

Final Report: The Galiano Community Food Program Dietary and Nutritional Analysis  
LFS 350 - Group 12

## **Executive Summary**

Galiano Island is one of the Southern Gulf Islands between Vancouver Island and the Lower Mainland and is home to 1,200 people, 70% of whom are 55+ (Colwell, 2016). The Galiano Community Food Program (GCFP) works to increase the food security of those who live on the island by providing nutritious, cost-efficient meals to the residents, most of whom are seniors. Our group's objectives were to determine specific dietary restrictions that pertain to senior citizens, create a labelling system for various dietary restrictions, and perform a nutritional analysis of the most popular and most accessible meals offered. Some questions we want to answer from this project are: What type of diets do seniors need to address the nutritional requirements of diseases or illnesses that affect their particular age group? What different classifications are there that need to be labelled? What symbols are easiest to understand? What is the nutritional value of the most popular meals?

We were given a list of recipes by our community partners, Jane and Alison at the Galiano Community Food Program, that were used to make the meals for customers of the program. Our group analyzed ingredients for each recipe and categorized them into appropriate categories that pertain to health conditions, including diabetes, arthritis, gluten free (celiac disease), dairy free (lactose intolerance), low cholesterol and heart smart, and dietary preference, such as vegan or vegetarian. Everyone also designed a set of simple labels or symbols as a suggestion to represent each dietary restriction on the meal labels. We then used the nutrition content analysis software program, Diet and Wellness Plus (2015), to do a nutrition analysis of the ten most popular meals, in order to provide more nutritional information on the labels of the meals. From our results, we found that there are some meals that do not meet any of the criteria for each category, while some others meet more than one category.

From concluding our project, some recommendations we would like to propose to any of those who will be working with the Galiano Food program in the future are: to continue categorizing and analyzing any remaining or new meals using materials and information we provided through this project, using bright and easy as a system for creating symbols and labels representing dietary restrictions, and to tailor meals to better meet nutritive needs of more consumers by using the nutritional analysis for suggestions.

## **Introduction**

The Galiano Community Food Program (GCFP) works to increase the food security of those who live on the island by providing nutritious, cost-efficient meals to the residents. However, 90% of the meals sold by the GCFP are purchased by seniors (Colwell, 2016). Because many meals are consumed by seniors, healthcare officials have expressed their concern to GCFP about the alignment of their meals with various dietary restrictions common to the elderly. The dietary restrictions are: dairy-free, vegetarian, vegan, gluten-free, heart smart, low cholesterol, diabetic, arthritis friendly, and renal sensitive. GCFP took it one step further and requested that we compile a nutritional analysis, including caloric value, fat, sodium, carbohydrate, protein, and sugar. This data, together, provides the basis for a community food assessment. The community food assessment then provides the tools for GCFP to enhance their mission of ensuring food security for Galiano Island (Pothukuchi, 2004). This is also in accordance with the Canadian International Development Agency's food security strategy by improving access to food and increasing the availability of quality nutritious food (CIDA, 2011). This is even more important in the Galiano Island community as the majority population is elderly. According to the Journal of Gerontology, food-insecure elderly were likely to have

lower nutrient intake, skinfold thickness, self-reported health status and higher nutritional risk (Lee & Frongillo, 2001). Even though the GCFP does not constitute an “emergency food program”, and meals are sold (at subsidized, substantially lower prices) instead of handed out, the efforts of this program are very heavily in line with the strategies given to increase the food security of a community (McCullum et al., 2005). This is all evidence that the work we did and the data we collected will support the efforts of GCFP to increase food security for the community, particularly seniors, and make a positive difference.

The Galiano Community Food Program Dietary and Nutritional Analysis is a community-based experiential learning (CBEL) project and volunteer effort between UBC and the Galiano Island community. CBEL projects can be defined by the following excerpt from the UBC Centre for Community Engaged Learning (n.d.): “Community-based experiential learning (CBEL) is an overarching term that encompasses a number of community-based pedagogical practices and a guiding principle that allows us to provide students with opportunities to apply their academic knowledge to real-world issues.” In this project, we were able to apply the multiple disciplines we each possess to some aspect of the project. This will be discussed more in-depth later in the paper.

