This is the published version (version of record) of:


Available from Deakin Research Online:
http://hdl.handle.net/10536/DRO/DU:30029007

Reproduced with the kind permission of the copyright owner.

**Copyright**: 2009, Deakin University
Acknowledgments

The ongoing efforts and support of the following persons are acknowledged:

**It’s Your Move! Schools**
Lauren Reading, Sue Blackett (Bellarine Secondary College)
Kerryn Fearnside (Christian College at Bellarine)
Christine Green, Kate Meadows, Sonia Kinsey (Geelong High School)
Lee Denny, Kirsty Licheni (Newcomb Secondary College)
Lyndal Taylor (Saint Ignatius College)

The Principals, teachers and staff at each school.
The It’s Your Move! Student Ambassadors.

**Deakin University Support and Evaluation Team**
**WHO Collaborating Centre for Obesity Prevention and Related Research and Training**
Mary Malakellis
Narelle Robertson
Dr Peter Kremer
Dr Andrea Sanigorski
Professor Boyd Swinburn

Dr Marj Moodie (Public Health Research, Evaluation and Policy Cluster)

**Students:**
Karoline Curtis (Health Promotion Student 2006: Deakin University)
Meagan Place (Health Promotion Student 2006: La Trobe University)

Other researchers from the WHO Collaborating Centre for Obesity Prevention and Related Research and Training; and the Public Health Research, Evaluation and Policy Cluster at Deakin University.

A special thanks to Narelle Robertson, Annie Simmons and Professor Boyd Swinburn for their writing and editorial contributions.

This project has been funded by the Victorian Department of Human Services as part of the Victorian ‘Go for your life’ Healthy Eating and Physical Activity initiative, in conjunction with VicHealth and the National Health and Medical Research Council.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>1</td>
</tr>
<tr>
<td>Objective</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td><strong>Summary of Intervention Strategies</strong></td>
<td>5</td>
</tr>
<tr>
<td>1. Breakfast Programs</td>
<td>5</td>
</tr>
<tr>
<td>2. Canteen</td>
<td>7</td>
</tr>
<tr>
<td>3. Parent Information</td>
<td>8</td>
</tr>
<tr>
<td>4. Education Programs for Young People in Relation to Time Management and Sleep</td>
<td>8</td>
</tr>
<tr>
<td>5. Curriculum</td>
<td>8</td>
</tr>
<tr>
<td>6. Other</td>
<td>9</td>
</tr>
<tr>
<td>6.1 Health Promotion Students</td>
<td>9</td>
</tr>
<tr>
<td>6.2. Activities</td>
<td>10</td>
</tr>
<tr>
<td>6.2.1 Ride 2 School Program</td>
<td>11</td>
</tr>
<tr>
<td>6.2.2 Advertisements about Breakfast created by Students</td>
<td>11</td>
</tr>
<tr>
<td><strong>Key Learnings &amp; Recommendations</strong></td>
<td>11</td>
</tr>
<tr>
<td>Conclusion</td>
<td>12</td>
</tr>
<tr>
<td>References</td>
<td>13</td>
</tr>
</tbody>
</table>
List of Appendices

Appendix A: BREAKFAST Program questionnaires .........................................................15
Objective

To significantly increase the proportion of young people eating breakfast.

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 breakfast objective of the action plan showed:

- 75% of students had breakfast and lunch everyday
- 6% of students reported not eating breakfast in the past 5 days
- 2 out of the 5 intervention schools provided a breakfast program at school

The purpose of this report is to provide an overview of the strategies used towards achieving the breakfast 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.

Summary of Intervention Strategies

1. Breakfast Programs

Only two of the five intervention schools conducted a breakfast program prior to the project commencing. The remaining three schools chose not to conduct breakfast programs for a number of reasons. These included facilities (the canteen was not open before school); student arrival time (90% of students arrived at school by bus or car within minutes of starting class) and breakfast was covered in parts of the health/home economics curriculum.

Case Study 1 Bellarine Secondary College

Prior to the commencement of It’s Your Move!, Bellarine Secondary College already conducted a school breakfast program once a week which was made available to all students at no cost. The program was funded through the
school welfare program and overseen by the Welfare Coordinator. The program was originally set up as a result of a recognised need by the Welfare Coordinator. A number of students who required the services of the Welfare Coordinator were not accessing breakfast at home.

