

Fairfield Refugee Nutrition Project

Bad foods & better alternatives

Background

This lesson discusses the health and financial disadvantages of consuming a selection of 'junk foods'. Food habits, while shaped by culture, are dynamic and susceptible to changes, through a process of acculturation brought about by migration to a new country¹. Dietary changes are related to length of exposure to the new country, culture, access to information, availability of acceptable foods, poverty and language abilities². It has also been observed that younger immigrants tend to change their food habits more readily than older immigrants¹.

For many refugees their traditional diets offer complete nutrition, however dietary changes which occur in a new country often result in the inclusion of new foods. New foods may include a greater range of fruit, vegetables and grains offering increased nutritional benefit. However an increase in the intake of less nutrition and convenience foods such, as soft drink and takeaway, is also reported³.

Messages Drink plenty of tap water
 Limit bad fats
 Read food labels

Topic Bad foods and better alternatives

Focus Questions

Does the abundance of fast and processed foods influence my food choices?

What does the ready availability of these foods mean to me?

How much fat and sugar are in fast and convenience foods?

Learning Experiences

Competency	Activity	Resources
Food system in Australia	<ul style="list-style-type: none"> - Discuss problems associated with food abundance. - Discuss higher availability and intake of high-energy, low-nutritional value processed foods. - Discuss how sugar and fat can be hidden - Group leader asks group to discuss what fast foods means to them. Highlight the impact of food deprivation on food choices and consumption (e.g. the depression in Australia) 	<ul style="list-style-type: none"> - Background reading www.foundationhouse.org.au
Hidden sugars	<ul style="list-style-type: none"> - Using the 'Sugar Display- How much sugar is in this drink' lesson plan 	<ul style="list-style-type: none"> - Sugar display lesson plan www.goforyourlife.vic.gov.au/hav/admin.nsf/Images/SugarDisplay.pdf/\$File/SugarDisplay.pdf

		- Sugar cubes, and relevant drink containers (see 'Sugar Display').
Hidden fats	- Using 'Facts on Fat' fact sheet (Eat Well Be Active) demonstrates, with pictures provided or food models the hidden fat in a selection of foods.	- 'Facts on Fat' www.eatwellbeactive.qld.gov.au/eatwellbeactive/eatwelltips/facts_on_fat.asp#Howmuchsugarorfatinthat
Health impact	- Group leader leads discussion, reflecting on hidden fats and sugars in the context of health. - Using the presentation cards discuss the health impact of coke and McDonald's.	- Presentation cards www.refugeehealth.org.au
Eating behaviours	- Group leader creates discussion around people's perceptions and managing eating behaviours. - Suggested areas for discussion; <ul style="list-style-type: none"> o Do you think it is ok to include foods like coke and McDonald's in your and your children's diet? If so how much is ok? o How can you help your children to develop healthy eating behaviours? 	
Comprehension	- Post evaluation; participants individually complete a worksheet identifying dietary changes they will endeavour to make.	- Post-evaluation www.refugeehealth.nsw.gov.au .

Review Questions

What can I do at home to eat less fast and convenience foods?

What can I do to teach my children healthy eating habits?

Evaluation

Participants individually complete a worksheet identifying dietary changes they will endeavour to make.

Other resources and lessons

From 'Go for Your Life' Victorian Health, 'Sugar display- How much sugar in this drink?'

[www.goforyourlife.vic.gov.au/hav/admin.nsf/Images/SugarDisplay.pdf/\\$File/SugarDisplay.pdf](http://www.goforyourlife.vic.gov.au/hav/admin.nsf/Images/SugarDisplay.pdf/$File/SugarDisplay.pdf)

From 'Eat Well Be Active', lesson plan on 'Facts on Fat'

www.eatwellbeactive.qld.gov.au

From 'Easing the Transition', 'Adjusting to a different food supply', pp22.

www.foundationhouse.org.au

1. Papdaki A, Scott JA, 2002. The impact of eating habits of temporary translocation from a Mediterranean to a Northern European environment. *European J Clin Nutr*, 56:455- 461.
2. Hyman I et al, 2002. Promotion of healthy eating among new immigrant women in Ontario. *Canadian J Diet Prac & Research*, 63; 3.
3. Burns C, 2006. Effect of migration on food habits of Somali women living as refugees in Australia.

