



Best Practice Guidelines for Establishing Breakfast Clubs in Schools

“Ensuring our children and young people are active,
healthy and ready to learn”

CMDHB Schools’ Accord 2008



Foreword

New Zealanders live in an environment that has increasing sedentary activities, barriers to physical activity, and availability and promotion of energy-dense and fast foods. This is reflected in negative health trends, such as greater numbers of overweight and obese children. Obesity is now widespread in our community and the incidence of diabetes is being detected increasingly in younger-aged children.

Improving nutrition and understanding of its importance in our children's well-being is therefore a critical focus in the aims of the Let's Beat Diabetes Community Partnership. The fundamental Let's Beat Diabetes principle is that a "whole society, whole life course, whole family" approach is needed.

Nutrition is important for cognitive development throughout childhood and adolescence, as the brain continues to develop. Breakfast is now seen as an important component of daily diet that can affect the overall nutritional status of children.

Current research shows that children who eat breakfast are more likely to have better overall diet quality and nutrient intakes than those who don't. Research indicates that deficiencies in iron, iodine and zinc result in common forms of malnourishment facing our children. Such malnourishment compromises cognitive development and impacts on academic achievement potential.

School breakfast clubs are able to play a major role in improving children's regular nutrition intake and in improving behavioural outcomes effecting opportunities for learning, school attendance and lower rates of absenteeism. Eating is, in most cultures, a social activity. Breakfast clubs, therefore, can not only improve nutrition but also provide a safe and welcoming environment leading students to becoming more socially involved and provide a sense of community.

The Let's Beat Diabetes Community Partnership (CMDHB) is proud to be involved in the creation of the School's Accord Breakfast Club Guidelines and applauds the community response of schools, parents, caregivers and others.



Colin Dale
Chairman, Let's Beat Diabetes Partnership Steering Group

Acknowledgements

We would like to thank the work and support from the Schools Accord and their associated services.

The **writing team** has been a sub group of Schools Accord and consists of:

- Karlynn Earp - School Accord
- Megan Yates - Registered Nurse, De La Salle College
- Sarah Appleton - Evaluator, University of Auckland
- Clare Moss - Child Advocacy Group
- Lama Saga - Diabetes Projects Trust
- Br Steve Hogan - Principal De La Salle
- Anna-Marie Ruhe - Let's Beat Diabetes
- Shelley Edwards - Health Promoting Schools, Manukau City Council
- Elizabeth Farrell - Kidz First Public Health Nurses, CMDHB
- Emma Harris - Health Promoting Schools
- Sarah Buzink - Dietitian Let's Beat Diabetes



Contents

Foreword.....	ii
Acknowledgements.....	ii
Introduction.....	4
An Educators Perspective.....	5
Current Approaches to Nutrition in Schools.....	6
Best Practice Operating Principles.....	7
Ten Steps for Setting up a Breakfast Club.....	8
Step 1: Identifying Students' and School Needs.....	8
Step 2: Consulting with Stakeholders.....	9
Step 3: Governance.....	10
Step 4: Safety.....	11
Step 5: Funding.....	12
Step 6: Staffing.....	13
Step 7: Menus and Food Quality.....	14
Step 8: Location and Equipment.....	15
Step 9: Promotion and Launch.....	16
Step 10: Evaluation.....	17
Summary.....	19
Resources.....	20
Templates	
i. Set-up Survey.....	21
ii. Access Policy.....	22
iii. Breakfast Club Project Proposal.....	23
iv. Checklist and Timeframe.....	26
v. Service Relationship Agreement.....	27
vi. Reporting.....	28
vii. Daily Log.....	29
viii. Breakfast Club Consent / Invitation Form.....	30
ix. Job Description Breakfast Club Co-ordinator.....	31
x. Breakfast Club Menu.....	33
xi. Recommended Equipment List.....	34
xii. Breakfast Club Evaluation.....	35



Introduction

Current New Zealand research has identified that there are many students consistently going to school without eating breakfast ⁽¹⁾. Students who regularly miss breakfast rate poorly in attention, concentration, memory, cognition and verbal fluency ⁽²⁾. Internationally, school breakfast clubs are proving to have many positive influences on the attending students and their school communities, including challenging obesity, enhancing good eating habits and improving social skills.

The most successful breakfast clubs are more than a food service. They offer at least one social activity in addition to breakfast and are usually free. The activities might range from computer use, books, newspapers, games and sports with some special events to promote the club.

Evidence indicates that students, who frequently miss breakfast for a wide range of reasons, especially those in younger age groups, are likely to experience the greatest benefit from breakfast clubs.

The objectives of breakfast clubs include:

- Providing an opportunity to promote a healthy and nutritious diet
- Providing a place and time for improving social skills and confidence
- Improving behaviour, concentration, attendance and punctuality of members

Careful planning and consideration of the process of establishing a breakfast club will enhance the success of your club. These guidelines have been compiled by the Schools' Accord team. Schools' Accord is a Counties Manukau District Health Board and Let's Beat Diabetes facilitated team committed to "ensuring our children and young people are active, healthy and ready to learn". The aims of these guidelines are to:

- Support interested schools in establishing breakfast clubs
- Provide checklists and templates for the establishment, implementation, maintenance and evaluation of school breakfast clubs
- Ensure there is alignment between these guidelines and the Food and Nutrition framework for schools (NAG5) and the best practice for breakfast clubs.

There are ten steps designed for a key person to work through when establishing a breakfast club. Use the checklist to identify what information you already have and what needs to be done to ensure the guidelines have been covered. A timeframe will help you achieve your goals in preparation for your starting up breakfast club. Relevant organisations and their websites are provided.

1. Is consuming breakfast important for academic performance, maintaining a healthy body weight, and improving nutrient intake and lifestyle habits in children, Rob Quigley, NZ Registered Dietitian, Quigley and Watts Ltd
Dr Rachael Taylor, Senior Lecturer, Department of Human Nutrition, University of Otago

Assoc Prof Robert Scragg, Associate Professor of Epidemiology, School of Population Health, University of Auckland

2. Fit for School How breakfast clubs meet health, education and childcare needs. Edited by Nick Donovan and Cathy Street, New Policy Institute, London 1999.



An Educator's Perspective

For generations we have been told that breakfast is the most important meal of the day. Over the last year or two the Ministry of Education and the Ministry of Health have been able to identify links between nutrition and dietary habits with that of student achievement resulting in national initiatives such as Health Promoting Schools, HEHA, and Mission-On.

The Counties Manukau 'Schools Accord' has developed these Guidelines in wishing to help Principals and school Boards determine the effectiveness, utility, and pragmatics of offering a 'Breakfast Club', AND also in wishing to offer those school Principals and Boards who see a Breakfast Club as an abrogation of parental responsibility, a tool to review and analyse this understanding. These guidelines around best practice breakfast clubs are thought provoking, research/evidence based, practical, and user friendly.

Interestingly the writing team research consistently identified best practice Breakfast Clubs from New Zealand and overseas were founded on principles of student engagement. Engagement in a pre-school activity with adults improved student engagement, attendance, and achievement in school in general. The breakfast club indirectly gave the school the opportunity to model nutrition, dietary habits and social skills.

