



# BREASTFEEDING ART EXPO

# TEACHER'S GUIDE

Field Trip Information & In-Class Activities for K-Post Secondary

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## INTRODUCTION

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# What is the Breastfeeding Art Expo?

The Breastfeeding Art Expo is a community arts and health project that will be touring across Interior British Columbia from June 2017 until June 2018. The Expo will celebrate and raise awareness of the important medical, social, economic and environmental benefits of breastfeeding. This project aims to improve cultural acceptance and advocate for policies that support breastfeeding.

The project is a co-partnership between Interior Health, Kelowna Community Resources, 75 artists (both professional and amateur) and 35 community partners from across the Interior Health geographical region. The Expo will showcase 15 community art projects, some of which have involved kindergarten to grade 12, college and university students, and about 65 independent artworks.

The Expo will be touring to Kelowna (June 2017), Vernon (end of July to end of September 2017), En'owkwin Cultural Centre near Penticton (October and November 2017), Trail (January and February 2018), Williams Lake (March 2018), and Kamloops (April 2018). You are invited to bring your students for a tour of the Expo which will be guided by a local Public Health Dietitian, Public Health Nurse, or Lactation Consultant. The tour will include the art pieces that are relevant to the grade level of your class.

If you are unable to take your class to a physical location for the Breastfeeding Art Expo, you are invited to view the online Expo. You will find all the art pieces and videos of how each community art piece was created at [www.breastfeedingartexpo.ca](http://www.breastfeedingartexpo.ca)

# What is the purpose of the Teacher's Guide?

**AIM:** To shift cultural norms and attitudes related to breastfeeding through positive breastfeeding education for school-aged children and youth and introduce students to community arts and health projects.

**GOAL:** To provide teachers with a practical guide to improve his/her confidence and comfort level when talking to students about breastfeeding at the Expo whether viewed in-person or online.

## TEACHERS WILL BE ABLE TO:

- » Provide students with grade-level appropriate information on breastfeeding and its benefits
- » Book a field trip to the Expo
- » View the Expo online
- » Use provided activities to debrief with students after the Expo
- » Use talking points with parents about the Breastfeeding Expo



# What does the Teacher's Guide include?

- » Discussion points and activities (15-25 minutes) for introducing breastfeeding in your classroom
- » A list of grade-appropriate art pieces at the Expo
- » Activities and assessments for debriefing with your students after the Expo
- » Guidance for talking with parents about breastfeeding education and the Expo
- » Additional resources and activities

The Teacher's Guide is not intended to be a breastfeeding curriculum but rather to provide you with the information you need to feel comfortable to initiate breastfeeding education in your classroom, address questions from parents and other teachers, and engage your students in a unique community arts and health project.

The activities and discussion points in the Guide have been grouped by grade-level to ensure the information is age-appropriate and reflective of the content in BC school curriculum.





# Why bring your students to the Breastfeeding Art Expo?

There is growing evidence of the importance of breastfeeding for the overall health of both mothers and babies. The World Health Organization, Health Canada, the Canadian Paediatric Society, Dietitians of Canada and the Public Health Agency of Canada all recommend exclusive breastfeeding for a baby's first 6 months and with complementary foods for 2 years and beyond.

In Canada, in 2011-2012, 89% of mothers initiated breastfeeding but only 26% continued to breastfeed exclusively for 6 months.<sup>1</sup> With these statistics, the reality is that many children have never been exposed to breastfeeding and may know very little about it. The Breastfeeding Art Expo will provide students with an opportunity to learn about breastfeeding regardless of their previous knowledge and experiences.

A supportive partner, family, friends and community play a key role in the mother initiating and continuing breastfeeding. When a mother feels supported she is more likely to feel confident and empowered with her choice to breastfeed. School-aged children can encourage and support their mothers/other family members to breastfeed younger siblings or relatives. Breastfeeding education for school-aged children and youth can enhance social support for breastfeeding now and into the future as these children grow up and have their own families or encounter breastfeeding in their community.

Students are often receptive to new ideas and ways of thinking and the Breastfeeding Art Expo will expose students to a novel community-based art project. This is a collaborative process between artists and community which results in the creation of art. The process of creating an art piece provides an opportunity for celebration and promotion of human dignity, health and well-being.<sup>2</sup> The creation of each art piece can have benefits for participants such as enhanced self-esteem, community empowerment, improved educational performance, social cohesion and reduced social isolation.<sup>3</sup> Community-based art is now being used more frequently for health promotion and art therapy purposes.





## **BREASTFEEDING BASICS FOR TEACHERS**

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Learning about breastfeeding can help you feel more comfortable talking about breastfeeding with your students.

### **Breastfeeding has important health and societal benefits**

There is no total substitute for breastmilk. It meets a baby's needs and contains protective factors that complete a baby's immune system. Breastfed babies have significantly less lung infections, asthma, and stomach and bowel infections, ear infections and urinary tract infections. Breastfeeding can also reduce the risk of childhood obesity which can protect against chronic diseases such as type 2 diabetes.<sup>4,5</sup>

Breastfeeding improves infant brain development with lifelong benefits. This is a result of both the components of breastmilk and the feeding relationship between a mother and baby. In fact, prolonged and exclusive breastfeeding can improve cognitive development and academic performance of children.<sup>6</sup>

Breastfeeding also has long-term health benefits for mothers including protection against breast cancer and ovarian cancer. Breastfeeding can help mothers lose weight that they gained during their pregnancy, which can then reduce their risk of type 2 diabetes and heart disease.<sup>7</sup>

Families can also benefit because breastfeeding can help to save money that would otherwise be spent on formula. This can be very important for families who have financial constraints.<sup>8</sup> Breastfed babies are overall healthier and have less doctor and hospital visits. This means breastfeeding has economic benefits such as cost saving for the health care system and improved productivity for business because there are fewer absences of parents who miss work to care for sick children.



Lastly, and importantly, breastfeeding benefits the environment. Exclusive breastfeeding is completely waste-free! Breastmilk is not packaged, does not require an airplane, ship or truck to transport and comes ready and warm with no fossil fuel required to heat it.



