

be smarter

be bodywise

Basics for healthy kids

Nga pārongo matua hei āwhina hauora-a-tamaiti

Practitioner Manual



This resource was developed by the Bodywise team (2014)

Bodywise is a child weight management programme based in Hamilton with the aim of slowing weight gain to allow an individual to grow into their size.

Bodywise is a joint initiative between Waikato District Health Board and Sport Waikato.

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BeSmarter be Bodywise is:

- A quick assessment tool that is stand alone with extra information on the reverse
- Enables positive engagement around health
- Provides 'on the spot' goal setting
- Developed to be used by a variety of different health professionals
- Parent/child friendly
- Easy to use!

FX006

basics for healthy kids

be smarter be bodywise

goal sheet

	Not yet	Sometimes	Mostly	Always
b reakfast every day				
e t at 5+ a day				
S leep 10-12 hours				
m atch servings to hand size				
a ctivity 60 minutes daily				
r educe sugary drinks				
t akeaways less than once a week				
e at together as a family				
r educe screen time < 2 hours				

Name _____ Date _____

Goal _____

bodywise@waikatodhb.health.nz

Today you were seen by: _____

Tick your goals here:

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Week 1							
Week 2							
Week 3							
Week 4							

Here are some ways to be smarter

breakfast every day

Essential fuel for the body to start the day alert and ready to learn

- Choose a cereal with preferably less than 15 grams sugar per 100 grams. Weetbix or porridge are great choices
- Chop up some fruit and top with yoghurt
- Eat wholemeal toast or one with grainy bits that you can see. Fibre keeps you fuller for longer
- Find a buddy to eat breakfast with
- Stop eating /snacking after dinner so you wake up ready to eat healthy food
- Eat together as a family more often

et at 5+ a day

Vegetables and fruit are essential for vitamins that we need everyday

- Aim for at least 3 handfuls of colourful vegetables every day
- Eat a piece of fruit at breakfast and also pop one in the lunchbox
- Cut up fruit or carrot sticks for after school
- Thread bite size pieces of fruit onto a kebab stick
- Have a dip with raw carrots, broccoli, cauliflower pieces
- Add baby spinach and other greens to pizzas, mince and pasta dishes or make a hearty soup

Sleep 10-12 hours

Getting plenty of sleep helps with weight management, feeling good and learning

- Decide on a suitable bedtime to allow enough hours of sleep
- Have a regular bedtime routine
- Create a quiet space for sleep without distractions
- Remove electronics from the bedroom (tv, playstation, computers & phones)
- Aim for a gap between eating and bedtime. Two hours is best
- Plenty of physical activity during the day helps kids with sleep

match servings to hand size

For age appropriate portions

- Use child's hand to guide portion sizes: palm = protein (meat/meat alternatives), fist = carbohydrate (potato/kumara/pasta/rice) and 2 cupped handfuls of colourful vegetables
- Try the 1/4, 1/4, 1/2 rule when serving the dinner meal (i.e. 1/4 plate potato or rice or pasta (carbohydrate), 1/4 plate meat or meat alternatives (protein), 1/2 plate colourful vegetables)
- If including bread in the dinner meal, reduce the other carbohydrate choice
- Choose smaller bowls and dinner plates if necessary

activity 60 minutes daily

Think huff 'n puff activity

- Join a club together, karate, squash, badminton, waka-ama
- Do something active as a family in the weekend. Go for a walk around the lake or play at the playground
- Have a family game of soccer or softball
- Park further from the school or shops
- If the journey is less than 2km leave the car at home
- Plan ahead for next seasons sports
- Keep a bag of active equipment handy for outings or when visiting friends/whanau
- Activity can be broken into 10-15 min 'chunks'

reduce sugary drinks

Not for every day

- Take cordial, fizzy drink and sugary drink sachets off the shopping list
- Offer cold water from the fridge often
- Let friends know that your family are cutting back on drinks that are high in sugar and also caffeine
- Buy a new water bottle to keep water tasting fresh
- Flavour water with lemon or berries or mint
- Pack your own cold water when you go out
- Powdered chocolate drinks usually contain sugar and are not recommended as an everyday drink

takeaways less than once a week

Food not prepared at home

- Eat less than once per week
- Takeaways include bakery type lunches such as pies/slices/savouries
- Talk with the family about what home-cooked meals are liked the most
- Plan a dinner menu
- Write a list for the food shopping
- Share the cooking duties
- Plan home-made lunch combos with the children
- Stick your combos menu on the fridge
- Keep to regular servings, avoid up sizing

et together as a family

It's good being together

- Sit around a table (or together) for meals
- Decide on a time that will work best for everyone
- Consider after school /work activities
- Turn off the TV and phones
- Cook 1 meal to serve to everyone (no multi meal cooking)
- Eat together for good communication within families
- Remove the bread from the table
- Add a jug of water and a platter of raw vegetables

reduce screen time

Encourage the kids to be up and active

- Limit screen time to less than 2 hours a day
- Screen time includes: television, computer, game consoles, phones, i-pods etc
- Replace screen time with active time
- Plan screen time in advance. Talk about how much and when
- For every 30 min of screen time take a 10 min activity break
- Make the bedroom a screen free zone. This is a great way on monitoring what the kids are doing

Introduction to 'BeSmarter be Bodywise'

BeSmarter be Bodywise is a tool to help start a conversation with families about basic health messages for children. It was developed by the *Bodywise* team (2014) to support health professionals working with parents and children. *BeSmarter* was designed to help families with bigger children make health changes to support weight management; however these basic health messages can be useful for children of all ages and their families.

