

FOOD AND ME

How adolescents experience nutrition across the world

A Companion Report to The State of the World's Children 2019

ADOLESCENTS' WORKSHOPS FACILITATOR'S MANUAL



WESTERN SYDNEY
UNIVERSITY



RErights

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// ADOLESCENTS' WORKSHOPS

UNICEF STATE OF THE WORLD'S CHILDREN

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CONTACT DETAILS



Your contact for this project is Juliano Diniz de Oliveira at UNICEF in New York. Please direct all inquiries – big or small – to Juliano via email: jdeoliveira@unicef.org

INTRODUCTION...

Thank you for agreeing to take part in this project! The teams at **UNICEF**, the **Young and Resilient Research Centre** and **RErights.org** at Western Sydney University, Australia, are, are very grateful for your assistance in helping us understand adolescent's perceptions and experiences of food and nutrition.

Using a series of fun, interactive activities, this project explores the diverse ways adolescents around the world think about, access, and consume food in their everyday lives. We realise the foods people eat are very different around the world, and have kept that in mind when designing the activities you will be carrying out in your workshop. We're very excited about the diversity of content we anticipate our activities will generate.

Activities are designed to be completed in a workshop with up to 20 adolescents under the age of 18; ideally though, participants will be aged between 14-16 years old. Throughout the workshop, participants will have opportunities to explore and discuss what they know about the foods they have access to and eat, and how food and nutrition impacts or relates to their family and friends, their communities, health and wellbeing, and other relevant topics.

The content generated from your workshop, along with workshops from another 17 countries around the world, will be analysed and the results will feature in **UNICEF's State of the World's Children 2019 report**, as well as a detailed companion report.

IMPORTANT DATES:

- Schedule your workshop to take place between the 1st and 31st of May, 2019.
- Submit content from the workshop **by no later than the 5th of June, 2019.**

The Western Sydney University Human Ethics Committee has granted ethics approval to carry out this research (Ethics Approval No. H11101). The ethics approval sets out a protocol for running the workshops, including how to make sure adolescents consent to taking part. Information about these rules is included in this manual. This ensures that our project is carried out in an ethically sound manner, and in a way that makes sure we gather the best possible information about important issues surrounding adolescents' ideas about food and nutrition.

If you have any questions regarding this manual, please feel free to contact the project team via **Juliano Diniz de Oliveira** at jdeoliveira@unicef.org. We look forward to working with you on this exciting project to ensure that adolescents' voices are included in this important forum.

With thanks, the UNICEF, YRRC and RErights.org teams.

SOME BACKGROUND...

WHAT IS RERIGHTS?

Launched in 2016, RERights grew out of a collaboration between Western Sydney University and the Young and Well Cooperative Research Centre (Australia), in partnership with Digitally Connected and UNICEF's Voices of Youth, and a range of other national and international organisations. RERights is now hosted by the Young and Resilient Research Centre at Western Sydney University in Australia.

RERights.org is an initiative that seeks out and shares perceptions and insights about important issues from people around the world by inviting them to discuss key issues and complete activities that capture information about their ideas and experiences. Facilitated by Western Sydney University, researchers use these insights to produce materials that enrich our understanding of how people perceive and experience significant issues in their everyday lives, with the aim of informing policy-makers and programming experts who are working on and making decisions about those issues.

The RERights.org team is deeply committed to children's engagement, participation, and rights. In particular, we are committed to Article 12 of the United Nations Convention on the Rights of the Child – the idea that adolescents have a right to contribute to the discussions and decision-making processes that affect their lives. We invite children and adolescents to work with us to explore a variety of topics relevant to their lives, and the lives of their families, friends, and communities.

The information we collect through the workshops that you and other facilitators around the world are hosting will be analysed and the results will feature in **UNICEF's flagship State of the World's Children 2019 report**.

CONTACT DETAILS



Your contact for this project is Juliano Diniz de Oliveira at UNICEF in New York. Please direct all inquiries – big or small – to Juliano via email: jdeoliveira@unicef.org

WORKSHOP INFORMATION...

Below, we outline all of the things you will need to do to prepare and deliver the workshops with adolescents, as well as how to share the data that is generated with our team. We have provided **check list on page 18** so that you can be sure that you have completed all the necessary tasks.

1. PLANNING YOUR WORKSHOP

Step 1: Familiarise yourself with workshop activities

Young participants will take part in a number of different activities in the workshop you will be facilitating. Each activity in your workshop focuses on a particular topic relating to adolescents, food and nutrition.

In the activities, participants will be asked to complete different tasks such as surveys, reflection & discussion, and creative (and fun!) mapping and brainstorming activities. Workshop activities are designed to capture adolescents' insights and experiences in a variety of ways including text, photos, scans, or drawings. At the end of your workshop, we will ask you to submit this content to our team using Microsoft onedrive. You can find details on page 53

Our team has designed activities to be flexible enough so they can be delivered in a range of different settings. We have provided suggested introductory text for your workshop and instructions for each activity. **You can adapt our suggested text and activities to suit your participants' age, experiences and interests, but we ask that you remain faithful to the core objectives of each activity.** If our team can assist you to tailor the activities, please contact Juliano at jdeoliveira@unicef.org.

We have also designed a series of worksheets to capture participants' responses and insights in a standardized format to help our team compare and analyse the data we get from participants around the world.

If you are working with participants whose first language is not English you will need to arrange translation of relevant workshop materials. **Note that you do not need to translate the entire facilitator's manual to run a workshop. You only need to translate the worksheets that participants will use to complete workshop activities, information and consent information, and participants responses once workshops are complete** (worksheets and information/consent information are included from pages 47 and 55).

Before you invite participants to take part in your workshop, we recommend you familiarise yourself with the activities they will be completing and think about how best to run your workshop with the age group you will recruit.

You will also need to think about how you make sure participants are fully informed about what their participation entails and how their information will be used. For example, if you choose to photograph or video participants, you need to make sure that a) participants understand their content may be made publicly available, and b) they are comfortable participating in the project on that basis. You will also need to make sure that participants who are not comfortable being filmed or having their photo taken are still able to take part in and contribute to the workshop in other ways.

Step 2: Decide which workshop content to cover

- There are **nine compulsory activities** you are required to complete (Activities: 1, 2, 3, 5, 10, 12, 13, 15, 16).
- You should also attempt to complete as many of activities 4, 6, 7, 8, 9, 11, 14 as are relevant to your context
- The final three activities are optional. Choose optional activities if you are particularly interested in their content and focus, and have time with participants
- Table 1 lists all workshop activities. The **nine compulsory activities take an estimated 2 hours and 30 minutes to complete**, excluding breaks. We recommend participants should be actively engaged in your workshop for at least 4 hours (excluding breaks), and so you should aim to include approximately another 70-90 minutes of activities in addition to the compulsory ones.

TABLE 1 ACTIVITY TOPICS

Activity	Name	Topic	Timing (mins)	
Activity 1	Your food timeline	Everyday food	20	Compulsory
Activity 2	Imagine your ideal meal	Everyday food	15	Compulsory
Activity 3	How important is food for your body?	Food and your body	20	Compulsory
Activity 4	Scenarios	Food and your body	20	
Activity 5	Body talk	Food and your body	10	Compulsory
Activity 6	Celebrity Heads	Food and your body	15	
Activity 7	Food information in the media	Food in the media	10	
Activity 8	The power of the brand	Food in the media	20	
Activity 9	Food education/eating at school	Food at school	15	
Activity 10	Eating away from home	Hanging out with friends	15	Compulsory
Activity 11	Money challenge	Hanging out with friends	20	
Activity 12	Who's in your household?	Home and family	10	Compulsory
Activity 13	Your family's main meal	Home and family	10	Compulsory
Activity 14	Food rules	Home and family	15	
Activity 15	Obstacle course	Barriers to healthy eating	25	Compulsory
Activity 16	Action plans	Game changer	20	Compulsory
Optional A	Design a celebration	Culture & occasions/celebrations	20	
Optional B	My family's food sources	Food sources	10	
Optional C	Recipe challenge	Recipe challenge	10	

We have designed the activities to be completed in the times we have suggested. However, to make sure you can get through the agenda, as a facilitator, you will have to maintain a steady pace throughout the workshop. If you can, it is a good idea to trial a couple of the activities before you deliver them.

Step 3: Set a date and location

Workshops should be conducted between the **1st and 31st May, 2019** in a location that is safe and easily accessible to adolescents.

We recommend you should aim for a workshop lasting 5 hours (including breaks). If you can allocate more time, you can complete optional activities and/or allow for more developed discussions to unfold amongst participants on the topics they are most interested in.

When choosing a location, please be mindful that many of the activities require participants to work in small or large groups and that they will need to work at tables to complete most of the activities. Ideally, the space you use will have tables large enough for groups of 4-5 people to sit around, as well as a blackboard, whiteboard or wall space where you can stick up large sheets of paper to write on.