## **BENEFITS OF BREASTFEEDING**

Health and developmental benefits for the baby

Health benefits for the mom

Economic benefits for the family

Environmental and economic benefits for society



# The media and marketing affect breastfeeding attitudes

The media and marketing trends influence the way our society views breastfeeding. The media has a narrow representation of what is considered “normal breastfeeding” and this is often portrayed by affluent Caucasian women breastfeeding young babies in private spaces. Breastfeeding can happen anywhere, between women and children of all races and backgrounds!

Anything outside of this narrow definition such as breastfeeding in public is often seen to be socially unacceptable and unnecessary.<sup>9</sup> This makes it challenging for women to be confident and comfortable to continue to breastfeed and to breastfeed in public. This media portrayal can have an impact on both a mother’s choice to breastfeed and the way society views breastfeeding.

The marketing of infant formula and images of bottle-feeding in advertisements can also have an impact. The aggressive marketing of formula has been identified as a key factor contributing to poor breastfeeding rates.<sup>10</sup> Students should be aware of the adverse effect of practices such as giving free formula samples to new mothers. When these formula samples are fed to babies by bottle in the early days of breastfeeding, they can seriously decrease the mothers’ milk supply and can teach babies to suckle improperly, thus impairing breastfeeding success.



# Evidence-based, knowledgeable support helps prevent breastfeeding problems

Very few women are physically unable to breastfeed. Yet, many women are not supported properly to recognize and prevent problems early. Early knowledgeable support from doctors and nurses in hospital and soon after discharge is critical to correct problems. Students need to know that almost every myth preventing successful breastfeeding has an explanation and solution.

Most issues can be reversed if caught early. Across Canada, health professionals want to offer standardized support and care for new mothers. It's important for all hospitals and health services to implement best practices for breastfeeding. This is why steps are being taken across Canada to get standardized support and care for new mothers through implementation of best practices. A recognized World Health Organization accreditation program for breastfeeding is called the Baby-Friendly Initiative (BFI). In Canada, BFI is coordinated by the Breastfeeding Committee of Canada. BFI outlines 10-steps hospitals and community health services can take to support breastfeeding such as bringing the baby to lie on the mother's skin (called "skin-to-skin") within the first half hour after the baby is born (see Appendix C for more information).<sup>11</sup>

When students gain knowledge of the benefits of breastfeeding and services and resources available to breastfeeding families they build self-efficacy to make decisions about breastfeeding in their future. This might mean they choose to breastfeed their child or it could mean they are able to support families in their lives that choose to breastfeed. This is important to shift our culture to normalize breastfeeding.

For a summary handout of the benefits of breastfeeding check out Appendix B for a one-page summary for students or see the [Public Health Agency of Canada](#) handout in the Additional Resources section.

## **Do you have questions about breastfeeding?**

Refer to [www.breastfeedingartexpo.ca](http://www.breastfeedingartexpo.ca) for a listing of breastfeeding health professionals.



## IN-CLASS ACTIVITIES TO DO BEFORE THE EXPO FIELD TRIP

These activities will get your students thinking about breastfeeding. They include class discussions that are aligned with the content of the BC Physical Education and Health (PE&H), Science, and Social Studies curriculum for Kindergarten to Grade 12. For the purpose of this guide, grades were grouped by similarities in curricular content. Activities for post-secondary students are most applicable to students in Nursing and Art-based programs, although many other programs would benefit in attending, for example, Indigenous studies, dietetics, medicine or midwifery. Below you can find some suggestions of how breastfeeding can fit into the current BC curriculum.

Grade Levels	Where does breastfeeding fit in the BC Curriculum?
Kindergarten to Grade 3	<p><b>PE&amp;H</b></p> <ul style="list-style-type: none"> <li>» Practices that promote health (food, hydration, caring behaviour)</li> <li>» Parts of the body</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>» Mammals and nursing</li> </ul>
Grade 4 to 6	<p><b>PE&amp;H</b></p> <ul style="list-style-type: none"> <li>» Breastfeeding and disease prevention</li> <li>» Factors that influence choice to breastfeed</li> </ul>
Grade 7 to 10	<p><b>PE&amp;H</b></p> <ul style="list-style-type: none"> <li>» Understanding health messaging (breastfeeding and bottle-feeding in the media)</li> </ul>
Grade 11 to 12	<p><b>Science (Anatomy and Physiology)</b></p> <ul style="list-style-type: none"> <li>» Hormonal feedback loops that exist during breastfeeding</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>» Cultural norms associated with breastfeeding in Canada and around the world</li> <li>» Breastfeeding related to social justice issues and health equity.</li> </ul>
Post-Secondary	<p><b>Nursing</b></p> <ul style="list-style-type: none"> <li>» Best Practice Policies such as Baby Friendly Initiative supporting breastfeeding in hospitals and clinics</li> </ul> <p><b>Arts</b></p> <ul style="list-style-type: none"> <li>» Community-based art and health projects</li> </ul>

# Respectful behaviour during breastfeeding education and at the Expo

Before you begin talking about breastfeeding with your class and attend the Expo, it is important to set some ground rules for respectful behaviour. Breastfeeding is likely a new topic for many students and some may feel uncomfortable at first. Similarly, many students may be attending an Art Expo for the first time and it will be important to talk to your class about how to show respect at the Expo.

**Brainstorm a list of ground rules with your class before the in-class activity and Art Expo such as:**

*Everyone has a right to his/her own beliefs.*

**Everyone has the right to ask questions and be heard.**

*Everyone will be treated with respect.*

*It is okay to feel embarrassed when talking about or seeing photos of breastfeeding. As you learn more, you will feel more comfortable.*

**Art can make us feel different emotions – happiness, sadness, anger and laughter – and that is okay!**

*Artist have put a lot of time into creating their pieces, it is important to appreciate this even if you aren't particularly drawn to a piece.*

**Unless you are asked otherwise, look at the art but don't touch it.**

Both teachers and students should use proper terms when talking about breastfeeding such as breasts, breastfeeding and nursing. This helps you all become comfortable with these words. It is important that students understand that derogatory terms are not appropriate and can be offensive.



## Kindergarten to Grade 3

Curricular Content Ties	Aim
<p><b>Physical &amp; Health Education</b></p> <ul style="list-style-type: none"><li>» Practices that promote health (food, hydration, caring behaviour)</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>» Mammals and nursing</li></ul>	To help elementary students identify breastfeeding as a caring act between a mother and baby that helps a baby grow strong.

