The focus of this magazine is taha hinengaro – mental well-being

Ma Te huruhuru, Ka rere Te manu Me Whakahoki mai te Mana ki te Whanau, Hapu, Iwi
Adorn the bird with feathers so it can fly.

CONTENTS
Taha Hinengaro .................. 2(rua)
School Structure............... 4(wha)
Māori Focus ................... 4(wha)
Whats been happening......... 5(tina)
Heart Foundation update....... 7(whetu)
Maramataka .................... 8(war)

Please Distribute to
- Principal
- Board of Trustees
- Health & PE staff
- Staffroom
- School Community

THE FOCUS of this magazine is taha hinengaro – mental well-being

Taha Whānau — Tena koutou te kura whānau oranga.

Children and young people need to feel safe, supported and valued in the school environment. It helps protect them from emotional difficulties and it creates an environment in which children learn best. Students who are less connected to their schools have increased mental and emotional health problems. Check out the review of the recent article ‘Health-promoting schools and mental health issues: a survey of New Zealand schools’, on page 2 of this edition of the Health Promoting Schools Magazine. It looks at the relationships between students’ mental well-being and their ability to achieve in both primary and secondary schools.

Creating a school environment that supports Taha Hinengaro requires schools to recognise influencing factors that hinder students’ mental health and well-being and therefore their educational success. There are examples of how schools promote Taha Hinengaro in this issue of the Health Promoting Schools Magazine. The “Expect Respect Club” at Otago Girls’ High School with its focus on healthy relationships and the results of the work on Tapu undertaken through the Otago Secondary School Health Leaders’ Network - Rangatahi Röpü are good examples.

Schools are able to identify children that may show signs of emotional distress. Public Health Nurses are in a unique position of being able to work with students and their families to support them. In Otago the Methodist Mission and Women’s Refuge are examples of agencies that run programmes for children requiring extra support.

Public Health Nurses are a valuable resource in our schools. They can meet with parents/caregivers at school or in the home. At area schools and some intermediate, and secondary schools they provide self referral clinics for the students.

Each term the Public Health Nurses provide snippets for school newsletters. Here is their newsletter snippet on taha hinengaro – mental well-being.

A Sense of Belonging

Children need to know that they are important. When they feel accepted and loved by important people in their lives they feel comfortable, safe and secure, and open to communication. If children feel respected and secure within a family, they will find it easier to make friendships outside the family. To help children develop that sense of belonging, you can:

- Help them build friends and relationships outside of their family.
- Encourage pride in their family’s ethnic background and heritage.
- Keep reminders of family events and family history around the home (photograph albums, home videos, etc).
- Provide a special time for each child or young person. Encourage children to talk about their day.

In Otago Public Health Nurses in schools are run through the Otago Public Nursing Service (PHN) and in Southland through the Well Child Service (PHN).
The importance of mental health in our school communities was highlighted by The Prime Ministers Youth Mental Health Project. The schools' role in providing a safe and supportive environment is highlighted in the article Health Promoting Schools and Mental Health. Risk taking behaviour is often associated with poor mental health so sexuality and alcohol/drug education are an important part of a health education programme. There are many services in the community to support children dealing with difficult circumstances. We have included information about two services offered in Otago.

A Central Otago Alcohol Survey

Public Health South, Primary Health Organisation, Cancer Society, Presbyterian Social Services, Public Health Nurses and youth workers are working together to do a follow-up on the 2009 alcohol and other drug survey in Central Otago. The survey is aimed at 15 – 17 year olds and will ask questions on alcohol consumption, alcohol availability and other issues concerning the youth of Central Otago.

This 2009 survey showed overwhelmingly that parents were the main source of supply of alcohol to teenagers. As a result of that survey the group developed a youth friendly booklet about “Challenging Attitudes” which was distributed around Central Otago.

While the booklet was youth friendly it also contained valuable information for parents about the supply of alcohol to minors.

The group is hoping that attitudes towards alcohol will have shifted since the 2009 survey. The 2012 survey allows the group to measure whether a change in attitudes has occurred. It will also give the group new data to follow up with a joint project to address issues identified by the youth of Central Otago.

The group would like to thank the schools for supporting the survey which went out to the schools early in the third term.

