

# Healthy school – Healthy student

A teacher's guide for promoting  
healthy food & drinks



Department of **Health**  
Department of **Education**



*A joint Australian, State and Territory Government initiative under the  
National Partnership Agreement on Preventative Health*

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## Acknowledgment

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# Introduction

*The purpose of this resource is to provide practical tips for classroom teachers to help them implement the Department of Education's (WA) Healthy Food and Drink policy.*

Schools, and in particular teachers, have a very important role to play in promoting health and wellbeing to students. They can do this through the curriculum and the positive experiences they provide.

The *Healthy Food and Drink* (HFD) policy was introduced into public schools in 2007 as part of a suite of Government and whole of community strategies to combat rising rates of obesity.

This resource is consistent with the Australian Curriculum: Health and Physical Education, other Australian Curriculum learning areas where healthy lifestyle messages are explored and the Health Promoting Schools Framework.



# Healthy Food and Drink policy

*The HFD policy is mandatory for all public schools, including Independent Public Schools, and sets a minimum standard for the provision of food and drinks to students.<sup>1</sup>*

The policy can be viewed at: Department of Education Policies.

<http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/healthy-food-and-drink.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-4015850>

## Scope

The HFD policy applies to:

- Areas in the school where the Principal is directly responsible for the supply of food and drinks. This includes:
  - Classroom rewards
  - Excursions
  - Camps
  - School fundraising
  - Cooking activities.
- Food and drinks served in canteen/food services including those operated by Parents and Citizens' (P&C) Associations and School Councils, external contractors and local caterers/shops that provide food services to schools.

Activities organised outside of the direct responsibility of the Principal, such as P&C Association fundraising, are exempt from the policy. However many school communities, as part of a whole school approach, have adopted the HFD policy for all school activities including P&C Association fundraising. This is encouraged.

*Healthy fundraising – It can be done!* (page 15) provides tips for raising funds the healthy way.

## Background

The HFD policy is based on:

- the *National Dietary Guidelines for Children and Adolescents in Australia*
- the *Australian Guide to Healthy Eating (AGHE)*
- the *Health Promoting Schools Framework* which applies a whole school approach, including curriculum, ethos and environment and partnerships
- a 'traffic light system' for rating the suitability of food and drinks.

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<sup>1</sup> In 2008 the Catholic Education Office mandated a similar policy based on the Department of Education's HFD policy.

### At a glance – the ‘traffic light’ system

- **GREEN** Fill the menu
- **AMBER** Select carefully
- **RED** Not to be provided as there is ample opportunity for students to enjoy these types of food and drinks outside the school setting and with the supervision of their parents.

#### GREEN food and drinks

These food/drinks should be encouraged and promoted. In general these foods/drinks are excellent sources of important nutrients; low in saturated fat and/or added sugar and/or salt; and help to avoid an intake of excess energy (kilojoules). Examples include, whole grain breads and cereals, vegetables, fruit, legumes, lean meat, eggs, reduced fat dairy, water, reduced fat milk (plain and flavoured).

#### AMBER food and drinks

Choices should not be dominated by these food and drinks. They should be limited and chosen carefully. Large serving sizes should be avoided. Examples include, breakfast cereals with added sugar, some reduced fat/reduced salt pastries, meat patties, chicken nuggets, full fat dairy, fruit muffins and 100% fruit juice less than 250mL.

#### RED food and drinks

These are called ‘extra foods’ in the *Australian Guide to Healthy Eating*. They should not be offered in schools because they lack adequate nutritional value; are high in saturated fat, and/or added sugar and/or salt; can contribute to excess energy; and can contribute to tooth decay and erosion. Examples include confectionery, high fat sandwich meats, soft drinks, crisps/chips, honey, jam, croissants, doughnuts and iced cakes.

### Western Australian School Canteen Association Inc

The Western Australian School Canteen Association Inc (WASCA) is an independent non-profit organisation which assists schools of all education systems and community groups to establish and maintain healthy, profitable food services by providing information, advice, resources and training.

In partnership with government health and education sectors, non-government health organisations and the business community, the Association contributes to programs designed to improve the health of Western Australian school-aged children and adolescents.

WASCA is working closely with the Departments of Health and Education to support schools to implement and maintain the HFD policy.

# What is the Health Promoting Schools Framework?<sup>2</sup>

*The HFD policy is based on a whole school approach that recognises that it is necessary to do more than simply offer a healthy menu in the school canteen to promote the health of students and the wider school community.*

Schools are in an ideal position to promote and maintain the health of children, young people, school staff and the wider community.

A Health Promoting School is a school that is constantly strengthening its capacity as a healthy setting for living, learning and working.<sup>3</sup>

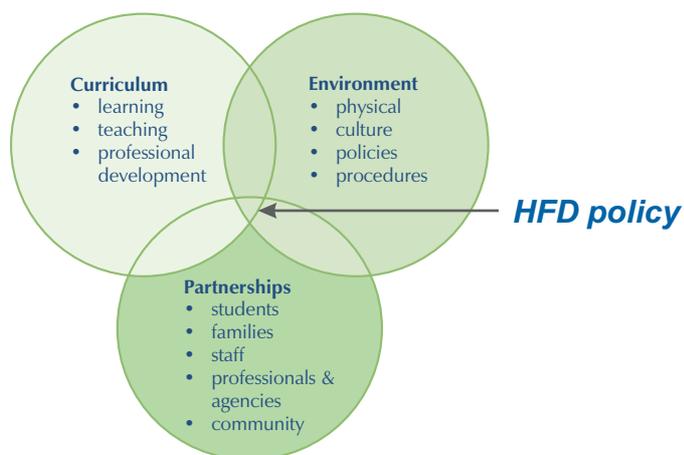
Schools which recognise and implement a whole school approach acknowledge that all aspects of the school community are potentially important in the promotion of health.