### Material Required

#### ACTIVITY 1

**Time Frame: 15 minutes**

- » Access to internet and a way for students to view YouTube clips
- » Drawing supplies (paper, pencil crayons, crayons or markers)

#### ACTIVITY 2

**Time Frame: 20 minutes**

- » Collage supplies (pictures, glue, flip-chart paper)

### Activity 1: How do mothers feed babies?

1. Show YouTube clip which discusses how mothers feed their babies:
  - [Mister Rogers](#) [Start at 2:45 and end at 5:30]
  - [Sesame Street](#)
2. Discuss the following with your class:
  - Breastfeeding is one of the ways a mother shows love to her baby
  - Breastmilk gives babies everything they need to grow healthy and strong
  - What helped you grow?
3. Invite students to draw a picture of themselves and surround it by all the things that have helped them grow. Students can draw food, family members, and activities or even use words to depict this.

### Activity 2: Collage

1. Bring in magazines and photos that can be cut out so you can create a collage with your students. Print some images of mammals nursing and humans breastfeeding from the Internet or images found in Appendix A.
2. Invite students to create a collage using images representing all the things that help babies grow.

Curricular Content Ties	Aim
<p><b>Physical &amp; Health Education</b></p> <ul style="list-style-type: none"> <li>» Breastfeeding as a way to prevent disease</li> <li>» Factors that influence choice to breastfeed</li> </ul>	<p>To help middle school students identify the protective effect of breastfeeding and factors that influence a mother's choice to breastfeed.</p>

### Material Required

- » Access to internet and a way for students to view YouTube clips
- » Chalkboard/white board or flip chart for brainstorming

**Time Frame: 25 minutes**

### Activity: Animals do it, Humans do it!

1. At this age, breastfeeding may be an uncomfortable topic for your class. You can play this YouTube clip as a funny icebreaker.
  - [How Animals Eat Their Food](#)
2. Discuss the following with your class:
  - It may look silly to see humans trying to eat like animals, but how many human babies really do eat the same way as other animals (mammals)?
  - Can you think of any animals that drink their mother's milk?
3. Show video of animals nursing and mothers breastfeeding:
  - [Nursing Babies](#)
4. Discuss the following with your class:
  - Both humans and animals can benefit from drinking their mother's milk as babies. A mother's milk contains all the nutrients a baby needs to grow and protects the baby and mother from developing health problems later in life in a way that infant formula cannot. This includes protection from different types of infections and cancers, asthma and diabetes.
5. Brainstorm with your class factors that may impact a mother's choice to breastfeed. For example:
 

<ul style="list-style-type: none"> <li>○ Post-natal support (hospital nurses and public health nurses, doctors, support groups, etc.)</li> <li>○ Media</li> <li>○ Support from partner</li> <li>○ Support from family</li> </ul>	<ul style="list-style-type: none"> <li>○ Support at work</li> <li>○ Cultural reasons</li> <li>○ Uncomfortable with breastfeeding</li> <li>○ Past experience</li> </ul>
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Curricular Content Ties	Aim
<p><b>Physical &amp; Health Education</b></p> <ul style="list-style-type: none"> <li>» Understanding health messaging (breastfeeding in the media)</li> </ul>	<p>To encourage youth to critically examine health messaging in the media and how this can impact cultural norms</p>

**Material Required**

- » Access to internet and a way for students to view YouTube clips
- » Chalkboard/white board or flip chart for brainstorming

**Time Frame: 25 minutes**

**Activity: Breastfeeding and Pop Culture**

1. Start by discussion of benefits of breast feeding (Handout in Appendix B ).
2. Show clips and debrief after all three clips:
  - o [Sesame Street\\*](#)
  - o [Gilmore Girls](#)
  - o [Friends](#)
3. Use flip chart paper or chalk/white board to write words that describe how breastfeeding is portrayed in each episode. For example:

Sesame Street	Gilmore Girls	Friends
- Natural	- Gross	- Uncomfortable
- Nourishing	- Sexual	- Embarrassing
- Loving	- Inappropriate	

4. Use these words to guide discussion about how the media can influence the way we feel about breastfeeding:
  - o Who are the intended audiences of these shows?
  - o How does this impact cultural and societal norms?
  - o What changes could be made in these clips so that there is a more positive view on breastfeeding?
  - o In the Friends episode, if you were Joey or Chandler what questions would you ask the breastfeeding mom? Why do you think Joey and Chandler were so embarrassed?

*\* Note that although this video is intended for a younger audience, it is one of the only examples of positive breastfeeding messaging in children's television. This shows the gap in the media and can be used as a discussion point with students.*

## Grade 11 to 12

If you teach grade 11-12, you can choose to use a Grade 7-10 activity, create your own course related activities or one of the course-specific activities listed below.

### For Anatomy and Physiology teachers:

Curricular Content Ties	Aim
<b>Science (Anatomy &amp; Physiology)</b> » Anatomy of the breast and hormonal feedback loops that exist during breastfeeding	To identify breastfeeding as a natural body process that is regulated by hormones after pregnancy and stimulated by a baby

#### Material Required

- » Access to internet and a way for students to view YouTube clips

**Time Frame: 25 minutes**

### Activity: How does breastfeeding work?

1. Start by introducing breastfeeding/lactation as a natural body function. A woman's body is specifically designed to breastfeed after having a baby.
  - Show clip of [anatomy breasts and hormonal feedback loop for lactation](#)  
[Skip to 5:10 minutes if you only want the hormonal feedback loop]
2. Discuss the stimuli to breastfeeding that occur between a baby and a mother:
  - Skin-to-skin contact between mother and baby
  - Mechanoreceptors (suckling of baby on mother's nipple)
  - Auditory receptors (baby's cry)

**For Social Studies Teachers:**

Curricular Content Ties	Aim
<p><b>Social Studies</b></p> <ul style="list-style-type: none"><li>» Cultural norms associated with breastfeeding in Canada and around the world</li><li>» Breastfeeding related to social justice issues and health equity</li></ul>	<p>To identify cultural norms associated with breastfeeding and the right of breastfeeding as a health equity issue.</p>

**Material Required**

- » Access to internet and a way for students to view YouTube clips
- » Chalkboard/white board or flip chart for brainstorming

**Time Frame: 25 minutes**

**Activity 1: Impact of Cultural Views on Breastfeeding**

1. Show clip [‘What Would You Do?’: Cafe Manager Berates Breastfeeding Mom.](#)
2. Discuss the impact negative views of breastfeeding may have on a mother and her baby.
3. Discussion of how these negative views have been embedded in Western culture:
  - o Sexualisation of breasts in pornography, media and advertisements
  - o Absence of breastfeeding in media
  - o Advertisement and promotion of baby formula
  - o Lack of breastfeeding awareness after generations of formula feeding
4. Discussion how different cultures have different views of breastfeeding:
  - o Use slideshow [Breastfeeding Around the World](#) as reference
  - o How would the situation in the video be different in these cultures?