As leaders of learning it is easy for Principals to steer away from looking into setting up a breakfast club as they can be seen as beyond core business however this document for some will reposition thinking and answer some of those pragmatic questions of how, who, where, costs involved, and how a school in Counties Manukau



Br. Steve,
Principal, De La Salle College



Current Approaches to Nutrition in Schools

- **Health-Promoting Schools**

- o This is a whole-school approach to promoting student, staff and community health and wellbeing. It aims to help schools connect all aspects of health through best possible learning environments. It is an ongoing process that strengthens school-community links and is part of the school's everyday business.

- **Food and Beverage Classification System for Years 1-13.**

- o These guidelines are specific to food and beverage supply on school grounds in New Zealand

- **Health and Physical Education Curriculum**

- o The latest curriculum is a substantial document covering all aspects of health for all ages of school students.

- **Breakfast Club Models in Counties Manukau**

- o Secondary school - Southern Cross Campus has been running a breakfast club in their gymnasium for the last 3 years. It runs twice a week opening the gymnasium doors at 7am here a sports facilitator encourages a range of activities. Breakfast is served by volunteers from a local church from 7.45 to 8.15 in a nearby secluded area. They have up to 40 students attending.
- o Primary school - The Finlayson Park School Breakfast Club, operates every day with 15 to 25 students attending. The club is supervised by a Teacher Aide who is employed by the school. The Teacher Aide opens the Club at 7.30am and at 7.45am the Aide is joined by two rostered senior students. Food is cooked, toast made, tables laid etc. Students tidy up after themselves, take dishes to the sink and wash, put scraps into worm farm bin.

The students are served toast, milo, cereals, fruit, spaghetti and eggs and yoghurt when this is available. Porridge is served during the winter.

The Breakfast Club fosters a range of social skills such as table manners, sharing, taking turns and self help skills. The club fosters a tuakana / teina environment where older children take responsibility for younger children. Students are able and encouraged to complete homework in the hall before breakfast or after breakfast. Older students usually listen to younger students reading their homework books. A warm place is made available for students during winter.

Finlayson Park School Breakfast Club has been operating for 12 years. The club is open to all students with a daily fee of 30 cents. This money supplements the costs of the programme. Staff members at the school also identify students who might benefit from the Breakfast Club. These students are encouraged to attend the programme at no cost. There is no stigma attached to 'free' provision and all students mingle and probably don't even notice those who are being supported free. Over the years the School has developed a good relationship with the families of the students who attend regularly. Some of these parents provide financial donations when they are able.

The programme is supported by organisations such as Kids Can Trust and Red Cross with food supplies and general programme support. The schools pays for Teacher Aide hours. It was also necessary to employ a programme coordinator to provide a consistent and hassle-free provision of breakfast on a daily basis.

- **Diabetes Projects Trust**

- o GetWize2Health programme - Self implementation package for health awareness in Secondary Schools. This programmes provides a cost effective, easy and curriculum friendly way for schools to educate their students about how to live a healthier lifestyle.



Best Practice Operating Principles

To support the successful development and sustainability of your breakfast club, the following principles have been identified from current research.

- Create student centred, inclusive, fun and ideally student-led. This approach involves children and young people as partners throughout the process. Providing opportunities to learn new skills promotes confidence and sense of well-being
- Universal access –open to any child/ young person in the school. Avoiding access criteria addresses any perceptions of social stigma for children and young people.
- Whole School Approach. This framework emphasises the wider social, cultural, political and economic factors that influence the well-being of the students, teachers and other involved community members.
- Safety requirements and food quality are paramount
- Health messages promoted that are consistent with the health curriculum
- Efficient programme management
- Recognition and support for staff and collaborative partners involved
- Ongoing evaluation to ensure objectives are met



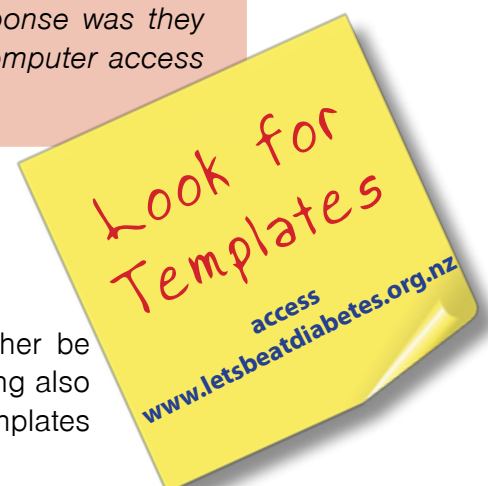
Red Hill Primary School students enjoying breakfast.

Case study

A boys' high school asked the students what would encourage their attendance at a breakfast club. The response was they would come for Nutrigrain but not Weet-bix, computer access but not books!

Templates

The appendices consist of a number of templates that can either be photocopied or downloaded and customised to your school setting also available on CD with your hard copy of your guidelines. These templates have been designed to support your breakfast club.



Ten Steps for Setting Up a Breakfast Club

Step 1: Identifying Student and School Needs

The first step is to assess the specific needs of your students. Culture, gender, age, and available transport of the students define your population. Available resources and context will influence what is feasible. There may already be nutritional services or programmes coming into your school that can be utilised. If you have a student health council, use this group to initiate ideas. Consider any barriers that may stop students attending, such as student tastes, the perception that the club is for “poor” children.

Breakfast clubs that are universally accessible have far greater success rates than those that target specific groups. However to begin, a small successful club can be promoted, and then expanded once it is established. An admissions policy is optional but may help you define specific students to look out for –such as high risk, low self esteem, younger age. Reserve a proportion of spaces for these students.

Points to consider

- What do you want your breakfast club to look like?
- Who is served?
- How many members can comfortably be involved each day?
- What foods, activities, and location are available and inviting?
- What days and times suit?
- Are your hard-to-reach students welcome? Are the needs of students from all cultures and backgrounds considered?
- Models - eat then play, play then eat, student roles, staff available

Top Tip!

Improve your information flow to parents / whanau, students and stake holders through a variety of channels – from art walls, school gate questionnaires, information nights, focus groups

**Step 1
Templates**

- Set-up survey**
- Admissions Policy**

www.letsbeatdiabetes.org.nz



Step 2: Consulting with Stakeholders

When the draft proposal has been drawn up, consult with the stakeholders of the proposed service. There are several key groups whose support for the project may be critical to its success: students, principal and staff, parents and whanau, BOT, local food industry, local Iwi, church groups, sports groups, dental practitioners, local District Health Board (DHB), Primary Health Organisations (PHO), volunteer groups, sponsors, and school food suppliers.

