



WA Cancer Prevention Research Unit

**IMPLEMENTATION OF CLASSROOM FRUIT AND
VEGETABLE BREAKS IN WESTERN
AUSTRALIAN PRIMARY SCHOOLS**

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EXECUTIVE SUMMARY

This report provides the results of a Crunch&Sip survey administered to 951 Western Australian (WA) primary schools in March, 2019. The primary aim of the survey was to investigate the implementation of classroom fruit and vegetable breaks in WA primary schools. The survey covered items relating to participation in and support for classroom fruit and vegetable breaks, promotion of a vegetable focus for in-class snack breaks, and strategies used in the implementation of classroom fruit and vegetable breaks.

Surveys returned between 25th March and 18th April 2019 were included in the analyses. In total, representatives from 163 schools responded to the survey. Of the schools represented, 102 (63%) were registered Crunch&Sip schools and 61 (37%) were not.

Respondents reported very strong levels of support for classroom fruit and vegetable breaks from all stakeholders (e.g., 92% for parents and 96% for various members of the school staff). Among the schools responding to the survey, almost all reported that most of their classes participated in classroom fruit and vegetable breaks every day. Registered Crunch&Sip schools were significantly more likely than schools that had breaks but were not registered to report participation by 100% of their classes (85% vs. 57%, $p < .05$). This suggests that encouraging more schools to register could increase participation levels across the state. Despite this strong coverage at the classroom level, there appears to be substantial scope to increase vegetable and fruit consumption among children by improving penetration within classrooms. Only 41% of schools (46% registered, 33% non-registered) reported that all students participated in fruit and vegetable breaks.

The most commonly reported products allowed for classroom snack breaks were fresh fruit and vegetables (99%) and water (92%). However, 22% allowed cheese. These results were consistent across registration and location subgroups. Further information on the purpose of classroom snack breaks and what constitutes acceptable foods for these breaks may therefore need to be disseminated to schools. There is also an opportunity to encourage greater vegetable consumption during these breaks given 90% of schools reported promoting fruit and vegetable consumption equally.

There was large variation in the extent to which the schools reported fully implementing specific strategies relating to classroom fruit and vegetable breaks, ranging from 70% having a school policy or pledge relating to these breaks to 8% implementing a reward system. Other of the more popular strategies included providing information to parents about the breaks and building activities relating to fruit, vegetables, and water into the school curriculum. Fewer than half of the respondents reported that their schools fully implement the strategies of encouraging teachers to eat fruit and vegetables with students during snack breaks, seeking parents' input into the implementation of breaks, and providing children with rewards for participation. These strategies may represent promising areas of focus for future Crunch&Sip initiatives.

INTRODUCTION

The Crunch&Sip program has been operating in Western Australian (WA) schools since 2005 and aims to:

- Increase awareness of the importance of eating fruit and vegetables and drinking water every day,
- Give students, teachers, and staff an opportunity to eat fruit and vegetables and drink water during an allocated Crunch&Sip break in the classroom,
- Encourage parents to provide their children with fruit and vegetables every day, and
- Develop strategies to increase fruit and vegetable consumption among children who do not have regular access to these products.

Given just 5% of Australian children aged 4 to 11 years meet recommendations for daily vegetable intake while 76% meet recommendations for fruit (Australian Bureau of Statistics, 2018), the Crunch&Sip program was revised in 2015 to include a stronger vegetable focus. Formative research conducted to inform the implementation of this change found that both parents and teachers were supportive of the shift (Sharp et al., 2017; Jongenelis et al., 2017). A process and outcome evaluation of the program found that the proportion of children bringing vegetables for Crunch&Sip more than doubled over the intervention period (21% vs. 46%, $p < .05$), indicating that Crunch&Sip's promotion of vegetable consumption may be an effective means of increasing children's vegetable intake (Myers et al., 2018a).