The *BeSmarter* form can take as little as five minutes to go through with a family, or as long and detailed as required. The aim of *BeSmarter* is to initiate a healthy change for that child and whanau.

Each letter of *BeSmarter* stands for an important health message for children. This tool is an easy way to engage a family in a discussion about the health of their child. It is also effective when talking with older children. *BeSmarter* can be used as a one off consultation or as an ongoing resource, as family situations change over time.

Thank you for choosing to use *BeSmarter* and supporting child health.

When to use *BeSmarter*: an opportune moment

The conversation is the key point of the *BeSmarter* resource. It helps the parents to think about their child's health and enables them to talk about it. It is a simple and positive process that is led by the parent, with the guidance of a practitioner using the *BeSmarter* tool. We have found that if the idea comes from the family it is more likely to result in a behaviour change, as telling people what they need to do does not necessarily lead to a behaviour change.

Many opportunities to introduce *BeSmarter* will naturally present themselves, as it is often during a conversation that parents mention issues such as:



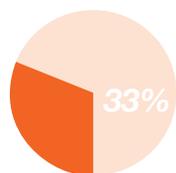
Comments like this provide an opportunity to introduce the *BeSmarter* tool and help to unravel any muddle. *BeSmarter* helps clear the way and move forward. There can be many other things going on for a family, and *BeSmarter* can bring the focus back to the basics for healthy children.

Child Obesity

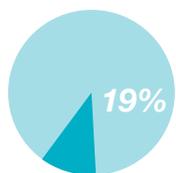
Overweight is defined as a BMI at or above the 85th percentile and lower than the 95th percentile for children of the same age and gender.

Obesity is defined as a BMI at or above the 95th percentile for children of the same age and gender (Barlow et al 2007).

A few statistics on child obesity:



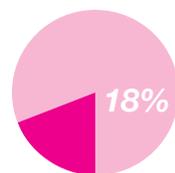
Children in NZ who are overweight or obese (Ministry of Health (MOH), 2015)



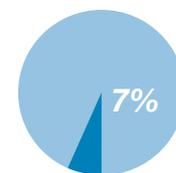
One in 5 children who live in NZ's most deprived areas are obese (MOH, 2015)



One in 4 Pacific children in NZ are obese (MOH, 2015)



One in 5 Maori children in NZ are obese (MOH, 2015)



One in 14 Asian children in NZ are obese (MOH, 2012b)

- With **1 obese parent**, a child is **2 times** as likely to become **overweight** (MOH, 2004)
- With **2 obese parents**, a child is **almost 2½ times** as likely to be **overweight**

Risks associated with child obesity:

Child obesity continues to be a significant health issue in New Zealand, with increased risk and associated factors for Māori and Pacific people (Office of the Auditor General, 2013).

Reducing rates of childhood obesity is recognised internationally as a priority (World Health Organisation (WHO), 2004; WHO, 2014). Childhood has become a focus for obesity interventions, based on the increased risk of medical and psychological issues for children and the concern that obesity in childhood increases the likelihood of obesity in adulthood (Whitaker, Wright, Pepe, Seidel, & Dietz, 1997).

Child obesity is a risk factor for the following:

Cardiovascular disease	Gall stones
Hypertension	Hepatic steatosis (fatty liver)
Some cancers	Fertility issues
Musculoskeletal problems	Anxiety
Obstructive sleep apnoea	Low mood
Orthopaedic complications	Poor self-esteem and self-concept
Type II diabetes	Psychosocial issues
Negative impact on the quality of life	Insulin resistance (sometimes associated with acanthosis nigricans)

(MOH, 2009; Waters, de Silva-Sanigorski, Burford, Brown, Campbell, Gao, Armstrong, Prosser, Summerbell, 2011)

Recommendations when measuring Body Mass Index:

Here are some useful links for plotting BMI.

BMI changes with age and gender

Child BMI charts must be used to plot children. Adult criteria do not apply.

- CDC Clinical Growth Charts with 5th and 95th centile for children aged 2-20 years showing stature for age, weight for age and BMI for age can be downloaded from:
<http://www.cdc.gov/growthcharts>
- World Health Organisation (WHO) Child Growth Standards
<http://www.who.int/growthref/en/>
- An online BMI calculator can be found at:
<http://www.betterhealth.vic.gov.au/bhcv2/bhcsite.nsf/pages/bmi4child>

Download the **US-CDC charts** from the CDC's website and use them to track a child or young person's progress: <http://www.cdc.gov/GrowthCharts>

BMI for Girls 2 - 20 years:

<http://www.cdc.gov/growthcharts/data/set1clinical/cj41i024.pdf>

Height and Weight for Girls 2 - 20 years:

<http://www.cdc.gov/growthcharts/data/set1clinical/cj41i022.pdf>

BMI for Boys 2 - 20 years:

<http://www.cdc.gov/growthcharts/data/set1clinical/cj41i023.pdf>

Height and Weight for boys 2 - 20 years:

<http://www.cdc.gov/growthcharts/data/set1clinical/cj41c021.pdf>

Download the **WHO charts** from the World Health Organisation's website and use them to track a child or young person's progress: <http://www.who.int/growthref>