The breakfast program was serving foods such as muffins with bacon and eggs, pancakes and similar items. Students were not restricted in the number of serves they consumed or the frequency with which they attended this program.

Once It’s Your Move! was implemented, the School Project Officer recognised that the program was not congruent with the efforts and direction of the project and saw a way of supporting the breakfast program. In collaboration with the Welfare Coordinator significant changes were able to be made. Additional funding of $1500 was sought and received through the Commonwealth Government’s Healthy and Active Grant to purchase equipment and other materials.

To improve the breakfast program, the School Project Officer with support from a member of the Deakin University Support and Evaluation Team, developed a short questionnaire, presented on a postcard for students to fill in while they attended the program (Appendix A). The questionnaire was distributed to students attending over a couple of weeks to ascertain the need of the program. The results showed that on average about 25 students attended the breakfast program each time it was held. Of these, 36% had already eaten breakfast at home. This showed the majority of students who attended actually needed the breakfast. No one was excluded from attending despite some eating before attending the breakfast program. This ensured those in need could integrate discreetly. The questionnaire also highlighted that students enjoyed the food already provided and did not care to much about its nutritional quality. At a later date a second questionnaire was developed in the same manner but questions asked knowledge and behaviours relating to their breakfast habits.

The breakfast program was altered to provide more healthy options and included cereal (2 Weetbix), low fat milk, cut up fruit and toast.

At the end of Term 1, 2006 the breakfast program was reviewed by the Welfare Coordinator and the School Project Officer. They recognised that the program was resource intensive in terms of hours put into the program (both the Welfare Coordinator and School Project Officer were present 30 mins prior to and after the program for setting up and cleaning. They also observed that many students were consuming a large number of serves of food. As a result it was decided that students would be restricted to one serve of cereal or two pieces of wholemeal toast, but not restricted in their servings of fruit.

Throughout 2007 and 2008, the breakfast program continued to operate once a week at the school. About 80 students now regularly attended the program. The program was supported using small amounts of funding from the welfare account. During this time the School Project Officer, Welfare Coordinator and the Principal recognised that implementation of further strategies to support
the program was required. Initially the school conducted a Breakfast Day in Term 3, 2008. This coincided with the launch of the social marketing campaign on breakfast with the launch of the breakfast poster. The poster featured students from this college (See to Implementation Report 4 - Social Marketing). The Breakfast Day included a lesson on breakfast for all junior students in the morning, educating them on the importance of eating breakfast and dispelling any myths. It culminated at recess with each student being provided with cereal and fruit.

The school was confident that the breakfast program would continue to run. The school sought additional funding from the local community bank that provided a ‘sponsorship’ arrangement to transfer the program to the canteen and to cover the costs of the Canteen Manager to run the program.

Case Study 2 Newcomb Secondary College

Prior to It’s Your Move! Newcomb Secondary College received a breakfast program for their students from a local church on a monthly basis. The church was located on the walking route of many students. In 2005, church organisers requested that the program be moved to the school for a number of reasons. It continued to provide food such as sausages in bread, hash browns and reconstituted orange juice.

In 2006, the School Project Officer worked in collaboration with the breakfast program organisers to align the program with the objectives of It’s Your Move! The School Project Officer suggested a range of healthier options such as cut up fruit, cereal, eggs and wholemeal toast. The organisers took on board the recommendations and continued to fund and provide a breakfast once a month to an average of 30-40 students in Years 7 and 8.

Case Study 3 Geelong High School

At Geelong High School the Year 9 girls’ health class provided a healthy breakfast of fruit and wholegrain toast for the students and teachers involved in the filming of ‘Go for your life’ TV episode (see Implementation Report 4 – Social Marketing).

2. Canteen

Guidelines for the provision of breakfast within breakfast programs and/or sold at the canteen have been integrated into the Food @ School Policy as part of the Food @ School Resource (see Implementation Report 8 – Food @ School).
3. Parent Information

Information pertaining to breakfast was often included in school newsletters written by the School Project Officers (see Implementation Report 4 – Social Marketing).

Additionally, the topic of breakfast was covered in the event with Rosemary Stanton which has been reported on in Implementation Report 9 – Food @ School.

