

Tasmanian Community Fund  
Final Project Report  
Summary

# Wicked Vegies

## Wicked Vegies Project 2006 -2007

The Cancer Council Tasmania  
180-184 Collins Street  
PO Box1624, Hobart TAS 7001  
Ph: (03) 62332030

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## Table of Contents

<b>Acknowledgements</b> .....	2
<b>Introduction</b> .....	4
Background .....	4
<b>Project overview</b> .....	5
Objectives .....	5
Project summary .....	5
Planning .....	5
Project management .....	5
Implementation .....	5
Promotion .....	6
Launch .....	6
Evaluation .....	7
Surveys .....	9
Student focus groups .....	11
WV competition .....	13
<b>Strengths of the project</b> .....	14
<b>Limitations of the project</b> .....	14
<b>Conclusions and Recommendations</b> .....	14

## **Introduction**

This is a summary of the final report of the Wicked Vegies (WV) project, which is auspiced and implemented by The Cancer Council Tasmania (TCCT). It is the culmination of two years work.

## **Background**

The 1995 National Nutrition Survey showed that about 23% of Australian children and adolescents were overweight and obese, with 6% being obese<sup>1</sup>. Over the previous decade, the prevalence of overweight children almost doubled, and the prevalence of obese children more than tripled<sup>1,2</sup>, a far greater rate of increase than in the preceding 16 years. While there has been no systematic monitoring of the prevalence of overweight and obesity in Australian children and adolescents since 1995, this strongly suggests that the rise in prevalence rates continues<sup>3</sup>.

Obese children and adolescents may have a range of medical conditions including hypertension, and type 2 diabetes. Other problems, such as musculoskeletal discomfort, obstructive sleep apnoea, and asthma, greatly affect their lifestyle<sup>4</sup>. Furthermore, in 2007, the World Cancer Research Fund found strong evidence that body weight and physical inactivity increased cancer risk. Dietary contribution to reducing the risk of some cancers includes eating more vegetables and fruit<sup>5</sup>.

2005 Tasmanian research revealed a negligible improvement in vegetable consumption in the previous three years with few students eating the recommended daily serves of fruit or vegetables. Less than a quarter of secondary school students usually eat the recommended four serves of vegetables each day while about two thirds eat less than three serves of fruit a day<sup>6</sup>. In addition, diet related illnesses such as cardiovascular disease, type 2 diabetes, obesity and some cancers, tend to be of higher incidence in Tasmania than other states and the national average<sup>7</sup>.

Adolescence is a nutritionally challenging stage of life and the increased nutritional demands due to rapid growth, influences eating patterns that can result in missed meals, reliance on takeaway foods and diet experimentation. With the rise in diet-related health problems among young people and adults, it is important to encourage young people to eat healthy and stay healthy.

The uniqueness of WV is the opportunity for schools to develop partnerships to promote the benefits of enjoying fresh, local vegetables and fruit and to increase healthy eating habits among secondary school students, within the school community and in the community in general. There are opportunities to sustain the project in Tasmanian schools in the future.

## **Project overview**

WV aims to increase awareness of healthy eating habits and to contribute to the reduction of overweight, obesity and other diet-related health problems. WV was implemented by TCCT in Tasmanian secondary schools, as a pilot stage in 2006 followed by an implementation stage in 2007. The project involved students investigating, designing and producing easy-to-prepare snacks or meals, using local vegetables or fruit where possible. It is designed to complement the school curriculum.

## **Objectives**

The objectives of WV are to:

- enhance knowledge and skills relating to vegetables and fruit, food preparation and cooking skills of Tasmanian school students;
- raise awareness of innovative ways to prepare vegetables and fruit;
- raise awareness of locally grown, in-season vegetables and fruit;
- encourage and support innovation and practical approaches to enhancing nutritional wellbeing;
- foster and support partnerships between schools and the broader community, including the local vegetable and fruit industry; and
- raise the profile of nutrition promotion activities that seek to promote increased consumption of vegetables and fruit through school-based programs.

## **Project summary**

The pilot stage in 2006 included five secondary schools from the Northern, North Western, and Southern education branches of Tasmania. The schools were supported to incorporate the project into the home economics curriculum. Evaluation from the five pilot schools contributed to project development, the WV logo and a WV implementation manual.

