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It's Your Move!

East Geelong / Bellarine Youth Project

Promoting Healthy Eating and Physical Activity

Implementation Report 9 – Food @ School

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This report was produced for the **It's Your Move!** Project.

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Objective

To significantly increase the healthiness of school food.

Introduction

Objective Seven of the *It's Your Move!* action plan focused on Food @ School. This objective sought to examine the environment in which food are offered including the physical, economic, policy and socio-cultural areas as well as developing appropriate intervention strategies to improve the overall healthiness of food at school.

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 Food @ School objective of the action plan showed:

- 84% of students usually ate something for morning tea, of which 87% of this food came from home,
- 76% of girls and 84% of boys had something for morning tea on the last 5 school days
- 43% of females and 44% of males rated the teachers as 'ok' role models for healthy eating at their school
- 49% of students ate 2-3 serves of fruit and only 20% of students ate 4 or more serves of vegetables per day
- none of the intervention schools said that they had a nutrition policy
- 3 of the five intervention schools indicated that the revenue from the canteen was an important source of income to the school

The purpose of this report is to provide an overview of the strategies used towards achieving the Food @ School 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

In the initial action plan, the Food @ School objective listed potential strategies relating to the development of food policies and the pricing and promotion of food in the canteen.

1. Food @ School Guidelines

The Food @ School Guidelines emerged because the intervention schools did not have a nutrition or healthy eating policy. The School Project Officers acknowledged that food provided to staff and students at school needed attention to align with the objectives of *It's Your Move!* Consequently, the Project Officer and School Project Officers focused on developing Food @ School Guidelines. With development, the Food @ School Guidelines expanded into a Food @ School Resource which contained the guidelines

It was important that any guidelines developed were applicable to the context of the individual schools. A framework was developed for action areas, each having specific requirements. Development occurred in three stages: design and development, implementation, and social marketing.

Design and Development

The design of the Food @ School Guidelines commenced in July 2006, when the Project Management Team developed potential action areas within the secondary school context. Interventions were developed using the Template for Planning Collaborative Health Promotion Action (Appendix A)

Using the template, 'Planning Collaborative Health Promotion Action' (1.) (see fig 1) (suggested by the Regional Health Promotion Manager for DHS), intervention strategies were developed under the headings of health promotion interventions, capacity building and possible partners.

Under the subheadings of health promotion interventions, capacity building and possible partners the following activities were developed:

- Canteen Menu: colour coded using the traffic light system with additional social marketing messages
- Posters: awareness raising messages printed on posters featuring the Ambassadors demonstrating desired behaviours
- Curriculum: ensuring that nutrition/healthy eating was covered in the curriculum
- Environment: ensuring indoor and outdoor spaces had adequate places to sit, eat and get clean/fresh water
- Support and Role Modelling: encouraging staff and teachers to contribute to healthy eating changes



- Policy: at a whole school level, developing a healthy eating policy with students and teachers
- Professional Development: providing opportunities to students and teachers to increase the knowledge, skills and behaviours of healthy eating
- Resources: exploring current resources and interventions nationally and internationally; and,
- Partners: linking with potential partners who could support schools to create a healthier environment.

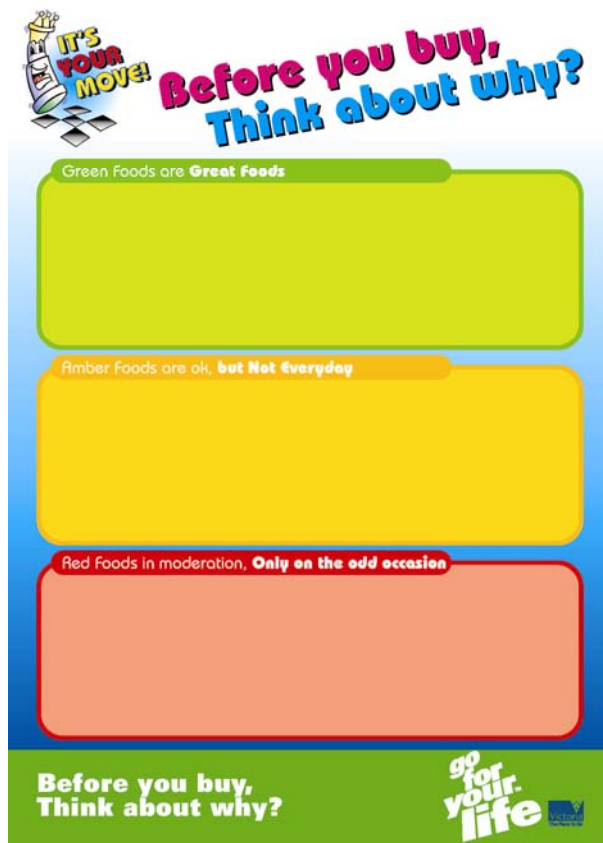
School provided their menus for analysis and alignment with the traffic light system outlined by the New South Wales Fresh Tastes @ School Program². This activity was conducted by a tertiary student as part of their placement requirements. The menus were then formatted into the canteen menu template (figure 1) developed by 13th Beach Marketing which also contained the social marketing messages developed by the Project Coordinator and Ambassadors. The social marketing messages were:

