

# SAVITA THE LABEL READING MOM

## GOAL

“I want to create quick, healthy, budget-friendly meals that my kids enjoy eating.”

AWARENESS

CONSIDERATION

DECISION

ADOPTION

EVALUATION

## STEPS

My daughter came home with an assignment about the CFG.

I want to learn more about this new Guide.

I need recipes to round out my meal plan.

Let's test out the meal plan and recipes.

It worked out well, but could use some tweaks.

## ACTIONS

- We review the assignment which asks us to assess our supper experience.
- I prepared a meal that wasn't the healthiest, I was pressed for time and I know the kids should eat better.
- I look up the new guide on mobile to help daughter complete her assignment.
- The assignment is complete, but I'm interested in the Guide's new approach, it's not at all what I remember.

- Let's google the new CFG.
- I choose what looks like the new landing page.
- I choose the visual and click on the statements that look interesting.
- I wanted to meal plan for the kids, let me dive deeper with the meal planning resources.
- There's a customizer! I test it and save mine for later.

- I see recipe resources on the customizer pages.
- Reviews recipes.
- "Pins" a few recipes for reference later.
- I try google to find more recipes to complete the meal plan.
- I refer back to CFG content to evaluate the recipes.
- I find more recipes that I like.

- I review the recipes with the kids and have them pick their favourites.
- Using the recipes, I create a shopping list.
- I check the cupboards and fridge to see if we have any ingredients.
- I take my list and go shopping.
- I start meal prepping, and try to involve the kids.
- We make large and single batches of meals together.
- Kids enjoy the meals, but it was a little over my weekly budget.

- I recall seeing budget information on the CFG site.
- Searches for the information using customizer.
- Selects the budgeting option.
- Downloads the budget customizer sheet.
- Shares some of her new found knowledge with friends.

## EMOTIONS

- **Confused** the Guide is not what I expected
- **Self-conscious** about the food I prepared
- **Reflective** of what I remember of the guide

- **Apprehensive** and judged since I'm still learning to manage my time
- **Curious** about the new approach the CFG has taken
- **Motivated** that I might learn more about meal planning

- **Frustrated** with my picky eaters and having to evaluate new recipes that don't meet all the new CFG guidance
- **Overwhelmed** with finding recipes that meet all my needs

- **Skeptical** at first trying new recipes
- **Pleased** that the kids ate the meals
- **Concerned** by the budget

- **Happy** with the recipes and budget tips
- **Relieved** and **pleased** that she could find information that fits her lifestyle

## CONTENT NEEDS

- Activity sheet
- Customizer
- Visual
- Vanity URL
- Foundational statements

- Navigation (clear concise wording that connects the visual to the nav)
- Actionable tips regarding the foundational statements
- Expanded content on each of the foundational statements
- Step-by-step guide on how to meal plan
- Checklist
- Content on how to set goals

- Recipes (adaptable, pinnable images)
- Substitutions for ingredients
- How to evaluate a recipe
- Picky eating content
- Checklists
- Audience specific tips
- Customizer
- Partnerships
- Celebrity/chef endorsements
- Blank meal plan templates
- Sample meal plans

- Grocery shopping tips
- Tools/checklists
- Recipes
- Content on how to get kids/others involved
- Meal preparation content
- Food skills videos
- Virtual tour of the grocery store

- Budget friendly meal information
- Shopping tips
- Blank meal planning templates
- Recipes
- Substitutions for ingredients

## MEDIUM

- Print, mobile

- Laptop

- Laptop

- Laptop, download and print

- Laptop, mobile, download and print

# SARAH THE FAGER BEAVER TEACHER

## GOAL

“I want to teach the curriculum in a fun and engaging way that highlights healthy eating and meets the school boards objectives.”

AWARENESS      CONSIDERATION      DECISION      ADOPTION      EVALUATION

## STEPS

I need to review the curriculum, CFG is part of it

Need to brainstorm ideas for my lesson plan

As part of my research, I search the CFG site.

I teach CFG to my students.

I test the kids on the CFG.

I evaluate the lessons and student grades.

## ACTIONS

- I review the curriculum from the provincial ministry.
- I have a look at existing lesson plans.
- I talk to my colleagues about how they've taught CFG in the past.
- I take note of the curriculum's outcome measures to cross-reference the activities and lesson plan.

- I start the brainstorm by searching online:
  - CFG, activity plans, lesson plans, school activities for kids or primary students, worksheets.
- I go to Pinterest for ideas.
- The school board reference centre is also a good place for ideas.
- I start evaluating the activities against the curriculum.

- I found the CFG visual.
- Don't see any mention of quantities, or food groups.
- I notice the resources mention a customizer; the kids are a bit young for that, so I go through the nav.
- I download/order some of the resources available depending on the availability of tech in my new school.

- I demo the visual to the class, they take turns with the foundational statements.
- I use the cross-curriculum activities.
- I demo a recipe in class to engage my students and send a copy of the recipe to them electronically.
- Send a homework assignment with the visual as a reference.
- I set a test date for the students.

- When studying, a parent complains about the concepts covered in the foundational statements.
- I review the policy to help better explain the content.
- I use the opportunity to explain to the parent the guidance and its intent.
- I modify the lesson plan to address social disparity.
- I test the kids knowledge on the new CFG content.

- I evaluate the tests and grade the students.
- I review the errors and determine if any of the concepts didn't resonate with the students.
- I modify the lesson plan based on my evaluation.

## EMOTIONS

- **Prepared** since this is what I do
- **Excited** to teach

- **Confused** that the CFG isn't what I remember
- **Frustrated** trying to find how much food to eat

- **Intrigued** and **interested** in new healthy eating approach
- **Excited** at teaching something new
- **Diligent** in learning all I can about the new CFG

- **Having fun** being creative with the new scope
- **Tired** from making a new lesson plan
- **Nervous** teaching brand new abstract concepts

- **Vulnerable** at exposing myself to a new plan
- **Awkward** at never having to deal with this situation before

- **Satisfied** that I was able to effectively teach a brand new topic
- **Pleased** with the students' grades and direction of my lesson plans

## CONTENT NEEDS

- Education outcome measures (recommended or potential measures that can help shape future curriculum)
- Provincial curriculum/policy
- Communications to school boards or P/T Ministries of education
- Social media
- Mailing lists (our need)

- Materials/kits for schools, high-level lesson plans that focus on ideas, goals based
- Educator's guide with cross curriculum opportunities
- Games, posters, checklists, e-tools
- Food variety/quantity, proportionality exercises
- Old vs. new table for educators
- Recipes at all skill levels
- Food lists, affordable alternative swaps
- Myth busting
- Where food comes from (partnerships with Agriculture Canada)

