure the activity revolves around the moms, not what you want to teach.”

CPNP worker

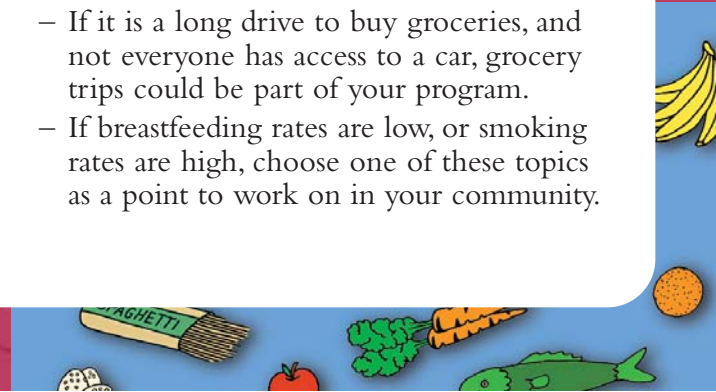
- The projects that bring women together informally, ideally with Elders and at least sometimes with the fathers, have the highest rates of participation. They are also rated most highly by the field workers themselves.
- “Centre activities on a meal or food. It gets people’s attention and attracts participation.”

CPNP worker

- “Prepare food together.”

CPNP worker

- If your project is rooted in the community, including Elders and local experts, it will be more likely to get widespread support, and participation from the mothers.
- Choose activities that your community needs. For example:
 - If it is a long drive to buy groceries, and not everyone has access to a car, grocery trips could be part of your program.
 - If breastfeeding rates are low, or smoking rates are high, choose one of these topics as a point to work on in your community.



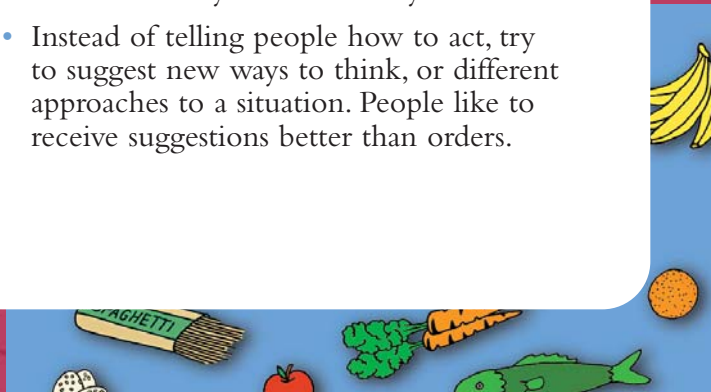
Getting the Support of Community Leadership

- If your community leadership does not actively support your program, try some visible displays at community events, or ask them if you can make a presentation at one of their meetings.
- There is a card about holding an open house in the section on “Attracting Participants” in this binder. You could invite your community’s leadership to drop in. This is an excellent way to show them what you are doing.
- When you have any visible displays (like a collage of the breastfed babies in the community), be sure to show the health director in your community. This is a simple way to show your successes.



Health Education Ideas...

- Be flexible. Some women prefer one-on-one, some years there may be only one or two births in the community, and so on.
- It is a good idea to develop a teaching checklist of topics you want to be sure to cover with all of your program participants. That way, you can make sure every mom receives the same important information.
- You can use the *Building Healthy Babies* resource manual as an outline of what topics to include for prenatal sessions.
- Work on developing a consistent “look” to your education materials. Think about the use of a program logo or name, font style and layout. Make them different enough so people don’t think they’ve already seen it.
- When the women ask questions you are not sure how to answer, take the time to find out more. Review the *Building Healthy Babies* manual, or ask a nurse or dietitian/nutritionist in your community about it.
- Instead of telling people how to act, try to suggest new ways to think, or different approaches to a situation. People like to receive suggestions better than orders.



Group Sessions or One-on-One Sessions?

- Both types of sessions have their place. Focus on the needs of the women in your program. Use whatever works best for them.

Group Session

- you can see more women at once, and so you may be able to reach more women
- the women can learn from each other
- the women can be supported by each other
- this provides a way to involve the women's families, too

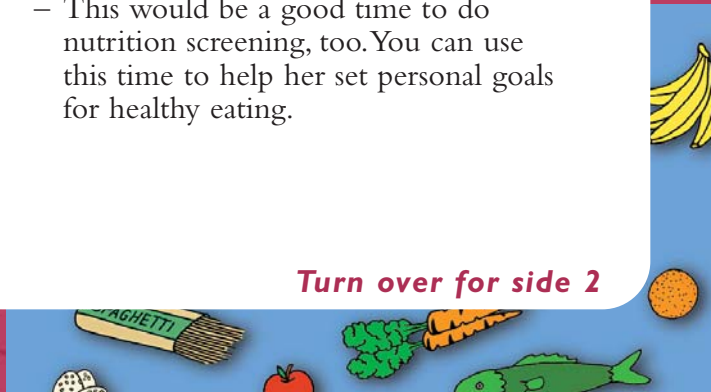
One-on-one Session

- this can make the woman feel more comfortable
- some women may be able to discuss sensitive topics that they may not want to discuss in front of a group
- this makes sense if there are only one or two pregnancies in your community

- It is a good idea to meet one-on-one with every woman when she first joins your program. Then you can find out how they can best be served by the program.
 - Are they comfortable in groups or not?
 - Do they prefer home visits?
 - Do they have access to transportation?
 - Do they need childcare?
 - This would be a good time to do nutrition screening, too. You can use this time to help her set personal goals for healthy eating.

Continued on the back

Turn over for side 2



Group Sessions or One-on-One Sessions? (side 2)

Some CPNP Workers Told Us...

- “Holding several types of workshops helps get more women to come. Some need one-to-one teaching; others prefer social events where there are many women.”

CPNP worker

- “I find it a success when I do one-on-one sessions. The client is more comfortable and I am able to build trust.”

Marian Schafer, Vuntut Gwitchin First Nation, Old Crow, Yukon

- “Prenatal clients sign up by phone for a one-to-one visit at home to explain the program. The client receives a binder with coupons for milk, eggs, orange juice, including \$1 off fruits, vegetables, bread or meat. She also receives information on prenatal care.”

Denise Potts, CHR, Aakom Kiyii Health Services, Brockett, Alberta

Group sessions provide a way to involve the women's families too! You can decide what will work best for your program.

Types of Activities

- Depending on the size of your program and the needs of your community, you can decide what activities your program will do. *The CPNP Guidebook* describes the program's three core elements, which your activities should be based on. It also provides sample activities for a successful program.
- In one community, a Mothers' Circle, including Elders and younger women, meets once a month for:
 - cooking classes,
 - breastfeeding classes,
 - to watch a video,
 - to discuss nutrition, or
 - to discuss motherhood in general.



ATTRACTING PARTICIPANTS

Some projects have great activities to offer, but not all of the pregnant women in the community come to them.

This section includes tips on how to draw women out to your activities.



Let People Know About Your Program

Advertise your program on community radio or TV, in community newspapers or newsletters, on posters in women's washrooms in public places (community centre, health centre, school), and by word-of-mouth.

How Could I Do This?

1. Make a small poster you can photocopy that welcomes women to your program and tells them what your program offers and your contact information.

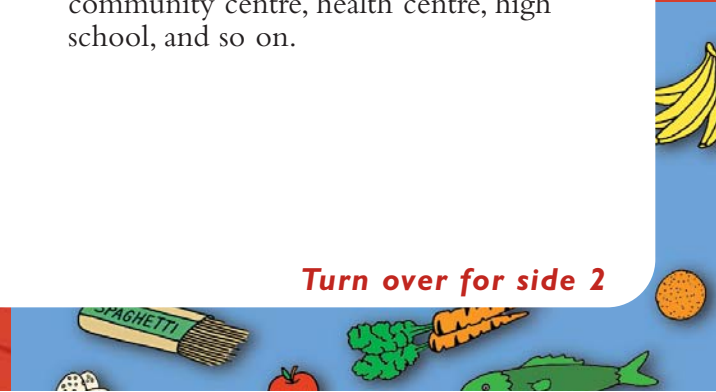
- Provide it to:
 - the community health nurse or dietitian
 - any doctors' offices that serve the community
 - any other health care workers in the community

They can let women know about your program!

- Hang it up:
 - in entrances or hallways
 - in the women's washrooms at the community centre, health centre, high school, and so on.

Turn over for side 2

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Let People Know About Your Program (side 2)

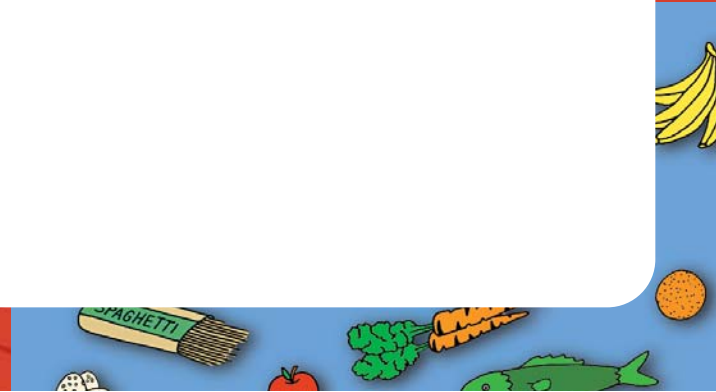
2. Make a small pamphlet, describing the services you offer.
 - You can ask the community health nurse to put copies in her clinic, and to give it to women when they find out they are pregnant.
 - You can give copies to the medical clinic where your community's family doctors work.
 - Send a copy to each family doctor that sees people from your community, so the doctor can tell pregnant women about your program. You can give the doctor a stack of extra copies for the waiting room.

Continued from the front

Hold an Open House

Plan an open house. Invite moms and their families to come and find out about the program.

- You could have a display about the program, with some resources (books, pamphlets) on a table. You could even have a video running in the background.
- Have pamphlets about your program handy for people to take with them. Then they can tell others about your program.
- Have a bulletin board. Include photos of babies born from the program, or photos of program activities, showing everyone enjoying themselves.
- Invite your community leadership or health director to come. This is an excellent way to show them what you are doing.



Ways to Raise Awareness

Some CPNP Workers Told us:

- “We prepare monthly newsletters.”
Michelle Minet, Healthy Moms, Healthy Babies, Teslin Tlingit Council, Yukon
- “We use a pamphlet of our program or a newsletter.”
Lena Waskahat, CHR, Morning Sky Health and Wellness Centre, Frog Lake, Alberta
- “To get recognition, hold a celebration party — a community get-together for all mothers, fathers and the children who have been involved with your program.”
CPNP worker
- “Major advertising: use posters that are bright and eye-catching, and make phone calls”
Tracy Kushneryk, CHR, Boyer River Health Centre, High Level, Alberta



Make it Easier for Them to Come to Your Program...

(Supportive Activities)

- Budget for taxis. Some women may live too far to walk to the program location. Get taxi vouchers ready ahead of time. Encourage sharing taxis.
- Buy or get donations for sleds, toboggans, or strollers to make it easier for mothers and babies to get around.
- Find a way to provide childcare so that mothers can concentrate on program activities. You can pay a babysitter, or link up with a daycare or other childcare program to save on costs.



Include the Family

- “For a good turnout in my community, it is important that women are welcome to bring their baby and sometimes children. Interested mothers and mothers-to-be cannot always attend the program for various reasons: breastfeeding, no babysitter or reliable babysitter, lack of family support. This is where we encourage them to bring a friend, spouse or relative.”

*Rosina Brown, Community Health Worker,
Nain, Labrador*

- “Having family dinners or lunches where women can bring their families really helps mothers come to events.”

CPNP worker



Provide Incentives

- “Grocery vouchers and gifts to mothers really get the women to identify themselves early in pregnancy. Before I gave vouchers, women came around mid-pregnancy and now they come just after they miss their period. And they keep coming back.”
CPNP worker
- Provide incentives, but make them tied to participating in the program, or tied to program goals. For example:
 - Provide incentives at the end of one-on-one counseling sessions or group sessions.
 - After the birth, provide food vouchers only to women who are breastfeeding.
- “Clients can pick up coupons weekly in our program. This gives us a chance to keep in contact with the mother and update her on upcoming activities, such as prenatal classes or a community kitchen.”
Denise Potts, CHR, Aakom Kiyii Health Services, Brocket, Alberta
- “We always have a door prize before we leave. Everyone is given an incentive prize for attending. We try to give something that will help toward pregnancy or nutrition for baby.”
Rosina Brown, Community Health Worker, Nain, Labrador

Turn over for side 2

Continued on the back



Provide Incentives (side 2)

- “We provide incentives such as a stool, breastfeeding pillow, car seat, fresh fruit and vegetables after every class, and milk and cheese coupons as long as she is breastfeeding.”

Lena Waskahat, CHR, Morning Sky Health and Wellness Centre, Frog Lake, Alberta

- “We offer monthly incentives, such as:
 - disposable camera
 - thermometer
 - baby sleeper
 - prenatal bags”

Velma Labillois, Eel River Bar First Nation, Dalhousie, New Brunswick
- “Centre activities on a meal or food. It gets people’s attention and attracts participation.”
CPNP worker

Reaching Adoptive Parents

- People who have adopted babies could be invited to all sessions, but especially the sessions about infant feeding.
- Tell other health or social workers in the community that you welcome adoptive parents to your sessions when you make baby food together. Give them a schedule of your events, so they can let adoptive parents know.
- Parents who know they will be adopting a baby could benefit from many tips that women share with each other about caring for infants, and parenting.



Arts and Crafts

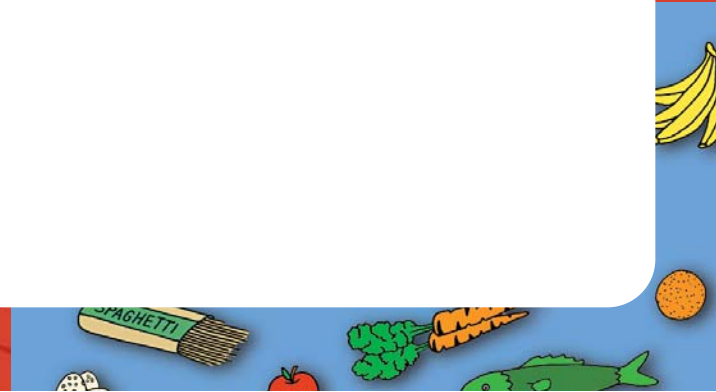
(Supportive Activities)

- “In my community, I get the women to come by doing arts and crafts such as moss bags, moccasins for their unborn children, baby blankets, and baby clothes. They can’t take them home so we know they’ll be back.”

Anne Manywounds, CHR, Tsuu Tina Health Centre, Calgary, Alberta

- “The staff makes baby moccasins to get the mothers to bring in their babies for immunizations.”

Anne Manywounds, CHR, Tsuu Tina Health Centre, Calgary, Alberta



Focus on Community Needs

- Choose activities that your community needs. For example:
 - If it is a long drive to buy groceries, and not everyone has access to a car, grocery trips could be part of your program.
 - If breastfeeding rates are low, or smoking rates are high, choose one of these topics as a point to work on in your community.
- “Hold several types of workshops to help get more women to come. Some need one-to-one teaching; others prefer social events where there are many women.”
CPNP worker



Welcome New Moms

- “We do hospital visits to new mothers and children if they are comfortable with it. Some actually request our presence.”
Anne Manywounds, CHR, Tsuu Tina Health Centre, Calgary, Alberta
- “Supportive activity: When the mother comes back home to the community, we give her a welcome package for the baby.”
CPNP worker
- “After each mother has a baby, I buy her \$100 worth of groceries on behalf of the program. This is to welcome her to motherhood, and invite her to the program if she has never come.”
CPNP worker



INVOLVING PARTNERS, FAMILY AND FRIENDS

*Women may feel alone
in their pregnancy.*

*Encourage them to invite
a friend, a family member
or their partner to
get involved in your
prenatal sessions.*

*Check this section
for some tips.*



Welcome Partners, Family and Friends

- The projects that bring women together informally, ideally with Elders and at least sometimes with the fathers, have the highest rates of participation. They are also rated most highly by the field workers themselves.
- Involve partners, friends, or family members in workshops, like sessions for making baby food.
- Provide visible messages about the importance of family support during pregnancy, birth and child-rearing.
- Show them that they have a key role in family relationships.
- Help them to focus on the strengths they bring to family relationships.
- “We encourage traditional parenting to get fathers, Elders, grandparents and others involved.”

Michelle Minet, Healthy Moms, Healthy Babies, Teslin Tlingit Council, Yukon

“Newly Parents-to-be” Game

Why do this activity?

- This game is an adaptation of the newlyweds TV game show.
- The idea is to have fun and learn more about pregnancy, birth and parenthood.

How long does it take?

- 15 minutes

What will I need?

- Blank paper, markers
- Question list (see the back of this card for ideas) — leave enough space for answers
- Treat prizes

Let's do it!

- Divide the group, with moms-to-be in one group and support people in the other.
- Take support people to another room. Give them each a copy of the question list and have them write what they think the mom-to-be would answer.
- Bring the group together and give moms-to-be the same questions. See if they match what their support person has written.
- Give one point for every match. Everyone gets a small prize.

Continued on the back

Turn over for side 2



“Newly Parents-to-be” Game (side 2)

SAMPLE QUESTIONS FOR THE GAME

- **Who will be the first person she will call after the baby is born?**
- **What will be the first song she will sing to the baby?**
- **What will be the favourite thing the support person does during labour?**
- **How many hours does she think her labour will be?**
- **Does she think she is having a girl or boy?**
- **Does she think the baby will be born early, on the due date, or late?**
- **When will the support person first change the baby’s diaper?**
- **You can also make up questions based on what you have been teaching about nutrition for mom and baby.**

Continued from the front

For the Partners

- “Sweet” homework:
For homework, give five candy kisses to each mom-to-be. Have her support person “earn” those kisses by going for a walk with her, preparing a healthy snack for her, and so on.
- Have a special night focused on fathers, including an activity they would enjoy. You could include a competitive element, such as a race to diaper a “baby” (doll or balloon).
- “Get the women’s partners involved by having a race between them to put together a manual breast pump. The winner gets a small prize.”
CPNP worker
- “We invite the partners to come and assist in cooking. We like to make them feel special too. We do Lamaze classes and teaching to fathers as well.”
Anne Manywounds, CHR, Tsuu Tina Health Centre, Calgary, Alberta
- “The men really like to participate in the community garden and the community kitchen.”
CPNP worker

Continued on the back

Turn over for side 2



For the Partners (side 2)

- Send home pamphlets or videos for men who are too shy or uncomfortable to attend the group.
- Publish information in a community newsletter about the traditional role of the father during pregnancy, childbirth and infancy.
- Use a pregnancy bag or bags full of groceries to help the partner or others understand the effect of the extra weight the mother has to carry every day.
- If your community has a walking club, encourage the partners and other supportive family members or friends to join the club along with the women. That way, the women will have support and the others will benefit, too.

Continued from the front

Mothers' Circle

- In one community, a Mothers' Circle, including Elders and younger women, meets once a month for:
 - cooking classes,
 - breastfeeding classes,
 - to watch a video,
 - to discuss nutrition, or
 - to discuss motherhood in general.



Make a “Supportive Pregnancy Partner” List

Develop a list of ways that men can contribute to a healthy and peaceful pregnancy.

Here are some examples:

- Be a non-smoker around your pregnant partner.
- Attend prenatal classes with your partner.
- Bring a nutritious snack to your partner in bed once a week.
- Offer to go for a walk with your partner once a week.
- Tell your partner your hopes and wishes for the baby.
- Make it a habit to ask how your partner is feeling.



Dads Can Help with Breastfeeding Too!