Evaluation of WA primary schools' participation in classroom fruit and vegetable breaks is important for informing the ongoing efforts of the Crunch&Sip program. In March 2019, the WA Cancer Prevention Research Unit (WACPRU) at Curtin University was commissioned by Cancer Council WA to investigate the (i) level of participation in classroom fruit and

vegetable breaks within WA primary schools; (ii) level of different stakeholders' support for classroom fruit and vegetable breaks; and (iii) various strategies relating to classroom fruit and vegetable breaks that have been implemented in schools. The extent to which schools promote a vegetable focus for in-class snack breaks was also assessed given the increased focus on vegetable intake adopted by the Crunch&Sip program in recent years. This report provides the results of the evaluation.

SURVEY METHOD

Respondents were recruited via a mail-out to all 951 primary schools in WA. Of these, 444 were certified Crunch&Sip schools and 507 were non-Crunch&Sip schools (many of which have informal classroom fruit and vegetable breaks). Of all schools, 590 were located in metropolitan Perth and 361 were located in regional WA. Each school was sent only one paper survey to be completed by the principal, deputy principal, health specialist teacher, or coordinator of the fruit and vegetable break program (e.g., Crunch&Sip coordinator) (see Appendix 1 for survey items).

In total, 163 schools (102 Crunch&Sip schools, 61 non-Crunch&Sip schools) responded to the survey. This represents a response rate of 17% overall, 23% for Crunch&Sip schools, and 12% for non-Crunch&Sip schools. Table 1 presents the characteristics of the schools represented in the sample.

Table 1. *Profile of schools represented in the survey (n = 163)*

	<i>n</i>	%
School location^a		
Metropolitan	98	60
Regional	64	40
School year levels		
Primary school	142	87
Combined primary/secondary	21	13
Kindergarten/pre-school only	0	0
Crunch&Sip status		
Yes	102	63
No	61	37
	Mean	Standard deviation
Number of classrooms in school	11.59	8.20
Number of students in school	275.24	219.96

^aOne school did not provide location information.

Analyses

For the remainder of this report, the term ‘schools’ is used to refer to the 158 schools that allowed students to eat fruit and vegetables in the classroom. The other five schools that were represented in the survey did not have classroom fruit and vegetable breaks and therefore did not provide data for the results presented below.

Results are presented at the overall level and also by school Crunch&Sip registration status (yes vs. no) and location (metropolitan Perth vs. regional WA). Pearson chi-square analyses were conducted to assess differences in responses by Crunch&Sip status and location.

RESULTS

Extent of Classroom Fruit and Vegetable Breaks among Participating Schools

Of the schools who reported participating in classroom fruit and vegetable breaks ($n = 158$), 64% were certified Crunch&Sip schools. Results relating to the extent of schools' participation in classroom fruit and vegetable breaks are presented in Table 2. The majority of schools (75%) reported that all of their classes participated in classroom fruit and vegetable breaks. Crunch&Sip schools were significantly more likely to report participation by all classes compared to non-Crunch&Sip schools (85% vs. 57%, $p < .05$). No differences were found between schools located in metropolitan or regional areas.

The vast majority of schools (91%) reported that at least half of all students participated in classroom fruit and vegetable breaks however full participation across the student cohort was only reported by 41% of schools. No significant differences were observed by Crunch&Sip status or location.

Analyses were conducted to assess the proportion of schools reporting that $\geq 80\%$ ¹ of their students participated in fruit and vegetable breaks. Seventy-nine percent of schools reported this level of participation. Respondents from Crunch&Sip schools (85%) and metro schools (86%) were significantly more likely than respondents from non-Crunch&Sip schools (69%) and regional schools (68%) to report $\geq 80\%$ participation across the student cohort ($p < .05$).

¹For schools to be eligible for Crunch&Sip certification, at least 75% of students must participate in fruit and vegetable breaks. This minimum requirement was unable to be assessed in the present report as response options were provided in increments of 10%. As such, a stricter threshold of 80% was applied.

When asked about the frequency of classroom participation in fruit and vegetable breaks, almost all schools (94%) reported that the breaks occurred every school day. There were no differences in frequency by Crunch&Sip registration status or location.