- Same as previous
- Educator's guide
- Old vs. new table for educators
- Posters
- Resource for my smartboard
- Apps

- Educator's guide
- Old vs. new table for educators
- Posters
- Resource for my smartboard
- Apps

- Social determinants of health lens or guidance as part of the educators guide
- References
- Policy

- Education outcome measures
- Same content needs as research, for tweaks to lesson plan

## MEDIUM

- Social media, print, networks

- Laptop

- Laptop, smartboard, print, download

- Laptop, smartboard, print, download

- Laptop

- Laptop

# SARAH THE TEACHER IN A PREDOMINANTLY INDIGENOUS COMMUNITY

## GOAL

“I want to teach the curriculum in a fun, engaging and culturally-relevant way that highlights healthy eating and meets the needs of my Indigenous students.” (Use BC as an example)

AWARENESS      CONSIDERATION      DECISION      ADOPTION      EVALUATION



## STEPS

I need to review the curriculum, CFG is part of it

Need to brainstorm ideas for my lesson plan

As part of my research, I search the CFG site.

I teach CFG to my students.

I test the kids on the CFG.

I evaluate the lessons and student grades.

## ACTIONS

- I review the curriculum from the provincial ministry.
- I have a look at existing lesson plans.
- I talk to my colleagues about how they've taught CFG in the past.
- I refer to the First Nations Health Authority website for ideas on integrating traditional food knowledge.
- I take note of the curriculum's outcome measures to cross-reference the activities and lesson plan

- I start the brainstorm by searching online:
  - CFG, activity plans, lesson plans, school activities for indigenous communities, worksheets.
- I go to the school board reference centre and FNHA for ideas and concepts.
- I start evaluating the activities against the curriculum.

- I found the CFG visual.
- Don't see any mention of quantities, or food groups.
- I notice the resources mention a customizer; the tasks in this tool have some applicability to my community.
- I download/order some of the resources available depending on the availability of tech in my new school.

- I demo the visual to the class, allowing the kids to customize their food selections.
- We go through the customizer outputs as a tool to learn about the foundational statements.
- I demo a recipe in class and send a copy of the recipe
- Send a homework assignment with the visual as a reference.
- I set a test date for the students.

- When studying, a parent complains about the concepts about choosing water.
- I refer to the CFG content on Food Security.
- I modify the lesson plan to address social disparity.
- I test the kids knowledge on the new CFG content.

- I evaluate the tests and grade the students.
- I review the errors and determine if any of the concepts didn't resonate with the students.
- I modify the lesson plan based on my evaluation.

## EMOTIONS

- **Prepared** since this is what I do
- **Excited** to teach

- **Confused** that the CFG isn't what I remember
- **Frustrated** trying to find culturally specific information

- **Intrigued** and **interested** in new healthy eating approach
- **Excited** at teaching something new
- **Diligent** in learning all I can about the new CFG

- **Having fun** being creative with the new scope
- **Tired** from making a new lesson plan
- **Nervous** teaching brand new abstract concepts

- **Vulnerable** at exposing myself to a new plan that lacks cultural specificity
- **Awkward** at never having to deal with this situation before

- **Satisfied** that I was able to effectively teach a brand new topic
- **Pleased** with the students' grades and direction of my lesson plans

## CONTENT NEEDS

- Education outcome measures (recommended or potential measures that can help shape future curriculum)
- Provincial curriculum/policy
- Communications to school boards or P/T Ministries of education
- Social media
- Mailing lists (our need)

- Culturally specific materials/kits for schools, high-level lesson plans that focus on ideas, goals based
- Educator's guide with cross curriculum opportunities
- Games, posters, checklists, e-tools
- Food variety/quantity, proportionality exercises
- Culturally and geographically recipes at all skill levels
- Food lists, Culturally and geographically affordable alternative swaps
- Where food comes from an indigenous perspective

- Same as previous
- Educator's guide
- Old vs. new table for educators
- Posters
- Resource for my smartboard
- Apps
- Indigenous specific or relevant tasks

- Educator's guide
- Old vs. new CFG vs CFG-FNIM for educators
- Posters
- Resource for my smartboard
- Apps

- Indigenous-specific social determinants of health lens or guidance as part of the educators guide
- References
- Policy
- Food security

- Education outcome measures
- Same content needs as research step, for tweaks to lesson plan

## MEDIUM

- Social media, print, networks

- Laptop

- Laptop, smartboard, print, download

- Laptop, smartboard, print, download

- Laptop

- Laptop

# JEAN-CLAUDE THE NURSE WITH TOO MANY PATIENTS

## GOAL

“I want to help all my patients get the info they need to be healthier and be efficient doing it.”

DECISION ADOPTION



## STEPS

The lead doctor at the clinic informed us about the new CFG.

I'm supporting a client whose treatment includes healthy eating.

I provide my patient with specific materials for their health issue.

I provide a follow-up with a copy of the customizer.

I close the chart, making sure to include a copy of the customizer.

## ACTIONS

- I've been instructed to start using the new food guide suite in patient consultations where possible.
- I go online to review the content a little more closely.
- I download a copy of the visual and order copies.
- I play around with the customizer and see what it can do.
- I notice the educators guide and print off a copy for the office for reference.

- The doctor has assessed the patient and provided me with direction to walk him through the food guide visual.
- The doctor also feels that the customizer might be useful in supporting the development of a more personalized plan for the patient.

- I grab a copy of the visual we ordered and some other materials to engage the patient in a healthy eating conversation.
- I walk through the visual with my client.
- I open the customizer and ask some questions about his lifestyle, dietary preferences and habits.
- Showing the patient how to use the customizer, I make the selections and generate a tailored resource for him.

- In the blank space, I type in some of the milestones set by the doctor for the patient's behavioural changes, like reducing meat and sodium.
- I email the patient a copy of the customizer with the goals in place.
- I also provide the URL so the patient can go experiment with the customizer if they wish.
- I book a follow-up appointment with the patient to discuss progress.

- I print a copy with the goals identified for the patient's chart so the doctor can reference it in her follow-up appointment.

## EMOTIONS

- **Diligent**, this is part of my job

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- **Diligent**, this is part of my job

## CONTENT NEEDS

- Emails or newsletter from health professional organizations
- Customizer
- Visual
- Educators guide
- Policy

- Customizer
- Visual

- Videos
- Customizer
- Generic tear-pads
- Educators guide
- NOTE: if patient has no access to a computer, and the clinic does not provide print-outs for clients, this journey drops here.)