In a Health Promoting School, students' experiences with food and nutrition, health, physical and outdoor education are reinforced by policies and practices in the school environment and the parent and community sphere.

Three interconnected components make up the Health Promoting Schools Framework.

1. The **curriculum** considers the formal content of teaching and learning approaches, key issues, the developmental and sequential nature of the program, and resources.
2. The school **ethos and environment** considers the school policy and philosophical support for the health curriculum, approaches to health and wellbeing, school community relationships and the school's physical environment e.g. school grounds, canteen amenities.
3. School **partnerships** includes family consultation and involvement, community based programs and the development of strong community links to the school.

## Health Promoting Schools Framework



<sup>2</sup> WA Health Promoting Schools Association Inc. *What is a Health Promoting School*, Australia, 2011.

<sup>3</sup> World Health Organization. *Promoting Health Through Schools – The World Health Organization's Global School Health Initiative*, Geneva, 1996.

There are lots of ‘whole school’ activities which can reinforce the health messages taught in the curriculum and support students to make informed decisions about their health and wellbeing. Schools which implement a whole school approach have the potential to benefit students and the wider school community – now and into the future.

### What can schools do?

- Help formulate a school healthy food and drink policy which informs the school community about the aims and principles that guide all food and drinks offered within the school setting
- Ensure a healthy menu is provided by the canteen/food service
- Provide practical experiences with choosing and preparing healthy food
- Engage all students every day in physical activity
- Make available playground facilities and sporting equipment
- Conduct only healthy fundraising (by the school and parent body)
- Include health promoting messages in the school newsletter
- Develop strong links with the school nurse and dental programs
- Consider operating a breakfast program (if this is a need in your community)
- Access mental health and drug and alcohol programs.

### Daily fitness and fruit snack – Brian Contos, Teacher, Richmond Primary School

Brian has found the students in his Year 5 class always work better after daily fitness. Every morning as soon as the siren goes Brian’s students know to line up at the classroom door ready to head down to the oval, or on hot/wet days, the covered area. “Physical activity stimulates various brain chemicals leaving the children feeling happier and more relaxed,” says Brian. After their daily fitness session, the class enjoys a drink of water and a snack on fruit or vegetables they have brought from home. “For some students, by the time they arrive at school it has been a couple of hours since they have eaten breakfast. I can definitely see a difference in the way the children apply themselves to their work after they have burnt off steam first thing in the morning through daily fitness and enjoyed a healthy snack.” There is lots of research to show that memory, self esteem, flexibility, strength and heart health can all be improved by regular physical activity.

# What's out there? Resources for teachers

*Many health and education organisations have programs and resources to assist classroom teachers and schools embrace the whole school approach to health and wellbeing. Lots of these are free to schools! For example:*

## **Western Australian School Canteen Association Inc**

### **Student workshops FREE**

Conducted by a qualified nutritionist, student workshops are held in the classroom. Students discuss the HFD policy, categorise products using the 'traffic light' system and participate in a food demonstration and tastings. Students receive information on making healthy food and drink choices and resources to take home.

### **Kindy and pre primary orientations FREE**

A fantastic way to introduce new parents to the HFD policy. A qualified nutritionist joins the school orientation session to give a brief overview of the HFD policy and provides ideas for healthy lunch and snack choices when packing their child's lunchbox from home. Participants receive resources and recipes to try at home.

### **Snackshops for parents FREE**

Teachers may like to organise a Snackshop for parents at their school. Conducted by a qualified nutritionist, the parent workshop includes an overview of the HFD policy, food demonstrations and tastings for healthy and appealing lunches and snacks made from home, and practical advice on label reading. Parents are given resources and are encouraged to apply the 'traffic light' system at home.

## **Cancer Council WA**

**Crunch&Sip** is a set break for primary school students to eat fruit or veg and drink water in the classroom. Students refuel with fruit or veg in the morning or afternoon, assisting mental and physical performance. Schools and classrooms can sign up and become officially registered. Visit: [www.crunchandsip.com.au](http://www.crunchandsip.com.au)

**Cancer Council SPF 30+** high protection sunscreen fundraiser will prepare your school for summer! Cancer Council Sunscreen products are one of the most trusted ranges of health care products. Visit: [www.australianfundraising.com.au/sunscreen-fundraiser.php](http://www.australianfundraising.com.au/sunscreen-fundraiser.php)

## **Foodbank WA FREE**

**Healthy Food for All®** (HFFA) program aims to address food insecurity and deliver nutrition and physical activity health promotion initiatives to schools across metropolitan and regional Western Australia. HFFA consists of the *School Breakfast* (provision of free non-perishable and fresh breakfast foods); *Food Sensations®* (nutrition education and cooking skills); and *Choose to Move* (physical activity resources and support) programs. Schools in regional and remote Western Australia are provided tailored support through the *Regional Strategy Project*. Visit: [www.healthyfoodforall.com.au](http://www.healthyfoodforall.com.au)

## Healthway FREE

### Healthy School Grants

Grants of up to \$2,500 are available to Western Australian school communities to support projects that promote the health of students, and encourage schools to undertake activities that promote areas of mental health, nutrition and/or physical activity. Applications must be received by Healthway a minimum of two calendar months prior to the commencement of the project.