## **Activity 2: Breastfeeding and Health Equity**

1. Discuss health equity using the following web page [What is Health Equity:](#)
  - o Health equity is when all members of our communities have opportunities to be healthy
  - o The [social determinants of health](#) influence the health of populations. They include income and social status; social support networks; education; employment/working conditions; social environments; physical environments; personal health practices and coping skills; healthy child development; gender; and culture.
2. Discuss how breastfeeding is a way to improve health equity in the community:
  - o Breastmilk provides babies with nutrition and energy to grow healthily regardless of the socio-economic status of the parents (education, income etc.)
  - o Breastfeeding can also impact the social determinants of health of the baby, such as childhood development, educational attainment and personal health and coping skills.



## Post-Secondary

If you teach post-secondary students, you can choose to use the Grade 11- 12 activities or one of the post-secondary program-specific activities listed below (nursing and art programs). These activities can also be adapted for students in Indigenous studies, dietetics, medicine, midwifery, or other programs.

### Nursing Programs

- » Students enrolled in nursing programs will benefit from attending the Breast-feeding Art Expo as it will allow exploration of breastfeeding in a way that is different than traditional education. Additionally, it is a great opportunity for students to learn about the Baby Friendly Initiative (BFI) and Best Practices for nurses to support breastfeeding through policy, protocols, practice standards, and training.

Background	Aim
<p><b>What is the Baby Friendly Initiative?</b></p> <ul style="list-style-type: none"><li>» The BFI was initiated in 1991 by the World Health Organization (WHO) and the United Nations Children’s Fund (UNICEF). This program encourages and recognizes hospitals and maternity facilities that offer an optimal level of care for mothers and infants to give infants the best possible start in life. BFI accredited facilities are required to follow the 10 Steps to Successful Breastfeeding and adhere to the International Code of Marketing of Breast-Milk Substitutes.<sup>11,12</sup> Baby-Friendly hospitals have been shown to have a positive impact on rates and duration of exclusive breastfeeding.<sup>12</sup> BFI offers a framework that is evidence based, best practice, outcome-oriented and which protects, promotes and supports breastfeeding.<sup>12</sup></li><li>» In BC, there are two BFI accredited sites: GR Baker Hospital and BC Women’s Hospital and Health Centre. There is currently work being done by the provincial government and the health authorities (including Interior Health) to improve Best Practices in hospitals and support more BFI facilities.</li></ul>	<p>To identify cultural norms associated with breastfeeding and the right of breastfeeding as a health equity issue.</p>

## Material Required

- » Share required readings with students so they can read them before class:
  - [Breastfeeding Committee for Canada – Position Statement on Breastfeeding](#)
  - [Breastfeeding Committee for Canada – Interpretation of 10 Steps to Successful Breastfeeding](#)
  - The International Code of Marketing Breastmilk Substitutes (students should look specifically at Article 6 and 7 as it applies to the health care system and health care workers)
  - Baby Friendly Initiative Infographic (See Appendix D)
- » Print out the cards with 10 Steps to Successful Breastfeeding (Appendix C)

**Time Frame: 30 minutes**

## Activity: Applying the 10 Steps to Successful Breastfeeding and the International Code of Marketing Breastmilk Substitutes to Nursing Practice

### Prior to class:

1. Students to review the readings indicated above.

### During class:

1. Split the class into 10 groups and assign each group one of the 10 Steps to Successful Breastfeeding. Give each group the handout in Appendix C.
2. Each group should discuss:
  - How the step could be implemented?
  - What barriers might a nurse/hospital face in implementing this step?
  - What are the benefits of implementing this step?
3. Re-group and ask each group to select one speaker to share discussion points with class.
4. As a class, review Article 6 and 7 of [The International Code of Marketing Breastmilk Substitutes](#). This could be done by projecting the Code onto a screen at the front of the class, or asking students to look at their own copy.
5. Ask students to reflect on the following questions:
  - In your student practica experiences describe and discuss how you have seen health professionals adhering to the International Code.
  - In your student practica experiences describe and discuss how you have seen health professionals NOT adhering to the International Code.
  - If you haven't had a practica experience in this area, what is your perception of how well the International Code is implemented in health care facilities?
  - How would you suggest improvements to health professionals who do not adhere to the International Code?

## Post-Secondary (continued)

### Art Programs

- » The Breastfeeding Art Expo provides a unique opportunity for students in college or university art programs to explore community-based art and health projects.

Background	Aim
<ul style="list-style-type: none"><li>» During the collaborative process of community-based art, an artist and community members create art together. This can contribute positively to maintaining or enhancing individual and community health. Participation in the arts, whether actively or as a spectator can improve physical and mental health while creating social networks and giving people a sense of belonging.<sup>2,13</sup></li></ul>	To gain awareness and gauge effectiveness of community based health and art projects.

### Material Required

- » Access to the internet and a way for students to view YouTube clip.