BMI for Girls 5 - 19 years:

http://www.who.int/growthref/cht_bmifa_girls_perc_5_19years.pdf?ua=1

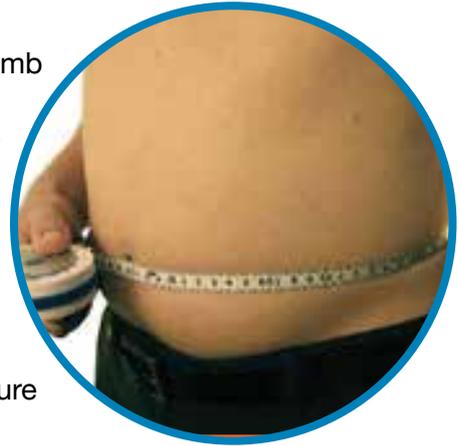
BMI for Boys 5 - 19 years:

http://www.who.int/growthref/cht_bmifa_boys_perc_5_19years.pdf?ua=1

Abdominal Obesity

In children and young people aged over five years, a rule of thumb for identifying abdominal obesity is:

- Waist circumference should be half or less than the child or young person's height in over-five-year olds
- It is recommended to measure a child or young person's waist circumference at the midpoint between the lowest rib and iliac crest
- Ensure the tape is level on the child
- Consider using waist circumference as well as BMI to measure progress (MOH, 2009).



In practice it is often easier and less intrusive to measure the waist around the tummy, over the belly button (umbilicus). The important thing is to be consistent between measurements and use the same method each time to meaningfully assess progress.

Bigger children are most easily measured by positioning self at the side of the child, asking the child to hold one end of tape on their belly button. The practitioner then walks around the child bringing the tape together at middle to read the measurement.

Here is how BeSmarter Works

The *BeSmarter* resource comes as a tear off, double-sided, full colour pad with 30 sheets. It can be used as a one off or can be used many times - as things tend to change over time (for better or worse).

BeSmarter was designed to help 'start a conversation with a parent/child or whanau.' It should be a positive experience, so the family gets some healthy ideas that can guide changes in the whanau.

The parent and/or child, rate the frequency of each of the 'basics for healthy kids' through a rating of 'not yet', 'sometimes', 'mostly' or 'always'. The rating scale gives an indication of what the whanau/child is doing well and highlights areas they can work on to improve the health of their child.

The purpose is to get the family thinking about healthy options and ideas for their child. Goals tend to easily fall out of this exercise and setting goals helps families plan to make changes.



Easy Guide and how to use the *BeSmarter* form:

- Go through the *BeSmarter* form
 - Describe each of the '**basics for healthy kids**'
 - Ask the child/parent to rate the **frequency** of each on the rating scale
 - Acknowledge what they are doing **well** (mostly/always columns)
 - Highlight areas for **change** to help the child to be as healthy as they can
- Set a **goal**
 - Talk about 'how' they are going to **achieve the goal**
 - Talk about **monitoring** it and what kind of reward the child may get for achieving their goal (fun or activity related)
 - If appropriate, set a **review date**
- Show them further **ideas** on the back of the form – with other resource links
- The family takes the *BeSmarter* sheet away with them (you may like a copy too)

Introducing BeSmarter - Te korero (the conversation)

"I have got a sheet here on the basics for healthy kids. Is it OK if we go through it together to see how things are for (child name)?"

"It is called BeSmarter be Bodywise, and each letter of BeSmarter stands for an important part of health for children. As we go through each item you can rate how often this happens for (child name) by using the rating scale - not yet, sometimes, mostly, always."

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basics for healthy kids

be smarter be bodywise

goal sheet

	Not yet	Sometimes	Mostly	Always
b reakfast every day				✓
e at 5+ a day		✓		
S leep 10-12 hours			✓	
m atch servings to hand size	✓			
a ctivity 60 minutes daily			✓	
r educe sugary drinks		✓		
t akeaways less than once a week			✓	
e at together as a family				✓
r educe screen time < 2 hours		✓		

bodywise@waikatodhb.health.nz

Today you were seen by: _____

Name: _____ Date: _____

Goal

Use my hand to guide dinner portions:
 Fist = rice/pasta/potato, palm = meat, 2 cupped handfuls of colourful vegetables

Tick your goals here:

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Week 1							
Week 2							
Week 3							
Week 4							

waikato
 waikato children's hospital
 sport waikato

Introducing BeSmarter

"To be the 'healthiest we can be' we would be aiming to have all these marked as 'always' or at least 'mostly' (show on the form)."

"You are already doing all of these things towards being as healthy as you can be. Well done!"

"These things (show 'not yet' or 'sometimes' ratings) give us an idea of the things we can work towards to help you be as healthy as you can be."

"We can set a goal for you today. Of these things (show 'not yet' or 'sometimes' ratings), what would you like to work on first?"



**A healthy
breakfast
kickstarts
the day**



Te Korero
Breakfast every day

Kai parakuihi, ia rā, ia rā

The **B** in **BeSmarter** stands for 'breakfast every day'.

It is important that children have a nutritious start to every day. This could be as simple as porridge or wheat biscuits with reduced fat milk or grainy toast and a topping. **How would you rate your child having breakfast every day?**

What does this mean?

Choose basic food items from the four main food groups like wheat biscuits and fruit, or porridge and reduced fat milk, toast with tomato or an egg, or simply grainy toast, spread and a drink of reduced fat milk.

Why is this important?

Around 10 percent of NZ children and young people do not eat breakfast regularly (MOH, 2008). A nutritious breakfast gives children the energy they need to attend and learn at school (Rampersaud, Pereira, Girard, Adams, Metz, 2005). Having a regular breakfast habit for children has been linked with healthier patterns of eating. It is associated with less snacking and less unnecessary weight gain. Children who miss breakfast are also more likely to buy energy dense, nutrient poor food to eat on the way to school (Utter, Scragg, Mhurchu, Schaaf, 2007). These types of foods and drinks are likely to be high in fat, and/or sugar and low in other essential nutrients.

