Eat Like a Champ

Impact on food and drink consumption of Year 5 pupils

Michael Nelson

Director

Public Health Nutrition Research, UK

Emeritus Reader in Public Health Nutrition, King's College London

Healthy Schools London

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CHILDREN'S FOOD TRUST
Eat Better Do Better

KING'S College LONDON

DANONE RESEARCH

PHN RESEARCH
Insight through evidence

EAT LIKE A CHAMP CAMPAIGN

DANONE

SCHOOL FOOD TRUST — Eat Better Do Better

BRITISH Nutrition FOUNDATION

change 4 life

Targeted at Year 5 pupils
In primary schools

Helen Skelton
Eat Like a Champ
Ambassador

Co-creation with BNF
partnership with C4L+
Children Food Trust

6 WEEK HEALTHY EATING EDUCATION PROGRAMME

55% Danone staff
volunteer in schools

Apple

Comprehensive toolkit and website for teachers & parents
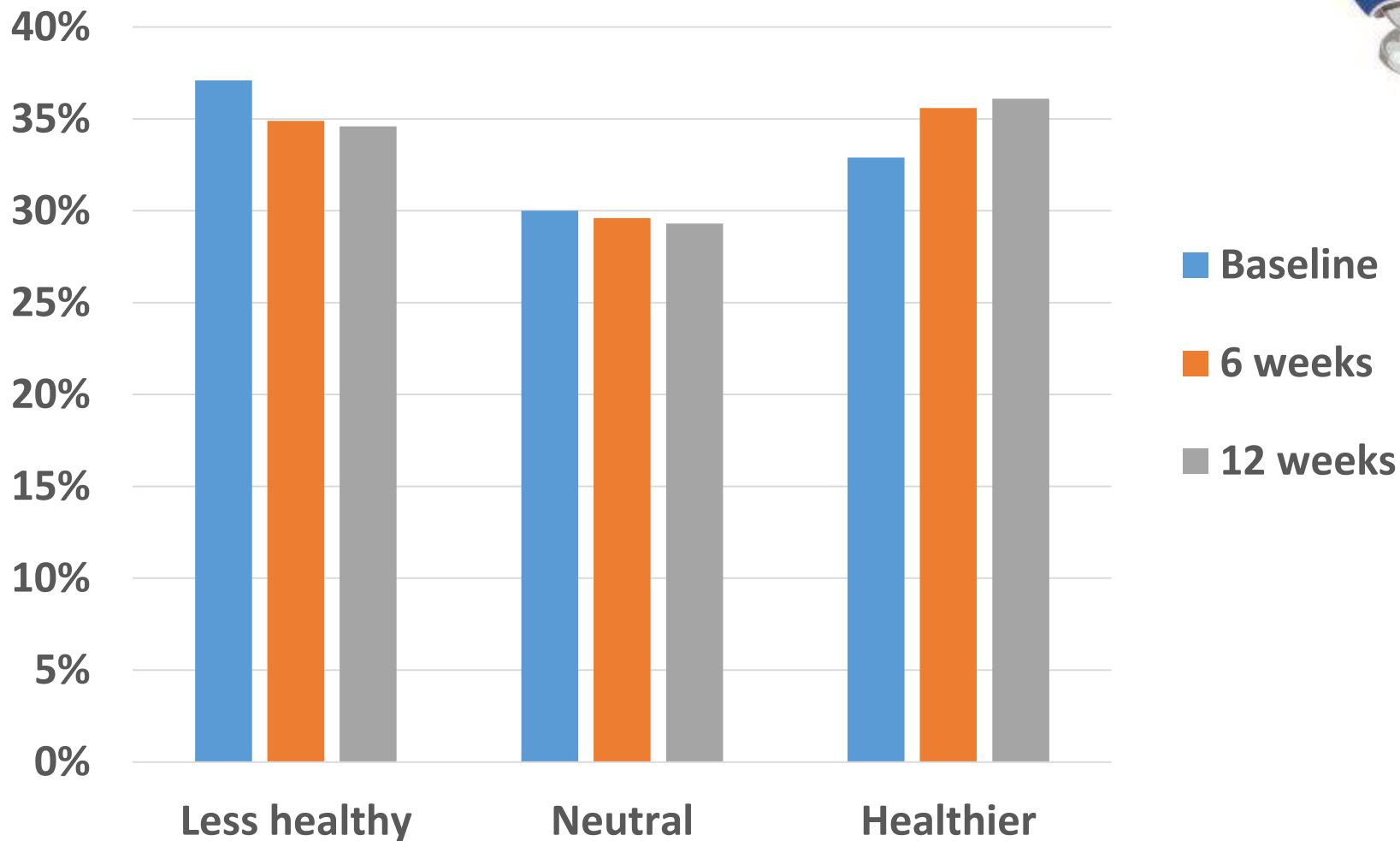
Eat Like a Champ