**Time Frame: 25 minutes**

### Activity:

#### Prior to class:

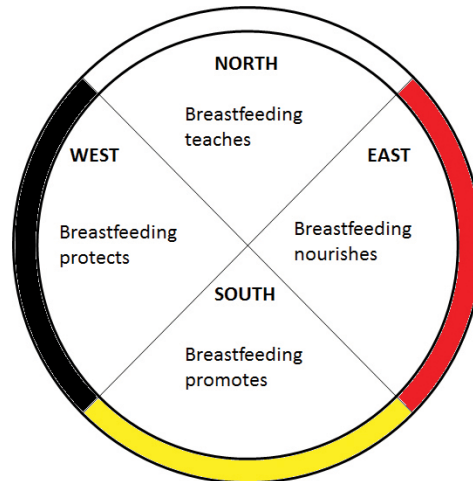
1. Ask students to review the following documents prior to class:
  - [Art and Health Network Canada – What is Art and Health](#)
  - [Art and Health Network Canada – Impacts of Art and Health](#)

#### During class:

1. Show students '[mini-doc](#)' on Arts & Health activity in BC (15:00 mins)
2. Allow time for class to discuss previous experience with art and health projects and ideas for using art for breastfeeding promotion.
  - What is successful use of art in health education? Why?
  - In your opinion, what would be an effective way to use art for breastfeeding promotion?

## Indigenous Focus

Teachers may choose to use the Medicine Wheel as part of their discussion to incorporate a Indigenous views of breastfeeding. The four directions of the Medicine Wheel\* can be used to talk about the benefits of breastfeeding.



### **Breastfeeding teaches – North**

- » Breastfeeding can teach mothers about their baby by allowing for intimate bonding time between a mother and baby.

### **Breastfeeding nourishes – East**

- » Breastmilk provides exactly what a baby needs for healthy growth and development.

### **Breastfeeding promotes – South**

- » Breastfeeding promotes growth and development, bonding and attachment, responsive parenting and sleep.

### **Breastfeeding protects – West**

- » Mothers are less likely to develop breast and ovarian cancer as well as type 2 diabetes.
- » Babies are less likely to develop infections and when they are older they are also less likely to develop diabetes, heart disease and some cancers.
- » Breastfeeding protects mother earth because breastmilk is waste-free.
- » Breastfeeding can also protect babies in the event of an emergency when drinking water is not safe. Breastmilk will still be safe.

For more information refer to the [Breastfeeding for the Health and Future of Our Nation](#) resource. Additionally, students can watch the [Bonding Circle of Breastfeeding](#) video.



During October and November 2017, the Breastfeeding Art Expo will be on display at the En'owkin Cultural Centre at the Penticton Indian Band. Artists' projects will be listed in traditional Okanagan Language of n'syilxcen, and art from students of the art and/or early childhood education programs will be on display. Students from across the region are welcome to attend the Expo at En'owkin. Indigenous community and independent art is also included at all Expo locations.





## SUGGESTED ARTWORK BY GRADE LEVEL

During guided tours, your class will explore the art pieces that are most relevant to their age and learning level. Tour guides will use Visual Thinking Strategies to stimulate discussion about the art pieces.<sup>14</sup>

### Students will be asked the following questions about the art pieces:

- » What is going on?
- » What do you see that makes you say that?
- » Do you have any ideas about how the artist made this?
- » What more could you possibly find? <sup>15</sup>

On the following pages you can find the list of art pieces and videos that are suggested for each grade level to view at the Expo. More detailed descriptions for each piece can be found in the [Breastfeeding Art Expo Catalogue](#), as well as alongside each art piece at the Expo, and at the website [www.breastfeedingartexpo.ca](http://www.breastfeedingartexpo.ca).

### Remember!

You can view the art pieces and films in person at the Expo or online at [www.breastfeedingartexpo.ca](http://www.breastfeedingartexpo.ca)

The following is only a suggestion of the art pieces which are suited for each grade range. You are welcome to check out any of the art pieces at the Expo!

Community Artwork & Films						
		K-Grade 3	Grade 4-6	Grade 7-10	Grade 11-12 & Post-Secondary	Indigenous Focus
1.	Baring Our Breast			✓	✓	✓
2.	Breastfeeding in Focus			✓	✓	✓
3.	Breastfeeding Olympics			✓	✓	
4.	Cultural Expressions				✓	
5.	Down by the Lake	✓	✓			✓
6.	First Moments				✓	✓
7.	Go with the Flow	✓	✓	✓	✓	✓
8.	Human Milk Project			✓	✓	
9.	In Good Hands	✓	✓	✓	✓	
10.	nour.ish				✓	
11.	Nurturing Community			✓	✓	✓
12.	Pillars of Support	✓	✓	✓	✓	
13.	Revealing Truth			✓	✓	
14.	The Fabric of Motherhood			✓	✓	✓
15.	Traditional Spirit	✓	✓	✓	✓	✓

### Breastfeeding Art Expo Vignettes

These are twenty 3-5 minute vignettes that will help your students understand the overall project and specific community art projects. A fun vignette has been made for each community art project. You can view them at the Expo, but it will probably be more convenient to view them in the classroom, either before or after your Expo field trip.

All vignettes can be accessed at [www.breastfeedingartexpo.ca](http://www.breastfeedingartexpo.ca)

## Independent Artwork

	K-Grade 3	Grade 4-6	Grade 7-10	Grade 11-12 & Post-Secondary
<b>A Family Affair</b>	√	√	√	√
<b>Baby's Gratitude</b>	√	√	√	√
<b>Body Memory</b>			√	√
<b>Breast Crawl</b>	√	√	√	√
<b>Breastfeeding</b>				√
<b>Breastfeeding an Adopted Baby</b>			√	√
<b>Breastfeeding at Midnight</b>		√	√	√
<b>By Design</b>	√	√	√	√
<b>Celebrate Breast Milk</b>				√
<b>Connection</b>	√	√	√	√
<b>Contentment</b>	√	√		
<b>Dad's Gift</b>	√	√	√	√
<b>Dear New Mom</b>			√	√
<b>Descansar</b>	√	√	√	√
<b>East African Mothers</b>		√	√	√
<b>Embrace</b>	√	√	√	√
<b>Enfolded</b>	√	√	√	√
<b>Family Picnic</b>		√	√	√
<b>Firstborn</b>				√
<b>Generation to Generation</b>	√	√	√	√
<b>Happy Hour</b>	√	√	√	√
<b>Have Breast will Travel</b>			√	√
<b>Herculean Ordeal</b>				√

