



# It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

**Implementation Report 6 – Water versus Sweet Drinks**

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IYM Implementation Report 6 Water vs Sweet drinks

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## Objective

*To significantly decrease the consumption of high sugar drinks and to promote the consumption of water.*

## Introduction

In 2005, over 3,000 adolescents across the Barwon-South Western region of Victoria completed a knowledge, attitude and behavioural survey. It contained questions about nutrition, physical activity and body image. Schools also completed a School Environmental Audit that assessed indicators of curriculum, policies, canteens, indoor and outdoor facilities, and staff perceptions of healthy eating and physical activity within their school. The baseline data (2005) relating to the water versus sweet drinks objective of the action plan showed:

- 7 of the 12 schools had at least one vending machine; of these, one school had only one vending machine and one school had seven.
- 64% of adolescents consumed more than 250ml of sweet drinks per day
- of the intervention schools, two had between three and six water fountains on site and three schools had more than ten.

The purpose of this report is to provide an overview of the strategies used towards achieving the water versus sweet drinks objective of the action plan within the five intervention schools. Intervention activities are outlined in the project's action plan (see Implementation Report 2 – Action Plan) and were typically developed collaboratively between the Project Coordinator, School Project Officers, Ambassadors, staff and Principals. Baseline data helped to inform the interventions.

Work on this objective began at the Ambassador Camp in November 2005. Further information on the camp can be found in Implementation Report 3 – Building Capacity. The Ambassadors were required to develop the intervention activities for this objective including some forms of environmental change (e.g. policy, physical, economic or socio-cultural), and a social marketing message. They brainstormed a number of activities and selected the following as potential interventions: providing water bottles to staff and students, selling water only in the canteen and new water fountains.



# Summary of Intervention Strategies

## 1. Social Marketing

### 1.1 Developing a social marketing message

Social marketing suggestions arising in the activity from the Ambassador Camp drew on similar messages heard in the mainstream media. Students voted on the overarching social marketing message for this objective to be:

*H<sub>2</sub>O way to go!*

Development of the message into visual media was taken up by the School Project Officer and the Ambassadors of Newcomb Secondary College for further development with their Graphic Design teachers. The project incorporated a number of classroom activities to ensure that the 'look and feel' of consequent posters would captivate the target group's attention.

The product, as a poster, was placed around the school, which remained visible to staff and students until the final version was developed. The poster featured the longest serving Ambassador, who had been involved in the project since its inception in 2005 (Appendix A).

## 2. Water bottles

### 2005

#### 2.1 Obtaining water bottles for the schools

In 2005, the Project Coordinator visited a number of organisations within the local community who were working on healthy eating and physical activity objectives. One organisation, the Barwon Primary Care Forum, provided local community grants of up to \$1500 for initiatives that focused on healthy eating and physical activity. A proposal was submitted to the committee on behalf of the five intervention schools to obtain funding to purchase water bottles for the project. This funding was successful.

Another key organisation involved in the water bottle strategy was Barwon Water, the major supplier of water across the Barwon-South Western region. The Project Coordinator approached Barwon Water's Education Officer in an effort to establish links with their organisation and distributors to arrange sponsorship. Barwon Water agreed to match funding provided by the Barwon Primary Care Forum and be involved in ordering premium quality bottles, from Bottles of Australia, for the project.





The water bottles were branded with the four partners' logos: Barwon Primary Care Forum, *It's Your Move!*, 'Go for your life' and Barwon Water. Branding needed to meet the guidelines of each organisation (e.g. size, position and wording). Once the artwork was finalised by Barwon Water, drafts were sent to the key people of each organisation for approval (Appendix B). The whole process took approximately two weeks from the initial agreement with Barwon Water. Five hundred water bottles were ordered at a cost of \$2.00 per bottle and were received in November 2005.

## **2.2 Distribution of the water bottles within the schools**

There were a number of Project Management meetings with the Project Coordinator and the School Project Officers to discuss project activity, including how to best distribute the water bottles across the schools and to whom?. Some suggestions included distribution to the staff, Year 7s or Year 12s, those who wanted to purchase them, Physical Education teachers, and/or as prizes for games and activities. IN the end it was decided to allow the Ambassadors to make these decisions at the upcoming Ambassador camp.