Points to consider

- The senior management team (SMT) of the school needs to support the programme and facilitate negotiation of space and resources including funding. Your executive officer/ finance manager may be happy to provide accounting services
- Ask what stakeholders can contribute to the programme – time, food, one-off contributions
- Parental involvement will demonstrate a supportive environment and reinforce healthy eating behaviours at home
- Developing effective programme partnerships with the local food industry will support long term management of the breakfast club
- Contact volunteer organisations, including church groups, if enough staff are not recruited through the school community
- Your school food suppliers will have lots of ideas but be aware that the club will be in competition with their business

Checklist for Establishing a Breakfast Club

Step	What we have	What we need	Timeframe
1. Assessing students' needs			
2. Consulting with Stakeholders			
3. Governance			
4. Safety			
5. Funding:			
6. Staffing			
7. Menu and Food Quality			
8. Location and Equipment			
9. Promotion and Launch			
10. Evaluation			



Case study

When stakeholders are engaged this is what is possible....

NEED IDENTIFIED

A First Fifteen Rugby Coach holds rugby practises in the mornings before school. He notices students either skip breakfast or eat pies and drinks from the dairy.

UNIVERSAL PROVISION

He works with the rugby team, parents, school and sports communities to implement a sports breakfast club in the school gym. The club is also made available to all school students.

UNIVERSAL APPEAL

Rugby players act as positive role models for all students attending the breakfast club. Positive attitudes to food and exercise are reinforced. The breakfast club is seen as a positive social occasion for all.



Step 3: Governance

It is important to be clear where accountability for aspects of the breakfast club lies. A small group of representatives of key stakeholders who meet regularly will assist to create community ownership and sustain the functioning of the programme. A formal agreement should be drawn up between the breakfast club and the school documenting:

Points to consider

- The roles and responsibilities of both parties
- Financial arrangements
- The facilities to be provided by the school
- Key contact people
- Reporting requirements
- Conflict resolution
- Incident / Accident reporting



Aorere College Student Health Council members, organising and implementing their school Breakfast Club.

Case study

Aorere College Student Health Council ran a Breakfast Club once a week in term two and three, 2007. Students promoted this event at Junior and Senior assemblies, encouraging sports teams to participate, friends to work out together and let's not forget inviting our cool teachers!

"I loved attending Breakfast Club because I enjoyed learning Jump Jam Aerobics with our instructor. I learnt to get active while having fun and getting fit. After our one hour workout all of us students would share a quick and easy healthy Sanitarium breakfast. We ate Weetbix with fresh fruits as well as cooking brown toast with fruit jams followed with a hot Milo. I used to grab a pie and a can of coke for my breakfast on the way to school. – Hoko Fiavaai – Year 10 male student health council member.



Step 4: Safety

A safe environment is necessary to reduce the risk of food-borne illness, encourage healthy eating and ensure that students are protected from harm.

Points to consider

- Legally, adult student ratios are 1:9 for 5-12 year olds and 1:20 for 13-18 year olds
- Consent is required from a parent or caregiver to ensure support and involvement of the family.
- Fire and emergency procedures are to be visible and understood by attending adults and students
- Child and young person protection issues and school policies must be read and understood by all adults. Identify the school support person to contact if any concerns arise
- First Aid training is recommended for the co-ordinator. Ensure first aid equipment is easily accessed
- Safe food handling and hand washing practices need to be rigorously observed.
- A food safety certificate for your breakfast club is an available option and recommended by New Zealand Food Safety Authority

Clean, Cook, Cover, Chill

Food borne illness is caused by bacteria like Campylobacter and Salmonella. Bacteria multiply very fast in warm, moist conditions. Luckily the illnesses these bacteria cause are avoidable. By following these simple food handling tips, you could be helping to keep your friends and family safe from food borne illness. For in depth information about food safety visit the New Zealand Food Safety Authority

- Clean your hands by washing them with soap and drying thoroughly.
- Always wash your hands before handling any food and after touching raw meat / poultry, and going to the toilet
- Wash utensils and scrub chopping boards between preparing raw and cooked food, remember to use a clean teatowel
- Keep your fridge clean
- Defrost frozen foods thoroughly before cooking
- Always cover stored food - even in the fridge or cupboard
- Remember - the only time your food should be uncovered is when you're cooking or eating it!
- Bacteria that cause food borne illness thrive at room temperature
- Ensure your fridge is operating at a temperature of between 2 and 4 degrees Celsius
- Keep all perishable foods in the fridge until you are ready to use them
- A chilly bin is a good way of keeping chilled and frozen products cold when taking them home from the supermarket



Step 5: Funding

Currently in New Zealand, Breakfast Clubs are not gov't funded in schools. Therefore ongoing funding needs to come from other sources and this can be an on-going challenge.

Points to consider

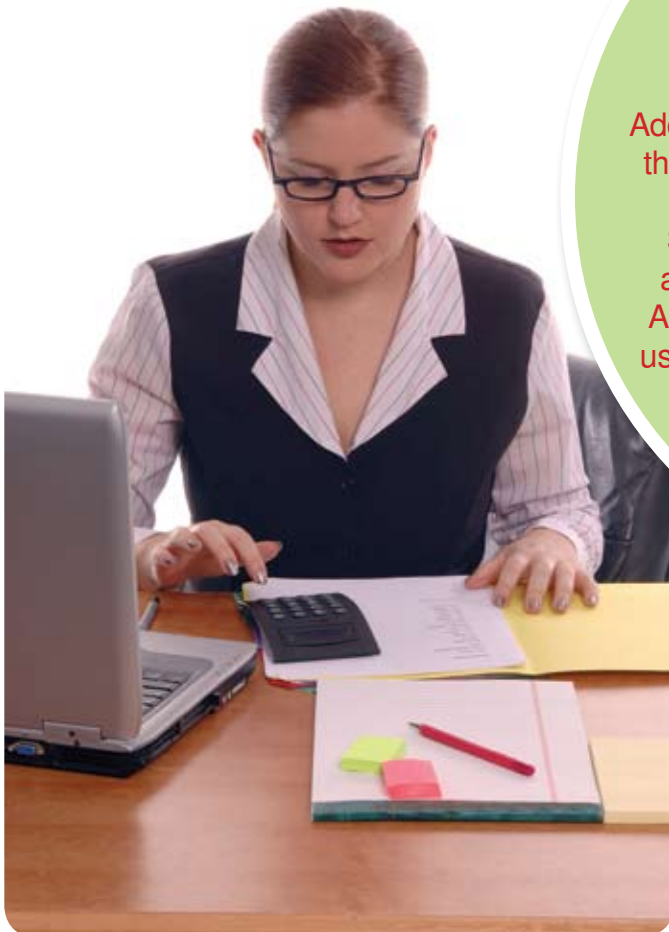
- Not For Profit organisations may be able to support breakfast clubs with consumables and some social services
- Parental/whanau support and contributions can come in many forms
- Apply to local and national funding sources
- Develop a long term relationship with a business interested in the health of the local population of Manukau.
- Record key information including attendance for your sponsors and future business cases
- Once funding is established excellent records must be kept and the budget adhered to

Top Tips!

Approach local businesses or branches as they are more likely to appreciate the local benefits of supporting your club.

Address your letters to a particular person rather than "Dear Sir" and offer to meet the person to discuss the project and its potential impact. Some funding options may take months for approval and receiving money - plan ahead. Always read all the literature from trusts - they usually have specific requirements that you will need to include in your application.