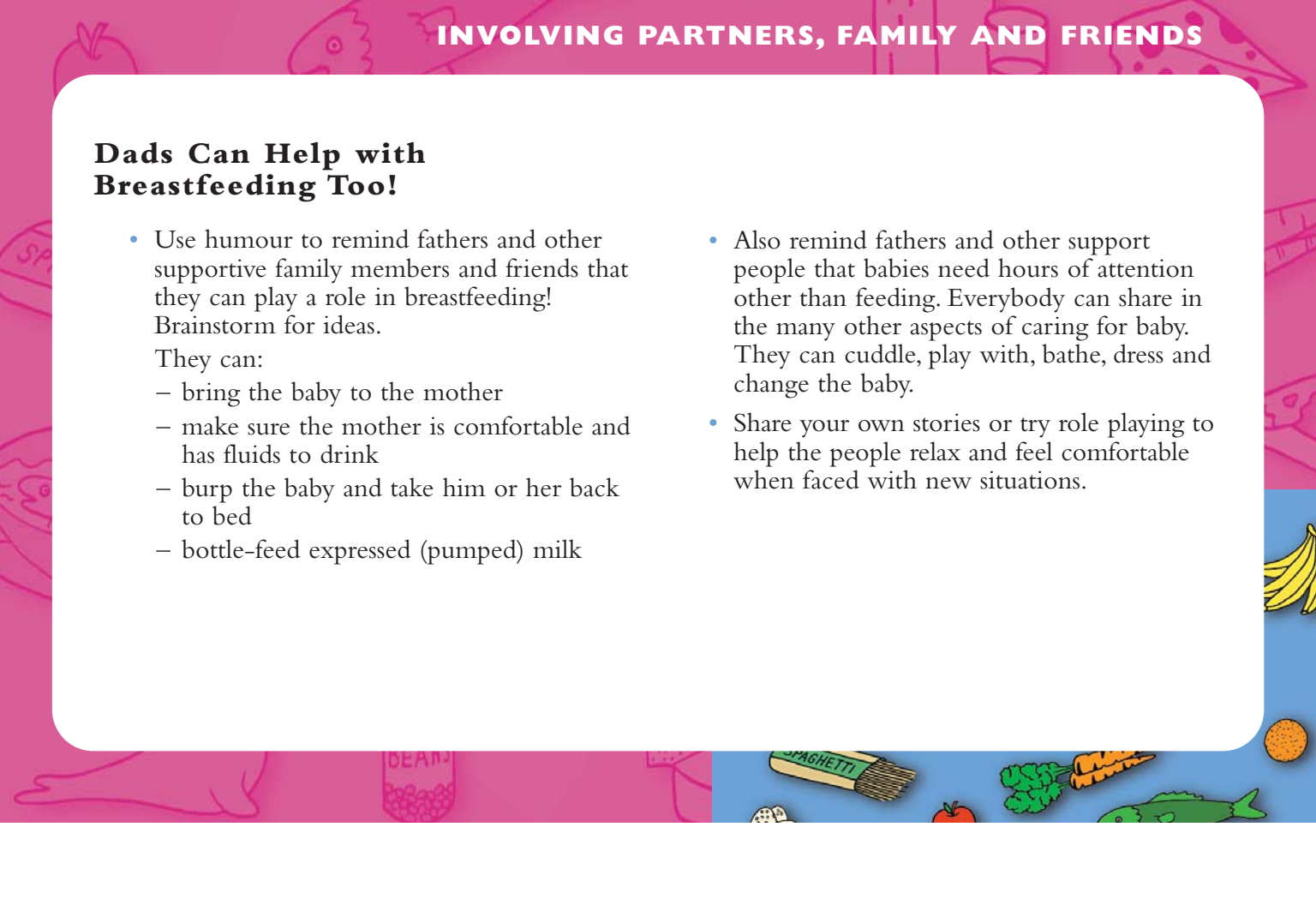
- Use humour to remind fathers and other supportive family members and friends that they can play a role in breastfeeding!

Brainstorm for ideas.

They can:

- bring the baby to the mother
- make sure the mother is comfortable and has fluids to drink
- burp the baby and take him or her back to bed
- bottle-feed expressed (pumped) milk

- Also remind fathers and other support people that babies need hours of attention other than feeding. Everybody can share in the many other aspects of caring for baby. They can cuddle, play with, bathe, dress and change the baby.
- Share your own stories or try role playing to help the people relax and feel comfortable when faced with new situations.



Special Gifts

Why do this activity?

- To honour the special gifts fathers and other family members give to new babies

How long does it take?

- 10 minutes

What will I need?

- Small gift boxes (one for each group), with the box top and bottom wrapped separately, so they will stay wrapped when opened
- Paper, pen

Let's do it!

- Divide into small groups of two or three people. Give each group a box.
- Brainstorm the special gifts that fathers and extended family members can give to babies (not gifts you can buy).
- Each group writes some ideas on a slip of paper and puts them in its box.
- Exchange boxes with another group. Exchange again and again.
- Open and discuss.



Pictionary Game

Why do this activity?

- It is a fun way to help people see the possible ways they can support moms.

How long does it take?

- 5–10 minutes

How many participants?

- This can be done in groups of five, or even just one group of three to five people.

What will I need?

- Flip chart, easel, markers
- Cards with ideas for supporting moms. (See examples in the chart to the right.)

Let's do it!

- Give flip chart paper and markers to each group, and a stack of 5 idea cards.
- One person picks a card and draws clues on the flip chart about what is on the card. The others guess what helpful action is being drawn.
- As soon as someone guesses what has been drawn, it is his or her turn to select a new card and draw clues to help the group guess what is on the card. If they have already had a turn, they pass to their neighbour until everyone has had a turn.

Examples of ideas for Supporting Moms

- Brings water to mom
- Changes baby's diaper
- Goes for a walk with mom
- Asks how mom is feeling
- Bathes the baby
- Takes care of the children so mom can have a nap
- and so on

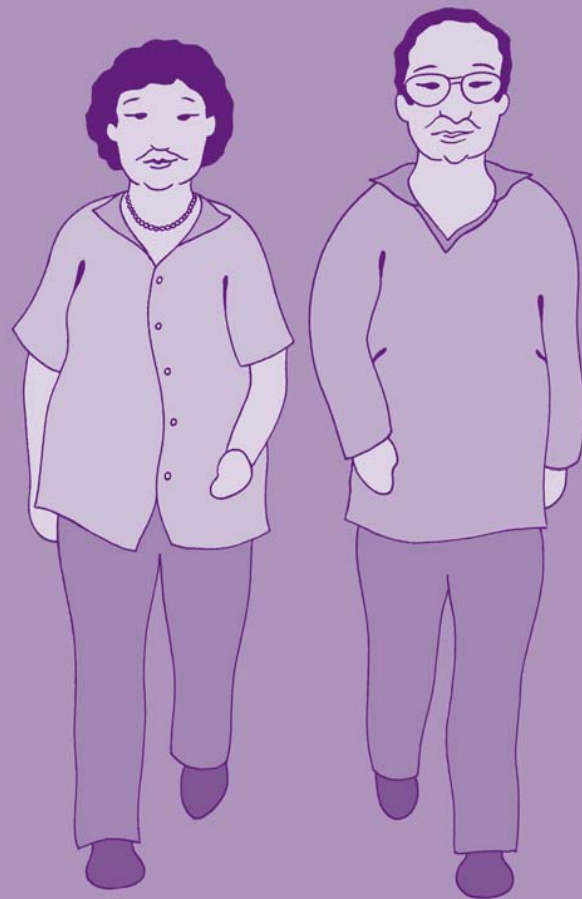
INVOLVING ELDERERS

The important influence and wisdom of Elders can add a lot to your program.

Elders are often happy to share their experience.

Here are some ideas of ways to get Elders involved.

You may want to offer them a small gift or payment (honorarium) for their help.



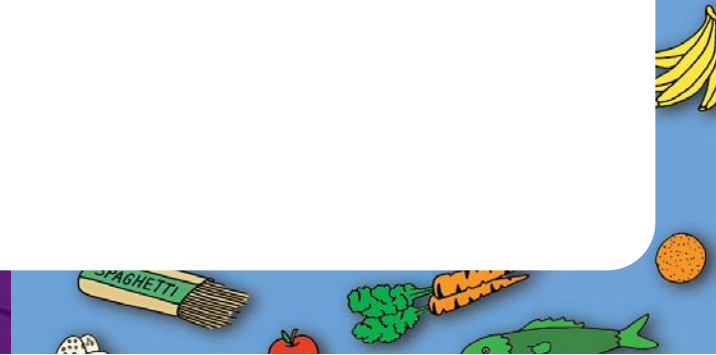
Think About What Elders Can Add

Elders in the community play an important role in any prenatal program.

- Elders can pass on advice and information by sharing their stories and experiences, or by providing traditional teachings.
- Elders can have the women think of their eating habits by beginning to look at their role as women and mothers, caregivers and providers.
- Elders can support your messages about healthy eating and exercise during pregnancy: traditionally, women have always been active and eaten well when pregnant.

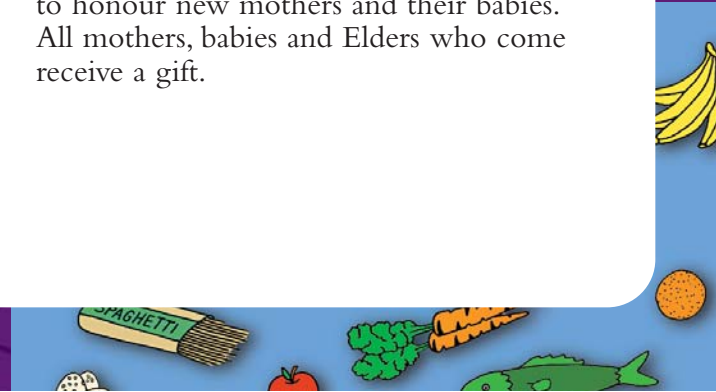
- Elders are sensitive that community members are more comfortable if someone suggests ways to think of taking a different approach rather than telling directly how to act.
- “We encourage traditional parenting to get fathers, Elders, grandparents and others involved.”

Michelle Minet, Healthy Moms, Healthy Babies, Teslin Tlingit Council, Yukon



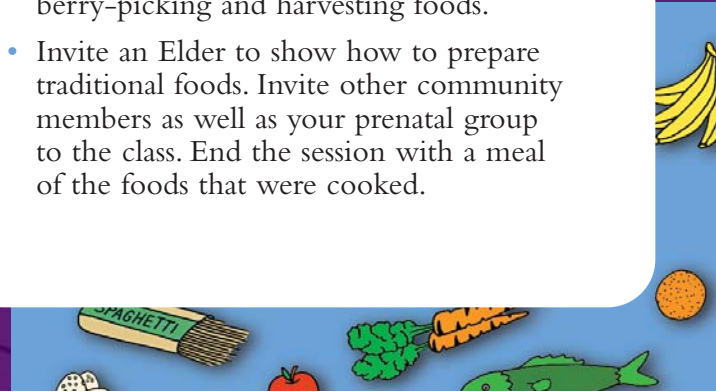
Invite Elders to Prenatal Sessions

- “Invite Elders to speak during your sessions about health, nutrition and breastfeeding.”
CPNP worker
- Consider inviting a community Elder to many of your sessions. The Elder can share his or her comments on any topic you will be presenting.
- You may invite Elders to be guest speakers. They can share traditional teachings. They can also share their experiences with pregnancy, breastfeeding or infant feeding.
- Do not forget to include men. Male Elders often have many insights they can share with young parents and caregivers.
- You can use CPNP funds to pay for a small gift or payment (honorarium) for guest speakers, including Elders.
- One CPNP community in Saskatchewan involves Elders in an annual baby shower to honour new mothers and their babies. All mothers, babies and Elders who come receive a gift.



More Ideas for Involving Elders in Your Program

- When planning your program, make sure to talk to Elders and other community members, to help you understand their priorities for your community.
- Invite an Elder from your community to speak to your prenatal group about traditions and traditional foods. For example, the Elder could discuss:
 - foods that are traditionally considered healthy during pregnancy;
 - foods that are traditionally avoided during pregnancy;
 - other traditions, rules and taboos for pregnant women.
- One community in Manitoba has regular visits to the Mothers' Circle from an Elder who had given birth to 14 children and had breastfed every one of them.
- Elders can share their knowledge of traditional foods, and use of traditional herbs and medicines.
- Host a day on the land with an Elder, berry-picking and harvesting foods.
- Invite an Elder to show how to prepare traditional foods. Invite other community members as well as your prenatal group to the class. End the session with a meal of the foods that were cooked.



Start a Grandmothers' Club

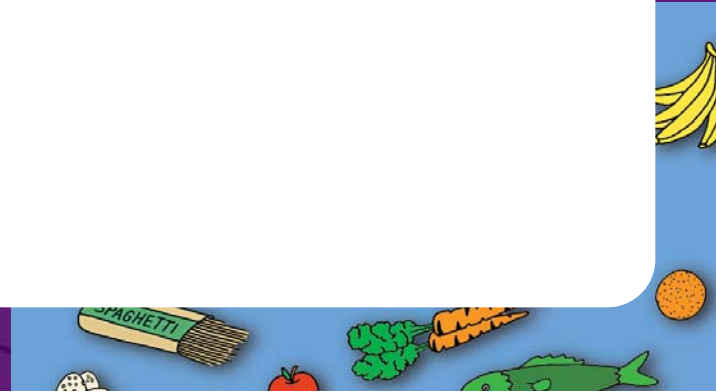
- Not all women will have Elders in their family they can turn to for advice. These women may appreciate having a “grandmother” who can advise them on pregnancy, breastfeeding and feeding their baby.
- Help form links between the pregnant women and the volunteer grandmothers.



Annual Elder / Baby Shower

- Involve Elders in annual baby shower to honour new mothers and their babies. Put up some baby shower decorations, prepare some healthy snacks, and set up some ice-breaker games or baby shower games with prizes.
- “We celebrate the hard work and accomplishments of mothers. We invite all moms and babies born that year and all women over age 65. We usually have an afternoon of activities, time to talk and share stories and ideas on raising children, and of course a healthy snack. All moms, babies and Elders who come receive a gift.”

*Kelly Bear, Ochapowace First Nation,
Saskatchewan*





Sometimes teenage moms feel shy or nervous about coming to a prenatal program, but they might be the ones who need your help the most!

Check this section for some ideas on how to reach them with your messages.

One-on-One Sessions

- “Offer one-on-one support for younger women. They may be too shy to be comfortable in groups and worried about being judged unfairly. One-on-one sessions give them privacy for sensitive issues, such as a teenage girl with an unwanted pregnancy who is putting the baby up for adoption.”

*Rosina Brown, Community Health Worker,
Nain, Labrador*



Provide Food in Interesting Ways

- “Many teens don’t like to cook, but do like to watch cooking shows on TV. Esquimalt Best Babies in Victoria, BC, has started a “cooking show” once a month. They do the cooking with a flourish; the teens get to watch and then eat.”

Connie Chapman, Program Consultant, PHAC, Health Canada, Vancouver, BC

- “Esquimalt Best Babies in Victoria, BC, has a “Weird Food of the Week” at the drop-in. Each week an unfamiliar food is used in one dish and women are encouraged to taste it and learn more about how to use it.”

Connie Chapman, Program Consultant, PHAC, Health Canada, Vancouver, BC



Reaching Young Women Before Pregnancy

- “Develop a Preconception Health Program that teaches teens and adults (male and female) about healthy eating, cooking skills, family planning, prenatal supplements (folate) for people wishing to get pregnant, smoking cessation, physical activity”.

CPNP worker

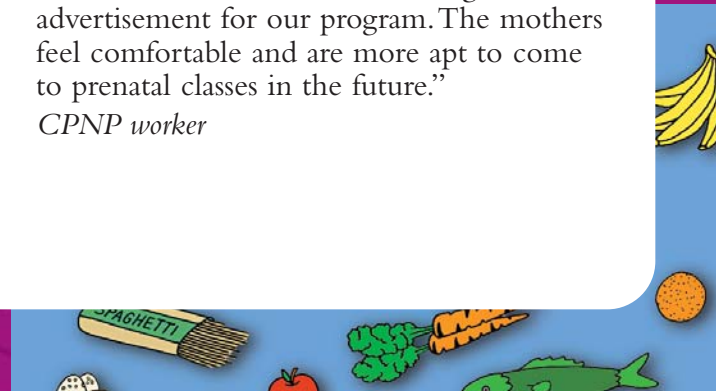
- “The sexuality class in the school begins to promote prevention of Fetal Alcohol Spectrum Disorder. I start with kindergarten up to grade nine.”

CPNP worker

- “As we do not have a high birth rate, we often partner with Healthy Babies and Healthy Children, Native Child Welfare and Social Services or whoever has young mothers.

We do a skill workshop, like making baby quilts, breastfeeding slings or breastfeeding pillows. This encourages young mothers to come in and learn a skill, and it's good advertisement for our program. The mothers feel comfortable and are more apt to come to prenatal classes in the future.”

CPNP worker



Will Breastfeeding Tie Me Down?

Why do this activity?

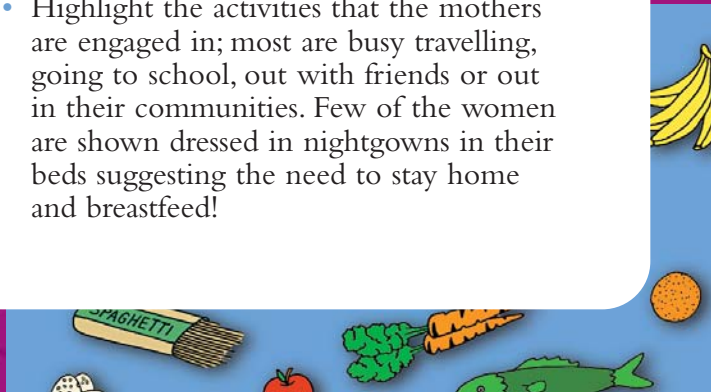
- This activity will help pregnant women see that breastfeeding mothers can be active in their communities and that breastfeeding does not have to “tie a mother down.”
- Many women choose to formula-feed their babies because they worry that breastfeeding will tie them down.
- This is a big issue for young mothers, especially if they are returning to school.

What will I need?

- Guests who have successfully combined breastfeeding and a return to work or school.
- Pamphlets, posters, videos on breastfeeding.

Let's do it!

- Mothers can have their questions and concerns answered by others with similar life experiences.
- Take time as a group to explore breastfeeding promotion pamphlets, posters and videos for pictures that reinforce the idea that breastfeeding mothers are NOT “tied to the home.”
- Highlight the activities that the mothers are engaged in; most are busy travelling, going to school, out with friends or out in their communities. Few of the women are shown dressed in nightgowns in their beds suggesting the need to stay home and breastfeed!



PARTNERSHIPS

Partnerships are an important part of a successful prenatal nutrition program.

This section contains tips on developing partnerships with others in the community.



Team up with Health Workers

- In many communities, CPNP projects do not receive enough funding for full-time staff. You may find that health workers are interested in teaming up with you. They know that healthy pregnancies and healthy babies lead to healthy communities!
 - The community health nurse may be willing to make a presentation at a prenatal class.
 - If you have a dietitian that comes to your community, she may be willing to partner with your program, even if her pay does not come through CPNP.
- The people in your community probably attend the same medical clinics, or have the same family doctors. These doctors should know about the program you offer because they can refer new pregnant patients to you. Prepare a pamphlet describing the services you offer and distribute it to health professionals in the area.
- Social workers in the area would be good partners for your program. They may be willing to make presentations on managing some of the stresses that come with pregnancy, and they may refer new pregnant women to your program.