One of the first sessions conducted at the camp (November 2005) involved students discussing the water objective in relation to strategies and activities they could conduct within their schools. The students were asked, 'who would be the best to receive these water bottles to promote the project with only 100 water bottles available per school? The Project Coordinator led the discussion about the pros and con's for all suggestions put forward. Eventually, the focus turned to the teachers. Students thought that giving teachers a water bottle would be a positive way of encouraging their engagement with the project, encouraging them to be role models for drinking water.

The next question was 'how to give the water bottles to the teachers?' The students came up with various ideas, but returned to the idea of presenting the bottles at a staff meeting or briefing where large numbers of teachers would be present. The Project Management team believed that the discussion around this activity at the camp and decision making process had been conducted in a mature and considerate way.

In addition, this activity at the camp allowed the students to come up with a number of key points about the project, its aims, objectives and the role they, as Ambassadors, would play in having their water bottle with them at school.

Consequently, each School Project Officer received 100 water bottles for distribution to staff at the beginning of Term 1, 2006.

Towards the end of 2005, the Commonwealth Government announced a Healthy Eating and Physical Activity Grant. Schools could apply for a \$1500 grant to conduct activities in healthy eating and physical activity. Geelong High School submitted an application to pay for additional *It's Your Move!* water bottles to distribute to their students. They were successful in their submission and received the funding at the beginning 2006.



## 2006

### 2.3 Distribution of the water bottles within the schools

Within each school during Term 1 2006, the Ambassadors met with their School Project Officer to determine the best possible staff meeting to attend to distribute the water bottles. IN addition, the Ambassadors decided to provide a short presentation on the water versus sweet drinks objective prior to distribution of the water bottles.

A variety of methods were used to brief the staff and distribute the water bottles. Each method used a method that best suited them:

Two schools had their ambassadors present the water bottles at full staff meetings (where up to 80 staff members attended).

At Saint Ignatius College, the Ambassadors developed a Microsoft Power Point presentation about *It's Your Move!* It outlined their role as Ambassadors, the benefits of drinking water and the detriments of sweet drinks. They concluded the presentation by handing out a water bottle to each staff member. This presentation was circulated to the other intervention schools for their use through the Project Management team.

The Ambassadors at Newcomb Secondary College adapted these slides and presented them at a whole school assembly (846 students) to promote the project as well as the water versus sweet drinks activity.

At the other three intervention schools, the Ambassadors distributed their water bottles at a morning staff briefing session (attended by the majority of teachers). If teachers were not at the briefing, water bottles were placed in their pigeon hole with a brief note about *It's Your Move!*

### 2.4 Evaluation of the water bottle distribution

Near the end of Term 1 2006, a member of the Deakin Support and Evaluation Team conducted a mini evaluation of the water bottle distribution with school staff. The evaluation asked about their behaviour and attitude since receiving the water bottle and was presented on a postcard. Between 80 and 110 postcards (depending on staff numbers at each school) were provided to the School Project Officers to deliver to staff pigeon holes. Staff were requested to return the completed postcard by the end of the school term. The response rate varied between schools from 30% to 44%. Recipients were asked: since receiving your water bottle have you..... ?? with response options being: consumed more water, promoted water in school, noticed others drinking more water, made no change, other; as well as a few fun-type options, like drunk more coffee, given it to your dog! The overall results showed a positive change in behaviour and attitudes with the majority reporting that they had increased water consumption and noticed others doing the same. The evaluation also asked of any benefits noticed if water



consumption had increased. A number of responses related to health benefits. Some typical responses were:

“Clear head”

“Less tired; better skin, feeling better overall”

“Less times of feeling thirsty; less headaches”

“Not a dry sore throat from too much talking”

“Feel healthy now; thank you for a great promotion”

“Feel good; fresh, no coffee headaches”

“No headaches; sleeping better”

“Less coffee”

“My thirst is more satisfied than if I drink coffee or tea; makes me feel healthier”

## 2.5 Fad Diets Won't Work Event

Further water bottles were purchased in Term 2 of 2006, in conjunction with the Fad Diets Won't Work campaign funded by the Victorian Department of Human Services (see Implementation Report 12 – Healthy Body Weight Shape and Size). During a Fad Diet's Won't Work event hosted by *It's Your Move!* at Costa Hall (Deakin University Waterfront Campus), show bags were distributed to the teachers and students. The show bag contained information and resources including a water bottle (re-ordered through Barwon Water at a cost of \$2.20), 'Go for your life' pamphlets and merchandise, information about local youth services and guidelines for adolescents about healthy eating and physical activity.