Step 4: Translate workshop materials

If you are working with participants who do not speak and/or read English, once you have decided on the workshop content, you will need to arrange for relevant workshop materials to be translated (note: only the information sheets, consent forms and activity worksheets at the end of this manual need to be translated before the workshop. After completion, you will need to translate participants' responses).

The activity worksheets for the workshop are in .pdf format. You can edit these worksheets using pdf editing software such as Acrobat Professional. If you do not have access to this kind of software, please contact Juliano (jdeoliveira@unicef.org) to arrange an alternative option.

Step 5: Prepare information sheet and consent materials

Insert details of the location, date and time of your workshop; your organisation's address; and contact details of the representative from your organisation who is responsible for overseeing the workshop and who can answer any questions participants may have. You will need to make enough copies of the information and consent materials for each participant. Remember that these materials will need to be translated if you are not working in English. Note that you can obtain consent via email, phone, or by speaking to participants face-to-face if necessary (e.g., where low literacy levels make written consent difficult to obtain).

Step 6: Make sure you will be able to upload data

Detailed instructions for uploading your data after workshop completion are in the resource kit Page 53). To upload your data, you will connect to a shared onedrive data folder that we will set up specifically for your country. Only you and the research team will be able to access your country's onedrive data folder.

You will access your onedrive data folder using your email address. To make sure that the correct access permissions are set up for your data folder, please check that Juliano at the UNICEF New York office has your correct email details (jdeoliveira@unicef.org).

Step 7: Brief workshop facilitators

Please ensure that a minimum of two facilitators are present for the duration of the workshop. Facilitators should have the necessary clearances and skills to work with participants, as determined by your organisation's rules and your country's legislation. It is important that you share this manual with all workshop facilitators and/or supervisors well ahead of the workshop so they can familiarise themselves with the activities and make appropriate plans.

Step 8: Source workshop materials

Please make arrangements for your organisation to provide the necessary materials to allow participants to complete activities. We recommend that you source the following:

TABLE 2 WORKSHOP MATERIALS

Whiteboard markers or Chalk*
 Coloured pens
 Blank paper
 Scissors
 Glue sticks
 Thick permanent markers in a dark colour

* If your workshop location does not have a whiteboard or blackboard, you may wish to source large sheets of paper and adhesive to stick it on the wall, and thick permanent markers

Please note that you can still hold a workshop even if you do not have all the material listed above. We encourage you to use what your organisation can reasonably provide and adapt activities according to what will work best with your group.

2. RECRUITING YOUR WORKSHOP PARTICIPANTS

Drawing upon your existing networks, please identify adolescents who might be interested in participating in a 4-5 hour workshop to discuss topics around food and nutrition.

Step 1: Who to invite?

Ideally, you will recruit 15 to 20 adolescents but you can work with as few as two or three.

- **Age:** Workshop activities are designed for adolescents aged 10 to 18 (inclusive) but are optimized for 14 to 16 year olds.
- **Gender:** Aim for a balance of male and female participants if you can. However, if your organisation specifically works with either males or females or it is more appropriate to recruit adolescents of the same gender, you should still go ahead with your workshop.

Because you will be running two workshops with adolescents, we also ask that you recruit from two different demographic groups and run a separate workshop with each group. For example, you might run one workshop with urban adolescents and one with rural adolescents. Or, one workshop might include adolescents from low-income urban families, and the other from high-income urban families.

You are free to decide what will be most meaningful and relevant for your context when selecting which demographic groups to recruit from. However, we do ask that you think about diversity, and make strategic decisions in keeping with the core objectives of the project. Most importantly, **please keep in contact with Juliano (jdeoliveira@unicef.org) about the recruitment decisions you are considering.**

Please Note: We do not expect participants will experience any discomfort from taking part in the workshop. However, in rare cases where it might not be appropriate for particular adolescents to take part (e.g., adolescents who are experiencing mental health difficulties). As part of our duty of care, if you know that a child who wants to take part in the workshop is experiencing mental health or other difficulties, it is important you assess their suitability to participate – and your capacity to support them – before they take part in workshop activities. To assess an individual's suitability, please administer the 'Life Satisfaction Survey' (found on page 19 of this manual). If a young person scores less than 9 (low life satisfaction) on the survey, they should not take part in your workshop.

It is not necessary to administer the Life Satisfaction Survey generally to all workshop participants. You should only administer the survey if you know that a young person is experiencing difficulties that may affect capacity to safely participate. If you do administer the survey, please do so in such a way that the young person taking the survey is not identified or singled out in front of the rest of their group.

Step 2: Gather expressions of interest

The following material provides information about this project and may be helpful when recruiting adolescents for your workshop. You should, where necessary, adapt the text for your setting. However, if you do so, please ensure that you communicate the basic information about why the workshops are being held, what they will cover, and how the information will be used.

Below is text you can use in written correspondence (email, website, printed information note, etc.):

Would you like to tell the United Nations what adolescents think about food and nutrition?

UNICEF's State of the World's Children report team, in partnership with Western Sydney University in Australia, are working with adolescents like yourself around the world to find out your experiences of and ideas about the foods you and your family, friends, and communities eat, where you get different foods, which foods you like and don't like, and why you eat them. We invite you to participate in a workshop where you and a specially selected group of adolescents will complete a series of activities to showcase your ideas about food and nutrition in your daily life, and discuss the opportunities and challenges associated with issues like access to food and healthy eating.

Workshop activities cover topics like where your foods come from, how you learn about the foods you eat, family mealtimes, food in your communities, and more. The work you do will be sent to the research team in Australia to be analysed alongside contributions from over 16 other countries around the world. The results will feature in UNICEF's State of the World's Children 2019 report.

For further information, and to express your interest, please get in touch with

[CONTACT DETAILS OF REPRESENTATIVE OF PARTNER ORGANISATION]

Below is a script you can use if you are contacting potential participants via telephone or face-to-face conversation. Please ensure that you cover all of the relevant information:

- Clearly identify yourself and your organisation
- Explain the reason for contacting
 - *"I am calling to invite you to take part in an exciting research project. UNICEF and a team at Western Sydney University in Australia is working with adolescents around the world to find out what you think about food and nutrition."*
- Briefly describe the project, including the aims and intended use for the content created:
 - *"[ORGANISATION] would like to invite you to participate in a workshop where you will complete activities to share your ideas about and experiences of the foods you and your family, friends, and communities eat, where those foods come from, which foods you like and don't like, and why you eat the foods you do. We also want to hear about challenges you or your communities experience accessing healthy foods and your ideas about how to overcome those challenges."*

- Briefly describe what the workshop activities entail
 - *“The activities include describing where your foods come from, how you learn about different foods, family mealtimes, food in your communities, etc. There will be some drawing, writing, answering a short survey and sharing your opinion in interesting conversations.”*
- Be clear about how long the workshop will take and where and when it will take place
- Ensure that the participant understands how their content will be used
 - *“The work you do will be sent to the research team in Australia to be compiled and analysed, along with contributions from over another 16 countries around the world, and results will feature in UNICEF’s State of the World’s Children 2019 report. You don’t have to participate but if you are interested, I can give you more information.”*

3. INFORMATION & CONSENT

As you recruit, please make sure participants understand what the workshops will entail and what will happen to the information they provide. You should also make sure that adolescents’ parents/guardians agree that they can participate in this project. The project Information & Consent sheets available in the Resource Kit provide the information you should communicate to participants.

Information sheet

If adolescents are interested in participating in your workshop, they and their parent/guardian should be given a copy of the Information & Consent sheet. If it is not possible to provide a physical copy, or if participants have limited literacy, you should ensure the information contained on the sheet has been explained to participants and parents/guardians, and that they understand it. Participants and parents/guardians should also be given an opportunity to ask any questions they may have.

Consent

If adolescents wish to participate, you must confirm they have obtained permission from their parent/guardian. This is a condition of our ethics approval.

You should ask adolescents to return a signed participant consent form and a signed parental consent form before the workshop commences. If necessary, you can obtain consent from a young person’s parent/guardian via email or by phoning them or speaking to them face-to-face.

Our ethics approval requires that we have confirmation that participants have consented to take part. As your organisation’s representative, it is your responsibility to make sure correct consents has been provided **according to your country’s rules or legislation**. We ask that you complete the section on the workshop participant register confirming that relevant consents have been obtained, and keep records of all participants’ completed

consent forms for a period of 12 months. If you prefer that we keep these on file, please upload them to your country's onedrive data folder.

4. JUST BEFORE YOU BEGIN YOUR WORKSHOP

Materials

Make sure you have the materials listed in **Table 2**.