- Customizer
- Visual
- Solution
- URL

- Customizer

## MEDIUM

- Print, computer, tablet

- Print, computer, tablet

- Print, computer, tablet

- Print, computer, tablet

- Print, computer, tablet

# JEAN-CLAUDE THE NURSE WITH TOO MANY PATIENTS

## GOAL

“I want to help best serve my Indigenous community and provide the info my patients need to be healthier and be efficient doing it.”

DECISION ADOPTION

STEPS	The dietician delivered copies of the new Food Guide.	A patient comes to the clinic with knee pain.	I consult with my patient regarding their eating patterns.	I set some goals for my patient.	I add follow-up notes to the patient's chart.
ACTIONS	<ul style="list-style-type: none"> <li>The dietician recommends the new Food Guide for consultations with patients.</li> <li>I go online to review the content a little more closely.</li> <li>I play around with the customizer and see what it can do.</li> <li>I notice the educators' guide and policy and print off a copy for reference.</li> </ul>	<ul style="list-style-type: none"> <li>I assess the patient and determine that they're obese and could benefit from nutrition information.</li> <li>As part of the recommendations, I also provide a copy of the Visual.</li> <li>I access the online Solution while discussing the clients food preferences.</li> <li>I customize the Visual with the food preferences of my patient.</li> </ul>	<ul style="list-style-type: none"> <li>I print a copy of the customized pattern for the patient's reference and us at home.</li> <li>Then we would look at their eating habits and find customizer topics that would help them eating better at home.</li> <li>I review the tips and focus on the relevant ones by excluding extra information.</li> <li>I also print out one of the recipes that appealed to my patient.</li> </ul>	<ul style="list-style-type: none"> <li>I type in some of the milestones that we agree on, like reducing sodium and adding more vegetables to his diet.</li> <li>In order to effectively manage sodium intake, I teach him how to read food labels.</li> <li>I give the patient the customizer and visual along with the milestones for future reference.</li> <li>I book a follow-up appointment with the patient to discuss progress.</li> </ul>	<ul style="list-style-type: none"> <li>I write a chart note identifying the goals discussed with the patient for reference at follow-up appointment.</li> </ul>
EMOTIONS	<ul style="list-style-type: none"> <li><b>Diligent</b>, this is part of my job</li> </ul>	<ul style="list-style-type: none"> <li><b>Diligent</b>, this is part of my job</li> </ul>	<ul style="list-style-type: none"> <li><b>Diligent</b>, this is part of my job</li> <li><b>Frustrated</b> at the lack of internet access for community members</li> </ul>	<ul style="list-style-type: none"> <li><b>Diligent</b>, this is part of my job</li> </ul>	<ul style="list-style-type: none"> <li><b>Diligent</b>, this is part of my job</li> </ul>
CONTENT NEEDS	<ul style="list-style-type: none"> <li>Emails or newsletter from health professional organizations</li> <li>Customizer</li> <li>Visual</li> <li>Educators guide</li> <li>Policy</li> </ul>	<ul style="list-style-type: none"> <li>Customizer</li> <li>Visual</li> <li>Online Solution</li> </ul>	<ul style="list-style-type: none"> <li>Customizer</li> <li>Generic tear-pads</li> <li>Educators guide</li> <li>Culturally appropriate recipes</li> <li>NOTE: if patient has no access to a computer, and the clinic does not provide print-outs for clients, this journey drops here.)</li> </ul>	<ul style="list-style-type: none"> <li>Customizer, links to sodium and label reading</li> <li>Visual icons that clearly depict eating patterns of food insecure populations</li> <li>Solution</li> <li>Vegetable consumption recommendations</li> <li>Reducing sodium intake</li> <li>Processed food recommendations</li> <li>Label reading</li> </ul>	
MEDIUM	<ul style="list-style-type: none"> <li>Print, computer, tablet</li> </ul>	<ul style="list-style-type: none"> <li>Print, computer, tablet</li> </ul>	<ul style="list-style-type: none"> <li>Print, computer, tablet</li> </ul>	<ul style="list-style-type: none"> <li>Print, computer, tablet</li> </ul>	<ul style="list-style-type: none"> <li>Print, computer, tablet</li> </ul>

# JOELLE THE POLICY MAKER CARING FOR HER AGING MOM

## GOAL

“I want credible and relevant information to advocate for better nutrition programs in long-term care (LTC) facilities, keeping in mind my mom who is in a nursing home.”

