

# Summary Sheet « Gazelle et Potiron »



## Orientation 1 :

Offer milk to infants in a safe manner, while respecting their parents' choice.\*

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### Breast Milk

*Breast milk is the best-known food to ensure immune protection and, it offers the optimal development of babies, until they reach the age of 6 months.*

*The daycare must be welcoming and offer their support to parents without judgement, no matter which way parents choose to feed their infant (breastfeeding or infant formula).*



### Breast Milk and Handling Infant Formula

Strict practices must be applied in order to ensure the health and safety of infants. The guide « *From Tiny Tot to Toddler: A Practical Guide for Parents from Pregnancy to Age Two* » is available at [www.inspq.qc.ca/node/1942](http://www.inspq.qc.ca/node/1942) and enables you to learn the safe practices of breastfeeding, breast milk and the handling of infant formula, as well as the cleaning and sterilizing of bottles and nipples.

### Other Types of Milk

Cows and goats milks are not adapted to an infants needs and should not be offered to them when they are less than 9 months old.

Vegetable-based milk (soy, rice, almond, etc.) should not be offered regularly to children that are less than 2 years old.

## Favorable practices

- ♦ *Respect the mothers' decision to pursue breastfeeding on demand, and simplify the management of their comings and goings;*
- ♦ *Offer a calm and comfortable place for mothers to breastfeed their child. Make sure they are aware of this when you welcome them into your daycare;*
- ♦ *Apply good handling practices of breast milk and infant formula;*
- ♦ *Occasionally offer water to babies who are more than 6 months old;*
- ♦ *Do not offer goat's milk to infants who are less than 9 months old;*
- ♦ *Avoid offering vegetable-based milk (e.g., soy, rice, almond, etc.) to children that are less than 2 years old.*

For more information or to obtain the full version of the reference manual « Gazelle et Potiron »:

[www.grandeforme.aqcpe.com](http://www.grandeforme.aqcpe.com)



In order to obtain assistance on healthy eating habits or on active play/ motor skills development and healthy lifestyle habits in the Pontiac area:

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## Orientation 2 :

Use positive educational strategies that focus on the development of healthy eating habits, a positive body image, and a healthy relationship with food.\*

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Body image is constructed when children are less than 5 years old and is defined according to others' perceptions. Adults should be positive role models and should avoid commenting on their own body weight. Childrens food portions should never be determined by their body weight.

### Favorable practices:

- Congratulate children on their talents, achievements and qualities, rather than on their physical appearance.
- Avoid all comments about body weight.



### Did you know...

A child's appetite varies from one day to the next. Adults tend to worry when children eat less than usual, but they must remind themselves that children won't let themselves starve. Therefore, there is no need to pressure them to eat. Respect their appetite and feelings of satiety.

### Democratic Intervention:

- The daycare determines when and where meals and snacks will take place, and they are responsible for determining which foods and dishes will be served. Children will decide how much food they will eat, according to their preferences and appetite.

*Childrens food portions should never be determined by their body weight.*

## Favorable practices

- ◆ *Congratulate on their talents, achievements, and qualities rather than on their physical appearance*
- ◆ *Avoid all comments on bodyweight*
- ◆ *Do not tolerate teasing when it comes to the appearance of both children and adults*
- ◆ *Opt for a democratic approach during meals and snack times*
- ◆ *Respect children and infants' appetites and feelings of satiety*
- ◆ *Avoid using food to reward or to punish children, or as a means of negotiation*
- ◆ *Do not congratulate the child who ate everything on his plate (or that eats all his vegetables, for example)*
- ◆ *Avoid scolding kids according to what they ate or did not eat*
- ◆ *Offer children the possibility to have their desert or a snack, no matter what they ate previously*
- ◆ *Encourage kids to taste all the food on their plate without forcing them to*

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## Orientation 3 :

Create an ambiance during mealtime that promotes healthy eating and the discovery of new foods.\*

### Good practices!

*Educators must focus on the pleasure of discovering new foods, the perception of these with our senses and the origin of the food, rather than on the nutritional value and their effects on our health.*

*The daycare must create an ambiance during meals and snack times that is adapted to young children: a routine for meals and snacks, allowing enough time for them to eat, organising the space to encourage communication and adopting attitudes that teach good eating habits.*



### Did you know...

Many children don't associate food in its crude state with that same food cut into pieces on their plates? You can therefore present a new food before a meal, enabling children to see it, smell it, and touch it. They will be more willing to taste it once they see it on their plate at lunch!