Locate support services

Our ethical obligation is to ensure that, in the unlikely event a participant is distressed by the activities they undertake in the workshop, we are able to refer them to relevant support services:

1. Prior to the workshop, locate details of a local helpline/support service
2. Print their details on small pieces of paper (small enough for participants to put in their pockets) that can be distributed around the work stations in the workshop space that so that, if a participant needs to seek help, they have somewhere to turn

Charge equipment

Charge any devices you will be using to take photos, or record workshop activities.

Prepare printed resources

Make sure to print the workshop resources ahead of time. Table 3 provides a summary of the materials you will need to print.

TABLE 3 PRINTED MATERIALS FOR WORKSHOP

PRINT RESOURCE	SIZE	NO OF COPIES
Workshop agenda	A4 (210x297mm)	1 x copy per facilitator
Information sheet and consent form	A4 (210x297mm)	1 x copy per participant
Participant register	A4 (210x297mm)	1 x copy total
Details of local support service (should be cut small)	A4 (210x297mm)	1 x copy per participant
Icons sheets	A4 (210x297mm)	2 x copies per table
Nutritionist's Filed Guide	A4 (210x297mm)	1 x copy per nutritionist
Activity worksheets – some activities are designed to be completed by individual participants while others are designed for small group work. Check activity descriptions to ascertain how many copies of activity worksheets sheets you will require. Note – activity worksheets will fit on A4 sized paper, however we recommend you print on A3 (297x420mm) if possible.		

Note that one page of the resources include cut-out icons (see page 81). Before the workshop you can pre-cut these into strips to make it easier and quicker for participants to complete the activity.

Lastly, arrange the printed worksheets in the order in which you will use them.

Prepare introduction and debrief sessions

We recommend that you spend a little bit of time thinking about how to open the workshop in a way that will create an upbeat and engaged environment for your participants. Some activities include discussion and debate. Before the workshop you might like to prepare questions or examples relevant to your context in order to start the conversation.

Prepare the workshop space

Prior to commencing the workshop, make sure that you have arranged the space for the participants to work in. If you do not have a whiteboard or blackboard in the room, stick large sheets of paper up on the walls for you to record key conversations, as outlined in the workshop agenda.

5. DURING THE WORKSHOP

Complete activities

Simply follow the instructions provided in the workshop agenda to complete activities.

You can adapt the activities to suit your group's age, experiences and interest. Activities have been designed to allow participants to develop and explore conversations as they wish so questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided. A key aspect of the project is to gather adolescents' insights with minimal adult intervention so we can better explore and understand what matters to them.

If participants struggle with a question or activity, you can rephrase questions or use additional prompts to get them started or encourage them to take their thinking further. Use your judgment about what will work best for your group, however, please remain mindful of not influencing or passing judgment on adolescents' responses.



We encourage you to take photos or video footage of the participants at work while the workshop is underway. However:

- Try to do this without intruding on the activities that are in progress.
 - Please respect any participant's wish not to be photographed.
-

Collect data

Follow the guidelines to collect data throughout the workshop. Completed worksheets can be scanned or photographed after the workshop. **Please also take photos of notes written on blackboards, whiteboards, or paper during the workshop before they are erased!**

Document the process

If possible, please take photos or short video footage to capture the workshop in progress. These provide very useful additional data for the team to analyse the content generated by participants.

Wrap-up

When your workshop has finished, thank your participants for taking part! The teams here at UNICEF and Western Sydney University very much value the time participants have taken to assist us with our work and so please thank them on our behalf as well. The information and insights your young participants provide will form a very valuable part of UNICEF's State of the World's Children report 2019 and be read by policy and decision makers around the world.

6. AFTER THE WORKSHOP

Following your workshop, please arrange **translation** of any content from completed workshops into English and then upload both the originals and the translations to your country's onedrive data folder.

We have created a data folder dedicated to your country, with subfolders for each activity. Please follow the "Uploading Data" instructions to upload your content to the correct folders (see Page 53).

Please note that all content must be uploaded by no later than **5th June, 2019**.

Make sure to scan or take photos of outputs from all activities completed in your workshop. Outputs can include drawings from participants, notes taken by the facilitator and participants either on paper or whiteboards/blackboards, photos, videos or audio recordings, etc. **Please also remember to upload the register of participants.**

If you can, please type any handwritten notes before you upload them to make reading and analysis easier. However, if you do type hand written notes, please upload both the typed documents and photos of the original handwritten notes.

If you are uploading documents that have been translated into English from your original language, please upload both the translated document and the original untranslated material.

Once the data has been uploaded to your country's folder, the data will be downloaded onto computers in Australia so it can be shared with the research team. In order to meet our legal data storage obligations, all data will be stored at Western Sydney University for a period of 5 years, after which it will be destroyed.

LASTLY ...

We'd like to say a big thank you to you and your team for hosting and running these workshops for the project! This project would not be possible without your skills and hard work and we recognise and greatly appreciate your efforts.

We also hope that you enjoy the experience of running this workshop, and we'd be very interested in hearing any comments or suggestions you may have.

We will send you a formal evaluation following the workshops. But in the meantime, please send any feedback to us at rerights@westernsydney.edu.au.

// RESOURCE KIT

UNICEF STATE OF THE WORLD'S CHILDREN

This Resource Kit contains:



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1. FACILITATOR'S CHECKLIST...

Use this checklist to make sure that your workshop runs as smoothly as possible. Please note that not all tasks apply to every context, and the order might be different for you!

Planning Your Workshop

- Identify workshop facilitators
- Familiarise yourself with workshop activities
- Decide which workshop content to cover
- Set a workshop date
- Organise a venue
- Prepare information sheet and consent materials (update contact & workshop details)
- Brief workshop facilitators
- Source workshop materials – See Table 3
- Organise camera, video recorder, other devices to document the workshop if possible
- Organise translation of workshop materials

Recruitment & Consent

- Recruit 15 – 20 adolescents aged 14 – 18
- Distribute project Information Sheets (updated with contact and workshop details).
- Obtain participant and parent/guardian consent

Just Prior To The Workshop

- Assemble the materials listed in Table 3
- Charge any devices you will need to take photos, or record workshop activities
- Locate support services and print their details on small pieces of paper
- Print paper resources listed in Table 4
- Cut out icons for activities
- Prepare intro and debrief sessions
- Prepare the workshop space

During The Workshop

- Complete activities
- Take photos of notes written on blackboards or whiteboards
- Take photos or short video footage to capture the workshop in progress
- Complete participants register

After The Workshop

- Upload the participants register to your onedrive folder
- Upload (if desirable) signed participant and parent/guardian consent forms
- Scan or photograph completed worksheets after the workshop
- Arrange translation of completed materials
- Upload content to your onedrive folder (please upload original language and English translation versions)
- Let the project team know about your experience or any feedback you may have

2. LIFE SATISFACTION SURVEY

We do not expect participants will experience any discomfort from taking part in the workshop. However, there could be rare cases where it might not be appropriate for particular adolescents to take part (e.g., adolescents who are experiencing mental health or other difficulties). As part of our duty of care, if you know that a child who wants to take part in the workshop is experiencing difficulties that may affect their safe participation, it is important that you assess their suitability to participate – and your capacity to support them – before they take part in workshop activities. To assess an individual's suitability, please administer the 'Life Satisfaction Survey' overleaf.

Print out the survey on the next page and ask the participant to complete it in their own time (it usually does not take more than five minutes to complete).

When the participant has answered all of the questions, add up the score against each of their responses. If a participant scores **less than 9** (low life satisfaction) on the survey, they should not take part in your workshop.

PLEASE NOTE: It is not necessary to administer the Life Satisfaction Survey generally to all workshop participants.

You should only administer the survey if you know that a participant is experiencing mental health difficulties.

If you do administer the survey, please do so in such a way that the young person taking the survey is not identified or singled out in front of the rest of their group.