'Green foods are great foods'

'Amber foods are ok, but not everyday'

'Red foods in moderation, only on the odd occasion'

Figure 1: The colour coded canteen menu



The following outlines the action areas developed by the School Project Officers and Project Coordinator. These formed the basis for the guidelines.

Implementation Committee

At the school level, there should be a group of representatives from key areas within the school to form an implementation committee who will oversee the management and review processes of the Food @ School Framework.

Victorian Essential Learning Standards

Schools should ensure that the nutrition and related topics are taught and supported within the Victorian Essential Learning Standards: Physical, Personal & Social Learning Strand.

Creating a Supportive School Environment for Healthy Eating

The school is encouraged to provide ample time for students between recess and lunch to eat their food in shaded seating areas and to have sufficient drinking fountains throughout the school.

Occupational Health & Safety

Food should be handled in a safe and responsible manner in activities that occur across the whole school community as defined by the Food Safety Act. The Safe Food Handling Checklist will be required to be displayed on the staff room fridge, eskies (chilly bins), home economics rooms and other areas where food is prepared and served.

Marketing the Healthy Eating Messages

Information about healthy eating is to be regularly displayed on school noticeboards and newsletters.

Guidelines for Breakfast (Programs or Canteens open before school)

Ensure that the food available at the breakfast program is healthy.

Guidelines for Canteens

Schools are encouraged to use the colour coded menu for canteen food containing the social marketing messages. The menu should have 85% of their food and beverages sold within the 'green and amber' food category*.

Guidelines for Vending Machines

Schools are encouraged to reduce the number of vending machines in the school and change the contents so that of the selections 70% are water, 20% are 375ml juice and 10% are zero calorie alternatives.

Guidelines for Water

Schools should display the water bottle postcards on classrooms doors where water bottles are allowed, and place the water bottle rules at the front of the classroom.

* These guidelines were developed before the *Department of Education and Early Childhood* produced their *Healthy Canteen Kit* which stated that 'red' category foods should only be sold twice per term.



Guidelines for Camps, Excursions and Sport Days

Schools should provide healthy options for students on camps, excursions and sport days, and encourage students to drink water throughout the day.

Guidelines for Fundraising

Preferably non-food products are to be used for fundraising.

Guidelines for Catering

Catering requirements should follow similar standards to the canteen requirements of 'green and amber' category foods.

Guidelines for Rewarding Students in the Classroom

Rewards for students should preferably be non-food items.

These guidelines were presented and discussed at a Reference Committee meeting held in August 2006. At this meeting, the Project Coordinator conducted an activity with the Principals. They were presented with the five schools' canteen menus (colour coded) and they had to identify which menu belonged to their school. This was a helpful exercise because it visually showed the Principals what their canteens were selling. The meeting also garnered unanimously agreement from the Principals and other key stakeholders attending that there was merit in the Food @ School concept. It was recognised that further development and resources were required for schools to take on the Food @ School Guidelines.

At a later meeting in October a number of concerns were raised about the Food @ School Guidelines. Principals were concerned about the content (prescriptive and policy-like) and the responsibility that implementing the guidelines would place on schools/teachers

One Principal said:

We already have enough responsibility and duties on our teachers, putting this on top of their existing roles that already have time / meetings attached to them is not going to get the best. It needs to be integrated into the existing support / structures within the school. How that is done, I guess comes down to each school. In all, I think to implement this to a policy level, with compliance could take up to 5 -7 years.

Implementation

At the commencement of the 2007 school year, two out of the five schools implemented the colour coded canteen menu. Of the three remaining schools, two schools had colour coded their menu using their existing layout and one was in the process of re-negotiating the coding of foods into various categories.