Over 450 students and 20 teachers from the five intervention schools attended the Fad Diets Won't Work event and received the show bag.

## 2.6 Ordering water bottles for the schools for 2007

During Term 3 2006, Geelong High School received further water bottles from the distributor, ordered with the funding from the Healthy Eating Commonwealth Grant previously mentioned. However, with this process, a number of issues arose in relation to distribution and accounting within the school which the School Project Officer had to deal with. The following comment from the School Project Officer highlights the complexity of this task:

*I encountered a major problem, I was all set up to go (distribute the water bottles) but a VCE meeting was called for period 4, which was during home group time so Ambassadors could not assist. This meant I was on my own to get around 28 home groups across the whole school i.e. 28 different classrooms in 50 mins and also to go to the hall where VCE students were meeting. Initially I decided to give out bottles in the hall for VCE students at end of period 4 but their meeting went overtime. Therefore, I had no time to talk to them at all, some left and some stayed. So, I decided to keep the bottles for later distribution but then VCE students started taking them from a box located near the door and I couldn't stop them. I got them to take them and deal with the ones who*



*missed out later. I had an important lunchtime meeting and had to go and just hoped all would be OK. This meant I had to later coordinate further distribution, which was not a good plan (School Project Officer).*

Toward the end of 2006, the Project Management team considered ways in which schools could be responsible for the ongoing integration of water bottles into their schools. It was suggested that schools could get their own logo and colours on their bottles along with the *It's Your Move!* logo.

It was decided that it was too costly to go through the re-branding / artwork design process for each school using the 'It's Your Move!' school intervention budget. Quotes for personalising the bottles ranged from \$3.50 to \$4.00 per bottle. The Project Management team decided that it was easier and more convenient to go through Barwon Water once again. Consequently, the Project Coordinator contacted the Education Officer from Barwon Water and ordered 2100 water bottles for the following year (2007). Across the five intervention schools, one school ordered 1000; another two schools ordered 500 and one ordered 100 water bottles at a cost of \$2.20 per water bottle.

## **2007**

### **2.7 Distribution of water bottles within the schools**

At the beginning of Term 1, 2007 each school received their water bottles before the school year commenced. The School Project Officers made their own decision as to how the water bottles would be distributed in their school. At Saint Ignatius College, water bottles were included on the booklist as an optional item which resulted in 80% purchasing one with their books, with the remaining water bottles (20%) placed in the school canteen for students / staff to purchase for \$2.50. The other four School Project Officers distributed the water bottles to their Year 7 students at no cost, but with the message of bringing it to physical education classes. This was supported by the Physical Education teachers. In 2008, all of schools have continued to sell the water bottles in the canteen or distributed them as prizes for competitions.

At the time of writing the report, two School Project Officers were continuing to investigate the possibility of integrating the water bottles into their school booklist. The senior administrative teams of the schools were supportive, but were waiting on costs of printing the bottles and distribution. The three other School Project Officers said that their Health and Physical Education teachers would continue to encourage students to bring a water bottle to class.

*If you walk around middle school, the It's Your Move! water bottles given out in 2006 are still visible among most of the staff. Students notice this and could name those teachers who have their water bottles on their desk (School Project Officer).*



## **2.8. Water bottle postcard and rules**

In 2007, some concern arose during one school's staff meeting about the presence of water bottles in certain classes (science, technology - metalwork and woodwork). Questions were raised about how teachers should respond to dealing with students that abuse the privilege of having water bottles in other class. Staff asked that these concerns be addressed before handing out any bottles to students.

The School Project Officer and Ambassadors at Bellarine Secondary College responded by developing a poster containing water bottle rules to be hung inside the classroom and postcards (for display at the classroom entry). The postcard then indicated the classrooms that allowed water bottles and the poster listed rules attaining to behaviour and water bottle use. The draft set of rules and the postcard were circulated to staff for approval.

Once approved, the Information Technology teacher in collaboration with the Ambassadors developed the poster and postcard with the *It's Your Move!* water bottle image (Appendix C). These were then distributed throughout the school by the Ambassadors.

These initial drafts were further developed by the project's contracted graphic designer for professional development and printing. They were then distributed to all schools for their use (see Implementation Report 4 - Social Marketing).