LIFE SATISFACTION SURVEY

1. In most ways, my life is close to my ideal.

1. Strongly Disagree
2. Disagree
3. Slightly Disagree
4. Neither Agree or Disagree
5. Slightly Agree
6. Agree
7. Strongly Agree

2. The conditions of my life are excellent.

1. Strongly Disagree
2. Disagree
3. Slightly Disagree
4. Neither Agree or Disagree
5. Slightly Agree
6. Agree
7. Strongly Agree

3. I am completely satisfied with my life.

1. Strongly Disagree
2. Disagree
3. Slightly Disagree
4. Neither Agree or Disagree
5. Slightly Agree
6. Agree
7. Strongly Agree

4. So far, I have gotten the most important things I want in life.

1. Strongly Disagree
2. Disagree
3. Slightly Disagree
4. Neither Agree or Disagree
5. Slightly Agree
6. Agree
7. Strongly Agree

5. If I could live my life over, I would change nothing.

1. Strongly Disagree
2. Disagree
3. Slightly Disagree
4. Neither Agree or Disagree
5. Slightly Agree
6. Agree
7. Strongly Agree

WORKSHOP ACTIVITIES AT A GLANCE

Activity	Name	Topic	Worksheet	Timing (mins)	
Activity 1	Your food timeline	Everyday food	Worksheet 1	20	Compulsory
Activity 2	Imagine your ideal meal	Everyday food	Worksheet 2	15	Compulsory
Activity 3	How important is food for your body?	Food and your body	Worksheets 3a & 3b	20	Compulsory
Activity 4	Scenarios	Food and your body	Worksheet 4	20	
Activity 5	Body talk	Food and your body	Worksheet 5	10	Compulsory
Activity 6	Celebrity Heads	Food and your body	Worksheet 6	15	
Activity 7	Food information in the media	Food in the media	Worksheet 7	10	
Activity 8	The power of the brand	Food in the media	Worksheets 8a & 8b	20	
Activity 9	Food education/eating at school	Food at school	Worksheet 9	15	
Activity 10	Eating away from home	Hanging out with friends	Worksheet 10	15	Compulsory
Activity 11	Money challenge	Hanging out with friends	Worksheet 11	20	
Activity 12	Who's in your household?	Home and family	Worksheet 12	10	Compulsory
Activity 13	Your family's main meal	Home and family	Worksheet 13	10	Compulsory
Activity 14	Food rules	Home and family	Worksheet 14	15	
Activity 15	Obstacle course	Barriers to healthy eating	Worksheet 15	25	Compulsory
Activity 16	Action plans	Game changer	Worksheet 16	20	Compulsory
Optional A	Design a celebration	Culture & occasions/celebrations	Worksheet Option A	20	
Optional B	My family's food sources	Food sources	Worksheet Option B	10	
Optional C	Recipe challenge	Recipe challenge	Worksheet Option C	10	



We encourage you to take photos or video footage of the participants at work while the workshop is underway. However:

- Try to do this without intruding on the activities that are in progress.
- Please respect any participant's wish not to be photographed.
- Remember to charge any necessary devices prior to the commencement of the workshop.

WELCOME TO THE WORKSHOP 0:00-0:05 (5 MINUTES)

[Facilitators can adapt the following text as desired. However, please make sure you cover all of the following information in your introduction. The aim is to establish a safe and welcoming space in which children can share their experiences]

Welcome to our workshop! We are working with UNICEF and Western Sydney University to gather insights from children and adolescents in over 16 countries about food and nutrition. We are really excited that you are working with us and we're very interested in what you have to say.

“The first thing I'd like to do is introduce myself and my co-facilitator...” [introduce yourself, and any other members of the team helping run your workshop. Tell participants your names, a little about your background, and what your role in the workshop will be. Introductions only need to be brief, but will help create a positive and engaging workshop environment]

It's really important that you are here with us today. Each year, UNICEF – the United Nations agency that works in 190 countries and territories to protect the rights of every child – publishes an important report called The State of the World's Children. This year, the report will focus on what adolescents think about food and nutrition. The experiences you will share us today will be used to help guide what goes in this year's report. By participating, you are contributing to the debates that are going on internationally about the foods adolescents like to eat, and how to make sure they benefit from being able to access healthy and nutritious food both now and into the future.

It's important you know that none of the information you provide today will identify you in the report. Your information might be printed in the final report but it will be very difficult to trace your comments back to you. It's really important to us that you tell it like it is. So you should feel free to be honest about the experiences you share today. Anything you say here will be treated confidentially.

We hope today's workshop is going to be a lot of fun. But if anything we do here makes you feel uncomfortable, or if you don't want to participate in an activity, you are very welcome to withdraw from the activity and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point. We hope that you will be part of all the activities, but only if you feel comfortable to contribute.

On your table, you will find the details of [name of local help line/support service]. If you feel upset by anything we do together here today, you are very welcome to pull me [facilitator] aside and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need to talk to someone, please use the details on the card to contact [name of local help line/support service].

[You may wish to use your introduction to also do a quick roll call and complete the Workshop Participant Register. You can also choose to do this after the workshop if you prefer].

ICE-BREAKER/INTRODUCTIONS **0:05-0:15 (10 MINS)**

[If your group doesn't already know each other well, do a quick activity to introduce them to each other. Below is a sample activity. But please adapt or change it if there is something you have done before that works well in your setting]

1. Prior to the workshop, write the participants first names up on the blackboard/whiteboard. Don't write the names in any order or in a neat line. Ideally, leave quite a bit of space between the names.
2. Tell participants that they have 6 minutes to meet as many people in the room as possible and find one thing that they have in common (other than being at the workshop). Each time they meet someone and find something in common, they should draw a line between their names up on the blackboard/whiteboard, along with a short description (1-3 words) of the thing they have in common.
3. When the six minutes is up, ask the participants what they notice about the things that people have identified that they have in common.

Resources

Whiteboard, Blackboard, or large paper sheets

Markers/Chalk

Data Collection

If you can, please take a photo of the blackboard/whiteboard at the end of the activity

After the workshop, upload the photo to your country's Icebreaker data folder

TOPIC 1: EVERYDAY FOOD 0:20-0:50 (30 MINS)

This topic is about what and how you eat each day

Activity 1: **Worksheet 1: your food timeline.** (Individual, 20 mins, 0:20-0:40)

Use Worksheet 1 to show how and what you eat and drink in a typical day, and how healthy you think that is. On **Worksheet 1: your food timeline**

1. Write your name at the top of the worksheet.
2. In each column above the line write or draw what you ate yesterday during the time of day shown by the icon (morning, midmorning, lunchtime etc). You can look at the pictures provided by the Facilitator to help you think of what to draw or how to draw the pictures. Below the line write/draw where you ate the food/drink and with who. If you skipped a meal leave the column blank
3. From the food/drinks you have listed show which foods/drinks you think are healthy and which are not. Using the coloured (green, yellow red) pens circle the foods on your timeline in different colours: green for healthy, yellow for in-between/not sure and red for unhealthy.
4. Now take the star icon and glue this next to your favorite foods and write why they are your favorites below the timeline. You can also add any other information to tell us how you eat/drink and what you think is healthy or unhealthy

Activity 2: **Worksheet 2: imagine your ideal meal.** (Individual, 10 mins, 0:40-0:50)

Use Worksheet 2 to plan your ideal meal. On **Worksheet 2: imagine your ideal meal**

1. Write your name at the top of your worksheet.
2. IMAGINE; if there were no rules about what you could eat/drink or where and with who you could eat/drink, and you had enough money to buy what you wanted. Write or draw what your ideal meal would be, where you would eat it and who you would eat it with
3. Discuss your ideal meal with the person sitting next to you

Resources

Printed copies of:

- Worksheet 1: your food timeline
- Worksheet 2: imagine your ideal meal

Star icons (cut out before workshop begins)

Food group picture prompts

Colored pens

Scissors

Glue sticks

Data Collection

Collect Worksheet 1 and Worksheet 2 at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 1 data folder

TOPIC 2: FOOD AND YOUR BODY 0:55-2:00 (65 MINS)

Do you know why we need to eat healthy foods and what might happen to you now or in the future if you do not? How does what you eat effect how you view your body? Are there things that make you worried about your body? How do you deal with those worries?

Activity 3: **Worksheet 3a & 3b: how important is food for your body?** (Individual, 20 mins, 0:55-1:15)

It is important to eat different foods so that your body has what it needs to do all the things it does for us. You need a variety of foods to help us to move, grow, and shine. Food gives us energy to move, provides the building blocks for growth and provides protection for the body to stay healthy. We would like to know what is on your dinner plate, how can you make this healthier and what you think it means to be healthy for girls and boys.

1. Write your name at the top of **Worksheet 3a: How important is food for your body?**
2. On the plate on Worksheet 3a, we want you to think of what you had for dinner last night. Using the food pictures and or drawings we want you to cut/paste and/or draw the foods you had on your plate last night for dinner.
3. In the box next to the plate, write down how important it is for you to stay healthy and why.
4. Write your name at the top of **Worksheet 3b: How important is food for your body?**
5. Now we would like to you make a meal on the second dinner plate from the pictures provided or drawing that are foods that are important for young people like you to stay healthy.
6. In the box next to the plate, write down what healthy habits you have to stay healthy e.g. exercise, foods you avoid eating

Resources

Printed copies of:

- Worksheet 3a and 3b: what it means to be healthy
- Cut out pictures of food groups/foods
- Food pictures as prompts

Pencil/pens

Star icons (cut out before workshop begins)

Coloured pens

Scissors

Glue sticks

Data Collection

Collect Worksheet 3a and 3b at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 2 data folder

TOPIC 2: FOOD AND YOUR BODY (CONTINUED)

After thinking about the role of healthy eating for growth, energy and good health, in this activity three groups of participants each work through one of three scenarios describing challenges associated with healthy eating, record their group's responses, and then discuss their ideas with the whole workshop. We have developed 3 scenarios which you can use or adapt. Alternatively, we are including 4 skeleton descriptions that you can use to develop your own scenarios if you prefer. Note –please liaise with Juliano at UNICEF New York if developing your own scenarios.