4. Education programs for young people in relation to time management and sleep

A strategy around time management and sleep arose in the ANGELO workshop by staff and students (see Implementation Report 1 – Project Design). It was initially identified as a potential strategy for the breakfast objective because it was believed that students often missed breakfast due to poor time management (late nights, rushed mornings, not feeling hungry when rising in the mornings). However no actions were implemented in this area.

5. Curriculum

In 2006, a teacher approached the Project Coordinator and School Project Officer to develop a unit of work junior year levels. The idea was to develop a set of health lesson plans whereby students could undertake investigative tasks and report back to the class, with an element of teaching in their presentation.

The Project Coordinator and School Project Officer brainstormed ideas for content and activities that could be sequenced into a series of classroom lessons. These included: who made the decisions about what students ate for breakfast; cereal nutritional content (e.g. sugar, fibre and overall energy); and, the preparation of quick, healthy yet tasty options for breakfast. They also developed an assessment task for small group work, a marking sheet, a test sheet that each group had to distribute for their presentation and student/teacher evaluation forms.

The Project Coordinator formatted this information into a resource for the School Project Officer and the teacher. This was made available to the teacher in late term 3, for use in term 4. It contained two lessons and activities for groups of students to complete over a 3 week period, allowing for 2-3 classes per week.

Unfortunately, when it came time to teach the unit, there were a number of issues that hindered its use. These included the teacher ‘wearing many hats’
and having to attend a number of meetings during and after school, which restricted the time for implementing a new unit (i.e. safer to go with something already known).

This resource has still not been piloted within any of the intervention schools.

6. Other

6.1 Health Promotion Students

In 2006, the project welcomed two Health Promotion students from Deakin and La Trobe Universities as part of their fourth year practicum. A requirement of their practicum was to design and conduct a small research study which would enable them to utilise their Health Promotion skills.

The Project Coordinator and students selected Geelong High School for logistical reasons, in which to conduct their work. This decision was based on proximity of the school to Deakin University, the length of practicum (6 weeks) and the current stage of intervention at that school.

The Project Coordinator and School Project Officer at Geelong High School discussed potential projects with the students. The students decided to base their work on the breakfast objective which linked with one ‘School House’ who was already conducting a week-long breakfast program as part of their house activities. Since the School Project Officer was only at the school one day per week she enlisted the support of other teachers to assist the students implement their project.

The Project Coordinator assisted the students to extract the baseline data pertaining to the breakfast objective for Geelong High School. This data showed that 44% of students had consumed breakfast at home on the last 4-5 school days. The data did not report on the type of food consumed, nor the influences/barriers to eating a healthy breakfast. Consequently, the health promotion students felt that this information would be useful to know to assist in developing further resources. A questionnaire based survey was implemented and focus groups were held to obtain qualitative data. Twenty-seven students completed the survey and two focus groups were held with 8 students attending each group. The first group was conducted with Year 7-9 students and the second with Years 10-12. Information about students’ choices of breakfast foods, knowledge, influences and barriers to regularly consuming a healthy breakfast were sought as well as marketing strategies for promoting the consumption of a healthy breakfast.

Results from the survey and focus groups found that the students cited ‘lack of time’ and ‘not being hungry in the morning’ as major influences as to whether students ate breakfast. These findings are similar to other studies\(^1\). Cereal was the most common choice for breakfast. 18 of the 27 students said they eat cereal regularly, which was consistent with breakfast eating trends outlined in the National Nutrition Survey\(^2\).
Additionally the survey showed that:

- 10 of the 27 students they went to bed between 8pm and 9.30pm and ate breakfast every school day;
- 17 students reported that they were still awake between 10pm and 2am;
- 11 said that they ate breakfast more than 3 times a week and 5 students consumed breakfast less than 2 times per week; and
- 6 said that they never eat breakfast.

The major themes emerging from the focus groups that had the greatest impact on breakfast consumption was a lack of time and organisation in the morning. Lack of appetite in the morning also featured as a frequent response to not consuming breakfast. However, students displayed a general understanding of healthy breakfast foods. Many students were able to identify some foods that could be incorporated into a healthy breakfast.

In response to these results, the health promotion students developed the two resources:

- A ‘Breakfast Book’ which contained short and easy breakfast recipes which students could prepare themselves at home
- A pamphlet titled ‘The Importance of Breakfast’ which contained strategies students could integrate into their daily routine to assist with organisation so that they could have breakfast at the beginning of the day.