In 2007, 11 additional schools across the state joined the project. Fifteen schools took part in WV activities throughout the year. Regular promotion of the project and media opportunities provided a heightened awareness of the importance of healthy eating choices in this target group. WV found a place in the school curriculum and innovative, creative activities and strong partnerships were formed, resulting in successful participation (see Table 1 for activity examples). The WV competition allowed the schools to showcase their WV work.

## **Planning**

### ***Project management***

The project has been developed and delivered by the health promotion team at TCCT. A reference group comprised members from:

- Eat Well Tasmania (EWT)
- National Heart Foundation (Tasmania)
- The Home Economics Foundation of Australia Inc (Tasmania) (HEIA Tas)
- The Department of Education
- The Department of Health and Human Services (Community Nutrition Unit) (CNU)

## **Implementation**

### ***WV implementation manual***

The implementation manual was developed and completed to assist WV schools with the implementation of the project. The WV Reference Group was involved in its development. The manual is relevant to the planning and implementation of the project and comprises sections as follows:

- What is Wicked Vegies?;
- Why should your school participate in Wicked Vegies?;
- How to be a Wicked Vegies school?;
- How do I start Wicked Vegies in our school?;

- a resources guide;
- examples of classroom learnings;
- additional ideas for activities including snack and meal recipes; and
- sample resources to assist with recipe planning and nutrition education

### ***WV Competition***

The competition was designed to encourage schools to join WV and provided an opportunity for schools to showcase their work. Prizes were awarded to four schools judged as those that best promoted and supported healthy eating and wellbeing in the school community. The panel of three judges comprised one representative from the Home Economics Institute of Australia, one dietitian from the Department of Health and Human Services and one member of the fresh produce industry. The judges used judging criteria developed by the WV Reference Group. Judging criteria were based on the questions in the entry form:

- consistency with the Australian Dietary Guidelines;
- encouragement and use of fresh local vegetables and/or fruit;
- a wide range of vegetables and/or fruit used in WV activity;
- innovation and originality of WV activity;
- quality and extent of partnerships within the school and/or community; and
- quality and extent of sustainability of WV activities beyond 2007.

### **Promotion**

The target groups identified for promotion of the WV project in 2007 include; teachers, students, parents/families, health professionals, community groups, fruit and vegetable growers, local councils, and potential sponsors. A variety of promotional activities were implemented including: profession newsletters; print media; radio; conferences and community events; TCCT websites and professional websites and community dietitians.

### ***School promotion***

Students and key personnel within schools were active in promoting their activities within schools through newsletters, school canteen promotions, posters and associated promotional material developed by those involved.

### ***Launch***

In March 2007, International Celebrity Chef Curtis Stone gave generously of his time to launch WV and support TCCT. Curtis is best known as co-presenter of ABC Television's *Surfing the Menu* and presenter of Australian series *My Restaurant Rules*, took a break from filming a new US TV series, *Take Home Chef*, that he hosts. Highlights of the very successful launch are showcased in Appendix 9.

## Evaluation

Evaluation of the pilot stage was used to refine the program for 2007. This included: development of the surveys; student focus groups; and using the competition entry as further evaluation.

In 2006, Branch offices covering the school regions: Southern; Northern; and North-Western, were advised of the project and evaluation requirements. Permission for school involvement in evaluation was sought from school principals and parents/guardians where students were involved in focus groups.

2007 evaluation strategies included.

- surveys from principals, teachers, canteen managers and community partners;
- focus groups involving student participants; and
- competition entries.

The surveys were tailored for the different respondent groups to:

- identify age and number of students involved in activities;
- identify and describe activities;
- determine the benefits of the project;
- success of working parties and partnerships;
- barriers and enablers to project implementation;
- usefulness of the implementation manual;
- sustainability of the project; and
- suggestions for improvement.

The student focus group questions were designed to:

- elicit perceptions of healthy eating, healthy eating behaviours and food preparation;
- investigate barriers and enablers to healthy eating and food preparation;
- determine student awareness of WV; and
- generate ideas for promoting healthy eating to adolescents.

The WV competition entry forms were used to further elicit information on healthy eating strategies, involvement and success of project and sustainability. Questions were based on:

1. The school and those involved in WV
2. WV activity/ies
3. The WV celebration event
4. The impact of WV in the school/broader community
5. Sustainability of the project

Seven schools entered the competition in 2007.