Activity 4: **Worksheet 4: scenarios.** (Group, 10 mins group work + 10 mins report back, 1:15-1:35)

- *Rafsi (17 years) is hanging out with some school friends down at the mall. At the mall they have lots of options to eat different foods such as pizza, pasta, ice cream, burgers. "OMG!" grins one of the boys, patting his stomach. "I'm very full. I've just eaten spaghetti Bolognese." Rafsi ate rice with seafood. He's trying to lose a bit of weight, but it's not easy: His parents drive him to school and long days in the classroom make it hard to find time for exercise. "I didn't do any sports, but now I go to the gym ... I hope that I will lose more [weight] because still right now I'm overweight." But he admits it's not easy to resist the tempting food around him: "It's difficult to eat healthy when our friends are eating more delicious foods than healthy foods."*
- *Gabriella (15 years) keeps feeling tired and falling asleep at school. Often when she stands up after sitting down all day at school she feels dizzy and nearly passed out. She knows that eating more beans can help her Iron levels and give her more energy but her friends and her don't want to eat these foods because they want to stay in shape. Gabrielle doesn't want to eat beans because she thinks they will make her gain weight.'*
- *Malak (19 years) works long days farming with her husband to earn money for her family and she is unable to go to school. Recently Malak found out she was having her first baby. With her pregnancy she has been very tired but still needs to work on the farm, often she skips meals to keep working. To help give her more energy Malak has been drinking energy drink during the day when she does not have time to eat to keep her energy levels up.*

Option 2: Scenario Skeletons (MHIC = middle-high income; LMIC = low-middle income; LIC = low-income).

- *Scenario 1 MHIC (17 years): High intake of processed take way foods while with friends, adolescent is aware of his food choices around unhealthy foods but states that taste and access of this food means the he chooses this more than fresh foods*
- *Scenario 2 LMIC (15 years): Adolescent girl that has low iron levels and is considered anemic, despite knowing she needs to eat more iron rich foods she is worried about her weight and would rather skip these foods.*
- *Scenario 3 LIC (19 years) A pregnant young adult who is working full time in a labor intensive job and supplements meals for energy drinks due to her low energy and high work demands.*
- *Scenario 4 LIC (14 years) Younger adolescent who is living in a rural subsistence farming family where food security is an issue. She often goes to school without breakfast and often feels hungry throughout her day. She is a lot smaller than other members in her class at school*

TOPIC 2: FOOD AND YOUR BODY (CONTINUED)

Activity 4: **Worksheet 4: scenarios.** (Group, 20 mins, 1:15-1:35)

1. Split participants into three teams and distribute a different scenario to each team.
2. Get each team to discuss their scenario and answer the questions listed on **Worksheet 4: scenarios** (10 mins)
3. Bring all participants back together. Ask one person from each team to read out their scenario and *briefly* summarise their team's answers for each question. Once all groups have shared their responses, invite discussion from the whole group. (5 mins)
4. Can they relate to any of these scenarios? Why? (5 mins)

Facilitator: Record key points from on the whiteboard, blackboard, or large sheet of paper

Note – we are including 4 different versions of Worksheet 4: scenarios. Three have one each of the pre-define scenarios entered and can be used in your workshop without modification if you prefer.

The fourth version is blank and is designed for you to enter your own scenario, based on one of the skeletons provided above if you prefer to use that option. Note – please liaise with Juliano at UNICEF New York if you take up the option to develop your own scenario.

Resources

Printed copies of Worksheet 4: scenarios

Whiteboard, blackboard, or large sheet of paper

Pens/markers

Data Collection

Collect Worksheet 4 at the end of the activity, and take a photo of the workshop discussion output.

After the workshop, scan/photograph completed worksheets and upload with group discussion photo to your country's Topic 2 data folder

TOPIC 2: FOOD AND YOUR BODY (CONTINUED)

Activity 5: **Worksheet 5: body talk.** (Individual, 10 mins, 1:35-1:45)

This activity asks participants to identify how they view their body image now, if they would like to change their body in a particular way, and what they do to achieve this.

1. Write your name at the top of **Worksheet 5: body talk.**
2. Using a **black pen**, draw a circle around either a pear or apple to show how you feel your body looks now
3. Now, using a **red pen**, draw a circle in the same line of pictures around either a pear or apple to show how you wish your body looked
4. Now put a **star** next to the pear or apple you think is a healthy body shape for young people.
5. Answer the questions on the worksheet:
 - Do you eat different foods to change your body? Describe how you eat to change?
 - What do you do differently in your daily routine to change your body?
 - How do you use the media to find information and/or images of your ideal body? (e.g. use of social media, google etc.)
 - When you see the pictures on social media of different body types and shapes, how does this make you feel?

[Facilitators please note: During the completion of these sheets, please make sure you mention to participants that, if they are experiencing a body image issue and they are worried about it, they should seek the help of a trusted adult or friend and/or see a doctor].

Resources

Printed copies of Worksheet 5: body talk

Pencil/pens

Data Collection

Collect Worksheet 5 at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 2 data folder

TOPIC 2: FOOD AND YOUR BODY (CONTINUED)

Activity 6: **Worksheet 6: celebrity heads.** (Group, 15 mins, 1:45-2:00)

(Note: most applicable for middle-high income countries)

This activity asks participants to work in small groups to identify their favorite male and female celebrities, and write/draw what their best physical feature is. Groups will then identify how/if they use the internet to know what their 'ideal body' is.

Split the workshop into small groups of participants (e.g., 3-4 per group). On **Worksheet 6: celebrity heads**:

1. Pick a name for your group and write it at the top of **Worksheet 6: celebrity heads**
2. Write/draw your group's favorite female celebrity, what their best feature is and why (5 mins):
3. Write/draw your group's favorite male celebrity, what their best feature is and why (5 mins):
4. Answer the questions at the bottom of the worksheet (5 mins):
 - How do you use the media to find your ideal body? (e.g. use of social media, google etc.)
 - When you see the pictures on social media of ideal bodies how does this make you feel?

Resources

Printed copies of Worksheet 6: celebrity heads

Pencil/pens

Data Collection

Collect Worksheet 6 at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 2 data folder

TOPIC 3: FOOD IN THE MEDIA 2:05-2:35 (30 MINS)

The media and social media can often shape what we choose to eat and why. We would like to learn more about what media exposure helps form your food choices. In this mission, you will map out how you access food advertising what brands influence your food choice and what is most appealing to you.

Activity 7: **Worksheet 7: food information in the media.** (Individual, 10 mins, 2:05-2:15)

There are a lot of influences in your life that can shape what you choose to eat and how you view your body and health, like your parents, grandparents, friends and information online. Some of this information is very good quality and some is not so good. Some might be advertisements from big food companies or paid social media posts. Food advertisements can also appear on TV, Youtube or at your local shopping centre. We want to know how and when advertisements might influence what health information you search for online, and how you make sense of what you find.

1. Write your name at the top of **Worksheet 7: food information in the media.**
2. You will see an icon representing you, with with circles around it labelled with different levels of influence.
 - Use the circles to show us what influence your food choices: this can be anything from the media, advertisements, online content through to family, friends, grandparents etc. For example, do you or your friends follow a famous social media influencer that gives nutritional advice? Do you then change what you eat? If you see an advertisement for fast food when you go to the supermarket do you then purchase that fast food?
3. Draw or write what sources you think most influence you in the “most influential” circle and the sources you think have a little bit of influence in the “influential” circle.
4. Now number from 1 (least important) to 10 (Most important) what sources you think most influence you.

Resources

Printed copies of Worksheet 7: food information in the media

Pens

Data Collection

Collect Worksheet 7 at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 3 data folder

TOPIC 3: FOOD IN THE MEDIA (CONTINUED)

Food advertising is everywhere, on billboards, in your favorite magazine, on the TV, pop up's in social media. We want to know what are your favorite advertising features and if this makes you buy the food advertised more often?