### Strategies that encourage discovery:

- Describe the menu;
- Discuss the smells coming from the kitchen;
- Observe the food's colours and shapes;
- Discuss the origin and source of foods;
- Arts and crafts, role play and stories;
- Grow a garden, visit a farm, etc.

*Avoid activities that classify food as either « good » or « bad »*

## Favorable practices

- ♦ Offer meals and snacks at regular times, with 2 to 3 hours in between
- ♦ Allow sufficient time during meals and snacks.
- ♦ Organize eating spaces in a fun way that is adapted to children's needs.
- ♦ Encourage discussions in a pleasant atmosphere during mealtimes.
- ♦ Establish a good rapport with infants during meals to encourage them to learn good eating habits .
- ♦ Progressively encourage infants and children to feed themselves on their own by giving them adequate challenges according to their capabilities.
- ♦ Establish the rules of conduct during mealtime for each age group.
- ♦ Encourage discovery and thoughts about the color, texture, form, smell and the taste of different foods.
- ♦ Integrate the discovery of new foods on a daily basis, during organized activities and educational outings .

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## Orientation 4 :

Offer a variety of highly nutritious foods to babies aged between 6 to 18 months.\*

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### Collaborating with parents

*The introduction of complementary foods is a period during which collaboration with parents is essential. The introduction of a new food must be done at home, due to possible allergic reaction(s).*

*Complementary foods are introduced in a baby's diet around 6 months old.*

*The guide « From Tiny Tot to Toddler: A Practical Guide for Parents from Pregnancy to Age Two » presents the most updated recommendations regarding the introduction of food in Québec.*

### Purees and Complementary Foods

Purees must be composed of very few ingredients, whether they are store-bought or made at the daycare. Some purees contain starch, like cornstarch, tapioca, rice, or wheat flour. Although not harmful to babies' health, these additives are unnecessary for their development.

Soft foods that have been squashed with a fork or cut into tiny pieces may be offered progressively after the age of 7 months.

At around one year old, the child's menu will resemble that of the other children in the daycare.

Educators must establish a good rapport with infants during mealtimes, to encourage good eating habits.



\* P. 42 to 43 of the reference manual « Gazelle et Potiron »

## Favorable practices

- ♦ *Collaborate with the parent(s) during the introduction of food.*
- ♦ *Offer purees with no sugar, salt, spices, or fine herbs added. Purees should contain the least amount of additives possible.*



### Did you know that...

Infants rely solely on adults to satisfy their fundamental physiological needs, like eating and drinking, both at home and at the daycare. Deciding on, with the parents' collaboration, a feeding plan for each baby enables you to improve your knowledge of their eating habits, respect their feeding routine at home, and continue that routine at the daycare. A potential source of stress on the child is therefore eliminated, making mealtime all the more enjoyable.

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## Orientation 5 :