- Free to use

- Free training for teachers

- Easy to administer

- Widely disseminated

- Clear outcomes

- Findings on changes in eating habits shared with pupils, teachers and parents

Eat Like a Champ

Does it make a difference to what children eat and drink?

First Evaluation: 2012

ELAC: Change in food and drink choices over 12 weeks

First evaluation: Main Findings

	Phase		
	Baseline	**6 weeks**	**12 weeks**
Less healthy	37.1%	34.9%	34.6%	-2.5%
Neutral	30.0%	29.6%	29.3%	-0.7%
Healthier	32.9%	35.6%	36.1%	+3.2%

Net healthy eating "gain" at 12 weeks: **+5.7%**

First evaluation: Main Findings

Changes in eating habits at 12 weeks

- MORE:
  - **semi-skimmed milk**, less whole milk on cereal
  - **fresh fruit**
  - **water** (tap or plain bottled, not flavoured)

- FEWER:
  - **cakes and biscuits**
  - **crisps and savoury snacks**
  - **sweets**

First evaluation: Main Findings

Equates to:

- Decrease in treats 51 g per week (e.g. 1 chocolate bar)

- Equates to decrease of 50kcal/d, equivalent to 2kg weight gain over one year

- Increase of 119g fruit and veg per week (3x40g portions)

- Other positive changes in diet

ELAC2: Second evaluation, 2016

- Can teachers generate real-time feedback on the impact of ELAC on their class eating habits?

- Is this feedback useful to teachers when teaching about healthier lifestyles?

- Is the impact of ELAC on children's eating habits greater with real-time feedback?

ELAC2: Teacher Survey

Ask teachers' views on:

- Value of real-time feedback

- Willingness and confidence to enter checklist data using dedicated software

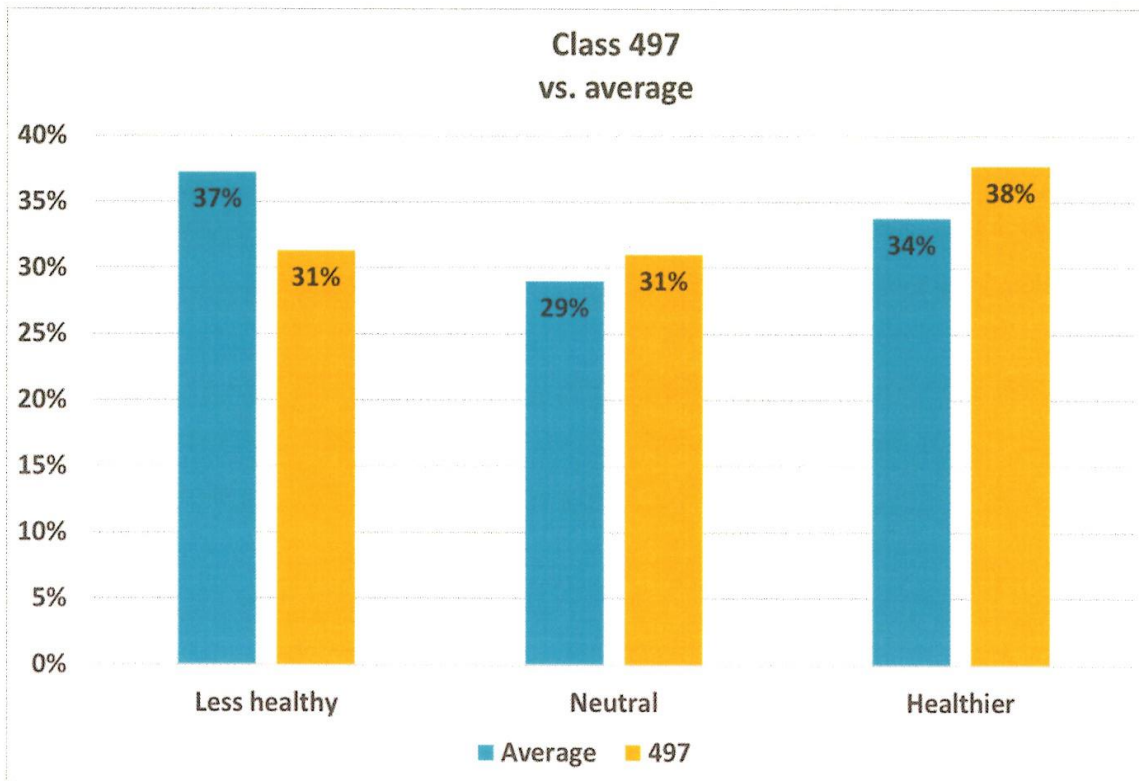- The role of the checklists and feedback in motivating participation in ELAC and ELAC evaluation