**Table 1: Wicked Vegies Activities in Schools**

<b>Years involved (by school)</b>	<b>WV Activities</b>
Years 7-9	Coordination of healthy eating for students who need extra tutoring. The students created healthy snacks to sell to students, staff and local primary
Years 9-10	Developing a café as part of food and wellbeing curriculum with focus on healthy eating.
Year 8	Designed and prepared healthy meals in partnership with school canteen for purchase. Canteen is in process of accreditation – WV and healthy options support the process
Year 8	Focus on Australian Dietary Guidelines using vegetables in food preparation, visit to Community Garden for information about setting up a school garden, cooking healthy meals at home as part of their assessment
Years 9 -10	Partnering with a local fruit grower. Research apple varieties, design apple products for sale to family and friends
Prep – Grade 4	Kids in the Kitchen activity for parents and children (including an information session). Ongoing development and preparation of healthy options for the school café.
Year 8	A school garden is still in the planning. Focus on vegetables and fruit in Food Studies program. Salad bar has been introduced into the canteen - students make salads for purchase
Years 9 -10	Research a vegetable and fruit, creating recipes, producing products and promoting healthy snacks by offering taste-testing at the local supermarket and at the canteen
Year 8	WV Cross Country day (a fundraiser) in which healthy snacks were planned, prepared and sold to students and teachers. This idea will be used for further fundraising events. Healthy canteen food options were planned and prepared
Years 8-9	Focus on fundraiser using healthy snacks for sale with a link into the local Community Garden for produce.
Years 7-10	WV chef competition, aimed at promoting healthy eating and good nutrition. Healthy meals judged. Lunchtime competitions involving healthy eating eg apples on a string, creating a vegie person. Promotion of veg and fruit using fruit platters, posters, cooking demonstrations during Realising Potential promotion. Food Studies - international foods unit focusing on veg and fruit.
Years 8 -10	Fruit Boost, WV Pizzas, in collaboration with the school canteen. Ongoing creation, promotion and selling of healthy food options through the canteen. Celebration of Nutrition Week.
Year 7 Year 8 Year 9 Year 10	Years 7&8 – Campus vegetable garden (incorporating Environmental Science and Food Technology Healthy Eating Program); Year 9– WV Celebration Lunch incorporating a ‘buddying’ component with Year 1 students. Year 10 – “Lets Do Lunch Wicked Vegies style”: recess and lunchtime healthy foods available on selected day. Development of a Nutrition Policy, more healthy food options were introduced at the school
TAFE students Aged 16 (average)	Planning, preparation and selling of healthy products to staff and students on a regular basis: vegetable kebabs; fruit salad; soups. WV BBQs held at local markets - community focus.
Year 8	Ongoing development of WV into the curriculum, however, there has been work on developing healthy snacks and meals for the canteen - preparation and selection of products made. Students evaluated the products and selected those they would purchase through the canteen.

## Surveys

### Summary of results from teacher surveys

Seven completed surveys from teachers were received. The aims of WV activities were varied and included:

- research, design and preparation of new and creative recipes;
- a focus on promoting vegetables and fruit to the school and community;
- research into nutrition and health benefits;
- increasing healthy options in the school canteen; and
- giving students the opportunity to prepare and try new healthy food options.

Teachers indicated their activities had been instigated or encouraged by WV and these included:

- developing partnerships with local growers;
- involving the school canteen;
- linking into other areas of the school curriculum; and
- selecting appropriate recipes to link in with WV objectives.

Most teachers had read and used the resource manual and of those, most found it relevant for their activities. One teacher noted the importance of team work when working with the school canteen to include their activities. Teachers reported:

- students learned how to meet criteria for healthy canteen options;
- students gained confidence in food preparation;
- activities were promoted throughout schools and in some instances, in the broader community through community newspapers.

All teachers who responded were keen to continue WV activities in the school curriculum.

*“(WV will be) ongoing, vegies donated for juicing for ‘Breakfast Club’, sharing ideas with canteen” Teacher, School A*

*“The project will be repeated next year... to include more recipes/vegetables.”  
Teacher, School B*

*“(Continue to) work with our partners – canteen manager and orchardist – to provide fruit and vegetable products in the canteen. There will be an enterprise activity for Grade 9/10 catering class. (Continue with) Nutrition Week celebrations – a great way to involve the whole school and develop the 2007 concept”. Teacher, School C*

### Summary of results from school principal surveys

Five principals completed surveys. All principals reported:

- activities were an engaging way to educate students on healthy eating that would filter into their homes and the community;
- a desire to continue WV in their schools; and
- staff support and enthusiasm were vital for success.