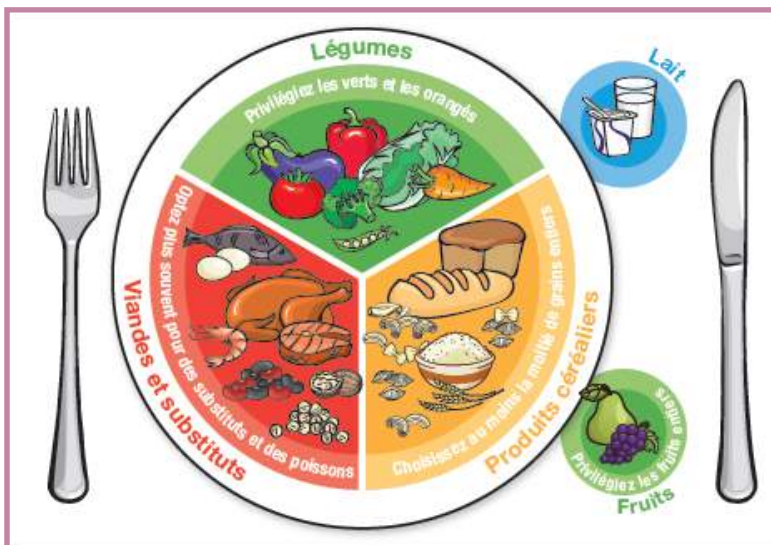
Offer the right quantity of a variety of highly nutritious quality foods to children aged between 18 months to 5 years old.\*

### The Canadian Food Guide

*To have a balanced diet, it is recommended to have at least one food from each food group at every meal, and to offer different varieties of these foods every day.*

### The Healthy Plate

*The following illustration guides the Educators when it comes to serving sizes. The children determine the quantity of what they will eat on their plate.*



### Milk and Water

3.25% milk must be offered to children aged between 18 months to 2 years old. Afterwards, 2% milk (or 3.25% milk) may also be offered.

Children must have access to drinking water at all times.

### Desserts

The desserts offered at the daycare must be nutritious and therefore composed of foods found in the Canadian Food Guide. It therefore completes the meal and should be offered to every child, whether they ate the main course or not.

### Snacks

A well-balanced snack contains one portion of either the « Vegetables & Fruits » or the « Grain Products » food groups, with a portion of the « Milk & Alternatives » or « Meat & Alternatives » food groups.



## Favorable practices

- ◆ Offer meals composed of foods from the four food groups of the Canadian Food Guide daily to children aged between 18 months to 5 years old.
- ◆ Offer 2 nutritious snacks daily, composed of at least 2 food groups of the Canadian Food Guide.
- ◆ Offer foods that give children aged 2 to 5 years old 50% of their daily recommended nutritional needs :
  - ◇ At least 2 to 2 1/2 portions of various fruits and vegetables, preferably dark green or orange in color ;
  - ◇ At least 1 1/2 to 2 portions of various grain products; half of them or more in the form of whole grains;
  - ◇ At least 1 portion of various « Milk & Alternatives » containing little fat;
  - ◇ At least 1/2 portion of various « Meat & Alternatives », with at least one meal composed of fish and one meal composed of legumes or tofu weekly.
- ◆ Plan and respect a cyclic menu that ensures the quality and variety of different foods (snacks, meals, and desserts).
- ◆ Prepare meals in a delicious and attractive way, harmonizing the flavours, colors, textures and forms.
- ◆ Encourage children to drink more water, in order to ensure optimal hydration.

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## Orientation 6 :

Exclude the foods and drinks with a low nutritional value.\*

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### An Occasional Food Offer!

*In order to set a good example, daycares must offer mostly highly nutritious meals and put less emphasis on the occasional treat. Foods with a low nutritional value don't belong in the daycare's regular menu.*



### Transformed Foods

The daycares must cook the majority of the meals they offer, as this enables them to adequately choose the ingredients that compose them.

### Stimulants

Foods and drinks containing caffeine (coffee, iced coffee, tea, iced tea, energy drinks, soda drinks like Cola, etc.) don't belong in the daycare. Avoid serving them.

Chocolate and cocoa powder can be offered occasionally to children.

### Reading Labels

The ingredient list allows us to recognize the ingredients present in the food, from the largest amount to the smallest amount. It can also be used to detect the presence of allergens.

The Nutritional Value label enables the comparison of foods, therefore enabling you to choose the ones containing the least amount of sodium, saturated and trans fats, with more fiber, vitamins, and minerals.