ELAC2: Teacher Survey

Types of feedback that would be valued:

Forms of feedback	n	%
Tables comparing class dietary behaviour with national averages	10	58.8%
Graphs comparing class dietary behaviour with national averages	15	88.2%
Change over time in "healthy diet score" for the class	14	82.4%
Tables showing changes in class dietary behaviour over time	12	70.6%
Graphs showing changes in class dietary behaviour over time	13	76.5%
Graph showing change in "healthy diet score" for all classes in the project	11	64.7%

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Class 497
vs. average

Class 497. Well done filling in your baseline data.

This graph compares your class results with the average results for all classes. The percentages shown at the top of each bar are based on the number of items ticked in each category – less healthy, neutral, and healthier – as a percentage of all items ticked.

You are doing very well at reducing consumption of less healthy foods and eating more neutral foods. Your consumption of healthy foods is above average. But you can do better still. Try to eat even less of the less healthy items, and more of the healthier items.

Think about the ways in which you can make your choices of food and drink even more healthy.
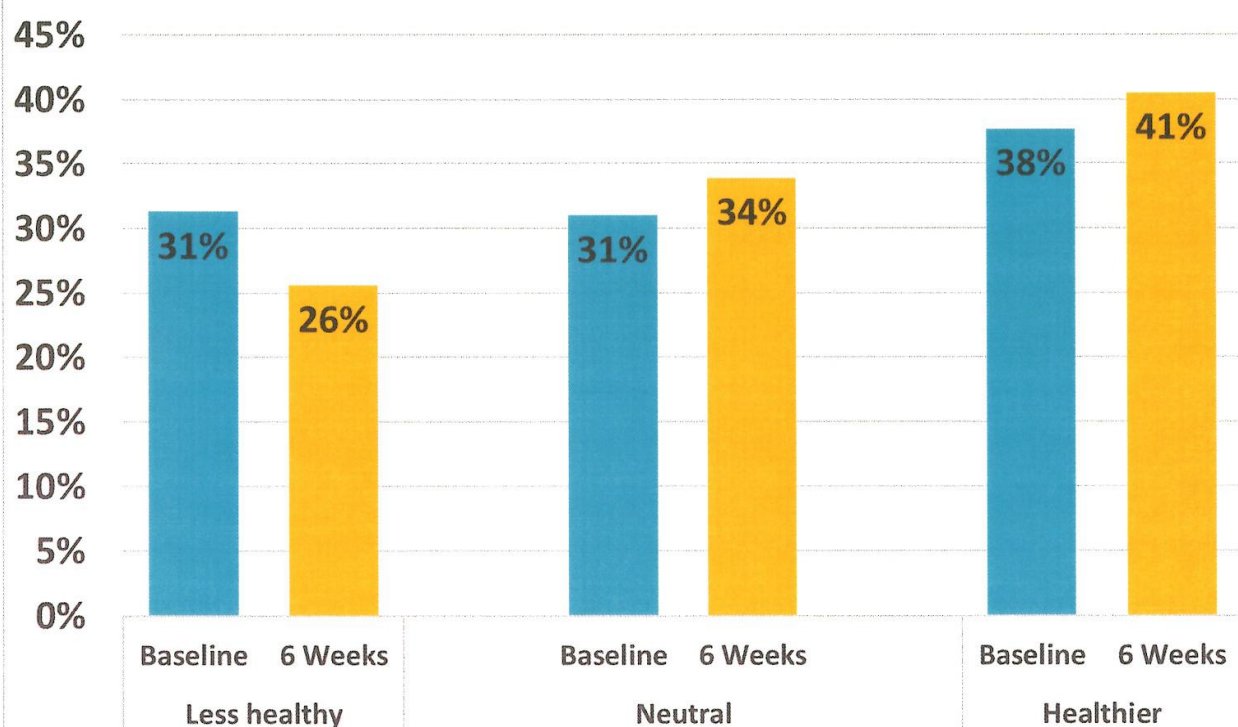
In your class, who is eating more healthily, boys or girls? How does this compare with the average for all boys and girls?