Activity 8: **Worksheets 8a & 8b: the power of the brand** (Pairs, 10 mins preparation + 10 mins presentation, 2:15-2:35)

1. Split participants into pairs and give each pair a copy of **Worksheet 8a: the power of the brand** and **Worksheet 8b: the power of the brand**
2. Ask pairs to choose their favorite food advertisement that sells food/drink (e.g., KFC, popcorn chicken, a popular fast food) *Note: facilitator to provide culturally appropriate example (3 mins)*
3. Working in their pairs, ask participants to quickly sketch or write down what their favorite advertisement looks like on **Worksheet 8a: the power of the brand (5 mins)**
4. Then ask participants to answer the questions on **Worksheet 8b: the power of the brand (2 mins)**

[Please make sure participant pairs write their names at the top of both worksheets]

Resources

Printed copies of:

- Worksheet 8a: the power of the brand
- Worksheet 8b: the power of the brand

Pens

Data Collection

Collect Worksheet 8a and Worksheet 8b at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 3 data folder

WORKSHOP BREAK – 30 MINUTES (2:35-3:05)

During the break, collect up any remaining completed worksheets from the tables your young participants have been working on. Then, make sure that you have all of the materials prepared for the second half of the workshop.

TOPIC 4: FOOD AT SCHOOL 3:05-3:30 (25 MINS)

Food at school, what does it look like where you are? And how do you learn about how to stay healthy and food at school?

Activity 9: **Worksheet 9: food education/eating at school.** (Individual, 15 mins, 3:05-3:20)

We are now going to explore how you learn to be healthy at school, and what foods you can eat at your school. To get you thinking about how you learn about healthy eating and food at your school, complete the survey on **Worksheets 9: food education/eating at school**

1. Write your name at the top of each worksheet
2. Complete the survey questions.
 - Describe what foods options are available to eat while you are at school; Do you think that these are healthy options? What do you eat during the day at school? Do you take your lunch and snacks from home to school? Do you always buy your lunch and snacks at school? Where do you eat your lunchtime meal at school? Who do you eat your lunch time meal with a school with? At school, I am being taught...; Which classes teach you the information that you have ticked above (e.g. Physical Exercise Classes, Home economics)? How can your school better teach you about healthy eating?

Activity 9: **debrief.** (Workshop group, 10 mins, 3:20-3:30)

When participants have completed the survey, ask them to volunteer to share their answers to the last question (How can your school better teach you about healthy eating?) with the group. Encourage participants to discuss and brainstorm other relevant ideas and note them on a blackboard, whiteboard, or large paper sheets (if possible, pin the paper sheet up where the group can see as you note their ideas).

Resources

Printed copies of Worksheet 9: food education/eating at school

Whiteboard, Blackboard, or large paper sheets

Markers/Chalk

Pens

Data Collection

Collect Worksheet 9 and debrief notes at the end of the activity

After the workshop, scan/photograph completed worksheets and notes and upload to your country's Topic 4 data folder

TOPIC 5: HANGING OUT WITH FRIENDS 3:35-4:10 (35 MINS)

Often hanging out with friends is a time to relax away from your family and enjoy food together. We would like to know what your favorite hangouts are, and what food you eat when you're away from home and hanging out with friends. You might use that time to spend your pocket money on food and fun. What would you choose to spend your pocket money on?

Activity 10: **Worksheet 10: eating away from home.** (Individual, 15 mins, 3:35-3:50)

Thinking about all your favorite hang out places away from home, we would like you to create a map of what these are and what you eat when you are with friends.

On **Worksheet 10: eating away from home:**

1. Write your name at the top of your worksheet.
2. The small house on the worksheet represents your home. Create a map of the places you hang out with friends by draw and labelling those different locations around the worksheet.
 - Don't worry about how good you are at drawing! You can just draw a circle or rectangle to show each place, and then write its name inside
 - Try to include as many places as you can think of where you hang out (e.g., a shopping mall, a local park, other friends' houses)
 - [Give participants a bit if time to do this step before you move on to the next step].
3. Now for each place you have drawn write down who you hang out there with and what you might eat or drink while you're there. Why are these the foods you like to eat when hanging out with friends?

Resources

Printed copies of Worksheet 10: eating out of home

Pens

Data Collection

Collect Worksheet 10 at the end of the activity

After the workshop, scan/photograph completed worksheet and upload to your country's Topic 5 data folder

TOPIC 5: HANGING OUT WITH FRIENDS (CONTINUED)

[This activity is designed to see what participants would eat and drink if they had the choice to decide. Please replace the **\$1US Dollar** amount with a suitable amount in your own local currency]

Activity 11: **Worksheet 11: money challenge.** (Pairs, 10 mins preparation + 10 mins presentation, 3:50-4:10)

Imagine if you had **\$1USD** [insert appropriate amount of currency relevant to your country for a small food purchase – e.g., an ice-cream, soft-drink, slice of pizza] to spend on whatever food or drinks you would like when you were hanging out with your friends, what would you choose to spend this on? No rules and no restrictions.

1. Split participants into pairs and give each pair a copy of **Worksheet 11: money challenge**
2. Working in pairs, fill out Worksheet 11: spending money challenge:
 - If you were given **[XXX amount]** to spend however you like on food or drink, tell us:
 - what you would buy?
 - where you would buy it?
 - would you share it? If so, who you would share it with?

[Please make sure participant pairs write their names at the top of both worksheets]

Resources

Printed copies of Worksheet 11: money challenge

Pens

Data Collection

Collect Worksheet 11 at the end of the activity

After the workshop, scan/photograph completed worksheet and upload to your country's Topic 5 data folder

TOPIC 6: HOME AND FAMILY 4:15-4:55 (40 MINS)

These activities are about how you eat food in your home with your family. Who prepares the foods, where the food is prepared, how you share your meals and who makes the food rules.

Activity 12: **Worksheet 12: who's in your household?** (Individual, 10 mins, 4:15-4:25)

Use **Worksheet 12: who's in your household?** to show us who lives in your home:

1. Write your name at the top of the worksheet.
2. Using the pictures in the house, write down the age and relationship to you of the people in your household (e.g., mother, father, sister, grandfather).
 - If you live between two or more different houses, you can choose to focus on one of them or all of them – it's up to you.
 - If there aren't enough figures on the page, just draw extra ones (don't worry about how well you draw, you can just use stick figures!)
 - If you don't know the age of all the people in your house, just make a rough guess about how old they are
 - Make sure you write what role they have in your family. For example, are they your mother, your father, your sister or brother, aunt, uncle, grandmother or grandfather etc?

Resources

Printed copies of:

- Worksheet 12: who's in your household?

Pens

Data Collection

Collect Worksheets 12 at the end of the activities

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 6 data folder

TOPIC 6: HOME AND FAMILY (CONTINUED)

Activity 13: **Worksheet 13: your family's main meal** (Individual, 10 mins, 4:25-4:35)

We would now like you to tell us something about your family's main meal of the day.

1. Write your name at the top of **Worksheet 13: your family's main meal**
2. The worksheet has a circle/table in the middle. This depicts the space where you eat your main meal. It might be a table or a floor mat. On the circle or around the circle, write/draw where all your family members sit for your main meal of the day (e.g. father, mother, sister. If some household members are normally away for a main meal, add this person to the side of the circle
 - If your family does not sit at a table write or draw where you sit (e.g., in front of the TV, on the ground – remember, don't worry about how well you draw!)
3. Tell us the time of day you eat the main meal by filling in the time question, or by drawing a sun for lunchtime or a moon for evening
4. Write down how regularly your family are together for your main meal (e.g., once a day, once a week)
5. Now for each person you have identified, do the following:

RED	RED tick: who decides what will be eaten for the main meal each day?
GREEN	GREEN tick: who gets the ingredients for the family meal (e.g., mother might get vegetables from the garden, someone else might go to a shop)
BLUE	BLUE tick: who has or gives the money to purchase food for the family meal
ORANGE	ORANGE tick: who prepares/cooks the family meal
PURPLE	PURPLE tick: who prepares the food for the baby/young child each day

Resources

Printed copies of Worksheet 13: your family's main meal (**Note - we have provided different versions of the worksheet. Choose the one that suits your setting best**)

Coloured pens – RED, GREEN, BLUE, ORANGE, PURPLE

Data Collection

Collect Worksheet 13 at the end of the activity

After the workshop, scan/photograph completed worksheets and upload to your country's Topic 6 data folder

TOPIC 6: HOME AND FAMILY (CONTINUED)

Many families and households have rules about eating and drinking; for example, about what, where, and when you can eat and drink. We now want to explore some of the rules your family might have.

Activity 14: **Worksheet 14: food rules.** (Individual, 15 mins, 4:35-4:50)

We would like you to tell us about the food rules that might apply in your household. Are there restrictions about the things you can eat or drink, or do you have to eat in a certain way? And who makes these rules?

Write your name at the top of **Worksheet 14: food rules.**

On the worksheet we'd like you to 'tell all' about your household's food rules by answering the following questions:

1. What are the food rules in your household?
2. Who makes the rules?
3. What happens if you break the rules?

We'd also like you to think about the future. If you become a parent, will you have the same rules or different ones? Tell us what you think by answering these questions:

1. What food rules will you have if you become a parent?
2. What will you do if your child breaks your rules?
3. Are these rules important? Why/why not?