Visit: <http://www.healthway.wa.gov.au/application-forms/health-promotion-project-grants>.

## Heart Foundation FREE

**Walk to School Day** encourages West Australian children and their families to walk to school as part of Walk Over October to help children achieve the 60 minutes of physical activity they need every day for good health. Walk to School Day aims to promote the benefits of walking to children by understanding the health, environmental, social, community and economic benefits of regular walking and it is hoped it will become part of their lifestyle.

Visit: <http://www.transport.wa.gov.au/activetransport/24062.asp>

**Jump Rope for Heart** is all about learning how to keep fit and healthy. It improves the child's strength and confidence in physical activities and builds healthy bones and muscles. Visit:

<http://www.heartfoundation.org.au/sites/jumpropeforheart/Pages/default.aspx>

**Choose Active Transport** provides a range of whole-school approach ideas and develop mentally appropriate classroom based activities that can complement annual programs such as Walk to School Day and Bike Week. The resource is accompanied by a big picture book for early childhood students called Matilda's Morning Adventures. Visit:

<http://www.beactive.wa.gov.au/assets/files/Guidelines/Choose%20Active%20Transport%20Resource%201.pdf>

## Stephanie Alexander Kitchen Gardens Program

Helps get kids' hands dirty and learn how to grow, harvest, prepare and share fresh, seasonal food. Schools joining the program commit to building the necessary infrastructure, attending and delivering the program within the Stephanie Alexander Kitchen Garden Foundation philosophy. Visit: [www.kitchengardenfoundation.org.au/](http://www.kitchengardenfoundation.org.au/)



*Pictured, Comet Bay  
Primary School*

## Take the Challenge FREE

**Take the Challenge** and get students involved in a fun nutrition and physical activity program that promotes healthy lifestyle behaviours. Take the Challenge is aligned with the Department of Education's K-10 Health and Physical Education syllabus; the Australian Dietary Guidelines; national physical activity recommendations; and is consistent with the Health Promoting Schools Framework. For more information contact: [takethechallenge@health.wa.gov.au](mailto:takethechallenge@health.wa.gov.au) (include your school name and location).

For resources visit:

<http://www.det.wa.edu.au/curriculumsupport/physicalactivity/detcms/navigation/teaching-and-learning-support/take-the-challenge/>

## Resources for teachers (continued)

### WA Health Promoting Schools Association Inc

The **WA Health Promoting Schools Association (WAHPSA)** advocates and supports a whole school and community approach to health and wellbeing. WAHPSA achieves this through education, coordination and collaboration with school communities and health agencies. For resources and current health promoting school information visit:

<http://www.wahpsa.org.au>

### WA Healthy Schools Project (Department of Health WA)

The WA Healthy Schools Project aims to increase participation rates in physical activity and increase the consumption of healthy food and drinks by school children. A major part of the project is to have a Healthy Schools Officer in each metropolitan and country health region. Healthy School Officers work with low socioeconomic schools to incorporate healthy eating and physical activity into school policies, facilitate community and school based initiatives, establish and strengthen existing partnerships, and support the development of healthy school environments to contribute to the prevention of obesity and chronic disease. The project also targets parents and families; health and education staff; community groups; and government and non-government organisations and utilises the Health Promoting Schools Framework. For further information contact the Statewide Healthy School Coordinator (08) 9323 6663.

#### Proactive Keep Active @ Lawley

**Mt Lawley Senior High School** has over 1400 students representing more than 50 different nationalities. After consultation with parents, staff and community members Proactive Keep Active @ Lawley was developed based on a Health Promoting Schools approach and is now in its fourth year. The aims of the program are:

- Increase physical activity and promote health amongst the school population
- Link to the School Healthy Eating Policy and Health and Physical Education Curriculum
- Offer a broad array of opportunities for at risk students to become more active.

Activities have included a middle school health expo, healthy active breakfasts, establishing a health committee with staff parents and students, health audits of the school café, and extracurricular physical activities such as zumba, yoga and dodge ball. Project Manager, Suzie Barnes' tips for success and sustainability are to: "talk, talk, talk and listen! Talk to the school community about the program and constantly promote it. Listen to student feedback and ideas – allow students some ownership in the program". Susie says, "using the Health Promoting Schools Framework has contributed to the success of this project as it has ensured that the whole school community can benefit from being involved."

# Classroom rewards

*'Red' food and drinks must not be provided as classroom rewards.*

Using food and drinks of poor nutritional value as a reward for students can contradict the messages promoted in the school curriculum. Utilising such foods may reinforce students' preferences for them and prove counterproductive to learning programs that promote healthy eating.

Praise and positive reinforcement are the preferred methods for encouraging students to keep up their good work.