Continued on the back

Turn over for side 2



Team up with Health Workers **(side 2)**

- Invite the nurse, doctor, community health representative (CHR), midwife, dietitian/nutritionist or Elders to share information with mothers. Dental therapists or social workers also have good information to share.
- Encourage women to visit the nurse or doctor regularly.
- Refer women with special needs to dietitians/nutritionists or doctors.

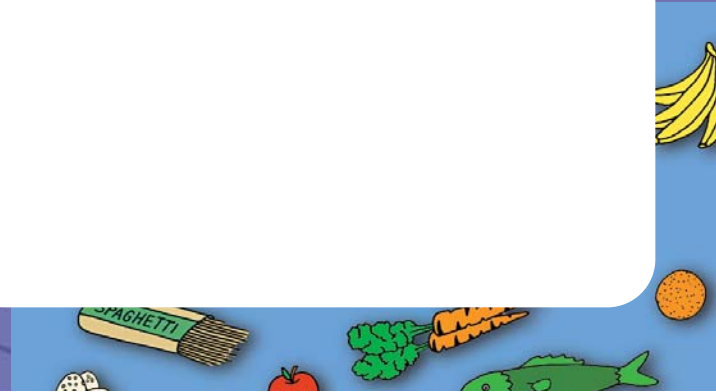
Continued from the front

Community Partners

- Before or after a prenatal session, you could coordinate other activities that moms would find useful.

For example:

- Clothing exchanges are very popular. People can bring in their maternity clothes and trade them for children's clothes.
- Toy exchanges are also a good idea.



The Community Store

- Store owners or managers make decisions about which foods will be available in the community. They may not realize that they are important partners in community health.
- You may be able to form a partnership with your community store. For example, a store owner or manager may agree to sell food at a lower price (give you a discount) if you are a regular customer there to buy food for your program activities.
- There might be foods you would like to recommend that aren't available in the store. You can tell the store owner or manager about foods that you recommend. The store owner might be willing to bring in those foods to see if people will buy them.

To ensure success:

- Be sure to suggest only one or two new foods to the owner or manager at a time.
- When it comes in, promote it to the people in your program.



Involve Elders

- Elders in the community are often happy to share their experience with the women in your program.
- See the section on “Involving Elders” in this binder for more tips.



Create an Inter-Agency Committee

- Put together a committee of all the agencies in the community. They can meet regularly to talk about ways they can support each other, and partner on activities.
- “Some examples of community agencies that could be a part of this group are:
 - Health board
 - Education board
 - Community police
 - Daycare
 - Youth programs”*CPNP worker*

Use Your Community Newspaper

- You can write a regular article for your community newspaper. Choose topics that will be most useful to the women in your community. The *Building Healthy Babies* manual is a great CPNP resource that you could look through for ideas for your articles.
- Include a calendar of your prenatal program activities. This is good advertising, and everyone will be reminded of when your sessions are.
- Include a simple healthy recipe.
- “You can include a crossword puzzle or quiz made up from the information in your article, with a draw for people who answer them correctly. People can drop off their answers at the health centre. Some people will learn things without even coming to a prenatal session!”
CPNP worker



Partner with Other Communities or Programs

- “We combine our classes with three other communities. Combining this way works for all communities. The attendance is great and the support in classes is fabulous.”
Caroline Badger, CHR, Maggie Willier Wellness Centre, Driftpile, Alberta

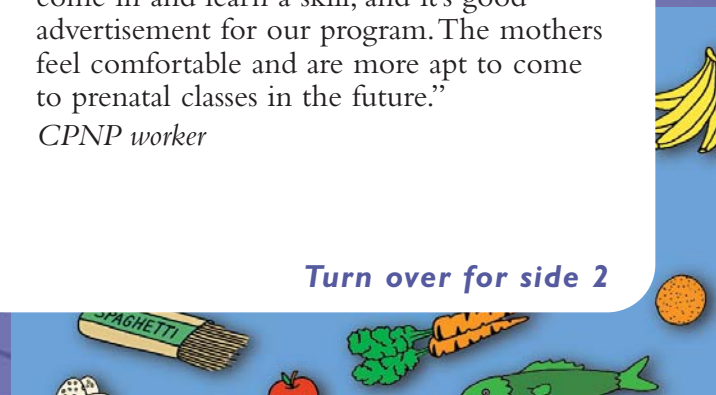
- “As we do not have a high birth rate, we often partner with Healthy Babies and Healthy Children, Native Child Welfare and Social Services or whoever has young mothers.

We do a skill workshop, like making baby quilts, breastfeeding slings or breastfeeding pillows. This encourages young mothers to come in and learn a skill, and it's good advertisement for our program. The mothers feel comfortable and are more apt to come to prenatal classes in the future.”

CPNP worker

Turn over for side 2

Continued on the back



Partner with Other Communities or Programs (side 2)

Think about some program ideas you would like to try. Other community groups may have similar priorities, and you might be able to share the costs or the work for some activities.

Some examples include:

- Community groups
 - schools
 - businesses
 - churches
- Other community programs
 - substance abuse programs
 - programs to prevent FASD (Fetal Alcohol Spectrum Disorder)
 - recreation programs
 - programs that help women to quit smoking
 - diabetes program
 - wellness programs
 - Aboriginal Head Start
 - Brighter Futures

Continued from the front

General Tips

- You can use the *Building Healthy Babies* manual as an outline of what topics to include for prenatal sessions.
- Refer to *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis* to learn more about healthy eating. This food guide reflects the tradition and food choices of First Nations, Inuit and Métis and recognizes the importance of traditional and store-bought foods. It includes information on the types and amounts of food that are part of a healthy eating pattern.



Nutrition Screening Tips

- It's easy to do a quick check on how a woman is eating using the tool "This Week I Have Eaten," which can be found in *The CPNP Guidebook*.
- Use her results along with the *Building Healthy Babies* manual and *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis* to start a discussion about the foods that can help women to have healthy babies.
- Encourage the woman to set goals. She should aim for better balance among the four food groups. Whenever possible, let the woman choose what she wants to change first. She will be more likely to make the change and stick with it if she decides to do it herself. Ask her about one of two food changes that are possible to make instead of overwhelming her with too many changes.
- Try to do checks to verify her eating habits at different times throughout her pregnancy. The woman can take a copy of Canada's Food Guide home to help her choose healthy foods. Discuss if she has made any progress or wants to try new goals.
- It is important to know how to ask the questions...a woman should know you are not judging what she eats. Here are some tips:
 - Use stories, and examples
 - Be patient
 - Share your ideas, but don't say you don't approve of her choices
 - Let her know you understand what she is saying. Repeat what she said in your own words.



Focus on Food Guide Serving Size (side 1)

Why do this activity?

- People are often unaware of the serving size of food they eat compared to what *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis* recommends.

What will I need?

- A copy of Canada's Food Guide
- *Building Healthy Babies* manual
- Cooked spaghetti, a plate, juice, sugar and a teaspoon

Let's do it!

- Guess the serving size of spaghetti:
 - Ask someone to dish out what they would normally eat at a meal. Ask the women if they know what a Food Guide Serving of spaghetti is (A serving from Canada's Food Guide is 125 mL or ½ cup).
 - Using a 125 mL (½ cup) measure, dish out the spaghetti from the plate and count the number of Food Guide Servings.
 - Ask them to check in Canada's Food Guide for the recommended number of Food Guide Servings of Grain Products for a day (Canada's Food Guide recommends 6-7 servings for women).

Turn over for side 2

Continued on the back



Focus on Food Guide Serving Size (side 2)

- Guess the serving size of juice:
 - Ask the women to guess how much juice makes one Food Guide Serving
 - Pour 125 mL, or ½ cup of 100% juice into a drinking glass (A serving from Canada's Food Guide is 125 mL or ½ cup.)
- Guess the amount of sugar in pop:
 - Have people guess how many teaspoons of sugar are in a can of pop.
 - In front of them, count out the number of teaspoons of sugar (355 mL can= about 9 tsp of sugar).
- Discuss the number of Food Guide Servings they need each day from each of the four food groups.
- Talk about the amounts that make up one Food Guide Serving:
 - Use Canada's Food Guide to help you.

HOMEWORK IDEA!

Have the women use a measuring cup to check the serving size that their usual cup, bowl or plate holds. Next class, figure out how many Food Guide Servings are in each of these amounts.

Continued from the front

NUTRITION SCREENING, EDUCATION AND COUNSELLING

Homemade Serving Size Models

It is easier to talk about foods and serving sizes when you have something to look at. You can teach women how to use their own hands and common items (tennis ball, deck of playing cards and so on) as a simple serving size guide. You can put together your own kit of household items. Use the examples below to help you.

FOOD GROUP	FOOD GUIDE SERVINGS PER DAY	SERVING SIZE EXAMPLES	
		Models	Number of servings
Vegetables and Fruit	7-8	1 tennis ball, 1 light bulb = ½ cup	1 Food Guide Serving of fresh, frozen or canned vegetables or fruit
Grain Products	6-7	1 tennis ball, 1 light bulb = ½ cup	1 Food Guide Serving of brown rice, or whole wheat pasta
Milk & Alternatives	Females 14-18: 3-4 Females 19-50: 2	3 dominoes, 2 thumbs = 50g (1 ½ oz.)	1 Food Guide Serving of cheese
Meat & Alternatives	2	1 deck of playing cards = ½ cup	1 Food Guide Serving of lean meats, traditional meats, wild game, fish and poultry

OTHER EXAMPLES Oils and Fats: Aim for a small amount (2 to 3 tablespoons or about 30-45 mL) a day of vegetable oils, such as olive and canola, or traditional fats such as seal or whale oil, or ooligan grease.

*Pregnant and breastfeeding women need more calories. Include an extra 2-3 Food Guide Servings each day. For example, have dry meat or fish and a small piece of bannock for a snack.



Fat Models

Why do this activity?

- Fat models are a good visual aid to show the amount of fat in some foods. People are often surprised!

What will I need?

- Small clear jars, and sticky labels
- Solid shortening or lard, and measuring spoons
- Food packages (from fast food restaurants and the grocery store)
- Pictures of foods

Let's do it!

- Prepare your display:
 - Spoon the amounts of hard shortening or lard into the jars (as shown on the back of this card). For every 4 grams of fat, measure 1 teaspoon of fat.

- Melt the fat by placing the jars into hot water, or in the microwave with the lid off. Once melted, set the jars on a flat surface until the fat has cooled and hardened making it smooth.
- Make labels for the jars. Include the name and amount of the food, and the fat content in grams and teaspoons.
- Collect empty food packages or pictures. Display the packages or pictures next to the jars of fat.
- Talk about what it shows:
 - Compare healthy food choices to less healthy food choices (such as baked potato versus potato chips, or skim milk versus homogenized milk).
 - The jars can also be used as a guessing game. The group can try to match foods to the jars of fat.

Turn over for side 2

Continued on the back



Fat Models (side 2)

Amounts of Fat for the Fat Models

FOOD		AMOUNT OF FAT	
		Grams	Teaspoons
Baked potato	1	0	0
Fries and gravy	1 small plate	40	10
Pretzels	1 small bag	0	0
Popcorn (light microwave)	1/2 bag	5	1 1/4
Potato chips	1 small bag	29	7 1/4
Roast chicken	1 serving (75 g)	5	1 1/4
Fast food chicken thigh	1	30	7 1/2
Orange	1	0	0
Chocolate bar	1 (50 g)	14	3 1/2
Fried bannock	1 small piece	16	4
Baked pork chop	1	6	1 1/2
Bologna	2 slices	15	3 3/4
Wieners	2	16	4
Bacon	3 slices	28	7
Fast food cheeseburger	1	30	7 1/2
Skim milk	1 cup	0.5	0
Homogenized milk	1 cup	8.6	2

- You can also talk about essential fats. These are fats that are good for you. They also help baby's brain and vision develop.

– Collect packages and pictures to display (nuts, seeds, peanut butter, eggs, fatty fish, non-hydrogenated vegetable oils, soft margarine). Talk about these foods being good sources of essential fats for baby.

– You can also describe how some foods (fried foods and store-bought doughnuts, cookies, waffles) do not provide essential fats and should be eaten less often.

* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

People need to eat some fat to stay healthy.

- **Women need about 65 grams of fat per day (16 tsp).**
- **Men need about 90 grams of fat per day (23 tsp).**

Prepare these two jars to compare with the other jars.

It is important to understand that these amounts refer to fat found within foods, and not added fats.

Continued from the front

Make Your Own Food Guide

Why do this activity?

- This activity shows a variety and a balance of foods among the food groups.
- It helps women see how the foods they commonly eat fit into a healthy eating pattern.

What will I need?

- Paper
- Drawing materials (markers, crayons, pens, coloured pencils)
- Pictures of food (cut out from magazines, flyers, or hand-drawn)
- OR food labels (such as labels from cans of soup or baked beans, crackers, ready-to-eat cereals, frozen vegetables, powdered milk,

apples or carrots packaged in bags, plastic yogurt or cottage cheese containers)

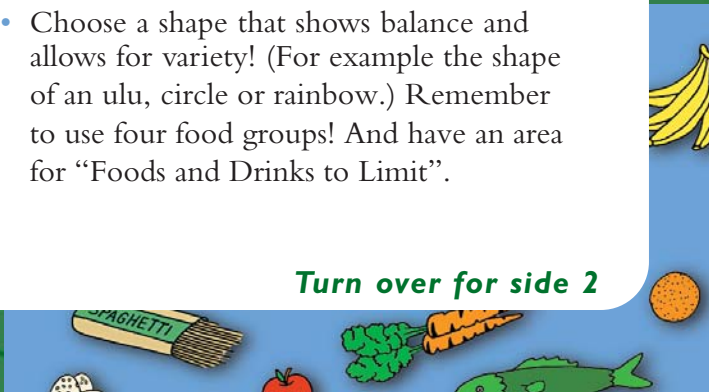
- Scissors and glue

Let's do it!

- Have each woman make her own food guide, using the foods she likes and/or commonly eats from each food group.
- As a model or example, use *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis*.
- Choose a shape that shows balance and allows for variety! (For example the shape of an ulu, circle or rainbow.) Remember to use four food groups! And have an area for "Foods and Drinks to Limit".

Turn over for side 2

Continued on the back



Make Your Own Food Guide **(side 2)**

- You can use pictures from magazines or flyers, have the women draw their own, or create some on a computer.
- Include foods that are traditional to your area and that are healthy.
- When everyone is done, ask each woman to share her food guide and explain it to the rest of the group.

This activity could follow a presentation about food or nutrition. That way, participants can learn new information or can sort their food choices into the food groups.

Adapted from: *Trudy Hart, Norway House Cree Nation, Manitoba*

Food Group Rummy

Why do this activity?

- To help women learn about which foods fit into each of the four food groups
- To help women remember the minimum number of servings needed each day from each of the food groups

How many participants?

- 3 to 4 players

What will I need?

- *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis*
- Food picture cards

Let's do it!

- Deal 17 cards per person. Place one card in the centre (the discard pile). Place the remaining cards beside it (the draw pile).

- The player to the left of the dealer has the first turn. With each turn, the player can choose to pick up from either the discard or the draw pile. The player chooses whichever card is needed to complete the food group sets (see the back of this card for the number of cards to collect in each food group).
- After picking up a card, the player then discards a card that is not needed (a “Foods and Drinks to Limit” card).
- As food group sets are completed, the cards should be placed face down.
- The winner is the first person to complete all four food group sets.

Turn over for side 2

Continued on the back



NUTRITION SCREENING, EDUCATION AND COUNSELLING

Food Group Rummy (side 2)

NUMBER OF CARDS TO COLLECT FOR EACH FOOD GROUP

Food Group	Number of cards to collect <small>(Minimum* number of daily recommended Food Guide Servings)</small>
Vegetables and Fruit	7
Grain Products	6
Milk & Alternatives	Females 19-50: 2
Meat & Alternatives	2

* Note: These are the minimum number of servings required by pregnant females every day. Refer to Canada's Food Guide for the full ranges.

*Pregnant and breastfeeding women need more calories. Include an extra 2-3 Food Guide Servings each day. For example, have fruit and yogurt for a snack, or an extra slice of toast at breakfast then an extra glass of milk at supper.

TRY THIS TOO:

Collect three balanced meals.

• Each will have one card from each food group, for a total of three cards from each food group.

This helps women remember the concept of balance.

Continued from the front

The Grocery Bag Game

Why do this activity?

- To help women learn about how foods fit into the four food groups of the food guide

What will I need?

- A large paper circle with four coloured sections (yellow, green, blue and red)
- A small orange circle
- Food models in a grocery bag (food containers or food pictures)

Let's do it!

- Place the large and small circles on the floor. Gather the group around the large circle.
- Have each woman reach into the grocery bag and draw out one food container or picture. The woman decides which food group that food belongs to. She places the container on the colour that goes with that food group.
- Foods that do not belong to any food group are placed on the small orange circle.
- Once all foods are placed, invite participants to change anything they feel is not right. Then make any corrections (see the back of this card for some answers) and discuss.

Continued on the back

Turn over for side 2



NUTRITION SCREENING, EDUCATION AND COUNSELLING

The Grocery Bag Game (side 2)

Some Answers for the Game

VEGETABLES & FRUIT (GREEN)			GRAIN PRODUCTS (YELLOW)		
<ul style="list-style-type: none">• tomato juice• green beans• carrots• corn• wild greens• vegetable soup• seaweed	<ul style="list-style-type: none">• 100% orange juice• berries• apple• banana• raisins• fruit cocktail (packed in fruit juice)• celery	<ul style="list-style-type: none">• broccoli• yams• cabbage• baked potato• grapes• pears• prunes	<ul style="list-style-type: none">• piece of bannock• cooked cereal• breakfast cereal• whole wheat bread• roll	<ul style="list-style-type: none">• macaroni• noodles• toast• crackers• rice	<ul style="list-style-type: none">• homemade muffin• bagel• wild rice• pancakes• pita
MILK & ALTERNATIVES (BLUE)			MEAT & ALTERNATIVES (RED)		
<ul style="list-style-type: none">• skim milk• 1% milk• chocolate milk• milk based soup• fortified soy beverage• yogurt	<ul style="list-style-type: none">• yogurt drink• cheese• cottage cheese• pudding/custard made with milk	<ul style="list-style-type: none">• chicken• moose• rabbit• perch• hamburger• pork chops	<ul style="list-style-type: none">• eggs• dried peas• lentils• peanut butter• beans• nuts	<ul style="list-style-type: none">• goose• caribou• seal• heart	
OTHER EXAMPLES: FOOD AND DRINKS TO LIMIT (ORANGE)					
<ul style="list-style-type: none">• pop• fruit flavoured drinks• sweet drinks made from crystals• sports and energy drinks	<ul style="list-style-type: none">• candy• chocolate• cakes• pastries	<ul style="list-style-type: none">• doughnuts• cookies• ice cream• potato chips	<ul style="list-style-type: none">• nachos• French fries		

Continued from the front

Grocery Store Scavenger Hunt 1

Why do this activity?

- This is a hands-on activity that can be done in the grocery store. It helps “bring to life” the messages you have been teaching the group.

What will I need?

- Handout, pens
- Small prize
- Food labels (if using as classroom activity)
- A copy of *Eating Well with Canada's Food Guide -First Nations, Inuit and Métis*

Let's do it!

- Prepare handouts and make enough copies for all participants (see the back of this card).
- There are three scavenger hunt activities — this one and two other cards. You can turn them all into a handout, or use them separately.
- Provide each woman with a handout after you have done a grocery store tour. The first one to complete it wins a small prize.
- You could do this activity in the grocery store or in a classroom setting using food labels.

Turn over for side 2

Continued on the back



Grocery Store Scavenger Hunt 1 (side 2)

Example of a Handout

VEGETABLES & FRUIT	GRAIN PRODUCTS	MILK & ALTERNATIVES	MEAT & ALTERNATIVES

THE FOOD GUIDE

- Look around the grocery store. In each square, write the name of a healthy food that you could buy in that food group. Include foods from the four food groups on the food guide.
- Be specific, for example, instead of writing “milk”, write “2% milk”.