Activity 14: **debrief.** (Workshop group, 5 mins, 4:50-4:55)

Ask 1 or 2 participants to share their food rules and what happens when they are broken. Ask participants to discuss as a group with the facilitator how this makes them feel. What would they change about these rules?

Note ideas on a blackboard, whiteboard, or large paper sheets

Resources

Printed copies of Worksheet 14: food rules

Pens

Data Collection

Collect Worksheet 14 and debrief notes at the end of the activity

After the workshop, scan/photograph completed worksheets and notes and upload to your country's Topic 6 data folder

TOPIC 7: BARRIERS TO HEALTHY EATING 5:00-5:25 (25 MINS)

What are the hurdles you face to accessing healthy food regularly?

Activity 15: **Worksheet 15: obstacle course.** (Individual, 10 mins, 5:00-5:10)

What makes it difficult for you to eat healthy food? Tell us all the things that make it difficult for you to eat healthy food on a regular basis.

1. Write your name at the top of **Worksheet 15: obstacle course**
2. Draw or write down the obstacles you might have to 'jump over' to enjoy the benefits of healthy food. For example:
 - You might not know what is healthy or best for you to eat?
 - You might not like the taste of healthy food
 - Healthy food might be hard to find in your village/city
 - Healthy food might be too expensive
3. Write a few words explaining how and why each of those obstacles make healthy eating difficult. For example:
 - "Running out of money", "I don't like the taste", "My mum does not know how to cook healthy food", etc

Resources

Printed copies of Worksheet 15: obstacle course

Rating icons (cut out before workshop begins)

Pens

Data Collection

Proceed to next activity before collecting the worksheets

TOPIC 7: OBSTACLE COURSE (CONTINUED)

Activity 15: **Worksheet 15: obstacle course.** (Individual, 10 mins, 5:10-5:20)

Thinking about all the things you drew on your diagram, how do you deal with them? Which obstacles are the most challenging?

1. Stick an icon next to each obstacle to show how challenging it is for you to deal with it. You can choose from:
 - It's annoying but I can work around it.
 - It's frustrating and difficult to deal with.
 - It's very frustrating and impossible to work around.
2. For each obstacle, briefly write on your diagram how you deal with these obstacles to get the best outcome.

Activity 15: **debrief.** (Workshop group, 5 mins, 5:20-5:25)

Now that you have considered what stops you from healthy eating, can you think of particular groups of people who might find it more difficult than others to access and eat healthy food? Who are they? What particular challenges do they face and why?

Encourage participants to discuss and brainstorm relevant ideas and note them on a blackboard, whiteboard, or large paper sheets (if possible, pin the paper sheet up where the group can see as you note their ideas).

Resources

Printed copies of Worksheet 15: obstacle course

Whiteboard, Blackboard, or large paper sheets

Markers/Chalk

Pens

Data Collection

Collect Worksheet 15 and debrief notes at the end of the activity

After the workshop, scan/photograph completed worksheets and notes and upload to your country's Topic 7 data folder

TOPIC 8: GAME CHANGER 5:25-5:45 (20 MINS)

Adolescents around the world are finding eating healthy food difficult for lots of different reasons. What issues are there in your community making it difficult for people to eat healthy food? How can you help you tackle these issues?

Activity 16: **Worksheet 16: action plan.** (Groups, 15 mins, 5:25-5:40)

In this activity, participants working in small groups are asked to identify ways to encourage healthy eating in their communities.

Split the workshop into small groups of participants (e.g., 3-4 per group). On **Worksheet 16: action plan:**

1. Pick a name for your group and write it at the top of **Worksheet 16: action plan**
2. Think about how you could encourage people in your community to have better, healthier diets.
 - You can decide how you want to define your community. Your "community" can be anything from your local neighborhood, to your classmates at school, to a broad group you identify with.
3. What issue would you like to address?
 - How can you and others play a role in addressing that issue?
 - What resources would you need to help support your cause or provide solutions?

Activity 16: **debrief.** (Workshop group, 5 mins, 5:40-5:45)

Participants share their completed diagrams with the group. If time allows, expand to a broader discussion: How do you see we can solve these problems for the future so everyone can have a healthy diet? Note ideas on a blackboard, whiteboard, or large paper sheets (if possible, pin the paper sheet up where the group can see as you note their ideas)

Resources

Printed copies of Worksheet 16: action plan

Whiteboard, Blackboard, or large paper sheets

Markers/Chalk

Pens

Data Collection

Collect Worksheet 16 and debrief notes at the end of the activity

After the workshop, scan/photograph completed worksheets and notes and upload to your country's Topic 8 data folder

OPTIONAL ACTIVITY A: CULTURE & OCCASIONS/CELEBRATIONS

Different cultures often celebrate different occasions with special foods and drinks. We would like to learn about a special occasion you celebrate in your culture and what food you eat during that celebration. Do you throw a big celebration with food and family? Now is your chance to plan your perfect celebration!

Optional Activity A: **Worksheet Option A: design a celebration.** (Pairs, 10 mins preparation + 10 mins presentation)

This activity firstly asks participants to identify an occasion they celebrate in their culture with food and family. Then, the participants are asked to 'design' their ideal celebration. With no limits, participants identify who they would like to invite, what they would like to eat and where the celebration should be held.

1. Split participants into pairs and give each pair a copy of **Worksheet Option A: design a celebration**, and ask pairs to write their names at the top of the worksheet
2. Spend five minutes talking with your partner first about what celebration you would like to choose and why and then work on the worksheet.
3. First think about the occasion you would like to celebrate design and why, then write this down on the worksheet.
4. Now complete the different areas on the worksheet to plan your celebration:
 - Who will come to your celebration? Write down a list of everyone who you would like to come to your celebration?
 - What food will you serve? Write a shopping list of all the celebration food you will need.
 - Choose where you will have the celebration, at your house or somewhere else?
5. Present back to the group about your celebration

Resources

Printed copies of Worksheet Option A: design a celebration

Pens

Data Collection

Collect copies of Worksheet Option A: design a celebration

After the workshop, scan/photograph completed copies of Worksheet Option A and upload them to your country's Option A data folder

OPTIONAL ACTIVITY B: FOOD SOURCES

We would like to know where the food on your house comes from, where you grow your food or buy your food and who buys the food?

Optional Activity B: **Worksheet Option B: my family's food sources.** (Individual, 10 mins)

In this mission, participants complete **Worksheet Option B: my family's food sources.** This activity firstly asks participants to draw all of the places their household gets food and drink from (e.g., local store, market, supermarket, garden). Then, the participants are asked to answer several questions about who pays for the food in their house and if they ever have issues accessing enough food.

1. Write your name at the top of **Worksheet Option B: my family's food sources.**
2. The house in the centre of the worksheet represents your home. Draw the places outside of your home you or your family go to get food for the household. For example, you might draw a line out to a market garden or a neighbour's garden or a small market with lots of vendors and or a shopping centre. You can include as many options as you need. Now label all the places you have drawn.
 - Don't worry about how good you are at drawing! You can just draw a circle or rectangle to show each place, and then write its name inside
3. When you have finished drawing, use a GREEN pen to circle the places you have drawn where you buy fresh fruit and vegetables
4. Now use a PURPLE pen to circle where your family buys food or drink when you are out (e.g., like snacks or meals they buy from street stalls or fast food outlets).
5. Finally, answer the questions at the bottom of the worksheet

Resources

Printed copies of Worksheet Option B: my family's food sources

Colored pens

Data Collection

Collect copies of Worksheet Option B: my family's food sources

After the workshop, scan/photograph completed copies of Worksheet Option B and upload them to your country's Option B data folder

OPTIONAL ACTIVITY C: RECIPE CHALLENGE

We are going to set you a recipe challenge! We would like you to think of your favorite food to cook and write down the recipe. Who do you cook this recipe with and why is it your favorite?

Optional Activity C: **Worksheet Option C: recipe challenge.** (Individual, 10 mins)

In this activity we would like to set a recipe challenge. We would like to know what your all-time favorite food is and how you cook, eat and share this experience with. What recipe brings you good memories or makes you feel better when you are sick? Why did you choose this recipe?

Firstly, this activity asks participants to write down all the ingredients and methods of how the prepare their favorite food. Then, the participants are asked to write down in the different shapes who they cook this recipe with and why this is their favorite food.