Keep expenditure records as simple as possible and review planned and actual budgets regularly



Step 6: Staffing

Successful programmes have a Coordinator responsible for attracting, organising and training volunteers, managing budgets and acting as a community liaison. Recognition for this role is essential but may not need to be wage related. Other staff members are usually volunteers. Volunteers should be good role models for children and young people and help to create a protective enjoyable environment for all.

Points to consider

- A Breakfast Club Coordinator is essential to successfully maintain the program. Someone connected to the school can follow-up on students who stop coming
- Screening volunteers is essential to Breakfast Club. A copy of all volunteers police checks must be obtained
- Staff and volunteers need training or assistance in: safe food handling, child protection laws, school policies, cultural awareness, budgeting, basic bookkeeping, first aid, familiarity of access to first aid kits and menu planning
- Consider ways of rewarding programme volunteers such as certificates, thank you lunches, and letters of appreciation
- Have a volunteer phone list for back-up if staff sick
- Invite school staff to offer sessions in art, IT, music, sport or specific cultural celebrations



Red Hill Primary School student enjoying breakfast.



Step 7: Menus and Food Quality

Serving food that significantly contributes to a nutritious diet is central to the breakfast club. Breakfast should account for a quarter of the child's daily intake. Use nutritionist recommended menus that are cultural and age appropriate as the basis for your programme. As these are school-based programmes the menus should comply with the Nutrition and Beverage guidelines the Food and Beverage Classification System. www.moh.govt.nz/healthyeatinghealthyaction

Points to consider

- Food safety is essential. Ensure all consumables are stored correctly, food preparation areas are clean and waste disposal and cleaning is thorough and organised
- Encourage the consumption of one from each of the categories below: drink, breads or cereals, fruit, milk and milk products
- Recognise special religious and cultural days with decorations, activities and food
- Expose children to a range of healthy foods that may not be available in their homes
- Include educational activities promoting healthy eating (see activities list template)

Top Tip!
Make smoothies using leftover, but still fresh, fruit

Breakfast Club Menu

Breakfast club – recommended serving sizes

Breads and Cereals		Fruit		Milk and milk products	
Total number of servings recommended for breakfast (one meal per day)		Total number of servings recommended for breakfast per day		Total number of servings recommended for breakfast per day	
Primary school	1-2 serves from the list per person	Primary school	½-1 serves from the list per person	Primary school	1 serve from the list per person
Secondary school	2-3 serves from the list per person	Secondary school	1 serve from the list per person	Secondary school	1-2 serves from the list per person
Food Item	Serving Size	Food Item	Serving Size	Food Item	Serving Size
Porridge	½ cup cooked = 130g = approximately 65g uncooked	Fresh fruit - apple, pears, banana, orange, peaches, nectarines	1 medium (130g)	Low fat milk / soy milk (enriched with calcium)	250ml
Weetbix	1 biscuit	Fresh fruit: kiwi fruit, strawberries, pawpaw, mango, lychees, grapes	½ cup e.g. 2 kiwi fruit	Low fat yoghurt	150g
Cornflakes, rice bubbles	1 cup = 30g	Tinned fruit: (natural juice, or pour off the syrup) / Frozen fruit	½ cup (135g)	Low fat cheese	40g
Natural museli	½ cup = 55g	Dried fruit	25g		
Green banana	1 medium				
Taro, yam, kumara, potato	1 medium (135g)				
Bread	1 medium slice				
Bread roll	1				
English muffins, crumpets, bagels	1				
Crackers	2 plain				

Toppings for toast

Margarine	1 tsp (4g per person)
Other spreads e.g. jam, honey, marmalade	2tsp (8g per person)
Baked beans, creamed corn, tinned spaghetti	½ cup per person

Drinks

Provide at least 250ml (1 cup) total fluid per person - water is the best option

Fruit juice	maximum 100ml per person
-------------	--------------------------

Step 7
Template
x. Menu
www.letsbeatdiabetes.org.nz

Step 8: Location and Equipment

A universally used and enjoyable venue enhances the participation at your breakfast club.

Points to consider

- If the venue is within a large space such as a gym, or is used differently during the day, create a designated space through displays and layout
- Shared space or equipment requires agreement outlining all aspects of the arrangement
- Essential Equipment: kettle, fridge, crockery/ cutlery, tables/ chairs, hot/ cold running water, cleaning products, toilets, waste disposal facilities (more substantial list template) plus additional activity space, radio/stereo, play materials, books/ newspapers/ magazines, computers, games, art materials
- Provide secure storage that is easily accessed

Recommended Equipment List

EQUIPMENT	APPROXIMATE COST
Fridge/Freezer	
Catering toaster (6/8 slices)	
Microwave	
Plates x (max. no. of children)	
Polycarbonate Glasses x (max. no. of children)	
Mugs x (max. no. of children)	
Spoons x (max. no. of children)	
Knives x (max. no. of children)	
Forks x (max. no. of children)	
Polycarbonate jugs x 4 and/or resealable containers for juice	
Resealable containers for opened cereal packets	
Heavy duty cutlery tray or lidded storage container	
Food preparation boards x 2 (different colours) for bread & fruit	
Sharp knives (for slicing bread and fruit)	
Cleaning products	
Activity equipment	
Can opener	
Chairs / tables	
Hand towels	



Case study

One school noticed several students being dropped off early, without appropriate clothing for the cold weather. As the classrooms weren't open they would sit under the trees. When the breakfast club opened, initially a welcomer invited the children into the nearby class room where they could play games and after ten minutes all the members were invited to have some breakfast. As they left students were given formal invitations and consent sheets to take home to their parents.



Step 9: Promotion and Launch

The idea is to make coming to a breakfast club a fun way for students to start their day and actively engage with the school community.

Points to consider

- Promote through school newsletters and parents' evenings
- Ask club members or students on the steering group to speak at assemblies
- Include presentations by dietitians, nurses, chefs, sporting heroes
- Explore innovative methods to attract students eg. Bring a Friend days, invite a local celebrity
- Invite local journalists to attend

Top Tip!

Create a student led project by encouraging students in naming of the breakfasting club, deciding on the theme, assisting & setting up the space and packing the equipment away. Provide specific roles for those that want to be involved.



Living 4 Life Student Health Council members from Mangere College having fun planning their Breakfast menu - 2007

Case study - Mangere College

Student Health Council are about to embark on their 2008 Breakfast Club. Members from the Council will be promoting this event at assemblies, during staff meetings, through the school newsletter, the school radio and amongst our peer groups. The goal is to encourage students to 'wake early' walk to school with a mate and participate in a variety of physical activities. We have a newly equipped weight room, motivated staff, a supportive 'Hot Spot' business operator, enthusiastic student health council, sponsorship from Sanitarium and some great nutrition workshops led by students for students...The bonus of eating a healthy breakfast is we are set up to learn, stay focussed and achieve our goals." Bring It On is all I can say." – Denis Napara – Year 11 Student



Step 10: Monitoring and Evaluation

This step Identifys some of the key issues that you need to think about when monitoring and evaluating the progress of your club. Given the variety of aims and objectives that a school breakfast club could have, this step is not designed to provide a comprehensive plan for an evaluation. Instead, it is designed to offer some practical tips that can help your club to improve.