Class number	Your class			Average for all boys or girls		
497	**Less healthy**	**Neutral**	**Healthier**	**Less healthy**	**Neutral**	**Healthier**
Boys	33%	28%	39%	38%	29%	33%
Girls	30%	34%	36%	36%	29%	35%

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Baseline results by class

Class 497: Baseline vs 6 weeks

One of the best classes. You started from a good base and made even more improvements. Well done. Keep up the good work.

	Less healthy		Neutral		Healthier	
	Baseline	6 Weeks	Baseline	6 Weeks	Baseline	6 Weeks
	31%	26%	31%	34%	38%	41%

ELAC2: Teacher Survey

Willingness to spend time entering data:

Time willing to spend	n	%
I would not be willing to spend any time entering data and creating feedback	6	35.3
I would be willing to spend up to 30 minutes	2	11.8
I would be willing to spend 30-60 minutes	9	52.9
Total	17	100

Second evaluation: methods

1) Intervention: 6 x 1-hour classroom sessions
   - Administered over 6 weeks

2) Dietary assessment
   - 2 day checklist
   - 86 items of food and drink
   - Completed on paper in the classroom

Second evaluation: methods

Extract from checklist

Make sure you put at least one tick in every row			
Food or drink item	**Did you eat or drink this?**		
	Today	**Yesterday**	**Did not eat or drink**
Bread, rice, potatoes, pasta and cereals			
Sweet or chocolate breakfast cereals (like Coco Pops, Frosties, honey nut)	✓		
Wholegrain breakfast cereals (like Weetabix, original Cheerios, muesli)			✓
Other breakfast cereals (like cornflakes, original Special K)		✓	
Porridge or Ready Brek			✓
White bread, toast, rolls, pita, wraps, bagels, naan, chapatti etc.	✓	✓	
Wholemeal, multi-grain or brown bread, toast, rolls, pita, wraps, bagels etc.			✓

Etc., etc.

Second evaluation: methods

Screen for teachers to enter data

Bread, rice, potatoes, pasta and cereals

Did you eat or drink this?	Today	Yesterday	Did not eat
Sweet or chocolate breakfast cereals (like Coco Pops, Frosties, honey nut)	☑	☐	☐
Wholegrain breakfast cereals (like Weetabix, original Cheerios, muesli)	☐	☐	☑
Other breakfast cereals (like cornflakes, original Special K)	☐	☐	☑
Porridge or Ready Brek	☐	☑	☐
White bread, toast, rolls, pita, wraps, bagels, naan, chapatti etc.	☐	☐	☑
Wholemeal, multi-grain or brown bread, toast, rolls, pita, wraps, bagels etc.	☑	☐	☐
Crackers	☐	☐	☑
Pasta, white rice (boiled), couscous	☐	☑	☐
Wholemeal pasta, brown rice (boiled)	☐	☐	☐
Tinned spaghetti or tinned pasta	☐	☐	☐
Instant noodles (like super noodles, pot noodles)	☐	☐	☐
Fried noodles or rice	☐	☐	☐

Second evaluation: methods

3) Checklists completed at 3 time points

Jan-May 2016

- Before the intervention
- Immediately after the intervention (6 weeks after start)
- Medium-term (12 weeks after start)

4) Classification of food and drink

- "healthier" (e.g. semi-skimmed milk, fruit)
- "neutral" (e.g. white bread, pasta)
- "less healthy" (e.g. chips, sweetened soft drinks)