Our objectives for this project are:

- Determine specific dietary restrictions that pertain to senior citizens
- Create a labelling system for various dietary restrictions
- Perform a nutritional analysis of the most popular meals offered

Our personal aims for this project are:

- Learn more about the dietary needs of senior citizens
- Contribute to the food security efforts of the Galiano community
- Apply unique, interdisciplinary knowledge and asset-based community development to a real life situation (Mathie & Cunningham, 2003)

The inquiry questions for this project include:

- What type of diets do seniors need to address the nutritional requirements of diseases or illnesses that affect their particular age group?
- What different classifications that need to be labelled?
- What symbols are easiest to understand?
- What is the nutritional value of the most popular meals?

The significance of our objectives, aims, and inquiry questions is:

- To build on the knowledge of age-specific dietary needs for a vulnerable group
- To increase the accessibility of information about dietary choices
- To create awareness of the nutritional value provided by the most popular meals

This criterion will help us to insure the quality of work we perform for the Galiano Community Food Program, as well as the goals we have for ourselves as a group.

## **Research Methods**

To achieve the objectives and answer the inquiry questions of this project, we performed the following steps:

1. Researched the set of dietary restrictions given to us by the healthcare official currently advising the elderly of Galiano Island
2. Compiled a list of inclusions and exclusions for each diet
3. Collected data from the list of 18 recipes sent to us by GCFP, primarily noting the ingredients
4. From this data, determined which recipes meet the criteria for each specific diet and labeled them accordingly
5. Created multiple designs for a symbol to label each dietary restriction, allowing our community partner to decide on the final design
6. Used the software Diet and Wellness Plus (2015) to analyze the nutritional content of the 10 most popular meals

To achieve the aims of this project, we also did the following:

1. Traveled to Galiano Island on the weekend of February 27, 2016
2. Participated in a mock rundown of how the kitchen operates on the standard cooking day
3. Worked in the school/community garden
4. Had a peer communication session with the volunteers at GCFP
5. Stayed overnight on the island and experienced the local community in action

We have the informed consent of the GCFP to use their recipes to develop our data. We will keep all participants personal information anonymous and confidential to ensure that our involvement creates no more than minimal risk and that all actions and information given are undertaken freely and willingly (Wiles, 2012). If any new risk arises, we will inform all participants immediately, giving them the choice to withdraw from the peer communication session without any repercussions.

## **Results**

In this CBEL project, we utilized quantitative data to determine a list of specific dietary restrictions that catered to seniors in Galiano Island on the correlation between nutritional labeling and food security. Through the asset-based community development (ABCD) approach, we hope to increase food security by increasing accessibility of the meals through improving nutritional labels. The majority of users of the Galiano Food Program are seniors. A. Colwell notes the seniors have revealed that they neglect to read the ingredient list as they find it tedious and has asked for another way to categorize their meals (personal communication, January 18, 2016). As a group, we classified and suggested designs for a “bright and easy” labeling system for various dietary restrictions such as vegetarian, lactose-free, vegan, etc. (see Figure 1 and 2). We also compiled nutritional data after analyzing the most popular meals offered through Diet and Wellness Plus (2015). Figure 3 is an example of the nutritional data of the recipes. Figure 3 shows the average nutritional breakdown of a single serving of the meal. As recipes list the average amount of ingredients used, we do not consider the accuracy of the software as a major limitation. The participants and community partner views this project as a means to increase food security on Galiano Island. The Food and Agriculture Organization (FAO) (2013) definition of food security is a “situation that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life”. We believe that efficient food labeling can increase and support food security for seniors who participate in the program as labeling efficacy can lead

to a stronger ability to choose foods that cater to their dietary needs and food preferences for an active and healthy life.