Kids - 'Go for your life'



**TAP INTO
WATER
EVERYDAY**

Sugar Display - How much sugar in this drink?

Demonstrating how much sugar is in different drinks can help encourage staff, parents and students to choose healthier options. The aim of this display is to encourage children to limit sweet drinks and tap into water.

What you need

A packet of sugar cubes and saucers or several bags of plastic teaspoons and a bag of sugar
Drink containers

Preparation

This display can be set up on a table in a school foyer, classroom, at fetes or other school events. Place the drink containers on a table. Beside each drink place the corresponding number of teaspoons or sugar cubes on a saucer, as outlined below. One sugar cube represents 1 teaspoon of sugar.

The approximate number of teaspoons of sugar or sugar cubes in the following drinks are:

- 250 ml tetra pack of Ribena – 9
- 600ml bottle of soft drink– 20
- 250 ml bottle of Apple Juice drink– 7
- 300ml carton flavoured Big M milk– 7
- 375 ml bottle of soft drink– 10
- 375 ml can of flavoured mineral water – 11
- 1 glass of water – 0 teaspoons

To work out how many teaspoons of sugar in drinks not listed above, simply look on the nutrition panel for the number of grams of sugar per serve. Approximately 4 grams of sugar = 1 teaspoon or one sugar cube. How many teaspoons are in this can of flavoured mineral water?

Nutrition Information		
1 serve = 375 ml can		
	Per serve	Per 100g
ENERGY	780kj	320kj
PROTEIN	0.0g	3.3g
CARBOHYDRATE		
- Total	1.1g	3.0g
- Sugars	44g	1.1g

44g sugar per
375 ml can = 11
teaspoons

Discussion

Students, parents and staff may be surprised by how much sugar some items contain, particularly apple juice, Ribena and flavoured milk, which they may consider to be healthy drink options. Involving students in setting up a display can provide an opportunity to talk with them about other drinks they may consume such as cordial or the differences in serving sizes.

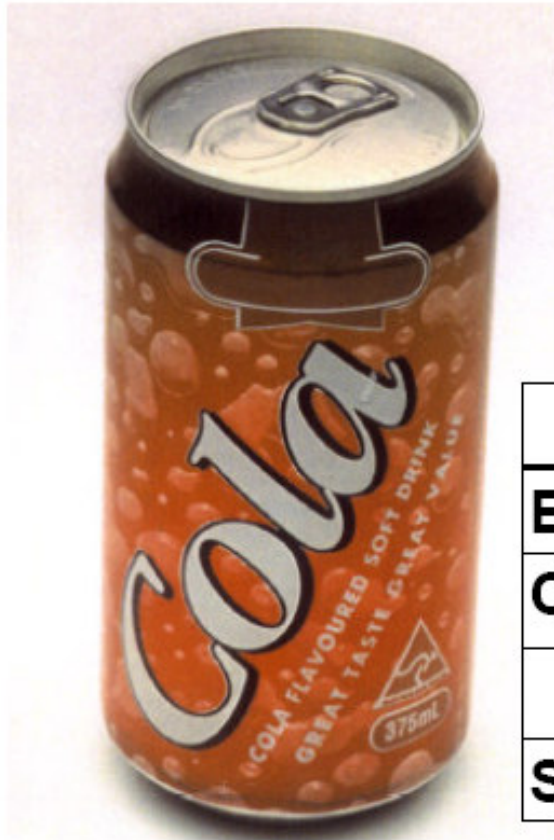
Students could guess how many teaspoons of sugar are in these drinks and discuss the health consequences of consuming too many sweet drinks. Discuss with students what healthy drink options they have at school or at home.

Teaspoons of Sugar

What is in it?

1 can of Cola



Ingredients:

Carbonated water, sugar, colour, food acid, flavour, caffeine.

	1 can of cola
Energy	675kJ
Carbohydrate	40g
- Sugar	40g
Sodium	38mg

What is in it?

1 can of Cola or more per day:

- Increase your risk of being overweight by 40%.
- Increase you risk of high blood pressure by 40%.
- Increase your risk of high blood sugar levels by 40%.
- Increase you risk of diabetes by 20%.
- Increase your risk of cholesterol by 40%.
- Increase you risk of osteoporosis.
- Doubles your risk of kidney disease.