Both of these resources were shown to the School Project Officer in the first instance then piloted with the students who attended the focus groups. The feedback suggested that the Breakfast Book needed to be expanded and a suggested title was ‘An Adolescents Survival Guide to Cooking’. Further to this, the students decided that young people would probably not take notice of the pamphlet, stating they have little sustainable impact or ‘life’ beyond the initial contact.

The Health Promotion students were able to successfully complete their practicum having researched, developed and implemented a small project. Their work and the feedback from the pilot evaluation have been incorporated into the Food @ School Resource (see Implementation Report 9 – Food @ School).

6.2. Activities

A number of one-off breakfast activities arose during the course of the project that linked to other programs or activities across the five schools. These are highlighted below:
6.2.1 Ride 2 School program
At Newcomb Secondary College, a Ride 2 School Program was conducted twice each year in 2007 and 2008. Over 50 students and 10 staff participated in these programs. On the day, a coordinating teacher purchased and provided participants with a healthy breakfast (cereal and fruit). Further information about the Ride 2 School Program is covered in Implementation Report 11 - Getting Active.

6.2.2 Advertisements about breakfast created by students
At Saint Ignatius College, students of the Year 11 Media class developed a twenty second video-based advertisements pertaining to the breakfast objective for It’s Your Move! The work was assessed as a group assignment as part of their curriculum activities. Two groups of students produced one advertisement each. The breakfast advertisements outlined the importance of eating a healthy breakfast.

At Christian College, the Year 9 Drama classes also developed an advertisement (30 seconds) featuring various messages about consuming a healthy breakfast. They also produced a song about the project and incorporated some of the advertisement messages into the song.

Key Learnings & Recommendations
The breakfast programs were resource intensive. It required coordination for set up, to help distribute the food and clean up after the students had eaten. The programs also required ongoing funding to support a coordinator and to purchase of fresh food. Seasonality and cost of fruit affected what could be provided to students throughout the year.

A number of students were eating two breakfasts (one at home and one at school) and consequently the students attending the program were not necessarily the ones missing out on breakfast at home. The Welfare Coordinator noted that the students, who did miss out, usually ended up at their office for more serious issues.

It was recommended that pre-prepared food (2 Weetbix and cut up fruit) be served in disposable bowls and cutlery for ease and convenience when cleaning up. It was also important to link in with the existing Welfare Coordinator as they generally have funds allocated for use in such programs.

As was experienced with the other intervention behavioural objectives, the intervention activities raised awareness, but with ‘one off’ activities they did little to create and support long term changes and were time intensive.

One of the strategies that could have been further developed and been potentially more sustainable was the curriculum resource (with a unit of work including lesson plans in areas of time management i.e. sleep, healthy
breakfast, food labelling etc). This unit could have been assimilated into the health, home economics curriculum and other elective subjects, had there been more time to implement the new unit into the curriculum.

Conclusion

The breakfast objective had very few strategies that could be termed sustainable upon completion of the project. This was due to the need for a coordinator to organise events and the need for funding to provide breakfast programs. Some lasting effects have been observed with the health/home economics/food technology curriculum, where small units of work have been assimilated into larger units on healthy eating.
References


Appendix A: Breakfast Program questionnaires

Questionnaire 1

We hope you enjoy the breakfast program...

could you please answer these 4 quick questions >>

1. What is your favourite food?
   ______________________________

2. What is your favourite drink?
   ______________________________

3. Did you have anything to eat before you came to school this morning?
   ☐ Yes ☐ No

4. What do you think of the food at the breakfast club?
   ______________________________

BSC
Questionnaire 2

A few questions....

....about breakfast

Your name: _______________________

could you please answer these easy questions >>>

Do you eat breakfast? (Circle one)
Everyday  Most days  Sometimes  Never

If you do have breakfast, what do you normally eat and drink?

______________________________

What’s your favourite thing to eat for breakfast?

______________________________

Do you think that it is important to eat breakfast?

Yes  Why? ______________________

No  Why not? ______________________

If you don’t eat breakfast, why not? (Circle)

Not enough time  I am never hungry  To lose weight

There’s nothing I like at home

I can’t stomach food in the morning

Other: ________________________

Thank you!

PLEASE RETURN TO MB READING