B

breakfast every day

Essential fuel for the body to start the day alert and ready to learn

- Choose a cereal with preferably less than 15 grams of sugar per 100 grams. Weetbix or porridge are great choices
- Chop up some fruit and top with yoghurt
- Eat wholemeal toast or one with grainy bits that you can see. Fibre keeps you fuller for longer
- Find a buddy to eat breakfast with
- Stop eating/snacking after dinner so you wake up ready to eat healthy food
- Eat together as a family more often

Breakfast every day:

www.breakfast-eaters.org.nz
www.myfamily.kiwi/foods

Get up a little earlier and take the time to sit and eat together

It's easier to eat healthy when you start the day with breakfast

Breakfast helps children concentrate and learn

Children who eat breakfast are more likely to eat fruit and vegetables

When we have breakfast we are less likely to snack on empty calorie foods like chippies, lollies and sugary drinks



**Include
fruit or
vegetables
at every
meal**



Te Korero

Eat 5+ a day

Kaingia kia 5+ ngā hua
rākau/whenua, ia rā

The E stands for 'eat 5 + a day': What does this mean to you?

Yes, it is five servings of fruit and vegetables every day. We aim for at least three handfuls of colourful vegetables and two pieces of fruit. A serving is the size of your child's cupped hand (a handful). **How often does your child have three servings of vegetables every day? How do you rate your child having two servings of fruit every day?**

What does this mean?

Eating at least **three serves** of colourful vegetables and **two serves** of fruit every day is recommended for general good health. Recent research supports eating at least five serves of vegetables a day (Oyebode, Gordon-Oseagu, Walker, Mindell, 2014). A serve is what fits inside your child's hand.

Why is this important?

Vegetables and fruit provide energy, carbohydrate, dietary fibre, vitamins and minerals, and are low in fat. Higher carbohydrate (starchy) vegetables (e.g. potato, kumara and taro) provide more energy (calories) than the colourful, low-carbohydrate vegetables.

Providing at least two colourful vegetables with dinner (e.g. broccoli, carrots, mixed veges, cauliflower or baby spinach) in addition to the starchy choice is a good goal. Eating many different types and colours of vegetables and fruit, increases the range of health enhancing antioxidants (protective compounds) in the diet.

Vegetables help with a feeling of satiety and are therefore useful when trying to reach a healthy weight. Even higher intakes of vegetables and fruit have been linked with the reduced risk of chronic diseases such as cardiovascular disease, type II diabetes and many cancers (MOH, 2012a).

Eat 5+ a day

Vegetables and fruit are essential for vitamins that we need every day

- Aim for at least 3 handfuls of colourful vegetables every day
- Eat a piece of fruit at breakfast and also pop one in the lunchbox
- Cut up fruit or carrot sticks for after school
- Thread bite size pieces of fruit onto a kebab stick
- Have a dip with raw carrots, broccoli and cauliflower pieces
- Add baby spinach and other greens to pizzas, mince and pasta dishes or make a hearty soup

Eat 5+ a day:

www.5aday.co.nz
www.vegetables.co.nz
www.healthyfood.co.nz

The more vegetables the better. Serve a rainbow of colours

Include at least 3 handfuls of colourful vegetables daily

Put cucumber or carrot sticks in the lunchbox

Raw veges make a great after school snack

Grate veges into mince dishes

**Establish a
regular sleep
routine**

BRUSH TEETH



QUIET TIME



BEDTIME



Te Korero Sleep 10-12 hours

Kia 10-12 haora, te wā mōe

The S stands for 'sleep 10-12 hours at night'.

Sleep is important for all of us and children need lots of it to be energised, consolidate what they have learnt and for the body to restore itself.

How would you rate your child for getting at least 10 hours sleep every night?

What does this mean?

Sleep is a primary activity of the brain in early childhood (Hill, 2011). Sleep is a developmental process and the need for sleep changes throughout an individual's lifespan (Hill, 2011). Specialists recommend that for preschool and school aged children, between 10-13 hours of sleep is likely sufficient (National Sleep Foundation 2014). It's a basic necessity for sustaining life, as well as for optimal functioning (Mindell & Owens, 2010). When we sleep well, we wake up feeling refreshed, alert and ready to face daily challenges (National Sleep Foundation, 2014).

"If sleep does not serve an absolutely vital function, then it is the biggest mistake the evolutionary process has ever made" (Allan Rechtschaffen, 1968, as quoted in presentation by Hill, 2014).

Why is this important?

Sleep serves many important purposes. While sleeping, the brain is consolidating learning from the day and preparing for the next day. Sleep serves to restore the body physically and is an integral component of growth and development (Mindell & Owens, 2010). It also has a role in emotional regulation (Hill, 2014).

Sleep 10-12 hours

Getting plenty of sleep helps with weight management, feeling good and learning

- Decide on a suitable bedtime to allow enough hours of sleep
- Have a regular bedtime routine
- Create a quiet space for sleep without distractions
- Remove electronics from the bedroom (tv, playstation, computers & phones)
- Aim for a gap between eating and bedtime. Two hours is best
- Plenty of physical activity during the day helps kids with sleep

Sleep deficiency can show as daytime sleepiness, behavioural issues, mood disturbance, cognitive impairment and poor attention, processing and learning issues (Mindell & Owens, 2010). Too little sleep has also been found to increase the risk of obesity (Chen, 2008). Levels of the hormones ghrelin and leptin are altered in sleep.