Getting Started

Before you open your doors, you should consider how you are going to monitor and evaluate your club. Monitoring and evaluation is useful for:

- Keeping track of how your club is running
- Identifying if your club is meetings its intended objectives
- Identify ways to improve your club
- Reporting back to the school community, stakeholders or funders

The data collected can be quantitative/objective (such as number of participants, number days run) and qualitative/subjective (what students/staff think of the club). Examples of some of the data that can be collected are identified below:

- Attendance or punctuality rates
- Types and quantities of food served
- Knowledge/behaviour/attitude of students
- Number of breakfast clubs held
- Cost
- Acceptability of club to students
- Staff perceptions of the impact of the club on student behaviour
- Students' perceptions of the impact of the club on them i.e. social skills, social networks, confidence, etc

Top Tip!

It is also useful to remember that:

- The evaluation should measure the things that you are trying to change through your aims; e.g. if one of your aims is to improve attendance then you will need to monitor school attendance rates.
- Think about why you are collecting different sets of data; remember that someone will need to make sense of it all so don't collect anything without understanding what it is going to tell you about your club.
- Evaluation does not just happen at the end of your club or the school year; try to make time to get feedback on your club throughout the year.
- Evaluation does not have to be over complicated; simply listening to the needs of your students can help to improve your club.

Step 10
Template

xii. Members evaluation

www.letsbeatdiabetes.org.nz



Recommendations

This document identifies a number of key steps for evaluating progress; each of which are summarised below and identified in Figure 1:



Figure 1. Key steps for engaging students and monitoring progress

1. Begin by asking different groups of students what they want from the club. Use the questions in template 1 set up survey, to help you. Remember that you do not have to get all students to complete the questionnaire just talking to different groups should give you the information you need.
2. Develop a plan for the club based on what you have heard from students and the objectives you have identified with staff.
3. Ask the students what they think of the plan and then use any feedback to update the plan if necessary.
4. Implement the plan using the ten steps – remember to consider how you are going to know that you are achieving your objectives.
5. Monitor and evaluate progress. This may involve the following sub-steps:
 - a. Engage school staff, students, funders and stakeholders in conversations on evaluation, as you might find that funders or stakeholders would like certain information to secure ongoing support of your club.
 - b. Use the reporting template to keep track of the day to day running of your club.
 - c. Regularly speak to staff and students about the club – informally listening to those involved will help you to identify how well the club is working.
 - d. Get students involved in carrying out the evaluation if possible – the evaluation could even be a project for older students.
 - e. Use the questionnaire in appendix ? to help you understand what the students like about the club, how it has impacted on them and how things can be improved. Again, simply asking the students can be just as useful if the questionnaire is not suitable.

Evaluation can be extremely involved and it is important to consider what information you are going to collect and for what purpose. Overall, try to integrate evaluation in your day to day running of the club by observing and listening. You should also try and keep the activities fun for students so that they do not have to fill in a form every time they attend as this will soon put some students off. Try to keep the evaluation informal – ask some questions or hand out a questionnaire and then engage students in a fun activity; setting up a competition to name the club is a good way engaging students and increasing interest in the club.

It is also useful to remember that evaluation is primarily about improvement and moving forward so do not be disheartened by any negative feedback on the club. Instead use this to develop new strategies and approaches that are more aligned to the needs of your students.

Top Tip!

If numbers drop find out why. Include those who don't come and those who leave in your evaluation.



Summary

These guidelines are based on practical experience and research from national and international literature about school based breakfast clubs. They have been developed to ensure effective school / community based breakfast clubs. There are ranges of topic that can be followed in any way practical to suit the situation. Please use and or adapt as indicated.

It is hoped that these guidelines will influence the on going development of high quality school based breakfast clubs in Counties Manukau

We look forward to feed back

For further information about best practice guidelines for establishing breakfast clubs in schools please contact

Karlynne Earp Schools' Accord Manager Let's Beat Diabetes Counties Manukau District Health Board karlynne.earp@slingshot.co.nz mobile 0274777524



Breakfast club in Action Southern Cross Campus



Southern Cross Campus Breakfast Club

Activity

This activity is suitable for all age groups. It develops language and group interaction skills. Community interaction and/or research skills.

You will need pens, pencils, paper or post-it notes.

Make a list of 10 to 20 common items in your room. Write each item on a separate piece of paper.

As a group identify the different cultures and the languages which people can speak in your Breakfast Club.

Hand out each piece of paper to the members of your Breakfast Club. On the opposite side of the paper write the name of the item in another language. Share this with the class. Some students may need help from the teacher-aid or teacher.

Each week students can name a different item in the room in the language of their choice.

Students could be encouraged to talk to their families and friends to develop their language skills or they might like to look at dictionaries in the school library or online to see what other languages they can use.



Resources

Education

Ministry of Education <http://www.minedu.govt.nz/>

Education Outside the Classroom: Guidelines for Good Practice (Min of Education 1995).

: Governing and Managing NZ Schools: A guide for Boards of Trustees (Min' of Education 1997)

Anywhere, Everywhere: EOTC Curriculum Guidelines for Primary Schools, Secondary Schools and Early Childhood Centres (Ministry of Education 1992).

Nutrition and Health

Let's Beat Diabetes – a community-driven programme within Counties Manukau

Karlynne Earp Schools' Accord Manager Let's Beat Diabetes Counties Manukau District Health Board
karlynne.earp@slingshot.co.nz mobile 0274777524

Nutrition Fund – contact Carol Wildermoth Project Manager for Let's Beat Diabetes programme, Counties Manukau District Health Board wilderc@middlemore.co.nz 09-262-9557 www.letsbeatdiabetes.co.nz

Swap2Win – a Counties Manukau campaign promoting healthy lifestyles www.swap2win.co.nz

Healthy Eating and Healthy Action – a Ministry of Health project
www.moh.govt.nz/healthyeatinghealthyaction

Feeding our Futures – increasing public awareness of the benefits of improved nutrition
www.feedingourfutures.org.nz

Mission On - providing initiatives for young people from birth to 24 to improve their nutrition and increase physical activity www.sparc.org.nz

Agencies for Nutrition Action – provides the latest information and research on nutrition and activity
www.ana.org.nz

Health-Promoting Schools - Manukau City Council Shelley Edwards hps@manukau.govt.nz

Health-Promoting Schools - Kidz First Community Reena Reddy

Safety

NZ Food Safety Authority www.nzfsa.govt.nz

NZ Food Safe Partnership www.foodsafe.org.nz/resources-and-downloads

Safe Food Handling Certification Information – Local Body Authority www.manukau.govt.nz/asp?id=1212

Obtaining a Third-Party Criminal Record www.justice.govt.nz/privacy

First Aid training www.stjohn.org.nz/training

Occupational Safety and Health 0800 209 020

Mighty Mouth Dental 0800 262 2208

Staffing

Volunteer Now www.volunteernow.org.nz

Volunteer Auckland www.my.kit.net.nz/home.asp

Funding

Red Cross Breakfast Club Programme for decile one schools that do not yet have a breakfast club
www.redcross.org.nz

Kidscan Charitable Trust for snack foods and resources www.kidscan.org.nz

Manukau City Council Funding Information www.fundview.org.nz or contact the Manukau City Council Community Advisor



Step 1
Template

i. Set-up survey – a questionnaire designed for adults to ask the students what they want or for the students to fill out

www.letsbeatdiabetes.org.nz

School logo

Set-Up Survey – Tell us what you think!

