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

Anna D. Huddy

Northern Rivers Area Health Service

Jillian K. Adams

Northern Rivers Area Health Service

Libby Holden

Northern Rivers Area Health Service

Sallie Newell

Southern Cross University

Margaret Miller

See next page for additional authors

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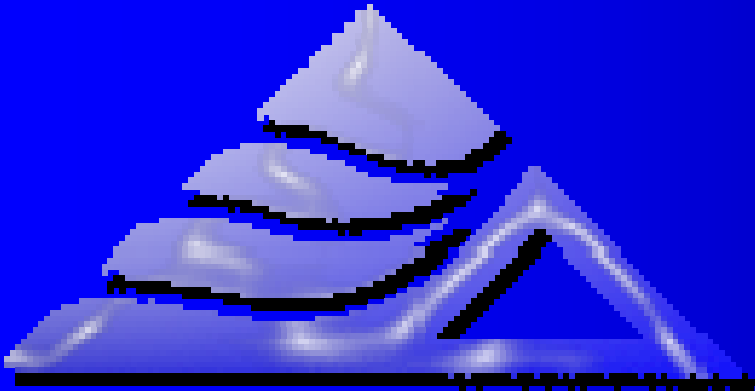
Authors

Anna D. Huddy, Jillian K. Adams, Libby Holden, Sallie Newell, Margaret Miller, and Uta C. Dietrich

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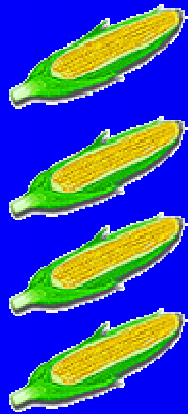
Anna Huddy

Jillian Adams, Libby Holden, Sallie Newell, Margaret Miller, Uta Dietrich
Health Promotion Unit
Northern Rivers Area Health Service
Lismore NSW



1st Australasian Nutrition, Physical Activity
& Cancer Conference (June 2002)

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)



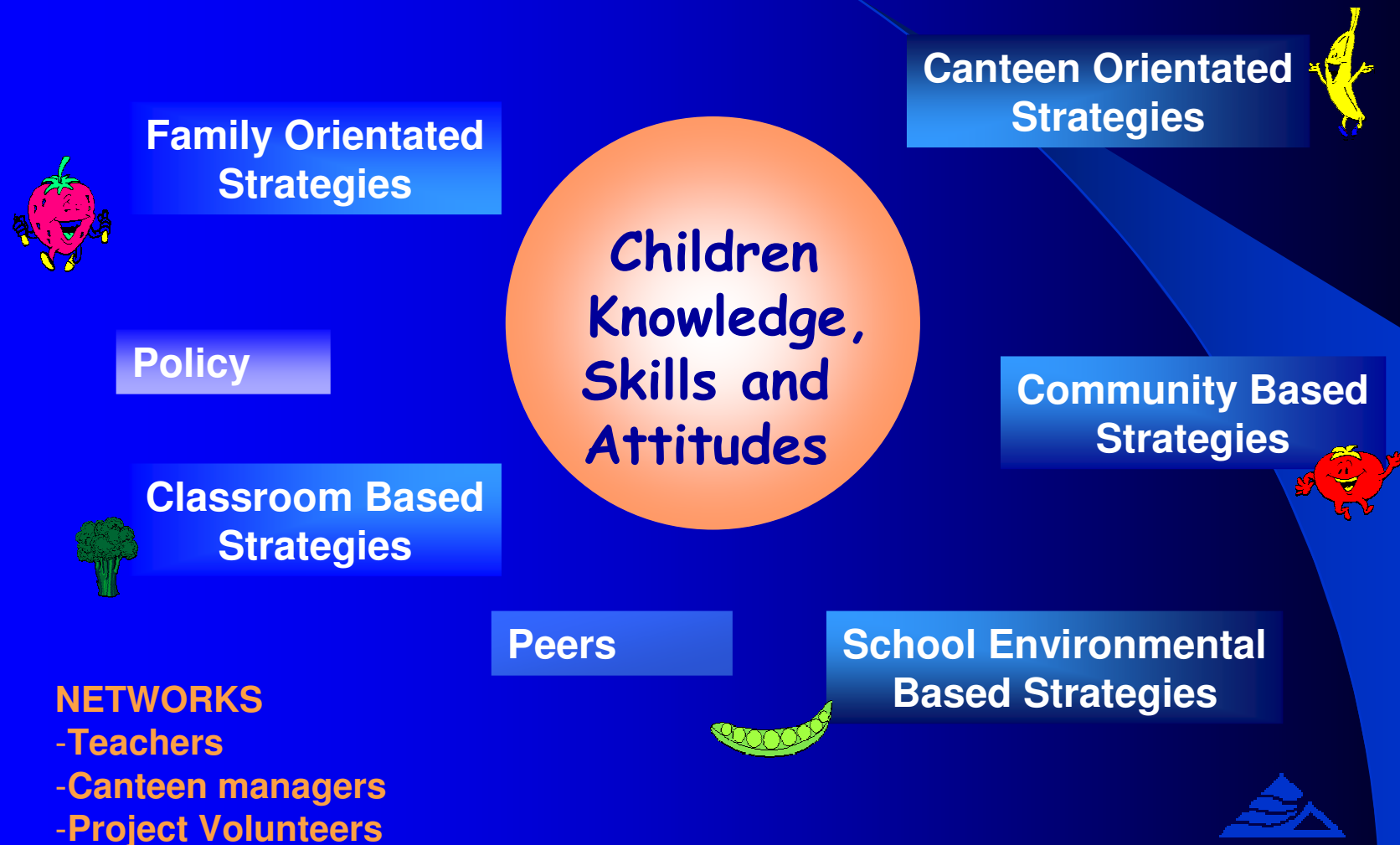
Project Strategy Planning and Implementation

- Project Management Teams
- To plan, coordinate, and implement strategies chosen from a "portfolio" of ideas



Whole-of-school, Multistrategic Approach

SCHOOL ENVIRONMENT



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