## **3. Water Fountains**

The baseline data from the School Environmental Audit across the five interventions schools showed the majority of water fountains within the schools were not in close proximity to their classrooms.

Geelong High School and Newcomb Secondary College had more than 10 water fountains within their school grounds; Saint Ignatius and Bellarine Secondary College had between seven and ten fountains. Christian College had four water fountains shared between staff and students.

## **2006**

### **3.1 Water fountain installation**

Water fountains were discussed at a Project Management team planning day in Semester One, 2006. Three School Project Officers indicated that installing new water fountains would be a good option for their schools. Required tasks were discussed and taken up by three School Project Officers. The tasks included researching potential local companies, costs, location within the schools and maintenance costs for the school once the water fountain was



installed. A Principal at one school was keen to change their current water fountains to a plumbing system with the main water supply because it would reduce the 'carbon foot print' i.e. water bottles could be filled by tap rather than the purchase of new bottles of water. The school wanted to become more environmentally friendly and were keen to avoid the environmental impacts associated with the distribution of the large filtration water bottles.

By the end of the project there were 10 new water fountains installed across the five intervention schools. One school had installed a new water unit in the foyer of the gym. The staff noted the number of students getting a drink throughout the physical education classes had increased since it was installed. Ongoing costs have been factored into the grounds and maintenance budget of the school.

The following describes the process to install water fountains at one of the intervention schools:

### Case Study: Water fountains

At Bellarine Secondary College four free standing water fountains were installed during the project. Each campus had two fountains installed whereby one was available to staff and the other for students. The process of installation involved a series of meetings, budget alterations and discussions with students and staff to ensure that the school supported this intervention strategy and once approved to ensure they were installed in appropriate places.

The School Project Officer investigated products from various companies and the potential location for installation. An outdoor unit was quoted at \$2,500 (in 2006). This was deemed too expensive so the more cost effective indoor unit was chosen. At the junior campus one water fountain was installed next to the canteen and the other was installed in the staffroom. At the senior campus, two were installed in corridors.

The development of the water rules and postcard (Appendix C) previously mentioned coincided with the installation of these water fountains. The Ambassadors also had a role in the promotion and advocacy of the water fountains. They worked with their School Project Officer to develop a presentation for the school assembly. The presentation consisted of messages about and photos of the fountain, its location within the school and an overview of the water rules and postcard.

The water fountains are maintained by the company who initially installed the fountains who regularly changes the filter.



## 4. Curriculum

There were a number of opportunities for the School Project Officers (as teachers) and other teachers to integrate objectives of the *It's Your Move!* into the curriculum. An example of how one School Project Officer was able to do this in her classroom is presented below.

### Case Study 1

At Christian College, the School Project Officer was also the Home Economics / Food Technology teacher. As a part of her teaching, she developed a unit of work to help increase the awareness and understanding of the sugar content of commercially available sweet drinks, including those sold at the canteen.

The first lesson consisted of nutritional theory and benefits of drinking water in comparison to sweet drinks. In addition students examined food labels from empty drink containers they were required to bring to class as well as those sold in the canteen. The sugar content of all of the drinks was calculated and tabulated in descending order. The sugar content of the drinks was then converted into teaspoons and measured out into test tubes providing a meaningful visual display. Each empty container had its equivalent measure of sugar displayed next to it in a test tube. Further to this practical exercise, students made a 'spider drink' (ice-cream mixed with a carbonated sweet drink) and calculated its sugar content in teaspoons. They had to read the nutrition label on the ice-cream as well as the soft drink. Diet and normal soft drinks were compared as well as ice cream. The exercise was a good practical application of mathematics. Students evaluated and discussed the exercise and answered some comprehension questions relating to the implications of a high sugar diet and the benefits of drinking water.

The second lesson had students designing and producing an advertisement targeting their peers with information about the benefits of drinking water over soft drinks. Discussion was centred on where this advertisement would be best shown for maximum impact. Students seemed to favour a Microsoft Power Point presentations over posters, pamphlets or 3D displays.

The sugar display was presented to staff in a staff meeting which was very well received. The Year 5 and 6 teachers borrowed it on a regular basis and accordingly developed a maths unit where students estimated the sugar content of the various drinks using the kit. When not used in the classroom, the kit was displayed in a high traffic area, between classrooms, generating a lot of interest and discussion. One class found that a milk drink sold in the canteen contained 14 teaspoons of sugar. Consequently this drink was removed from the canteen.