We are thinking about starting a breakfast club. We need your help to find out what you think about this idea. Please answer the questions as honestly as you can. There are no right or wrong answers to these questions. We want to know what you think so that we can help make Breakfast Clubs be fun for everyone.

About you

1. How old are you? _____ Are you a boy or a girl? Boy Girl

2. Do you belong to any other clubs at school? yes no
If yes, what are they? _____

3. Before you leave your house, do you eat breakfast? (please tick ✓1 box)
 most days some days not very often never

4. Do you buy something to eat on the way to school? (please tick ✓1 box)
 most days some days not very often never

What do you buy for breakfast? _____

About how much do you spend? \$ _____

5. How do you travel to school? (please tick ✓1 box)
 on foot bike by car by school bus by public transport

6. What time do you leave your house in the morning to get to school? _____

7. What time do you normally get to school? _____

8. Do you have special foods you are unable to eat? (please tick ✓1 box) yes no
If yes, please write what they are _____

9. What would stop you coming to a breakfast club? _____

About the Breakfast Club

10. What would you like to eat and drink at the breakfast club? (please tick ✓ your answers)
 cereals toast/bread hot breakfast fruit fruit juice milk yoghurt other

11. What games / activities / entertainment would you like to have at the Breakfast Club? (please tick ✓ your answers)
 Ball games Board games Hooola hoops Books to read Playing cards CD player
 Internet Homework corner Arts and crafts Another activity (please tell us what)

12. What would be your main reason for coming to breakfast club? (please tick ✓ your answers)
 the food eating with my friends playing games / doing things before school
 having somewhere to go before school I'm not sure something else (please tell us what)

13. What do you think the club should be for? _____

14. What name should we give the Breakfast Club? _____

Thank you for telling us about yourself and your ideas!



ii. Access Policy (Optional) – if you decide to focus on one group or a small number of students a policy will help you with that process

www.letsbeatdiabetes.org.nz

School logo

Breakfast Club Access Policy

Rationale

To ensure the correct ratio of adults and students at the breakfast club and to enable each child equal opportunity to attend.

Aims

To provide the legal level of adult support for students attending the breakfast club
To ensure students who may be less likely to independently attend are invited and have access and an allocated space. These students may be younger, of a different culture, neglected, have poor social skills, or otherwise disadvantaged.

School Practice

The number of students attending will be dependent on the ratio of one adult to _____ students.

The breakfast club will open with 5 spaces vacant for unexpected students.

If the breakfast club is full consistently for _____ sessions, consideration will be given to engaging an additional adult.

School logo

Breakfast Club - Project Proposal

School & Associated Providers

Contents

- Introduction
- Objectives
- Proposal
- Costing
- Evaluation
- Contact Details

Introduction

Background

Current research shows that students who eat breakfast are more likely to have better overall diet quality and nutrient intakes than those who don't. Research indicates that deficiencies in iron, iodine and zinc result in common forms of malnourishment facing our children. Such malnourishment compromises cognitive development and impacts on academic achievement potential. School breakfast clubs are able to play a major role in improving children's regular nutrition intake and in improving behavioral outcomes effecting opportunities for learning, school attendance and lower rates of absenteeism. Eating is, in most cultures, a social activity. Breakfast clubs, therefore, can not only improve nutrition but also provide a safe and welcoming environment leading students to becoming more socially involved and provide a sense of community.

School profile

Points to consider

Consider a summary here from your school set up survey results

Number of students including ethnicity age and gender of your school population, Number of students who eat breakfast everyday, most days, some days, rarely, never

What did they eat? Was it at home or on the way to school? Find out their age and maybe class, year as you may want to ensure you incorporate a target audience in your breakfast club.

Objectives

- To ensure our students are healthy, active and ready to learn
- To encourage students to participate in activity and understand the importance of eating a nutritious breakfast
- Prevent or delay the onset of Type 2 diabetes, obesity and reduce the impact of complications that can occur
- Promote community health behaviours through empowering students
- Introduce "role models" as inspiration for our students
- To enhance social skills, confidence, behaviour, concentration, attendance and punctuality of the members

Breakfast Club Project Proposal

The programme will: *Example*

- Be designed and implemented in partnership with the associated providers
- Be designed to fit School Policy and National Food and Beverage Classification System for Years 1-13.
- Be evaluated at various stages.

The intention:

- To provide an opportunity for our students to participate in activity or individual exercise programmes ___ mornings per week
- To provide an opportunity for students to have a nutritional breakfast on ___ morning/s per week

- **Students:** *example only*

must be willing to accept the conditions required to participate in the breakfast club.

1. Breakfast Club activity begins at ___am.
 2. Students participate in exercise sessions to the best of their ability. Wear PE gear when necessary and bring their own water bottle
 3. Exercise sessions are from ___ to ___am
 4. Breakfast Club food will be available at ___am in the _____(venue)
 5. Students are responsible for helping to clean up after breakfast clubs
- **To the Provider:** *example only*
 1. Complete a service relationship agreement with the school
 2. In appreciation of your offer we would provide signage at the school promoting your company
 3. Have your company name on newsletters as a sponsor of our school

(See recommended menu, equipment list and service relationship agreement templates in your guidelines to support your proposal)

- **The School:** *example only*

1. Designate and train a breakfast club coordinator
2. Decide on whether to incorporate the optional access policy
3. Keep a record of attendance
4. Police check all staff
5. Manage the financial responsibilities
6. Provide a safe venue
7. The maximum numbers for the breakfast club will be

Proposal requiring funding

Projected Costs	Estimated Costs
Use an estimated number of students	
Per Day	
Cost of food for 30 students	
Wages for supervisor working 2 hours	
Per Week	
Cost of food for 30 students	
Wages including time for shopping (1 hour per week)	
Scenario A: Per Year:	
Cost of food for 30 students	
Wages including time for shopping	
	SUBTOTAL
Cost of equipment required for start up	
Financial manager wage (6 hours per term)	
	TOTAL

Evaluation

Evaluation is an on going process. The programme will be evaluated at and.....
Reports will be submitted to on abasis (see step 10 of the guidelines for establishing breakfast clubs).