Table 2. *Participation in classroom fruit and vegetable breaks*

	Total sample	Crunch&Sip school		Location	
	%	%		%	
		Yes	No	Metro	Regional
<i>Proportion of classes participating in fruit and vegetable breaks (n = 157^a)</i>					
0%	0	0	0	0	0
10 – 40%	7	2	16	5	10
50 – 90%	18	13*	27	15	23
100%	75	85*	57	80	68
<i>Proportion of students participating in classroom fruit and vegetable breaks (n = 152^a)</i>					
0%	0	0	0	0	0
10 – 40%	9	4*	16	4*	15
50 – 90%	50	49	51	54	43
100%	41	46	33	42	42
<i>Days per week classrooms participate in fruit and vegetable breaks (n = 157^a)</i>					
≤ 3 days	4	2	7	3	5
4 days	3	3	2	2	3
Every day	94	95	92	95	92

Note. Proportions may not add up to 100% due to rounding.

^aSome respondents did not answer this question.

*Significant difference between groups ($p < .05$)

Stakeholder Support for Classroom Fruit and Vegetable Breaks

Respondents were presented with a list of various school stakeholders (parents, students, teaching staff, administration staff, and executive staff) and asked to report on the extent to which each stakeholder group supports classroom fruit and vegetable breaks. Responses were

made on a 5-point scale (1 = *Do not support* to 5 = *Fully support*). Respondents reported very strong levels of perceived support for classroom fruit and vegetable breaks from all stakeholders (Table 3), ranging from 92% for parents to 96% for administration and executive staff.

One difference was observed by Crunch&Sip status: respondents from Crunch&Sip schools were significantly more likely than respondents from non-Crunch&Sip schools to report that teaching staff supported classroom fruit and vegetable breaks (98% vs. 86%, $p < .05$). There were no significant differences by location.

Table 3. Stakeholders' support for classroom fruit and vegetable breaks (n = 158)

	Total sample		Crunch&Sip school				Location			
	%		%		%		%		%	
			Yes		No		Metro		Regional	
	Support [†]	Fully support								
Parents	92	63	92	66	93	58	95	62	89	67
Students	96	77	97	77	95	77	98	78	94	78
Teaching staff	94	82	98*	87*	86	74	94	82	94	83
Administration staff ^a	96	89	97	92	94	83	96	89	97	89
Executive staff	96	91	97	93	93	86	95	89	97	92

^aSome respondents did not answer this question.

[†]Comprises the proportion of respondents who reported 'supporting' or 'fully supporting' classroom fruit and vegetable breaks.

*Significant difference between groups ($p < .05$).

Implementation Strategies for Classroom Fruit and Vegetable Breaks

Respondents were presented with a number of strategies relating to the implementation of classroom fruit and vegetable breaks and asked to report whether they had been implemented at their schools (response options: *not implemented*, *partially implemented*, *implemented*).

The total sample results are presented in Table 4. Results by school Crunch&Sip status are presented in Table 5 and results by school location in Table 6.

At the overall level, the most common strategy implemented was the development of a school policy or pledge relating to classroom fruit and vegetable breaks (70%). This was followed by information provided to parents (66%) and building activities relating to fruit, vegetables, and water into the curriculum (62%). Seeking input from parents on classroom fruit and vegetable breaks and the use of reward systems (e.g., providing stickers to participating students) were the least commonly implemented strategies (11% and 8%, respectively).

The results of implementation strategy analyses by Crunch&Sip status are presented in Table 5. Registered schools were significantly more likely than non-Crunch&Sip schools to (i) have a school policy or pledge relating to classroom fruit and vegetable breaks (81% vs. 50%, $p < .05$), (ii) have a staff member coordinating the program (54% vs. 27%, $p < .05$), and (iii) participate in fruit and vegetable promotion events (40% vs. 20%, $p < .05$).

In terms of location, one significant difference was observed. Metro schools were more likely than regional schools to report that classroom fruit and vegetable breaks were supported by the school canteen (64% vs. 44%, $p < .05$).