5) Outcome measures
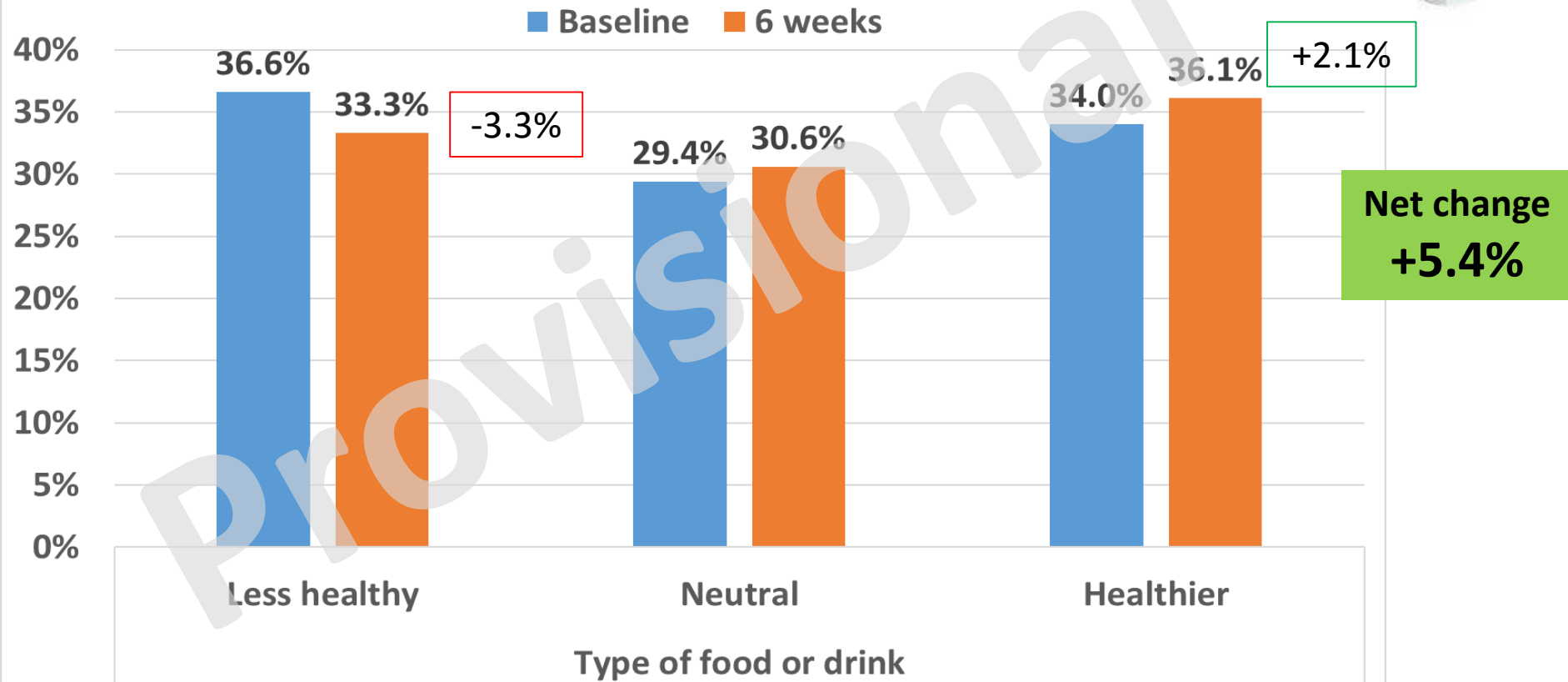
- Compare diet at baseline, 6 weeks and 12weeks