Recommended classroom rewards:

- Vouchers to be used at the canteen (pre-purchase from the canteen)
- Correspondence with parents/carers
- Stationery e.g. stickers, pencils, pens, erasers, stencils, stamps
- Certificates, ribbons
- House/faction points
- Computer time
- Time to listen to music
- Playing a game or puzzle
- Yo-yos
- Hair accessories
- Hula hoop, sports balls or skipping rope
- Water bottles
- Discount vouchers (e.g. for a surf shop, AFL shop, music shop, ten pin bowling, movies or skating). These ideas could be particularly appealing to secondary school students
- Raffle tickets.



## **Banking passbook – Wendy Meyers, Deputy Principal, Serpentine Primary School**

*(previously classroom teacher at Winthrop Primary School)*

Wendy wanted to teach her Year 4/5 class the value of money; banking and math skills. Wendy developed a banking passport program where students were rewarded with 'money' (paper photocopies of coins) for good behaviour, listening and working well with others. The 'money' was recorded in a passbook and saved ready for auction day at the end of the term. At the auction students could bid using their 'money' to purchase pens, pencils, notebooks, stickers, games, skipping ropes etc. Wendy says the students were very motivated and thoroughly enjoyed spending the 'money' they had earned. This was a fun and effective rewards program which taught many valuable life skills.

## In the classroom

*Teachers can be role models for students by eating healthy foods and drinking water.*

The HFD policy applies to all activities undertaken by teachers. 'Red' food and drinks must not be provided during class cooking activities.<sup>4</sup>

Teachers are encouraged to take every opportunity to discuss with students the importance of healthy food and drink choices and being active.

### Healthy food and drink classroom activities:

- keeping a food diary over the period of a week
- identifying problems and difficulties with bringing healthy lunches to school i.e. keeping foods hot or cold
- identifying ideas to overcome the barriers to healthy lunches
- designing a lunchbox i.e. battery or solar powered
- student assessments of their own lunch. Note: *It is important not to 'criticise' the contents of students' lunches*
- discussing healthy lunchbox combinations
- asking students to set goals to achieve a healthy diet or healthy lifestyle i.e. ensure the lunchbox contains at least one serve of fruit, vegetables and dairy every day
- daily fruit and water breaks
- trying new foods in the classroom
- having a classroom lunch where students plan a menu based on healthy food and drink choices
- linking with the canteen to conduct a 'design a sandwich or salad day'
- food processing activities i.e. bottling and drying
- food safety activities i.e. hand washing for the length of time it takes to sing happy birthday; using a thermometer to test the temperature of hot/cold water
- discussing the importance of healthy eating and consuming plenty of water at exam time
- in-class food awareness activities:
  - growing tomatoes or alfalfa as part of a science project
  - discussing how fruit and vegetables grow e.g. on a tree or in the ground
  - conduct a 'browning' experiment using a banana and lemon juice
  - label reading activity for packaged food or drinks e.g. comparing the nutrition information panel of a variety of breakfast cereals or the difference between full fat, reduced fat and low fat milks.

<sup>4</sup> Where student engagement with 'red' foods is essential (such as in Home Economics or Hospitality classes), consideration should be given to the connection with other learning outcomes and the importance of students learning to make healthy food choices. See 'Red' foods and the curriculum – Home Economics or Hospitality classes, page 11.

# 'Red' foods and the curriculum – Home Economics or Hospitality classes

*Foods categorised as 'red' must only be included as part of the curriculum in line with the AGHE, that is, on limited occasions and in small amounts across the course of study.<sup>5</sup>*

Including the preparation and presentation of 'red' foods can indirectly promote the consumption of these foods and should be avoided where possible.

This means:

- In any food preparation activity, all categories of food such as appetisers, main course and dessert should reflect a focus on healthy foods recognising that, for students to prepare and serve a range of foods and use a range of techniques, they may on limited occasions be preparing and serving 'red' foods and/or preparing foods in such a way that renders them 'red' foods.
- Making and tasting small quantities of 'red' foods can increase students' understanding of the properties of food and the related food science. This understanding should only be used to justify small amounts of 'red' foods being eaten.
- In instances where it is necessary for students to engage in comparative food studies that involve 'red' foods, and there is a need to taste these foods, then it should be in small taste testing experiences. The focus of the curriculum is for students to develop an understanding of the reasons for national differences in food behaviours including food availability, social, economic, cultural, environmental, political and technological factors.
- Food is often used to reflect a particular cultural context such as Oktoberfest or Bastille Day. It is acknowledged that some of these foods may be 'red' foods, however these occasions should be limited and 'red' foods should be kept to small amounts.
- Food preparation techniques such as deep frying and pastry making are essential competencies of the vocational curriculum. These techniques should only be practised until the required level of competency has been achieved.
- In meal preparation activities where a variety of techniques are necessary, those that are associated with 'red' foods, such as deep frying, should be balanced by a focus on techniques that encourage the use of 'green' and 'amber' foods.



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<sup>5</sup> Where student engagement with 'red' foods is essential (such as in Home Economics or Hospitality classes), consideration should be given to the connection with other learning outcomes and the importance of students learning to make healthy food choices.