Continued from the front

Where Do You Get Your Information?

Why do this activity?

- You can discuss what you see on TV and read in magazine ads or the internet in terms of what is healthy and what is not.
- You can discuss how much advertising affects us even though we do not realize it is happening.
- This activity can help to start a discussion about “Foods and Drinks to Limit”.

What will I need?

- TV, a variety of magazines or books, video recorder, internet

Let's do it!

- Have the moms keep track of the number of TV commercials during one evening of viewing. Discuss what the foods were and what feelings they got from watching.
 - Did it make them hungry?
 - Did they then have something to eat?
 - Was what they ate healthy?
- OR tape food commercials or cut out ads from magazines to show in class. Discuss them as a group.
- Then talk about the best sources of nutrition information, such as a registered dietitian, *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis* and the *Building Healthy Babies* manual.



Key Nutrients

Why do this activity?

- To help the women learn how the key nutrients for pregnancy help the baby grow and develop well

What will I need?

- *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis*
- *Building Healthy Babies* manual
- Key Nutrient kit (see the back of this card)

Let's do it!

- Prepare by using the *Building Healthy Babies* manual to identify the key nutrients important during pregnancy and the foods where these nutrients can be found.

- Explain that each of the four food groups are important for building a healthy baby.
- Review Canada's Food Guide and explain which foods have the key nutrients that are important during pregnancy. Show them examples of serving sizes from each food group too.
- Use your key nutrient kit to describe the key nutrients needed during pregnancy and why they are important (see the back of this card).
- Try to find food packages, models or pictures showing good food sources of the key nutrients for pregnancy (folate, iron, calcium, vitamin D, vitamin A, essential fats) and fibre.

Adapted from: *Audrey Inouye, Community Nutritionist, Alberta Region, FNIHB, Health Canada*

Turn over for side 2

Continued on the back



NUTRITION SCREENING, EDUCATION AND COUNSELLING

Key Nutrients (side 2)



MAKE YOUR OWN KEY NUTRIENT KIT

KEY NUTRIENT	WHAT YOU NEED	WHAT TO DO
IRON	2 L pop bottle 473 mL juice bottles (two) Food colouring	PREPARE BOTTLES TO REPRESENT BABY'S AND MOM'S BLOOD <ul style="list-style-type: none">• Iron is important for healthy blood.• A pregnant mom needs iron to make blood for herself (2.5 L) and her baby (230 mL).
CALCIUM & VITAMIN D	Foam pool noodle (make holes in it) 30 glass marbles	INSERT MARBLES INTO THE HOLES <ul style="list-style-type: none">• The marbles are the calcium, which helps to build strong bones (and teeth).• Vitamin D helps your body use calcium.
FOLATE	Cloth doll Zipper Velcro, tape or glue	ATTACH THE ZIPPER TO THE DOLL'S BACK, FROM ITS HEAD DOWN ITS "SPINE" <ul style="list-style-type: none">• Zip it up, explaining that the folate helps the spine (neural tube) grow and close properly.• Folate helps prevent spina bifida.
ESSENTIAL FATS	Graduation picture of child or Graduation hat Pair of glasses	EXPLAIN THAT ESSENTIAL FATS ARE NEEDED TO HELP THE BABY'S BRAIN GROW AND FOR BABY'S VISION <ul style="list-style-type: none">• Baby's brain is 60% fat.• Eating foods with essential fats will help the baby be smart!• Essential fats will help the baby have good vision.

Continued from the front

Lunch Bag Balance

In this game, you fill lunch bags with pictures of foods that make up a meal. The women decide if the meals in the bags are nutritious, or how they could be improved.

Why do this activity?

- This is a fun way for women to think about ways they can make meals healthier for mom and baby.

When would I do it?

- One or two times per year

How many participants?

- 1 to 12

What will I need?

- Small paper lunch bags (6 to 12)
- Items for inside the bags:
 - Pictures of food (some nutritious and some not) cut out of magazines
 - Empty cigarette package
 - Water bottle
 - Vitamin and mineral supplement bottle
 - Pop can
 - Fruit drink
 - Potato chip bag
- *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*

Turn over for side 2

Continued on the back



Lunch Bag Balance (side 2)

Let's do it!

- Before the session, put the pictures and other items into the paper lunch bags to create different types of lunches: balanced meal, low calorie meal, “smoker’s” lunch (cigarettes, chips and pop), and so on.
- Each woman chooses a bag. She takes out the items and explains if the lunch is balanced, or what it is missing.
- This can also be done in pairs if your group is large.
- Talk about what benefit the lunch gives to the baby. Use the *Building Healthy Babies* manual as a reference to highlight key nutrients that are important during pregnancy.

Adapted from: *Maggie Pioro, Regional Nutritionist, Saskatchewan Region, FNIHB, Health Canada*

Family Feud Game

Why do this activity?

- To get women and their families talking about common parenting issues using an adapted version of a TV game show.

How long does it take?

- 15 minutes.

What will I need?

- List of questions (see the back of this card for ideas).
- Flip chart and sheets of paper for cover sheets.

Let's do it!

- At the beginning of class, have each person answer your list of questions on paper. Tally the results. Put the most common answer to each question on the flip chart. Use cover sheets to hide the answers.
- Divide teams by moms-to-be against support people, or first-time parents against refreshers, or randomly.
- Play quick rounds of Family Feud. After each group guesses an answer to the question, reveal the most common answer.
- Then say what the correct answer is.
- Give prizes to all.

Turn over for side 2

Continued on the back



Family Feud Game (side 2)

SAMPLE FAMILY FEUD QUESTIONS

- Should babies sleep on their tummies, sides or backs? (Answer: on their backs)
- How many times a day do babies eat? (Answer: every 1 to 3 hours for the first few weeks, and gradually less often)
- How big is a newborn baby's belly? (Answer: about 1/4 cup, or the size of a golf ball or ping pong ball)
- How old should a baby be when he has his first taste of solid food? (Answer: At 6 months of age baby needs iron-rich solids.)
- What is the best advantage of breastfeeding? (Answer: there are many – best choice for baby, convenient, cheaper and so on)
- Is it okay to exercise during pregnancy? (Answer: yes, it is healthy for mom and baby; check with doctor and make sure the activities chosen are safe)
- Name one part of a pregnant woman's weight gain, besides the baby. (Answers: placenta, uterus (womb), extra blood, muscle, fat, breasts, amniotic fluid)
- How long should a baby be breastfed? (Answer: at least 6 months, and up to 2 years and beyond)

Continued from the front

Make Your Message Strong By Teaching it in Different Ways:

Example — Getting Enough Iron

- Low iron status is often a problem for First Nations and Inuit women. If this is the case in your community and possibly in your group, one nutrition education session could be devoted to discussing iron.

Use the *Building Healthy Babies* manual for information on:

- Why iron is important
- What if she doesn't get enough iron
- Sources of iron
- Iron handout

- The community nurse or dietitian could speak about healthy diets and iron supplements.
- The cooking session that week could feature iron-rich dishes, and food high in vitamin C. Explain how vitamin C helps the iron to be absorbed in the body.
- You could make a display at the store about iron-rich foods to promote them.



Grocery Store Game

Why do this activity?

- You can develop a simple board game to help women learn about choosing healthy foods at the grocery store.

What will I need?

- Paper, glue
- Cardboard (cereal boxes work well)
- Marker or pen
- Die and playing pieces (buttons, bingo chips, and so on.)

Let's do it!

- Draw a simple game board with about 30 spaces. Include positive messages that allow the players to move ahead, and negative messages that cause the players to move back. (See the back of this card for some ideas.)
- Make copies and glue them to cardboard to make them more sturdy.
- Players can roll the die to see who goes first (highest or lowest). Then play moves clockwise. The first one to reach the “checkout” wins.

Turn over for side 2

Continued on the back



Grocery Store Game (side 2)

IDEAS FOR GAME BOARD MESSAGES

Positive messages

- You chose lower fat milk.
Move ahead 3 spaces.
- You bought legumes to use in a meatless main dish. Move ahead 6 spaces.
- You bought whole wheat bread.
Move ahead 4 spaces.
- You chose plain frozen vegetables.
Move ahead 3 spaces.
- You chose soft, non-hydrogenated margarine. Move ahead 2 spaces.
- You shopped using a grocery list.
Move ahead 4 spaces.
- You chose brown rice.
Move ahead 3 spaces.

Negative messages

- You bought frozen fish that was breaded and fried. Go back 6 spaces.
- You bought frozen vegetables in a rich cream sauce. Go back 3 spaces.
- You chose fruit punch instead of 100% real fruit juice. Go back 3 spaces.
- You bought coffee whitener instead of milk. Go back 8 spaces.
- You bought doughnuts and croissants. Go back 3 spaces.
- You chose something expensive you didn't plan for. Go back 4 spaces.

Continued from the front

Food Name Chain Game

Why do this activity?

- This is a fun game that helps women focus on healthy foods.

What will I need?

- Small prize (bag of potatoes, box of cereal, basket of fruit).

Let's do it!

- The game can be done at the end of the prenatal session for a prize.
- The first person names a healthy food. The next person has to name a healthy food that begins with the last letter of that word.

- For example, if the first person says “moose”, the next person needs to name a healthy food beginning with “e” such as egg, the next person a “g” such as goose and so on. Anybody who cannot think of a food is “out”.
- The last person left gets the prize!



Four Food Group Writing

Why do this activity?

- To help women learn about which foods fit into each of the four food groups

What will I need?

- Paper with the four food groups written on it (one copy per person)
- Pens
- Watch or timer

You could also use pictures of foods, or food containers, for groups with lower literacy.

Let's do it!

- Hand out a sheet of paper to each person, with the four food groups written on it.
- Ask participants to write as many foods in each food group as possible during one minute (or another time period).
- When time is up, review the foods that each person has written down. Score one point for each food correctly written in the right group. Subtract one point for any food that is placed incorrectly. The highest score wins.



Bag the Weight

Why do this activity?

- This activity helps women (and their partners!) understand the amount of weight they are gaining in the different parts of their body.

What will I need?

- Six bags and a variety of foods (bags of flour, cans of juice, vegetables, canned and/or powdered milk, and so on) so that they are close to the weights of the different types of weight gain. Use the picture on the back of this card as a guide.

Let's do it!

- Each bag is meant to be a different part of weight gained during pregnancy.
- Fill six bags with foods.
- Pass the bags around one at a time and explain what each is and why it is important.
- If partners or family members are there, get them to hold all the bags at once. This is a fun way to help them understand what it is like to be pregnant!

TRY THIS TOO! A BACKPACK BELLY

- Wrap 25 pounds of free weights in a towel, or put all six bags of food into a backpack.
 - Place in a small backpack.
- Have the women's partners take turns putting the pack on backwards, sharing how it feels and how the body adjusts to the weight of their "pregnant belly".

Turn over for side 2

Continued on the back



Bag the Weight (side 2)

Where does the extra weight go?

Muscle and Fat — 2.7 kg (6 lbs)

- to help your body during delivery and breastfeeding

Breasts — 1.1 kg (2.5 lbs)

- to prepare for feeding your baby

Average Baby — 3.4 kg (7.5 lbs)

Amniotic Fluid — 0.9 kg (2 lbs)

- the water in which the baby floats and grows



Blood and Extra Fluid — 3.2 kg (7 lbs)

- to help bring food and air to your baby

Uterus — 1.1 kg (2.5 lbs)

- increases in size about 20 times to hold your growing baby

Placenta — 0.7 kg (1.6 lbs)

- formed to bring food to your baby and take away waste.

Continued from the front

Use Your Community Newspaper

- You can write a regular article for your community newspaper. Choose topics that will be most useful to the women in your community. The *Building Healthy Babies* manual is a great CPNP resource that you could look through for ideas for your articles.
- Include a calendar of your prenatal program activities. This is good advertising, and everyone will be reminded of when your sessions are.
- Include a simple healthy recipe.
- “You can include a crossword puzzle or quiz made up from the information in your article, with a draw for people who answer them correctly. People can drop off their answers at the health centre. Some people will learn things without even coming to a prenatal session!”
CPNP worker



Snack Themes

Why do this activity?

- To eat various types of snacks and learn about good nutritional choices

When would I do it?

- Snack time during a prenatal session

What will I need?

- Snack foods that provide various nutrients needed during pregnancy (calcium, iron, folate, and so on)

Let's do it!

- Choose a nutritional theme such as calcium, iron, fibre, folate and so on.
- Serve a snack high in that nutrient (or assign someone to bring it in). For example, iron-rich snacks would be dried fruit, raisins, prunes, apricots, nuts, and whole-grain and enriched bannock or bread.
- During the break, discuss why that nutrient is needed during pregnancy. Talk about ways to make sure each woman gets enough of it.



Teach About New Foods

- “We find that many people are afraid to try new foods. So we introduce new items (such as sweet potatoes or dairy fruit smoothies) to our women during cooking classes, baby food making, prenatal class snacks, etc. We often find that the women are out buying these new items with their food vouchers after classes.”
Marlene Fox, Healthy Babies Program, Wikwemikong Health Centre, Ontario
- “Esquimalt Best Babies in Victoria, BC, has a “Weird Food of the Week” at the drop-in. Each week an unfamiliar food is used in one dish and women are encouraged to taste it and learn more about how to use it.”
Connie Chapman, Program Consultant, PHAC, Health Canada, Vancouver, BC
- The Bean Display guessing game helps women learn about dried peas, beans and lentils. You need small jars of dried beans, peas and lentils (baby food jars work well), and a list of their names. Each participant tries to match the names with the beans. The winner gets to take home a bean recipe and all the ingredients needed to make it.



Nutrition BINGO

Why do this activity?

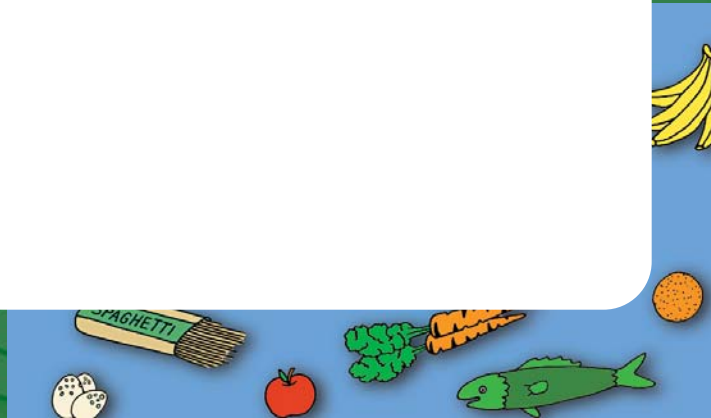
- To use a popular game to help women learn how to fit foods into the four food groups

What will I need?

- The *Nutrition BINGO for First Nations and Inuit* game from Health Canada. The package includes colourful BINGO cards as well as game pieces.

Let's do it!

- The game is played like regular BINGO, but traditional and store-bought foods are used instead of numbers.
- The game can be used with a wide range of age groups — from children to seniors. It is easily adapted to most teaching situations and topics in nutrition.



Creating Balance

Why do this activity?

- Cultural practices and traditions are a source of strength and sense of belonging for everyone.

This activity:

- uses a visual way to encourage holistic health and well-being
- encourages pregnant women to bring traditional culture into their homes and the lives of their family

What will I need?

- Paper with a circle drawn on it (one copy for each woman), with four words to label the four “corners”: top left = mental, top right = physical; bottom left = emotional, bottom right = spiritual.

Let's do it!

- Provide each woman with a picture of the labelled circle. Describe what the four areas mean (see the back of this card for ways to describe each of the areas).
- Ask them to write some things that they do in each of these areas.
- Ask them to divide their circle into four parts, showing how much time, effort or energy they put into each area.
- They can decide where they need to make changes, and write out some ideas on the reverse side of their paper.

Turn over for side 2

Continued on the back



Creating Balance (side 2)



THE FOUR PARTS OF HEALTH

MENTAL	Things you do that keep your mind alert or that are good for your mind
PHYSICAL	Things you do that keep your body healthy
EMOTIONAL	Things you do that keep your emotions healthy — things that make you feel positive
SPIRITUAL	Things you do to keep your spirit strong — prayer, nature, relationships that support you, music, things you do alone, anything that helps you feel stronger

Continued from the front

Save Your Food Packages!

Don't throw away the packages from foods you use at home. The labels make great teaching tools!

- See the back of this card for examples of labels to save.
- You can ask the women in your program, family and friends to add to your collection.
- For each type of food (crackers, bread, snack foods, and so on), try to have at least two labels to compare. Choose one food that is healthy and one that is less healthy.
- For example:
 - one type of cracker that is high in fibre and low in fat
 - another type of cracker that is low in fibre and high in fat.
- Help women learn how to use the label information to compare the amounts of fat, fibre, calcium and iron in foods.
- Use the packages to show women how to read labels before doing a grocery store tour. Then when you go to the store, everyone will know where to look on food packages for the information you want to compare.

Continued on the back

Turn over for side 2



Save Your Food Packages! (side 2)

EXAMPLES OF PACKAGES TO SAVE (Wash the labels if you need to.)

- Boxes from ready-to-eat breakfast cereals
- Basic cereal boxes or bags (oatmeal, cream of wheat and so on)
- Cracker boxes
- Yogurt and ice cream containers
- Cans from fruit or vegetables
- Bags from frozen vegetables
- 100% real fruit juice and fruit drink containers
- Bread bags
- Cans from kidney beans, lentils, chick peas
- Snack foods (chip bags, pretzel bags)
- Milk containers
- Lactose free milk container
- Coffee whitener (to show why it is not nutritious)
- Cartons from calcium-fortified soy milk or orange juice

Continued from the front

Use a Pregnancy Calendar

- There are some pregnancy calendars you can buy, or you can make your own (see the back of this card).
- A pregnancy calendar helps the woman and her family learn more about the needs of the developing baby.
- It can be used by health workers as a starting point to talk about the progress of the pregnancy.
- The woman and her family can track:
 - appointments
 - weight gain and other health data
 - physical activity schedule
 - meetings for social, emotional, spiritual and traditional support activities
 - milestones during the pregnancy: growth of baby, when baby moves
 - dates of celebrations in the prenatal nutrition program

Continued on the back

Turn over for side 2



Use a Pregnancy Calendar (side 2)

You Can Make Your Own Pregnancy Calendars!

- Ask past CPNP participants to bring in baby photos or photos of themselves when they were pregnant.
- You can put these photos on the top part of the calendar, and insert a blank calendar grid on the bottom part. Don't write in the name of the month — instead call them the 1st, 2nd, 3rd months of the pregnancy, up to the 10th month. The family can write in which calendar month it is, the days of the week and the dates.
- You can also include information about baby's development. Then the woman and her family can track the development of the baby, day to day, throughout the pregnancy.
 - One calendar like this can be found at: www.parentsplace.com/pregnancy/calendar

Continued from the front

Teach During Cooking Classes

- Cooking classes are a Maternal Nourishment activity. But they can also be great opportunities for nutrition education!
- Each cooking session could have its own theme. Here are some examples:
 - nutritious foods
 - increasing calcium
 - cooking on a hot plate or with a microwave oven
 - making convenience foods more nutritious
 - decreasing costs
 - home-prepared baby foods
- “Our cooking classes feature a specific healthy food each month. We learn about the food and its nutritional benefits, and then we cook meals using the theme food. It has been very well received! So far, we’ve prepared meals with lentils, bran, yogurt, cranberries and eggs.”
CPNP worker
- Get everyone that attends the CPNP program to do a nutrition taste test. Compare the taste of home-made food with store-bought food. For example, compare homemade caribou stew versus store-bought beef stew. It’s worth it to cook from scratch! It usually costs less, and tastes better!