Improving Youth Mental Health

The Prime Minister’s Youth Mental Health Project outlines a package of initiatives to improve youth mental health. These initiatives build on existing successful programmes and trial new ones with the potential to make a difference.

The initiatives will be implemented in four different areas – in school, online, in families and communities and in the health system. Seven of these initiatives are school based with two initiatives targeted to those most in need and two initiatives to be piloted before being considered for further roll out.

There are 3 school based initiatives to be implemented universally. These are outlined below:

Making schools more responsible for student well-being

Schools will be expected to take more responsibility for their students’ well-being. Indicators to measure how well schools promote well-being and provide safe emotional environments for their students will be developed and included in the ERO regular review cycle. Schools will then be able to measure how the health and safety of their school environment has improved over time.

Encouraging a positive culture in schools

Positive Behaviour School Wide, a universal approach to tackling problem behaviour in schools will be rolled out in all Secondary Schools. The programmes focus on teaching positive behaviour, communicating clear expectations and creating a school culture that supports responsibility for behaviour.

Improving the school guidance system

The existing school guidance system will be reviewed and used to help establish which practices best support youth wellbeing. Advice to Government on how to enhance the quality, coverage and management of the guidance system in Secondary Schools will then be developed.

Health Promoting Schools And Mental Health Issues

A new Zealand study ‘Health-promoting schools and mental health issues: a survey of New Zealand schools’, by Penni Cushman, Tracy Clelland and Garry Hornby from the University of Canterbury, College of Education, Christchurch, New Zealand, looks at the relationships between students’ mental well-being and their ability to achieve in both primary and secondary schools, with particular regard to whether strategies used reflect the HPS approach.

The study reports on evidence from schools in Australia, Canada and Scotland and identifies where students are less connected with their school they have noticeable increases of mental and emotional health problems. New Zealand students less connected to their schools show increases in anxiety, anger, bullying, unhappiness, and depression, which in turn contributes to higher levels of truancy. Research also identifies the importance of whanau involvement, in particular when the students, schools and whanau work as partners in learning it helps them build resiliency, positive relationships, strengthen communication and become effective members of society.

Overall, this paper is of utmost importance on how HPS contributes to well-being and educational outcomes for students, and ‘in order for students to fully participate and achieve they must be healthy and emotionally secure’. Hence the importance for teachers to recognise influencing factors that hinder students’ mental health and well-being and therefore their educational success.

For a more in-depth read of this article download a copy from http://dx.doi.org/10.1080/026439344.2011.626066. (Penni Cushman, Tracy Clelland & Garry Hornby (2011): Health-promoting schools and mental health issues: a survey of New Zealand schools, Pastoral Care in Education, 29:4, 247-260).

Other related readings:

A Health Promoting Schools Approach to Bullying: Authors: Penni Cushman and Tracy Clelland.

Abstract

Media headlines on bullying ensure we are constantly reminded of the presence of this negative behaviour in our schools. This paper presents findings primarily related to bullying that were drawn from a national survey of barriers to student learning. Strategies implemented in survey respondents’ schools (primary and secondary) to address bullying are discussed with respect to the principles and practice of the “health promoting schools” (HPS) approach—an approach that is internationally recognised for its effectiveness in addressing mental health issues in schools.

Mental Health Promotion

Sexuality Education in New Zealand

Comprehensive sexuality education in New Zealand came under attack in June 2012 from an American abstinence-only until marriage advocate. Family Planning teaches a comprehensive sexuality education programme. This programme aims to give young people knowledge, skills, attitudes and values to determine and enjoy their sexuality — physically, emotionally and spiritually. You can read more about comprehensive sexuality education here: http://www.familyplanning.org.nz/info_resources/information_for_parents_caregivers/sexuality_education

Our programmes are underpinned by international research which confirms the benefits of comprehensive sexuality education. If you’d like more information about this research check out:


The Sexuality Information and Education Council of the United States (SIECUS) has some great fact sheets summarizing the latest international research on this issue. http://www.siecus.org/index.cfm?fuseaction=page.viewpage&parentid=521&grandparentid=477&parentid=514

Sexuality education is a compulsory part of the New Zealand Curriculum in schools up until the end of Year 10. However, parents have the right to withdraw their child from sexuality education classes if they write to the Principal.