## **Discussion**

Our data successfully reflects our objectives to categorize meals into specific dietary restrictions, creating a labelling system, and doing a nutritional analysis of the meals made by Galiano Island Food Program. According to the Journal of Gerontology (Lee & Frongillo, 2001), food-insecure elderly were likely to have lower nutrient intake, skinfold thickness, self-reported health status and higher nutritional risk. This emphasizes the significance of ensuring food security in seniors. According to our results, we can say with confidence that we were able to learn more about the dietary needs of seniors, and play a role in contributing to the food security efforts of the Galiano Food Program. The labels we designed, that includes dietary restrictions and nutrition content analysis is able to make a contribution to food security for seniors on the island by providing an access to information about dietary choices and give more awareness on nutritional content of meals, which results in an improved system for the Galiano Food Program to ensure food security to seniors. Our data, together, provides the basis for a community food assessment. The community food assessment then provides the tools for the Galiano Food Program to enhance their mission of ensuring food security for Galiano Island. This is also in accordance with the Canadian International Development Agency's food security strategy by improving access to food and increasing the availability of quality nutritious food (CIDA, 2011). Seniors will be able to make their dietary choices safely and easily with the assistance from information provided on the labels of each meal. This can hopefully give the guidance seniors need for a better dietary lifestyle.

Earlier, in the Introduction, we mentioned what it means to be engaged in a community-based experiential learning (CBEL) project. At the end of the project, every member had contributed some unique knowledge, skill, or outlook relating to either their learning experience at UBC or life experiences. Dustin majors in Food and Nutritional Health, but has a particular interest in sport dietetics. This helped to lend a perspective as to what a well-balanced diet for an active lifestyle might look like. Elaine also majors in Food and Nutritional Health, and has previously worked with seniors at the UBC Hospital, in particular discussing their outlook on food. This helped to give us some background as to what we can expect from seniors in regards to meal choices. Gina majors in Nutritional Sciences, and has had experience in human nutrition and health, although she has a passion for food-related research and diet analysis. This provided an excellent foundation for our research into what comprises each dietary restriction/preference. Madeleine majors in Applied Biology, but has had life experience living with a dietary restriction and what that means when you are cooking and buying food. This was very helpful when it came to understanding the need behind labelling practices. She was also able to lend some soil science knowledge to the volunteers at the school/community, on an amateur level, to give some advice for growing practices. Nicole majors in Food Market Analysis, and has a deep understanding of food economics, accounting, and marketing. This was a great boon when we were trying to create "bright and easy" label designs to demarcate each dietary restriction/preference. Each person's individual backgrounds was essential to creating a well-rounded, wholesome approach to the completion of this project.

Some limitations in our methods include the lack of interactions with seniors on the Island during our visit. It would be major improvements if we were able to get direct feedback from interviewing seniors and make modifications or suggestions from it, such as labelling

design preferences. Another limitation can be the liberal use of salt, the island participants that are cooking should be more careful when adding Na to the recipes due to interactions with dietary restrictions described earlier. Through the qualitative data gathered from our experience and observations at the Galiano Food Program kitchen, we noticed a limitation regarding food security for seniors in the taste of the meals. Jane and Allison have noted that although they would like to make the meals healthier, if the meals do not taste good, the seniors will not buy it.

## **Conclusion**

The Galiano community food program's aim is to provide nutritional food to a majority elderly population on Galiano Island. By performing a detailed nutritional analysis of the most popular meals prepared by the food program, creating a food labelling system, and organizing the food into specific dietary restrictions, this project has shown a clear attempt at improving the local community food program, and potentially expanding the food security of the seniors that inhabit the island. The nutritional analysis has expanded on the knowledge of the meals that have previously been designed by giving a close to accurate reading on the protein content, fat content, carbohydrate content, K calorie content, and among other nutritional values which pertain to the food. It is important that the Galiano community food program continues to keep an open mind about the use of the labelling system designed, the dietary restrictions list, and use the knowledge from the nutritional analysis to keep on enhancing and improving the food program in order to have a positive impact on food security, specifically the food security of elderly on the island. While not all of the meals are covered under the nutritional analysis and dietary restrictions list, a general idea of what types of meals fit individual dietary restrictions can be obtained by comparing the meals already on the dietary restrictions list, to new meals or meals that did not have a detailed nutritional analysis. By continuing to have a sustainable healthy program that meets the dietary needs of members that live on the island, the Galiano community food program will certainly be a vessel to build a stronger community, and to add to the food security of those who occupy the island.

