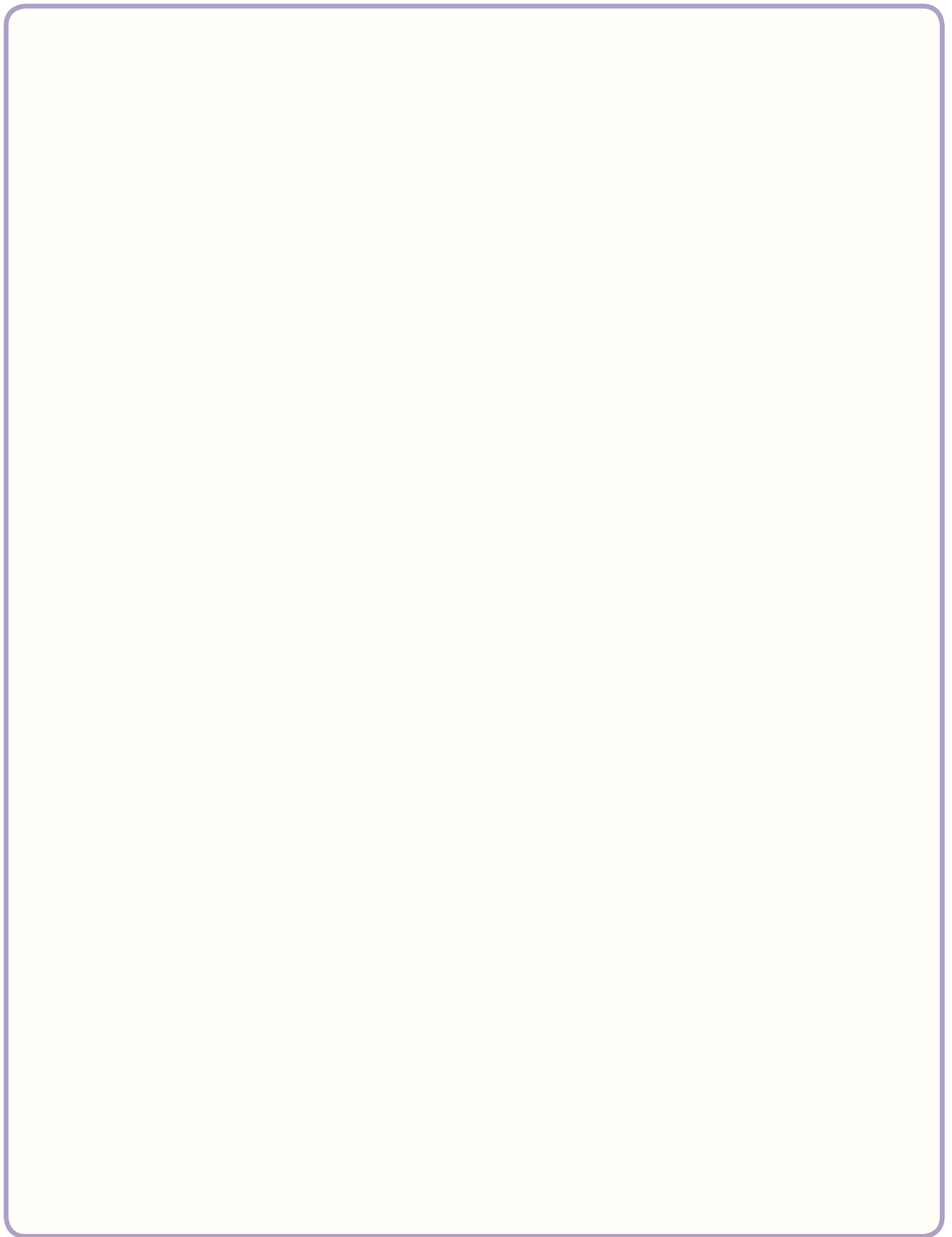


# HEALTHY EATING

FACILITATOR RESOURCE



## NOTES

## RESOURCES MENU

1. Your Kidney Health Team
2. Meet Your Kidneys!
3. Balance
4. Connections

### 5. HEALTHY EATING

6. Being Active
7. Taking Medicines
8. Healthy Blood
9. Bone Health
10. Blood Pressure
11. Acid Balance
12. Growth
13. Chronic Kidney Disease
14. Family Coping Resources
15. My Coping Resources
16. Glossary

#### PRE-SCHOOL LEVEL



#### SCHOOL AGE LEVEL



#### ADOLESCENT LEVEL



## 5. GLOBAL LEARNING OBJECTIVES

By the end of this session, the children and their family will be able to make choices about food and drinks that will keep them healthy.

## KIDNEY HEALTH MODULES DESIGN OVERVIEW

---

This material was compiled and designed to meet the needs of the diverse children, their families, caregivers and the health care providers who will be facilitating learning about how to live well with chronic kidney disease.

The design incorporates findings from research on providing health education information to children and adults. A number of families agreed to allow the consultant observe their appointments and interview them about learning about and managing their or their child's chronic kidney disease. In addition, health care providers received a questionnaire and were interviewed about their priorities for children and families in order to manage CKD effectively.

To determine initial topic areas, children and families were asked what was most important to know and most important to be able to do to manage their disease well. The Project Team considered what is required to manage CKD well from their perspective. From this information, topics were grouped into the resulting 16 topic areas. Certainly, for parents and children, "being able to do" things to manage CKD took priority over understanding so much about the disease.

Once the topic areas were determined, the consultant worked with pediatric nephrology health care providers to determine learning objectives for the 3 developmental stages and parents and caregivers.

Using plain language principles and best practices for developmental stage learning design, modules were designed to guide learners towards achieving the learning objectives.

Each module begins with an overview of all learning objectives. The learning objectives are informed by the Key Messages and Clinical Targets which are supported by Resource Materials for the facilitator for each module.

Each section of the module begins with reminders about your approach, appropriate for each developmental level. There is ample white space for you to write your own notes and ideas for delivery.

The Parent and Caregiver Resource provides highlights of the concepts and terms for each module as well as the full glossary for that module. There is also a listing of relevant online and library-available resources.



## FACILITATING LEARNING

---

Facilitating learning puts the emphasis on the learners and their interests and abilities rather than on an outside entity. How does this affect what you, as the healthcare provider, do?

- Work with people where they are at.
- If families are not ready to make a change, they do not need to sit through the presentation of materials. You may want to just give the Activity Sheet to these people. Or you may wish to start a conversation about what the Kidney Health Team can do to help the family feel they are ready to make some changes.
- Use Motivational Interviewing techniques.
- Be careful not to ask for more than one change at a time.
- Not everyone will be able to understand or use the information in the same way. You may find yourself revisiting modules with some children and families repeatedly while others will go away and look into things on their own.
- You will be helping people learn how to manage the disease rather than learn about the disease and understand why the doctor or healthcare team is recommending certain types of management.

### Connecting and Relating Learning

A key premise of this work is interconnections. As a facilitator, find ways of linking concepts and tools throughout the modules. As much as possible, concepts are built upon throughout the modules. For instance, in Connections we begin to talk about heart health and kidneys. In Blood Pressure, we build upon that knowledge and introduce the concept of perfusion.

### Applying information

Encourage children and families to refer back to information and use the concepts and terms presented. Make sure they are holding the “story books” flipping through them and back and forth in a way that makes sense to them. The concepts and information designed are age-appropriate, clinically and medically accurate and meant to be applied. The Activity Sheets are designed for use people at all levels to reinforce vocabulary and concepts.

### Visual Learning

The vast majority of people are visual learners rather than auditory learners. Interesting graphics that tell a story are a more effective way for many people to learn than either listening to information on its own or reading dense information. You will notice that the glossary terms are supported through graphics linked to concepts introduced in the modules.

### Literacy Levels

In Manitoba, 40% of working adults have low literacy levels. Give people time. Let them contemplate the graphics. Keep your language plain.

## RESEARCH KEY FINDINGS

---

### Developmental Stages and Learning Design Key Points

- Importance of play in learning and education for all levels.
- School-age: time to create and reinforce healthy rituals.
- Adolescence: begin to share consequences but limited.
- Delivery of learning is key: recommendation to embrace motivational interviewing as intervention approach.
- Use of transtheoretical / stages of change model.
- HCP as facilitator of learning.

### Child / Parent Consultations Summary Key Points

- The “how” needs to come before the “why” in educating. Some patients and families may never get to the “why.”
- Global approach to living healthily and move towards the rationale.
- The lived experience is how we need to think about the learning and educating.
- Appreciation for visual cues and teaching aids.
- Need for useable, family-friendly diet information:
  - shopping lists and pantry list.
  - meal plans for breakfasts, lunches, dinners, snacks that are kidney health friendly and will work for whole family.
- Patients and families do and want to learn from each other.
- Value in emailing nurse clinician.

### Best Practices for Health Education Summary Key Points

- Emphasis on action-oriented teaching: what people need to do and how to do it.
- Put positive in front of negative: provide hope rather than feed despair.
- Use simple pictures and graphics to display proportions.
- Plain language is not “dumbed down”: it is simply clear.