Some areas you may want to evaluate could include:

- Keeping track of how the club is running
- Identifying if the club is meeting its intended objectives
- Identify ways to improve the club
- Reporting back to the school community, stakeholders or funders
- Attendance and punctuality rates
- Types and quantities of food served
- Knowledge/behaviour/attitude of students
- Number of breakfast clubs held
- Cost
- Acceptability of club to students
- Staff perceptions of the impact of the club on student behaviour
- Students' perceptions of the impact of the club on them i.e. social skills, social networks, confidence, etc
- Incident/accident report

Contact Details

School Principal

Phone:

Email:

School or Public Health Nurse

Phone:

Email:

Breakfast Club Coordinator

Phone:

Email:

Associated Provider

Phone:

Email:

Step 2
Template

iv. Checklist and Timeframe – a guide to ensure you have considered all the steps in planning your breakfast club
www.letsbeatdiabetes.org.nz

School logo

Checklist and Timeframe for Establishing a Breakfast Club

Step	What we have	What we need	Timeframe
1. Assessing students' needs : where, when, who, what foods and activities, how many, interested groups, admissions policy, draft proposal			
2. Consulting with Stakeholders: students, SMT, BOT, PPTA, parents, churches, businesses, health services, DHB, PHO, Iwi, dental practioners, sign off proposal			
3. Governance: service agreements, reporting system, meeting participants and timetable			
4. Safety: consent form, emergency procedures, child protection, first aid, safe food handling			
5. Funding: proposal, business partnership, volunteer organisations, reporting system			
6. Staffing: Breakfast Club Coordinator and assistant advertisements, volunteer screening process, training schedule, recognition programme, back-up staff, school faculty involvement			
7. Menu and Food Quality: menu agreement, contract for suppliers, calendar of special dates, educational activities			
8. Location and Equipment: options, equipment checklist, decorations, storage, waste disposal			
9. Promotion and Launch: variety of methods, launch date and plan, timetable for one-off events			
10. Evaluation: aims and objectives defined, timetable for surveys and review			

Step 3
Template

v. Service Relationship Agreement - a formal agreement between parties outlining responsibilities.
www.letsbeatdiabetes.org.nz

School logo

Service Relationship Agreement

Parties

<<School>> and the << >>.

Purpose

This Service Relationship Agreement (SRA) clarifies the relationship between <<Breakfast Club>> and the << >>, and defines the responsibilities of each party for the development and implementation of school based health services.

- School based breakfast clubs
Are a safe, supervised activity-based nutritional programme that provides breakfast for children on school grounds on a regular basis.

This initiative is designed to:

- Support <<school>> to address the nutritional needs of children and young people within the context of family/whanau and community and will promote **well health and achievement**

The timing of this initiative is: from _____ to _____

Relationship

<<School>> and the << >>, will work in a collaborative and co-operative manner in order to fulfill the formal obligations required to implement and manage this service. The guiding principle in this relationship will be to develop a service, which is reflective of Government approved parameters and which will have the capacity to meet the needs of the population .

All parties will collaborate to share expertise, knowledge and processes during the development and delivery of this service.

Outcomes

The desired outcomes of this SRA are:

- To give good quality health outcomes for the <<school>> students
- To provide an opportunity to promote healthy and nutritional eating
- To provide a place and time for improving social skills and confidence

Roles / Responsibilities

The <<school>> and the << >>, will work in partnership throughout the process described in this SRA. It is anticipated that a partnership approach will ensure that the views of both parties are considered and incorporated into the decision- making process with each agency being accountable and taking lead responsibility for specific aspects of this service.

To achieve this <<school>> will take responsibility for:

- 1.
- 2.
- 3.
- 4.

As a partner in this service, <<provider>> has lead responsibility for:

- 5.
- 6.
- 7.
- 8.

Agreement

The parties agree that:

- Both parties will value and respect the knowledge and advice of the other party.
- Both parties will discuss and attempt to reach agreement on key issues in relation to the development and implementation of this service.
- Both parties will acknowledge and respect the accountabilities of each party in the decision making process.
- Immediately on signing onto the SRA, the parties will undertake a review of their service plans and timeframes.

Problem Resolution

All unresolved disputes and differences between two parties, in relation to the implementation of this SRA shall be directed to Student Service Manager <<name>> and Appropriate SMT staff <<title and name>> and in the second instance to <<manager of the service>>.

Variation

The SRA can only be modified by a written agreement duly signed by persons authorised to sign on behalf of the parties with;

Review

This SRA shall be reviewed at term intervals by

Termination

Any party wishing to terminate must give one month's notice in writing.

Effective Date

This agreement will come into force on the date of signing by the parties.

Signed by: _____ Date _____ <<School>>

Signed by: _____ Date _____ <<Provider>>

Step 3
Template

vi. Reporting Template – an easy-to-use form for the Breakfast Club Coordinator to monitor expenditures, use of the club and costs.
www.letsbeatdiabetes.org.nz

School logo

Reporting Template

Name: organisation/school
Name: Breakfast Club

Date: Term _____ to _____ Year _____

Name of Coordinator: _____

Project Description: _____

Staff:

Breakfast Club Coordinator

Daily Log Assessment: (input table)

Example:

Week 1	Week 2	Week 3	Week 4	Week 5	Total No. of Students
20	40	45	35	50	400

Services / Providers

Example:

Date	Provider	Activity	Student Attendance
20/1/07	ABC	Sports equipment	20

Incidences Reported:

Financial Report: Funding Contribution / Support

Example

Provider Name	Description if applicable	Amount Donated	Outgoings
ABC	Bagels	200 bags	
CMDHB	Funding	\$500.00	
School		Funding	\$200.00

Questionnaire / Evaluation Results

1. Student survey results
2. Breakfast club evaluation results

Step 3
Template

School logo

Daily Log

Date: _____

Student sign in

Name	Gender M/F	Year

Incidences Reported:

Comments:

Step 4
Template

viii. Consent/Invitation form - any student involved in activities outside the curriculum need consent from their parents or caregivers.
www.letsbeatdiabetes.org.nz

School logo

Breakfast Club Consent / Invitation Form

Date _____

Our school and community supporters have decided to set up a school based breakfast club. We are planning on launching it on _____

Internationally, school breakfast clubs are proving to have many positive influences on the attending students and their school communities, including protecting against obesity, enhancing good food habits and improving social skills.

Breakfast clubs are more than a food service. They offer at least one social activity in addition to breakfast and are usually free. The activities might range from computer use, books, newspapers, games, sports with some special events to promote the club. They also provide a safe and supervised environment for students before school starts.

Specific details of school breakfast club here.

Parental involvement demonstrates a supportive environment. Volunteer adults act as role models or attitudes and behaviour toward food and can reinforce healthy eating habits at home. If you would like to be part of this project please reply below.

I _____ give _____ of Room _____
permission to attend the school breakfast club on Monday/ Tuesday/ Wednesday/ Thursday/ Friday.

Allergies, medical, other issues to be aware of _____

I would like to help through Yes/No (please circle)

- volunteering
- supplying goods
- donations
- other

Please contact me on _____

Name _____

Signed _____ Date _____

Step 6
Template

ix. Job description breakfast club co-ordinator - outlines basic duties for advertising

www.letsbeatdiabetes.org.nz

School logo

Job Description Breakfast Club Coordinator

POST TITLE: School Breakfast Club Coordinator

DEPARTMENT: _____

REPORTS TO: _____

1. PURPOSE OF JOB:

To be responsible to the school for the operation and development of the breakfast club to ensure its continued smooth and effective running.