Rising ghrelin leads to a feeling of hunger, and leptin to a feeling of fullness. With less sleep, ghrelin goes up and leptin goes down, so that when tired we feel hungrier than when well rested. (Taheri, Lin, Austin, Young, Mignot, 2004).

Sleep 10-12 hours

A lack of sleep increases risk of obesity

Lack of sleep can affect hormone levels which can make us feel hungrier than when well rested

Sleep helps consolidate learning

A regular sleep routine is important

Make bedrooms a screen-free zone

Match servings to hand size



Fist size for carbohydrates
(potatoes/pasta/rice)



Fist size for carbohydrates
(potatoes/pasta/rice)



Palm size for protein
(meat, fish, vegetarian option)



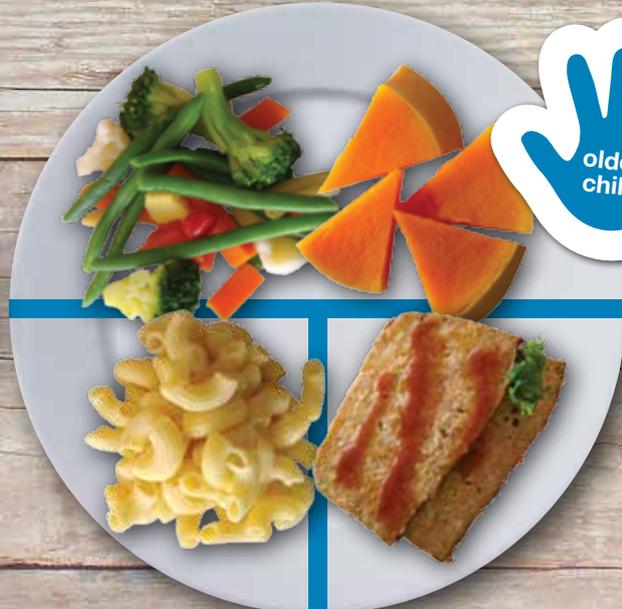
Palm size for protein
(meat, fish, vegetarian option)



2 cupped handfuls of
colourful vegetables



2 cupped handfuls of
colourful vegetables



Te Korero

Match Servings to Hand Size

Kia rite te hanga o ngā kai
ki tā te hanga o tō ringa



The M in BeSmarter stands for 'match servings to hand size' or simply eating the right amount for the child's age.

Our hand is always with us and it is exactly the right size for our age, that's why we use it. For example, at dinner we talk about having 2 cupped handfuls of veggies, a palm size piece of meat or meat alternative and a handful/ fist size serving of starchy food such as potato, rice or pasta. If still hungry extra colourful vegetables can be offered. **Thinking about the amounts that your child eats, how would you rate matching servings to his/her hand size?**

What does this mean?

Using the hand to guide portion size is an easily understood tool for families. A child's hand is smaller than an adult's hand and therefore the portion is less.

- **Palm size** (excluding the fingers) for protein portion (e.g. lean meat, seafood, chicken, eggs, tofu, cooked dried beans, peas and lentils)
- **Fist size** for the carbohydrate or starchy portion (e.g. potato, kumara, taro, rice, pasta or bread)
- Aim towards having at least **2 cupped handfuls of colourful vegetables** (e.g. carrot, pumpkin, broccoli, lettuce, spinach)

An alternative to guide portions is the ¼, ¼, ½ plate rule:

- ¼ plate protein
- ¼ plate carbohydrate
- ½ plate colourful vegetables

When preparing a meal, aim to have half of the ingredients as colourful vegetables. Grate vegetables into the main dish and also have a side serve of raw or cooked vegetables. If serving bread with dinner, cut back on the potato, pasta or rice serving. It's helpful for portion control

to serve a child's meal on a smaller plate than an adult's. If the family is still hungry after a meal offer extra colourful vegetables instead of potato or bread (MOH, 2012a).

Match servings to hand size



For age appropriate portions

- Use a child's hand to guide portion sizes: palm = protein (meat/meat alternatives), fist = carbohydrate (potato/kumara/pasta/rice) and 2 cupped handfuls of colourful vegetables
- Try the ¼, ¼, ½ rule when serving the dinner meal (i.e. ¼ plate potato or rice or pasta (carbohydrate), ¼ plate meat or meat alternatives (protein), ½ plate colourful vegetables)
- If including bread in the dinner meal, reduce the other carbohydrate choice
- Choose smaller bowls and dinner plates if necessary

Why is this important?

Studies show that if children or adults are served larger portions they tend to consume more food or drink, resulting in increased energy intake. (Kral and Rolls, 2004). Increased energy intake can lead to weight gain.

Match serving size to hand size

www.healthyfood.co.nz
www.smallplatemovement.org

Kids don't need as much as adults or older children

Smaller plates, bowls and glasses help kids eat less

Use the child's hand as a guide to age appropriate portions

Or ¼, ¼, ½ plate guide for healthy proportions at dinner

Waiting about 20 minutes after a meal gives our bodies time to identify whether we are still hungry

Huff
& puff
every
day



Te Korero

Activity for 60 minutes daily

Kia kotahi haora te kori tinana, ia rā



The A stands for 'activity for 60 minutes daily'.

The recommendation for a child's activity is at least 60 minutes of 'huff and puff' activity a day. This doesn't need to be in one go, as kids are usually active in small bursts. But we want to make sure they are getting at least 60 minutes every day.

