

**Proposed
Training
Day
Handouts**

Our Five Workshop Objectives

- 1. To enable people involved in this fruit and vegetable project to get to know each other**
- 2. To provide a brief background to promoting fruit and vegetables in schools**
- 3. To explain how this project will work**
- 4. To consider the practical issues around organising the project**
- 5. To enjoy ourselves !**

Project Background

■ **Why a focus on fruit and vegetables?**

Eating at least 5 portions of fruit and vegetables per day reduces the risk of heart disease, some cancers and asthma. People in the UK, consume less fruit and vegetables than consumers in many other EU countries, with average intakes of barely 3 portions a day.

■ **Why a focus on 7-11 year olds?**

Children eat even less fruit and vegetables with an average consumption of less than two portions per day. One in five children eat no fruit in a week. Eating habits are formed in childhood therefore if eating habits can be changed now, we have the opportunity to break unhealthy habits and form healthy ones for years to come. With children keen to learn, schools are the ideal place to encourage healthier eating.

■ **Why a focus on low-income families?**

Children from low-income groups have the lowest consumption of fruit and vegetables of all and the potential health gains from eating more are the highest.

Nutrients eaten in rich and poor families

	Households over £655 per week	Households under £165 per week (unearned)
Total fat (g)	83	86
Saturated fat (g)	33.4	32.1
Non-milk sugars (g)	56	55
Iron (mg)	11.6	10.4
Zinc (mg)	8.7	8.2
Folate (ug)	282	258
Vitamin C (mg)	90	56
Fruit (g)	1576	785
Vegetables (non potatoes)(g)	336	160

National Food Survey 1999, The Stationary Office, 2000

Barriers to fruit and vegetable consumption

Just telling children about the health benefits of eating fruit and vegetables isn't enough. To change behaviour, the health messages being taught in the classroom need to be backed up by fun, practical activities that tackle the barriers to fruit and vegetable consumption. These barriers are;

Acceptability (children don't see fruit and veg as 'cool' to eat/don't like fruit and veg/think they don't like fruit and veg)

- Create positive peer pressures
- Develop activities that dispel negative images of fruit and vegetables
- Promote tasty, filling, inexpensive and simple to make fruit and vegetable snacks and meals

Accessibility (fruit and veg are not always readily available)

- Create a school environment that supports healthy eating and provides opportunities for children to choose fruit and vegetable food options
- Encourage a home environment where fruit and vegetables are readily available and encouraged

Affordability (fruit and vegetables are often seen as expensive in terms of cost per calorie and a risky buy because they are perishable and may not be eaten)

- Encourage schemes that ensure fruit and vegetables are affordable items for low-income households

MmM

This fruit and vegetable project offers:

■ **Methodology**

It provides schools with an easy to follow approach that is:

- Practical
- Flexible
- Tailored
- Participatory
- Whole school

■ **Materials**

It provides schools with a range of materials including:

- Curriculum exercises
- Practical tips on how to set up a whole school fruit and veg project, useful contacts and suggestions for activities
- Posters
- A model school food policy

■ **Motivation**

It sets up and encourages networks, events and partnerships that help schools feel inspired, committed and motivated in the project. Networks, events and partnerships might include:

- Workshops for participating school
- Links with like-minded schools at national and local level
- A local network of health and education partners that can support schools

Key elements

This project will encourage:

■ A whole school approach

A whole school approach ensures that all aspects of school life are mutually reinforced by embracing and linking the curriculum, the food service and pastoral and social care.

■ School ownership of the project

Schools themselves will determine what their needs are, what they would like to do and how they will do it.

■ Participation

A whole range of people will be involved in the project planning and implementation. This may be through Healthy School health forums, if they exist, or through school nutrition action groups.

The project's approach and activities will complement work schools may be doing, or may be hoping to do in the future, for example as part of the Healthy Schools Initiative.

Setting up an action group

To be successful a wide range of people must be brought on board to help plan, implement, run and develop the project. Schools are encouraged to set up nutrition action groups.

Members should include:

- Pupils
- Teachers
- Parents
- Caterers
- Governors
- Support staff
- School caretaker

Other key partners include:

- School adviser
- Health promotion
- Community dietitian
- School nurse

School food policy

Ultimately schools are encouraged to develop and implement a whole school food policy.

A food policy is important because it:

- Shows a school's commitment to improving the health of students, staff and the school community
- Sets a framework for all food related activities in school
- Ensures that aims and outcomes are consistent with and supportive of the overall goal of improving health and well-being.

For a model food policy that the school governing board could consider, adapt and use as appropriate refer to the **Grab 5! publication, '*A model school food policy - a practical guide*'**

See www.grab5.com

Icebreaker: Find Someone Who ...

Move around the room asking people the following questions. When you've found someone who answers 'yes' write their name down next to that question. Then move on to a different person and a different question. You only need to put one name next to each question and you can only use each name once. The person who completes the form the quickest will get ...!!!