Throughout the course of the year many environmental changes occurred to food offered at school:



- the number of vending machines in one particular school, which went from seven to none. This was due to the school going through a rebuilding process and the canteen being moved into a smaller space.
- the contents of vending machines changed in two schools. Approvals for these changes were provided by the Principal and Business Manager.
- across all five schools the development of the Food @ School Guidelines went through an extensive consultation process whereby teachers (at various staff meetings), Parents and Friends Committees and Ambassadors) were involved in development these up into a Food @ School Policy using a whole school approach.

Social Marketing

Towards the end of 2007, all the resources developed as a part of the project was being branded with the same 'look and feel' (see Implementation Report 4 - Social Marketing). The canteen menu was re-designed to be consistent with the rest of the social marketing materials. The usability of this canteen menu is currently under review, due to the difficulty of importing text over the image.

As the follow-up evaluation was being completed during 2008, it became evident that across the five intervention schools there were a number of changes to the food that was sold and provided within the school. These included:

- healthier food provided for staff morning tea, school council dinners and parent information evenings;
- reduced incidences of students being rewarded with food in the classroom;
- healthier food being sold with greater promotion in the canteen; and
- the water bottle postcards and water bottle rules being displayed on classroom doors.

Upon completion of the formal intervention phase, the Food @ School Resource underwent further review, to structure the resource on the World Health Organisation's Health Promoting Schools Framework². A consultation process is also underway at time of writing with the Department of Education and Early Childhood Development (DEECD), Nutrition Australia (Victoria - who has been involved in the *Healthy Canteen Kit* and the *Healthy Canteen Advisory Service*) and the Victorian Curriculum and Assessment Authority (VCAA). Adjustments and modifications have been integrated into the resource to support the required policies and standards of the DEECD and VCAA. Further piloting of this resource will occur in 2009 with other 'Go for your life' projects.



2. Fifteen Minutes of Food

In 2006 the local newspaper, the Geelong Advertiser, produced twelve cookbooks with the primary schools across the City of Greater Geelong. The newspaper extended the recipe books reach by engaging with the secondary schools in 2007.

As part of the initial development of the recipe books, The Project Coordinator in collaboration with the Manager of the Newspapers in Education section of the Geelong Advertiser, developed the concept for secondary schools. To integrate the work with *It's Your Move!* it was decided that the recipe books would include recipes for breakfast, lunch, snacks, dinner and desserts. This would enable the recipes to incorporate the fruit and vegetables, breakfast and food @ school objective.

The marketing and branding of the recipe books was developed by the Geelong Advertiser team, who came up with the Fifteen Minutes of Food concept. This was based on fifteen being the mean age of secondary school students, the time it takes to prepare the recipe and the endorsement from the 15 Restaurant Manager Tobie Puttock, ('Go for your life' Ambassador). 'Go for your life' sponsored the recipe books.

At the school level, the School Project Officers and teachers had to organise:

- a design brief
- a timeline to comply with the number of weeks in line with the newspaper schedule
- the classes that would participate
- criteria for designing a healthy recipe for breakfast, lunch, dinner and dessert (based on the requirements set by the 'Go for your life' State Nutrition Policy Advisor for fat, protein, carbohydrate and salt content)
- food ordering form (Appendix B)

Teachers were given a set date and time for the Geelong Advertiser to photograph the student's completed recipes (meals) at each school.

Overall, this activity took approximately:

- five initial meetings with the Project Coordinator and the Education Unit Manager at the Geelong Advertiser
- two weeks to obtain confirmation from the Principals through the School Project Officers
- two terms for the School Project Officers and teachers to organise and integrate the work into the curriculum (teaching and assessment)
- about three weeks from pre-production to print once the photos were taken

During this process, the Project Coordinator organised for the 'Go for your life' Secretariat, to obtain a letter of endorsement from the Minister of Health, the



Honourable Bronwyn Pike to be placed on the inside of the front cover and to accept an invitation to launch the recipe books at one of the intervention schools.

During the months of May and June in 2007, a total of 150,000 recipe books (figure 2) were distributed over a two week period in the Geelong Advertiser. The following are the dates that each of the recipe books featured as lift out with the newspaper:

Bellarine Secondary College	28 th May 2007
Saint Ignatius College	30 th May 2007
Geelong High School	1 st June 2007
Newcomb Secondary College	5 th June 2007
Christian College	7 th June 2007

Figure 2: Bellarine Secondary College's Fifteen Minutes of Food Cookbook



On the 28th of May 2007, the Minister for Health, the Honourable Bronwyn Pike launched the recipe book series at Geelong High School. At the launch, the Principal, Assistant Principal, one of the classes involved with creating the recipe book, Ambassadors, and teachers attended, in conjunction with the Local Member Ian Trezize, Ministerial advisors and a photographer from the Geelong Advertiser (figure 3).