Second evaluation: sample

- 20 primary schools in London

- 39 classes

- 1013 pupils

- Exclude 10+ errors, <10 pupils per class

- 6 weeks: 660 (65%) completed checklists

- 12 weeks: 328 (32%) completed checklists

Second Evaluation: n=660
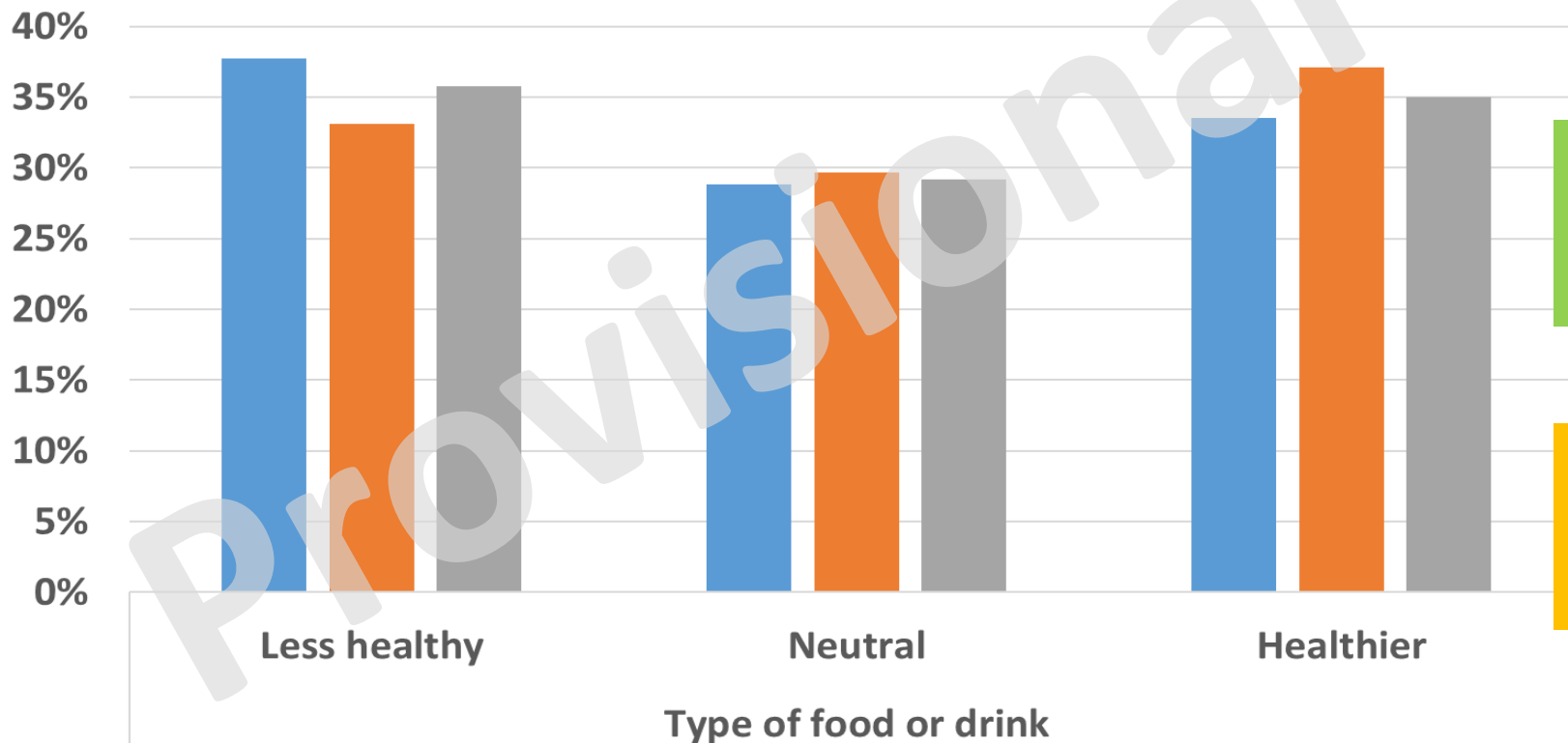
Change in food and drink choices over 6 weeks

- Baseline
- 6 weeks

Type of food or drink	Baseline	6 weeks	Change
Less healthy	36.6%	33.3%	-3.3%
Neutral	29.4%	30.6%	
Healthier	34.0%	36.1%	+2.1%

Net change +5.4%

Second Evaluation: n=328

Change in food and drink choices over 12 weeks

Legend: ■ Baseline ■ 6 weeks ■ 12 weeks

Y-axis: 40%, 35%, 30%, 25%, 20%, 15%, 10%, 5%, 0%

X-axis categories: Less healthy, Neutral, Healthier

Type of food or drink

Net change 6 weeks +8.2%

Net change 12 weeks +3.4%

Second Evaluation: Conclusions

- Confirms small but important changes in diet

- Clear return on teacher time and investment

- Liked by teachers and fits with curriculum

- Promotes parental involvement

- Provides positive feedback

- At 6 weeks, two-thirds of teachers entered data

Limitations

- At 12 weeks, only one-third entered data

Second Evaluation: Next steps

- Further analysis of data

- Carry out second teacher survey

  - What teachers liked and didn't like

  - Value of real-time feedback to teaching

  - Cost-benefit of entering their own data

  - Would it be better if pupils completed checklists online?

  - Etc.

- Explore wider use of Eat Like A Champ

Thank you