Combine Education and Crafts

- Including special projects during prenatal sessions is a nice way to bring moms-to-be together to talk about healthy pregnancy and make items that will be useful when the new baby arrives. Many of these projects can be made from old clothes and materials. Hold an old clothing drive to collect donations of old clothes and material.

SOME CRAFT IDEAS

- breastfeeding pillows
- baby announcement cards
- breastfeeding pads
- burp pads
- memory quilts (from old cloths and memorabilia)
- scrap quilts (from old scrap material)
- baby clothes (mitts, etc.) from old clothing
- moss bags

Remember, craft supplies are a “supportive activity” expense

- “We combine education and a sewing class for prenatal and postnatal clients.
 - Once a week, they make baby blankets, moss bags, bibs, breastfeeding pads and bonnets.
 - At the same time, they watch videos on topics like labour deliveries and development stages of a baby growing inside.
 - They are also taught about healthy eating for pregnancy and about food budgeting.”

CPNP worker



Grocery Store Scavenger Hunt 2

Why do this activity?

- This is a hands-on activity that can be done in the grocery store. It helps “bring to life” the messages you have been teaching the group.

What will I need?

- Handout, pens
- Small prize
- Food labels (if using as classroom activity)

Let's do it!

- Prepare handouts and make enough copies for all participants (see the back of this card).
- There are three scavenger hunt activities — this one and two other cards. You can turn them all into a handout, or use them separately.
- Provide each woman with a handout after you have done a grocery store tour. The first one to complete it wins a small prize.
- You could do this activity in the grocery store or in a classroom setting using food labels.

Turn over for side 2

Continued on the back



Grocery Store Scavenger Hunt 2 (side 2)

Example of a Handout

Ingredients are important!

- Remember that ingredients are listed in the order of most to least. The first ingredient on the list is present in the largest amount.

- Find one product that is 100% real juice and one product that is fruit drink or punch. They can be frozen, liquid or crystals. List the ingredients in the product.
- Is there a difference in the ingredients?
 YES NO
- Which product do you think is more healthy, and why?

	100 % REAL JUICE Product name:	FRUIT DRINK OR PUNCH Product name:
1st ingredient		
2nd ingredient		
3rd ingredient		
4th ingredient		

Continued from the front

Grocery Store Scavenger Hunt 3

Why do this activity?

- This is a hands-on activity that can be done in the grocery store. It helps “bring to life” the messages you have been teaching the group.

What will I need?

- Handout, pens
- Small prize
- Food labels (if using as a classroom activity)

Let's do it!

- Prepare handouts and make enough copies for all participants (see the back of this card).
- There are three scavenger hunt activities — this one and two other cards. You can turn them all into a handout, or use them separately.
- Provide each woman with a handout after you have done a grocery store tour. The first one to complete it wins a small prize.
- You could do this activity in the grocery store or in a classroom setting using food labels.

Turn over for side 2

Continued on the back



Grocery Store Scavenger Hunt 3 (side 2)

Example of a Handout

“Nutrition Facts” to look for

Look for a box of cereal.

Fill in these blanks:

- The Nutrition Facts are for about a ____ g serving (g=grams). This is equal to about ____ cup.
- In 1 cup of cereal, there are ____ grams of fat.
- In 1 cup of cereal, I can get ____ % of my daily value of Iron. This means that 1 cup of cereal will give me about ____ % of the iron I need in a day.
- If I eat the 1 cup of cereal with 2% milk, then I will get about _____ % of the vitamin D I need in a day.

Find any three foods that list % Recommended Daily Intake or % Daily Value for iron.

- Write the information in the spaces below.
- Which of these foods has the most iron?

FOOD	SERVING SIZE	% RECOMMENDED DAILY INTAKE or % Daily Value for iron

Continued from the front

The Price is Right Game

A popular activity is to play an adapted version of this TV game show.

- “During each prenatal session, we play “The Price is Right” game. I purchase food items for a dinner for two. Prenatal participants guess the cost of the dinner. The participant who comes the closest gets the food items.”

CPNP worker

- “We developed a budgeting or food cost game based on “The Price is Right”. Usually three or four people compete. Each has a set of three cards with the names of foods within a food group. The contestants need to list or post the cards in order of price. The first contestant to do it correctly goes to the championship round. The winner receives a food basket or cooking equipment as a prize.

Examples:

- oatmeal / packaged flavoured oatmeal / sweetened cereal
- long grain rice / minute rice / flavoured rice”

*Kathleen Lindhorst, The Backyard Nutritionist,
Douglas, Ontario (for Nunavut)*



The Package Game

Why do this activity?

- It is a fun way to get the group actively involved in what they are learning.

What will I need?

- Music and portable CD or tape player
- Box wrapped in decorative paper
- Questions on the topics being discussed
- Small prizes (piece of fruit, cereal box, iron-enriched baby cereal, and so on).

Let's do it!

- Place chairs in a circle and give the package to participants to pass around while music is playing.
- Stop the music. The person holding the package is asked a question on the topic that is being discussed.
- A small prize is given for a correct answer, or even for trying.

Submitted by: *Laurie Nicholas, MCA*
Department of Health, Akwesasne, Ontario



PHYSICAL ACTIVITY

Physical activity is important during pregnancy!

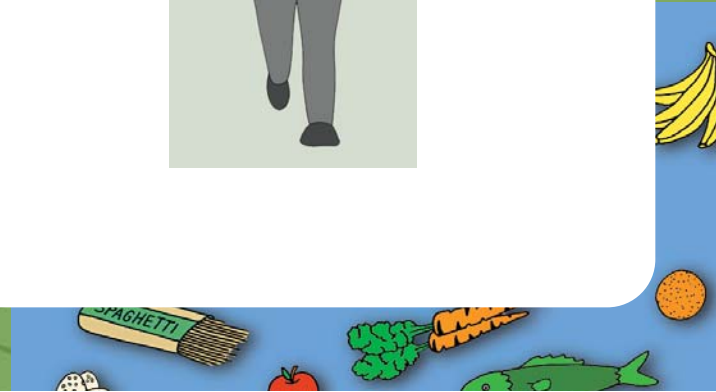
This section contains some tips about including exercise in your prenatal nutrition program.

For more detailed information, look in The CPNP Guidebook or the Building Healthy Babies Manual.



General Tips

- Remember to talk about physical activity.
 - Remind the women that it doesn't have to be hard or take a lot of time.
 - Help them think of activities they like to do that fit into their daily life, like walking whenever they can, or getting outside to play with their kids.
- Take time at breaks during your prenatal sessions to get the group up and moving.
- Encourage women to use the “talk test”.
 - If they can carry on a conversation while walking briskly, they are setting a good pace.
 - If they are breathless and unable to talk while walking, they are going too fast.



Start a Walking Club

Why do this activity?

- Walking is a simple, safe activity for women to do during pregnancy. A walking club is a popular way to encourage women to be active during pregnancy.
- It can get the whole community moving!

What will I need?

- Small incentive prizes (water bottles, T-shirts)
- Map of common walking routes

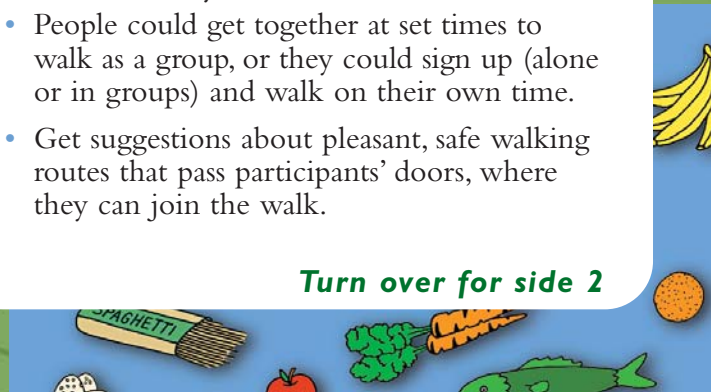
Let's do it!

- Organize a walking club in your area. Design it to suit your community.
- Encourage women in your program to join the walking club. If there are two or more of them, they could join as a team.

- Encourage a woman's partner to join with her. Encourage women to walk with an Elder.
- The group could set some ground rules:
 - How often they will walk
 - How long they will walk or the route they will take
 - What days and times they will walk
 - Where they will meet
- People could get together at set times to walk as a group, or they could sign up (alone or in groups) and walk on their own time.
- Get suggestions about pleasant, safe walking routes that pass participants' doors, where they can join the walk.

Turn over for side 2

Continued on the back



Start a Walking Club (side 2)

- They could keep a record of how long or how far they walked. You may want to offer prizes to those who have walked a certain number of total kilometres (such as 100 km, 250 km, 500 km).
- You could create a map of common walking routes, along with the distances. Provide a chart on the back so the walkers can keep track of how far they have walked.

MORE WALKING CLUB IDEAS

Poker walk

- A couple of times each year, Sandy Lake, Ontario has a fun 'Poker Walk'.
- Participants are given a playing card at each of three stations set up within the walking trail.
- The participant with the lowest score at the end of the trail wins.

100-km walking club

- In Sandy Lake, Ontario, participants have 2 months to complete the 100 km.
- Each has a record sheet to keep track of the distance walked.
- On the back of each record sheet is a list of common routes or places to go and the distance of each path.
- When the time is up, those who have met the challenge receive a certificate and prizes.

Continued from the front

Ways to Stay Active During Pregnancy

Why do this activity?

- This activity provides women with examples of safe activities.

How many participants?

- The examples could be introduced in a group session. Then you could discuss each woman's plans in one-on-one sessions.

What will I need?

- Lists of safe and unsafe activities (see the back of this card for examples)

Let's do it!

- Share the information on the back of this card. Ask women to check off the activities they are currently doing or would like to be doing.
- Praise them for doing activities that are healthy for their baby and for them.
- Help them think of ways they could add their new choices.
- Review the "unsafe activities".

Remind them to check with their doctor before starting any new activity.

Continued on the back

Turn over for side 2



Ways to Stay Active During Pregnancy (side 2)

EXAMPLES OF SAFE AND UNSAFE ACTIVITIES DURING PREGNANCY

<u>SAFE</u>		<u>UNSAFE</u>
WAYS THAT I COULD STAY ACTIVE DURING MY PREGNANCY		ACTIVITIES THAT I WON'T DO DURING MY PREGNANCY
<p>Activities that can be started by anyone</p> <ul style="list-style-type: none"> • walking • water aerobics • low impact aerobics • swimming • cycling • stationary biking • golf • rowing machine • stair master • stair climbing • light weight training • Tai Chi • yoga 	<p>Activities that can be continued by women already doing them (only if in good physical condition and the activity is non-competitive)</p> <ul style="list-style-type: none"> • backpacking • ballet • basketball • tennis • racquetball • body-building • cross-country skiing • running • softball • volleyball 	<ul style="list-style-type: none"> • competitive sports • horseback riding • inversion (upside-down) activities • scuba diving • sky diving • snow skiing • springboard diving • water skiing • hang gliding

Continued from the front

Active Hobbies

Why do this activity?

- Some women may be active already, as part of their everyday lives.
- This activity provides a chance to celebrate unique and interesting things people do, and encourage them to try new activities.

How many participants?

- This activity may work best in a one-on-one session. It could also be adapted for use in a group session.

What will I need?

- List of active hobbies (see the back of this card for examples)

Let's do it!

- Share the information on the back of this card and ask women to check off the activities they are currently doing or would like to be doing.
- Praise them for doing activities that are healthy for their baby and for them.
- Help them think of ways they could add their new choices.

Continued on the back

Turn over for side 2



Active Hobbies (side 2)

MY PLAN FOR AN ACTIVE HOBBY

EXAMPLES

- gardening
- berry picking
- camping
- nature walks
- flea marketing
- collecting traditional plants or medicines
- boating
- canoeing
- fishing
- hunting
- interior decorating
- playing actively with the kids
- dancing
- hiking
- landscaping
- nature photography
- carpentry
- pruning
- traditional dancing
- snowshoeing

My ideas

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Continued from the front

Making a Plan to be Active

- Help women develop plans for being active.
- Identify possible barriers.

Think of how to get around them.

STEP 1

- Set a specific goal and write it down — “What, When, Where, Who with”
 - What: Go for a walk
 - When: Monday, Thursday and Saturday morning
 - Where: In the neighbourhood
 - Who with: My friends Liz and Janet

STEP 2

- “Rehearse” the plan in your mind and identify barriers
“I will walk in the neighbourhood Monday, Thursday and Saturday mornings with Liz and Janet”
 - What if it’s raining?
 - What will I do with my 2-year-old?
 - What if Liz and Janet are busy?
 - What if...?

STEP 3

- Think about possible solutions to the barriers. Revise the plan.
 - I will bring an umbrella.
 - I will ask a friend to babysit.
 - I will walk by myself.
- Make a “Plan B”: Try out the prenatal fitness class at the community centre, or...



Using a Pedometer

Why do this activity?

- Pedometers are small electronic gadgets that count the number of steps taken. They can add to the fun of a walking group.

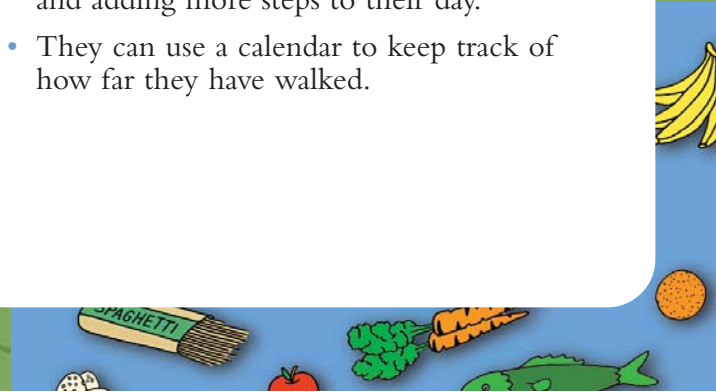
What will I need?

- One pedometer per person. These are not very expensive and can be reused by new participants.

Let's do it!

- Buy pedometers to lend to your group. Show them how to use them.
- The women can start by finding out how many steps they take in a day. Then they can build up slowly.

- Advise each woman to increase the number of steps she takes in a day bit by bit, working up to an extra 30 minutes, 3 to 4 times a week.
 - Depending on the length of her step, 30 minutes of walking will be between 2,400 and 3,600 steps.
- Once they are more active, the women will gain extra benefits from walking faster and adding more steps to their day.
- They can use a calendar to keep track of how far they have walked.



Groovin' Moms

Why do this activity?

- To move to music, stretch and have fun

How long does it take?

- 10 minutes

What will I need?

- Upbeat music, CD or tape player
- Balloons

Let's do it!

- Give everyone who is not pregnant a balloon to blow up, tie off and put under their shirt.
- Turn on the music and have the group move and stretch gently to the music.
- Talk about dancing with baby after the birth. It is a way to have some fun with the baby while being active, too.



Physical Activity Charades

Why do this activity?

- It's a fun way to get women thinking about and talking about activities they like to do.

How many participants?

- Groups of 6 or more

Let's do it!

- While in small groups, each participant takes a turn to demonstrate the sport or physical activity she enjoys most.
- The others in the group try to guess the sport or activity.





This is one of the three core program elements that your program activities should be based on.

This section contains some tips.

For more information on this core element, look in the CPNP Guidebook, or the Building Healthy Babies manual.

Emergency Food Shelf

- You may want to keep non-perishable items in a cupboard for when women are really in need. These are foods that do not spoil easily.

Let the women know that the food is there for an emergency, and that they can let you know in private if they need it. Nobody else has to know.

SAMPLE LIST OF FOODS TO KEEP ON HAND

VEGETABLES & FRUIT

- cans of fruits (packed in fruit juice), cans of vegetables, canned vegetable soup and 100% real fruit juice boxes
- dried fruit
- jars of spaghetti sauce
- canned or dried soup

GRAIN PRODUCTS

- crackers
- pasta
- rice
- rolled oats
- whole grain breakfast cereal

MILK & ALTERNATIVES

- canned or powdered milk
- canned/dried milk-based soup
- UHT milk
- evaporated milk

MEAT & ALTERNATIVES

- canned meat or fish
- canned or dried peas or beans
- canned baked beans or chili
- peanut butter
- other nuts or seeds



Food Hamper Tips

- “Meal Bags on Wheels Program. This is the same as the Good Food Box. Mothers are always excited to receive this nutrition bag twice per month. The CPNP worker shops for these bags and delivers them to the mother. We also include information on childhood illnesses that may be going around, nutrition tips and recipes.

Meal bags include:

- 1 dozen eggs
- 4 litres of low fat milk (or 100% real fruit juice if lactose intolerant)
- 1 loaf of 100% whole wheat bread
- cheese
- any fruits or vegetables that are on sale or in season”

Adapted from: *Karen Sam, Nar’azdci Band Fort St. James, BC*

- “We spend \$20–\$25 on food baskets.
 - I do the shopping and am able to buy the most nutritious food for this amount of money. Bags always contain milk, eggs, whole wheat bread and lots of fresh fruit and vegetables.
 - These bags are the incentive for attending our monthly Parent Support Group. This group is always planned for delivery before the Child Tax Credit cheque arrives so that it is done at the most helpful times for the mother.”

Adapted from: *Sharon O’Brian, Mi’Kmaq Family Resource Centre, Charlottetown, PEI*

(Note: A similar basket in a northern community could cost \$50 to \$75)

Turn over for side 2

Continued on the back



Food Hamper Tips (side 2)

- You may want to put one or two simple, healthy recipes in the hamper. All of the ingredients for that recipe should be in the hamper.
- Get volunteers to help shop for groceries or to deliver hampers. They could deliver hampers to the women's homes, or the women could pick them up at your health centre.

Continued from the front

Buy in Bulk for Your Cooking Group

This means buying large amounts of food to stock your prenatal program kitchen for the year. Some things can be bought in bulk, and other things should be bought fresh, when needed.

Which supplies should be ordered in bulk?

Buy supplies that can be stored safely for many months:

- **basic recipe ingredients:** flour, sugar, oil, milk powder, raisins, rolled oats, macaroni, rice
- **canned foods:** soup, tomatoes, pasta sauce, baked beans, peaches, canned vegetables, or canned vegetable soup
- **snacks:** 100% real fruit juice, popcorn, milk pudding, crackers
- **other:** plastic storage bags, foil pans, photocopy paper

Which foods should NOT be ordered in bulk?

- **foods that go bad quickly:** baking powder, yeast, meat, fresh vegetables and fruit
- **food that are used in small amounts:** salt, pepper, cinnamon, other spices, vanilla

These things can all be bought as you need them.

How much should your project buy?

- Check old grocery bills to see how much of each basic food was used in the past year.
- Check to see how much food or supplies are left in your cupboards.
- Check storage space. You will need room to store everything, and a space that can be locked.



Encourage the Use of Traditional Foods

- Find out if there are ways people can get access to traditional foods in your community. For example, not everyone has a hunter or fisher in their family, but a community freezer and/or hunters' co-op may be available, or you may be able to start one.
- Include traditional foods as snacks in your prenatal sessions.
- Prepare traditional foods in your cooking activities.
- The booklet *Nutrient Value of Some Common Foods* is an excellent way to see the nutritional value of traditional foods.

- Talk to the women about safety advisories for fish and wild game. Check that they are aware how to harvest wild greens or seaweed safely.
- Include Elders in your sessions. Ask an Elder to show women how to pick and harvest food, dry meat or make jam.
- Hold a workshop about canning and preserving food.
- A community in the Yukon (Carcross Tagish) partners with another community to collect traditional plants for food or medicine. They take turns hosting this event and they share the costs. The CPNP worker who told us about this activity said that having the guidance of a knowledgeable Elder is important. “Women learn the strength of their ancestors in knowing and using plants.”