Figure 3: Photo of Minister for Health, Bronwyn Pike and Local Member of Parliament with students



The launch featured on the front of the Department of Human Services News, which was circulated among all DHS staff across the state. Figure 4 shows students at the launch with their cookbook.

Figure 4: Students from Geelong High School with their Fifteen Minutes of Food Cookbook



To produce such detailed recipe books (with over 25 recipes), required 2 home economics / food technology classes (~25 students in each class). Students were often paired up to produce their recipe. Once the recipe books were produced, each received a Certificate of Appreciation for their efforts, shown in figure 5.

Figure 5: Certificate of Appreciation presented to students



The recipe books also featured on the 'Go for your life' website and as part of the *It's Your Move!* television episode filmed at Geelong High School. www.goforyourlife.vic.gov.au (see Implementation Report 4 - Social Marketing).

Due to the overwhelming success of the recipe books, the Professional Development Officer of the Victorian Home Economics and Textiles Teachers Association (VHETTA), invited members of the Project Management Team to present the Fifteen Minutes of Food program at the annual VHETTA conference on 26th November, 2007. The School Project Officers from Christian College and St Ignatius College presented to an audience of about 50 people on behalf of *It's Your Move!* Selected slides of this presentation are presented in Appendix C.

Further to this presentation, the VHETTA Publications Officer, requested that an article be written about the program for inclusion in the VHETTA Journal. The School Project Officer from Geelong High School and three teachers provided an insight into the coordination required and achievements of the students in the article. This article can be seen in full: VHETTA Journal (2007) Vol 47(2): p2-5.

The following quotes from teachers and students feature in the article:



Teachers:

Setting it up among the Food Technology teachers

When I was approached about taking part in the project my initial thoughts were about which level of food technology classes it would be best suited to. I thought that it would best suit the unit 'Food for Beginners' (year 8 and 9 combined classes) as they were doing an introductory unit on nutrition and meal planning. My colleagues agreed with me and we decided to tell the students about this project to see if they were interested to take part. The students in all three classes were generally enthusiastic about participating so we went ahead with the planning (teacher, Geelong High School).

Menu selection

It was decided that each class would prepare at least five suitable dishes and the class teacher would be responsible for organising the class to choose, prepare and present the final choices (teacher, Geelong High School).

Recipes

Some of the recipes we created including some healthy muffins, pikelets and cakes. We also made a few sensational wholemeal pizzas and then we sat down and all had a bit of everything. We evaluated the meals and mostly agreed the healthier options were very tasty' (teacher, Geelong High School).

Overall

The actual cookbook itself looked fantastic! Amazing production and printing techniques were used and the final product was truly impressive. I am so glad that I had the opportunity to be involved (teacher, Geelong High School).

The students enjoyed being part of the recipe books, newspaper articles, having their photo taken and the general stardom it gave them. Confidence, egos were given a boost. All the students felt the food tasted good and was not difficult to prepare. They has fun whilst they worked (teacher, Geelong High School).

Students:

I enjoyed doing it because we got to choose a recipe and change it to a healthier option. It showed us how to make better decisions about the way we eat (Natalie).



It was a change from the normal school work, it was a bit of a challenge to find a recipe good enough that would fit into the '15' criteria (Tomislav).

I thought it was fun. It encouraged us to think of healthy eating and we got to create our own recipes (Kaylie).

It was fun to cook healthy food and have it put in the book (Kyra).

It was great to make the recipe book and ours was the best of course (Daniel).

3. Professional Development for Canteen Managers

In 2007, the Canteen Managers from each of the five schools were invited to a Professional Development session on implementing the new canteen guidelines as part of the 'Go for your life' Healthy Canteens Kit. The event was well attended by primary and secondary schools throughout the City of Greater Geelong. The kit contains information about policy, recipe ideas, and curriculum materials.

The overall feeling from the *It's Your Move!* Canteen Managers was one of being somewhat overwhelmed by the incoming Department of Education standards in relation to sweet drinks and confectionery. School support for the Canteen Managers was essential through this time of transition. Some suggested support mechanisms included:

- Home Economics teachers supplying five quick and easy recipes
- Vocational Education and Training, Hospitality or /Victorian Certificate of Education - Food Technology students helping out one day a week in the canteen
- a recruitment drive for more helpers in the canteen
- assistance in the policy development area
- continued Professional Development, support and networking to share ideas, suppliers and menus.