## Independent Artwork

	K-Grade 3	Grade 4-6	Grade 7-10	Grade 11-12 & Post-Secondary
Hold On To Your Dreams			√	√
Humpback Whales with Calf	√	√	√	
I Can Learn About Breastfeeding Too	√	√		
I Hope the Baby Wakes Up Soon			√	√
Immunity Unlocked			√	√
Introduction at Breakfast				√
Just Before the Latch & We Match		√		
Kelp Nursery	√	√	√	
Life Keeper	√	√	√	√
Liquid Gold			√	√
Love Letter to Isabella Claire	√	√		
Love Poured In			√	√
Maquay				√
Milk			√	√
Mother and Me	√	√		
Mother's Eleutheromania			√	√
Mother's Love		√	√	√
Mother's Milk				√
Naturally Nursing			√	√
Now and Then	√	√		
Nurturing				√
One Accord	√	√	√	√
Our Mammal World	√	√		



## Independent Artwork

	K-Grade 3	Grade 4-6	Grade 7-10	Grade 11-12 & Post-Secondary
<b>Picnic Baby Style</b>	√	√	√	√
<b>Pride of Life</b>			√	√
<b>Primates Mothering</b>	√	√		
<b>Ren Ki7ce, Ren Tmicw</b>	√	√	√	√
<b>Return to Source</b>		√		
<b>Rhapsody in Blue</b>	√	√	√	√
<b>Rock-a-bye Baby</b>	√	√		
<b>Rough Start: Strong Finish</b>		√	√	√
<b>Simple Love</b>				√
<b>Slow Poke</b>		√	√	√
<b>Tandem, First Hours &amp; Lunch Date</b>	√	√	√	√
<b>The Bond</b>			√	
<b>The Natural Choice</b>			√	√
<b>The Suckling Pod</b>	√	√		
<b>Watchful Eye</b>	√			
<b>What's That Sound</b>		√	√	√

## Other Expo Features

	K-Grade 3	Grade 4-6	Grade 7-10	Grade 11-12 & Post-Secondary
<b>Importance of Breastfeeding Panels</b>	√	√	√	√
<b>BFI Ten Steps Panels</b>				√
<b>It's the Law</b>			√	√



## DEBRIEFING WITH YOUR CLASS AFTER THE EXPO

### Kindergarten to Grade 3 and Grades 4-6

#### Activity: Think – Pair – Share

Time Frame: 20 minutes

*Best done right after the field trip when you return to school or after exploring the online Expo.*



1. In the first part of the activity, ask students to THINK about what they learned at the Breastfeeding Art Expo and ask them to reflect on the following two questions individually:
  - **What is one new thing you learned that you want to share?**
  - **What is one thing you want to learn more about?**
2. Students are then invited to PAIR and SHARE by turning to the person next to them and sharing their thoughts about the questions.
3. If time permits, you can have several students share their thoughts with the class after sharing with a partner. If you are working to develop listening skills with your class, you can have students repeat what their partner said during the PAIR and SHARE to the class. This is challenging at first because students are more interested in sharing their own thinking with the large group but it is one way to emphasize the importance of good listening.

#### Teacher Evaluation

Teachers can fill out an evaluation of the Teacher's Guide [here](#).

#### Student Evaluation (Grades 4-6 only)

If your class has access to computer, please have them complete the [online evaluation](#). Note: some students may have already filled out the evaluation at the Expo location.

#### Other Activities for Students after the Expo

- » Students can write a letter to a pregnant or breast-feeding relative or imaginary person
- » Students can write a Thank-you letter to an artist.

## Grade 7 to 10 and Grades 11-12

### Activity: Think – Pair – Share

Time Frame: 20 minutes

**Best done right after the field trip when you return to school or after exploring the online Expo.**

1. In the first part of the activity, ask students to THINK about what they learned at the Breastfeeding Art Expo and ask them to reflect on the following two questions individually:
  - **Have your views about breastfeeding changed? If yes, in what way?**
  - **Can you think of another way art can be used to promote health and wellness?**
2. Students are then invited to PAIR and SHARE by turning to the person next to them and sharing their thoughts about the questions.
3. If time permits, you can have several students share their thoughts with the class after sharing with a partner. You can also have students repeat what their partners said to focus on building active listening skills.



### Teacher Evaluation

Teachers can fill out an evaluation of the Teacher's Guide [here](#).

### Student Evaluation

If your class has access to computer, please have them complete the [online evaluation](#). Note: some students may have already filled out the evaluation at the Expo location.

### Other Activities for Students after the Expo

- » Students can write a magazine/newspaper article or blog post reviewing the Expo
- » Students can record a podcast interviewing each other about their reactions of the Expo



### Activity: Think – Pair – Share

Time Frame: 20 minutes

*Best done right after the field trip when you return to school or after exploring the online Expo.*



1. In the first part of the activity, ask students to THINK about what they learned at the Breastfeeding Art Expo and during the class discussion and ask them to reflect on the following 2 questions individually:
  - **Have your views about breastfeeding changed? If yes, in what way?**
  - **Can you think of a way art could be incorporated into nursing practice?**
2. Students are then invited to PAIR and SHARE by turning to the person next to them and sharing their thoughts about the questions.
3. If time permits, you can have several students share their thoughts with the class after sharing with a partner.



### Teacher Evaluation

Teachers can fill out an evaluation of the Teacher's Guide [here](#).

### Student Evaluation

If your class has access to computer, please have them complete the [online evaluation](#). Note: some students may have already filled out the evaluation at the Expo location.

### Other Activities for Students after the Expo:

- » Students can interview a local health care provider or politician on issues surrounding breastfeeding
- » Students can volunteer with a local breastfeeding organization
- » Students can record a podcast with an artist who has worked on art and health project



## QUESTIONS ASKED BY PARENTS

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### **Why should my child learn about breastfeeding?**

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Research shows that many children have an overall positive attitude towards breastfeeding. However, attitudes change as children are exposed to misconceptions and perceived inconveniences of breastfeeding. It can be difficult to correct these misconceptions in adults when they have already made up their minds about breastfeeding. School-age children are often receptive to new ideas and are able to build positive attitudes about breastfeeding when they are provided with accurate information. This will contribute to a culture shift of breastfeeding views<sup>15</sup>.

### **Why should my son learn about breastfeeding?**

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It is important for young boys to learn and understand the benefits of breastfeeding as they can play an important role in supporting their partners, sisters and friends in the future. As fathers, they will also want to support the health of their children.