What is in it?

In one year the average Australian drinks

120 Litres



This is equal to

12.8kg of sugar +

196 cups of strong coffee +

216, 000KJ = 5.5 kg of body fat +

What is in it?



	Energy (kJ)	Total Fat (g)	Saturated Fat (g)	Cholesterol (mg)	Sodium (mg)	Protein (g)	Sugar (g)
Big Mac®	2,260	29	10	75	1040	25	9
Large French Fries	2,386	30	6	0	330	6	0
Coca-Cola® Classic (Large)	1,298	0	0	0	20	0	86
Total	5,945	59	16	75	1390	31	95
% Daily Value							
Female (23– 50yrs)	80%					84%	
Male (23—50yrs)	60%					60%	

How much exercise for?

1 Big Mac Meal[®]



5hours 15min Walking (5.5km/hr)

3hours 40min Tennis

3hours Skipping

2hours 30min Swimming

3hours Dancing

3hours Running (7min/km)

4hours Cycling (20km/hr)

McDonalds serves more than
1 million
Australians every day!

Eating fast food more than 2 per week:

- increased body weight;
- Increased insulin resistance;
- Increased risk of diabetes
- Increased risk of heart disease





Positive Parenting of Preschoolers *Mealtime Problems*

Mealtimes are ideal opportunities for family members to get together and enjoy one another's company. Mealtimes can also be difficult and stressful. Parents may feel that mealtimes have become a 'battle' when children do not eat or behave well. Sitting at a table and eating meals with others is an important skill for all preschoolers to learn. This tip sheet gives some suggestions to help you make family mealtimes manageable and encourage your preschooler to develop good eating habits.



What Are Common Mealtime Problems?

Children may:

- Refuse to come to the table.
- Leave the table during meals.
- Complain about food.
- Play with food.
- Refuse to feed themselves.
- Not do as they are told.
- Eat very slowly.
- Have tantrums.
- Be fussy about what they eat.

Why Are Children Difficult at Mealtimes?

Preschoolers often find it hard to sit in one place for long periods of time and can be easily distracted. Children are more likely to become restless and disruptive if they find mealtimes too long or boring.

Parents may have unrealistic expectations about what their children should eat and how much they should eat. Preschoolers may like some foods more than others. If children eat a variety of foods, there is no need to insist they eat a food they do not like. Also, appetite can vary from day to day. All children have days when they are not as hungry as usual.

Problems can occur because of the way family mealtimes are organised. Children find it hard to get into a good eating routine if they can eat whenever and wherever they want. Sometimes efforts to manage children's misbehaviour make the problems worse. Extra attention during the mealtime such as coaxing, threatening or reasoning can be an accidental reward for misbehaving or not eating.

How To Establish a Good Mealtime Routine

Have Regular Mealtimes

Set up a daily mealtime routine. It is best to serve three main meals and a morning and afternoon snack at regular times each day. Serve your child an amount that you know

they can finish. Let them ask for more if they eat everything. Explain to your child that they will only be allowed food at these times and cannot help themselves to snacks.

Set a Time Limit for the Meal

It can be helpful to set a time limit for eating. Make the time limit clear to your child. Usually, 20 to 30 minutes is enough. You may like to set a timer to signal when the meal is over.

Explain the Rules

Decide on two or three simple rules for mealtimes and discuss them with your child. After a while your preschooler will be able to say what the rules are. Ideally, rules should tell your child what to do rather than what not to do. Here are some examples:

- Sit at the table until you are excused.
- Eat with your spoon or fork.
- Finish your mouthful before you speak.

Tips for Managing Mealtimes

Get Everything Ready

Let your child know that it will soon be time to eat so they can finish what they are doing—*Danny, dinner will be ready soon, you have time for one more game.* To prevent unnecessary waiting, make sure you have everything ready before you call your child to the table.

Seat Your Child at the Table

When the meal is ready, seat your child at the table. Remove any toys or other distractions, for example, turn off the television.