CPNP worker



Many Benefits of Food-Based Activities

- Offering food is a way to help women feel welcome as well as to give them nourishment. You can provide food at drop-in programs, support group activities or home visits.
- Offer healthy snacks during weekly prenatal sessions. Try to include food from at least two of the four food groups.

Here are some healthy snack ideas to get you started:

- fruit or vegetables with a low fat yogurt dip
- homemade muffins and 100% real fruit juice
- low fat cheese and crackers
- dried fruit and nuts
- small sandwiches with lean meat, fish or peanut butter fillings

- A potluck cooking class is a fun way to get a small group of women to be creative and make healthy meals with whatever is available. You need at least one food from each food group. The women decide what to make with the ingredients. They cook and eat the meal together as a group.
- “We hold nutrition lunches for mother and child. This coincides with our immunization days. This gives mother and child something nutritious to eat while they receive immunization and information.”

Adapted from: *Karen Sam, Nar'azdci Band Fort St. James, BC*



Food Voucher Program Tips

- “Our clients can pick up coupons weekly. This gives us a chance to keep in contact with the mother and to update her on upcoming activities, such as prenatal classes or a community kitchen.”

Denise Potts, CHR, Aakom Kiyii Health Services, Brockett, Alberta

- “We support expecting mothers by giving them food and food vouchers at our Community Store once a week: eggs, milk, fruit (box of apples or oranges), brown or white bread.”

Mary Guanish, Community Worker, CLSC Naskapi, Kawawachikamach, Quebec

- “We have a Nutritionist who gives out coupons for foods from the four food groups.”

Mary Guanish, Community Worker, CLSC Naskapi, Kawawachikamach, Quebec

- “Prenatal clients sign up by phone for a one-to-one visit at home to explain the program. The client receives a binder with coupons for milk, eggs, 100% real orange juice, including \$1 off fruits, vegetables, bread or meat. She also receives information on prenatal care.”

Adapted from: Denise Potts, CHR, Aakom Kiyii Health Services, Brockett, Alberta



Cooking Group Tips

- “We let the mothers bring home the results of their community cooking.”

Mary Guanish, Community Worker, CLSC Naskapi, Kawawachikamach, Quebec

- “The cooking group helps the mothers to socialize and it helps me to talk to them about the nutrients in the meals they are making. Most of all, it just gives them time away from being at home with their kids. They enjoy this time to themselves and it gives them the opportunity to cook a healthy meal to take home to their family.”

CPNP worker

- “Nutrition Bingo for small kitchenware and one grand prize or \$20 in coupons works really well in community kitchens.”

Sandra Lumberjack, CHR, Kinistin First Nation, Tisdale, Saskatchewan

- “At the end of the evening at our program, the women discuss and choose a recipe for the next get-together. They can change, add or drop an ingredient to meet their own nutritional needs. Also, they talk about recipes they would like to try. We read the recipe to see if it has ingredients from all four food groups. If it doesn't, we see what we can add to it, or have as a snack or appetizer to balance the meal.”

CPNP worker

Turn over for side 2

Continued on the back



Cooking Group Tips (side 2)

- “Make a cookbook together. Use healthy recipes from the women and their families and include pictures.”

CPNP worker

- “The ‘community kitchen’ is always held just before they get their social services cheque.”

Sharon O’Brian, Mi’Kmaq Family Resource Centre, Charlottetown, PEI

- Make extra copies of each recipe for the women to take home. Give women a folder or binder for the recipes.
- Take a few breaks during the cooking session. Play a nutrition game or give a short talk during the break. This helps people to relax and have fun. Give out prizes.

- Try to include participants with different skills. For example:
 - a person with good knowledge of shopping and using coupons,
 - another with a good knowledge of how to modify recipes and how to cook,
 - a third who works well with a group of people.

- **Kitchen Toolbag**

Give a kitchen toolbag to each participant in your cooking group. They can’t continue to make the recipes at home if they don’t have the tools! The bag could include a vegetable peeler, paring knife, baking pan, or other tools used in your sessions.

Continued from the front

Food Safety

- Make sure to talk about food safety. This means talking about how to avoid food poisoning.
- One of the most important but simplest things to do is to wash their hands often. Remind the women to wash their hands with soap and warm water:
 - before touching food
 - after touching raw meat, fish, or bird
 - after using the bathroom or blowing their nose
 - after coughing, sneezing, touching their eyes
 - after emptying garbage or sweeping floors
- There is information about food safety in the *Building Healthy Babies* manual and in *The CPNP Guidebook*.



Good Food Buying Club

- Set up a Good Food Buying Club for buying food in bulk to save costs. The more people who join, the greater the food-buying power.
 - Collect money during the first week of the month. Buy the food in the third or fourth week of the month, and distribute it equally among all members of the club.
 - Local stores may be willing to donate food or agree to sell food to you at a lower cost (give you a discount) if you explain that the club will help pregnant women eat more foods that are nutritious during their pregnancy.
- Involve participants in all stages of this activity. They will learn to shop wisely, and improve skills in food budgeting for healthy eating.



Monthly Recipe Vouchers

Why do this activity?

- This is a different way to give out food vouchers. Instead of giving out a voucher for food, provide a couple of recipes, and a voucher that lists all of the foods needed to make those foods. The CPNP worker who submitted this activity said this is really popular, and people are often calling her for healthy recipes.

When would I do it?

- Once a month

What will I need?

- Three healthy recipes that use foods from all four food groups.
- Grocery voucher that includes most of the food items needed to try the recipes.

- A partnership with the store owner.

Let's do it!

- Each month the mothers receive the three new recipes and the grocery voucher. The voucher allows them to go to the store and charge the items listed on it.
- The mothers are encouraged to try the new recipes.
- They are then required to bring back the receipt in order to get the next month's voucher.

Submitted by:
*Tena Baryluk, Fort
McPherson, NWT*

TIP

Give the Package Size

Be clear about what size of package the women can buy with the voucher (1 pound of ground beef, one dozen eggs, 16-oz can of crushed tomatoes, and so on). Write the size on the voucher.



BREASTFEEDING PROMOTION, EDUCATION AND SUPPORT

*This is one of the three
core program elements that
your program activities
should be based on.*

*This section contains
some great tips.*

*For more information
on this core element,
look in the CPNP Guidebook,
or the Building Healthy
Babies manual.*



The Benefits of Breastfeeding are Great Teaching Points

Most women who choose to breastfeed have made that decision early in their pregnancy. Mothers need to be reassured that breastfeeding is the best and most natural way to feed their baby, and that they can produce enough milk.

- “We promote breastfeeding by telling pregnant women about the benefits: it is convenient, saves money, you have a healthier baby, and strong mother-child bond.”

Vicky Chrisjohn, Association of Iroquois and Allied Indians, London, Ontario

- “Breastmilk is considered Mother Nature’s Vaccine as it gives the foundation for the future of the baby.”

Nonosowin Union of Ontario Indians

- “Women should be praised for their decision to breastfeed.”

CPNP worker

- **Breastfeeding Dollars**

“The cost of formula feeding is \$1340 per year in our community. We hand the mother a package of 67 photocopied \$20 bills with a picture of a breastfeeding mother superimposed on them. We then ask the mother what foods she could buy with this much money. It stresses to the mothers one of the many reasons she should breastfeed: cost savings.”

Linda Fox, Coordinator, Healthy Babies Program, Bonnyville Health Unit, Bonnyville, Alberta

- See the chapter on breastfeeding in the *Building Healthy Babies* manual for even more information and ideas.



Which Would You Choose?

Why do this activity?

- It is a good visual way to discuss the benefits of breastfeeding.

How long does it take? When would I do it?

- 10–15 minutes, at break time in a prenatal session

What will I need?

- Two plates of cookies or brownies. One should be attractive-looking homemade items, and the other “ugly” ones from the store

Let's do it!

- Set out the two plate of goodies.
- After the break, look at how much of each type was eaten. Chances are, the homemade ones will have been gobbled up and the store-bought ones will hardly be touched. Share this comment with the group.
- Start a discussion about the benefits of breastfeeding. If a baby could choose breast milk or formula, which would he choose and why?
 - tastes sweet
 - always at the right temperature
 - gives the chance to cuddle with mom
 - the breast fits well into his/her mouth
 - and so on



Baby's Stomach Size

Why do this activity?

- To help parents understand a newborn's need for smaller, more frequent feedings
- To reassure parents that the time between feedings will increase as baby grows

Baby's age	Stomach size	
1 week	1/4 cup	Golf ball
1 month	1/2 cup	Baseball
1 year	1 cup	Softball

What will I need?

- About 2 cups of flour, beans, lentils or rice
- Plastic packets (zip-type bags, or clear plastic bags with twist ties)
- Wide packing tape or sewn cloth bags

Let's do it!

- Prepare the "baby bellies":
 - Measure out 1/4 cup, 1/2 cup and 1 cup of flour, beans, lentils or rice.
 - Wrap each amount separately and securely into plastic packets.
 - You may want to protect your bags by covering them with wide packing tape. You could also cover the bags with material bags that you have sewn.
 - Label each baby belly with baby's age and the amount of food their belly can hold. (See the chart to the left)

Continued on the back

Turn over for side 2



Baby's Stomach Size (side 2)

- Pass the “baby bellies” to moms to touch and feel the weight while you explain: “This is how much the baby’s stomach can hold at one week, at one month and at one year.”
- Explain that this is why moms don’t need to worry as much about being able to make enough milk to fill baby’s stomach. Newborn babies need to eat often to refill their tiny bellies, not because mom isn’t making enough milk.
- Remind them that babies are growing very fast — babies’ goal is to double their birth weight within five months.
- Tell them that as the baby’s stomach grows, she will be able to go for a longer period of time between feedings.
- For those who are bottle-feeding, you can remind them never to force their baby to finish a bottle.

Another way to do this activity is to hand out golf balls or ping pong balls to show the size of a newborn's stomach.

Continued from the front

My Feelings

Why do this activity?

- To start a discussion of breastfeeding issues for a group of pregnant women

How long does it take? When would I do it?

- 10–15 minutes, when beginning to discuss breastfeeding issues

What will I need?

- “My Feelings” activity sheet or flip chart, (see the back of this card for ideas of statements)

Let's do it!

- Hand out a “My Feelings” activity sheet. Ask the group to complete the statements. Collect the papers and read some of the responses without saying whose comments they are.

- OR, if using a flip chart, write statements on a flip chart. Add feelings as participants call them out. Help them feel comfortable by telling them they can call out any feeling someone might have; it doesn't have to be their own feeling.
- Keep track of the issues that were raised and use these to focus your discussion on breastfeeding.
- If any concerns come up that you don't feel comfortable giving advice on, let people know about support services in the community.

Continued on the back

Turn over for side 2



My Feelings (side 2)

EXAMPLES OF STATEMENTS

- "I want to breastfeed because _____
_____"
- "I am worried about _____
_____"
- "I am looking forward to _____
_____"
- "If I need help, I/we can go to _____
_____"

Continued from the front

My Feelings 2

Why do this activity?

- To identify breastfeeding issues for a group of pregnant mothers
- If your participants are not comfortable being asked to write down their feelings

What will I need?

- An envelope (or baby cap) labelled “Breastfeeding Makes Me Feel...”
- Strips of paper or index cards, pen

Let's do it!

- On strips of paper, write several possible feelings that could complete the sentence “Breastfeeding Makes Me Feel”. The feelings can be both positive and negative (see list of ideas). Place the papers inside the envelope.

- When the envelope is passed around, each woman pulls out “a feeling” — it may not be “her feeling”.
- Read the feeling aloud. Ask the group members to discuss whether or not they share or have overcome that feeling.

EXAMPLES OF FEELINGS TO INCLUDE

Breastfeeding makes me feel...

- Confident
- Close to my baby
- Like a good mother
- Gross
- Like a cow



The Eating Patterns Game

Why do this activity?

- The main reason why some mothers stop breastfeeding early is their feeling that they don't have enough breast milk. When baby eats often, the new mother and her family may think that the baby is not getting enough breast milk.
- This game is a fun way to help them better understand baby's needs. Babies need to feed often and on cue (when they show signs of being hungry). Their stomachs are tiny and they are trying to double their birth weight within 5 months!

How many participants?

- This game is best done in groups of about 10 people. This game works well in nearly any group, from high school students to parents and health professionals.

How long does it take?

- 10–20 minutes

What will I need?

- paper and pencil (one for each participant)
- golf ball or ping pong ball

Let's do it!

- Everyone needs paper and pencil. Ask them to think about a day when they had free access to food. Ask them to write down what time it was whenever they ate or drank anything. Even water counts. Count drinking fountains, coffee breaks, snacks, meals.

Turn over for side 2

Continued on the back



The Eating Patterns Game **(side 2)**

- Ask participants:
 - How often did you eat or drink?
(Average 1–3 hours)
 - How long did the meals take?
(Average 20–30 minutes)
 - How do you feel if you are truly hungry or thirsty and can't get food or water?
 - Does skipping a meal teach you to go longer without food or make you more desperate for food?
 - Think of a prize you would like to win. To earn your prize you have to double your weight within 5 months. What will you do if you are already eating every 1 to 3 hours and you aren't gaining weight?
- What does this have to do with baby?
 - After you've discussed everyone's answers, show them the golf ball and tell them that it is the size of the newborn baby's stomach. Tell them that the newborn baby's goal is to double his or her weight in 5 months. People are usually amazed by this.
 - The group can now think about their answers to the questions in a new way! To double his weight, baby needs to eat very often, eat at night, not skip meals, not have water instead of breast milk, and take his time at meals. It's important not to make him wait to eat when he shows signs of being hungry.

Continued from the front

The “I Can” Can

Why do this activity?

- This is the positive way to show women and their families that most mothers can breastfeed. It helps to clear up many myths.

How long does it take?

- 10–15 minutes

What will I need?

- A large coffee can, painted or covered with coloured paper
- Index cards with “I Can” statements (see the back of this card for ideas)
- It would be a good idea to invite women who have successfully breastfed and/or a lactation consultant

Let’s do it!

- Pass out the “I Can” cards.
- Each person reads a card and tries to find a way that the person described on the card can breastfeed.
- Others can share ideas. The women with experience or the lactation consultant can add to the discussion and helps to clear up myths.
- Then the card is placed in the “I Can” can.

Continued on the back

Turn over for side 2



The “I Can” Can (side 2)

EXAMPLES OF “I CAN” STATEMENTS

I CAN BREASTFEED EVEN IF I...

- have small breasts
- was not breastfed
- have flat nipples
- get a poor start in the hospital
- need to be away for part of the day
- am going back to school or work
- have a cesarean
- don't know anyone who breastfed
- smoke

- I CAN still have a social life if I nurse my baby.
- I CAN make good milk for my baby even if I don't always eat well.
- I CAN include my partner in the care of my breastfed baby.

Continued from the front

Breastfed Babies Bulletin Board

Why do this activity?

- Pictures can encourage breastfeeding better than words can!

What will I need?

- Pictures of breastfed babies

Let's do it!

- Prepare a bulletin board with pictures of breastfed babies from women who have been in your program.
- Use a banner that will attract attention, like “I’m a breastfed baby”.
- Post it somewhere that participants in your program and members of the community will see it — like at the entrance to the health centre or community centre, or the nurses’ clinic.



The Breastfeeding Lunchbox

Why do this activity?

- It is a fun visual way to help discuss the proven advantages of breastfeeding.

How long does it take?

- 10–15 minutes

What will I need?

- School lunchbox with a picture of a mom and baby on the front
- Symbols inside the lunchbox (see the back of this card)

Let's do it!

- Either the participants or you can take each item out of the lunchbox one at a time.
- The participants can guess what the symbol has to do with breastfeeding. If they cannot guess, use the chart on the back of this page to help.
- Take another item out of the lunchbox and discuss.
- Continue until you have discussed all the items.

Turn over for side 2

Continued on the back



The Breastfeeding Lunchbox (side 2)

SYMBOLS FOR INSIDE THE LUNCHBOX

WHAT TO INCLUDE

- picture of mom and baby bonding
- diaper
- toothbrush
- tampons
- empty pack of mini-pills
- toy medical kit
- sippy cup
- breast self-exam card
- tape measure
- clock
- thermometer
- small toy car
- wallet with play money
- rolled up paper with ribbon
- ping pong ball or golf ball
- kids' story book

WHY — WHAT TO SAY

- bonding, no bottle propping
- diapers that are less smelly
- reduces cavities
- healthy face and jaw development
- delays return of cycle
- fertility
- fewer trips to the doctor
- moving from breast to cup
- reduces breast cancer rate
- quicker return of waistline — uterus contracts back to shape
- time saver — no bottles, buying formula, preparation time
- always the right temperature
- breasts are portable — they can go anywhere!
- saves at least \$1000 for the year
- baby will be smarter
- size of newborn's belly — designed to be filled up
- breast milk is easy to digest
- can be held one-handed (reading to other child or children)

Continued from the front

Support with Follow-up and Good Resources

- “Breastfeeding is very natural, but not always easy. Women need support to continue breastfeeding. We make sure to see new mothers frequently during the first 6 weeks after the birth, when breastfeeding can be encouraged and supported.”
CPNP worker, BC community
- Make sure all parents know how to tell when breastfeeding is going well and when to get help. The *Building Healthy Babies* manual is a great resource.
- “We help women find resources and know who to contact for specific information on breastfeeding. We can find resources such as breastfeeding pamphlets or an experienced mother or grandmother.”
Adapted from a CPNP worker
- Start a lending library with books and videos on breastfeeding. Include resources that fit with the culture of your community.



Provide a Breastfeeding Success Pack

- You can provide a breastfeeding success pack to new mothers (instead of a welcome baby pack). Include:
 - a hand-held breast pump-nursing bra,
 - flannel cloth breast pads,
 - nipple cream,
 - good breastfeeding books,
 - pamphlets that outline success strategies for dealing with problems
- “We offer certificates to breastfeeding mothers for a nursing bra and breast pads.”

Adapted from a *CPNP worker*



Will Breastfeeding Tie Me Down?

Why do this activity?

- This will help pregnant mothers to see that breastfeeding mothers are active in their communities and that breastfeeding does not have to “tie a mother down.”
- Many women choose to formula-feed their babies because they worry that breastfeeding will tie them down. This is a big issue for young mothers, especially if they are going back to school.

What will I need?

- Guests who have successfully combined breastfeeding and a return to work or school
- Pamphlets, posters, videos on breastfeeding

Let's do it!

- Mothers can have their questions and concerns answered by others who have been through similar things.
- Take time as a group to explore breastfeeding promotion pamphlets, posters and videos for pictures that reinforce the idea that breastfeeding mothers are NOT “tied to the home.”
- Highlight the activities that the mothers are doing. Most are busy travelling, going to school, out with friends or out in their communities. There are few women dressed in nightgowns in their beds suggesting the need to stay home and breastfeed!



Thank You for Breastfeeding

Why do this activity?

- To reinforce the benefits of breastfeeding

How long does it take?

- 5–10 minutes

What will I need?

- Pre-written thank you cards

Let's do it!

- Buy thank you cards. Write 'thank yous' to the nursing mom from various people, along with the reason why.
- Pass the cards out to be read to the group. Discuss the benefit of breastfeeding suggested by each thank you card.

EXAMPLES OF THANK YOU CARDS

FROM...	FOR...
Doctor	healthier child
Teacher	smarter child
Mom's doctor	lower risk of breast cancer
Father	wise choice
Dentist	healthier teeth
Appliance dealer	having extra money to buy the appliance

Breastfeeding Rocks!

Why do this activity?

- To gain community support for breastfeeding.

What will I need?

- Volunteer mothers and fathers
- Cooperation from a local store that has rocking chairs available
- Gift certificates or other small prizes

Let's do it!