AWARENESS    CONSIDERATION    DECISION    ADOPTION

STEPS	AWARENESS		CONSIDERATION		DECISION		ADOPTION							
	Dieticians of Canada sent me an email about the new CFG release.		I want to learn more about this new Guide.		I research the new guidance to apply to provincial LTC nutrition standards.		I advocate for changes to LTC nutrition standards.		I action a transition plan between R1 and R2.		I add revisions to LTC nutrition policy based on R2.		I implement the completed policy.	
ACTIONS	<ul style="list-style-type: none"> <li>Dieticians of Canada sent me an email about the launch of the new Food Guide.</li> <li>The email has an embedded link that I click through.</li> </ul>		<ul style="list-style-type: none"> <li>I land on the new CFG landing page.</li> <li>There is a link to the new Food Guide policy that I access.</li> <li>I browse the online report, ultimately downloading a copy of the report for reference.</li> <li>I also bookmark the policy page.</li> </ul>		<ul style="list-style-type: none"> <li>I print a copy of the new policy to read and mark up and see how they might apply to a long-term care setting.</li> <li>I note the references that would support my work.</li> <li>I pay special attention to new details on food environment; it could be interesting to include this approach in my nutrition standards.</li> </ul>		<ul style="list-style-type: none"> <li>I assess my tools and resources against the new CFG policy.</li> <li>I identify gaps and measure the impacts on LTC facility programs and procedures.</li> <li>I consult with my internal and P/T colleagues for ideas.</li> <li>I examine possible partnerships or funding opportunities to support changes due to the new CFG policy.</li> </ul>		<ul style="list-style-type: none"> <li>I develop a briefing and communications plan to explain the scope of the changes.</li> <li>I develop best practices to implement in LTC facilities.</li> <li>My P/T colleagues and I collaborate on changes.</li> <li>I also review online resources and academic literature.</li> <li>I start developing my policy, tools and resources to support the changes from the CFG R1 policy.</li> </ul>		<ul style="list-style-type: none"> <li>I complete similar tasks to how I approached R1.</li> <li>I develop my policy, referencing the new CFG Guidance (R1 and R2) and its references to support changes.</li> </ul>		<ul style="list-style-type: none"> <li>I obtain all approvals.</li> <li>I build upon the implementation plan and strategy.</li> <li>I include knowledge translation for users (e.g. manual for frontline workers).</li> </ul>	
EMOTIONS	<ul style="list-style-type: none"> <li><b>Anticipating</b> the release of the new guide</li> <li><b>Curious</b> about the differences</li> <li><b>Interested</b> in the new guidance</li> </ul>		<ul style="list-style-type: none"> <li><b>Interested</b> about the new guidance</li> </ul>		<ul style="list-style-type: none"> <li><b>Happy</b> about the direction of the new policy</li> <li><b>Frustrated</b> with the lack of numbers to support the guidance in R1</li> </ul>		<ul style="list-style-type: none"> <li><b>Isolated</b> craves leadership and direction</li> <li><b>Excited</b> about the new federal direction</li> <li><b>Confused</b> with the lack of dietary pattern</li> </ul>		<ul style="list-style-type: none"> <li><b>Prepared</b></li> <li><b>Anxious</b> at the differences between policies</li> <li><b>Curious</b> about the R2 policy</li> </ul>		<ul style="list-style-type: none"> <li><b>Happy</b> with more specificity regarding the dietary pattern</li> <li><b>Comfortable</b> with the process established for R1</li> </ul>		<ul style="list-style-type: none"> <li><b>Motivated</b> to make change for long-term care residents</li> </ul>	
CONTENT NEEDS	<ul style="list-style-type: none"> <li>UTM coded email links</li> <li>News release</li> <li>Stakeholder outreach</li> <li>Policy for R1</li> </ul>		<ul style="list-style-type: none"> <li>Policy</li> <li>Online solution</li> </ul>		<ul style="list-style-type: none"> <li>Policy</li> <li>ERC and CFG references</li> <li>Before/after table that explains the differences between previous and current guidance</li> <li>DRI's</li> <li>Policy customizer</li> <li>Guide on how to use the policy</li> </ul>		<ul style="list-style-type: none"> <li>Before and after table explaining changes</li> <li>Old CFG</li> <li>Briefings</li> <li>Questions and answers</li> <li>Medial lines</li> <li>Webinars</li> <li>Videos</li> </ul>		<ul style="list-style-type: none"> <li>Policy implementation</li> <li>Endorsements</li> <li>Presence in online resources like the NRC navigator, Best Practice Portal</li> </ul>		<ul style="list-style-type: none"> <li>Open data</li> <li>Open data user guide</li> <li>Pattern rationale</li> <li>Thresholds and nutrient data</li> <li>R2 policy/pattern</li> <li>Methodology</li> <li>Menu planning</li> <li>Frequency based content</li> <li>Technical document</li> <li>Summary</li> <li>Food group sub-groups</li> </ul>		<ul style="list-style-type: none"> <li>Policy</li> <li>Visual</li> <li>Foundational statements</li> <li>Branding</li> </ul>	
MEDIUM	<ul style="list-style-type: none"> <li>Email, computer</li> </ul>		<ul style="list-style-type: none"> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Print, download, computer</li> </ul>		<ul style="list-style-type: none"> <li>Computer, print, download</li> </ul>		<ul style="list-style-type: none"> <li>Print, computer, download</li> </ul>		<ul style="list-style-type: none"> <li>Print, computer</li> </ul>		<ul style="list-style-type: none"> <li>Print, computer</li> </ul>	

# CAROL THE BUSY LAWYER WITH HYPERTENSION

## GOAL

“I want healthy choices to be an easy part of my busy lifestyle.”

AWARENESS      CONSIDERATION      DECISION      ADOPTION      EVALUATION

## STEPS

I've just been diagnosed with hypertension.

I ask my assistant to research and synthesize what I should do.

I hire a dietician to develop a plan for me.

I review the plan and see what I can do.

I make the recommended changes to my lifestyle.

## ACTIONS

- My family doctor has just diagnosed me with hypertension.
- The nurse walks me through some materials to explain treatment and management options.
- I get a pamphlet from the Heart and Stroke foundation and a copy of the CFG visual.
- I also ask the doctor for referrals for good dietician since I don't have time to make a plan myself.

- I don't have time to personally do the research; I give the materials to my assistant to research further and follow up on the referrals.
- My assistant goes to the CFG website and finds information that is relevant to me.
- He looks at the customizer and prints off the resources identified on the page.
- He develops an electronic document that I can review on my iPad.

- I meet with my new dietician who gives me a full assessment.
- She provides me with a meal plan and goals that we will follow up on at my next appointment.

- I review all the content provided by the dietician and my assistant.
- I pay attention to where the content my assistant pulled from the CFG website intersects with what the dietician provided.

- I implement the plan outlined by my dietician.
- Unfortunately, I find myself eating out still due to my work hours.
- During a quick break, I take the time to google quick meal ideas and healthy restaurants.
- I try to make better choices and re-scope the goals provided to me by my dietician.
- I take notes for our follow-up visit.

## EMOTIONS

- **Confused** she doesn't remember the CFG looking like the Visual
- **Concerned** with new health situation
- **Motivated** to change her lifestyle for work

- **Impatient** I would like a quick solution
- **Anxious** don't want this to impact work performance

- **Hopeful** that I have a definitive plan
- **Confident** that I can execute the plan

- **Interested** and committed in getting my health on-track

- **Discouraged** at my reality interfering with my goals
- **Motivated** to make changes for my health

## CONTENT NEEDS

- Visual
- Customizer
- Vanity URL

- Sodium content
- Customizer output
- Foundational statements
- Eating out
- Food labels
- Interactive quiz (customizer alternative)
- Partner content with PHAC on hypertension or other diseases

- Customizer
- Visual
- Foundational Statements

- Printer friendly format
- Sodium content
- Customizer output
- Foundational statements
- Eating out
- Food labels
- Interactive quiz (customizer alternative)
- Partner content with PHAC on hypertension or other diseases
- Meal plan

- CFG Solution
- SEO'd content for topics of interest
- Quick meal ideas
- Eating out

## MEDIUM

- Print

- Computer, tablet, print friendly format

- Print, tablet, laptop

- Print, tablet

- Computer, print

# AYESHA THE PUBLIC HEALTH DIETICIAN

## GOAL

“I want to give people in my community the information they need to make healthier eating choices.”

AWARENESS    CONSIDERATION    DECISION    ADOPTION    EVALUATION

## STEPS

I need to research to support a new healthy eating campaign.

I need to develop a project plan for my campaign.