## Practices to privilege

- ◆ Offer foods containing the least amount of added sugar and sodium possible.
- ◆ Offer foods containing the least amount of saturated fats and trans fats possible .
- ◆ Avoid offering drinks containing added sugar, with the exception of aromatized enriched soy milk and other aromatized milks that respect the criteria.
- ◆ Do not serve foods and drinks containing sugar substitutes (sweeteners).
- ◆ Limit the amount of sugar and avoid adding sweeteners when preparing desserts and snacks.
- ◆ Don't fry food, or buy commercially breaded products that have been pre-fried.
- ◆ Limit the use of salt when preparing meals; use fine herbs and spices instead .
- ◆ Do not add salt when serving meals and snacks.

### Special Events

*In order to respect the coherence between the efforts provided to promote healthy eating in daycares, the majority of foods offered during special occasions must conform to privileged practices and to the parameters guiding food choices. Focus on decorations, music, and accessories!*

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## Orientation 7 :

Prevent situations that could potentially be harmful to health.\*

### Precautions to be taken!

*Certain situations can compromise children's health. A few of these are directly associated with the food offered in daycares.*



#### Did you know...

*Some parents bring food from home (allergies, religion, etc.). In order to maintain its efforts toward promoting healthy food habits, the daycare must ask the parents not to include foods with little nutritional value in their child's lunch box.*



### Food Allergies

Every food containing protein can cause an allergic reaction. The top 10 foods associated with this are: peanuts, nuts, sesame seeds, soy, milk, eggs, seafood, mustard, wheat (gluten), and sulfites.

### Choking on food

Avoid serving the following foods to children aged less than 4 years old:

Peanuts, nuts, and seeds (unless they are crushed and if no one is allergic).

Hard candy or popcorn.

Raisins or pieces of sausage.

Food picked with a toothpick or shish kabobs.

Meat or fish with bones.

Fruits containing pits or seeds.

Hard, raw vegetables.

### Food poisoning

Certain foods should not be served to children, due to the risk of food poisoning. See the list on the other side of the sheet.

Avoid serving honey or products that contain honey to children aged less than 12 months old.

### Dental cavities

It is preferable to feed sweets or sticky foods during mealtime and to choose foods that don't stick to the teeth (cheese, fresh fruits, vegetables)

### Injuries

The material used during meals should be safe and age-appropriate (table, utensils, chairs, etc.)

## Favorable practices

- ♦ *Have a protocol in place for recognizing allergies and for taking appropriate action in case of an allergic reaction.*
- ♦ *Have a protocol in place for minimizing the risk of choking and for taking appropriate action in case of a choking incident.*
- ♦ *Avoid serving honey or products containing honey to children aged less than 12 months old.*
- ♦ *Avoid serving the following foods: unpasteurized fruit juices, raw milk, raw cheese or eggs as well as raw or uncooked sprouts, meats, poultry, or fish.*
- ♦ *Offer water or milk to children after they have eaten a sweet or sticky food.*
- ♦ *Use safe objects and materials that are appropriate to the child's age and stage of development.*

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## Orientation 8 :

Offer many occasions for active play during the day.\*

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### What is active play?

*Any fun activity that gets children moving. Active play comes in different forms and engages movement in different parts of the body and varies in intensity.*



### Respecting the interests of children aged 0-5:

It is important to offer different activities at regular intervals to keep the children's attention, due to their inability to concentrate for long periods of time.

It's preferable to offer various occasions to practice physical activities throughout the day, instead of extending the time of a particular activity.

Enable children to have access to material for active play or offer different types of activities at a given moment.

It's important to offer times when children can initiate their own active play games.

### The intensity in active play

Children need intensive activities as well, as they enable them to focus their energy, alleviate tension as well as agitation and aggressiveness.