For more information, contact any member of the Kidney Health Advisory Group:

Angela Chotka, MA

Julie Strong, BN

Tom Blydt-Hansen, MD

Diane McKenty, RN

**DEVELOPMENTAL LEVEL OBJECTIVES**

---

By the end of this session:

**The Pre-School Age Child will:**

- a) point to pictures of foods that are good for their body
- b) point to pictures of drinks that are good for their body

**Possible activities include:** point to red, yellow, and green light and know they mean stop, go slow, go

**The School Age Child will:**

- a) name healthy foods that you can find / buy at your store
- b) name drinks that are good for you (water, milk)
- c) understand balance: eat unhealthy food = become unhealthy

**Possible activities include:** choosing foods that go into fridge, choosing foods for a week from selection including chips, pop, dish soap, crystal light, fruit juice, candy bars; shopping cart

**The Adolescent will:**

- a) know the main goal: better health through healthy eating
- b) know that protein, fruit, vegetables and fibre are most important part of diet
- c) know that water and milk are healthiest drink choices (for most adolescents, low fat milk is preferred unless they need a higher fat option in their diet)
- d) make better choices when eating out

**Possible activities include:** choosing healthy foods from photos; begin working on a week of balanced meals; plan safely for special occasions; look at eating out menus and make better choices

**The Parents and Caregivers will be able to:**

- a) support what's good for one child is good for the family
- b) focus on bringing healthy food choices into their home
- c) attempt to get buy-in from extended family / separated parents
- d) begin understanding how to prepare a shopping list for healthy balanced eating for the whole family

## KEY MESSAGES

---

1. A healthy and balanced diet is important for normal growth and development. Healthy eating behaviours and food choices are critical to achieving overall health and wellness – our goal is health promotion.
2. Healthy living interventions will normally include discussion of physical activity as well.
3. Achieving health for the patient with CKD will usually mean implementing healthy eating for the whole family in the household.
4. Food security is an issue for many patients, and healthy food choices may need to be adapted to the realities of each family situation.
5. Educator needs to be aware of different strategies to modify the way patients eat (portion sizes, meal frequency, food types).
6. Each person is at a different stage of readiness for change regarding adoption of changes in eating behaviours and food choices. Assessment is required prior to intervention.
7. Health providers must take a motivational interviewing approach to modifying food behaviours and choices. This requires a positive approach and reinforcement of prior successes toward the goal.
8. Support a family-based intervention, promoting the benefits healthy food choices for everyone in the family, not only for the benefit of the patient. An emphasis of structured meal times in a family context is important to develop healthy eating patterns. Lifelong eating patterns are learned principally at home.
9. Parents/caregivers need to be empowered to address unwanted access to unhealthy foods by their children at relatives, friends, at school and in the community.
10. Different ways to meet nutritional needs – sometimes involves supplements (by mouth or via tube feeds).
11. Most families implicitly understand what foods might be considered “junk food”, and should be encouraged to eliminate them from the household. Choices about elimination of certain unhealthy foods should be made for the entire household, rather than restricting access for one child.
12. Milk and water should be promoted as healthy beverage choices.
13. Beverages with added sugar should be actively discouraged, as they have no health benefit and promote obesity and sweetness addiction.
14. Beverages with non-caloric sugar sweeteners should not be encouraged as an alternative to sugar sweetened beverages. They similarly have no health benefit, are not associated with better glycemic control and may actually promote obesity by perpetuating habituation to sweet taste.
15. Children who maintain a healthy weight in conjunction with healthy eating choices benefit by:
  - o improved blood pressure control
  - o reduction of diabetes risk, fatty liver and cardiovascular disease
  - o improved control of diabetes
  - o better self-image and increased confidence levels
16. CKD causes changes in appetite, the taste of food, gut motility and symptomatology (i.e. nausea).

### TARGETS FOR FACILITATORS TO BE AWARE OF

---

1. Understand stages of change regarding readiness to address food behaviours and choices.
2. Intervention on healthy eating to be guided by current state of readiness for change.
3. Integrate intervention in a family-centered model.
4. The Canada Food Guide describes the component of a healthy diet, and is used by the dietitian in providing food advice.
5. Height percentile and velocity, from plotted growth curves, is used to identify growth delay -Standardized Growth Charts.
6. BMI and waist circumference normal ranges are used to assess level of obesity.
7. Dietitian may need to be consulted to assist with achieving dietary targets.
8. Home Nutrition may need to be consulted if tube feeding is required.

## MOTIVATIONAL INTERVIEWING

---

**Online resources:** (login in as professional for more information on motivational interviewing)

<http://www.transplant360.com>

### Five General Principles of Motivational Interviewing:

1. Express empathy
2. Develop discrepancy
3. Avoid argumentation
4. Roll with resistance
5. Support self-efficacy

### Responses that are NOT Reflective Listening:

1. Ordering, directing, or commanding
2. Warning or threatening
3. Giving advice, making suggestions or providing solutions
4. Persuading with logic, arguing, or lecturing
5. Moralizing, preaching, or telling clients what they should do
6. Disagreeing, judging, criticizing, or blaming
7. Agreeing, approving, or praising
8. Shaming, ridiculing, or labeling
9. Interpreting or analyzing
10. Reassuring, sympathizing, or consoling
11. Questioning or probing
12. Withdrawing, distracting, humoring, or changing the subject

### Assumptions to Avoid:

1. This person OUGHT to change
2. This person WANTS to change
3. This person's health is the prime motivating factor for him/her
4. If he or she does not decide to change, the consultation has failed
5. Individuals are either motivated to change, or they're not
6. Now is the right time to consider change
7. A tough approach is always best
8. I'm the expert: He or she must follow my advice
9. A negotiation approach is always best

## PRE-SCHOOL LEARNING

### 1. PRE-SCHOOL LEVEL

5. HEALTHY EATING



**RESOURCES MENU**

1. Your Kidney Health Team
2. Meet Your Kidneys!
3. Balance
4. Connections
5. HEALTHY EATING
6. Being Active
7. Taking Medicines
8. Healthy Blood
9. Bone Health
10. Blood Pressure
11. Acid Balance
12. Growth
13. Chronic Kidney Disease
14. Family Coping Resources
15. My Coping Resources
16. Glossary

## PRE-SCHOOL LEARNING OBJECTIVES

Remember ... children can use words and images to represent objects but are not yet reasoning logically.

### The Pre-School Age Child will:

- a) point to pictures of foods that are good for their body
- b) point to pictures of drinks that are good for their body

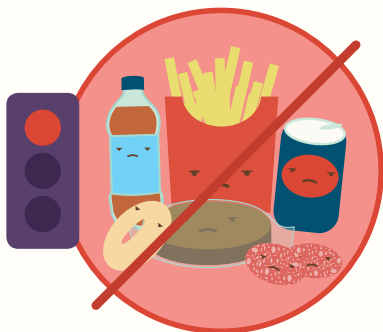
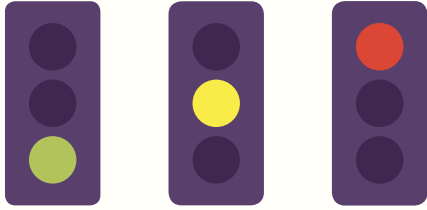
**Possible activities include:** point to red, yellow, and green light and know they mean stop, go slow, go

## MY APPROACH

1. Review Motivational Interviewing.
2. Assess where family is at re: Stages of Change.
3. Remind family that the Kidney Health Team and the child and family are on the same team.
4. Healthy eating is complex for many reasons. Consider that many people struggle to have:
  - 1) geographic access to healthy food choices (food deserts / rural / remote); can have geographic access but
  - 2) lack money to buy often more expensive fresh foods; and, can have access and financial means but
  - 3) lack know how to prepare fresh foods
  - 4) there are other things that are higher priority and they may be pre-contemplative.
5. Acknowledge what children do or say.
6. Model attitudes, ways of approaching problems and behaviours towards others rather than telling them.
7. Ask questions to provoke thinking; describe pictures.
8. Provide hints to assist children when they are struggling with concepts.
9. Offer a variety of choices when children are trying to find the answer.
10. While your time is limited, try to give children and family time to think about the material and messages.

## LEARNING SUPPORTS

Have you got the Learning Supports you might want to use?



This module is to broadly discuss healthy eating. We want to give people easy, customizable tools to help them make choices about food. Note that foods may change categories depending on the individual patient's dietary restrictions.

**Nutrients:** All the different types of ingredients our bodies need. There are many different ingredients our bodies need to work well and feel well.

#### Green Foods are Whole Foods

- provide a diversity of nutrients our bodies need
- look like their original state
- are home cooked from raw ingredients
- are not processed

*Message to patients:*

When we see green, we think "go!"  
Choose Green Foods first!

#### Yellow Foods (Sometimes Foods)

- are processed with added salt, added sugar, preservatives and artificial ingredients
- too much salt and sugar do not help us be healthy
- many of the different nutrients found in nature have been removed
- provide some nutrients our bodies need

*Message to patients:*

When we see a yellow light, we think "slow down"  
Yellow foods are ok to eat sometimes.