## **Critical Reflections**

### *Student 1*

During this CBEL project, I was able to learn about and experience a whole different community from what I imagined before visiting Galiano Island. Their community was very different from communities I am used to and it was fascinating to go around the island and feel what it was like to live in a place like Galiano Island. I also really enjoyed meeting some of the people on the island and realizing how close of a community they are. This project allowed me to come in contact with real experiences that I would not have a chance to have in other courses. Due to the flexibility of this course, there were times when it was difficult to approach tasks and difficulties. However, due to our efforts in communication, discussions, and making good use of our flexible learning sessions, things were able to come together smoothly. Due to this project, I was able to obtain valuable skills that will certainly be of help to me in my career, such as interacting with new people, and being able to work efficiently despite everything being overwhelming sometimes. Overall, it was a very different but fun experience, and I enjoyed working in team, putting everything together and overcoming difficulties as a group.

### *Student 2*

Participating in the Galiano community food program was a rewarding experience and one I will look back on with fond memories. Being able to apply the knowledge I have learned from this course and my time throughout UBC to a community perspective, and have an actual impact in a community was extremely satisfying. Learning and participating in the Galiano community food program was a way in order to understand how small communities rely on the fact that everyone needs to play a role, and many people need to participate in order to have a strong and healthy community. One example of this was when my group participated at the local primary school in the community garden. We were told of how the primary students participate in cleaning up and maintaining the garden in order to have a local supply of food. This taught me that everyone has a part to play in trying to make the community a better place to live by making some sort of contribution, even if it is as little as helping with the local garden.

One thing about this course that I found to be necessary to have a successful project was the flexible learning time scheduled during normal class hours. Being able to get together with my team members without having any time constraints was a perfect way to discover what needed to be done in order to make a great project. Being able to explore Galiano Island and work with my team members to strengthen a small community was a great change of pace to the traditional learning methods taught at UBC.

### *Student 3*

Through participating in this CBEL project, I learned about on how important it was for the group to be motivated to work together efficiently and realize the limitations of what we can achieve in a certain timeframe. I found that experiential learning is crucial as our trip to Galiano Island and getting involved with the community brought a clear sense of purpose to the team, and we worked together really well afterward to incorporate our ideas together. To relate this to broader CBEL concepts, I believe that the working experience is vital to heighten team moral in any project. It was the basis to ground our group's ideals and to focus on what was realistic. I think the reason that we could end our project with a positive attitude was that we realized there was a lot of things that can be improved but didn't feel as frustrated as the beginning where we wanted to control and "fix" everything. This course is very rewarding to me as I've learned a lot more about the limitations that we face both personally and professionally in a group project and how the experiential learning experience can be the key to easing the frustration that we will most likely encounter in the future.

### *Student 4*

Galiano community food program was a meaningful and memorable experience for me in many aspects. I learned a lot of new knowledge about our land and food system as well as the importance of group cooperation. Through this practical experience, I was fortunate enough to have the unique opportunity to be on the island for two days and got involved in the community kitchen program to help the seniors to improve their health situations. It was an eye-opening experience for me because coming from China this became my first time of witnessing an uncommercialised island community and i was quite surprised by the absence of any food chain on the island such as starbucks, McDonald's etc. Besides the field trip, the combination of experiential and flexible learning of this courses helped us to gain deeper understanding of the CBEL projects. Throughout the term, we constantly faced different challenges and we were able to solve them with patience and wisdom of all group members, and this is an important life

lessons for all of us. In the end, when we finally finished the whole projects, we feel very rewarding because our hard work paid off, and more importantly, we could use our strength and knowledge to contribute to the battle of increasing food security of the society.

#### *Student 5*

This group project was an interesting experience. I had never before had a class where so much of my own personal grade depended on other people. I did not expect it to go as well as it did. I was very lucky to have such fantastic group mates; everyone contributed to the project in thoughtful, educated, and unique ways, and also in a timely fashion. It was also a novel experience to apply so much knowledge from other disciplines and past experiences in an academic context. Normally the assignments of a class simply cover the scope of that class, but in this case almost all of the information used in completing the project came from external sources. It was also the first time a class had incorporated flexible learning experiences in the actual class and not just as part of a tutorial. The flexible learning classes, wherein the plenary class did not meet and the students were allowed the opportunity to take the time for group use, was probably one of my favorite features of the class. We had a lot of difficulty meeting outside of the class/tutorial time, to the point where we actually tended to not meet in person but rather over internet platforms, especially Skype. It was also really neat to be able to immerse ourselves in the community that we were working with by being provided the opportunity to spend two full days and one night on Galiano Island. We saw the entire island, ate from some of the very few restaurants there, and got to talk to people who had grown up in both “small-town” communities, cities, and even outside of Canada, comparing their previous experiences to that of living on Galiano currently. All in all, it was a very unique learning experience, and one of the reasons I feel so lucky to be able to attend UBC.