# Engaging guest speakers<sup>6</sup>

*Enlisting the help of others within the community can benefit and value-add to your school/classroom program.*

Before inviting a guest speaker to your school or class ensure that you know exactly what you want to gain by having them talk to students/parents.

A 'one off' presentation is likely to have little impact on a student's health choices. For long term results, invite guest speakers to compliment the whole school and class activities students are already engaged in and which promote a healthy lifestyle.

## Tips for engaging a guest speaker:

- What is the purpose of the presentation?
- What are the necessary qualifications and experiences?
- Consider writing a short written outline for a prospective guest speaker to ensure that the purpose of the presentation is clear and the information covered is age and content appropriate
- What will have occurred in the curriculum in terms of the specific health topic prior to the guest speaker's session?
- Have the learning outcomes of the proposed session been clearly outlined to the guest speaker?
- Will the speaker enhance rather than replace the role of the class teacher?
- How will the speaker be briefed on the health program into which the presentation fits?
- Do parents need to be informed of the presentation and if so how will this happen?
- Is there an information session available for parents?
- Will the presentation be part of an ongoing health education program?
- Are the materials and information appropriate to the developmental level of the student?
- Do the resources need to be previewed by school staff before being used with students?
- Does the content of the presentation and the resources reflect the philosophy of your school?
- What follow up will be done with the students and by whom?
- What school staff will be present during the session?

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<sup>6</sup> WA Health Promoting Schools Association Inc. *What is a Health Promoting School*, Australia, 2011

# Healthy fundraising – it can be done!

*Fundraising in schools provides funds which can contribute to classroom resources, books for the library, school camps, sporting equipment and other resources.*

There has been a growing trend for fundraising to involve unhealthy food, such as confectionery. This has led to an inconsistency between what students are learning in the classroom about good nutrition and the unhealthy foods promoted by the fundraisers.

In public schools, activities organised outside of the direct responsibility of the Principal, such as P&C Association fundraising, are exempt from the policy, however it is very pleasing that many school communities have reconsidered this and have already adopted a healthier approach that is consistent with the Health Promoting School Framework.

Healthier fundraisers can:

- a) complement nutrition, health and physical activity messages taught in the classroom
- b) reinforce the work of canteens/food services
- c) form part of a supportive environment for children's health
- d) provide personal satisfaction of being a positive role model
- e) support the HFD policy.

Healthy fundraising ideas	
<ul style="list-style-type: none"><li>• Spell-a-thon; math-a-thon</li><li>• Lap-a-thon</li><li>• Stair climb</li><li>• Toothbrushes</li><li>• Pyjama or costume day</li><li>• Car boot sale</li><li>• Student talent quests or art shows</li><li>• Fruit smoothie day</li><li>• Tea towels</li></ul>	<ul style="list-style-type: none"><li>• Show bags (including food, drinks, stickers)</li><li>• Discount vouchers</li><li>• Nutritious food hampers</li><li>• Flower bulbs or plants</li><li>• School made calendars, cards, stickers and labels</li><li>• Tupperware</li><li>• Sun block sales</li></ul>

Promoting 'essential' products, rather than 'luxury' products for fundraising, can put less financial strain on families (e.g. plastic wrap, foil or toilet paper). Walk-a-thons, lap-a-thons, and bike-a-thons are great ways to raise funds and promote physical activity at the same time.

Contact local businesses to organise a fundraising event and develop partnerships with local industries (e.g. a movie preview night).

# Keeping everyone ‘in the loop’

*The school newsletter is the ultimate way to reach the school community and keep parents informed of what is happening in and around their child's classroom. Some teachers even have their own classroom newsletter.*

Messages, articles, stories, facts and tips can reinforce health and wellbeing messages.

Many schools now have an online newsletter which means posting links to various websites is even easier, and provides for greater access for parents.

Newsletter topics could include:

- Tips and recipes for lunches and snacks
- The importance of breakfast
- Encouraging intake of fruit and vegetables
- Fruit and vegetables as sources of nutrients
- Meal planning tips
- Shopping tips
- The importance of dairy foods
- Suggestions for meal times and eating out
- Physical activity ideas
- Healthy teeth
- Thirst quenchers.

WASCA produces a newsletter quarterly called CanTeam. Articles include stories from schools, nutrition information, recipes and fact sheets about a range of topics such as allergies and food safety. The newsletter is sent to every school in Western Australia and schools are welcome to reproduce any articles from this newsletter (with a reference to the source).

For ‘Tips for including in school newsletters’, visit:

<http://www.det.wa.edu.au/healthyfoodanddrink/>



# Allergies – be aware

*Schools are encouraged to establish 'allergy aware' environments where appropriate risk minimisation strategies are implemented to reduce the risk of exposure to known allergens. This requires all concerned to recognise the need for ongoing education, communication and advanced planning.*

When planning activities that involve food such as class parties, celebrations, schools camps and excursions it is important to be aware of any dietary restrictions or food allergies students may have. Consuming food during off-site school events and activities may pose an increased risk for those with food allergies.

It is important to maintain open communication with parents/guardians of children at risk of anaphylaxis and discuss potential issues well in advance.