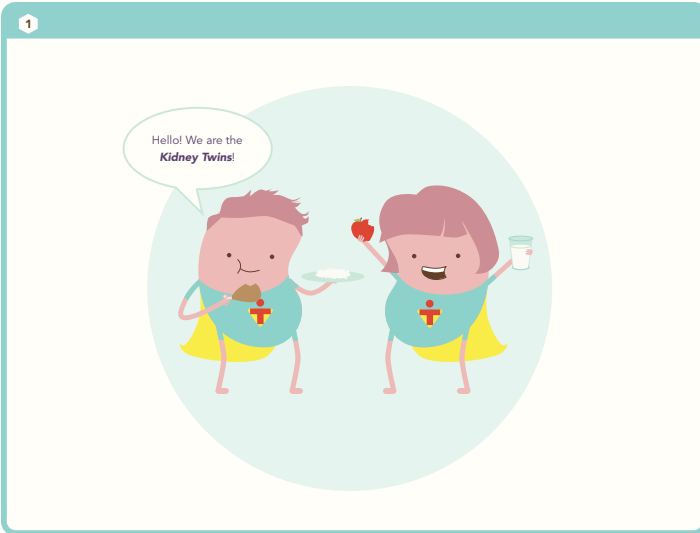
#### Red Foods (Avoid Foods)

- Red Foods are what many people would call Junk Foods
- Red Foods are highly processed
- Red Foods do not give your body many of the nutrients it needs to work well
- Most Red foods have lots of added sugar, salt, preservatives and often have artificial ingredients such as food colouring and, flavourings.

*Message to patients:*

When we see a red light, we think "stop"  
Red foods are foods to eat rarely or not at all.





1. Possible dialogue:

Here are the Kidney Twins.

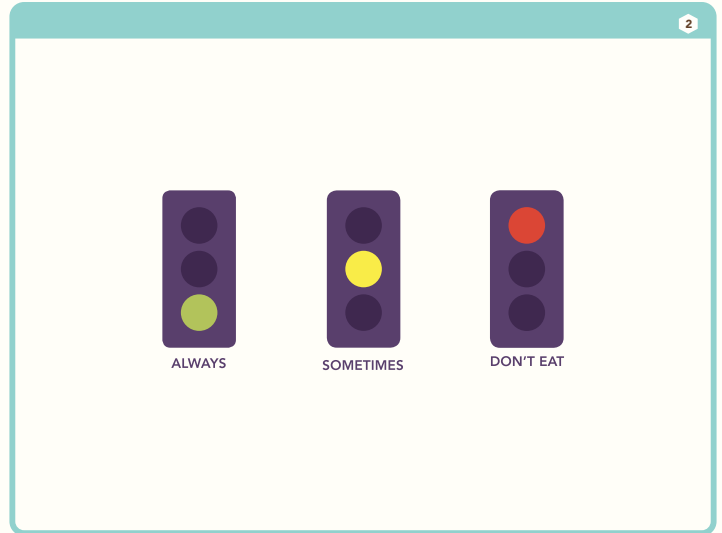
What do you see in the picture?

What do they have in their hands?

**Presentation Options:**

Would you like to look at this book with your Mom or Dad or friend?

Would you like to read the story with your Mom or Dad?



2. What do you do when you see a Green Light?

Go!

What do you do when you see a Red Light?

Stop!

What do you do when you see a Yellow Light?

Slow down.

3

ALWAYS      SOMETIMES      DON'T EAT

- Green: Always Foods
- Yellow: Sometimes Foods
- Red: Don't Eat Foods

We can put foods in different groups!

### 3. When we see Green, we think "go!"

Choose Green Foods first! Green Foods are Whole Foods.

When we see Yellow, we think "slow down" so Yellow foods are ok to eat sometimes.

When we see Red, we think "stop"

Red foods are foods to not eat.

4

What are **Green** Foods?

### 4. So, I wonder what kind of foods are Green Foods?

Do you have any ideas about which foods make our body happy?

5

Green Foods are **Whole Foods!**

### 5. These are Green Foods ... what do you see?

#### Options for discussion:

What can you see about this group?

- vegetables
- fruits
- fish
- meat
- no packages or boxes
- cheese and eggs (comes from animals)

Which of these foods do you like to eat?

To keep you healthy, we want you to eat Whole Foods. Whole Foods come from plants and animals.

- \* **Facilitator Note:** "Whole Food" is food from plants and animals with lots of different nutrients our bodies need. Nutrients are ingredients our bodies need. We have to give our body foods that help it be strong so we can do all the things we want to do.

*Follow up in Parent and Caregiver Resource.*

6



Milk and **water** are the best things to drink!  
They help us feel good so we can play and have fun!



### 6. When you are thirsty, what do you drink?

Drinks can be in different groups too: Green, Yellow and Red.

It's important to give our body good drinks so our body stays healthy.

Good drinks are milk and plain water. Sometimes we drink other drinks but try to drink mostly milk, chocolate milk and plain water.

- \* **Facilitator note:** Chocolate milk might be an ok choice except it contains added sugar (yellow light food).

Low fat milk will be preferred if there are concerns about child being overweight.

*Follow up in Parent and Caregiver Resource.*



### 7. Which of these foods are good for you?

Which of these drinks are good for you?

*Activity Supports:*

*Laminated photos of foods and drinks*

*Food models:*

*Lead into discussion with parents about foods that are available in home.*

Try to limit foods that are prepared, pre-seasoned and does not come directly from plants and animals.

## SCHOOL AGE LEARNING

### 2. SCHOOL AGE LEVEL

5. HEALTHY EATING



#### RESOURCES MENU

1. Your Kidney Health Team
2. Meet Your Kidneys!
3. Balance
4. Connections
5. **HEALTHY EATING**
6. Being Active
7. Taking Medicines
8. Healthy Blood
9. Bone Health
10. Blood Pressure
11. Acid Balance
12. Growth
13. Chronic Kidney Disease
14. Family Coping Resources
15. My Coping Resources
16. Glossary

## SCHOOL AGE LEARNING OBJECTIVES

**Remember ... children can think logically about concrete objects and can apply rules in a consistent way.**

### The School Age Child will:

- a) name healthy foods that you can find / buy at your store
- b) name drinks that are good for you (water, milk)
- c) understand balance: eat unhealthy food = become unhealthy

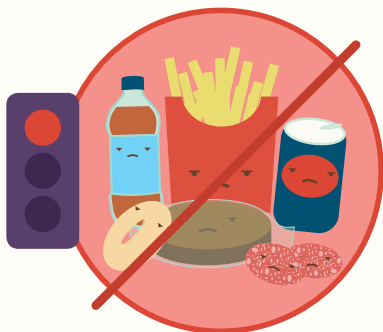
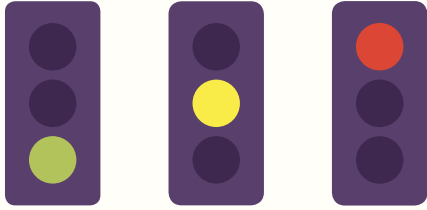
**Possible activities include:** choosing foods that go into fridge, choosing foods for a week from selection including chips, pop, dish soap, crystal light, fruit juice, candy bars; shopping cart

## MY APPROACH

1. Review Motivational Interviewing.
2. Assess where family is at.
3. Remind family that the Kidney Health Team, parents and child work together to create the best kidney health for the child.
4. Pay particular attention to family's situation. Healthy eating is complex for many reasons. Consider that many people struggle to have:
  - 1) geographic access to healthy food choices (food deserts / rural / remote); can have geographic access but
  - 2) lack money to buy often more expensive fresh foods; and, can have access and financial means but
  - 3) lack know-how to prepare fresh foods
  - 4) there are other things that are higher priority and they may be pre-contemplative.
5. Provide information, directly giving children facts, labels and other information.
6. Ask questions to provoke thinking; ask children to describe pictures.
7. Provide hints to assist children when they are struggling with concepts.
8. Offer a variety of choices when children are trying to find the answer.
9. While your time is limited, try to give children and family time to think about the material and messages.

## LEARNING SUPPORTS

**Have you got the Learning Supports you might want to use?** Laminated photos of foods; plastic food models;



This module is to broadly discuss healthy eating. We want to give people easy, customizable tools to help them make choices about food. Note that foods may change categories depending on the individual patient's dietary restrictions.

**Nutrients:** All the different types of ingredients our bodies need. There are many different ingredients our bodies need to work well and feel well.

#### Green Foods are Whole Foods

- provide a diversity of nutrients our bodies need
- look like their original state
- are home cooked from raw ingredients
- are not processed

*Message to patients:*

When we see green, we think "go!"  
Choose Green Foods first!

#### Yellow Foods (Sometimes Foods)

- are processed with added salt, added sugar, preservatives and artificial ingredients
- too much salt and sugar do not help us be healthy
- many of the different nutrients found in nature have been removed
- provide some nutrients our bodies need

*Message to patients:*

When we see a yellow light, we think "slow down"  
Yellow foods are ok to eat sometimes.

#### Red Foods (Avoid Foods)

- Red Foods are what many people would call Junk Foods
- Red Foods are highly processed
- Red Foods do not give your body many of the nutrients it needs to work well
- Most Red foods have lots of added sugar, salt, preservatives and often have artificial ingredients such as food colouring and, flavourings.

*Message to patients:*

When we see a red light, we think "stop"  
Red foods are foods to eat rarely or not at all.