Further Professional Development sessions were conducted in the region, but of the five canteen managers none attended. This was due to the focus being on primary school canteens. However they have attended other sessions run primarily through the Australian School Canteen Association.

4. Information to parents in the newsletter

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



5. An Evening with Rosemary Stanton - Empowering parents against the food giants

In October 2006, Rosemary Stanton was visiting Geelong for an event at Deakin University. It was decided to invite her to present on behalf of *It's Your Move!* as a means to engaging parents, something that had been difficult to achieve to date. Despite a needs assessment and keen interest demonstrated to have Ms Stanton visit and present, along with promotion (Appendix D) only a small number of parents attended, along with project staff and some members of school staff (n = 15).

Ms Stanton's presentation was titled *Empowering parents against the food giants*. She spoke about the problem of current dietary trends and about worsening weight issues. She presented and answered the question: does being overweight matter? Results from a recent NSW health survey for adolescents were presented and several health issues outlined. Ms Stanton highlighted how fruit and vegetable consumption had decreased between 1985 and 1995 (National Nutrition Surveys) with carbonated drinks, pizza, burgers, pastries, biscuits, noodles (2min), sugary products and confectionery increasing. She demonstrated that the foods that had a decreased consumption in this time period (fruit and vegetables) are foods that have no advertising associated with them. Ms Stanton also commented on the lack of consistent levels of physical activity among different groups. She highlighted that the problem for adolescents was primarily around poor food choices.

Ms Stanton also presented on the achievements of marketing. Take away foods are now 'normal', packaged snacks are now 'normal', frequent treats are now 'normal', and a huge variety of food sold in school canteens are now 'normal'. Current marketing distorts adolescents understanding; codifies their demands; and transforms their eating, drinking and exercise habits to generate excess weight.

As "doing nothing is not an option" Ms Stanton posited a number of ideas for parents to act upon. These included providing more opportunities for adolescents to be involved in the food scene at home and teaching them about growing, buying, preparing, and cooking food; nutrition and environmental factors.

Ms Stanton concluded by saying that some regulatory measures are needed around marketing of food to children (including TV advertisements); establishing strict food and physical activity requirements for schools; removal of junk foods and drinks from all publicly funded premises; use the 'traffic light' food labelling system on all food, drinks and meals wherever sold; adjusting relative prices on food (high fat/sugar foods v fruit and vegetables); and, specify urban environmental requirements favouring pedestrians and cyclists.

Achieving balance between nutrition and health; taste, food literacy and cooking skills; and, environmental sustainability is the key.



Afterwards, the forum was open to members of the audience to ask questions, raise concerns and discuss issues. Suggestions for the lunchbox, fruit in the canteen, improving variety and getting adolescents to try new foods (especially fruit and vegetables) were discussed as well as how to achieve these. Other topics included:

- environment and packaging,
- reading labels as being important in making choices,
- involving the adolescents in planning family meals (breakfast and lunch included),
- planning ahead and not eating on impulse
- eating together as a family as being important
- the 'not so good' impact of juice in the diet
- better choices in take-away food.

The feedback from parents and staff who attended the forum was positive. Everyone said the information presented was easy to understand as well as being useful. Many stated how they would use this information at home and in the school (teachers). The majority said they felt they had a good opportunity to speak however a couple of people commented that there were always other questions to ask and that they would have liked to go over time to keep the discussion going!

Some other comments from the audience included:

It was so practical and very factual which we greatly appreciated.

Liked clarity of info, speaker's expertise, ability to comment and question some of her comments triggered some ideas to use at home and at school.

To hear from an authority in the field of nutrition and get some direction in a appropriate approach to food

Simple, straight forward, practical, good length of time; very fortunate to have this opportunity.

I liked the casual atmosphere and it wasn't intimidating to ask questions and join in discussion

Subsequently some good ideas arose from the parents in terms of what to do next. The majority of parents attending the forum said they would like to keep in touch and form a parent's group focused on this important issue. However without a driver, this never eventuated.

6. Conducting Healthy Eating Days at school



A number of Healthy Eating Days were conducted across the five intervention schools during the course of the project. The process for implementing a Healthy Eating Day had a similar format. This has been highlighted in Implementation Report 8 - Fruit and Vegetables. A summary is provided below.