### **Why should my daughter learn about breastfeeding?**

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Girls who learn about breastfeeding are more likely to understand the benefits of breastfeeding for both the baby and mom. This will allow them to make informed decisions about breastfeeding if they have a baby later in life. Similarly to teaching boys about breastfeeding, educating girls helps normalize breastfeeding and creates social support networks for breastfeeding mothers. If your daughter chooses to breastfeed it will also benefit her health as it will reduce her risk of diabetes breast cancer, ovarian cancer and obesity.

### **Should breastfeeding be taught as part of sexual education?**

---

No. In today's culture, breasts are overly sexualized and this negatively impacts the normalization of breastfeeding. By teaching students about breastfeeding as part of sexual education this re-enforces the idea that breastfeeding is sexual, instead of a biologically natural way for babies to be fed and nurtured. This is why breastfeeding has been placed in Physical Health and Education, Science and Social Studies.



### **Is kindergarten too young to learn about breastfeeding?**

No. Research shows that breastfeeding education can be implemented at any age as long as the information and method of teaching are specifically targeted to the age group. In fact, some research show that early is better, younger children who are still interested in babies and not easily embarrassed.

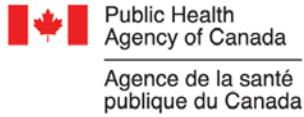
### **I didn't breastfeed, why does my child need to learn about it?**

There may be many reasons why you didn't breastfeed, and your children may decide to not breastfeed their own children. However, lack of information should not be a reason not to breastfeed. The intent of breastfeeding education is to provide children with accurate breastfeeding information so they can make an informed choice that is best for them and their baby, whatever the choice may be!



## ADDITIONAL RESOURCES

### Breastfeeding Information



[Public Health Agency of Canada](#)



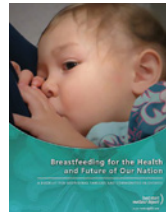
[HealthLink BC](#)



[La Leche League Canada](#)



[Interior Health](#)

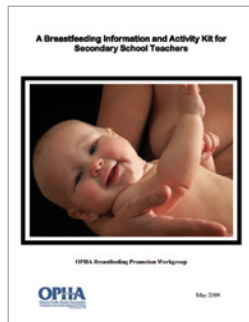


[Best Start \(Indigenous Focus\)](#)



[The Bonding Circle of Breastfeeding Video \(Indigenous Focus\)](#)

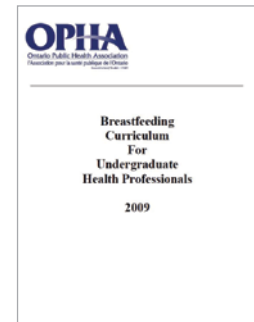
### Breastfeeding Education in Schools



[Ontario Public Health Association Breastfeeding Toolkit for Secondary Teachers](#)



[Leicestershire Healthy Schools Breastfeeding: An education Resource Pack for Schools](#)

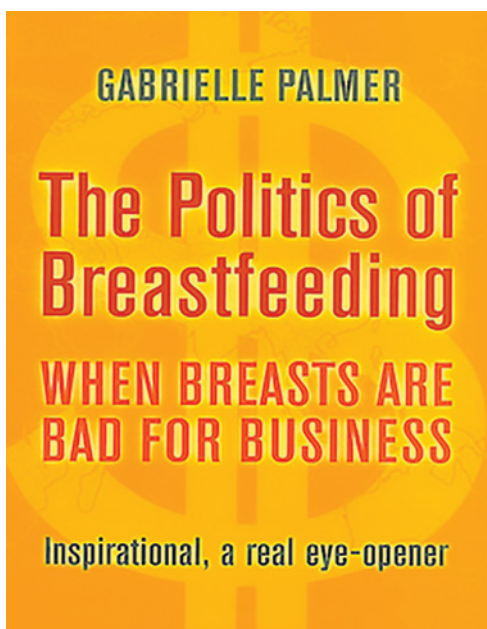


[Ontario Public Health Association Breastfeeding Curriculum for Undergraduate Health Professionals](#)



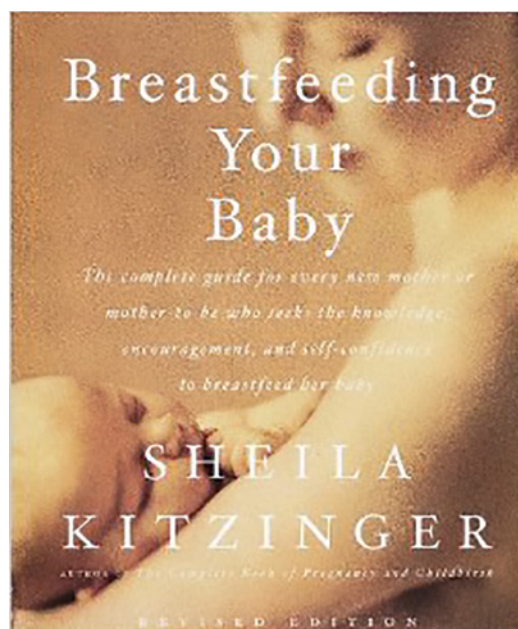
## TEACHER'S READING LIST

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**The Politics of Breastfeeding: When Breasts Are Bad For Business – Gabrielle Palmer**

In her powerful book Gabrielle Palmer describes how big business uses subtle techniques to pressure parents to use alternatives to breast-milk. The infant feeding product companies' thirst for profit systematically undermines mothers' confidence in their ability to breast-feed their babies.



**Breastfeeding your Baby: Revised Edition – Shelia Kitzinger**

With a simple, short explanatory text and over 200 photos of breast feeding mothers, Kitzinger sets out to dispel fears about breastfeeding and conveys practical advice about breastfeeding. Kitzinger encourages the mother to involve her partner and family with breastfeeding to link up to a supportive network of women with children who can share both her positive and negative experiences and help her to maintain perspective during the emotional first months of a baby's life.

---

*Note: These resources can also be valuable for senior grade levels or post-secondary research papers on breastfeeding.*

## APPENDICES

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### Appendix A Collage Photos for Kindergarten to Grade 3 Activity













## Appendix B (For parents, teachers and students)

### Benefits of Breastfeeding



# The Benefits of Breastfeeding

## Benefits babies



- Meets nutritional needs for healthy and strong babies
- Protects babies from infections
- Promotes babies' brain development
- Protects against obesity and type 2 diabetes

## Benefits moms



- Protects against breast cancer, ovarian cancer and osteoporosis
- Promotes weight loss, which reduces risk of type 2 diabetes and heart disease

## Benefits families & communities



- Saves families money — breast milk is free!
- Reduces health care costs — breast milk protects against infections and disease.