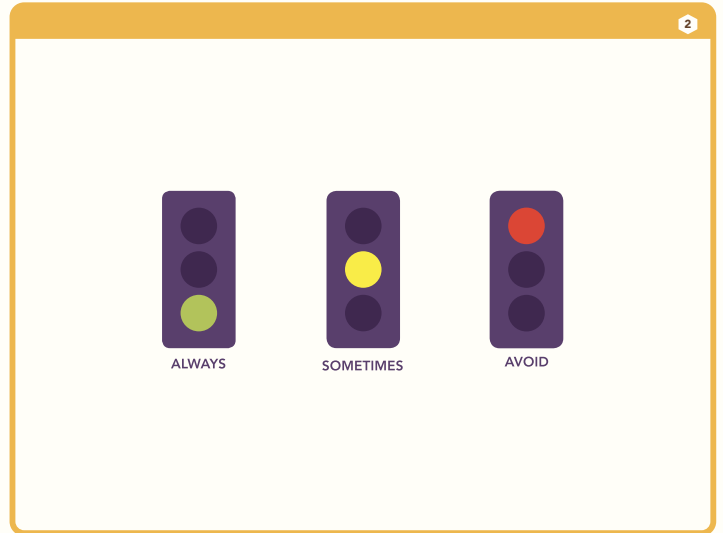


### 1. General question:

#### What foods and drinks do you like?

Today we are going to talk about foods and drinks that help you stay strong so you can play and have fun!

First, we are going to talk about Green, Red and Yellow!



### 2. What do you do when you see a Green Light?

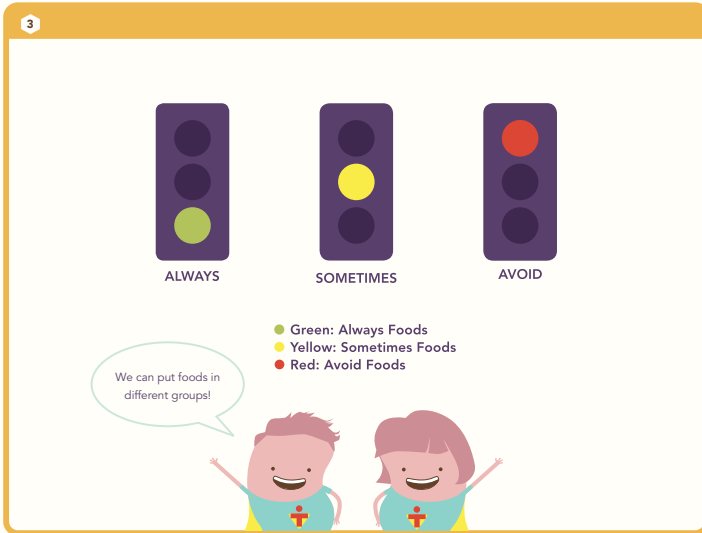
Go!

What do you do when you see a Red Light?

Stop!

What do you do when you see a Yellow Light?

Slow down.



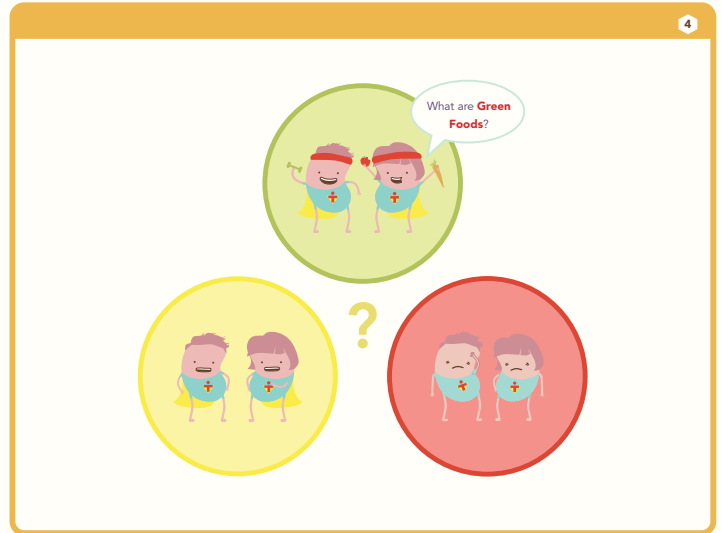
### 3. When we see Green, we think "go!"

Choose Green Foods first!

When we see Yellow, we think "slow down" so Yellow foods are "Sometimes" foods.

When we see Red, we think "stop"

Red foods are foods to avoid.

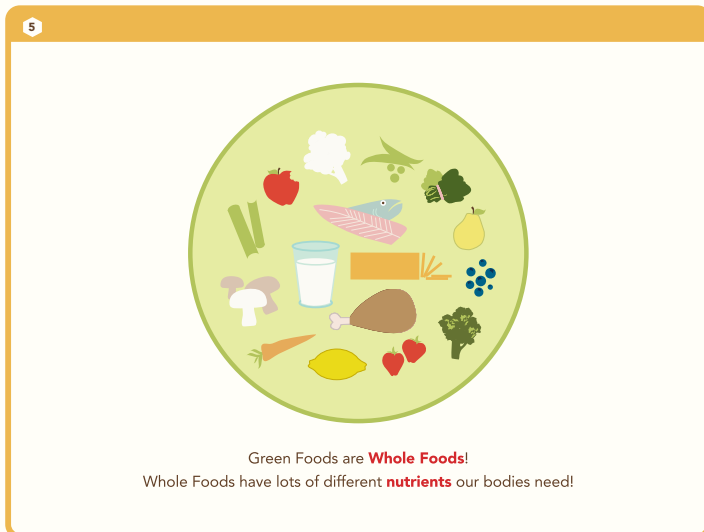


### 4. We can put foods and drinks in different groups: Green, Yellow and Red. But which foods go into which groups?

How do the Kidney Twins look in each circle?

Let's find out which foods go in which circles!





5. We have a green circle of foods and drinks. Do you eat some of these foods? What can you see about this group?

vegetables • fruits • fish • meat • no packages or boxes  
cheese and eggs • comes from plants and animals

Which of these foods do you like to eat?

To keep you healthy, we want you to eat Whole Foods first. Whole Foods come from plants and animals. These types of foods are:

vegetables • fruit • hamburger • nuts • seeds • eggs  
milk • blueberries • fish • game meat (deer, elk, moose)

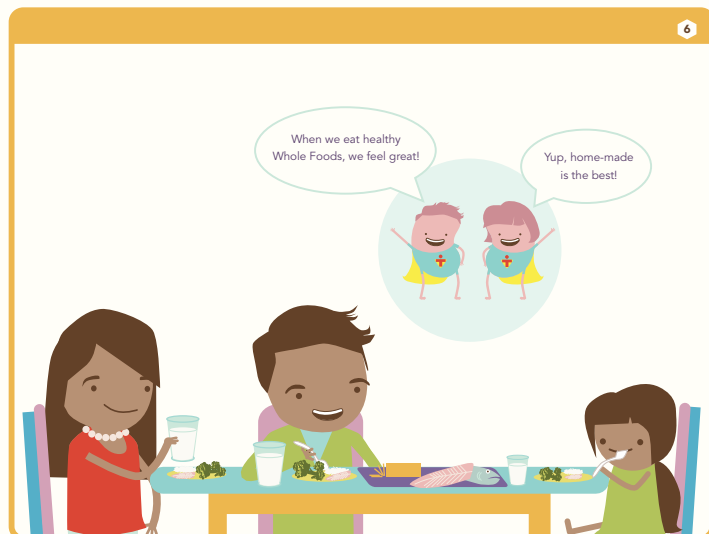
If we think about food made at home with ingredients that are fresh, these kinds of foods are foods to eat as much as you can.

home made soup • home made chicken fingers and fries  
home made pizza • home made tacos • home made  
pasta sauce • grilled cheese sandwich using brick cheese

\* **Facilitator Note:** “Whole Food” is food from plants and animals with lots of different nutrients our bodies need. Nutrients are ingredients our bodies need. We have to give our body foods that help it be strong so we can do all the things we want to do.

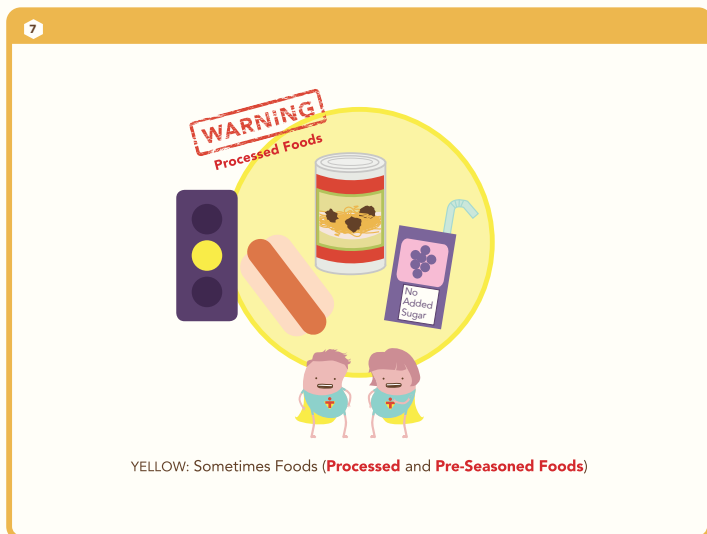
**Optional:** May be the time to begin discussion with parent / caregiver around what they have available in the home. Emphasize that our bodies need foods with more nutrients (lots of different ingredients our bodies need) which comes primarily from real food.

Follow up in Parent and Caregiver Resource.



6. Sometimes there are foods that taste good but they don't help our bodies be strong and healthy.

To be strong and have energy to play and have fun, you have to give your body Whole Food.



**7. The next group is the Yellow Group. What do you do when you see a yellow traffic light?**

Yellow lights mean slow down. So it's a good idea to slow down with Yellow foods. Try to eat these foods only sometimes.