I develop a phased local healthy eating campaign.

I launch the campaign.

I evaluate the campaign and relaunch other phases.

## ACTIONS

- Funds have been committed for a healthy eating campaign.
- I perform a needs assessment to identify what information gaps exist in my community.
- I look for evidence of links between health and food skills.
- I land on the CFG food skills content page in my research.
- I dive deeper in the CFG content and policy.
- I review new content and identify new topics for a phased campaign.

- I choose the topics for the campaign.
- I identify the target audience considering the social determinants of health.
- I define my key messages using the foundational statements.
- I define my campaign objectives.
- I consider partnerships with rec centres, community kitchens and other NGOs (HSF, CDA).
- I outline my evaluation metrics to determine the campaign’s success.

- I decide to develop a phased campaign that changes over time and focuses on one key message at a time.
- I develop a micro-site with links to the CFG Solution.
- I also download some generic customizers that align with my key messages.

- I host a launch event with my partners.

- I review the reach of the campaign.
- I report to the Ontario level Public Health Unit on the campaign’s performance.

## EMOTIONS

- **Motivated** about developing a new campaign
- **Pleased** the CFG scope has expanded and aligns with federal policy

- **Focused** in outlining my campaign
- **Happy** with the volume of credible content to draw from

- **Motivated** and **excited** about the direction of the campaign
- **Uncertain** about the use of the CFG collateral

- **Excited** about the launch

- **Excited** about the reaching the community

## CONTENT NEEDS

- Food skills
- Policy
- Solution
- Visual
- References

- Audience-specific content
- POR results
- Raw image files to include in campaign materials
- Shared objectives

- Copyright
- Attributions for recipes
- Videos
- Recipes
- Web content
- Vanity URL
- Brand elements
- Social media hashtags
- Canned newsletter articles
- Customizer

- Social media hashtags
- Retweet schedule with partners
- At a PT level: PHN Communications and FPTGN

- Feedback mechanism embedded on page
- Analytics on web and social media traffic

## MEDIUM

- Computer

- Computer, download

- Computer, download, print

- Computer, download, print

- Computer



# AYESHA THE PUBLIC HEALTH DIETICIAN

## GOAL

“I want to give people in my community the information they need to make healthier eating choices.”

AWARENESS    CONSIDERATION    DECISION    ADOPTION    EVALUATION

STEPS	AWARENESS	CONSIDERATION	DECISION	ADOPTION	EVALUATION	
	I need to research to support a new healthy eating campaign.		I need to develop a project plan for my campaign.	I develop a phased local healthy eating campaign.	I launch the campaign.	I evaluate the campaign and relaunch other phases.
ACTIONS	<ul style="list-style-type: none"> <li>Funds have been committed for a healthy eating campaign through the federal government.</li> <li>I perform a needs assessment to identify what information gaps exist in my community.</li> <li>I look for evidence of links between health and food security.</li> <li>I land on the CFG Policy Report in my research.</li> <li>I dive deeper in the CFG content and policy.</li> <li>I review new content and identify new topics for a phased campaign.</li> </ul>	<ul style="list-style-type: none"> <li>I choose topics for the campaign.</li> <li>I identify the target audience considering the social determinants of health.</li> <li>I define my key messages using the policy report.</li> <li>I define my campaign objectives.</li> <li>I consider partnerships with rec centres, community kitchens, other community programs, and experts in Indigenous health.</li> <li>I outline my evaluation metrics to determine the campaign's success.</li> </ul>	<ul style="list-style-type: none"> <li>With advice from Indigenous health experts, I decide on a phased campaign that changes over time focusing on one key message at a time.</li> <li>We develop an backgrounder for our campaign partners.</li> <li>I develop a materials using the CFG solution as a resource.</li> <li>I also download some generic customizers that align with my key messages.</li> </ul>	<ul style="list-style-type: none"> <li>Promotion on local television event calendar.</li> <li>I mail out the campaign materials and backgrounder to partners and the communities.</li> <li>Communities host local kick-off events.</li> </ul>	<ul style="list-style-type: none"> <li>I review the reach of the campaign.</li> <li>I report to the federal government on the campaign's performance and cost.</li> </ul>	
EMOTIONS	<ul style="list-style-type: none"> <li><b>Motivated</b> about developing a new campaign</li> <li><b>Pleased</b> the CFG scope has expanded and aligns with federal policy</li> </ul>	<ul style="list-style-type: none"> <li><b>Focused</b> in outlining my campaign</li> <li><b>Happy</b> with the volume of credible content to draw from</li> </ul>	<ul style="list-style-type: none"> <li><b>Motivated</b> and <b>excited</b> about the direction of the campaign</li> <li><b>Uncertain</b> about the use of the CFG collateral</li> </ul>	<ul style="list-style-type: none"> <li><b>Excited</b> about the launch</li> </ul>	<ul style="list-style-type: none"> <li><b>Excited</b> about the reaching the community</li> </ul>	
CONTENT NEEDS	<ul style="list-style-type: none"> <li>Food security</li> <li>Policy</li> <li>Solution</li> <li>Visual</li> <li>References</li> </ul>	<ul style="list-style-type: none"> <li>Audience-specific content</li> <li>POR results</li> <li>Raw image files to include in campaign materials</li> <li>Shared objectives</li> </ul>	<ul style="list-style-type: none"> <li>Copyright</li> <li>Attributions for recipes</li> <li>Videos, static TV ads</li> <li>Recipes</li> <li>Print materials, posters, pamphlets, community newsletters, backgrounder on how to use the campaign resources</li> <li>Brand elements</li> <li>Social media hashtags</li> <li>Canned newsletter articles</li> <li>Customizer</li> </ul>	<ul style="list-style-type: none"> <li>Social media hashtags</li> <li>Retweet schedule with partners</li> <li>At a PT level: PHN Communications and FPTGN</li> </ul>	<ul style="list-style-type: none"> <li>Feedback mechanism embedded on page</li> <li>Analytics on web and social media traffic</li> </ul>	
MEDIUM	<ul style="list-style-type: none"> <li>Computer</li> </ul>	<ul style="list-style-type: none"> <li>Computer, download</li> </ul>	<ul style="list-style-type: none"> <li>Computer, download, print</li> </ul>	<ul style="list-style-type: none"> <li>Computer, download, print</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> </ul>	

# ASAKO THE EPIDEMIOLOGIST AND ALLERGY-AWARE MOM

## GOAL

“I am interested in healthy eating data for work, but I also need healthy meal ideas that are sensitive to my kids’ allergies.”