Before the Healthy Eating Day

- decide on the type of food e.g. sushi, wraps, icy poles or popcorn
- arrange a date, time and venue e.g. looking at the school calendar to avoid clashes
- obtain approval from others such as the Principal and notify Canteen Manager
- prepare a budget – outlining all costs
- market the healthy eating day
- distribute and collect orders

The week before

- arrange the process for the preparation and distribution of the food
- collate orders, money collection and balancing

On the day

- Have fun and remember to clean up!

Below is a brief summary of some of the healthy eating days:

- Bellarine Secondary College: Four 'SSSS' Days were held to sell slinkied apples, smoothies, spuds (baked potato), spaghetti and subs (long bread rolls). They sold four apple slinkies, 40 smoothies, 15 spuds, 12 serves of spaghetti and 30 subs.
- Christian College conducted a number of Healthy Eating Days that included: popcorn, soup, sushi, juice, yoghurt van and icy pole days. Christian College has also put in place a number of healthy eating requirements for classroom parties
- Newcomb Secondary and Geelong High School had wrap days
- Saint Ignatius College completed a number of healthy eating activities that also extended to celebrations, catering and other major events that are conducted at the school (including Health and Wellbeing Days for staff).



Key Learnings and Recommendations

Food @ School

The main lessons were:

- it was more effective to implement the policy as a whole at the one time rather than in parts as first attempted
- the required consultation with teachers, students and parents was extremely time consuming. One School Project Officer noted that:

You need to balance getting enough feedback, with getting too much feedback.

- conducting a workshop / survey with the teachers during a whole school staff meeting cuts down the time to discuss and review the policy.
- having a number of healthy eating initiatives already in place helped to generate support when implementing the policy. For example, handing out water bottles to each staff member before introducing the water policy.
- Using the staff as role models worked well.
-

Key recommendations for the development and implementation of a healthy eating policy:

- Network with other schools. Working with others allows the work to be more efficient.
- It is easier to use existing documents and resources.
- Ask for a block of time to work on the policy.
- When getting feedback on the policy ensure that all relevant groups are involved (eg. Canteen Manager with the food policy, School Camps Co-ordinator with the excursion section etc).
- Involve a range of different groups when generating the policy. A bottom-up approach consulting with the students, teachers, Parents and Friends Committee is required as well as a top down approach liaising with the Principal, Senior Administration and School Council.
- Flexible and patience is required as it is difficult to get everyone to agree. Modify expectations e.g. a number of teachers didn't want water bottles in their classrooms. Consequently the School Project Officer had to design a separate poster informing students about a designated area where they could leave their water bottles when they entered the class.



Fifteen Minutes of Food recipe books

In developing a similar program, the suggested approach would be:

- link in with an organisation such as the local newspaper or develop the recipe books as a school fundraiser
- allocate the classes who would be expected to complete the recipe as an assessment task in home economics / food technology classes
- provide a design brief, outlining the key requirements of their healthy recipe
- allow a couple of lessons for students to research, plan, order, cook and prepare their recipe and for the result to be photographed
- work with graphic design teachers (and classes) to produce a professional product or with the local newspaper to get the final recipe book

Although this was an intensive and time-consuming event, it generated fantastic outcomes for the school, students and community.

Key recommendations for the Fifteen Minutes of Food recipe books:

- all of the students developed their recipes as an assessment piece for their home economics / food technology class. Doing it outside of classroom guidance is not recommended.
- ensure the task meets the current aims of the curriculum.
- ensure all guidelines are clear to the students before setting the assignment (i.e. the amount of fibre, sugar, fat etc.).
- ensure serving size is included in the brief
- allow time to trial and taste test the food is photographed. This ensures that the recipes work, can be cooked in the allocated time and taste good.

Healthy Eating Days

The main lesson learnt about Healthy Eating Days was to:

- Keep it simple. Preparing food is very time consuming!

Some of the key recommendations for Healthy Eating Days include:

- give students opportunities to taste foods that they have never had before. For example, run a Farmers Market, or Market Fresh Day.
- incorporate the healthy days into other programs that are a part of the curriculum, e.g. where the students plan their own events in Vocational Education and Training, or Food Technology.
- If food cannot be prepared through the canteen or in a classroom activity, find other companies to prepare the food based on orders



through the canteen, (e.g. sushi) or get companies to come to your school, (e.g. the yoghurt van).

- If a group of people are not available to organise, prepare and distribute the food, then it is not recommended that healthy eating days are part of the calendar as they are too much work for a few people.
- If food the 'red' zone of the menu are continually offered (e.g. pies, pizza, coke), it is unlikely that students will choose healthy options. However, it does depend on the popularity of the food and the school. For example, sushi, wraps and yoghurt sell well.
- Make sure that the healthy options are tasty and fresh.
- If selling soup or other hot food, ensure that it is not too hot. Some schools have had these types of food banned due to students burning themselves.