This unit of work was then shared with the other School Project Offers via the Project Management Team. At one school the unit of work was passed onto the teacher of a Year 9 (girls only) class. Similar to Christian College, the



class developed their own display of sweet drinks with the sugar content measured out. They presented information to staff, who were quite surprised to learn of the sugar content of the drinks they thought were 'healthy'. The display was housed initially in the staff room then moved to the Year 7 centre. The information was presented to all Year 7's before the display move to the library. The Year 9 students also wrote a letter to School Council asking for the current drinking taps to be maintained (e.g. cleaned regularly).

## **5. Vending Machines**

### **5.1 Results from the Environmental Audits on vending machines**

In 2005, the School Environmental Audits showed that there were a number of vending machines were in the school primarily for revenue and these were located at key points for accessibility (i.e. for external community groups that used the facilities outside school hours). The audit also showed that within the intervention schools, two schools did not have any vending machines, one had an off-site vending machine which was accessible by students at the sporting complex, two schools had three food vending machines throughout the school, and one school had seven vending machines. This posed a challenge for the Project Management team because the income generated by this source would have to be redirected to other fundraising activities. However, finding alternative sources of income was not the responsibility of the project team.

The Victorian Government Department of Education and Early Childhood Development released a directive in May 2006 to remove all sweet drinks from sale within schools from the commencement of 2007. Government schools were instructed to remove all carbonated sweetened drinks, but were able to continue to provide options such as low fat flavoured milk, juices under 375ml and zero calorie type alternatives ([www.education.vic.gov.au](http://www.education.vic.gov.au)). At the time of writing this report, all of the intervention schools had significantly reduced the number of vending machines at their school and complied with the Department of Education and Early Childhood Development directive of removing sweet drinks.

Two case studies are presented below that highlight the process undertaken to change/remove vending machines as a targeted activity arising from the results of the School Environmental Audit and the upcoming directive of the Victorian Government:

#### **Case Study 1 Geelong High School**

At Geelong High School, the Principal at the time raised concerns about the water versus sweet drinks objective and proposed activities early on in the project. The Principal felt that if there were significant changes in what the school sold, then potentially there could be a backlash against the project and a 'black market' of students selling sweet drinks from their lockers could arise.





Consequently the School Project Officer and the Principal discussed potential activities including the vending machines. The School Project Officer and Ambassadors then worked openly with the Canteen Manager to investigate how they could make the required changes in a positive way. Initial suggestions focused on removing the vending machines, but because students could easily access the local milk bar this idea was rejected. Suggestions were put forward around changing the contents of the vending machines to healthier options. For example, having more water than juice, having a zero calorie alternative such as *Coke Zero* and a policy that once the zero calorie alternative sold out, it would not be filled up until the end of term.

Using these recommendations as a guide, the Ambassadors invited the Principal to attend the meeting to answer questions they had regarding the vending machines and the promotion of drinking water. The Ambassadors got their answers as well as support from the Principal for future interventions in this area.

The School Project Officer made contact with the vending machine distributors to discuss the possibility of making changes to them. The School Business Manager highlighted that no significant changes could be made during 2006 as there had been no allowance for the loss of revenue in the budget. However from information supplied by the vending machine sales representative, the School Project Officer was able to show that the suggested changes would not have as significant an impact as initially thought. Consequently the changes were implemented. In making the changes, the School Project Officer arranged for the sales representative of the vending machine company to meet with the Ambassadors to discuss the reasons for the changes and some suggestions for a new look on the face of the vending machines. Currently it promoted *Coke*. The Ambassadors presented their ideas for displaying the vending machine. These included a clear view vending machine, an image of water as the face, water located at eye level, possibilities of selling low fat milk, putting *Zero Coke* on the lowest shelf. The sales representative agreed and supported these changes and said that they could be done within two weeks of this meeting.

Consequently, the three vending machines were changed and contain no high sugar sweet drinks. They have remained this way throughout the project. The vending machine's mix of drinks and display have been incorporated into the Food @ School Policy (see Implementation Report 9 – Food@School).

### Case Study 2 Newcomb Secondary School

In 2005, Newcomb Secondary College had seven vending machines within their school. Four were located in the canteen (two of these sold confectionery bars, sweet drinks and two sold hot drinks to the staff and students); one vending machine was located in the hall, another in the junior section of the school and one in the Year 12 common room.