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**Appendix**

Descriptions of dietary restrictions/preferences and relevant information:

Dietary Restriction	Description	Good Food Items	Bad Food Items
Heart Smart	One looking for a heart smart diet is usually at risk for or has heart disease. This is a health/disease related dietary restriction.	<ul style="list-style-type: none"> <li>• Fibre</li> <li>• Whole grains</li> <li>• Fruits</li> <li>• Vegetables</li> <li>• Beans</li> <li>• Skim milk</li> <li>• Fish</li> </ul>	<ul style="list-style-type: none"> <li>• Red meat</li> <li>• Sodium</li> <li>• Trans fat</li> <li>• Saturated fat</li> </ul>
Low Cholesterol	Dietary cholesterol usually has little effect on the body's cholesterol levels, however, if you have a family history of high cholesterol, you should monitor the amount of cholesterol you're eating to about 300 mg per day.	<ul style="list-style-type: none"> <li>• Nuts</li> <li>• Omega-3 Fatty acids (fish)</li> <li>• Oatmeal</li> <li>• Soy protein</li> </ul>	<ul style="list-style-type: none"> <li>• Saturated fat</li> <li>• Trans fat</li> <li>• Sugar</li> <li>• Simple carbohydrates</li> </ul>
Diabetic	One who must monitor or augment their diet due to an imbalance in insulin. There are two types of diabetes, type 1 and type 2. Type 1 occurs when the pancreas produces little or no insulin, and insulin shots are required to maintain health. Type 2 occurs when the pancreas makes irregular amounts of insulin, and	<ul style="list-style-type: none"> <li>• Unprocessed fruit</li> <li>• Unprocessed vegetables</li> <li>• Whole grains</li> <li>• Fish</li> <li>• Oatmeal</li> <li>• Quinoa</li> <li>• Soy</li> </ul>	<ul style="list-style-type: none"> <li>• White starches</li> <li>• Fruits with added sugar</li> <li>• Dairy</li> <li>• Simple Sugar</li> </ul>

	may be combated with insulin or diet alone. This is a health/disease related dietary restriction.		
Arthritis Friendly	A disease that causes painful inflammation and swelling around the joints, making it difficult to move. Diet should include anti-inflammatory foods.	<ul style="list-style-type: none"> <li>• Oleocanthal (found in olive oil)</li> <li>• Omega-3 Fatty Acids (fish)</li> <li>• Fibre</li> </ul>	<ul style="list-style-type: none"> <li>• Sugar</li> <li>• Trans fat</li> <li>• Saturated fat</li> <li>• Omega-6 Fatty Acids</li> <li>• Refined carbohydrates</li> <li>• MSG</li> <li>• Gluten</li> <li>• Casein (milk protein)</li> <li>• Aspartame</li> <li>• Alcohol</li> </ul>
Renal Sensitive (Chronic Kidney Disease)	CKD needs to be very careful about protein intake. High levels of protein can make the kidneys work overtime. . Excessive fluids can cause inflammation, and should be limited. High sodium can cause you to be extra thirsty and so should also be avoided. CKD is very difficult to manage and is unique to every person. Persons with CKD should talk to their doctor and a registered dietician about a meal plan specific to their disease, and at that point should consult the ingredients list further.		<ul style="list-style-type: none"> <li>• High protein <ul style="list-style-type: none"> <li>○ Meat</li> <li>○ Fish</li> <li>○ Eggs</li> </ul> </li> <li>• Potassium <ul style="list-style-type: none"> <li>○ Avocado</li> <li>○ Bran</li> <li>○ Granola</li> <li>○ Beans</li> </ul> </li> <li>• Phosphorous <ul style="list-style-type: none"> <li>○ Whole-grain bread</li> <li>○ Bran</li> <li>○ Oatmeal</li> <li>○ Sunflower seeds</li> </ul> </li> <li>• Saturated fats</li> </ul>
Vegetarian	One who does not eat meat or fish, including products made with meat or fish, such as stock or flavouring. This dietary restriction can be done by choice, for ethical/moral reasons, for health reasons, or for religious reasons (Hindu, Buddhism).		
Vegan	One who does not eat any animals or animal by-products, such as meat, fish, dairy, or eggs. Some vegans also do not eat honey or certain wines. This dietary restriction can be done by choice, for health reasons, or for ethical/moral reasons.		