Yellow Foods are foods we should only eat sometimes. Yellow Foods are usually processed with added salt, added sugar, preservatives and artificial ingredients. Because they are processed, some of the important nutrients have been removed. Yellow Foods give our bodies some of the nutrients we need.

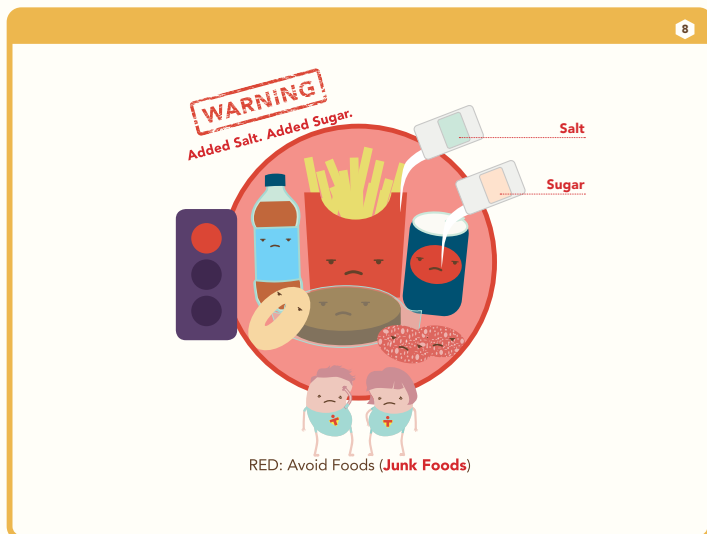
So it's a good idea to slow down with Yellow foods. Try to eat these foods only sometimes.

Look at the picture. What foods are yellow light foods?

hot dogs • canned spaghetti • white bread • muffins  
cake • dried fruit • sausages • bacon

- \* **Facilitator Note:** Keep in mind that foods may change categories depending on the individual patient's dietary restrictions. For more information, review opening to module.

**Glossary Definition:** Processed foods are foods that started as whole foods, but got changed in a factory to make something else. Some important nutrients get lost when food is processed. Extra sugar or salt or chemicals are added to make it taste better or look different.



**8. What does the Red light mean? It means stop.**

So foods in the Red Group are foods to avoid. What foods are in the Red group?

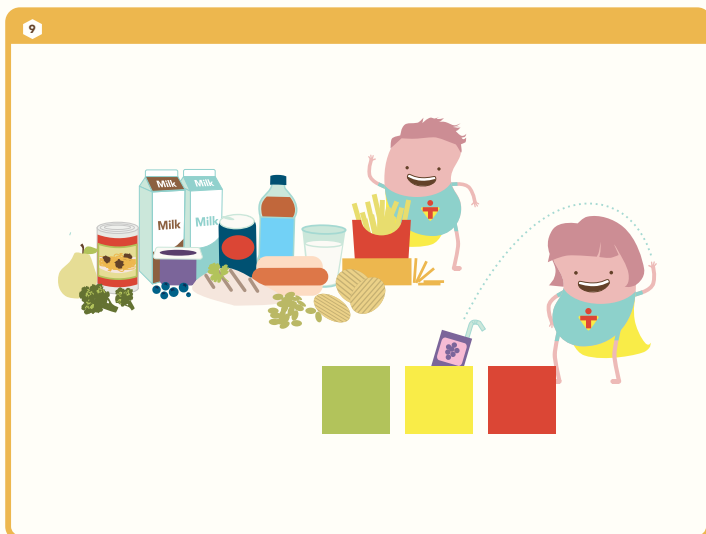
Red Foods are foods that many people would call Junk Foods. Red Foods are foods to avoid. Red Foods are highly processed and are often called Junk Foods. Red Foods are missing most important nutrients. Most Red Foods have lots of added sugar, salt, preservatives and artificial ingredients like food colouring and flavourings. These ingredients do not help our body.

Can you think of what some foods from the Red group would be? If you look at the picture, there are some ideas.

pop • KoolAid • chips • french fries • packaged donuts  
cakes • Twinkies • Pizza pops • energy drinks

- \* **Facilitator Note:** Using the Green/Yellow/Red should be customized to the needs of the child and allows for engagement and discussion. Foods may be in different categories for different children based on each child's dietary needs.

For instance, a dialysis patient must watch potassium and phosphate therefore foods that were once in the Yellow Group move to the Red Group. The goal is to avoid excessive amounts of undesired nutrients and obtain the maximum of desired nutrients.



9. Let's look at some pictures of foods / food models and see if you can choose ones that you can get easily at your house and that are good for you.

Ask children and parent to sort foods.

The foods that fit in the Green group are Whole Foods - ones that you buy or grow fresh and prepare at home. Choose these foods first as part of balanced meal!

Slow down with Yellow group foods: only eat these foods sometimes.

The Red Light Foods should be avoided.

- \* **Facilitator Note:** Recognize that people will eat and drink Red foods so remind patients about moderate portions and to plan into the day's food choices.

Activity:

Laminated photos of foods

Plastic food models



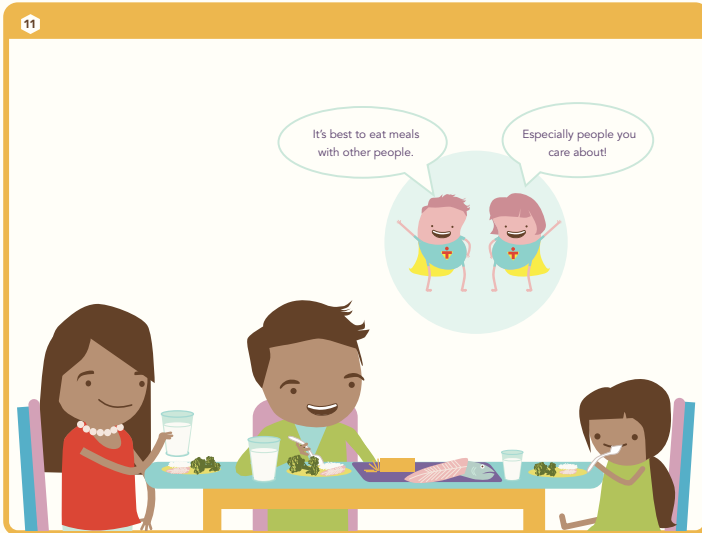
**Food labels** have lots of information on them. Your parents can meet with the **Dietitian** to learn more.

10. Another way to learn more about food and how to eat it is to learn to read food labels.

If you or your parents are interested in learning more about reading ingredient lists or getting a more detailed understanding of food labels, we can help set up a meeting with a Dietitian.

- \* **Facilitator Note:** salt is proxy for sodium throughout the Kidney Health Resources as salt is the commonly used language.

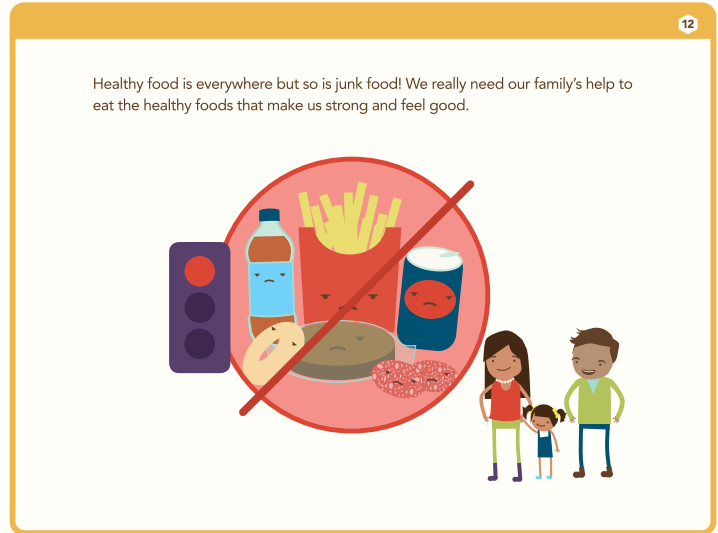
**Glossary Definition:** Salt is made up of two substances called sodium and chloride. It is something we taste in our food. Sodium in salt is important to control the amount of fluid and blood pressure in our body: when we have more sodium, we feel thirsty and too much sodium can make us swollen. If you are losing salt and water, like with stomach flu, you get dehydrated. Our kidneys help balance salt and water in our body.



11. How does your family eat? Do you sit together at the table or somewhere else or is everyone on their own schedule?

When you are trying to build healthier eating habits for the family, it is not just about the food you are eating.

Having a schedule and eating together helps many people eat better.



Healthy food is everywhere but so is junk food! We really need our family's help to eat the healthy foods that make us strong and feel good.