AWARENESS    CONSIDERATION    DECISION    ADOPTION

STEPS	I'm doing a long-term healthy eating study on inmates.	I need to gather data resources for analysis.	I have a look at the CFG solution at home.	I analyze my data and prepare my report.	I try some of the resources from the customizer.
ACTIONS	<ul style="list-style-type: none"> <li>I decide on a methodology and data sources for eating patterns of provincial inmates.</li> <li>I review the new CFG content to use as a benchmark for my research.</li> <li>I finalize my methodology and circulate it to colleagues for review.</li> </ul>	<ul style="list-style-type: none"> <li>I go to the open data portal to see what's available; I download the data and user guide.</li> <li>I also go to the local correctional services for any secondary data.</li> <li>I notice in the user guide that there is a link to the CFG policy that will help me contextualize the data.</li> <li>The foundational statements look interesting, I send myself the links for personal use.</li> </ul>	<ul style="list-style-type: none"> <li>When I get home, I have a look at the links I sent myself.</li> <li>I start poking around the site and land on the customizer.</li> <li>I play around with some of the selections, looking for content on food allergies and food labels.</li> <li>I delete the content that isn't relevant to us.</li> <li>I save a copy and send it to my husband so we can talk about it.</li> <li>I follow the links to some of the resources and pin a few recipes.</li> </ul>	<ul style="list-style-type: none"> <li>I refer back to the user guide when developing my code.</li> <li>I run my analysis in SAS.</li> <li>I refer to the technical document and policy to contextualize my findings.</li> <li>I write the report for review and consideration.</li> <li>I disseminate the report.</li> </ul>	<ul style="list-style-type: none"> <li>I try some of the recipes I pinned from the CFG.</li> <li>I get the kids involved with the meal planning and cooking.</li> <li>I prepare some of the on-the-go ideas in advance of our busy week.</li> <li>I go back to the customizer, since it worked out pretty well.</li> </ul>
EMOTIONS	<ul style="list-style-type: none"> <li><b>Focused</b> at completing my task</li> </ul>	<ul style="list-style-type: none"> <li><b>Happy</b> and <b>relieved</b> that the data is cleaner than in the past</li> </ul>	<ul style="list-style-type: none"> <li><b>Interested</b> the new guidance is very different from what I've seen in the past</li> <li><b>Curious</b> how I can apply this to my family</li> </ul>	<ul style="list-style-type: none"> <li><b>Focused</b> on completing the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Nervous</b> that my kids are going to hate everything</li> <li><b>Motivated</b> to make some changes that make my life easier</li> </ul>
CONTENT NEEDS	<ul style="list-style-type: none"> <li>Open data</li> <li>R2 Policy release</li> <li>Technical document/methodology</li> </ul>	<ul style="list-style-type: none"> <li>Canadian Nutrient File</li> <li>Open data</li> <li>Open data user guide</li> </ul>	<ul style="list-style-type: none"> <li>Recipes</li> <li>Content with pinnable images</li> <li>Snacking</li> <li>Eating on the go</li> <li>Customizer</li> <li>Meal planning</li> <li>Cooking with kids</li> </ul>	<ul style="list-style-type: none"> <li>Open data</li> <li>Open data user guide</li> <li>Technical document</li> <li>Methodology</li> <li>R2 Policy</li> </ul>	<ul style="list-style-type: none"> <li>Recipes</li> <li>Saved customizer output</li> <li>Meal planning</li> <li>Cooking with kids</li> <li>Eating on the go</li> <li>Food skills</li> </ul>
MEDIUM	<ul style="list-style-type: none"> <li>Computer</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> </ul>	<ul style="list-style-type: none"> <li>Tablet</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> </ul>	<ul style="list-style-type: none"> <li>Laptop, mobile, download and print</li> </ul>

## GOAL

“I am interested in developing a report on nutrition and the environment for indigenous communities.”

AWARENESS    CONSIDERATION    DECISION    ADOPTION

STEPS	I develop a report on traditional food intake and diet quality.		I need to gather data resources for analysis.		I analyze my data.		I review my findings and draft a report.		I share and disseminate the findings.	
ACTIONS	<ul style="list-style-type: none"> <li>I decide on a methodology and regional data sources for eating patterns of First Nations population on reserve.</li> <li>I review the new CFG content to use as a benchmark for my research.</li> <li>I finalize my methodology and circulate it to colleagues for review.</li> </ul>		<ul style="list-style-type: none"> <li>I've worked with AFN to collect the data for the study.</li> <li>I look at all available nutrition data across all First Nations regions.</li> <li>I go to the CFG open data portal to see what's available; I download the CFG pattern data and user guide.</li> <li>I notice in the user guide that there is a link to the CFG policy that will help me contextualize the data.</li> </ul>		<ul style="list-style-type: none"> <li>I refer back to the user guide when developing my code.</li> <li>I run my analysis in SAS.</li> <li>I determine that the pattern of eating is different in First Nations than compare to the CFG healthy eating pattern.</li> <li>I use the open data to test the First Nations pattern.</li> </ul>		<ul style="list-style-type: none"> <li>I refer to the technical document and policy to contextualize my findings.</li> <li>I write the report for review and consideration.</li> <li>I share advance results with AFN and the communities.</li> <li>I collect feedback and modify the draft report.</li> </ul>		<ul style="list-style-type: none"> <li>I disseminate the report.</li> <li>I prepare a poster presentation for CNS.</li> <li>In addition, I also prepare an article of my methodology for publication.</li> <li>I also seek to partner with Health Canada to further disseminate my findings to a broader audience.</li> </ul>	
EMOTIONS	<ul style="list-style-type: none"> <li><b>Focused</b> at completing my task</li> <li><b>Excited</b> to have access to data for First Nations across Canada</li> </ul>		<ul style="list-style-type: none"> <li><b>Happy and relieved</b> that the data is cleaner than in the past and regionally representative</li> </ul>		<ul style="list-style-type: none"> <li><b>Interested</b> the new guidance is very different from what I've seen in the past</li> </ul>		<ul style="list-style-type: none"> <li><b>Focused</b> on completing the task</li> <li><b>Excited</b> to get feedback and hear how its being received by people working with Indigenous populations</li> </ul>		<ul style="list-style-type: none"> <li><b>Proud</b> to have completed the work</li> <li><b>Excited</b> it will be used hopefully to develop programs and resources for Indigenous communities</li> </ul>	
CONTENT NEEDS	<ul style="list-style-type: none"> <li>R2 Policy release</li> <li>Technical document/methodology</li> </ul>		<ul style="list-style-type: none"> <li>Canadian Nutrient File</li> <li>Open data</li> <li>Open data user guide</li> </ul>		<ul style="list-style-type: none"> <li>Canadian Nutrient File</li> <li>Open data</li> <li>Open data user guide</li> </ul>		<ul style="list-style-type: none"> <li>Open data</li> <li>Open data user guide</li> <li>Technical document</li> <li>Methodology</li> <li>R2 Policy</li> </ul>			
MEDIUM	<ul style="list-style-type: none"> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Computer</li> </ul>	

# ALEX THE FIT FOOTBALL PLAYER

## GOAL

“I have to learn about the Food Guide for class, but I can see how this stuff would be good to get me in shape for football.”