In August 2007, the Education Review Office (ERO) released an evaluation of sexuality education programmes in New Zealand schools. They found that teachers who are confident, qualified and able to establish good teaching relationships with students are essential for teaching sexuality education. Schools need to implement school-wide systems that support and promote high-quality sexuality education in a safe and inclusive learning environment. While many schools were doing a good job, many were not. ERO found that:

› The majority of programmes were not meeting student’s learning needs effectively.
› Two areas of weakness were assessing learning in sexuality education and meeting the needs of diverse groups of students.
› Sexuality education in many schools was characterised by a “one size fits all” approach for all students. Schools did not reflect diversity.
› There was an overall pattern across some schools of teaching sexuality education in isolation from other subjects, with little or no meaningful assessment of students’ needs, inadequate and/or inappropriate resources and teachers who were not well prepared to teach this subject.

ERO made a number of recommendations to schools and government agencies to improve the standard of sexuality education. Family Planning strongly supports the full implementation of the ERO’s review recommendations.

Family Planning offers a range of workshops and professional development programmes for teachers, community workers and others working with young people. Follow the link below for more information about these programmes. http://...
The programme Expect Respect was run as a component of the Otago Girls’ High School Clubs curriculum. Ten sessions ran over a 10 week period and covered a variety of content that the students wanted to learn about. This included aspects of rape and sexual abuse, gender stereotypes, self esteem and awareness, power and oppression, effects of media and advertising, body image, anti-homophobic awareness, healthy relationships, communication and consent, contraception availability and negotiation and services available for youth in Dunedin. The facilitators found that the more contribution students made in the direction of their learning the more relevant it was for them.

The Expect Respect programme included students from year 9, year 10 and year 11. The diverse age range of the group sparked many different discussions which highlighted the common ground in their individual attitudes and experiences. Towards the end of the programme we found that most of the students felt confident and comfortable to express anecdotal information in order to extend understanding for other students. This reinforced how well the students connected with the information. The majority of the student evaluations made particular reference to being able to ask the facilitators anything without judgement and feeling comfortable to raise questions or concerns.

The facilitators used interactive group work, discussion, activities and visuals in order to give all of the students the opportunity to be involved with the programme content. The students’ responses within the evaluations acknowledged that the sessions were really fun and inclusive.

The sessions were run collaboratively by the Community Education Worker at Rape Crisis Dunedin, Loren Ferrel, and the Health Promoter at Family Planning, Bonnie Scarth and the Health Promotion Adviser at Public Health South, Alex Massey.

If there is any interest in scheduling workshops that include any of this content, please feel free to contact us for information.

The Otago Secondary School Health Leaders’ Network – Rangatahi Ropu consists of three one and a half hour meetings per year. The first two meetings are to give the students information about promoting health and well-being in their school communities and at the third meeting in September the students present their projects. At the first meeting Chris Roy challenged the students to look at their leadership through Tapu taken from the Māori model of health Tuakiri O Te Tangata.

The students at the May meeting all responded to Chris’s challenge and came back with some insightful presentations based on how they see tapu in their school culture.

The four schools in Oamaru all had different approaches. East Otago High School are promoting “Life as Tapu” and mental well-being through a buddy system where senior students are assigned as a buddy to junior students. St Kevin’s College saw Tapu through their programme respecting your own bodies encouraging students to take part in extracurricular sport. Waitaki Girls’ High School ran an activity building self esteem called “Love the Skin You are In”. Waitaki Boys’ High School related tapu to good sportsmanship treating each team member fairly by respecting yourself, the team and the coach.

In Dunedin all schools presented different approaches. At Bayfield High School Tapu relates to the health and safety of students so the overall theme is a healthy mind, body and environment. At Columba College their focus was about respecting others especially teachers and being in good health. At Kavanagh College the students saw Tapu as everyone feeling safe at school. They have a buddy system to provide support for all aspects of school life. Both boys’ schools identified tapu as relating to bullying.

At King’s High School they saw house leaders, year 13 mentors and presentations at school assemblies helping to provide a supportive school environment. At Otago Girls’ High School the health committee runs the Breakfast Club and is promoting good role models for girls. Queen’s High School promoted smokefree and saw smoking as a violation of Tapu and health.