12. It can be a real change to eat foods that give your body all the different nutrients it needs.

What do you think about what you heard the Kidney Twins talking about today? *(ask child and parent)*



**13. Options, dependent on where family is at and resources available:**

- if family is already eating well: focus on refining
- if a lack of healthy food access: focus on foods that look like food; focus on avoiding foods with long ingredients lists; emphasize that packaged frozen vegetables can have just as many nutrients as fresh
- choose one thing the parent can do and discuss at next appointment

## ADOLESCENT LEARNING

### 3. ADOLESCENT LEVEL

5. HEALTHY EATING



**RESOURCES MENU**

1. Your Kidney Health Team
2. Meet Your Kidneys!
3. Balance
4. Connections
5. HEALTHY EATING
6. Being Active
7. Taking Medicines
8. Healthy Blood
9. Bone Health
10. Blood Pressure
11. Acid Balance
12. Growth
13. Chronic Kidney Disease
14. Family Coping Resources
15. My Coping Resources
16. Glossary

## ADOLESCENT LEARNING OBJECTIVES

**Remember ... many adolescents can reason abstractly and think in hypothetical terms**

### The Adolescent will:

- a) know the main goal: better health through healthy eating
- b) know that protein, fruit, vegetables and fibre are most important part of diet
- c) know that water and milk are healthiest drink choices (for most adolescents, low fat milk is preferred unless they need a higher fat option in their diet)
- d) make better choices when eating out

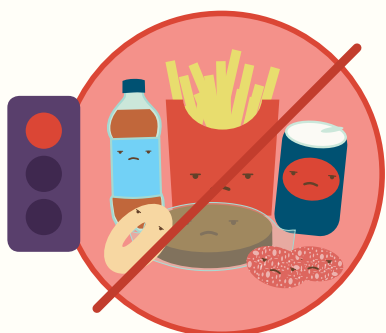
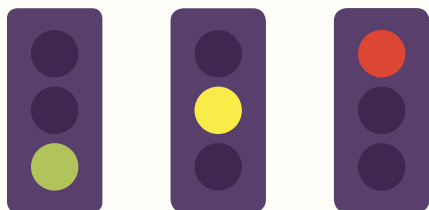
**Possible activities include:** choosing healthy foods from photos; begin working on a week of balanced meals; plan safely for special occasions; look at eating out menus and make better choices

## MY APPROACH

1. Review Motivational Interviewing.
2. Assess where family is at re: Stages of Change
3. Remind family that the Kidney Health Team, parents and child work together to create the best kidney health for the child.
4. Pay particular attention to family's situation. Healthy eating is complex for many reasons. Consider that many people struggle to have:
  - 1) geographic access to healthy food choices (food deserts / rural / remote); can have geographic access but
  - 2) lack money to buy often more expensive fresh foods; and, can have access and financial means but
  - 3) lack know-how to prepare fresh foods
  - 4) there are other things that are higher priority and they may be pre-contemplative.
5. Acknowledge what the adolescents say and do. Model attitudes, ways of approaching problems and behaviours rather than telling them.
6. Ask questions to provoke thinking; describe pictures.
7. Guide, do not dictate. Youth want info so they can make their own decisions. Be patient. Don't be discouraged if your first offers of support are turned down. Give opportunities to use strategic thinking, reasoning and problem solving. Let them do some evaluation and monitoring of their understanding.
8. While your time is limited, try to give children and family time to think about the material and messages.

## LEARNING SUPPORTS

**Have you got the Learning Supports you might want to use?** Photos of foods and drinks; Plastic models of foods and drinks; Meal plan template



This module is to broadly discuss healthy eating. We want to give people easy, customizable tools to help them make choices about food. Note that foods may change categories depending on the individual patient's dietary restrictions.

**Nutrients:** All the different types of ingredients our bodies need. There are many different ingredients our bodies need to work well and feel well.

#### Green Foods are Whole Foods

- provide a diversity of nutrients our bodies need
- look like their original state
- are home cooked from raw ingredients
- are not processed

*Message to patients:*

When we see green, we think "go!"  
Choose Green Foods first!

#### Yellow Foods (Sometimes Foods)

- are processed with added salt, added sugar, preservatives and artificial ingredients
- too much salt and sugar do not help us be healthy
- many of the different nutrients found in nature have been removed
- provide some nutrients our bodies need

*Message to patients:*

When we see a yellow light, we think "slow down"  
Yellow foods are ok to eat sometimes.

#### Red Foods (Avoid Foods)

- Red Foods are what many people would call Junk Foods
- Red Foods are highly processed
- Red Foods do not give your body many of the nutrients it needs to work well
- Most Red foods have lots of added sugar, salt, preservatives and often have artificial ingredients such as food colouring and, flavourings.

*Message to patients:*

When we see a red light, we think "stop"  
Red foods are foods to eat rarely or not at all.



1. Today we are going to talk about healthy eating. Any ideas about why we want to eat healthily?

Options to explore:

- so we feel good
- so our body can do all the things it has to do
- so our body lets us do sports, dance, have energy for the things we want to do

Have you heard of Whole Food?

Whole food is good in many different ways. It has many different nutrients all together naturally.

Do you know what nutrients are? Nutrients are different ingredients our bodies need to work well and be healthy. Whole food has lots of different nutrients our body needs.



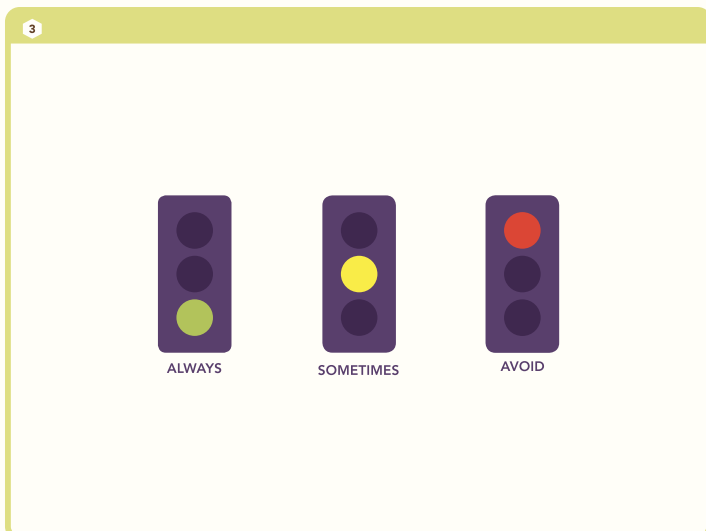
2. Whole food comes from plants and animals.

Foods in the Green Group are Whole Foods. Whole Foods give our bodies the nutrients we need to stay healthy. Whole Foods are from plants and animals and home-cooked from raw ingredients. Choose Whole Foods First!

We can put food in different groups: Green, Yellow and Red.

Let's look at these groups.





### 3. What do you do when you see a Green Light?

Go!

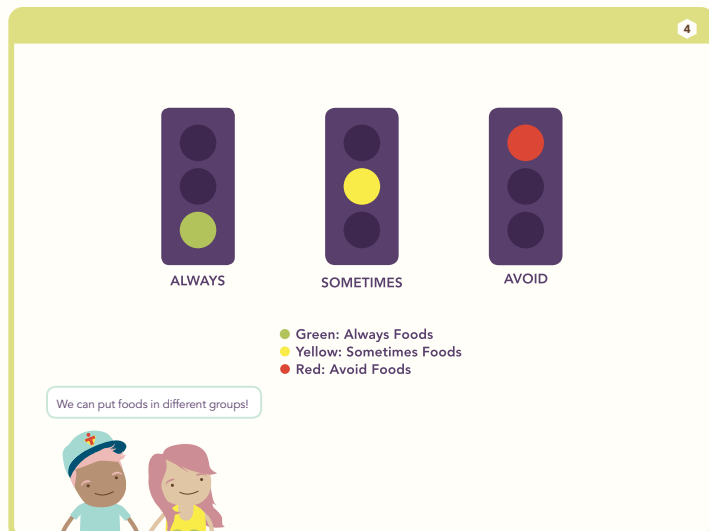
What do you do when you see a Red Light?

Stop!

What do you do when you see a Yellow Light?

Slow down.

We can think about foods and drinks this way – foods to choose first, foods to eat only sometimes and foods to avoid.



### 4. When we see Green, we think "go!"

Choose foods from the Green Group – Whole Foods first!

When we see Yellow, we think "slow down" so foods in the yellow group are "sometimes" foods.

When we see Red, we think "stop."

Red Foods are foods to avoid.



5. We have a green circle of foods and drinks. Do you eat some of these foods? What can you see about this group?

vegetables • fruits • fish • meat • no packages or boxes  
cheese and eggs • comes from plants and animals

Which of these foods do you like to eat?

To keep you healthy, we want you to eat Whole Foods first. Whole Foods come from plants and animals. These types of foods are:

vegetables • fruit • hamburger • nuts • seeds • eggs  
milk • blueberries • fish • game meat (deer, elk, moose)

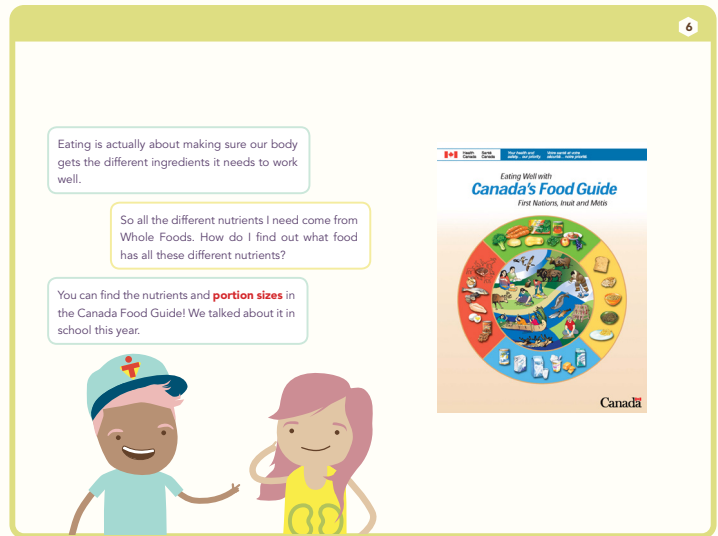
If we think about food made at home with ingredients that are fresh, these kinds of foods are foods to eat as much as you can.

home made soup • home made chicken fingers and fries  
home made pizza • home made tacos • home made  
pasta sauce • grilled cheese sandwich using brick cheese

\* **Facilitator Note:** “Whole Food” is food from plants and animals with lots of different nutrients our bodies need. Nutrients are ingredients our bodies need. We have to give our body foods that help it be strong so we can do all the things we want to do.