**'No need to be a physical activity specialist to get kids moving'.**

## Favorable practices

- ♦ *Plan different periods throughout the day where children can engage in active play.*
- ♦ *Offer time periods where children can participate at structured active play during which the intensity is higher : high energy games!*
- ♦ *Suggest activities and games that are adapted to the children's capabilities and development stage, while keeping in mind their particular interests.*
- ♦ *Let kids choose, create and engage in their own physically active games.*
- ♦ *Prioritize games and activities that encourage gross motor skills development.*

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## Orientation 9 :

Limit the time spent on sedentary activities.\*

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### What are sedentary activities?

Sedentary activities require little energy or movement during the waking hours of children. They are usually done in a lying or sitting position.

### The recommendations for sedentary activities:

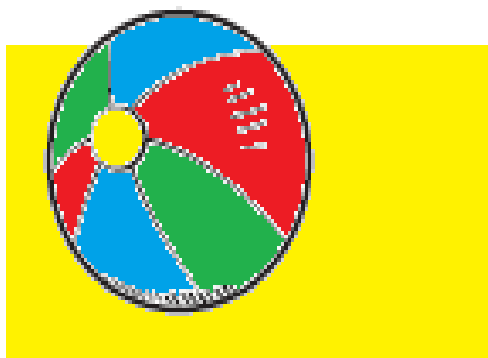
Children 0 to 4 years old should not be inactive for more than an hour at a time except while sleeping.

It is recommended to prevent children less than 2 years old from spending time in front of TV screens. For children 2 to 5 years old, you should limit TV screen time to less than an hour a day.

Remember that time spent in front of a TV screen takes time away from active play.

### The use of transitional activities to get kids moving !

- When putting away toys, get kids into a production line where each must put away a toy in a different manner.
- When going to clean hands, use an unusual walk to get to the sink.
- When picking up toys, turn into astronauts and put the toys away slowly.
- When moving around, walk like a soldier, a centipede, etc.
- When waiting for something, get the kids to dance freely to the rhythm of music.



## Favorable practices

- ♦ *Avoid lengthening time spent doing sedentary activities.*
- ♦ *Mix sedentary activities with more active play, which will enable the children to expend more energy.*
- ♦ *Make sedentary and transitional activities more dynamic.*
- ♦ *Get children to participate in various tasks according to their abilities.*
- ♦ *Avoid using television screens or audiovisual equipment.*

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## Orientation 10:

Encourage active play with pleasant activities containing challenges.

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### The importance of active play...

*Active play is the main tool for young children in developing and learning. It is through play that educators can maximize the motor skill potential of the children, encourage physical autonomy and incorporate more movement into their daily lives.*



### Accompanying Active Play

Accompanying active play requires constant observation by the educators to offer new elements to the child, as well as game equipment and materials that enable them to acquire new motor skills.

Interventions can be spontaneous, happening once the game has been started by the child, or they can be planned. If the latter, the instructions must be brief, clear and enticing.

### Challenges and Fun Activities

To maintain the child's motivation, offer him/her a challenging activity situated in the proximal development zone, meaning between the current developmental stage of the child and his/her potential developmental stage.

The challenge should not be too easy, or else the child will be bored.

The challenge should not be too difficult, or else the child may experience anxiety and worry.

The educators must offer assistance tailored to the child's abilities.

## Favorable practices

- ◆ *Encourage children as much as possible to take initiative during active play.*
- ◆ *Support toddlers' autonomy during their active play time (democratic intervention).*
- ◆ *Integrate a variety of stimulating challenges within the proposed activities.*
- ◆ *Support the physical and motor skill achievements of children.*
- ◆ *Suggest activities that promote gender equality and are free of gender stereotypes.*

*Active play initiated by the child is often gradually replaced by structured activities with specific learning goals. This, however, is a trap that must be avoided. It is important to offer children a rich environment and time to enjoy a variety of game experiences  
(F. Ferland, 2005)*

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## Orientation 11:

Play outside every day and as often as possible.\*

### The Importance of Outdoor Play...

*Outdoor play offers learning opportunities that differ from inside play. When a child plays outside, he/she has the opportunity to make decisions and solve problems in an environment where the stimuli and conditions vary constantly (wind, sounds, uneven ground, etc.).*

Playing in a variety of locations allows children to experience various motor and sensory experiences:

- ◆ Pool.
- ◆ Municipal park.
- ◆ School yard.
- ◆ Ball park.
- ◆ Interpretation center.
- ◆ Orchard.
- ◆ Botanical garden.

