Nutrition interventions: what works and why? school-based activities

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The School Setting

Systematic and efficient
Repeated exposure
Framework in place
Proven success
Ottawa Charter

- building healthy public policy,
- creating supportive environments,
- strengthen community action,
- develop personal skills and
- re-orient health services

(WHO, 1986)
Project Strategy Planning and Implementation

- Project Management Teams

- To plan, coordinate, and implement strategies chosen from a “portfolio” of ideas
Whole-of-school, Multistrategic Approach

SCHOOL ENVIRONMENT

- Family Orientated Strategies
- Classroom Based Strategies
- Policy
- Canteen Orientated Strategies
- Community Based Strategies
- Peers
- School Environmental Based Strategies

NETWORKS
- Teachers
- Canteen managers
- Project Volunteers

Children Knowledge, Skills and Attitudes
School Policy

- Commitment of school to promoting good nutrition
  - curriculum
  - experiential activities
  - canteen policy
  - rewards
  - May or may not be documented
Family Oriented Strategies

- Good nutrition promoting activities/events for families at school
- School calendars with information, Fridge magnets
- Newsletter articles
- Homework
- Community Promotions
  - Media, retail outlets etc
School Environment Strategies

- Establish vegie gardens and plant fruit trees
- Access to water vs vending machines
- Access to local shop
- Fundraisers
- Feedback about good nutrition in lunchboxes
- Visits to growers/markets
- Providing F & V platters/tastings
- Place and time for meals
Involving Volunteers
Canteen Oriented Strategies

- Membership of NSW School Canteen Association
- Promotion of nutritious choices through special events and general presentation
- Networking, training and supporting canteen staff
- Reviewing F & V content/price on menus
Classroom Based Strategies

- Curriculum materials and training
- Web sites for teachers and children
- Cooking classes for children (KIK)
- Fruit breaks
Elements of success

- Planning using theoretical models and literature review
- A comprehensive and integrated approach - whole of school approach
- Collaborative involvement of the school community
- Active participation by children
- A sustained approach
- Adequate evaluation and monitoring
HIPS research

- skill acquisition for students,
- linking the curriculum with the home,
- professional development for teachers,
- integration of the health curriculum with school policies and health services,
- creating a whole school environment
- involvement of the local community

(Health in Primary Schools; St. Leger, 1993).
Project Evaluation Plan

Process evaluation
- Rates and quality of strategy implementation
- Parents’, volunteers and teachers’ reactions

Impact evaluation
- Children’s, parents’ and teachers’ knowledge, attitudes and behaviours

Outcome evaluation
- Change in children’s target food consumption
Parents Involvement in TFV Activities

- Participation in TFV activities could be increased by:
  - improved scheduling and training
  - offering transport and childcare
  - increased use of incentives or rewards
  - encouraging current volunteers to share their positive experiences