## What can schools do to minimise the risk?

- Have parents complete the ASCIA Action Plan for their child
- With parent consent, laminated pictures of students with their names and food allergies can be placed on a wall in the classroom and in the canteen visible to canteen staff, but still maintaining the privacy of the students
- Where appropriate, communicate with the parent community to request parents do not send foods to school in the lunchbox that could be a high risk to students
- Educate students about food allergy and anaphylaxis and the potential risks.

## Where can teachers go for more information?

- *Student Health Care* policy (Department of Education)
- *Food Additives – Best Practice Guidelines* (Department of Education)
- *Anaphylaxis Management Guidelines for Western Australian Schools* (Department of Health WA)
- Anaphylaxis Fact Sheet (Department of Health WA)
- 3 Steps to an allergy aware canteen (WASCA)
  - o Step 1: Communication
  - o Step 2: Identify the risks – review how food is prepared and served
  - o Step 3: Make the required change
- Allergy & Anaphylaxis Australia (helpline and resources)
- Australasian Society of Clinical Immunology and Allergy – ASCIA (free online training for school staff and the community).

# Class parties and celebrations

*Teachers and students alike enjoy celebrating with a class party.  
The key to a successful party is to plan ahead!*

A class party is an excellent time to reinforce the healthy eating habits taught throughout the year. You don't need soft drinks, chips, or sweets to make a party festive for students. There are many creative, delicious alternatives that also provide good nutrition for growing bodies. For example:

**Sweet ideas** – fresh fruit served with creamy yoghurt dip; fruit kebabs; jelly cups with fruit; pikelets; and fruit muffins (see recipes on pages 22-23)

**Savoury** – cheese or pumpkin scones (see recipe on page 20); vegetable sticks served with dip; cheese and crackers; finger sandwiches; mini bruschetta; sushi; and popcorn.

**Drinks** – water; fruit juice (99%; 250mL; no added sugar); carbonated fruit juice (99%; 250mL; no added sugar); milk – plain or flavoured; Milo made with reduced fat milk; fruit smoothies made with reduced fat milk, yoghurt and fruit.

## Food activities during class parties

It may take a little more organising, but why not make the class party into a food festival?

Design a menu that will take students around the globe:

- a. Australia – fresh seasonal fruit and/or cheese and vegemite on crackers
- b. Mexico – plain corn chips served with salsa
- c. England – fruit scones topped with a thin spread of margarine or fruit puree
- d. Japan – sushi, rice paper rolls and green tea
- e. Greece – tzatziki dip with Turkish bread
- f. Italian – antipasto plate with ham, cheese, cherry tomatoes, olives, grapes, water crackers and basil pesto dip

Make the party food in class and then enjoy it together:

- g. Pikelets cooked on a flat sandwich press. Ask students to bring different ingredients to be added to the batter e.g. berries, apple, pear, banana or sultanas. Or make savoury pikelets by omitting the sugar from the recipe and adding sweet corn, grated sweet potato or cheese and chives. Ask students to be creative!
- h. Pizza – if an oven is available, make mini pizzas on English muffins – students are allocated different ingredients to bring from home – e.g. tomato paste, reduced fat cheese, mushrooms, tomatoes, olives, capsicum, pineapple, ham etc. Set up a pizza topping buffet with tongs and students can make their own.
- i. Trail mix – set up bowls with scoops and students can combine plain air popped popcorn with dried fruit and cereal.

### Healthy end of year class party – Brian Contos, Teacher, Richmond Primary School

Brian has been teaching for many years and without fail, every time he tells his class that the end of year party is going to be a fruit and vegetable party, the reaction is always the same. “They grumble like you wouldn’t believe!!” Brian sends a note home to parents requesting they only provide food to share that is predominantly based on fruit and vegetables. “I encourage parents to be creative. We have had some lovely dishes including homemade dips with vegetable sticks, fruit kebabs, salad kebabs, ‘ants on a log’ (celery with cream cheese and sultanas), dahl, hot potato pockets, fresh spring rolls and dried fruit.” After the party, there is always agreement from Brian’s students that the class party was a big success. “Without fail, the students agree they hadn’t been restricted to celery sticks for lunch after all!” What’s more, Brian says many of his students have commented to him that unlike previous end of year parties, they haven’t felt sick afterwards!

### Celebrations

There are special times of the year where teachers may wish to hold a celebration or special event. Examples include graduations, Easter and Christmas celebrations. These occasions are a great way to build camaraderie between students and celebrate a milestone or achievement. They also present an opportunity to model healthier choices for special occasions that are still tasty and appealing.

Food and drinks provided by teachers must comply with the HFD policy. Teachers must not provide items categorised as ‘red’ as part of a class celebration. Nor must food or drinks categorised as ‘red’ be used as part of a class activity organised by a teacher. For example: making chocolate eggs at Easter time.



## Celebrations (continued)

Why not try the following ideas?