Table 4. *Strategies relating to the implementation of classroom fruit and vegetable breaks (overall)*

	Not implemented %	Partially implemented %	Implemented %
School policy or pledge relating to classroom fruit and vegetable breaks (<i>n</i> = 153)	16	14	70
Information provided to parents (e.g., letters, website, newsletters, social media) (<i>n</i> = 155)	7	27	66
Curriculum activities relating to fruit, vegetables, and water (<i>n</i> = 157)	4	34	62
Program discussed with students in class or at assemblies (<i>n</i> = 156)	13	29	58
Supported by school canteen (e.g., fruit and vegetables available to purchase for the snack breaks) (<i>n</i> = 114)	24	20	56
Information provided to teachers (e.g., training, discussed at school meetings) (<i>n</i> = 155)	17	35	48
School vegetables and/or fruit garden (<i>n</i> = 155)	18	36	46
A staff member has the role of coordinating the program (<i>n</i> = 153)	33	23	44
Teachers eat fruit and vegetables with students during the snack breaks (<i>n</i> = 154)	5	53	43
Participation in fruit and vegetable promotion events (e.g., The Great Vegie Crunch, March Munch) (<i>n</i> = 156)	35	32	33
Partnerships with local retailers to provide fruit and vegetables to those who cannot supply their own (<i>n</i> = 148)	53	17	30
Parents provide input into the implementation of the breaks (<i>n</i> = 151)	70	19	11
Reward systems (e.g., stickers for participating students) (<i>n</i> = 147)	79	13	8

Note. Proportions may not add up to 100% due to rounding.

Table 5. Strategies relating to the implementation of classroom fruit and vegetable breaks by Crunch&Sip status

	Not implemented		Partially implemented		Implemented	
	%		%		%	
	C&S	Not C&S	C&S	Not C&S	C&S	Not C&S
School policy or pledge relating to classroom fruit and vegetable breaks (<i>n</i> = 153)	7*	30	11	20	81*	50
Information provided to parents (<i>n</i> = 155)	4*	13	26	30	70	57
Curriculum activities relating to fruit, vegetables, and water (<i>n</i> = 157)	2	7	33	38	65	55
Program discussed with students in class or at assemblies (<i>n</i> = 156)	8*	22	32	25	60	53
Supported by school canteen (<i>n</i> = 114)	25	21	21	19	54	60
Information provided to teachers (<i>n</i> = 155)	13	23	33	38	54	40
School vegetables and/or fruit garden (<i>n</i> = 155)	12*	29	38	32	49	39
A staff member has the role of coordinating the program (<i>n</i> = 153)	24*	47	21	25	54*	27
Teachers eat fruit and vegetables with students during the snack breaks (<i>n</i> = 154)	4	6	52	53	44	42
Participation in fruit and vegetable promotion events (<i>n</i> = 156)	29*	46	31	34	40*	20
Partnerships with local retailers to provide fruit and vegetables to those who cannot supply their own (<i>n</i> = 148)	50	58	19	15	31	27
Parents provide input into the implementation of the breaks (<i>n</i> = 151)	69	72	21	17	10	11
Reward systems (<i>n</i> = 147)	76	83	13	13	11	4

Note. Proportions may not add up to 100% due to rounding.

*Significant difference between groups ($p < .05$).

Table 6. Strategies relating to the implementation of classroom fruit and vegetable breaks by school location