1. Has a birthday in June

.....

2. Skipped breakfast this morning

.....

3. Watches Eastenders regularly

.....

4. Prefers strawberries to chocolate

.....

5. Sleeps with no clothes on

.....

6. Works in a school with a breakfast club

.....

7. Has shoe size 7

.....

8. Eats more than 5 portions of fruit and vegetables a day

.....

9. Believes in ghosts

.....

10. Knows what a durian is

.....

11. Grows their own vegetables

.....

Potential Project Activities

Food tasting

Offering a range of foods frequently and for free has been shown to be an essential part of encouraging children to try new foods and ultimately to change their eating behaviour. Tasting activities could be incorporated in a number of activities.

Fruit tuck shops

Fruit tuck shops provide opportunities for:

- Children to eat a piece of fruit in their break time
- Children to learn valuable real life skills such as organisation, sales and promotion
- Links to the curriculum, e.g. data handling in IT and maths
- Children to handle money
- Links with local retailers and/or producers

Breakfast Clubs

There is an increasing trend for children to arrive at school having had no breakfast. Pre-school breakfast clubs provide opportunities for:

- A wholesome breakfast (including a piece of fruit)
- A good start to the day
- Improved concentration and behaviour in the first hours of school
- A range of fun or curriculum linked activities that can support the school work
- Involvement of parents in the school

Playground market stalls

This project aims to work with parents and will support schemes that help to get fruit and vegetables into homes at affordable prices. Mini-markets held on an afternoon in the school playground will:

- Offer parents a variety of discounted fruit and vegetables
- Give children an opportunity to run stalls
- Form links with local producers and/or retailers

Cooking demonstrations

Local chefs will be invited into schools to:

- Introduce children to new and inspiring foods and give them the opportunity to taste them in a positive, fun environment
- Provide learning opportunities around hygiene and food preparation, supporting what children have learned in the classroom activities
- Develop positive links in the local community

Fruit and vegetable growing

Whether growing cress on a windowsill or cultivating a whole garden, there is much to gain from children growing fruit and vegetables. Aims of such an activity would include:

- Understanding life processes and where our food comes from, a requirement of the national curriculum
- Providing physical activity opportunities
- Fostering team work
- Potentially linking with the school caterers and/or tuck shops in providing healthy food
- Improving the school's physical environment
- Linking with local growers

Art with vegetables and fruit

Lessons could include creating collages, sculpturing and constructing structures such as baskets using natural plant fibres. Activities would aim to:

- Develop children's creative talent
- Support the national curriculum requirement of working with a variety of materials
- Develop links with community artists

Shop visits

Local shops are often keen to form links with local communities and work around healthy eating campaigns. Activities around a shop visit would aim to:

- Raise awareness amongst children of where their food comes from
- Develop budgeting skills
- Develop positive links with retailers working towards a common aim of increasing consumption of and creating a positive image around fruit and vegetables

Farm visits

Farms offer fun and valuable learning opportunities. Visits would aim to:

- Develop positive links between schools and local farms with potential spin offs such as provision of subsidised food
- Demonstrating to children where food comes from

Theatre performances and workshops

Several theatre companies perform plays and run workshops around the theme of healthy eating and fruit and vegetables, reinforcing the message of increasing consumption in a positive, fun and acceptable way.

Food clubs and out of hours activities

Out of hours activities

- Engage pupils in a range of fun activities designed to promote their awareness of healthy eating and food hygiene
- Provide children with a healthy snack
- Engage parents

Outside speakers

Community dieticians, supermarket nutritionists, school nurses, local sports club members and others can be invited into schools to talk on food issues covering nutrition, health and food hygiene

Themed events e.g. apple day, food from around the world

Theme days focusing on food can be fun and inspiring ways to promote fruit and vegetables and healthy eating. Activities within the school could include:

- Themed school meal menu
- Free samples
- Competitions

Health weeks

Health weeks are a very popular, enjoyable and effective way of raising the profile of health issues. They can provide opportunities to trial activities, e.g. tuck-shops.

Workshop: Grime Mill Primary school case study

Grime Mill primary is a single storey building about 50 years old. It is located on the edge of town in the middle of a housing estate of predominantly semi detached housing, originally council owned but now with around 70% privately owned. It has 240 pupils (160 of which are in the junior school). There are separate hard surface playgrounds for junior and infant pupils and a small grassed area (about ¼ acre) that is used for sports.

The school entrance is about 10 yards from the school gate and is approached through a grassed area stretching the length of the building, which is interspersed with a few attractive flowerbeds and shrubs.

Most pupils walk to school but some are delivered and collected by parents who drive to school but rarely get out of their cars.

About 15% of the pupils are from ethnic backgrounds but have no language problems.