The Otago Boys’ High School presentation was titled “Boys bully. Men make a difference.” They related tapu to their school values of respect, fairness, integrity and excellence. But their challenge was to get the school thinking about how to deal with the issue of tapu in respect to bullying. They created an equation stating “violation of tapu = violation of community tapu”. They expanded this relating bullying to violating the victim’s tapu, the school tapu, and the bully’s own tapu. The effects of bullying can lead to depression and even suicide. Some of the students are peer support leaders and wear wristbands to remind people about bullying.

Chris Roy congratulated the students on a difficult task well done and is looking forward to their final presentations in September.
Children enjoy being involved in gardening because it’s fun and they learn new skills. Food to use in a recipe and we have found out what different foods taste like. Where some food comes from, how to grow vegetables from seeds, how to prepare many food scraps going into the black bags, which means there’s not so many black is kept outside the staffroom where all our food scraps are put, so that there is not and there’s little waste. We have just purchased a new compost bin. The compost bin carrot sticks, pasta bakes, potato salad, potato fritters, baked potatoes and many the meals they make at cooking. We have made stir fries, carrot soup, savoury scones, where we grow our own vegetables. We have grown carrots, silverbeet, lettuce, parsley, potatoes, peas, cherry tomatoes and more. We grow most of these from seed. During discovery a group of keen gardeners will do weeding, planting and maybe some harvesting. We use these vegetables in our cooking to create delicious healthy recipes. The cooks prepare the meals, like peeling and cutting and measuring things to go into the meals they make at cooking. We have made stir fries, carrot soup, savoury scones, carrot sticks, pasta bakes, potato salad, potato fritters, baked potatoes and many more meals. The benefits of growing your veges means that they are fresher, cheaper and there’s little waste. We have just purchased a new compost bin. The compost bin is kept outside the staffroom where all our food scraps are put, so that there is not many food scraps going into the black bags, which means there’s not so many black bags going to the landfill. By growing and cooking our own food we have learned where some food comes from, how to grow vegetables from seeds, how to prepare food to use in a recipe and we have found out what different foods taste like. Children enjoy being involved in gardening because it’s fun and they learn new skills.

At a quarter to eight three times a week on Tuesday, Wednesday and Thursday three students from the health committee prepare a breakfast for up to sixty students. The menu is hot Milo and toast served in the Foods Room.

Breakfast is welcomed by students who have been at netball, aerobics or rowing practice from quarter to seven in the morning. Students leaving home early on the bus find breakfast a very welcome treat and a good social occasion before school begins.

The Health Team have done some research into students eating breakfast and they discovered juniors are not good breakfast eaters and seniors are better. They have considered the nutritional value of the breakfast. The milk in the Milo is considered great brain food but the sugar is of limited value. Washing the mugs is an issue because there is often limited time before the next class. The team are considering asking students to bring their own mugs or looking at pricing biodegradable paper cups. Through the efforts of the committee they have obtained some sponsorship through John Moyle’s Super Value Shop at Green Island and Ferrum’s Engineering.

At the end of the breakfast the Foods Room is spotless ready for Mrs Cook’s first class.

Through the Hauora Challenge Halfway Bush School has received funding to assist with Discovery Time. There was funding to install a new stove in their updated kitchen used for cooking classes and soil to improve the fertility of their school gardens On a June Wednesday afternoon I was given a tour of Discovery Time activities by Adam, Cody, Ollie and Jasmine. I saw the school gardens (they still had cherry tomatoes ripening), children playing Petanque, baking an apple cake, making stars for Matariki and experimenting on keyboards.

At Halfway Bush School we have 3 raised garden plots and a number of other sites where we grow our own vegetables. We have grown carrots, silverbeet, lettuce, parsley, potatoes, peas, cherry tomatoes and more. We grow most of these from seed. During discovery a group of keen gardeners will do weeding, planting and maybe some harvesting. We use these vegetables in our cooking to create delicious healthy recipes. The cooks prepare the meals, like peeling and cutting and measuring things to go into the meals they make at cooking. We have made stir fries, carrot soup, savoury scones, carrot sticks, pasta bakes, potato salad, potato fritters, baked potatoes and many more meals. The benefits of growing your veges means that they are fresher, cheaper and there’s little waste. We have just purchased a new compost bin. The compost bin is kept outside the staffroom where all our food scraps are put, so that there is not many food scraps going into the black bags, which means there’s not so many black bags going to the landfill. By growing and cooking our own food we have learned where some food comes from, how to grow vegetables from seeds, how to prepare food to use in a recipe and we have found out what different foods taste like. Children enjoy being involved in gardening because it’s fun and they learn new skills.