The School Project Officer, Canteen Manager, Principal and the Health and Physical Education teachers acknowledged and supported a reduction in number and changes to the contents of the vending machines, despite them being a source of income for the school.

Action in this area commenced at the beginning of 2006 with the School Project Officer making contact with the vending machine sales representative. Agreement was attained with the Principal, Canteen Manager and the distributor that the hot drink machines could be disbanded immediately. Another four vending machines would have their location, contents and visual identity changed, similar to that at Geelong High School described above (i.e. more water, an amber category of the canteen guidelines for a product with less than 375ml juice, and have water bottle as its 'face'). It was acknowledged that these changes were a good start and that keeping peace with the student population was just as important

In 2007, the school commenced a building program. The first building to be demolished was the school canteen and consequently the canteen was forced into a portable with very limited space. The associated vending machines, which were once located in secure areas were moved into high traffic areas and were often vandalised. This caused the Principal and School Project Officer to take more affirmative action in this area. All vending machines were subsequently removed from the school. The School Project Officer noted that:

*"No student has asked for the vending machines to be reinstalled".*

Upon completion of the project, across all schools there was an overall reduction in the number of vending machines within the schools. Newcomb Secondary College had the highest reduction from seven at baseline to zero at completion of the project. Of the schools that had vending machines, none contained high sugar sweet drinks. They all now comply with the Food @ School Resource which states that of 8 vending machine lines, six are required to be water, 1 juice (which falls in the 'amber' category; see to Implementation Report 9 Food @ School for food classifications) and one zero calorie alternative. There were no changes in the prices of these drinks.

## **6. Water Policy**

Across the five intervention schools at baseline, there were no policies in place for the provision of healthy eating or drinks.

Under the recommendation of the Principal at one school, the School Project Officer undertook the development of a water policy, before embarking on a larger healthy eating policy. Presented below is the process:



### Case Study 1 Bellarine Secondary College

In 2006, Bellarine Secondary College took a collaborative approach to developing a water policy to support the work of the water bottles, installation of the water fountains and the changes in the vending machines. Initially, the School Project Officer worked with the Project Coordinator and the Ambassadors to develop a draft water policy. This draft contained the recommendations for monitoring and assessing the work that had already been done in this area and was taken to the Principal for feedback.

The Principal was keen to draw on existing policies from the primary feeder schools so that there was some form of continuity for students transitioning into their school. The Principal also provided guidance on how to progress the policy with the staff (including the various sub-committees) and the School Council. He worked with the School Project Officer over the course of the semester to support the planning, consultation and implementation of this policy (Appendix D).

Throughout this process, it was noted by the School Project Officer that the teachers were supportive of the direction the school was taking in regard to a food policy.

## **7. Other Activities**

A few smaller intervention activities were conducted over the course of the project. These included screen savers on the school intranet (presenting the water message/Microsoft Power Point presentations developed by the Ambassadors) and colouring competitions with primary school aged children in adjacent schools.

## **Key Learnings & Recommendations**

Overall, there were a number of intervention strategies that were effective in raising the awareness among the school community, but had a high cost in invested time.

The water bottles were an effective promotional tool for raising awareness to promote water consumption among the community. The Project Management team recommended that if water bottles were to continue within the school they need to be incorporated into the school booklist as a compulsory item, without the current branding (logo) in the interest of sustainability.

Installation of additional water fountains were well supported by a number of people within the school. This strategy has been one of the more sustainable measures of this objective because the ongoing maintenance has been incorporated into the schools budget.



The curriculum strategy was a critical mechanism whereby information could be delivered in a high dose to students. This unit of work was passed on to other schools to be used within their curriculum. It was shown that teaching skills such as reading food labels educates young people about what they are eating and drinking. It is recommended that this unit be integrated into a larger healthy eating unit of work for students in Year 7–10.

For vending machines, most of the schools utilised collaborative approaches to generate support and action within their schools. It was noted by the School Project Officers that there was little resistance from the staff and students within school to the changes that were made. There were a few incidents where students attempted to bring cases of sweet drinks into the school, but these were short lived. In 2006, the Victorian Government announced that all government schools would have to remove sweet drinks by the end of the school year. It is not known what financial effect this has had on the revenue of the schools. However, one school did comment that with all of the changes in the canteen, vending machines and other activities associated with implementing healthy food, their school was looking for ways to make up a \$20,000 loss of income.