*“Wicked Vegies is a wonderful example of the sort of authentic learning opportunity that schools dream of offering their students”. Principal, School A*

*“Students are able to make life changing decisions about their diet. (WV is) making the school re-evaluate eating within the school community eg food studies classes, canteen...” Principal, School D*

*“Raising awareness in our school community is a big plus. Several parents went out of their way to tell me that the recipes had been done at home... so the message is getting out there. Students approach their Foods lessons involving Wicked Vegies very positively and speak knowledgeably about vegetables they would not have previously seen or eaten”. Principal, School C*

### **Summary of results from canteen manager surveys**

Two canteen managers returned surveys. Both reported the most popular student choices for meals and snacks were high in fat and sugar content. WV encouraged engagement of the canteens in helping to increase the number of healthier food choices available at the canteen. The canteen managers involved WV student groups to promote healthy products during special promotion days such as fresh fruit and vegetable juices, salads, vegetable soups and fruit and vegetable pizzas.

Benefits reported were:

- an increased student awareness of vegetables and fruit when they were making food choices at the canteen; and
- prevention of overweight and obesity in this group.

*“It is not always easy to get children to eat healthily but this project has been very educational and has gone a long way to encourage children to at least try something new or different.” Canteen manager, School C*

Canteen managers reported they will continue to be involved in the project in future years. One manager, however, found some difficulties being involved in WV.

*“We will support the Home Arts with their Wicked Vegies activities in the new year”.*  
*Canteen manager, School C*

*“Time consuming trying to work between and include Home Ec and PE Department”.*  
*Canteen manager, School B*

### **Summary of results from community partners**

Three community partners completed surveys. Their involvement in WV was motivated by community contribution and the desire for health benefits to the community as a whole. They felt this would be achieved by the students taking their new knowledge about health and nutrition back to the home and ultimately back to the grower or seller of fresh produce.

One supermarket manager noticed a considerable change in student food choices during and after the project with students making more fresh fruit purchases instead of junk food. Partners were keen to continue their support in future activities to continue the healthy lifestyle messages and involve the community.

*“Would love to continue to support any local school for a project promoting better health!” Fruit grower 1*

*“(The benefits of the project include) being involved with an excellent program for students. Students eating healthy flows onto their families in the community”*  
*Fruit grower 2*

*“WV was a well organised activity and this depends on a teacher who is interested. I am interested in anything that brings the school and community together”.*  
*Supermarket manager*

Overall, summary highlights of the surveys are:

- strong support to continue activities into future years;
- community involvement through partnerships and visits such as to the supermarket, are an important part of activities;
- enthusiasm and cooperation of those involved made activities successful;
- strong focus on canteen involvement in most schools;
- working parties not strong due to lack of staff involved and time restraints; and
- biggest challenge for activities was perceived time restraints.

## ***Student focus groups***

### **Summary of results from student focus groups**

Three schools participated in focus groups. Eight students (four males, four females) took part in each focus group. These schools varied in demographic characteristics: one district school in a rural area (Years 9-10); one school in the southern metropolitan areas (Year 8) and one school in a northern metropolitan area (Year 9).

### **Perceptions of healthy eating**

Students thought of vegetables and fruit when they were asked what healthy food meant to them. They also perceived vegetables and fruit to be not as desirable as junk food.

### **Healthy eating and food preparation behaviours**

The evening meal was the main meal for vegetable consumption for most students while some students consumed fruit with breakfast or during the day. Several students reported when visiting friends, junk food was consumed rather than vegetables and fruit. Some students felt their consumption of vegetables and fruit was adequate yet, when questioned on their average daily intake, it became evident that it was below the recommended levels.

Students felt that for their age group to consume more vegetables and fruit there needs to be:

- better and more advertising of healthy foods;
- less junk food available at the supermarket and retail outlets;
- healthy options at fast food outlets; and
- stronger family influence on healthy food options and preparation.

### **Barriers and enablers to healthy eating and food preparation**

Barriers to healthy eating included:

- perceived expense of fruit and vegetables;
- lack of healthy food options in school canteens;
- easy and cheap access to junk food;
- perceived inability of vegetables and fruit to satisfy hunger compared to junk foods;
- perceived increased time to prepare healthy meals and snacks; and
- limited access to healthy foods at home and friends' houses.

Several students felt there were limited healthy food options in the school canteen and these were expensive and on some occasions had to be pre-ordered, making junk food more accessible and cheaper than healthy food.