To experience a variety of motor and sensory experiences:



<u>Key Experience</u>	<u>Outdoor Activity</u>
Moving their body without physically moving in space	Crouching in the sandbox, throwing a ball
Physically moving in space	Running in a larger space, jumping in the sand
Moving with objects	Moving on a tricycle, pulling a cart, hitting a ball with a racket
Following movement sequences while respecting a common rhythm	Moving at the speed of a bird/insect/squirrel
Feeling and reproducing a steady rhythm	Moving while listening to the sound of a truck that's backing up

\* P. 65 to 67 of the reference manual « Gazelle et Potiron »

## Favorable practices

- ♦ *Play outside more than once per day, regardless of the season or temperature.*
- ♦ *Provide outdoor activities in diverse places so that children can experience various motor and sensory skills.*
- ♦ *Encourage active movements during outings that are close to the daycare.*
- ♦ *Ask parents to bring a change of clothes adapted to different climatic conditions.*
- ♦ *Refer to the weather guide to plan different outdoor outings .*

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de santé  
et de services sociaux  
de l'Outaouais

Québec 

*\*Documents translated from french by Pontiac en forme..*

*Created by the Healthy Lifestyle Habits team of the CSSS Papineau, Reference Manual « Gazelle et Potiron », MFA 2014 (Carolanne Pineault, Kineseologist and Véronique Ouellet St-Denis, Nutritionist)*

# Summary Sheet « Gazelle et Potiron »



## Orientation 12:

Develop a stimulating, functional and safe environment, both inside and outside.\*

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### Planning Adapted Spaces

*Daycares must pay particular attention to how spaces are laid out, as they can become educators in themselves. Indoor and outdoor spaces must be stimulating and inviting. They must encourage active play while offering challenges adapted to the children's levels of development.*



### Giving free access to equipment

- ◆ The child must have free access to various age-appropriate play equipment, both inside and outside.
- ◆ Large outdoor play structures require special attention to encourage more active behaviour because children tend to talk about and perform dangerous actions.
- ◆ It is better to provide sand, water, tricycles and small rolling objects that will encourage them to move, as well as provide uneven surfaces to practice their balance and flexibility.

### Acquiring equipment and sustainable development

- ◆ Invite parents to bring toys they no longer use.
- ◆ Focus on rotating equipment between educators, rather than purchasing new.
- ◆ It is better to invest in quality over quantity.

### Safety Measures

- ◆ It is mandatory to plan for places and activities that allow or encourage children to take certain risks.

## Favorable practices

- ♦ *Thoroughly plan activities, while keeping in mind the available space and material.*
- ♦ *Purchase small, attractive equipment that is versatile and adapted to the development stage of children. Make sure it is available in sufficient quantity and regularly renewed.*
- ♦ *Facilitate the children's access to play material.*
- ♦ *Rotate play equipment between educators, rather than purchasing new equipment in order to diversify the offerings, or create something new.*
- ♦ *Maximize the space available for active play and motor skill activities.*
- ♦ *Customize various play areas that are divided in the yard.*
- ♦ *Customize the environment so that it offers a variety of exciting challenges.*

For more information or to obtain the full version of the reference manual « Gazelle et Potiron »:

[www.grandeforme.aqcpe.com](http://www.grandeforme.aqcpe.com)



In order to obtain assistance on healthy eating habits or on active play/ motor skills development and healthy lifestyle habits in the Pontiac area:

Lisa Lagacé, coordinator PEF/ Comité 0-5 ans:

1-819-598-8003

e-mail: [llagace.pefcomite05ans@gmail.com](mailto:llagace.pefcomite05ans@gmail.com)



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