	Not implemented		Partially implemented		Implemented	
	%		%		%	
	Metro	Regional	Metro	Regional	Metro	Regional
School policy or pledge relating to classroom fruit and vegetable breaks (<i>n</i> = 153)	13	19	11	17	75	63
Information provided to parents (<i>n</i> = 155)	5	10	28	25	67	65
Curriculum activities relating to fruit, vegetables, and water (<i>n</i> = 157)	2	6	37	30	61	63
Program discussed with students in class or at assemblies (<i>n</i> = 156)	11	16	32	25	58	59
Supported by school canteen (<i>n</i> = 114)	15*	41	22	15	64*	44
Information provided to teachers (e.g. training, discussed at school meetings) (<i>n</i> = 155)	16	16	33	38	51	46
School vegetables and/or fruit garden (<i>n</i> = 155)	17	19	33	42	50	39
A staff member has the role of coordinating the program (<i>n</i> = 153)	30	35	22	24	47	41
Teachers eat fruit and vegetables with students during the snack breaks (<i>n</i> = 154)	5	3	53	52	42	45
Participation in fruit and vegetable promotion events (<i>n</i> = 156)	37	33	33	30	30	37
Partnerships with local retailers to provide fruit and vegetables to those who cannot supply their own (<i>n</i> = 148)	51	55	18	17	31	28
Parents provide input into the implementation of the breaks (<i>n</i> = 151)	69	71	22	16	9	13
Reward systems (<i>n</i> = 147)	80	79	13	11	7	10

Note. Proportions may not add up to 100% due to rounding.

*Significant difference between groups ($p < .05$).

Foods and Drinks Allowed During Classroom Snack Breaks

The types of foods and drinks allowed by schools during classroom snack breaks are presented in Table 7. Almost all schools allowed fresh fruit and vegetables and water. Just over half (57%) of schools allowed dried fruit and one-fifth (22%) allowed cheese. There were no significant differences in food and beverage type by Crunch&Sip status or location.

Table 7. *Foods and drinks allowed for classroom snack breaks (n = 158)*

	Total sample	Crunch&Sip school		Location	
	%	Yes	No	Metro	Regional
Fresh fruit and vegetables	99	100	96	100	97
Water	92	90	96	93	92
Dried fruit	57	61	49	59	54
Cheese	22	23	19	21	22
Tinned fruit	13	16	9	15	11
Crackers	13	12	14	14	11
Processed fruit and vegetable products	7	10	2	7	6
Fruit or vegetable juice	5	4	7	7	2
Muesli bars	4	4	5	6	2
Others	1	1	0	0	2

Note. Proportions add to more than 100% as respondents could select multiple items.

Promotion of a Vegetable Focus for Snack Breaks

Most schools (90%) reported being equally encouraging of the consumption of fruit and vegetables during classroom snack breaks (see Table 8). Crunch&Sip schools were more likely than non-Crunch&Sip schools to report encouraging fruit more than vegetables (7% vs. 0%, $p < .05$). Very few schools reported only encouraging fruit and no schools reported only encouraging vegetables.

Table 8. *Promoting a vegetable focus for classroom snack breaks (n = 157)*

	Total sample	Crunch&Sip school		Location	
	%	Yes	No	Metro	Regional
We encourage fruit and vegetables equally	90	88	95	93	87
We encourage fruit more than vegetables	5	7*	0	4	5
We encourage vegetables more than fruit	4	4	4	3	5
We encourage fruit only	1	1	2	0	3
We encourage vegetables only	0	0	0	0	0

Note. Proportions may not add up to 100% due to rounding.

*Significant difference between groups ($p < .05$)

Provision of Fruit and Vegetables by Parents

Among all schools, 57% reported that parents provided all of the fruit and vegetables consumed during classroom fruit and vegetable breaks (see Table 9). Most schools (92%) reported that parents provided at least half of the fruit and vegetables consumed. There were no differences by Crunch&Sip status and location.

Table 9. *Proportion of consumed fruit and vegetables provided by parents (n = 155^a)*

	Total Sample	Crunch&Sip school		Location	
	%	Yes	No	Metro	Regional
0%	3	2	5	2	5
10 – 40%	5	5	4	3	7
50 – 90%	35	33	38	39	30
100%	57	60	54	56	59

^aSome respondents did not answer this question.