*"(I) bring (fruit) from home. Canteen doesn't sell much besides apples. It's shocking. They have a whole lot of junk food things. My primary school had a lot of junk food, chips, hash browns, so much bad stuff and didn't have any healthy food. Come here, and it is almost the same, you don't have any hot food except for pies and stuff. Salad rolls cost \$4 and you have to order it". Grade 9 student, School 1*

Enablers to healthy eating included:

- experimentation and food preparation at school;
- assisting with meal preparation at home;
- home vegetable gardens; and
- community sharing of produce (rural community school).

### Awareness of WV

Students learned the most from practical application such as making up their own recipes, cooking and selling their produce through the school canteen. Many commented that the nutritional theory was difficult to retain and that the learning had to be fun and interesting to keep their interest.

However, many students felt their eating habits had changed marginally since being involved in nutrition activities. Those who reported their eating habits had changed had been influenced by learning more about nutrition and ways to make vegetables and fruit tasty and easy to prepare and eat.

*Before cooking this year, we had projects on healthy eating. But now it makes you more aware ... I think I have changed a lot. I will eat fruit after dinner now instead of a white bread sandwich with jam or whatever I could find. You feel better when you eat something healthy. Everything we have cooked so far has been based on nutrition so now I can make it at home. You might not rush home to cook dinner but you know you could". Year 8 student, School 2*

Healthy eating education needed to be fun and interesting for students, with practical sessions with recipes that were quick, easy and tasty and which allowed for experimentation.

Overall, students enjoyed the fun and interesting ways that the WV activities allowed them to learn about nutrition and prepare and taste different produce. It was suggested that the project should be expanded to earlier grades to get the message across at an earlier age.

*"It (WV) was fun. It would be good to do with a wider range of grades so they get to know the facts early and they can work on it as they get older. A guest speaker would have been good, in assembly maybe so it goes to everyone". Year 10 student, School 3*

### Promotion of healthy eating to adolescents

Students had interesting ideas about advertising of vegetables and fruit. For example:

- 'Catchy' TV ads, tailored for individual fruits, vegetables with role models rather than 'blanket ads' such as the 'Go for 2&5' campaign;
- Toys or other incentives with produce;
- Using 'superhero' or sporting characters; and
- Including humour and music.

*"Try and make it interesting. A potato isn't very interesting but if you try and make it more appealing. Like the Eat Well ad, the guy made out of vegetables. Get well known people to promote..." Year 9 student, School 1.*

Students understand that advertising should be also targeted to parents who are in control of purchases and food choices for the family.

Overall:

- students enjoyed learning about vegetable and fruit nutrition and preparation;
- junk food options were perceived as cheaper to access and tastier and quicker to prepare or eat;
- canteen food options do not encourage healthy eating;
- needs to be better advertising to make vegetables and fruit appealing and also incentives to buy;
- students felt there should be more and cheap healthy food options available in retail outlets to compete with junk food options; and
- many students felt they had been influenced by what they had learned through school food activities.

## **WV competition**

### **Summary of the impact of WV in the schools**

Teachers were very positive in terms of the impact the WV activities had upon the students, the whole school and the wider community. Generally, there was enthusiasm that students were becoming more adventurous trying new foods and understanding the benefits of eating a healthy diet.

*"I have one Grade 8 boy who really enjoyed the 'upside down umbrella' for the first time – a mushroom!". Teacher, School E*

Students encouraged parents to try new recipes in the home and discussed what they had learned from the activities with family members. Students who were not directly involved with activities were still impacted upon by WV as healthy food choices became available in school canteens and samples of WV recipes were promoted to all students.

One school developed a 'tuckshop policy' outlining: the role of the tuckshop; general nutrition guidelines; administration and management issues; and promotion. The policy will be regularly reviewed to maintain quality standards of healthy food preparation and availability.

### **Summary of the sustainability of WV in schools**

Maintaining the momentum of the WV activities that have been set up in schools is paramount to the success of the project. All teachers wish to continue activities into the future. Many of the schools had made positive changes to the school canteen by:

- increased healthier food choices;
- new relationships with local fruit and vegetable producers; and
- including WV activities and healthy eating promotion as part of the canteen program.

Home Economics and Food Studies classes were including WV activities in their future programs with a greater emphasis on vegetable and fruit recipes. For example:

- continuation of school café;
- development of a school café to serve healthy food when school canteen is closed two days/week.

The teacher involved with the latter activity sees this as a good opportunity for students to develop their own enterprise as well as promoting healthy food choices to the whole school.