Celebration	Activity	Food ideas
ANZAC Day	<ul style="list-style-type: none"> <li>• Discuss the historical significance of the day</li> <li>• Invite Veterans as guest speakers</li> <li>• Create a wall mural or 'Peace Garden'</li> </ul>	Anzac cookies (see recipe on page 20)
Easter	<ul style="list-style-type: none"> <li>• Decorate egg shells</li> <li>• Make an Easter hat or basket</li> </ul>	Hot cross buns
Christmas	<ul style="list-style-type: none"> <li>• Make Christmas decorations and cards</li> </ul>	Collect non-perishable foods to be donated to charity
NAIDOC Week	<ul style="list-style-type: none"> <li>• Read a dream time story</li> <li>• Invite an indigenous guest speaker</li> <li>• Listen to indigenous music</li> </ul>	Cook damper
Harmony Day	<ul style="list-style-type: none"> <li>• Students dress up in orange or wear an orange accessory</li> <li>• Students dress up in traditional clothes from other countries</li> <li>• Make a collage that represents the diversity of the class</li> </ul>	<p>Ask the canteen to supply a platter of orange/yellow foods to sample e.g. oranges, carrot, pumpkin, persimmon, squash, capsicum, corn, pineapple, rockmelon, tangelo, yellow watermelon, gold kiwi fruit, mango.</p> <p>Cook traditional healthy foods from other countries</p>
End of year celebration	<ul style="list-style-type: none"> <li>• Organise an outing which involves being physically active i.e. swimming, bowling</li> <li>• Host a classroom party</li> </ul>	Invite students to bring food from home to share. Ask students to put their name next to the food they will bring i.e. sandwiches, popcorn, fruit platter, cheese and crackers
Graduation	<ul style="list-style-type: none"> <li>• Organise an event through the canteen (morning tea for students and parents) or an outside provider (lunch or dinner outing)</li> </ul>	Advise the caterer of the HFD policy requirement that the food and drinks meet the criteria for 'green' and 'amber'
Canteen promotions	<ul style="list-style-type: none"> <li>• Link with canteen theme days or promotions such as Heart Week, Book Week; Children's Week; and Fruit &amp; Veg Month</li> </ul>	Visit the WASCA website and download the theme day calendar for ideas

# Camps and excursions

*Camps and excursions are exciting activities for students and a perfect opportunity to reinforce the messages of the HFD policy and nutrition taught in the classroom.*

*Don't forget – food allergies and intolerances must be considered.*

## Camps

Camps provide students with the opportunity to learn new skills and often involve lots of physical activity. It is important that students consume enough 'fuel' for their busy day from nutritious sources.

Teachers need to talk to camp school providers about the menu well in advance to ensure compliance with the HFD policy and that any special dietary requirements are considered.

Ideas for camp menus

### Breakfast

- Cereals – wheat biscuits, bran, oats, wholegrain flakes
- Fruit – fresh or tinned in natural fruit juice
- Dairy e.g. milk and yoghurt – preferably reduced fat
- Baked beans or spaghetti
- Bread/toast/crumpets/English muffins/fruit bread – preferably wholegrain varieties
- Spreads – poly/monounsaturated margarine, Vegemite, cheese (Note: honey, chocolate spreads and jam are red items)



### Morning / afternoon tea

- Fruit is the best choice
- Small fruit muffins or scones (plain, fruit or pumpkin)
- Trail mix – plain air-popped popcorn, dried fruit and cereal
- Fruit smoothies made with reduced fat milk, yoghurt and fruit

### Lunch

- Sandwiches, rolls or wraps filled with salad and lean meat such as chicken, tuna, egg or ham
- Soup – vegetable based soups served with a bread roll

### Dinner

- Pasta – tomato based sauce, include vegetables, lean meat or tuna
- Lean meat served with cooked vegetables or fresh salads
- Sausage sizzle using reduced fat and salt sausages
- Vegetable stir-fry or fried rice
- Chicken and vegetable curry with rice
- Hamburgers with lean meat patties and a variety of salads
- Pizza on a bread base, such as Lebanese bread, reduced fat cheese, lean meat and vegetable toppings

### Drinks

- Water is the best choice
- Milk, reduced fat, plain or flavoured; fruit juice (99%; 250mL; no added sugar).

## Excursions

The location of the excursion will dictate what sort of catering facilities (if any) are available. Food options for a class excursion may include:



### Packed lunch from home

Food brought from home need not comply with the HFD policy, however, students should be encouraged to pack a healthy lunch that is filled with 'green' choices e.g. sandwich/roll, fruit, reduced fat yoghurt, crackers with cheese and water. Remind students to use an insulated bag and place a frozen ice brick inside to keep lunches fresh.



### School canteen/food service provides lunch as part of the excursion cost

Food purchased from the canteen must comply with the HFD policy. Liaise with the canteen manager who may be able to develop a special menu (with limited choices) suited to the excursion. The lunches are then packed in eskies for safe transport. A choice of a 'meal deal' would be economical for students and reduce the workload for the canteen. For example:

1. Chicken and salad roll with a bottle of water and a fruit tub
2. Ham and salad wrap with a bottle of water and a fruit tub
3. Egg and lettuce sandwich and a bottle of water and a fruit tub.

### Purchase from onsite provider

Purchased lunches must comply with the HFD policy.

There are 'take-away' options that can be healthy. Consider the following:



- If the venue/location has a café, kiosk or restaurant, pre-order:
  - o platters of sandwiches and fruit for a picnic
  - o warm soup served in foam cups with a bread roll
  - o toasted sandwiches
  - o grilled fish and salad
- Order sandwiches or rolls from a nearby café or bakery
- Order appropriate takeaway options from outlets that offer school ranges – WASCA can provide information about selected options.