## Benefits the environment



- Reduces waste — breast milk has no packaging!
- Saves energy - no one uses fuel to transport or prepare breast milk

Developed as part of the Teacher's Guide to the Breastfeeding Art Expo



## Appendix C (For Nursing Students)

### 10 Steps to Successful Breastfeeding for Hospitals / Health Facilities <sup>11</sup>

1. Have a written breastfeeding policy that is routinely communicated to all health care staff.
2. Train all health care staff in skills necessary to implement this policy.
3. Inform all pregnant women about the benefits and management of breastfeeding.
4. Help mothers initiate breastfeeding within a half-hour of birth.
5. Show mothers how to breastfeed, and how to maintain lactation even if they should be separated from their infants.
6. Give newborn infants no food or drink other than breast-milk, unless medically indicated.
7. Practice rooming-in – allow mothers and infants to remain together 24 hours a day.
8. Encourage breastfeeding on demand.
9. Give no artificial teats or pacifiers (also called dummies or soothers) to breastfeeding infants.
10. Foster the establishment of breastfeeding support groups and refer mothers to them on discharge from the hospital or clinic.



# Appendix D (For Nursing Students) BFI Infographic



## THE BABY FRIENDLY INITIATIVE

In an effort to address global falling breastfeeding rates, the Baby Friendly Initiative was launched in 1991 by the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF). This program encourages and recognizes hospitals and maternity facilities that offer an optimal level of care for mothers and infants. Since the inception of the program, over 20,000 hospitals and facilities in 156 countries have received the Baby-Friendly designation. [\(WHO, 2014\)](#)

### What is the Evidence?

'Breastfeeding confers extensive and well-established benefits and is recognized as an extremely effective preventative health measure for both mothers and babies'. The evidence demonstrates that improved breastfeeding rates have positive outcomes not only for infant and maternal health, but also improved social determinants of health for the family, reduced health care costs, and desirable environmental impact. [\(Canadian Pediatric Society, 2012\)](#)

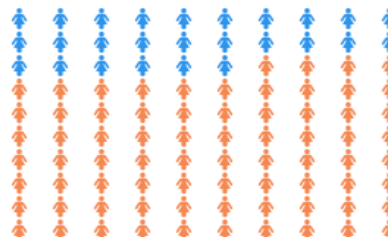


### Breastfeeding Recommendations

Health Canada and the Canadian Pediatric Society recommend exclusive breastfeeding to 6 months, and continued breastfeeding along with the introduction of complementary foods for up to 2 years and beyond.

[\(Health Canada, 2014\)](#)

### Only 14 -26 % of Canadian Women Are Exclusively Breastfeeding at 6 Months



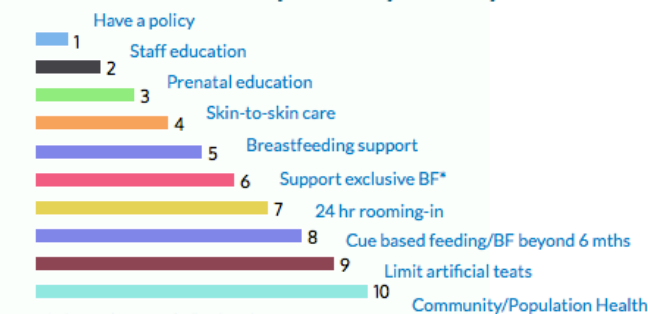
[\(PHAC, 2009; StatsCan, 2013\)](#)

### In Canada, 49 hospitals and health centres have achieved the BFI designation.



[\(Breastfeeding Canada, 2014\)](#)

### 10 Steps to Baby Friendly



& Compliance with the International Code of Marketing of Breastmilk Substitutes  
[\(Breastfeeding Canada, 2014\)](#)



The Baby Friendly Initiative is embedded in Accreditation  
Canada Standards (2014)



Interior Health Perinatal Network (2014)

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## BREASTFEEDING ART EXPO FIELD TRIP FORM

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If you are interested in booking a guided tour for your students please complete the form below. The tours will be 45 minutes in length and guided by a Public Health Dietitian, Lactation Consultant or Public Health Nurse.

### 1. Which Expo location will you be attending?

- |  |  |
|--|--|
| <input type="checkbox"/> Kelowna: June 2 - 24, 2017                                    | <input type="checkbox"/> Trail: January 12 - February 23, 2018 |
| <input type="checkbox"/> Vernon: July 27 - September 29, 2017                          | <input type="checkbox"/> Williams Lake: March 8 - 31, 2018     |
| <input type="checkbox"/> En'owkin Centre in Penticton:<br>October 5 - November 9, 2017 | <input type="checkbox"/> Kamloops: April, 2018                 |

### 2. How many students will be attending?

- Less than 10       11-20       21-30 (maximum 30)

### 3. Which grade level are your students in?

- |                               |   |
|-------------------------------|---|
| <input type="checkbox"/> K-3  | <input type="checkbox"/> 11-12          |
| <input type="checkbox"/> 4-6  | <input type="checkbox"/> Post-Secondary |
| <input type="checkbox"/> 7-10 | Program: _____                          |

### 4. If you will be bussing students, do you need a bus grant?\*

- Yes       No

Please print and complete this form and then scan and email it to [karen.graham@interiorhealth.ca](mailto:karen.graham@interiorhealth.ca) or complete the online form at [breastfeedingartexpo.ca](http://breastfeedingartexpo.ca)

If you have any questions contact Karen Graham at [karen.graham@interiorhealth.ca](mailto:karen.graham@interiorhealth.ca) or call 250-469-7070 ext. 12277

\* Depending on the number of tours booked, bus grants up to \$250 per tour may be available.



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Kelowna Community Resources extends a thank you  
to the financial sponsors for this Teacher's Guide:

**Vancouver Foundation, The Hamber Foundation and Interior Health.**

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*Bettering the lives of British Columbians*



Interior Health  
*Every person matters*

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— MAY 2017 —