AWARENESS CONSIDERATION

DECISION

ADOPTION

## STEPS

I have group assignment to debate healthy eating.

I choose affirmative, and build my argument for healthy eating.

This healthy eating information can help me with football.

I try some of the tips I found.

I debate in favour of healthy eating.

## ACTIONS

- I start reviewing the assignment.
- It says I have to debate the importance of healthy eating using the CFG as one of my resources.
- I start by googling CFG and healthy eating on my phone.
- I click the link to the CFG landing page.
- The Visual looks useful, so I note it and start going through the rest of the site.

- At home, I research the benefits of healthy eating to build my argument for the debate.
- I go back to the CFG site and notice Youth as a specific page, I open it in a new tab.
- I also see a policy document, it's pretty high level, but there are a lot more useful references I can use.
- I start building my argument for the affirmative.

- I can use some of this information to get in shape for football.
- I go back to the youth page, I also look for pages on proteins and carbohydrates. I don't find anything on carbohydrates.
- I go back to the Visual and click on the protein foods foundational statement and explore the tips.
- I end up on the customizer, I look for tips on eating more protein foods.
- I see links to twitter, it's not enough to get me to follow though.

- The tips had links to food lists.
- I have a look at the protein list and ask my mom if she can buy more of the stuff in the list.
- She helps me prepare the food for snacks at school.

- It's debate day and it's my turn.
- With my notes, I also open a few key pages from the CFG on my phone for quick access during the debate.
- I also have a printed copy of the visual that I've marked up with a few more notes.
- I made a solid argument and win the debate that healthy eating is important.

## EMOTIONS

- **Annoyed** with this preachy assignment
- **Dismissive** I'll probably find a bunch of research telling me to eat more vegetables

- **Unmotivated** and **overwhelmed** there is so much information on this topic

- **Intrigued** that there is some useful information that's relevant to me

- **Interested** in trying out some of the food guide advice
- **Hopeful** it will get me in better shape for football

- **Prepared** that I had ample research
- **Proud** that I was able to win

## CONTENT NEEDS

- Vanity URL
- Solution
- Visual
- Policy

- Customizer
- Youth content
- Policy document
- References and evidence

- Understands nutrition from a nutrient perspective
- Foundational statements
- "Food group" content
- Youth specific content and tips
- Sports nutrition content
- Hashtag that targets audiences in the absence of CFG-dedicated social media channels
- Visual

- Food lists
- Snacking
- Food on the go
- "Food group" information
- Healthy school lunches
- Recipes

- Visual
- Foundational statements
- Policy references

## MEDIUM

- Mobile

- Laptop

- Laptop

- Mobile, tablet, print

- Mobile, print

# MARCO THE UNENTHUSIASTIC GYM TEACHER

## GOAL

“I have to teach health in my gym classes, but I really do the bare minimum and move on. There are more important things to teach in gym.”

AWARENESS    CONSIDERATION    DECISION    ADOPTION    EVALUATION

STEPS	I have to revise my lesson plan due to the new CFG.	I update my lesson plan.	I implement the lesson plan.	I evaluate and grade my students.	I reflect on changes to my lesson plan for next year.
ACTIONS	<ul style="list-style-type: none"> <li>The CFG has changed and I need to review my past lessons plans from ensure they are still aligned.</li> <li>I google CFG and notices it is nothing like the previous guide.</li> <li>I download the new Guide and have a look at the customizer.</li> <li>I also see that there are resources for educators and teachers.</li> <li>I look through it for lesson plans or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>As I'm reviewing the new Visual, I realize it's only a summary of the new dietary guidance; I thought this was the new 6 pager.</li> <li>The visual statements expand and detail the core concepts of the CFG.</li> <li>I will make the focus of the assignment on the foundational statements.</li> <li>I review one last time the changes between the old guide and new.</li> <li>The new guide is on 8.5x11 paper so I can just print copies for class.</li> </ul>	<ul style="list-style-type: none"> <li>In class, I walk the students through the students the new CFG Visual and website.</li> <li>I break the class into groups and assign a foundational statement per group and ask them to debate the importance of healthy eating using each foundational statement.</li> <li>In addition, I ask for a one-page paper summarizing their arguments.</li> </ul>	<ul style="list-style-type: none"> <li>I start reviewing the written answers from students.</li> <li>I consult the CFG website to ensure students were correct in their answers.</li> <li>The students often referred to the CFG policy report, I didn't review this piece so I download and skim it.</li> <li>It has a search function that's pretty handy; I use it to verify student answers.</li> </ul>	<ul style="list-style-type: none"> <li>I think the debates were a success. The kids were pretty engaged.</li> <li>I will have to review the policy and incorporate that into next year's lesson plan.</li> </ul>
EMOTIONS	<ul style="list-style-type: none"> <li><b>Irritated</b> that I have to redo a perfectly good lesson plan</li> <li><b>Impatient</b> since this is taking time that I can focus on the rest of my curriculum</li> </ul>	<ul style="list-style-type: none"> <li><b>Confused</b> that the visual isn't inclusive</li> <li><b>Pleased</b> that the format is printable</li> </ul>	<ul style="list-style-type: none"> <li><b>Focused</b> on assigning the work to the students</li> </ul>	<ul style="list-style-type: none"> <li><b>Focused</b> on marking the papers</li> <li><b>Annoyed</b> that I have to do more research</li> </ul>	<ul style="list-style-type: none"> <li><b>Pleased</b> that it went well and the kids succeeded</li> <li><b>Frustrated</b> I need to update the my lesson plan again</li> </ul>
CONTENT NEEDS	<ul style="list-style-type: none"> <li>Physical activity</li> <li>Sports nutrition</li> <li>Sugary drinks</li> <li>Water</li> <li>Visual</li> <li>Educators guide</li> <li>Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Visual</li> <li>Foundational statement pages</li> </ul>	<ul style="list-style-type: none"> <li>Solution</li> <li>Visual</li> <li>Foundational statement pages</li> </ul>	<ul style="list-style-type: none"> <li>Policy report</li> <li>Foundational statement pages</li> <li>CFG Solution</li> </ul>	<ul style="list-style-type: none"> <li>Policy report</li> </ul>
MEDIUM	<ul style="list-style-type: none"> <li>Computer</li> </ul>	<ul style="list-style-type: none"> <li>Print, download, computer</li> </ul>	<ul style="list-style-type: none"> <li>Computer, print</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> </ul>

# MIGUEL THE RETIREE WHO LOVES HIS CUBAN FOOD

## GOAL

“Eating Cuban connects me to my culture, but I often eat too much. It’s hard for me to change my eating habits, despite pleas from my doctor and kids.”