From an environmental perspective, there were a number of changes that occurred across the intervention schools. These included: the installation of over water fountains and significant improvements in the existing units within the school (e.g. maintenance and cleanliness); and, the development of the water policy – which has since been integrated into the Food @ School Resource (see Implementation Report 9 – Food @ School). Other supportive activities included the integration of sweet drink content into the home economics / health curriculum and development of the water bottle rules and postcards in response to staff concerns about allowing students to take them into class.

## Conclusion

Upon commencing the project in 2005, it soon became apparent to the Project Management Team that the 'Water versus Sweet Drink' was an easy objective to begin with. Being able to give teachers and students a water bottle, along with the message of drinking water early on in the project was a great way of engaging them with future intervention activities. Additionally by distributing the water bottles to the staff at the beginning of the project, positive role modelling was set up and it created the perception of water bottles being 'cool' among the students.

In terms of sweet drinks, the effects of regularly drinking sweet drinks were not promoted using social marketing. Instead, it was covered in classroom activities where students investigated the amount of sugar in sweetened drinks and the consequences of drinking such drinks.



It is evident that the more sustainable strategies such as the water fountains and policy interventions will have an effect long after the project's completion and schools should focus on these types of long term interventions.





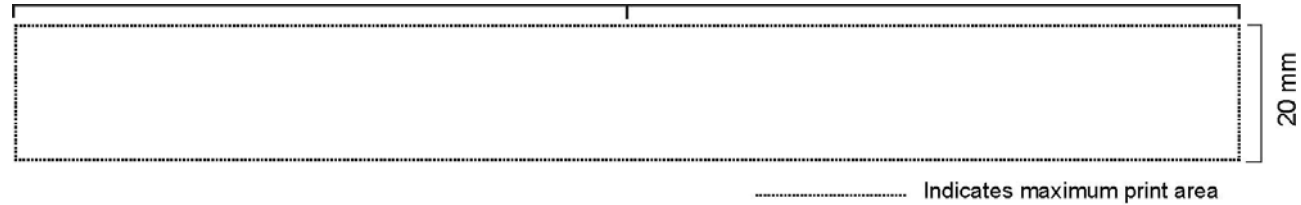
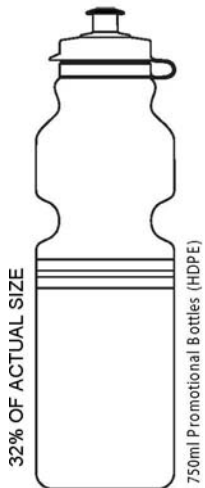
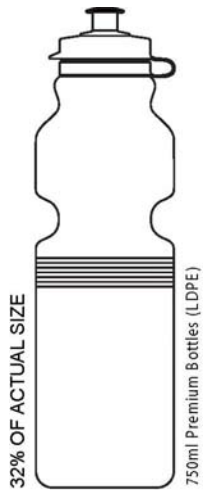
Appendix A: Social Marketing Poster