Gluten Free	One who does not eat gluten (from any source, including wheat, rye, oats, and barley) due to a disease in which the gluten damages the villi of the small intestine, leading to (potentially life threatening) health complications. This is a health/disease related dietary restriction.
Dairy Free (Lactose Intolerant)	One who does not consume dairy or dairy by-products containing lactose, a key sugar found in milk, due to the inability to digest it. Consuming lactose can cause discomfort, gas, and bloating. This is a health/disease related dietary restriction.

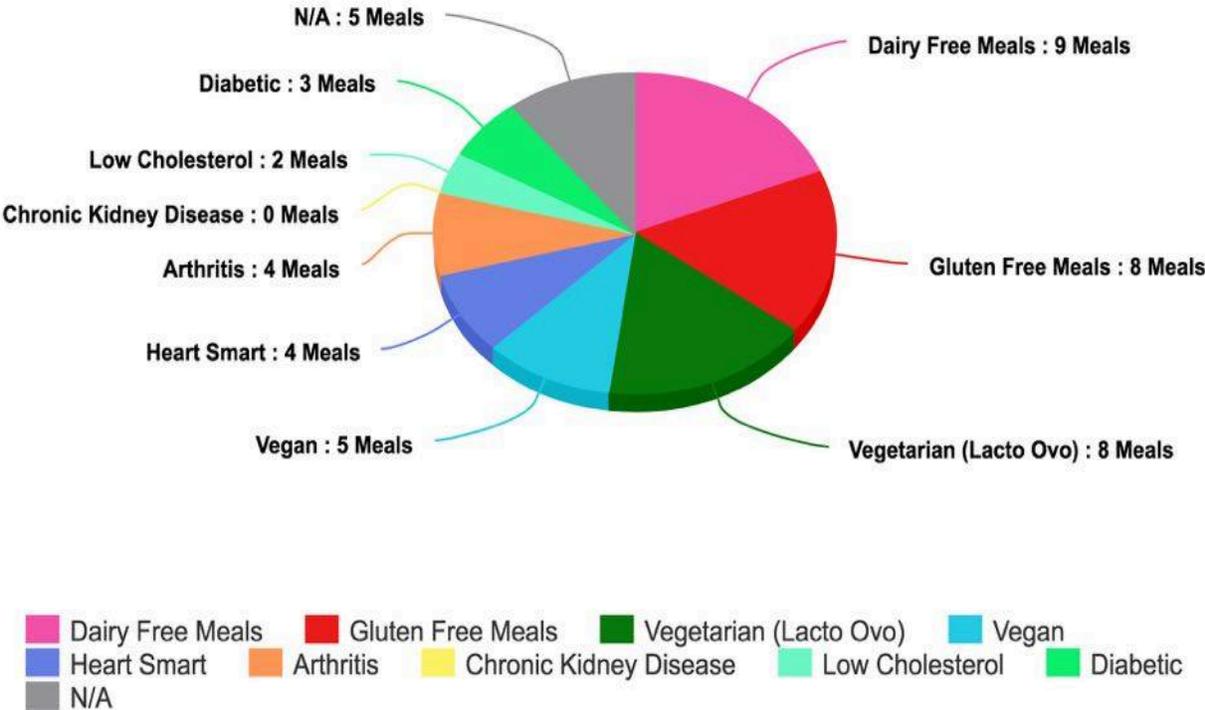


Figure 1. Types of meals that pertained to certain dietary restrictions

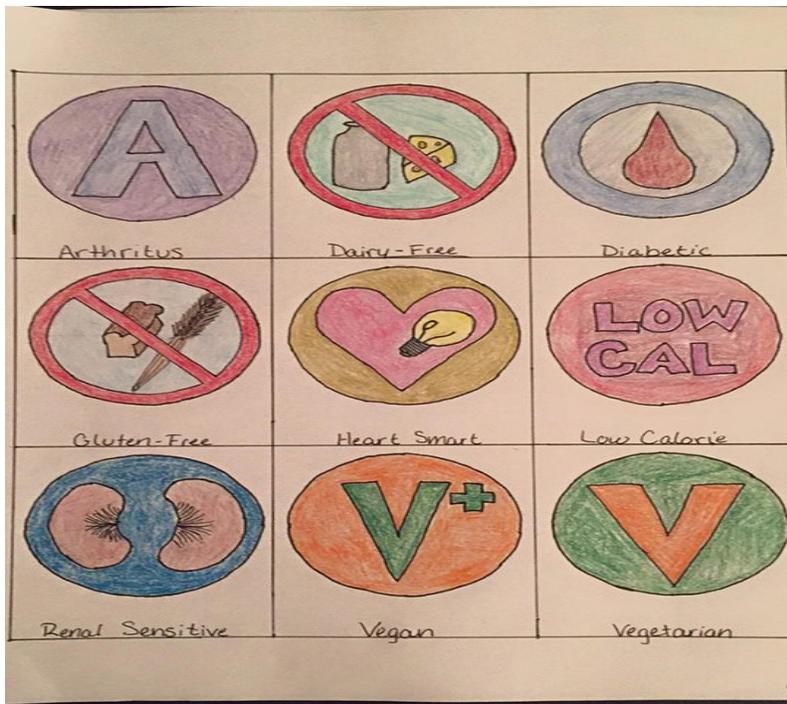


Figure 2. An example of the “Bright and Easy” labels

## Intake Spreadsheet

This report shows the amount of each nutrient contained in each food eaten. Your actual intakes of some nutrients, such as vitamin E, may be higher than those shown in the report because of incomplete food composition data provided by manufacturers.