AWARENESS CONSIDERATION

DECISION

ADOPTION

EVALUATION

### STEPS

I meet with my dietician regularly for my diabetes.

My daughter lectures me about taking care of myself.

I start noticing changes in the way I feel.

Talks to daughter about changes.

My daughter helps adjust my diet.

Go back to the dietician for my next follow-up.

### ACTIONS

- My daughter comes along to my dietician’s appointment.
- The registered dietician does an assessment and notices although I make healthy choices, I need to focus on how I am eating.
- She gives me a handout with relevant messages and tips. she wants me to implement and in addition to the Visual.
- She prepares some goals for me before my next visit.

- My daughter sits down with my wife and I and explains the importance of managing my diabetes through diet.
- My daughter reviews what we learned and tells my wife how to implement the changes.
- She puts the visual and tips on the fridge.
- She gives me a plate to demonstrate proportionality.

- My wife starts giving me smaller portion sizes.
- I’m hungry, but I feel less sick and my bloods sugar has been stable.
- After a few days, I complain to my wife I need more rice, I’m still too hungry.

- My wife calls my daughter about how hungry I am.
- My daughter looks at the sheet again and goes to the website for more tips.
- She goes through the food lists with me so I can pick my favorites, paying attention to whole grains and vegetables.
- She also walks me through the customizer.
- I work through the adjustment period.

- My daughter helps my wife to align the advice with the food I like.
- I start snacking more and eating meals with more vegetables.
- Eating more often helps be want less at supper time.

- My daughter and I discuss my goals and the changes I’ve made over the last while with the dietician.
- We work through a new assessment and my dietician provides more advice.

### EMOTIONS

- **Overwhelmed** with all the changes in lifestyle

- **Annoyed** I’m being lectured
- **Resistant** to changing my habits

- **Happy** with feeling better
- **Discouraged** since I’m still hungry and craving more food

- **Obstructive** I don’t want to do this
- **Doubtful** this information understands my situation

- **Encouraged** that I am feeling more sated
- **Happy** that the foods are familiar

- **Pleased** that the changes are going well
- **Happy** my daughter is happy

### CONTENT NEEDS

- "How" of eating
- Visual
- Customizer
- Importance of culture as a starting point for buy in of CFG
- Goal setting

- Proportionality
- Visual
- Foundational statements
- Actionable tips
- Frequency

- Visual
- Actionable tips

- Looks for disease-specific content
- Solution
- Visual
- Actionable tips
- Customizer
- Food lists
- Food groups
- Snacking
- Foundational statements

- Snack ideas
- Recipes
- Proportionality

- Goal setting

### MEDIUM

- Tablet, print

- Laptop, tablet, print

- Laptop, tablet

- Laptop, tablet, print

- Laptop, tablet, print

- Laptop, tablet, print

# JEFFREY THE ELDER WHO LIKES TRADITIONAL FOOD

## GOAL

“Eating traditional food connects me to my culture, but I often eat too much market food. It’s hard for me to change my eating habits, despite pleas from my doctor and kids.”

AWARENESS CONSIDERATION

DECISION

ADOPTION

EVALUATION

## STEPS

I go to the clinic for my hypertension.

My daughter lectures me about taking care of myself.

I start noticing changes in the way I feel.

Talks to daughter about changes.

My daughter helps adjust my diet.

Go back to the dietician for my next follow-up.

## ACTIONS

- My daughter comes along to my nurse’s appointment.
- The nurse does an assessment and notices I need to focus on what market foods I’m eating.
- She gives me a handout with relevant messages and tips she wants me to implement and in addition to the Visual.
- She prepares some goals for me before my next visit including weight loss.

- My daughter sits down with me and explains the importance of managing my hypertension through diet.
- My daughter reviews what we learned and tells me how to implement the changes.
- She puts the visual and tips on the fridge.
- She gives me a plate to demonstrate proportionality.

- My daughter starts giving me smaller portion sizes.
- I’m hungry, but I notice I’ve lost a bit of weight
- After a few days, I complain about the flavour of the food, cost. I’m not satisfied and it’s very expensive.

- I tell my daughter how unsatisfied I am with the changes to my diet.
- My daughter looks at the sheet again and at work, goes to the website for more tips.
- My daughter goes back to the clinic to talk to the nurse.
- My daughter and the nurse talk about incorporating lower cost options into traditional dishes.
- She also walks my daughter through the customizer and prints facts sheets for us.

- I work through the adjustment period.
- My daughter helps me align the advice with the food I like.
- I start snacking more and eating traditional meals with more vegetables.
- Eating more often helps be want less at supper time.

- My daughter and I discuss my goals and the changes I’ve made over the last while with the public health nurse.
- We work through a new assessment and my nurse provides more advice.

## EMOTIONS

- **Overwhelmed** with all the changes in lifestyle

- **Annoyed** I’m being lectured
- **Resistant** to changing my habits

- **Happy** with feeling better
- **Discouraged** since I’m still hungry and craving better tasting food

- **Obstructive** I don’t want to do this
- **Doubtful** this information understands my situation

- **Encouraged** that I am feeling more sated
- **Happy** that the foods are familiar

- **Pleased** that the changes are going well
- **Happy** my daughter is happy

## CONTENT NEEDS

- "How" of eating
- Visual
- Importance of culture and traditional foods as a starting point for buy in of CFG
- Food label
- Sodium
- Looks for disease-specific content
- Goal setting

- Proportionality
- Visual
- Healthy snacking

- Visual
- Weight loss

- Solution
- Interactive Visual
- Customizer
- Food lists identifying lower cost options
- Snacking
- Importance of culture and traditional foods as a starting point for buy in of CFG

- Snack ideas
- Recipes
- Proportionality

- Goal setting

## MEDIUM

- Computer, print

- Print

- Print

- Computer, print

- Print

- Computer, print