How would you rate your child for getting at least 60 minutes of huff and puff activity every day?

What does this mean?

For health benefits, children and young people should be encouraged to be active for at least 60 minutes of moderate to vigorous intensity activity every day. Start off with 5-10 minute bursts and build up to 60 minutes. Look for a mixture of activity: aerobic, strength and flexibility (MOH, 2009).

Encourage families/whanau to be active together and include a variety of activities such as play, cultural activity, dance, sport, recreation, chores and active transport. Focus on fun activities that are enjoyable. Look for activities at home, at school and in the wider community and encourage less sedentary time (MOH, 2009; MOH, 2012a).

The CDC, 2008 Physical Guidelines for Americans, recommends activities which promote bone strength, muscle strength and flexibility. For example skipping, jumping, running, climbing, bending and stretching be included on at least three days per week (US Department of Health and Human Services, 2008). Children do not usually need formal muscle strengthening programmes (MOH, 2012a). These guidelines are the minimum requirements to gain health benefits.

Why is this important?

Aerobic activity increases the heart rate and gets oxygen pumping around the body to improve cardiorespiratory fitness. Increased physical activity improves energy expenditure and resting metabolic rate, builds muscle strength (tug-of-war, pushups, pullups, climbing, playground equipment/bars), power, endurance, and promotes bone strength (hopscotch, hopping, jumping, skipping, trampoline, volleyball, gymnastics). Being physically active also builds self-confidence,

social skills and mental wellbeing (MOH, 2009, MOH, 2012a). Activity levels for young people track through to adulthood, so establishing good physical activity patterns early on is important (Hallal, Victora, Azevedo, Wells, 2006).

Activity 60 minutes daily

Think huff 'n puff activity

- Join a club together, karate, squash, badminton, waka ama
- Do something active as a family in the weekend. Go for a walk around the lake or play at the playground
- Have a family game of soccer or softball
- Park further from the school or shops
- If the journey is less than 2km leave the car at home
- Plan ahead for next seasons sports
- Keep a bag of active equipment handy for outings or when visiting friends/whanau
- Activity can be broken into 10-15 min 'chunks'



A

Activity for 60 minutes

Physical activity improves mental wellbeing (mood)

Activity can be broken into 10-15 minute 'chunks'

Moderate-vigorous activity means your heart rate is higher and you are puffing

Moderate activity is: walking, dancing, playing at the park, kapa haka, skating and bike riding

Vigorous activity is: running games, trampoline, sports, waka ama, skipping, karate and uphill bike riding

www.sportwaikato.org.nz
www.sportnz.org.nz
www.wonderwalkers.co.nz
www.myfamily.kiwi/activities



**Make
water
the usual
choice**



Te Korero
**Reduce
sugary drinks**

Whakaheke te unu waireka

The R in BeSmarter stands for 'reduce sugary drinks'.

Sugary drinks include, fizzy drinks, fruit juice, fruit drinks, sachet mixes, cordial, and flavoured milk. These are not every day drinks and should only be occasional drinks. Water is the best everyday drink (and it's free). To be as healthy as (child name) can be, we want to encourage water as the regular drink.

How would you rate your child for having occasional sugary drinks?

What does this mean?

Water is the anytime choice. Sugary drinks and drinks with added sugar are often high in energy (calories). They include fruit drinks, fizzy/soft drinks, cordial, powdered drinks, energy drinks and sports drinks. Drink these less than once a week and offer small servings (e.g. half a glass for children under five years, one glass for older children). Have with meals rather than in between meals to maintain good oral health. Daily consumption of sugar (beverages) increases the likelihood of dental caries and impacts on good oral health (Bach & Manton, 2014).

Flavoured milk has added sugar and is not recommended as an everyday choice. Diet drinks are often highly acidic (causing tooth erosion) and are not recommended for children.

Why is this important?

Sugary drinks have been linked to dental caries and increased body weight in children (New Zealand Beverage Guidance Panel, 2014). Sugary drinks provide few beneficial nutrients (usually these nutrients are easily accessed from other foods consumed) and can dull the appetite for better food choices (MOH, 2012a).

Many sugary drinks contain intense sweeteners and as a regular drink can increase the preference and desire for a sweet taste. Energy drinks and energy shots also contain caffeine and are not recommended for children and young people. Water is the best beverage choice.

It is free and helps to hydrate the body (MOH, 2012a).

R educe sugary drinks

Not for every day

- Take cordial, fizzy drink and sugary drink sachets off the shopping list
- Offer cold water from the fridge often
- Let friends know that your family are cutting back on drinks that are high in sugar and also caffeine
- Buy a new water bottle to keep water tasting fresh
- Flavour water with lemon or berries or mint
- Pack your own cold water when you go out
- Powdered chocolate drinks usually contain sugar and are not recommended as an everyday drink

Reduce sugary drinks

www.hpa.org.nz

– Order poster /download a copy of *How Much Sugar Do You Drink*

www.fizz.org

– View the presentations from the FIZZ Conference 2014

**Water is
the best every
time drink**

**Sugary drinks
are high in energy
and less is best
(less than once a
week)**

**Have a jug
of water in
the fridge**

**Pack a
bottle of water
on outings**

**Water can be
flavoured with
mint, berries
or lemons**

Make it at home and make it healthy



Te Korero Takeaways less than once a week

Kai ō rangaranga < ia wiki

The T stands for 'takeaways less than once a week'.

Takeaways means all food purchased outside the home, so food not prepared at home. Bakery, muffins on the run, bought school lunches and usual takeaways are all included.