Item Name	Meal	Quantity	Wt (g)	Kcal
Homestyle Macaroni with Meat Sauce	Lunch	1 serving(s)	398.94	726.53
<b>Total</b>			<b>398.94</b>	<b>726.53</b>
Item Name	Protein (g)	Carb (g)	Fat (g)	Sat Fat (g)
Homestyle Macaroni with Meat Sauce	39.53	76.49	31.59	15.96
<b>Total</b>	<b>39.53</b>	<b>76.49</b>	<b>31.59</b>	<b>15.96</b>
Item Name	Mono Fat (g)	Poly Fat (g)	Trans Fat (g)	Chol (mg)
Homestyle Macaroni with Meat Sauce	10.27	1.63	1.21	114.85
<b>Total</b>	<b>10.27</b>	<b>1.63</b>	<b>1.21</b>	<b>114.85</b>
Item Name	Linoleic (g)	Linolenic (g)	Diet Fiber (g)	Sugar (g)
Homestyle Macaroni with Meat Sauce	1.41	0.11	9.59	12.91
<b>Total</b>	<b>1.41</b>	<b>0.11</b>	<b>9.59</b>	<b>12.91</b>
Item Name	H2O (g)	Alcohol (g)	Thiamin (mg)	Ribo (mg)
Homestyle Macaroni with Meat Sauce	245.7	0	0.61	0.64
<b>Total</b>	<b>245.7</b>	<b>0</b>	<b>0.61</b>	<b>0.64</b>
Item Name	Niacin (mg)	Vit B6 (mg)	Vit B12 (µg)	Fol (DFE) (µg)
Homestyle Macaroni with Meat Sauce	9.01	0.65	2.79	99.09

Figure 3. Nutritional data of a recipe after running it through Diet and Wellness Plus (2015).