Most teachers commented students were able to take their new knowledge and skills in healthy food preparation to their home and encourage the whole family to participate in preparation and consumption of healthy and delicious meals.

*"(Wicked Vegies) is the underpinning concept of the foods curriculum which can be used by students to influence their family and friends" Teacher, School F*

### **Overall evaluation summary**

The combined evaluation methods gathered data to achieve the following:

- monitor change in knowledge and skills of students;
- increase awareness of innovative preparation;
- increase awareness of local seasonal produce;
- support and encourage nutritional wellbeing;
- increase the profile of vegetable and fruit consumption;
- determine the quality and relevance of resource material for future use; and
- foster and support partnerships.

## **Strengths of the project**

WV strengths include:

- comprehensive and well-developed planning and evaluation plans, with input from the WV Reference Group and participating WV schools;
- strong and consistent support from partners and the TCF to implement the project;
- a committed project team with management support from TCCT;
- a unique project that builds on partnerships and whole school involvement and is able to blend into current school curriculum and involve school canteens;
- the 'manageable' number of schools involved were able to receive regular support from the WV team.
- WV branding and marketing to increase the profile of the project and enhance health messages;
- an implementation manual that can be used to implement the project;
- wide range of resources and in-kind support available from organisations and partners to assist schools to implement WV;
- key drivers in WV schools who have contributed to the overall success of WV;
- encouragement of capacity building in schools to enable the health messages to be enhanced and sustained; and
- promotion and professional development opportunities for the education, professional and wider community.

## **Limitations of the project**

Some limitations were inevitable and were evident as the project grew and include:

- the short term implementation phase of the project. The first year of WV was necessary to 'pilot' the project and to develop it for further implementation. While the implementation phase in the second year succeeded in recruiting more schools, the limited time available in the school year for further promotion and support of participating schools may have served to limit the number of schools involved. Schools require regular and consistent encouragement and support to conduct quality activities and promotion of the project;
- perception from teachers that the project is an 'extra' activity that requires time to plan and implement; and this initially discouraged some schools to embrace the project;
- possible narrow focus due to concentration on the home economics curriculum;
- the evidence of limited support in some schools to enhance the project; and
- building trust and relationships with school communities has been time consuming and has resulted in some schools implementing WV activities later in term 2 or to be undertaken in term 3, resulting in short-term activities and difficulties in evaluating the project.

## **Conclusions and Recommendations**

It has been an important opportunity for TCCT to be involved with WV as a way of promoting the benefits of healthy eating to secondary schools, their families and the broader community. These messages confirm and support TCCT's commitment to providing education and support to the community to assist in the reduction of risk factors associated with cancer. This has been enabled by the formation of partnerships with key nutrition, health and education organisations. Overall, great interest has been shown for the project in the community, including schools, parents and family members, the fruit and vegetable industry and public health organisations and committees.

Evaluation carried out with key stakeholders and students has presented outcomes that can be used to strengthen the project for future implementation. Evaluation has shown that participants saw benefits from being a part of the project and participating schools are keen to continue WV activities in their school curriculum and school canteens. It is evident those schools who have enthusiastic key personnel to drive the project, in addition to support from

within the school, exhibit strong commitment to and successes with WV activities. Key areas to consider for project sustainability include: continuation of focus in current schools; possible further reach into more schools; and their communities through the Department of Education, local government and the fresh produce and food retail industries.

The project has many positive aspects that include: firm partnerships that have contributed to the implementation of the project and can provide continued support in future health-focused projects; enthusiastic participating schools that have contributed to the success of the project; relevance to the school curriculum, which can allow schools to continue WV activities into the future; and opportunities for the project and its benefits to extend into the broader community.

Recommendations include:

- the success of the project and learnings will be used to build TCCT's Nutrition and Physical activity Program for the next three years, in which WV will feature;
- greater reach in the school community and the broader community, using a continued school focus;
- developing and implementing a systemic approach, in addition to the continued WV link with the Department of Education's Move Well Eat Well Program;
- building on existing partnerships with partners such as the Tasmanian School Canteen Association and Eat Well Tasmania to strengthen work with school canteens and communities;
- building on existing partnerships with the local food industry to increase the profile of nutrition and local, seasonal produce;
- the continuation of a partnership with the WV Reference Group to strengthen and develop the project with the view of sustaining the project beyond 2007;
- a focus on the limitations of the project to review and address future project planning;
- continuation of school-community partnerships which will allow WV to continue in Tasmanian schools; and
- more extensive and rigorous evaluation with the continuation of the project.

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