2. MAIN RESPONSIBILITIES:

Initial planning

- Distribute and collect surveys, questionnaires or evaluation papers as required
- Assist with the promotion and publicising the club
- Be aware of the timetable of activities and identify the expected tasks required

Running the club

- Assist with the setting up of the venue each week
- Assist with the preparation and serving of breakfast as appropriate
- Help to create a welcoming and supportive environment for the members of the club
- Be responsible for the management of the behaviour of members of the club
- Assist with the tidying of the venue after use and ensure the secure storage of resources and equipment used

Administrative duties

- Assist with taking the daily log
- Help create related promotional displays for the club in the school

Standards and quality assurance

- Support the aims and ethos of the school
- Set a good example in terms of punctuality, behaviour and attendance
- Be responsible for the purchasing and management of stock, handling cash income and regular audits of resources
- Be responsible for ensuring the maintenance, cleanliness and safety of specialist equipment
- Demonstrate and assist in the safe and effective use of specialist equipment/materials

Other duties and responsibilities

- Be aware of and comply with policies and procedures relating to child protection, food hygiene, health, safety and security, administration, confidentiality, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work, aims of the school
- Establish constructive relationships and communicate with other agencies/professionals
- Participate in training, other learning activities and performance development as required

3. SUPERVISION / MANAGEMENT OF PEOPLE

The Breakfast Club Coordinator will be required to provide induction training and advice to other staff and volunteers.

4. CREATIVITY AND INNOVATION

- Assist in the identification of appropriate food/drinks in order to maximise the popularity of services with students.
- Contribute to the promotion of the club to maximise usage and continued success.
- The Breakfast Club Coordinator has responsibilities for the management of member's behaviour within the club and will work within strict guidelines and procedures. All unacceptable behaviour must be reported immediately to a senior member of staff to take action.
- The Breakfast Club Coordinator is required to consult and liaise with the Senior Management Team (SMT) in all non-routine matters in connection with the club.

5. CONTACTS AND RELATIONSHIPS

Internal contacts: -Teachers, support staff, parents and students.

6. DECISIONS

Discretion - The Breakfast Club Coordinator works within clearly defined rules and procedures.

Consequences - The Breakfast Club Coordinator decisions will have a limited and short-term effect.

7. KNOWLEDGE AND SKILLS

Knowledge

- The Breakfast Club Coordinator will have basic knowledge of Food Hygiene, Health and Safety including OSH, First Aid, Lifting and Handling and Fire Prevention for which appropriate training will be provided.
- Use of equipment/resources.
- Full working knowledge of relevant policies/guidelines of practice/legislation.

Skills

- Ability to relate well to students and adults.

Experience

- Previous experience of working with students

8. GENERAL

Health and Safety – The Breakfast Club Coordinator must carry out his/her duties with full regard to the Departments Health and Safety Procedures.



x. Menu - a dietician recommended range of choices and quantities

www.letsbeatdiabetes.org.nz

Breakfast Club Menu

Breakfast club – recommended serving sizes

Breads and Cereals	
Total number of servings recommended for breakfast (one meal per day)	
Primary school	1-2 serves from the list per person
Secondary school	2-3 serves from the list per person
Food Item	Serving Size
Porridge	½ cup cooked = 130g = approximately 65g uncooked
Weetbix	1 biscuit
Cornflakes, rice bubbles	1 cup = 30g
Natural museli	½ cup = 55g
Green banana	1 medium
Taro, yam, kumara, potato	1 medium (135g)
Bread	1 medium slice
Bread roll	1
English muffins, crumpets, bagels	1
Crackers	2 plain

Fruit	
Total number of servings recommended for breakfast per day	
Primary school	½-1 serves from the list per person
Secondary school	1 serve from the list per person
Food Item	Serving Size
Fresh fruit - apple, pears, banana, orange, peaches, nectarines	1 medium (130g)
Fresh fruit: kiwi fruit, strawberries, pawpaw, mango, lychees, grapes	½ cup e.g. 2 kiwi fruit
Tinned fruit: (natural juice, or pour off the syrup) / Frozen fruit	½ cup (135g)
Dried fruit	25g

Milk and milk products	
Total number of servings recommended for breakfast per day	
Primary school	1 serve from the list per person
Secondary school	1-2 serves from the list per person
Food Item	Serving Size
Low fat milk / soy milk (enriched with calcium)	250ml
Low fat yoghurt	150g
Low fat cheese	40g

Toppings for toast	
Margarine	1 tsp (4g per person)
Other spreads e.g. jam, honey, marmalade	2tsp (8g per person)
Baked beans, creamed corn, tinned spaghetti	½ cup per person

Drinks	
Provide at least 250ml (1 cup) total fluid per person - water is the best option	
Fruit juice	maximum 100ml per person

Step 8
Template

xi. Recommended Equipment list

www.letsbeatdiabetes.org.nz

Recommended Equipment List

EQUIPMENT	APPROXIMATE COST
Fridge/Freezer	
Catering toaster (6/8 slices)	
Microwave	
Plates x (max. no. of children)	
Polycarbonate Glasses x (max. no. of children)	
Mugs x (max. no. of children)	
Spoons x (max. no. of children)	
Knives x (max. no. of children)	
Forks x (max. no. of children)	
Polycarbonate jugs x 4 and/or resealable containers for juice	
Resealable containers for opened cereal packets	
Heavy duty cutlery tray or lidded storage container	
Food preparation boards x 2 (different colours) for bread & fruit	
Sharp knives (for slicing bread and fruit)	
Chopping board	
Cleaning products	
Activity equipment	
Can opener	
Chairs and tables	
Hand towels	

Step 10
Template

xii. Breakfast Club Evaluation – questionnaire to ensure students' needs are being met, can be done at the end of the term or as necessary

www.letsbeatdiabetes.org.nz

School logo

Breakfast Club Evaluation – Tell us what you think!

We need your help to find out what you think about your Breakfast Club. Please answer the questions as honestly as you can. There are no right or wrong answers to these questions.

About you

- How old are you? _____ Are you a boy or a girl? Boy Girl
- When did you start coming to the Breakfast Club? _____
- How often do you come to Breakfast Club? every day once a week
- Do you belong to any other clubs at school? yes no
If yes, what are they? _____
- What food do you normally choose to eat at the breakfast club?
 cereals toast/bread hot breakfast fruit fruit juice milk yoghurt other
- What other types of food would you like to be offered at the club?

- What is your favourite activity at the Breakfast Club?

- What do you like best about the Breakfast Club?
 the food eating with my friends playing games/doing things before school
 having somewhere to go before school I'm not sure something else (please tell us what)
- What would you change about the Breakfast Club?

- Since you started coming to the Breakfast Club have you: (please tick all you agree with)
 been able to concentrate better in the class room felt full until lunch time made new friends
 had more energy in the day eaten more fruit eaten less sweets and chocolate in the morning
- Has the Breakfast Club changed how you feel about school? Yes No
Please tell us how _____
- Is there anything you don't like about the Breakfast Club? Yes No
Please explain _____
- Would you tell your friends to come to the Breakfast Club? Yes No
Please tell us why _____

Thank you for telling us about yourself and about your Breakfast Club!