**Optional:** May be the time to begin discussion with parent / caregiver around what they have available in the home. Emphasize that our bodies need foods with more nutrients (lots of different ingredients our bodies need) which comes primarily from real food.

*Follow up in Parent and Caregiver Resource.*



6. There are many different nutrients our bodies need and all these nutrients are found in Whole Foods from the Green Group.

In this module, we are focusing on proteins, nutrients in fruits and vegetables, and fibre.

These nutrients are part of a healthy diet.

The Canada Food Guide is a good guide to nutrients. If you want more information about the Canada Food Guide we can help set up a meeting with a Dietitian.

\* **Facilitator Note:** For more nutrient information or refinement (fats, iron, sodium etc), the patient may need to be referred to the Dietitian.

There is a First Nations, Inuit and Métis Canada's Food Guide. Canada's food guide is also available in a number of other languages including French, Arabic, Chinese (simplified), Farsi (Persian), Korean, Spanish, Tamil, Urdu, Russian, Punjabi, Tagalog.

Note that cover of Guide shows Food Groups and suggested servings for each group.

7

Have you heard of "**portion distortion**?"

I bet that means when over-sized amounts of food start to look normal. So then we probably eat too much.

Exactly. Be aware of what portion sizes are. Using smaller plates helps with that.

If you want to learn more, the **Dietitian** is the person to talk to!

**7. We want to make sure you get enough nutrients to keep your body healthy.**

Let's take a look at how you can get these nutrients that your body needs to feel well and have the energy to do the things you want to do.

We have already talked about choosing Whole Foods from the Green Group first.

Now, let's learn about foods from the Yellow and Red Groups.

8

**WARNING**  
Processed Foods

**Yellow Foods** are **Prepared** or **Pre-Seasoned Foods** that often have more **sugar** and **salt**.

Yeah, and lots of the nutrients we need get removed in processing. So Yellow Foods are Sometimes Foods.

**8. The next group is the Yellow Group. What do you do when you see a yellow traffic light?**

Yellow lights mean slow down. So it's a good idea to slow down with Yellow foods. Try to eat these foods only sometimes.

Yellow Foods are foods we should only eat sometimes. Yellow Foods are usually processed with added salt, added sugar, preservatives and artificial ingredients. Because they are processed, some of the important nutrients have been removed. Yellow Foods give our bodies some of the nutrients we need.

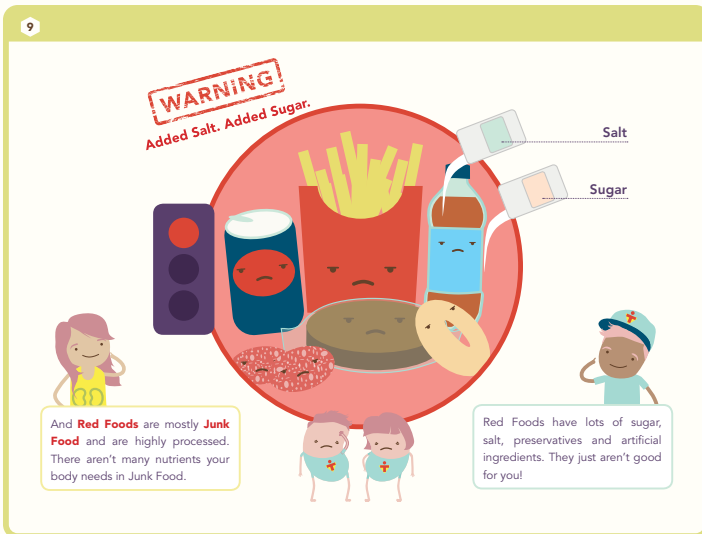
So it's a good idea to slow down with Yellow foods. Try to eat these foods only sometimes.

Look at the picture. What foods are yellow light foods?

hot dogs • canned spaghetti • white bread • muffins  
cake • dried fruit • sausages • bacon

\* **Facilitator Note:** Keep in mind that foods may change categories depending on the individual patient's dietary restrictions. For more information, review opening to module.

**Glossary Definition:** Processed foods are foods that started as whole foods, but got changed in a factory to make something else. Some important nutrients get lost when food is processed. Extra sugar or salt or chemicals are added to make it taste better or look different.



### 9. What does the Red light mean? It means stop.

So foods in the Red Group are foods to avoid. What foods are in the Red group?

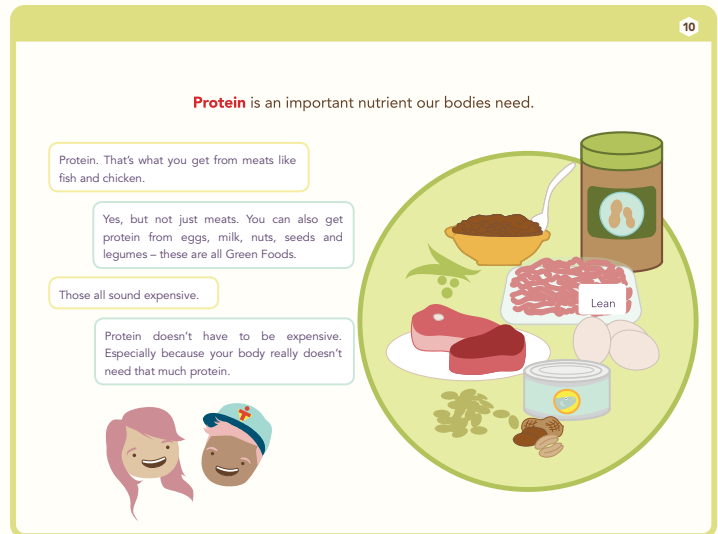
Red Foods are foods that many people would call Junk Foods. Red Foods are foods to avoid. Red Foods are highly processed and are often called Junk Foods. Red Foods are missing most important nutrients. Most Red Foods have lots of added sugar, salt, preservatives and artificial ingredients like food colouring and flavourings. These ingredients do not help our body.

Can you think of what some foods from the Red group would be? If you look at the picture, there are some ideas.

pop • KoolAid • chips • french fries • packaged donuts  
cakes • Twinkies • Pizza pops • energy Drinks

\* **Facilitator Note:** Using the Green/Yellow/Red should be customized to the needs of the child and allows for engagement and discussion. Foods may be in different categories for different children based on each child's dietary needs.

For instance, a dialysis patient must watch potassium and phosphate therefore foods that were once in the Yellow Group move to the Red Group. The goal is to avoid excessive amounts of undesired nutrients and obtain the maximum of desired nutrients.



### 10. What do you eat for protein? What can you get easily in your house? At the grocery store close to you?

How could you prepare foods that are high in protein?

Work through possibilities of how they might prepare these foods.

Ideas:

- Tuna on a salad
- Tuna in pasta
- Seeds and nuts as snacks (buy in bulk); may need to caution as using nuts and seeds as a snack vs planned in a meal can be too many additional calories and too much fat.
- Peanut butter on celery or with apple slices

**Optional learning:** protein helps us have strong muscles in our body and our brain

11

Fruits and vegetables are Green Foods too. People are always talking about making sure I eat enough fruits and vegetables.

Fruits and vegetables don't always have to be fresh. Frozen vegetables and fruit can be a really good choice.

FROZEN PEAS

BLUEBERRIES

### 11. Fruits and vegetables give our bodies so many of the different nutrients we need.

Remember, we want to try to eat Whole Foods –foods that have many different nutrients our bodies need - so our bodies can do all the things we need it to do.

\* **Facilitator Notes:** Depending on where family is at, problem-solve: have the family come up with ideas on what they feel they can do in their household regarding eating.

Be careful not to overwhelm family with multiple suggestions.

For instance:

- do you want to consider eating more fruit and vegetables?
- how would you do that?
- talk about how to prepare foods
- work on strategies to reach goals: for instance, to make it easier to eat more fruit and vegetables cut them up and store in baggies and have them ready as a snack.

12

Canned vegetables and fruits can be ok as long as there is not a lot of salt or sugar added.

So I need to check the **food label** for salt and sugar.

**Nutrition Facts**  
Serving Size 1 cup (236 ml)  
Servings Per Container 1

Amount Per Serving	% Daily Value
<b>Calories 80</b>	Calories from Fat 0
	% Daily Value
<b>Total Fat</b> 0g	0%
<b>Saturated Fat</b> 0g	0%
<b>Trans Fat</b> 0g	—
<b>Cholesterol</b> Less than 5mg	0%
<b>Sodium</b> 20mg	5%
<b>Total Carbohydrate</b> 11g	4%
<b>Dietary Fiber</b> 0g	0%
<b>Sugars</b> 11g	—
<b>Protein</b> 7g	17%
<b>Vitamin A</b> 10%	<b>Vitamin C</b> 4%
<b>Calcium</b> 30%	<b>Iron</b> 0%
	<b>Vitamin D</b> 25%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

If you need help, talk the Dietitian!