An open-ended question asked respondents to indicate how their school provides fruit and vegetables to students who are unable to supply their own. Responses were coded into categories for analysis purposes (see Table 10). The most common responses described various forms of donations, either external (from providers such as Foodbank or supermarkets) or internal (from school staff, the school itself, or the P&C Committee). One in ten schools reported that they do not provide fruit and vegetables to students who are unable to supply their own.

Table 10. *Provision of fruit and vegetables to students who are unable to supply their own (n = 157)*

	<i>n</i>	%
Donations (external)		
Foodbank	27	17
Supermarket/food pantry	26	17
Local suppliers	1	1
Donations (internal)		
Staff buy vegies with own money/teachers give	31	20
School provides a fruit basket	28	18
P&C contributions	16	10
School canteen	12	8
Breakfast Club	11	7
Students/parents bring extra to share	4	3
Staff bring from own garden	4	3
Classroom supply from class budget	2	1
Other		
School grown vegies/kitchen garden/community garden	6	4
School calls parents to provide if they forget	1	1
Canned or fruit cups provided	1	1
Not necessary - 100% provided by parents/students	23	15
No provision	18	11

CONCLUSION

This report sought to investigate the (i) level of participation in classroom fruit and vegetable breaks within WA primary schools; (ii) level of different stakeholders' support for classroom fruit and vegetable breaks; (iii) various strategies relating to classroom fruit and vegetable breaks that have been implemented in schools; and (iv) extent to which schools promote a vegetable focus for in-class snack breaks. The following conclusions drawn from the results should be interpreted in the context of the sample obtained. The response rate to the survey was low (17%), and very few responding schools reported that they did not participate in classroom fruit and vegetable breaks ($n = 5$, 3%). Previous estimates are that around 80% of WA primary schools are engaging in some level of participation in classroom fruit and vegetable breaks (Myers et al., 2018b), indicating that the survey sample is highly skewed towards more motivated and engaged schools. Among the schools reporting participation in classroom snack breaks, the majority (64%) were registered Crunch&Sip schools. Despite the lack of representativeness, the results provide exploratory insights into the way Crunch&Sip practices are currently being implemented within WA schools.

Respondents reported very strong levels of perceived support for classroom fruit and vegetable breaks from all stakeholders, which were consistent across registration and location subgroups. Among the schools responding to the survey, almost all reported that most of their classes participated in classroom fruit and vegetable breaks every day. Registered Crunch&Sip schools were significantly more likely than unregistered schools to report participation by 100% of their classes, suggesting the program is effective at encouraging schools to implement comprehensive classroom snack break policies. However, just two in five schools reported that all students participated in classroom fruit and vegetable breaks, indicating that there remains a substantial opportunity to increase program reach among the

student population. Further research exploring barriers to participation at the student level may assist in informing the efforts of the Crunch&Sip program to increase fruit, vegetable, and water consumption among WA primary school children.

In terms of the types of foods permitted during classroom snack breaks, virtually all respondents reported that their schools allowed the consumption of fresh fruit and vegetables during classroom snack breaks, and a large majority also permitted water. However, around one in five allowed cheese. These results were consistent across registration and location subgroups. Further information on the purpose of classroom snack breaks (i.e., to increase children's fruit, vegetable, and water consumption) and what constitutes acceptable foods for these breaks may therefore need to be disseminated to schools. There is also an opportunity to encourage greater vegetable consumption during these breaks given most schools reported promoting fruit and vegetable consumption equally. Further research may be needed to identify potential means of encouraging schools to more actively promote vegetable consumption.

A substantial minority (43%) of respondents reported that parents did not always provide the fruit and vegetables consumed during classroom breaks. Further efforts may thus be required to increase parents' provision to ensure all children are able to participate in classroom snack breaks.