DF - Dairy Free Meals  
 GF - Gluten Free Meals  
 LO - Vegetarian (Lacto Ovo)  
 VG - Vegan  
 HS - Heart Smart  
 A - Arthritis  
 CKD - Chronic Kidney Disease  
 LC - Low Cholesterol  
 DB - Diabetic  
 N/A - Does not meet any requirements for dietary restrictions  
 \* - People with this dietary restriction can consume these meals in moderation

1. Macaroni with Meat Sauce - N/A
2. Shepherd's Pie - DB\*, A\*
3. Butter Chicken on Rice - N/A
4. Chick Pea Curry - LO, VG, DF, GF, HS, DB, A
5. Beef Bourguignon - DF
6. Roast Chicken Thigh on Rice with Mushroom Sauce - N/A
7. Beef, Mushroom & Rice Casserole - GF
8. Homemade Mac & Cheese - LO
9. Thai Vegetable Curry - DF, VG, LO
10. Lasagna - N/A
11. Classic Chicken Stew - HS\*, LC\*
12. Black Bean Chili - DF, VG, LO
13. Curried Salmon Pasta - HS\*, LC\*
14. Bangers & Mash - N/A
15. Jambalaya - GF
16. Hunters Chicken on Rice - DF
17. Moroccan Nettle Stew - GF, VG, DF, LO
18. Ratatouille - GF, VG, DF, LO
19. Chili Con Carne - GF, DF
20. Homemade Cheesy Baked Beans - LO
21. Baked Beans - GF, HS\*, DB\*, A\*, LO
22. Caribbean Peanut Chicken Curry on Rice - DF, A, GF

 = Had restriction information for this, but no original copy of the recipe  
 = Had restriction information for this, but ambiguous recipe name

Figure 4. A list of all the meals and which dietary categories they each fit into

**Dairy Free Meals:**

Chickpea curry on Rice  
Beef Bourguignon  
Thai Vegetable Curry  
Black Bean Chilli  
(Hunters Chicken on Rice)  
(Moroccan Nettle Stew)  
Ratatouille  
Chili Con Carne  
Caribbean Peanut Chicken Curry on Rice

**Gluten Free Meals:**

Chickpea Curry on Rice  
(Beef, Mushroom & Rice Casserole)  
Jambalaya  
(Moroccan Nettle Stew)  
Ratatouille  
Chili Con Carne  
Baked Beans+  
Caribbean Peanut Chicken Curry on Rice

**Vegetarian Meals:**

Chickpea Curry on Rice  
Homemade Mac and Cheese  
Thai Vegetable Curry  
Black Bean Chili  
(Moroccan Nettle Stew)  
Ratatouille  
Homemade Cheesy Baked Beans+  
Baked Beans+

**Vegan Meals:**

Chickpea Curry on Rice  
Thai Vegetable Curry  
Black Bean Chili  
(Moroccan Nettle Stew)  
Ratatouille

**Heart Smart Meals:**

Chickpea Curry on Rice  
Classic Chicken Stew\*  
Curried Salmon Pasta\*  
Baked Beans\*+

**Arthritis Friendly Meals:**

Shepherd's Pie\*  
Chickpea Curry on Rice  
Baked Beans\*+  
Caribbean Peanut Chicken Curry on Rice

**Low Cholesterol Meals:**

Classic Chicken Stew\*

Figure 5. Meals in respective to the dietary restrictions

Recipe	DF	GF	LO	VG	HS	A	LC	DB
Macaroni with Meat Sauce								
Shepherd's Pie						*		*
Butter Chicken on Rice								
Chickpea Curry on Rice	√	√	√	√	√	√		√
Beef Bourguignon	√							
Roast Chicken on Rice with Mushroom Sauce								
Homemade Mac and Cheese			√					
Thai Vegetable Curry	√		√	√				
Lasagna								
Classic Chicken Stew					*		*	
Black Bean Chili	√		√	√				
Curried Salmon Pasta					*		*	
Bangers and Mash								
Jambalaya		√						
Ratatouille	√	√	√	√				
Chili Con Carne	√	√						
Caribbean Peanut Chicken Curry on Rice	√	√				√		
Homemade Cheesy Baked Beans			√					
Baked Beans		√	√		*	*		*
Beef, Mushroom & Rice Casserole		√						
Hunters Chicken on Rice	√							
Moroccan Nettle Stew	√	√	√	√				

Where √=ok for this diet, \*=ok for this diet in moderation

Figure 6. Table of the meals and their perspective categories