The school does not have a breakfast club, but makes about £4,000 per annum from its mid morning tuck shop which sells crisps, chocolate bars and juice drinks such as 'sunny delight'. The Head does not allow fizzy drinks to be sold.

In the junior school 80 pupils stay for lunch. 10 of these bring in a packed lunch and 70 have a school meals. Of these 30 receive a free meal. The most common packed lunch is a sandwich with spread, biscuits, crisps and squash. It is felt many of the pupils who go home for lunch might be entitled to free meals.

The school football and netball teams are both sponsored by the local multi national burger restaurant, which also provides £500 of prizes a year for free or discounted meals, and pays for the staff Christmas meal at a local restaurant. The manager is a member of the school's governing body.

Meals are cooked on site. The infants and juniors have separate lunch sittings, though on current numbers, the purpose built dinning hall is big enough for them all to eat at the same sitting. The main vegetables are corn, peas and baked beans since the cook has found any others tend to be left. Fresh fruit is available as a sweet but cakes, jelly and chocolate mousse are far more popular.

Only about 5 parents are active on the parent teachers association (two of these are also governors), but fund raising events such as school fetes, plays, and raffles are always well supported. Whilst there are no parent helpers, many parents are always willing to act as volunteers for school trips.

The process

Schools involved in the project need to go through a process of:

- Consultation
- Auditing
- Action planning
- Implementation of activities
- Monitoring

Work to consider:

- Involving all relevant people
- Ensuring activities link with existing curriculum work
- Developing a whole school food policy
- Break times, e.g. running fruit tuck shops, policy on crisps and sweets, vending machines
- School lunch service, e.g. menu planning, decorating the school dining room, reorganising the queuing system
- Liaison with the local community members
- Before and after school activities

**Refer to the Grab 5! action pack (www.grab5.com)
for more ideas and advice**

Workshop: Planning specific activities

Break into small groups. Each group choose a school based fruit and vegetable activity.

Examples include:

- A fruit tuck shop
- A playground fruit and vegetable stall for parents
- A reward scheme for children eating fruit and vegetables
- A classroom fruit and vegetable tasting session
- A shop / farm visit
- A vegetable growing project

Cover all the issues that need to be considered in planning its implementation, the operational logistics, and recording the outcomes, e.g. what you will do, why, who for, who needs to help, where will it take place, when, what will the costs be and how will lessons learned be recorded?

Take us through the various stages of how you would prepare for and run this activity.

Activities plan

Activity

What needs to be done	When	Who will do it	What records/ evidence will we keep

Summary

One in five children eat no fruit in a week.

- Eating at least 5 portions of fruit and vegetables per day reduces the risk of heart disease, some cancers and asthma.
- Eating habits are formed in childhood so if eating habits can be changed now, we have the opportunity to break unhealthy habits and form healthy ones for years to come.
- With children keen to learn, schools are the ideal place to encourage healthier eating.

This project will:

- Encourage children to eat fruit and vegetables
- Improve children's health and enhance their learning experience
- Contribute to an enthusiastic and positive school ethos
- Be easy for teachers to manage and fun for children
- Complement the curriculum work with practical, "hands-on" activities
- Provide opportunities for teachers, caterers, pupils and parents to work together
- Facilitate work with local partnerships, such as the Healthy Schools Initiative.

Course evaluation sheet

Venue: Date:

Please score the following by circling the appropriate number (where 5 = excellent and 1 = poor).

How well did the course meet its objectives

- | | | | | | | |
|----|---------------------------------------------------|---|---|---|---|---|
| 1. | Give you a better understanding of the project | 1 | 2 | 3 | 4 | 5 |
| 2. | Provide useful ideas for school based activities | 1 | 2 | 3 | 4 | 5 |
| 3. | Help you feel confident about running the project | 1 | 2 | 3 | 4 | 5 |
| 4. | Help you to network | 1 | 2 | 3 | 4 | 5 |

What were your views on the course (expand under 'any other comments' below if necessary)

- | | | | | | | |
|----|-------------------------------------------------|---|---|---|---|---|
| 5. | How appropriate was the workshop content? | 1 | 2 | 3 | 4 | 5 |
| 6. | What was the quality of the presentations like? | 1 | 2 | 3 | 4 | 5 |
| 7. | How useful were the handouts? | 1 | 2 | 3 | 4 | 5 |

Environment

- | | | | | | | |
|-----|--------------------------------------------------------------------------------------------------------|----------|---|---|---|---|
| 8. | How comfortable was the room? | 1 | 2 | 3 | 4 | 5 |
| 9. | What did you think of the refreshments? | 1 | 2 | 3 | 4 | 5 |
| 10. | Would you find a further course helpful to share ideas / experiences when the project is in operation? | Yes / No | | | | |

Any other comments on the workshop or ideas for improvements (e.g. any sessions too long / too short)