There was large variation in the extent to which the schools reported fully implementing specific strategies relating to classroom fruit and vegetable breaks, ranging from 70% having a school policy or pledge relating to fruit and vegetable breaks to 8% implementing a reward system. Other of the more popular strategies included providing information to parents about

the breaks and building activities relating to fruit, vegetables, and water into the school curriculum. Some strategies are likely to constitute important areas of focus for future Crunch&Sip initiatives, such as increasing the extent to which teachers eat fruit and vegetables with students during snack breaks, seeking parents' input into the implementation of breaks, and providing children with rewards for participation. Fewer than half of the respondents reported that these strategies are fully implemented in their schools. Given previous research suggests that enthusiastic modelling of food consumption by teachers increases food acceptance among children (Hendy & Raudenbush, 2000), encouraging staff to consume vegetables during breaks may be a potential means of increasing consumption in children. Seeking input from parents and developing additional resources that can be used to engage children during the implementation of classroom fruit and vegetable breaks and reward them for participating (e.g., with fruit and veg stickers) may also assist in enhancing program reach and outcomes. Further research would be useful to determine why schools do not utilise certain strategies and whether the Crunch&Sip program can assist in facilitating higher levels of implementation.

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APPENDIX 1

1. School location:

- Metropolitan Regional/remote

2. School year levels:

- Primary school Combined primary/secondary Kindergarten/pre-school only

3. Number of primary classrooms in school:

4. Number of primary students in school:

5. Your position at the school:

- Principal or Deputy Health specialist teacher Fruit and veg break coordinator Other

(please specify)

6. Do any classes in your school allow students to eat fruit and veg in the classroom?

No – *You may discontinue the survey at this point. Your response is valuable to us and we would appreciate if you would return the survey form. If you would like to be included in the draw, write your name, email, and phone number on the last page of the survey.*

Yes – *Please complete the questions on the following pages.*

7. What proportion of classes at your school participate in classroom fruit and vegetable breaks?

- 0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

8. What proportion of students at your school participate in classroom fruit and vegetable breaks?

- 0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

9. How many days a week do classrooms participate in fruit and vegetable breaks on average?

- Every day 4 days 3 days 2 days 1 day or less

10. Which foods and drinks are allowed for the classroom snack breaks? (tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Fresh fruit and veg | <input type="checkbox"/> Processed fruit or veg products e.g. banana bread, popcorn |
| <input type="checkbox"/> Dried fruit | <input type="checkbox"/> Cheese |
| <input type="checkbox"/> Muesli bars | <input type="checkbox"/> Tinned fruit |
| <input type="checkbox"/> Fruit or veg juices | <input type="checkbox"/> Crackers |
| <input type="checkbox"/> Water | <input type="checkbox"/> Other (please specify)..... |

11. Approximately what % of the fruit and veg consumed during these breaks is provided by parents?

- 0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

12. How does the school provide fruit and veg to students who are unable to supply their own?

.....

.....

.....

.....

13. To what extent does your school promote a vegetable focus for the in-class snack breaks?

- We only encourage fruit
- We encourage fruit more than vegetables
- We encourage fruit and vegetables equally
- We encourage vegetables more than fruit
- We only encourage vegetables

15. To what extent do the following groups support the classroom fruit and vegetable breaks?

	Do not				Fully
	support				support
Parents	<input type="checkbox"/>				
Students	<input type="checkbox"/>				
Teaching staff	<input type="checkbox"/>				
Administration staff	<input type="checkbox"/>				
Executive staff (e.g. Principal)	<input type="checkbox"/>				

16. Which of the following strategies relating to fruit and vegetable breaks have been implemented at your school?

	Not implemented	Partially implemented	Implemented
A staff member has the role of coordinating the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School policy or pledge relating to fruit and veg breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reward systems (e.g. stickers for participating students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School vegetable and/or fruit garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum activities relating to fruit, veg, and water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers eat fruit and veg with students during the snack breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents provide input into the implementation of the breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program discussed with students in class or at assemblies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information provided to parents (e.g. letters, website, newsletters, social media)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information provided to teachers (e.g. training, discussed at school meetings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported by school canteen (e.g. fruit and veg available to purchase for the snack breaks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in fruit and vegetable promotion events (e.g. Fruit&Veg September)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnerships with local retailers etc. to provide fruit and vegetables to those who cannot supply their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (please specify)

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