What’s been happening...

We are often bombarded with reports and articles on obesity and adolescents with poor eating patterns. A commitment to a sport can develop a good knowledge of nutrition and healthy eating patterns. At Otago Boys’ High School in Ryan Martin’s two sports classes he considers his students semi professional as they are playing sport at a high level. An important part of their commitment to their team is a healthy diet. Good nutrition is as important as the regular practices.

Interview with Alexi Morris – 2ND five in the OBHS 1ST XV

When Aleki Morris began at Otago Boys’ High School two years ago he was sixty nine kilograms and now he is a healthy eighty six kilograms. The weight was gained through a healthy diet which is necessary to play rugby safely at this level and sustain fifteen hours per week training. Aleki says he feels very healthy and fit!

The diet is scientifically planned. Two grams of protein per kilogram of body weight are needed. Meat, tuna and eggs are the main protein sources. The boys are encouraged to eat regularly every two to three hours. Tuna and crackers are considered a good snack but breakfast and dinner are the main meals of the day. For carbohydrate loading before big games rice, pasta, potato and rolled oats are consumed.

Pre-training the boys are encouraged to drink lots of water and something sweet with lots of sugar as an immediate energy source. Post training twenty or thirty minutes after a practice protein shakes are consumed to rebuild muscle tissue. As well as learning about good nutrition the boys are encouraged to cook with reasonably priced recipes. Ryan has a collection of recipes like bacon and egg pie, lasagne and tuna pasta salad is considered a favourite.

When Aleki was asked about takeaways he said that while his previous diet had more, takeaways are now an occasional food as are energy drinks. Ryan affirmed that he is realistic that there will always be occasions for takeaways but it is all about getting the right balance. The Otago Boys High School team with this disciplined approach to training and to nutrition is certainly getting very good results. They are the top team in the Secondary School Highland competition and hope to be the top South Island Secondary School First Fifteen Team at the up-coming South Island Secondary Schools Winter Sports Competition.
A Health Focus... at The Catlins Area School

Fiona Wilkinson is the Head of Health and Physical Education at The Catlins Area School and teaches Health to year 7 to 10 students. In term 3 they are beginning an inquiry health unit on “Keeping Ourselves Safe” where students investigate potential dangers. The unit is designed to relate to the Catlins rural community.

Some topics are relevant in any school community like to keeping ourselves safe in the home and cyber safety but some topics are more relevant in a farming community. Many of the students are hunters so gun safety and safety around animals are included as topics. Fishing, surfing and swimming are popular recreation activities so water safety is also included.

East Taieri School

East Taieri School began working with the Dunedin City Council Travel Co-ordinator Charlotte Flaherty and Andy Adams from Sport Otago in 2011.

School travel planning is designed to encourage children to choose more active means of transport to and from school and to ensure that it is sustainable. Part of the process involved surveying all the parents regarding road safety issues and means of transportation.

The children have been involved with mapping for real activities where children identified issues for them travelling to school as well as looking at where they travel from on a large scale map.

Issues we are currently working on developing:

› Reducing pollution in our environment

The year started with a major focus on Safer Journeys to school with Constable Ross Greer taking scooter training with all classes. This was needed because of the large numbers of children choosing to scooter to and from school.

Strider the Zebra came to visit the children to promote safer journeys to school. All children that walk, bike, scooter or bus to school are required to wear a high visibility vest or safety shell.

The Year 5 and 6 children are involved with a pilot Dunedin City Council Cycle Skills training programme every second Friday. Trained instructors work with children to promote confidence and safe bike handling skills.

The student council regularly do spot checks to ensure children are wearing their safety vests. A group of student council members will be working on looking at ways to make the school car park safer for pedestrians.

Musselburgh School is a Health Promoting School. Over the last six years there has been a focus on developing a positive school culture through activities like circle time and golden time. The school vegetable gardens through enviro schools have been developed to become a focus of learning in the school. For Anne-Marie McIlroy’s cooking class the garden is a great resource.