How would you rate your child for having takeaways less than once a week?

What does this mean?

Takeaways are ready to eat foods that have not been prepared at home and typically contain high levels of fat and/or sugar and/or salt.

Why is this important?

It is often difficult to know exactly what makes up many ready to eat foods. Takeaway meals can often be much higher in energy (calories) than a meal prepared at home. Regular takeaways can contribute to weight gain.

Statistics indicate that about \$21 out of every \$100 spent by households on food is spent on eating out or takeaways.' In comparison about \$14 was spent on fruit and vegetables (*Statistics New Zealand, Food Price Index, 2008*).

It is difficult to manage and monitor portion sizes with takeaway food. The persuasive power of marketing combined with the pester power of children can lead to parents/children purchasing larger portions than originally intended (upsizing). Food portion sizes are one of the environmental factors that contribute to obesity (*Swinburn, Egger and Raza., 1999*).

Takeaways less than once a week

Food not prepared at home

- Eat less than once per week
- Takeaways include bakery type lunches such as pies/slices/savouries
- Talk with the family about what home-cooked meals are liked the most
- Plan a dinner menu
- Write a list for the food shopping
- Share the cooking duties
- Plan home-made lunch combos with the children
- Stick your combos menu on the fridge
- Keep to regular servings, avoid upsizing

www.healthnavigator.org.nz/keeping-well/smart-eating/healthy-recipes/
www.heartfoundation.org.nz/healthy-living/healthy-eating/free-healthy-food-cookbooks
www.healthyfood.co.nz

Takeaways less than once a week

**Plan ahead
for fast, healthy
meals**

**Resist
temptation to
upsized!**

**If portions
are large, buy
one and
share**

**Prepare food
at home for
family outings to
take with you**

**Make your
own takeaways
at home (pizza/
burgers etc)**

Enjoy
a meal
together



Te Korero

Eat together as a family

Kia kai ngātahi te whānau



The E in BeSmarter is for 'eating together as a family'.

How would you rate your family for eating a meal together at least once a day?

What does this mean?

Eat together as a family with the emphasis on influencing healthy eating habits and talking together over a meal. Turn screens off to limit distractions.

Why is this important?

Eating together offers an opportunity for parents to role model healthy eating habits and it also allows for the supervision of quantities of food eaten. Family/whānau meals are associated with improved dietary intake; for example, a higher intake of vegetables and fruit (Pearson, Biddle, Gorely, 2009), higher academic performance and improved psychosocial health (Story and Neumark-Sztainer, 2005).

Parents' communication and involvement with their children are important components of healthy youth development. Family/whānau meals provide an important opportunity to communicate, learn, transmit cultural heritage and develop family/whānau rituals (Story and Neumark-Sztainer, 2005).

e at together as a family



It's good being together

- Sit around a table (or together) for meals
- Decide on a time that will work best for everyone
- Consider after school/work activities
- Turn off the TV and phones
- Cook 1 meal to serve to everyone (no multi-meal cooking)
- Eat together for good communication within families
- Remove the bread from the table
- Add a jug of water and a platter of raw vegetables

Eat together as a family

www.feedingourfamilies.org.nz
www.breakfast-eaters.org.nz

Plan to have meals together as a family/whānau where possible

Turn the screens (TV) off to limit distractions

Eating together is an opportunity to role model healthy eating

Eating together encourages good family conversation and catching up

Have a jug or special bottle of water to share

**Minimise
screen
time**



Te Korero

Reduce Screen Time

Kia <2 haora te matakitaki pouaka whakaata



And finally, the R is for ‘reduce screen time to less than 2 hours a day (out of school time).’

Screens include: television, video/DVD, phones, computer and game consoles. Reducing screen time gives kids an opportunity to get outside and be active or talk to their family.

How would you rate your child for getting less than 2 hours of screen time each day?

What does this mean?

Screen time for children and young people should be reduced to less than 2 hours daily, out of school time. Screen time refers to any sedentary, screen based activity - such as computer, TV, electronic games, phones, tablets and iPads (MOH, 2012a). Introduce family rules around how much screen time is acceptable and provide active alternatives. Break up sedentary time with physical activity; for example for every hour spent sitting, get up and move about (Active Healthy Kids Canada, 2012).

Why is this important?

Sedentary behaviour in young people is associated with poor health in adulthood. In particular, television viewing during childhood and adolescence is a strong predictor for higher BMI, poor fitness and higher cholesterol levels (MOH, 2009, 2012a). In addition, limiting screen time for children has a direct impact on sleep, behaviour and learning (Gentile, Reimer, Nathanson, Walsh, Eisenmann, 2014). The New Zealand Health Survey found that 53% of New Zealand children usually watched two or more hours of television each day (MOH, 2012).

R educe screen time



Encourage the kids to be up and active

- Limit screen time to less than 2 hours a day
- Screen time includes: television, computers, game consoles, phones, iPods etc
- Replace screen time with active time
- Plan screen time in advance. Talk about how much and when
- For every 30 min of screen time take a 10 min activity break
- Make the bedroom a screen free zone. This is a great way of monitoring what the kids are doing

Reduce screen time

Screen time is any sedentary, screen based activity (e.g. TV, playstation, xbox, phone, computers)

Plan screen time ahead so the kids know in advance when the screen will be turned off

Reduce screen time to less than 2 hours daily (out of school time)

Break up sedentary time with physical activities

Keep a list of fun active activities handy to help plan for once the screens go off

BeSmarter Rating Scale



The rating on this simple scale is decided by the parent/child. It provides an opportunity for discussion around these essential basics for healthy children. The parent/child can rate each of the health basics as you go along.