PARENT TIP SHEET

Encourage Appropriate Eating

When your child is eating well and following the mealtime rules, give lots of praise—*You're chewing very nicely with your mouth closed, Charlotte or That's the way to hold your fork, well done!* Ask your child questions about their day and encourage conversation between mouthfuls.

Have Realistic Expectations

Learning to sit at a table with others and use eating utensils is a difficult task for preschoolers. There are likely to be spills and messes. Remember that these mistakes are not misbehaviour. Try to stay calm and look for opportunities to praise your child.

Ignore Minor Problem Behaviour

Minor problem behaviour can include whining, eating slowly, complaining about the meal or playing with food. It is best to use planned ignoring for these problems. Continue your meal and do not look at or speak to your child until they stop misbehaving. When you first try this, be prepared for the behaviour you are ignoring to get worse before it gets better. If you ignore the misbehaviour for a while and then react, you will teach your child that they need to continue to misbehave to get a reaction. When your child is eating and behaving well, praise them or involve them in conversation.

If Behaviour You Cannot Ignore Occurs, Tell Your Child What To Do

Getting up and down from the table, fighting with brothers and sisters or throwing food are examples of behaviour that is difficult to ignore. If a problem such as this occurs, immediately tell your child what you want them to stop doing—*Nadia, stop climbing on your chair*— and tell them what to do instead—*sit on your chair please*. Praise your child if they do as you ask.

Use Quiet Time or Time-Out To Back Up Your Instruction

If your child does not cooperate, take them to quiet time. Tell your child what they have done wrong—*You have not done as I asked*—and the consequence—*now go to quiet time*. Quiet time involves removing your attention from your child and having them sit quietly away from the table for a short time. Sit your child on a chair nearby. Tell your child that they must be quiet for two minutes before they can come out of quiet time.

If your child does not sit quietly, take them to time-out. Say something like—*You are not being quiet in quiet time, now you must go to time-out*. Time-out involves taking

your child to an uninteresting but safe room or space. Tell your child they must be quiet for two minutes before they can come out of time-out. Give this reminder even though your child might be upset or angry.

Return Your Child to the Table

When your child has been quiet for two minutes in quiet time or time-out, return them to the table. Repeat your instruction—*Now please sit on your chair*. Praise your child for doing as you asked. If your child does not do as you ask, return them to quiet time. You may need to repeat this routine a number of times before your child does as you ask.

Ending the Meal

The meal ends when the time limit is up or earlier if everyone has finished eating. At the end of the meal remove the plates from the table even if your child has not finished eating.

After the Meal

Review the Meal

Praise your child's successes—*Kate, you sat at the table all through dinner tonight. Well done*. You may like to reward your child with a special drink or treat. If necessary, briefly and calmly describe one rule your child forgot to follow and set a goal for the next meal—*Tomorrow let's see if you can remember to eat with your mouth closed*. If your child did not follow your mealtime rules, do not give the reward or any other food until the next regular mealtime.

Key Steps

- Have regular mealtimes.
- Get everything ready before mealtimes.
- Remind your child of the rules for mealtimes.
- Praise and reward your child for eating and behaving well.
- Ignore minor problem behaviour.
- For behaviour you cannot ignore, tell your child what to do.
- Use quiet time or time-out to back up your instruction.

See the booklet 'Positive Parenting' for more information. If you have any questions or have tried these strategies and are concerned about your child's progress, contact the centre where you were given this tip sheet.



Written by the Parenting and Family Support Centre (Triple P), The University of Queensland, Brisbane.

Published by the Victorian Parenting Centre 2005.

© Victorian Government Department of Human Services 2000.

Permission is granted for this material to be printed, copied and distributed for non-commercial purposes within the State of Victoria. Code: PPT3007

Bad foods & better alternatives



Female

or



Male

Number of children aged 0 to 1 years

Number of children aged 2 to 5 years

Q1 Please select true or false for each of the following (*Please circle*):



True



False

Water is the best drink for me and my family.

Drinking soft drink regularly can be bad for my teeth.

Drinking soft drink regularly make me sick

Drinking sugary drinks increases my risk of becoming overweight.

The best drink for young children is tap water .

Soft drink is not good for my body.

Q2 What is one thing you learnt today which will help you?

Q3 How would you rate the talk today? (*Circle your answer*)

Overall



Communication



Information