An Invitation to a Healthy Cooking Class

I was lucky enough to be invited to a cooking class held each day at noon in the Musselburgh School staffroom. Each lunch time Amelia, Elia, Molly and Nick work with Anne Marie McIlroy, a specialist teacher and Nancy Turner, the Teacher’s Aide to prepare their lunch. Lisa Le Hane, Paul Byers, Sue Bennett and Sharon Cleaver are also involved in helping the children with their cooking. The students are mainstreamed and really enjoy learning food preparation skills. They require more time to become proficient at food preparation tasks so the programme works well. The children pay $10 a week to prepare their lunches and do not need to bring packed lunches from home.

At the beginning of the year the children developed a menu of the recipes they like, often including produce from their school garden. The recipes are healthy, easy to prepare and of reasonable cost. Then from the menu they choose the food to prepare for the week. The class includes preparing a shopping list, visiting the supermarket, cooking, cleaning up, and of course enjoying the finished product.

Nick can now get all the ingredients and equipment to prepare his favourite pasta dish. Amelia likes chicken stir fry so remembers to take the frozen chicken out of the freezer so it is thawed for the next day to prepare the stir fry. Molly loves making muffins and Elia can safely use a knife when making fruit salad. But of course in an emergency the children call on the teachers.

When asked about health at Romahapa School Mark Preddy the Principal said “we are a sporty school where all the children participate in sports. They play indoor hockey, touch, rippa rugby, Tee ball, softball and they all have to run in the local Small Schools Cross Country. Because Romahapa School is a small school in order to play age group team sports the children have to join a local club.

First Aid training is a feature of our school and the senior students get an opportunity to put this training into practice. The senior students supervise the school playgrounds so they are the first port of call for knocks, cuts and abrasions. But of course in an emergency the children call on the teachers.”
Healthy Heart Award for Schools:  
Tohu Manawa Ora - Kura  
Term Three – 2012

GREETINGS  KIA ORA  MALO LELEI  TALOFA LAVA  FAKAALOFA LAHI ATU  KIA ORANA  BULA VINA KA

Southland Canteen Network  
Meeting

Children need to eat a variety of different foods to stay healthy and grow. The more active a child is the more energy they need from food. It’s important to choose a balanced diet from the four food groups every day:

› Vegetables and fruit
› Wholegrain bread and cereals
› Lean meats, chicken, seafood, eggs and dried beans, peas and lentils
› Low-fat milk and milk products

Good nutrition is an important component in reaching your personal best in sport. When you are training your body has increased nutrient needs, depending on your training volume, frequency and intensity.

Three types of food provide energy: carbohydrate, protein, and fat. Too much of the wrong types of fat can contribute to weight gain, heart disease and other health problems. Even for athletes that burn off the extra energy fat supplies, there is an increased risk of adverse effects later in life. Any fat eaten should be predominantly in the unsaturated and other health problems. Even for athletes that burn off the extra energy fat supplies, there is an increased risk of adverse effects later in life. Any fat eaten should be predominantly in the unsaturated form. This means using vegetable oils rather than animal fats.

Carbohydrates are the recommended major source of fuel for everyone, especially athletes. Carbohydrates, such as wholegrain breads, high fibre cereals, fruits, vegetables and pulses should make up about half of our total energy intake.

Athletes have slightly higher protein needs than the average person due to extra wear and tear on their bodies but it’s not difficult to meet the daily recommended amounts of protein by eating a balanced diet with a variety of food.

If exercise is going to be prolonged, a pre-exercise meal (1-4 hours before exercise) should be high in carbohydrates and moderate in protein. e.g. wholemeal toast thinly spread with peanut butter.

Following exercise, the recovery process includes refueling, rehydrating and repairing. e.g.

› Sandwiches with meat, cheese, fish or peanut butter
› Yoghurt
› Flavoured milk drinks
› Fruit smoothies
› Breakfast cereal and milk

Stella O’Connor Heart Foundation HPC Southland

Attention School Canteens and Food Technology Teachers

The Hub has landed!

The Hospitality Hub: www.heartfoundation.org.nz/hospitality is a one-stop-shop of information, free resources and tools to help all food service sectors develop healthy foods. It’s the most comprehensive site of its kind in New Zealand.