- Get a local store to agree to allow your group to set up this event.
- Invite mothers, babies and fathers to rock in a row of glider rocking chairs in a local store.
 - Members of the group can answer questions, show pregnant women who come to the store how easy it is to breastfeed anywhere, and hand out information on support groups.
 - The group could also give away prizes, such as gift certificates for dinners.



Role-Play Nighttime Feeding

Why do this activity?

- This is a fun “eye opener” for a group prenatal session. It shows the ease of breastfeeding compared to formula feeding.

What will I need?

- A flip chart, pens

Let's do it!

- The group develops a story about two new mothers (one breastfeeding, one formula feeding) who have just come home from the hospital. The group shares a step-by-step process of what each mother goes through.
- The story could be developed on a flip chart. If the group is comfortable, women may be willing to role-play the two scenes.

IDEAS FOR THE STORY

- new mother
- baby is 2 days old
- bedroom on the second floor of an older home
- kitchen on the first floor
- wintertime
- mother is alone with the baby



Involve Fathers and Other Support People

- Use humour to remind fathers and other support people that they can play a role in breastfeeding! Brainstorm for ideas. They can:
 - bring the baby to the mother, make sure the mother is comfortable and has fluids to drink,
 - burp the baby and take him/her back to bed,
 - bottle-feed expressed pumped milk.
- Also remind fathers and other support people that babies need hours of attention other than feeding. Everybody can share in the many other aspects of caring for baby. They can cuddle, play with, bathe, dress and change the baby.
- Develop a pamphlet for families on supporting a breastfeeding mother and baby. Include an explanation of the food energy required by mom to produce milk, and a list of benefits to mom and baby. Give examples of what family members can do when visiting:
 - get mom a drink
 - do a load of dishes
 - wash some laundry
 - prepare a meal
 - take baby for a walk in a stroller so mom can rest or do something for herself (like take a bath or do her hair)

Continued on the back

Turn over for side 2



Involve Fathers and Other Support People (side 2)

- Try to have other members of the woman's family or her friends there when talking to her about breastfeeding. They can help encourage her to breastfeed and can give her support at home.
- "I feel that sharing your own stories or role playing will help parents relax and feel comfortable when faced with new situations."

CPNP worker, Quebec community



Continued from the front

Train a Lactation Consultant

- “One of the things we have done with our CPNP funds is to provide and support two of our Community Health Nurses with lactation consultant training. As a result, they have developed many programs for education and support of pregnant clients. One thing we do is hospital visits to all postnatal clients where ongoing support is very regular and frequent.”

Linda Chartrand, Opaskwayak Health Authority, Opaskwayak, Manitoba

HOW CAN A NURSE OR A DIETITIAN/ NUTRITIONIST BECOME A LACTATION CONSULTANT?

The International Board of Lactation Consultant Examiners (IBLCE) Certifies lactation consultants. For an overview of the criteria and process, you can visit this Web site: www.iblce.org



Suck, Gulp and Swallow

Why do this activity?

- To demonstrate the difference between milk flow from the breast and bottle, and the importance of feeding position

How long does it take?

- 5–10 minutes

What will I need?

- Drinking straw, funnel, small cups (one for each person), water

Let's do it!

- Ask for a volunteer. Ask her to suck from a straw and describe what her tongue does. Then have her put the funnel in her mouth and pour liquid in. Ask her to describe the difference.
- Have everyone pour a small glass of water. Challenge them to turn their head to their shoulder and drink. Explain the difficulty and relate it to a baby feeding and swallowing. The baby needs to be in a proper position to feed well.



Engorgement: Explain it with a Balloon!

Why do this activity?

- Many women have a hard time with breast-feeding around the time that their “milk comes in.” Sometimes the breasts become “over-full” (engorged). This leads to problems getting the baby to take the breast and sore nipples for the mother.

What will I need?

- Two balloons, one fully inflated and one partly inflated

Let's do it!

- Use the balloons to show the effect of engorgement (an over-full breast) on the ability of the baby to latch on well and drink from the breast. A fully inflated, tight

balloon is difficult for the baby to grasp and get a deep mouthful of the breast. The nipple flattens out and is more easily damaged.

- Compare the tight balloon with a softer, less full balloon. Show how the softness makes it easier for the baby to take the breast. The areola (darker area surrounding the nipple) should be soft like your cheek, not hard like your forehead, when latching the baby onto the breast.
- Discuss tips to help prevent engorgement and to help get the milk flowing when it does happen. This will make the breast softer so the baby is able to latch on.



Exploding Myths

Why do this activity?

- To talk about some commonly held myths about breastfeeding

How long does it take?

- 10 minutes

What will I need?

- Inflated balloons, yarn
- Index cards with a hole, pens (one for each person)

Let's do it!

- On the index cards, have everyone write down a myth they have heard about breastfeeding. If the group is having trouble you can provide the myths.

- Thread a piece of yarn through the hole in each completed card. Attach the cards to the balloons with the yarn. Toss the balloons around the room.
- Everyone takes a balloon and explains why the myth is not true.
- That person or the group pops the balloon to be a symbol of “exploding the myth.”

COMMON MYTHS

- Formula is just as good for baby as breast milk.
- I shouldn't need help with breastfeeding because it's natural.
- I have to breastfeed within an hour after birth, or forget it.
- If I have problems in the hospital, I might as well give up.
- I don't eat very well, so it's better if I don't breastfeed.
- Breastfeeding means my partner will be left out.



The Nursing Mom Packs Her Bag

Why do this activity?

- To give breastfeeding tips for the early days, by discussing possible things to pack for a stay at the hospital or birthing centre.

How long does it take?

- 5–10 minutes.

What will I need?

- Soft suitcase that holds the items listed below.

Let's do it!

- Discuss the items that are in the suitcase.

EXAMPLES OF ITEMS FOR THE SUITCASE

ITEM	WHAT TO POINT OUT
Pyjamas with buttons down the front	Easier to nurse, and more private
Nursing bra	How to select size and type
Nursing pads	Leaking, colostrum, dealing with engorgement (over-full breasts)
"No bottles" sign for baby's bed	How to let medical staff know your feeding choice
Toy portable phone	To call someone who has nursed before, or the hospital health line, or a lactation consultant
"Ken" doll	It's important to have someone supportive around

If a Woman Chooses Not to Breastfeed...

- If a woman has chosen not to breastfeed, respect her choice. Be careful not to make her feel guilty for her choice.
- Make sure she knows how to prepare the infant formula properly. This is especially important if English or French is not her main language, and she cannot read the directions on the packages.



Creative Ideas that Encourage Breastfeeding

Since Connie Young has started strongly promoting and supporting breastfeeding, she has watched the number of breastfeeding women grow in her community. She has a lot of great ideas for getting everyone thinking about breastfeeding.

- Every other month she invites an Elder or breastfeeding mother to come and talk about breastfeeding.
- She gives out a coupon for milk and fruit, with health messages for the mom on them.
- She also gives out certificates congratulating women for breastfeeding for any length of time (she fills in the number of months).

- Connie has some great resources and activities that she uses often — like the Breastfeeding Lunchbox activity that is also in this recipe box!

These are activities you could do in your community too! They aren't expensive, but they have worked in Connie's community.

Submitted by: *Connie Young, Prenatal Outreach Worker, Grand Rapids First Nation, Manitoba*

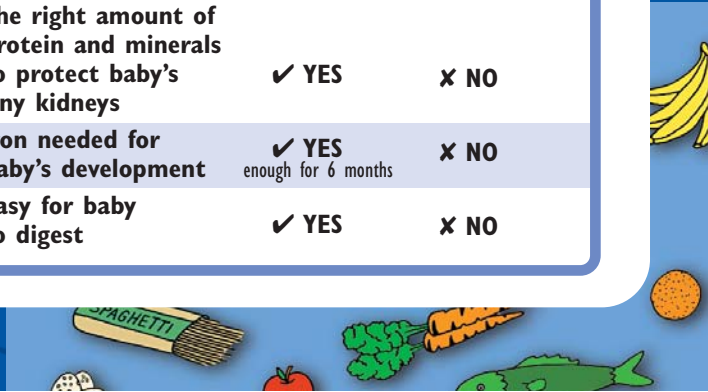


Why Wait to Feed Cow's Milk to Baby?

Some people may wonder why babies cannot simply be given cow's milk. Some people may also be confused about this because infant formulas are made from cow's milk.

- Tell them that breast milk has all the good things babies need. Cow's milk does not. (See the chart to the right.)
- Explain why babies should not drink cow's milk before 9 to 12 months of age. When babies are old enough to start to drink cows' milk, they should be given whole milk and not the lower fat kinds.
- Explain that infant formulas are not like regular cow's milk. For babies who are not breastfed, infant formulas are the only food that comes close to having the goodness of breast milk.

THINGS BABIES NEED	DOES BREAST MILK HAVE IT?	DOES REGULAR COW'S MILK HAVE IT?
Factors that boost baby's immune system and prevent allergies later on	✓ YES	✗ NO
Essential fats that help baby's brain and vision develop	✓ YES	✗ NO
The right amount of protein and minerals for baby's growth	✓ YES	✗ NO
The right amount of protein and minerals to protect baby's tiny kidneys	✓ YES	✗ NO
Iron needed for baby's development	✓ YES <small>enough for 6 months</small>	✗ NO
Easy for baby to digest	✓ YES	✗ NO





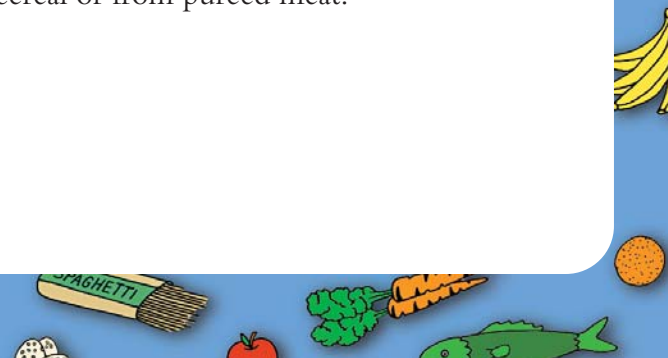
Introducing solids at the right age and making sure babies have enough iron are very important.

This section has some great ideas you can use in your program.

Look for more details in The CPNP Guidebook and the Building Healthy Babies manual.

General Tips

- Start to talk about feeding baby before baby arrives. Review the information in detail after the baby is born.
- Continue to offer your CPNP program to women after the baby is born. Focus on:
 - introducing nutrient-rich complementary foods at 6 months to meet the infant's increasing nutritional requirements and developmental needs
 - preventing iron deficiency by recommending iron-containing foods as the first foods
 - safety tips to prevent allergies, food poisoning and choking
 - making baby food
 - making healthy snacks for toddlers
 - and so on
- Refer to the *Building Healthy Babies* manual for information about infant feeding and baby's first foods. Discuss how to introduce food slowly one at a time to watch for signs of allergy.
- In all your infant feeding sessions, always mention that infants must have a source of iron every day starting at 6 months of age. This can come from iron-fortified infant cereal or from pureed meat.



Making Baby Food

- “Hold a baby food making session. First, go on a shopping trip to buy the vegetables. Cook the vegetables and use a blender to make baby food. Place the food in an ice cube tray to freeze individual servings. After frozen, put them into baggies for easy access. After the session, have a draw to see who gets to have the blender to take home. You could also have a door prize, something for them to pamper themselves. Mothers really like this.”

CPNP worker

- One community in Manitoba has a baby food making activity twice a year, with 10 to 15 or even more participants. “The women learn that homemade baby food is easy to make, and is cheaper, healthier and tastes better than store-bought.”
Diane Bear, Peguis First Nation, Manitoba
- Provide moms with a Baby Food Recipe Kit:
 - food grinder
 - recipe cards
 - measuring spoons
 - ice cube tray
 - small zip-type bags, or clear plastic bags with twist ties
 - baby spoon
 - bowl



SMALL COMMUNITIES

Some small communities receive CPNP funds but do not have many births. Even in larger communities, there are some years with few births.

You can spend CPNP funds on educational activities for any women in the community of childbearing age, or on purchasing resources.

This section contains some ideas.

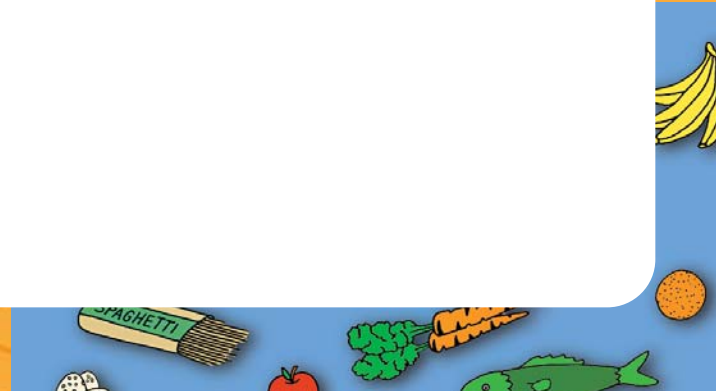


General Tips

- Years with few births are an opportunity to raise awareness about important issues related to pregnancy.
- “Develop a Preconception Health Program that teaches teens and adults (male and female) about:
 - healthy eating
 - cooking skills
 - family planning
 - prenatal supplements (folate) for people wishing to get pregnant
 - smoking cessation
 - physical activity”

CPNP worker

- You can put notices in community newsletters on topics to think about before pregnancy.
- Consider targeting teens with health messages if there are few births in your community some years.
- Plan a health fair about getting ready for pregnancy.
- Make a display at a community event.



Develop Partnerships

- “As we do not have a high birth rate, we often partner with Healthy Babies and Healthy Children, Native Child Welfare and Social Services or whoever has young mothers.

We do a skill workshop, like making baby quilts, breastfeeding slings or breastfeeding pillows. This encourages young mothers to come in and learn a skill, and it's good advertisement for our program. The mothers feel comfortable and are more apt to come to prenatal classes in the future.”

CPNP worker



SELF-CARE



CPNP workers give a lot of their time and energy to other people. Don't forget to take care of your own needs!

This section contains some tips on caring for yourself.

Take Your Own Advice

- You are teaching others about wellness. Don't forget to "take your own advice":
 - Check how you're eating compared with *Eating Well with Canada's Food Guide- First Nations, Inuit and Métis*, and see if there are any improvements you could make.
 - Then try to make a few small changes at a time to get back on track.
 - Later, you can even share the experience as an ice-breaker with women in your program!



Make Time for Fun

- Make sure you're making time to have some fun. The chores are *never* going to be finished! There will always be cleaning or paperwork that can be done.
- Watch your favourite sitcom. Laughter is healing!

Have Some Social Time

- Once a week you could have dinner with friends — one week at your house, the next at theirs. One couple gets a break from cooking, the kids get to play together, and the adults can socialize.



Get Active

- Reconnect in some way with nature every week. Take a walk in the park, in the bush, or on the land.
- Take a 10-minute walk to break up your workday. You deserve it!
- Join in with your prenatal group's walking club.
- Try packing a healthy lunch from home for work. It saves time and money, and you will eat better. Bringing lunch from home also gives you time for a quick walk at lunch time.



Make it a Daily Habit

- Try to do something nice for yourself every day.
 - Many CPNP workers are taking care of others at work all day, and then at home all evening.
 - You can offer more to everyone else if you keep yourself from burning out.
 - It can be as simple as a short walk, a phone call to a friend, writing a letter, reading a book.
- Make sure to take time for yourself. Nobody looks back in their old age and says, “Gee, I wish I had done more vacuuming”!

Take Time to Reflect

When you take care of yourself, you will be more able to give to others.

- Try to take 15 minutes at the start or the end of the day just to be alone and think about what’s happening in your life. If it’s not going as well as you’d like, start using this time to problem solve:
 - What is it I don’t like?
 - What’s causing me problems?
 - Where can I cut back a bit?



ICE-BREAKERS

Why do these activities?

Ice-breaker activities help to create a warm, social, friendly environment that will help participants learn.

This section contains some ideas you can try at the start of a new group prenatal session.



Stand Up, Sit Down

Why do this activity?

- To get the group moving while they find out what they have in common.

How long does it take?

- 3–5 minutes.

What will I need?

- A list of possible descriptions (see examples to the right).

Let's do it!

- Call out a description (see examples).
- If the description fits a participant, she stands up and then sits back down.
- Continue with a few descriptions.

IDEAS FOR DESCRIPTIONS

- Name starts with the letter C
- Have 1 (or 2, or 3) brothers and sisters
- Baby is due in January
- Have taken class before
- Ate at a fast food restaurant before class
- Have been at a birth before
- and so on



Prepare a Balanced Meal

Why do this activity?

- To introduce the food groups while participants get to know each other

How many participants?

- 6 or more

What will I need?

- Sticky labels with pictures or names of foods from each of the four food groups

Let's do it!

- Briefly explain what the four food groups are. Give each participant a food picture or name from one of the four food groups.
- Explain that to have a balanced meal, they need to have foods from three out of the four food groups.
- Have them move around the room and form a balanced meal with three participants they do not know.



People BINGO

Why do this activity?

- It's a popular game to help people get to know each other.
- Even people who already know each other may be surprised by what they find out!

How many participants?

- 10 or more

What will I need?

- One copy of a BINGO card for each participant (see the back of this card for a sample)
- Pens or pencils for everyone

Let's do it!

- Create a BINGO grid. Write FREE in the centre space. Fill in the other spaces with statements related to nutrition and physical activity.
- Make enough copies for each participant.
- Give out the cards and pens.
- Ask participants to move around the room meeting people. When they find someone who matches a description on their card, the person signs their card.
- The first one to fill in a row down or across calls out "BINGO" and is the winner.

Continued on the back

Turn over for side 2



People BINGO (side 2)**SAMPLE BINGO CARD**

Saw the sunrise this morning	Watches a cooking show on TV	Can call a moose	Likes country music	Has tried seaweed
Walks every day	Likes to cook with others	Likes to swim	Is wearing “funky” shoes	Can say “hello” to you in a second language
Loves dogs	Is a traditional dancer	FREE	Likes to snowshoe	Enjoys volunteer work
Cooks awesome stew	Hunts	Ate fish head soup this month	Goes fishing	Picked berries last summer
Has gone skiing this winter	Can fillet a fish	Has helped clean a moose, deer or caribou	Sings in the shower	Likes to bake

Continued from the front

Nametags

Why do this activity?

- To help participants learn each others' names

How long does it take?

- 5 minutes

What will I need?

- Name tags (one for each participant)

Let's do it!

- Hand out name tags to the wrong people.
- Ask them to trade with one person at a time until they get their own nametag, meeting each other along the way.



Who Am I?

Why do this activity?

- To help participants meet each other

How long does it take?

- 5 minutes

What will I need?

- Sticky labels, each with a picture or name of a food or dish

Let's do it!

- Stick a label that has a picture or name of a food or dish on it on each participant's back.
- Have them try to guess which food or dish they are. Participants can ask one question of each other person they meet. They can only ask questions that can be answered with "yes" or "no".



Name Tag Matchmaker

Why do this activity?

- To help participants get to know each other

How many participants?

- 15 or more

How long does it take?

- 10–15 minutes

What will I need?

- Index cards, pens (one for each participant)

Let's do it!

- Give each participant an index card. They write their name in the centre, and other information about themselves in the positions shown in the chart to the right.
- When everyone finishes, they move around the room for a few minutes. Without

talking, they read the top right-hand corner of other participants' cards.

- When time is up, they are to find one or two people who are most like themselves and visit for a few minutes.
- Do this again for the bottom right, top left and bottom left corners. No two people can be in the same group more than once.

SAMPLE INDEX CARD

4 favourite foods

4 things you like to do

Name

4 words that
describe you

4 favourite
physical activities



Sweet Introductions

Why do this activity?