For additional information about 'green' and 'amber' choices for class parties, celebrations, camps and excursions contact WASCA.

# Let's start cooking<sup>7</sup>

*Most students love to cook and eat! Here are some favourite recipes. They are 'oldies but goodies' and will work well in a classroom situation.*

## Pikelets

Traffic light category: 'green'. Makes 25

### Ingredients

2 cups self raising flour	1¼ cups reduced fat milk
2 tablespoon sugar	1 tablespoon canola oil
2 eggs	

### Method

1. Sift flour into bowl, add sugar
  2. In a separate bowl, combine eggs, milk and oil
  3. Add the egg mixture to flour and mix well until smooth batter forms
  4. Heat a non stick frypan (or flat sandwich press)
  5. Spoon tablespoons of mixture into pan
  6. Flip pikelets when bubbles appear on the surface
  7. Cook until golden brown, serve warm or cold
- Try adding a mashed banana, ½ cup of sultanas or a grated apple for a fruit pikelet.



## Fruit Muffins

Traffic light category: 'amber'. Makes 12

### Ingredients

1½ cups self-raising flour	2 eggs
¼ cup custard powder	100mL canola oil
¼ cup sugar	½ tablespoon vanilla essence
1 tablespoon oats	210mL fruit juice or reduced fat milk
¾ cup chopped or grated fruit	

### Method

1. Preheat oven to 180°C
2. Place all dry ingredients into a bowl then add fruit
3. Mix all wet ingredients together then add to dry ingredients
4. Spoon mixture into lightly greased muffin tins
5. Cook for 15-20 minutes

### Variations:

Banana; apple and cinnamon; apricot and coconut; apple and blueberries (grate an apple into the dry mix and put 2 or 3 blueberries on top of the muffins before cooking).



<sup>7</sup> Recipes from Canteen Cuisine Cookbook, WASCA

## Scones

Traffic light category: 'green'. Makes 10-12

### Ingredients

2 cups self raising flour  
1 ½ tablespoons polyunsaturated margarine  
¾ cup reduced fat milk



### Method

1. Preheat oven to 220°C
2. Sift flour into a bowl and rub margarine with fingertips until it looks similar to breadcrumbs
3. Add milk and mix to a soft dough with a knife
4. Turn onto lightly floured board and roll out to 2cm thick
5. Cut into rounds using scone cutter or small glass
6. Place nearly touching on a lightly greased oven tray
7. Bake for 10-12 minutes until just golden

### Variations:

Cheese scones: stir through ½ cup reduced fat grated cheese and pinch of paprika before adding milk.

Pumpkin scones: add ¾ cup cooked mashed cold pumpkin and 2 tablespoons sugar before adding milk.

## Oat and coconut biscuits (similar to ANZAC biscuits)

Traffic light category: 'amber'. Makes 25

### Ingredients

1 cup rolled oats	125g polyunsaturated margarine
1 cup self raising flour	1 tablespoon golden syrup
½ cup brown sugar	1 tablespoon boiling water
½ cup desiccated coconut	½ teaspoon bicarbonate of soda

### Method

1. Preheat oven to 180°C
2. Mix oats, flour, sugar and coconut
3. Melt margarine and golden syrup in saucepan
4. Add bicarbonate of soda and water, bring mixture to the boil
5. When cooled, mix wet ingredients and add to dry mixture. Stir well
6. Place teaspoons of the mixture onto oven tray lined with baking paper and bake for 15 minutes.



## Trail mix

Traffic light category: 'green'

### Combine all ingredients

- Plain air popped popcorn
- Puffed wheat
- Sultanas (or other dried fruit)
- Cereal pieces, such as Fruity Bites

## Need more information?

### Department of Education

[www.det.wa.edu.au/healthyfoodanddrink](http://www.det.wa.edu.au/healthyfoodanddrink)

Information and fact sheets include:

- Tips for making healthy food and drink choices – Teachers
- 'Red' foods
- Promoting a healthy school environment
- Healthy food and drink choices in the classroom
- Healthy events and fundraising
- Health promoting schools
- Obesity in Western Australia
- Myths surrounding healthy food and drinks
- Interactive games

### Western Australian School Canteen Association Inc

[www.waschoolcanteens.org.au](http://www.waschoolcanteens.org.au)

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### Allergy & Anaphylaxis Australia

[www.allergyfacts.org.au/](http://www.allergyfacts.org.au/)

### Australasian Society of Clinical Immunology and Allergy (ASCI)

[www.allergy.org.au/](http://www.allergy.org.au/)

### Australian Curriculum, Assessment and Reporting Authority

[www.acara.edu.au/default.asp](http://www.acara.edu.au/default.asp)

### Cancer Council

<https://www.cancerwa.asn.au/>

### Heart Foundation

[www.heartfoundation.org.au/](http://www.heartfoundation.org.au/)

### Meerilinga

[www.meerilinga.org.au/](http://www.meerilinga.org.au/)

### Nutrition Australia

[www.nutritionaustralia.org/wa](http://www.nutritionaustralia.org/wa)

### SDERA (School Drug Education and Road Aware)

<http://www.det.wa.edu.au/sdera/detcms/portal/>

### WA Health Promoting Schools Association Inc

[www.wahpsa.org.au/](http://www.wahpsa.org.au/)