It may be helpful to ask a few questions as you are going through *BeSmarter*, such as, “What do you think mum?”, “Is that every day, 7 days a week?”, “What do you think?” (you are asking others there).

The next step once the family has rated all the ‘basics for healthy kids’ is to acknowledge what they are doing well and highlight possible areas for change:

- *“To be the ‘healthiest we can be’ we would be aiming to have all these marked as ‘always’ or at least mostly (show on form). You are already doing some of these things towards being as healthy as you can be. Well done!”*
- *“These things (show not yet or sometimes ratings) give us an idea of what we can work towards to help you be as healthy as you can be.” Ask the parent/child to choose something they would like to work on*
- *A goal usually falls out of this exercise. “We can set a goal for you today. Of these things (show not yet or sometimes ratings), what would you like to set a goal about?” or “which one would you like to work on next?”*

Goal setting

Goals help us to plan and work towards something we want. Setting a goal can motivate us to make change and guide the process to achieve the change we want. It is important to be clear and realistic about what you want to achieve.

Start with a **small goal** that is achievable within a realistic period of time (e.g. every day for two weeks, or at least five days a week).

The **how** is important, as the family may want to achieve the goal but might not know how or where to start. So it is helpful to talk about:

- **what** they need to do for this goal
- **how** are they going to do it (the actual)
- **when** they are going to do it

Goal example

Eat at least 3 servings of vegetables each day

How?

Have one vegetable in the lunch box (e.g. grated carrot, tomato, cucumber in a sandwich or carrot sticks), and eat at least two handfuls of colourful vegetables with dinner.

- What veggies do the children like?
- What are in season (affordable)?
- Frozen veggies are fine
- Veggies in other dishes count too (grated or finely chopped carrot, courgette or mushroom into bolognese or casserole)

Set a date to review how this goes and adjust the goal if required.

On the reverse of the BeSmarter resource there are many ideas and ways to BeSmarter.

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Nutritional Websites

www.5aday.co.nz - lots of recipes and resources about fruit and vegetables

www.vegetables.co.nz - everything to help you easily prepare and eat more vegetables

www.breakfast-eaters.org.nz - loads of good family recipes and resources

www.myfamily.kiwi/foods - great meal ideas for NZ families

www.healthyfood.co.nz - reliable source of nutritional information with loads of good ideas

www.nutritionfoundation.org.nz - provides a professional viewpoint around food, nutrition and health with links to other useful sites

Activity Websites

www.sportwaikato.org.nz – find local community clubs and activities with the ‘Be Active’ search function

www.health.govt.nz/your-health - activity guidelines for New Zealanders

www.cdc.gov/physicalactivity/ - information about activity recommendations

www.wonderwalkers.co.nz/ - Local and national walking routes

www.planmyplay.co.nz - Things to do in New Zealand

www.sportnz.org.nz/managing-sport/guides/kiwidex-manual - ideas and games for children

www.myfamily.kiwi/activities - great activity and family outing ideas

Ordering BeSmarter Resources

- BeSmarter Training Pack (10 pads, Practitioner Manual, DVD, Poster)
- BeSmarter Pads (minimum of 10 pads per order)
- Practitioner Manuals
- Posters

These can be ordered several ways:

- directly from the *Bodywise* Administrator
 - o Phone: (07) 839 8726 ext 96957
 - o Email: bodywise@waikatodhb.health.nz
- via the Waikato DHB printshop using the order code on the pad FX006 (for Waikato DHB staff)

About Bodywise

Bodywise is a family-focused weight management programme for very overweight children aged 5-12 years. We work with families to help them identify lifestyle habits that they can change to become healthier. We support families to make small, steady, healthy changes with the aim of maintaining or reducing a child's BMI.

The Bodywise groups are made up of between four to eight families. Children are grouped together with other children of a similar age. About four groups are run each year and follow the school term calendar. There are monthly follow up appointments for 12 months.

Bodywise is a joint initiative between Waikato District Health Board (Waikato DHB) and Sport Waikato. It comes under the Waikids umbrella of the Waikato DHB children's health services. Our team includes a dietitian, psychologist, doctor, Sport Waikato active families co-ordinator, and administrator. We work together with the child and his/her family. This is in line with international best practice guidelines.

Contact information:

Contact the Bodywise administrator (07) 839 8899 ext 96957 or bodywise@waikatodhb.health.nz

Referral information:

Parents are welcome to contact us directly and referrals do not have to come from a doctor or health professional.

Referrals by general practitioners (GPs) or other health professionals should be via Waikato Hospital's Referral Coordination Centre (RCC):

Attention: Bodywise
Referral Coordination Centre
Waikato Hospital
Private Bag 3200
HAMILTON
Fax: (07) 839 8817

www.waikatodhb.health.nz/directory-of-our-services/waikids/bodywise/



**1 big cookie =
9 normal size
biscuits!!**





This is like drinking 2 cups of coffee with 8 teaspoons of sugar in each!





That's a lot of sugar!

Stick with water - it's the best!





One little muesli bar equals... a whole lot of carrots!



Eat these anytime!





= way too much sugar!



**Choose less packages as they all add up
bodywise**



Use smaller bowls, plates and glasses as the larger the plate/glass, the larger the serving



be smarter

be bodywise

Bodywise

C/- Waikato Hospital
Waikids E6
Private Bag 3200
HAMILTON

Contact: 07 839 8726 ext 96957
Email: bodywise@waikatodhb.health.nz