### 12. Fresh and frozen vegetables and fruit are the best.

But sometimes we can not get fresh or frozen so canned is better than no vegetables or fruit. Make sure canned fruits and vegetables are rinsed well to remove some of the added sugar and salt.

We want to remember that fruits and vegetables are from the Green Group. We still have to pay attention to Canada's Food Guide recommended servings and portion sizes.

13

**Fibre** is important!

Isn't fibre what we always hear old people should eat? Are you sure that's right for me?

You bet! Fibre is important for us too. Fibre is in lots of Whole Foods especially if you eat the vegetables and fruits with the skins on.

### 13. Fibre helps our bodies work well.

Examples of high fibre foods include:

- whole grain pastas
- breads, crackers and cereals
- brown rice, wild rice
- bulgur, barley and quinoa
- popcorn
- dried fruits
- fruits and vegetables with the skins and seeds Higher fibre fruit and vegetable choices:
- pears, apples, berries, mangoes, peas, swiss chard, legumes, and raw carrots

- \* **Optional "why" learning:** Fibre helps with cardiac health, blood sugar control, bowel health and with maintaining or achieving a healthy weight.

14

What about drinks?

Canned and bottled drinks often have lots of added sugar or sweeteners. The added sugar and sweeteners aren't good choices!

So you have to make sure and check the ingredients for added sugar or sweeteners?

Yes. But if you like the taste of fruit juices, then you are better off just eating the whole fruit.

### 14. What do you drink when you are thirsty? What is in your house? What is available in school?

The best things to drink are water and low fat milk including chocolate milk.

Chocolate milk is in the yellow group.

If you drink juices, make sure they have no added sugar. You should only drink 4oz per day. ½ cup of fruit juice is considered a fruit serving.

- \* **Optional learning:** Pop is junk food that has many extra calories in it. We need a certain amount of calories each day. If we eat and drink too many calories we gain weight.

Pop has about 140 or 150 calories per can. Other than unnecessary calories, pop does not provide any other nutrients.

We need to choose our calories – our foods – so that our bodies get the different nutrients we need.

½ cup of fruit juice is considered a fruit serving.

*Activity: A word search for all the words for sugars*

15

And what about **water**?



Yes, water is the best! And milk is important too!



### 15. Drinks in the Green Group are water and milk.

If you want some flavour variety in the water, you can do it naturally: add fresh fruits, herbs, non-caffeinated herbal teas or vegetables without adding sugar or sweeteners.

16

OK, so one of the hardest things for me is when my friends want to go out and eat. How do I choose the healthiest foods?

Look for the healthy options on the menu. If there aren't any "healthy choices" listed, try asking the server!



### 16. Yes, eating out can be challenging.

You need to plan these meals into your day and week. And always, you also need to watch the size of portions being served.

Often, even the foods from the Green Group, the Whole Foods, are served in unhealthy portion sizes.

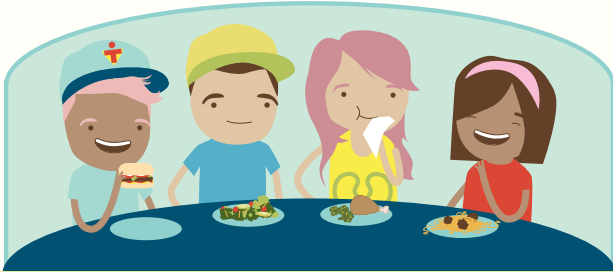
Think about sharing a meal with a friend and pay attention to nutrition information if you can.

17

When you are eating at home or eating out, use the ideas we have been talking about.

You mean, choose Green Foods first, Yellow Foods next and avoid Red Foods?

That's it! And remember portion sizes.



17. As much as you can, try to choose foods that come from plants and animals.

Ask for sauces on the side. Sauces often have lots of extra salt and sugar.

18

The best way to eat is with people I care about. It makes it easier to have healthier eating habits.

What's good for me is good for my whole family. It helps if we just don't have junk food in the house!



18. Good eating habits are not just what we eat but also how we eat.

Eating together with your family or people you care about helps us be healthy in many ways.



19

ALWAYS      SOMETIMES      AVOID

Ok, so let me think about Green / Yellow / Red Foods. I should eat mostly from Green Foods, sometimes from Yellow Foods and avoid the Red Foods?

Awesome! You've got it figured out.

### 19. So, think about the Green / Yellow / Red foods.

If you were going to have a healthy meal day tomorrow, what would breakfast, lunch, dinner, and snacks be?

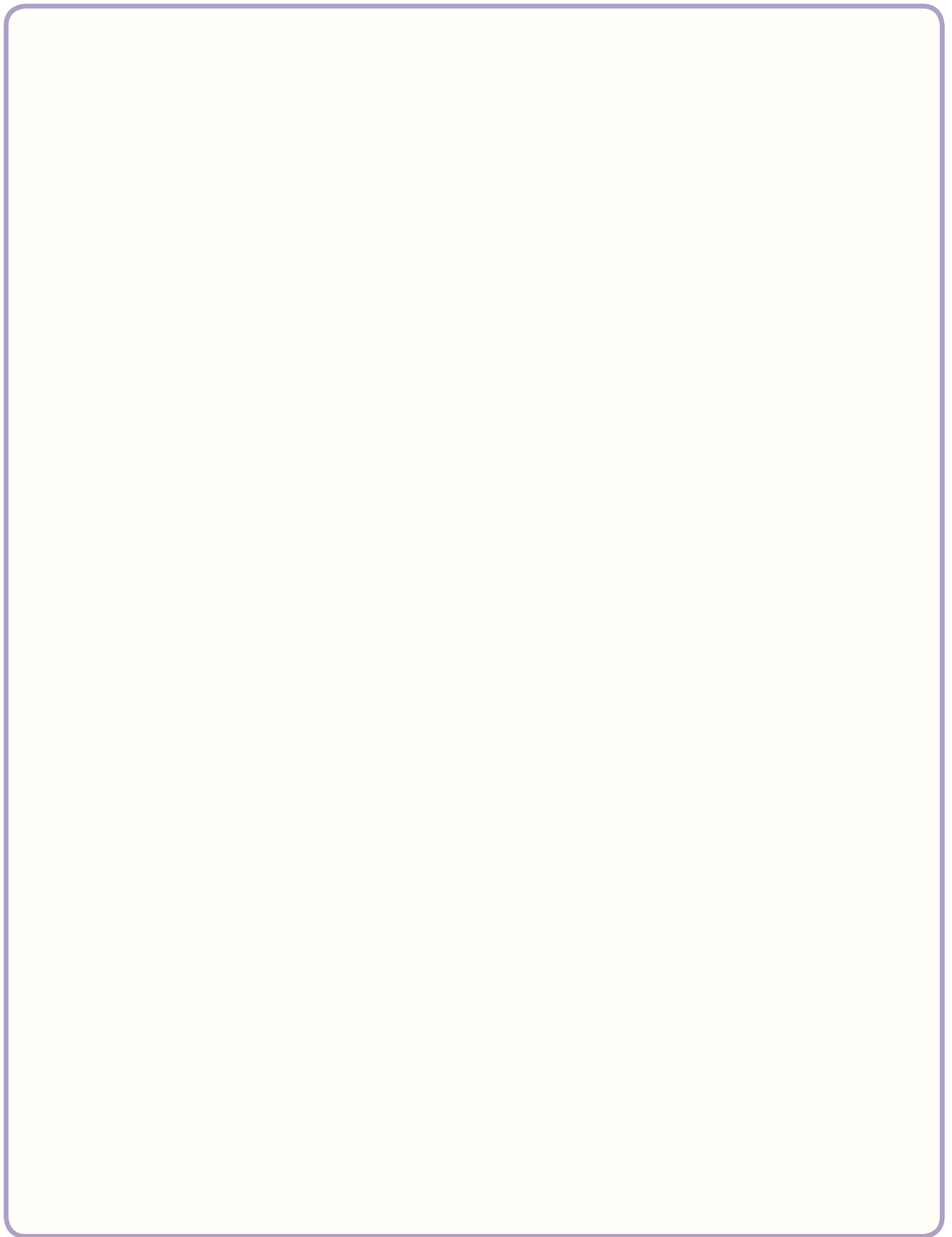
\* **Facilitator Notes:** Talk about possibilities – could use food models, photos etc.

*Options, dependent on where family is at and resources available:*

- if family is already eating well: focus on refining
- if a lack of healthy food access: focus on foods that look like food; focus on avoiding foods with long ingredients lists; emphasize that packaged frozen vegetables can have just as many nutrients as fresh

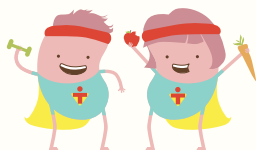
*Choose one thing the parent can do and discuss at next appointment.*

*Review Parent and Caregiver Resource.*





**HEALTHY KIDNEYS**



Created by Julie Strong BN, Tom Blydt-Hansen MD, Diane McKenty RN, and Angela Chotka MA with Pediatric Nephrology (Children's Hospital Health Sciences Centre) and Chotka Consulting: Creative Balanced Solutions. With thanks to the Children's Hospital Foundation of Manitoba for their generous support.

For more information about this resource, please contact Pediatric Nephrology at 204-787-4947 or [jstrong@exchange.hsc.mb.ca](mailto:jstrong@exchange.hsc.mb.ca) or the Children's Hospital Foundation of Manitoba <http://goodbear.mb.ca>