Asher Regan, who developed the hub, is an experienced chef who returned to university to gain a master’s degree in human nutrition. He has unique insight into the needs of the hospitality industry and the information needed to produce healthy food.

There is a wealth of information on the website for food producers including tips on developing menus and recipes, using healthy ingredients and cooking methods, food safety requirements and how to deal with allergies.

The content in the Hospitality Hub was the result of extensive consultation with key members of the food and hospitality industry and health professionals who work closely with food preparers.

The site is the ideal first step for any food preparer seeking information on producing safe, healthy food. Health professionals working with chefs, cooks and food service managers will also find plenty of valuable information and links within the Hospitality Hub that will enable more effective engagement.

And it doesn’t stop there. You’ll also find information for specific food service sectors such as schools and early childhood education, event catering, cafes and restaurants and Marae and Pacific gatherings.

Take a look inside the Hospitality Hub today:

www.heartfoundation.org.nz/hospitality

Loading up the lunchbox  
Ngā kai tika ő te tina

Top Tips/Kai Pai

• Involve your children in lunchbox options
• Prepare lunchbox items in bulk and store in the freezer until required
• Be a role model – prepare your own healthy lunch at the same time
• Think outside the lunchbox – vary the shape of sandwiches by cutting them into triangles or use a biscuit cutter for different shapes
• Avoid soggy sandwiches – keep bread and fillings separate and let your child create their sandwich at lunchtime
• Experiment with different breads e.g. wraps, muffin splits, rewa, pitas, fruit bread. Use wholemeal or wholegrain varieties
• Cut large fruit and vegetables into smaller pieces, include healthy dips for dunking (hummus, salsa, tzatziki)
• Keep it interesting – leftovers are a great option or try sushi, noodles, corn thins or tuna pasta salad as alternatives to sandwiches
• Prepare lunchbox items in bulk and store in the freezer until required e.g. fruit muffins, mouse traps (cheese and vegemite/marmite toasted fingers)
• Make sure lunchbox snacks come from the four food groups (see overhead)
• Muesli bars are not the best everyday choice as they are often high in sugar and fat.
• Muesli bars are not the best everyday choice as they are often high in sugar and fat.
• Reduce the amount of sugar and fat used by substituting with fruit, fruit juice or natural unsweetened yoghurt
• Water and plain milk are the best drinks
• Water and plain milk are the best drinks
• Remember to check nutrition information on labels or look for the Heart Foundation Tick
• Experiment with your home baking.
• Water and plain milk are the best drinks
• Muesli bars are not the best everyday choice as they are often high in sugar and fat.
• Muesli bars are not the best everyday choice as they are often high in sugar and fat.
• Reduce the amount of sugar and fat used by substituting with fruit, fruit juice or natural unsweetened yoghurt
• Water and plain milk are the best drinks
• Freezing a drink bottle overnight and placing it in your child’s lunchbox will help to keep the food cold and safe

Coordinators are available to provide advice and resources to assist you in your work to improve heart health. Please contact Stella O’Connor in Southland, 03 214 5444 stellaO@heartfoundation.org.nz or Camilla Gould in Otago, 03 477 3999 / camillag@heartfoundation.org.nz

Student & teacher Well-being Seminar

New Zealand Health Education Association, Otago Branch
Professional Development Opportunity
Primary and Secondary Teachers

Thursday 13th September 2012
3:45pm – 6:00pm Tahuna Normal Intermediate, Auld Street, Dunedin

Speakers & Topics

› Self-Harm – how teachers and schools can support students and families
  – Rachel Kerr

› Eating Disorders – how teachers and schools can support students and families
  – Michelle Moore

› Teacher Resilience – how do we look after ourselves?
  – Doris Lancaster

Please make cheques payable to:
NZHE Otago Branch

Send registration and payment to:
Vicki Nicolson
Port Chalmers School,
30A Albertson Ave, Port Chalmers, DUNEDIN 9023
vicki@portchalmers.school.nz fax: (03) 472 8691

Register now for Student and Teacher Well Being Seminar – RSVP by Monday 10 September

Name __________________________
School __________________________
Member ($5) _____ Non-member ($10) _____ Student ($5) _____

Health Promoting Schools
Otago Murihiku Wakatipu

A Joint Public Health South Te Wakahauora And University Of Otago College Of Education Project

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Non-member ($10)