- To begin sharing information among group members

How long does it take?

- Varies with group size

What will I need?

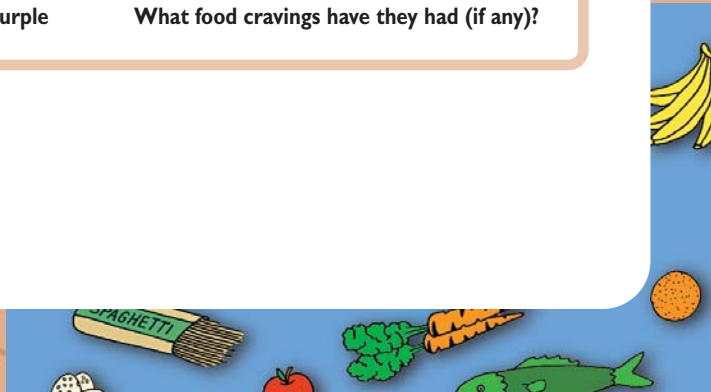
- Small colourful candies (such as jelly beans)
- A colour key on flipchart paper (see the chart to the right for ideas)

Let's do it!

- Distribute at least four or five pieces of colourful candy to each person or couple.
- Go around the room and have each person or couple share different information based on the colours of candy they have.

IDEAS FOR THE COLOUR KEY

Red	If not at class, what would they be doing?
Green	What are they looking forward to most about the birth?
Brown	What is the worst part of being pregnant?
Orange	What is the best part of being pregnant?
Purple	What food cravings have they had (if any)?



GIVING GREAT PRESENTATIONS

How you deliver your messages can be just as important as what you say.

This section contains some tips on making sure your message gets across.



General Tips

- Plan an interesting introduction to your session. People like to know what they will be doing and why the topics you will be discussing are important to them.
- It is a good idea to develop a teaching checklist of topics you want to be sure to cover with all of your program participants. That way, you can make sure every mom receives the same important information.
- You can use the *Building Healthy Babies* resource manual as an outline of what topics to include for prenatal sessions.
- Work on developing a consistent “look” to your education materials. Think about the use of a program logo or name, font style and layout. Make them different enough so people don’t think they’ve already seen it.



Getting Ready

Before the day — Prepare!

- Know what you want to achieve:
 - “At the end of the session, participants will...”
- Know your audience:
 - How much do they know about the topic? (high level, general, limited, none, unknown)
 - What do they think about the topic? (very positive, positive, neutral, unknown, slightly negative, very negative)
 - What’s in it for them? (think about both advantages and disadvantages)
 - What is likely to be their attitude? (eager, open, neutral, resistant, unknown)
 - What approach is likely to work with them? (data, stories, demonstrations, humour, other)
- Make a plan:
 - Think about the key points you need to make to **this** audience to achieve **this** objective.
- Gather information and resources. Use more than one resource (talking, visual demonstrations, models, games, videos).
- Organize the material. Make sure to allow time for questions.
- Practise!
 - Your confidence in teaching nutrition increases as you become more familiar with the key information. So the better you know it, the easier it will be to pass along to others during a teachable moment.
 - Go to the presentation room beforehand and practise your session — alone or in front of a coworker.



Giving a Presentation

- Relax!
 - Ease tension by doing stretches and slow, deep breathing.
 - Focus on what you will say rather than on how to say it.
 - Smile and have fun!
 - Give introductions:
 - Do you need to introduce yourself?
 - Do you need an ice-breaker activity? (see that section in this recipe box)
 - Have eye contact.
 - Speak the language the audience can understand.
 - Speak clearly.
 - Move around the room.
- Stick with the topic at hand.
 - Do a wrap-up at the end:
 - Choose two or three key take-home points.
 - Ask if there are any questions.

In the **body** of your presentation, you give them the “meat”.

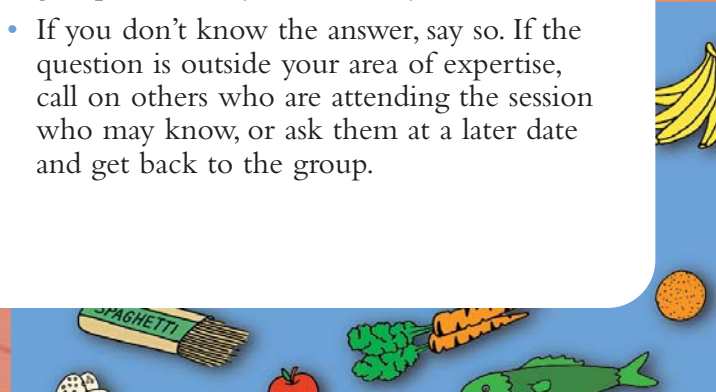
If you give a good **introduction**, they will be ready for it.

If you give a good **wrap-up**, they will understand it!



Questions and Answers

- Make eye contact with the person who is asking a question. This shows respect and lets them know you are listening and are interested.
- Treat a question as a “window into a mind.” A question can tell you a lot about how your messages have been understood, what concerns the people in your program have, whether you need to discuss other issues, and so on.
- Make sure you understand what is being asked. Tell her back what you think she has said, in your own words.
- Repeat the question asked before you answer it. Some people in the group may not have heard it.
- Use questions as an opportunity to continue the talk to the whole group.
- Break the ice. Tell the group that “At this point, you may be wondering about...” Answer your own question, then ask if there are any other questions.
- Reverse the question back to the person who asked it: “Why do you feel it might be a problem?” or “What could you do?”
- Relay the question back to the whole group: “Does anyone have any ideas?”
- If you don’t know the answer, say so. If the question is outside your area of expertise, call on others who are attending the session who may know, or ask them at a later date and get back to the group.



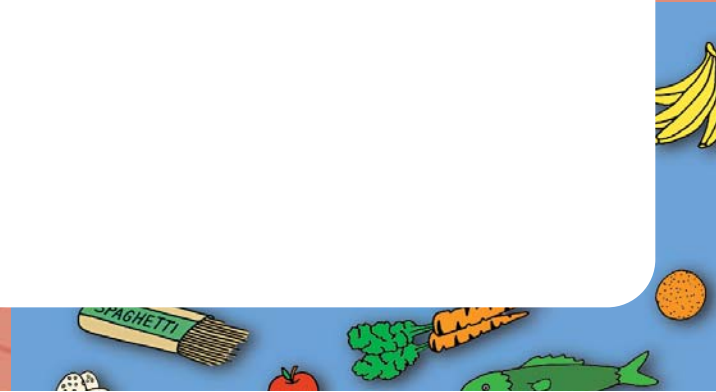
Using Handouts

- Handouts can help the group remember what you have talked about.
- Choose carefully. Make sure the handouts will help you meet the goal of the session.
- Give them out after your presentation unless you want people to refer to specific sections while you talk.
- Discuss the handouts during the session. Don't just give them out as reference material to be used or read after the session.



Be Aware of Teachable Moments

- Teaching nutrition can happen anywhere: in a group discussion, over a meal at the table, in the kitchen when preparing food together. It does not need to be in a classroom setting!
- Teachable moments happen when the woman is interested and you can relate the information directly to her life and what she is doing. You can almost hear her say “Aha! I get it!”
- You can also make teachable moments happen by creating a setting where a woman feels accepted, can participate, and is listened to. This is an environment where she will be more willing to learn and one that she will likely come back to the next week.



Dividing the Group into Smaller Groups

Many activities work better if the group is divided into smaller groups. The groups can come together at the end to share results.

Here are a few ideas on how to form groups:

Food model cards

- If you need only four groups, you can use food model cards. Hand out the cards and have the people link with others who have cards from the same food group.

Kids' playing cards

- Kids' cards can often be divided into different numbered groups. Hand out the cards and have all of the Mickey Mouses in one group, all the Donald Ducks in another, and so on.

Gum

- Decide how many groups you need. Hand out that many colours of gum. Have the people find others with the same colour gum.

Diaper pins

- Use diaper pins having clips with different colours. Attach them to name tags. When dividing into small groups, people with the same colour of pin can be together.

Baby cards

- Cut a few “congratulations on your new baby” cards into a four or five pieces. Give each person one piece of a card. Ask them to match their card with others to put the card back together and form a small group.



Postcard Reminder

Why do this activity?

- This is a warm way to encourage women to focus on their hopes and dreams for their babies, and to remind themselves of what they have learned.

How long does it take? When would I do it?

- 5 minutes, at the end of a series of classes

What will I need?

- Pre-stamped postcards, pens

Let's do it!

- Give each person a pre-stamped postcard. Ask them to address it to themselves.
- On the back, ask them to describe two or three items they would like to be reminded of from your classes.
- Mail it to them 2 months later.



Have to, Should, and Would be Nice

Why do this activity?

- To find out what participants want to know about prenatal nutrition, breastfeeding or infant nutrition

How long does it take?

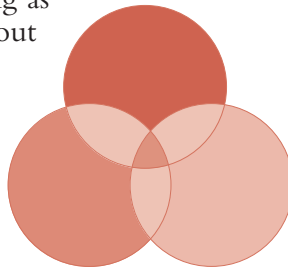
- 15 minutes

When would I do it?

- When you are first meeting as a group, or first talking about a new topic

What will I need?

- Post-it notes in three different colours, pens
- Flip chart paper



Let's do it!

- Go over the general plan for the classes.
- Have each person write:
 - two things on separate green post-its, “What I have to know”
 - two things on yellow post-its “What I should know”
 - two things on blue post-its “What it would be nice to know”
- Draw three joined circles on the flip chart. Label one “have to”, one “should” and one “would be nice”.
- Ask everyone to put their post-its in the matching circles.
- Discuss.



Balloons in the Air

Why do this activity?

- To review material or answer questions that have not been addressed in the session

How long does it take?

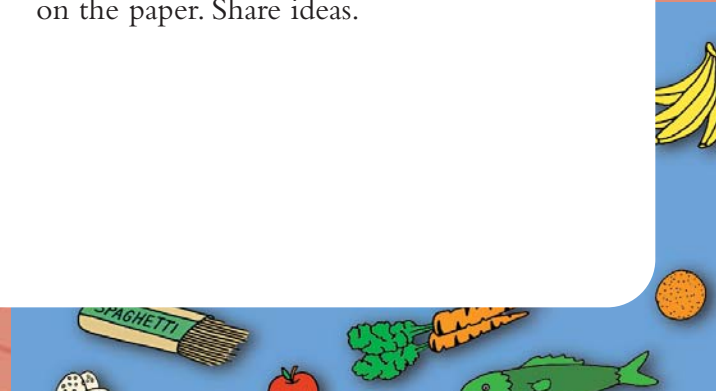
- 10 minutes

What will I need?

- Balloons
- Small slips of paper, pens

Let's do it!

- Break into small groups. Give each group one balloon. Ask them to write down one topic they think everyone should know about from the class.
- Put each slip of paper into a balloon. Blow up the balloons, tie them off and hit them around the room.
- Break a balloon and discuss what is written on the paper. Share ideas.



All My Eggs in one Basket

Why do this activity?

- To review material in a fun way

How long does it take?

- Varies

What will I need?

- Plastic eggs in a basket
- Questions
- Small treats

Let's do it!

- Before class, put questions in some plastic eggs and treats in others.
- Pass around the basket and have each person select one. Go around the circle and have each person open an egg one at a time.
- Ask the questions to the group to keep the pressure off one person. Discuss the answers.



String Demonstration of a Lifetime

Why do this activity?

- This helps parents to see that the newborn period is short in one's lifetime.
- Many new mothers feel overwhelmed with life with a new baby and wonder if they will ever have time for themselves again. The newborn period is a time of significant adjustment and change. Taking care of baby, their families and themselves will probably consume every available minute. It is helpful to remember how short a time this will last.
- Life is never quite going to return to the way it was, but then things will get easier as days, weeks and months pass.

Let's do it!

- Divide a long piece of string into 8 sections for 80 years. Each section is 10 years.
- Then divide the first 10 years into 1-year sections.
- Discuss how brief the newborn period (and indeed, even the entire childhood!) is.



Tea Bag Opener

Why do this activity?

- To discuss getting stronger as a response to stress, in a visual way

How long does it take?

- 2–3 minutes

What will I need?

- Clear cup of hot water, tea bag

Let's do it!

- Introduce the idea that many women are like tea bags...Put the bag in the water...They get stronger when in hot water.
- Begin a discussion on how to get stronger and better able to deal with “hot water” issues related to pregnancy, birth and parenting.



Agree/Disagree

Why do this activity?

- To clarify feelings about a topic being discussed and get the discussion going

How long does it take?

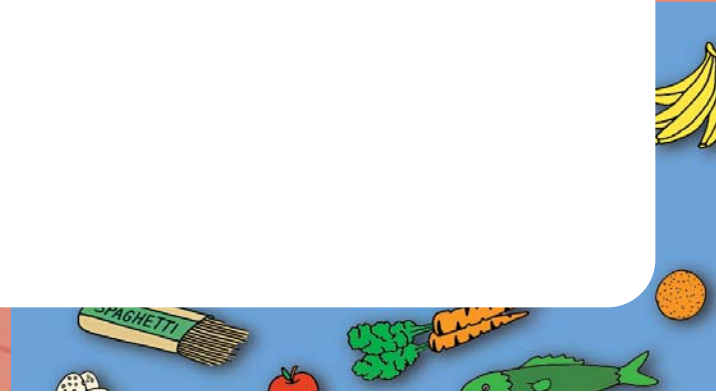
- 10 minutes

What will I need?

- Red and green balloons
- OR pieces of red and green paper

Let's do it!

- Ask participants to raise their *red* balloon or paper if they *disagree* with a statement you make, and to raise their *green* balloon or paper if they *agree* with a statement you make.
- Explain that there are no right or wrong answers — the point of this activity is just to get the discussion going.



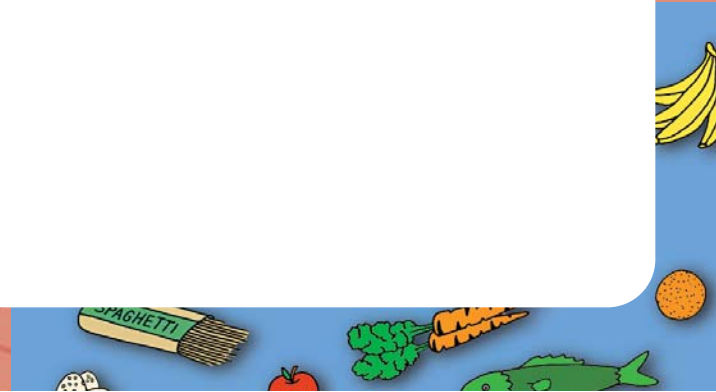
Energizers

It is a good idea to get the group moving partway through a prenatal session. It will get their blood flowing and get them ready to learn even more!

Here are a few ideas:

- Put on some music and do some gentle stretching.
- Go for a 10-minute walk at break time.
- Ask a local person to come in to teach some clogging steps

CPNP worker



Use Visual Materials

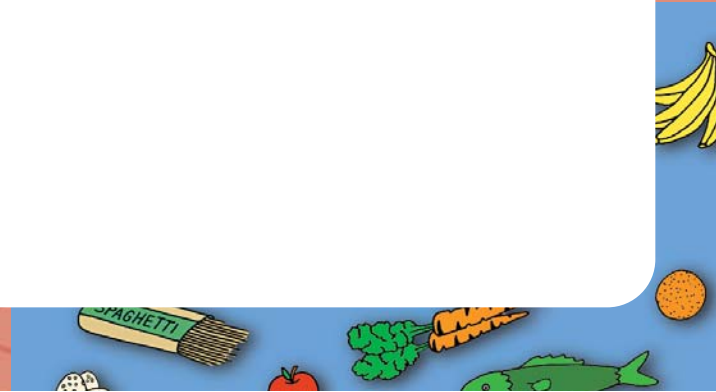
Some people may be too shy to ask questions in a group setting, but they may look at displays or other resources during breaks to try to answer questions they have.

Displays

- Set up displays about the key CPNP topics you will be discussing at your prenatal sessions, or hang interesting posters about pregnancy and nutrition in the meeting space you use.

Set up a lending library

- Buy or develop some good resources that are clear and easy to read. Set up a lending system so you can record the names of people who borrow materials. The women may learn better if they can take the material home to look at it. This is also a good way for the woman's partner to learn.



Imitate Popular Game Shows

There are a few game shows outlined in this recipe box. These are often popular activities that get people laughing and moving. You can adapt any game show for your prenatal classes.

- Find out if there is a game show that some women in your program watch regularly. You can design questions in the same style as that game show.
- You can make up questions based on the information in the *Building Healthy Babies* manual, or from the material you will be presenting in your session.
- It is good to play the game at the end of the session. Then people will have a better chance of knowing the answers and will feel more comfortable.
- Give out small prizes that are linked to the nutrition subject you are talking about. Examples of prizes: a recipe and its ingredients, an interesting new fruit, a kitchen tool (vegetable peeler), a cookbook, and so on.



EVALUATING YOUR SESSIONS

*Are you meeting the needs
of program participants?
Evaluation will help you know
what you are doing well and
what you can improve!*

*This section contains
some tips on how to
evaluate your sessions.*



I Liked, I Wish, I Hope

Why do this activity?

- To receive quick feedback on a class

How long does it take?

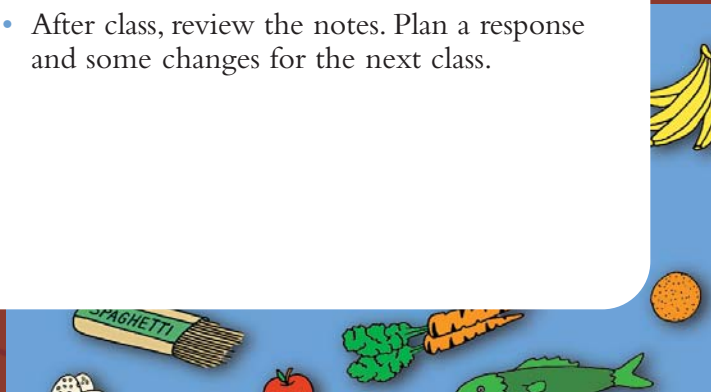
- 5 minutes

What will I need?

- Each person gets three different-coloured post-it notes
- Newsprint or flip chart labelled “I liked”, “I wish” and “I hope”
- Pens

Let's do it!

- Tell participants which post-it note colour goes with each label. You can stick a blank one on each newsprint as a reminder.
- Ask each person to write at least one thing on each post-it note.
- As they leave the room, stick the post-it notes on the matching topic on the newsprint or flip chart.
- After class, review the notes. Plan a response and some changes for the next class.



One Word

Why do this activity?

- To receive feedback on the previous class

How long does it take?

- 5 minutes

What will I need?

- Index cards or strips of paper, pens

Let's do it!

- Hand out cards or strips of paper. Have each person write one word to describe the last class or their feelings about that class. Instruct them to fold the card twice.
- Have the whole group stand. Each person passes their card to someone, then that person passes it again. Do this a few times in a random way.
- Each person then opens a card and shares what is written on it.



Some General Evaluation Ideas

- Give out a simple feedback form after class.
- Ask past participants for ideas on how to improve the program.
- Ask program partners (community health nurse, Elders, community store owner) for feedback.
- Take time by yourself to think about how well an activity worked and what you could do better next time.



Coloured Water

Why do this activity?

- To allow participants to evaluate what has been important in the class in a visual way

How long does it take?

- 2–3 minutes

What will I need?

- Clear glasses with a few drops of food colouring in the bottom
- A dropper full of water for each participant

Let's do it!

- Have clear glasses set up with a few drops of food colouring in the bottom. Label each glass with a topic that was covered.
- Ask the people to divide their water according to the session or sessions that most met their needs.
- This provides graphic feedback to the CPNP worker!