Conclusion

Overall, the Food @ School objective required a high level of input from the project staff, Principals and affiliated teachers in health and home economics / food technology in order to make things happen. Of the activities that did occur, Healthy Eating Days were good for raising the awareness and proved successful when they were integrated into the canteen menu e.g. sushi. Whereas activities like the Fifteen Minutes of Food was a great way of distributing information to parents, through non-school related channels.

In terms of policy, at the time of writing this report, all of the intervention schools had their Food @ School Policy ratified by their School Council and were intending to continue with the implementation and monitoring of this policy over 2009.



References

1. State Government of Victoria (2003). Integrated health promotion resource kit. Melbourne, Victorian Government Department of Human Services.
2. NSW Health. (2007). "Fresh Tastes at School." from <http://www.health.nsw.gov.au/obesity/adult/canteens.html>.
3. World Health Organisation (1996). Regional guidelines. Development of health promoting schools - a framework for action. Health Promoting Schools. Geneva, Regional Office for the Western Pacific.





Appendix A: Template for Planning Collaborative Health Promotion Action

Template for Planning Collaborative Health Promotion action								
Health Promotion Interventions					Capacity building			Possible Partners
Social marketing and health information	Health education and skill development	Screening, individual risk factor assessment and immunisation	Settings and supportive environments	Community Action (for social and environmental change)	Organisational development	Workforce development	Resources	



Appendix B: Fifteen Minutes of Food Design Brief and Food Ordering Form

DESIGN BRIEF NAME CLASS

GEELONG ADVERTISER

ASSESSMENT RUBIC

CRITERIA	BEYOND LEVEL (8-10)	AT LEVEL (4-7)	TOWARD LEVEL (0-3)	MARK ACHIEVED /10
Demonstrates knowledge and understanding of the requirements of the design brief. /10	Student has shown evidence of research and has identified all of the requirements of the design brief.	Student has identified all of the requirements of the design brief.	Student has identified few requirements of the design brief.	
Demonstrated safe/hygienic use and correct selection of tools and equipment. /10	Independently and correctly selected tools, equipment and ingredients. Demonstrated a high level of safety and hygiene.	Correctly selected and hygienic use of tools, equipment and ingredients.	Limited understanding of the safe/hygienic use of tools, equipment and ingredients.	
Displayed skill in producing a product. /10	Product displays excellent qualities and presentation.	Product displays good quality and presentation.	Product displays poor quality and presentation.	
Completed written evaluation of the product including modifications. /10	Completed a detailed evaluation of their product in terms of safety, function and suitability.	Student was able to evaluate their product in terms of safety, function and suitability.	Student was able to briefly evaluate their product in terms of safety, function and suitability.	
Developed own recipe by modification of an original	Independently and successfully researched,	Researched, modified and renamed an original	Researched, modified and renamed an original recipe	



recipe. /10	modified and renamed an original recipe.	recipe.	with guidance.
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Total marks /50 %

Grade

Food Order Sheet for the Fifteen Minutes of Food - Geelong Advertiser

Name _____ Class _____

Food to be purchased Amount required Purchased



Slide 1



'It's Your Move!'

fifteen minutes of food

Fearnside, K., Taylor, L., Green, G., Denny, L.,
Reading, L. & Mathews, L.



Slide 2

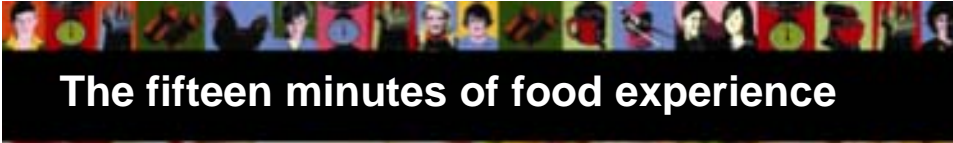


It's Your Move!