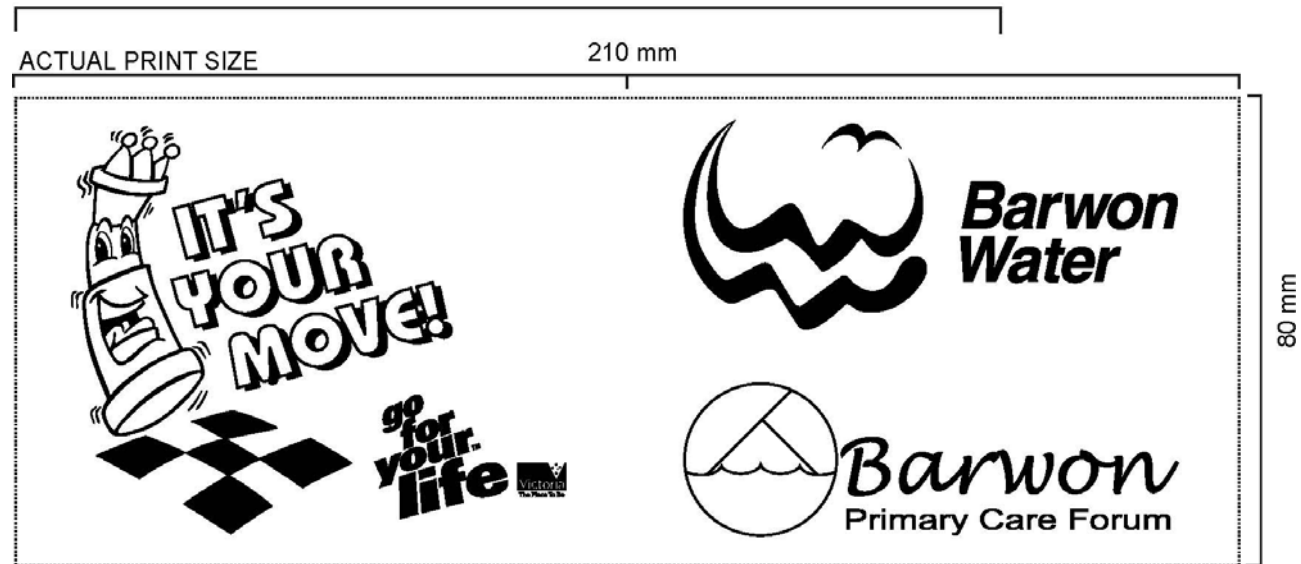


## Appendix B: Water Bottle Design



### ARTWORK TEMPLATE 750ml PREMIUM & PROMOTIONAL BOTTLE

Maximum area for Four Colour Process - 170 mm





## Appendix C: Social Marketing Postcards

# water bottle rules

- NAME your drink bottle
- Drink bottles **MUST** only contain water
- Fill **BEFORE** going to class
- No **SHARING** of drink bottles
- Only **CLEAR** drink bottles are allowed
- Drink bottles should not be **FROZEN**



## It's your move!

 Limit sweet drink consumption & ensure that you drink water throughout the day

 go for your life



# Water bottles allowed in this classroom

## It's your move!

 Limit sweet drink consumption & ensure that you drink water throughout the day

 go for your life



## Appendix D: Water Policy

BELLARINE SECONDARY COLLEGE POLICY STATEMENT	POLICY NUMBER —
POLICY TITLE WATER POLICY	COUNCIL APPROVAL ON —/ —/ 06
CHARTER AREA STUDENT & STAFF HEALTH/WELLBEING??	
AUTHOR(S) L. Reading & C. Sing	COMMITTEE APPROVAL ON —/ —/ 06

### DESCRIPTION:

This policy acknowledges the need for a whole school approach to promote water consumption over sweet drinks.

### POLICY AIMS:

1. To increase water consumption of staff and students in the College.
2. To integrate water bottles into the classroom with clear guidelines and expectations.

### GUIDELINES:

1. Drinking water is an essential part of student and staff health.
2. Encourage parents to support the policy by ensuring that their child/s has an appropriate drink bottle at school.
3. Students should be aware of the rules/expectations regarding the use of their water bottle in the classroom.
4. Appoint a School Support Co-ordinator and provide time release so that the programs and policies can be sustained.

### IMPLEMENTATION:

1. Seek feedback and information from feeder primary schools regarding their water policies and procedures.
2. Give all groups involved in the school community the opportunity to look at the developmental phase of the policy.
3. Discuss with the whole staff the attitudes and opinions of allowing students to bring water bottles to class.
4. Develop a set of classroom rules, processes and consequences/punishments in consultation with all of the staff.
5. From an environmental perspective, consideration needs to be made as to the availability and location of current water dispensers and designate areas where new water dispensers could be installed. Students need input into where these machines should go to create ownership.
6. Water dispensers need to be aesthetically pleasing and some level of prevention from vandalism needs to be considered by students and staff before installation.
7. Upon installation of dispensers, there will be a requirement for some social marketing messages to encourage students to drink water. The school 'It's Your Move' Ambassadors will help to create and promote these messages.
8. Review the policy in three years.
9. Future development of the policy should include links with the curriculum programs, external excursions (e.g. School camps and sporting days) and canteen options in the school (e.g.



**DESCRIPTION:**

This policy acknowledges the need for a whole school approach to promote water consumption over sweet drinks.

Offering water bottles through the canteen).

10. Review canteen soft drink sales with the intention of increasing water consumption (i.e. to see whether the promotion of water consumption has decreased soft drink sales significantly).