- Community-based, 3-year obesity prevention program in 5 secondary schools in Geelong
- This is part of the Pacific OPIC Project (Obesity Prevention In Communities). Fiji, Tonga and New Zealand also involved.
- Sentinel Site for Obesity Prevention: Deakin University
- Students helped to develop an action plan and the implementation processes to support it within the individual schools.
- Currently 3rd year into intervention phase




Slide 7




The fifteen minutes of food experience




- Began in November, 2006
- Built on the Primary School Recipe book the Geelong Advertiser had already done in 2006
- Enabled the objectives related to nutrition to be covered
- Included recipes for breakfast, lunch, after school snacks, dinner & dessert
- Provided information to parents & the wider community




Slide 10




Planning and Coordination Guidelines



- Worked as a team to
 - develop a design brief to use as an assessment task
 - develop a rubric to match assessment task
- Criteria for recipe development
 - Recipes had to be healthy (eg guidelines for fat, sugar, fibre and salt content)
 - Measurements had to be metric and spelt out eg. grams
 - Schools had to provide a 250 word introduction




Slide 11




The Design Brief

- DESIGN BRIEF:**
 - The Geelong Advertiser has asked the College to prepare a cookbook for their newspaper.
 - A total of 18 student's recipes will be chosen for publication in the newspaper:
 - 3 breakfasts
 - 4 lunches
 - 4 snacks
 - 4 dinner
 - 3 desserts
 - All recipes must be original. They must have:
 - An original name.
 - Modified ingredients and method.
 - Been produced and photographed in class.
 - All recipes must be healthy:
 - low in fat or
 - low in salt or
 - low in fat or
 - high in fibre.

Note: Recipes that are not selected for the newspaper will be kept for possible future recipe book publications. All work must be submitted at a high standard if it is to be considered. This is an assessment task.



Slide 12




The Task

YOUR TASK

1. **Investigate:** Research recipe books, magazines, newspapers, internet (Australian sites only) for ideas on lunches and snacks.
2. **Design options:**

Choose 3 ideas that are healthy.

 - low in fat or
 - low in salt or
 - low in fat or
 - high in fibre.
 - Include copies of these recipes in your final submission.
3. **Select** the most suitable recipe considering the following factors:
 - Preparation, cooking time and cleaning up (1 double period).
 - Presentation for photography.
 - Suitability for modification into your own creation.
 - Healthy.
 - Appealing to teenagers.



Slide 13




Planning the Production

4. Produce

- **Modify your chosen recipe to make your own recipe creation.**
 - Change ingredients.
 - Rewrite method in your own words.
 - Rename your recipe.
 - Identify hygiene and safety considerations needed for your recipe.
 - Present your draft recipe neatly typed on A4 (keep a copy on your computer or USB)
 - Complete a food order.
 - Email a copy of your recipe and food order to your teacher
- **Produce your recipe in class**
 - You may like to trial your recipe at home to experiment with different presentation ideas.
 - You can photograph this and add it to your recipe submission.
- **Photograph your finished product.**



Slide 14




The Assessment

Assessment:

Was your recipe:

- Healthy?
- Well presented and suitable for the Geelong Advertiser Cookbook?
- Appealing to a teenager?
- Prepared within the timeframe?
- Modified sufficiently to be called an original recipe?
- What would you change next time you made this?
- Did you follow the safety and hygiene considerations that you identified when planning your production?
- If you were going to produce a Healthy Teenagers Cookbook what 'catchy name' would you call it so that it attracts the attention of teenagers?



Appendix D: Promotional pamphlet about Rosemary Stanton's presentation included in school newsletters

IT'S YOUR MOVE!

EMPOWERING PARENTS

AGAINST THE FOOD GIANTS

Tuesday
17th October 2006

7.30–9pm

Potato Shed
Peninsula Drive
Drysdale

Includes a light supper


It's Your Move! Project

BOOKINGS ESSENTIAL
RSVP to IYM Project
Coordinator
Ms. Louise Mathews
Email: louise.mathews@deakin.edu.au
By 13th October

\$5 per family (mum, dad
& adolescents) payable at
the door to cover costs

**Numbers are limited so
please book early to**



**Forum / Discussion
with
Rosemary Stanton**



This will be an open discussion / forum where parents can speak of issues
faced in the current environment around **healthful eating**:

Questions for discussion
Healthful Eating—huh?
Difficult to find time?
Bombarded by advertising and the media which disregard this?
Too many choices? What to choose?
Pressure from your adolescent and their peers?
Food Labels — what?
"But they won't eat it" we hear you say!

Come along and have the opportunity to voice your opinions/concerns
with Rosemary and other parents. In response hear sensible
approaches and strategies to support adolescents to eat well in an
environment where battles abound. Hear what other parents have to
say. Come away with ideas for making healthy choices the easy
choice.



For practical tips about healthy eating, visit
goforyourlife.vic.gov.au or call 1300 73 98 99.

Authorised by the Victorian Government, 50 Lonsdale Street, Melbourne VIC 3000.

go for your life™ 