1. Write your names at the top of **Worksheet Option C: recipe challenge.**
2. First think about what is your favorite food to cook. Choose the recipe that might be the food that tastes the best or brings you the best memories.
3. When you have chosen your favorite recipe you need to write down all the ingredients (foods) needed to cook the recipe and how you cook the food. Think about what steps you take to cook the food, what do you chop first, do you use a fire to cook the food and how? Then write this down on the worksheet.
4. Now Complete the different information in each shape on the worksheet about who you cook this food with and why this is your favorite recipe

Resources

Printed copies of Worksheet Option C: recipe challenge

Colored pens

Data Collection

Collect copies of Worksheet Option C: recipe challenge

After the workshop, scan/photograph completed copies of Worksheet Option C and upload them to your country's Option C data folder

THANK-YOU AND NEXT STEPS (10 MINS)

[Facilitators can adapt the following text as desired. However, please make sure you cover all of the following information in your conclusion to the workshop. Be sure to thank the participants for their time and pass on our gratitude for their contributions!]

Wow! Thanks so much for being part of the workshop today. We have had some really great conversations and I've enjoyed working with you very much. Does anyone have any reflections about the workshops that they would like to share? [Allow time for brief discussion/reflection]

So, before we go, let me just tell you a little bit about what happens next... From here, I am going to send all of the things we did today back to the team at UNICEF and Western Sydney University. They are collecting information from workshops like this one from over 17 other countries around the world.

They will analyse what you have all said and compile it into a format for the State of the World's Children report, which will be published and made available to people all around the world by the end of this year. When that happens, I will be in touch with you to share a copy of the report with you.

Your participation today has been really important, and the project team really do appreciate the time you have taken to share your views with us. You're helping organisations all around the world better understand what children and adolescents think about food and nutrition. On behalf of [Country Office], the State of the World's Children Team and Western Sydney University, thanks again for being part of the workshop!

[If you have not already done so, remember to complete the Workshop Participant Register. Please also check with participants that they are able to get home safely before you wrap up the workshop].

// PARTICIPANT ADMIN

INFORMATION AND CONSENT PROCESS

If adolescents wish to take part in the workshop, you must **confirm they have obtained permission from their parent/guardian, according to your country's rules or legislation.** Ideally participants will return a signed participant consent form and a signed parental consent form before the workshop commences. Information and consent forms are provided below for you to print out and give to your participants.

However, we understand that it may not always be possible for adolescents and/or their guardians to complete the written consent forms. If necessary, you can obtain consent from a young person's parent/guardian by speaking with them face-to-face, by phoning them, or by email. Legislation in some countries may allow a responsible adult (e.g., a teacher, community group organiser, etc.) to provide consent for children under their care on behalf of a guardian. Please follow **your country's rules or legislation when obtaining consent from your participants.**

We also ask that you complete the section on the workshop participant register confirming that relevant consents have been obtained, and keep records of all participants' completed consent and parental consent forms for a period of 12 months. **Note – we do not require you to give us copies of completed consent forms.** However, if you prefer that we keep these on file, please upload them to the Consents folder in your country's onedrive data folder.

WORKSHOP PARTICIPANT REGISTER

Use the workshop participant register to record details of your workshop participants. You do not have to record participants' last names on the register, **however, if more than one participant has the same first name in your workshop, please make sure we can match all participants to the data they will each provide.** For example, if participants have the same first name, you could register one or both using a nickname, or add a letter to their names (e.g., Leila A, Leila B), and ask them to use that same name when they complete activity worksheets.

Note – if participants prefer not to use their first names you can use aliases or numbers to identify them on the register and corresponding worksheets.

Please also use the register to confirm you have received appropriate consents for participants to take part by ticking the "Consent" box next to their name.



State of the World's Children Report

Food and Nutrition: Information (Parents/Guardians)

What is the State of the World's Children Report – Food and Nutrition?

The State of the World's Children Report (SOWC2019) project is a research project conducted by UNICEF in partnership with Western Sydney University (Australia). The project explores adolescents' understanding of food and nutrition.

If your child participates in the project, they will take part in a 4.5 hour workshop with other children where they will complete a series of activities (including surveys, making drawings or taking photos or videos) about different topics related to food and nutrition - for example, the types of foods they and their friends and family eat, where different foods come from, and their knowledge and thoughts about healthy or unhealthy foods.

How is the study being paid for?

The study is being funded by the United Nations Children's Fund (UNICEF). UNICEF is very interested in knowing more about what children around the world know about food and nutrition.

What happens to my child's personal information and content they create?

Your child will be asked to supply their first name, age, gender and country. Information gained during the study may be published in print or online, and some personal information (country, age, gender) may be included in publications (your child's name will not be included). The project team will take measures to ensure your child's personal information is protected and is not accessible by third parties.

Some workshop activities may also involve taking photos or videos of your child. Photos/videos will be used for analysis and may be used in a research report and/or made publicly available via partners' websites and/or social media channels. Your child's face may be shown in any audio/visual and/or graphics-based presentation from the project (in print or online).

What benefits will my child, and/or the broader community, receive for participating?

By participating in this project, your child will be helping governments, local agencies and services make better decisions about issues concerning food and nutrition in your local community and in other parts of the world.

Will the study involve any risk or discomfort for my child?

No. We do not expect that workshop activities will cause your child to experience any risk or discomfort.

Can my child withdraw from the project?

Yes. Your child can withdraw from the research at any time and for any reason. To withdraw, you or your child should let the workshop facilitator know they would no longer like to take part. Please note that it may not be possible to delete content your child has provided if it has already been collected and combined with other data by the research team.

Where can I get more information?

For more information, please contact:

[<<UNICEF/partner country office contact here>>](#)

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee at Western Sydney University through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Please complete the form below and return to the workshop organizer.



State of the World's Children Report

Food and Nutrition: Consent (Parents/Guardians)

I give permission for my child _____
(child's name)

to participate in the SOWC2019 workshop to be held on _____
(workshop date and time)

at the following location _____
(workshop location)

I understand that:

- data and information my child provides during the workshop will be used for this project
- my child may be photographed and/or video recorded as part of their participation
- my child's face may be shown in any audio/visual and/or graphics-based presentation from the project (in print or online)
- information gained during the workshop may be published and my child may be identified by their age, gender, and country in publications
- If I have any additional questions, I can contact the research team
- **my child can withdraw from the project at any time without needing to give any reason**

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

This study has been approved by the
Human Research Ethics Committee at Western Sydney University.
The ethics reference number is: H11101



State of the World's Children Report

Food and Nutrition: Information (Child)

What is the State of the World's Children Report – Food and Nutrition?

The State of the World's Children Report (SOWC2019) project is a research project conducted by UNICEF in partnership with Western Sydney University (Australia). The project explores adolescents' understanding of food and nutrition.

If you agree to participate, you will take part in a 4.5 hour workshop with other children where you will complete a series of activities (including surveys, making drawings or taking photos or videos) about different topics related to food and nutrition - for example, the types of foods you and your friends and family eat, where different foods come from, your knowledge and thoughts about healthy or unhealthy foods.

How is the study being paid for?

The study is being funded by the United Nations Children's Fund (UNICEF). UNICEF is an international organisation that works with governments and businesses to look after the needs of children in countries around the world. UNICEF is very interested in knowing more about what children around the world know about food and nutrition.

What happens my personal information and content I create?

You will be asked to supply your first name, age, gender and country. Information gained during the study may be published in print or online, and some personal information (country, age, gender) may be included in publications (your name will not be included). The project team will take measures to ensure your personal information is protected and is not accessible by third parties. Some workshop activities may also involve taking photos or videos. Photos/videos may be used in a research report and/or made publicly available via

partners' websites and/or social media channels. Your face may be shown in any audio/visual and/or graphics-based presentation from the project (in print or online).

What benefits will I, and/or the broader community, receive for participating?

By participating in this project, you will be helping governments, local agencies and services make better decisions about issues concerning food and nutrition in your local community and in other parts of the world.

Will the study involve any risk or discomfort?

No. We do not expect that workshop activities will cause you to experience any risk or discomfort.

Can my I withdraw from the project?

Yes. You can withdraw from the research at any time and for any reason. To withdraw, you should let the workshop facilitator know you would no longer like to take part. Please note that it may not be possible to delete content you have provided if it has already been collected and combined with other data by the research team.

Where can I get more information?

For more information, please contact:

[<<UNICEF/partner country office contact here>>](mailto:UNICEF/partner country office contact here)

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee at Western Sydney University through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email

humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Please complete the form below and return to the workshop organizer.



State of the World's Children Report

Food and Nutrition: Consent (Child)

I agree to participate in the State of the World's Children – Food and Nutrition research project.

I acknowledge that:

- I have read the participant information sheet (or had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s and/or workshop facilitators
- the procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction

I consent to:

- participating in a workshop and the data and information I provide during the workshop being used for this project
- being photographed and/or video recorded as part of my workshop participation

I understand that:

- information gained during the study may be published and I may be identified by my age, gender, and country in publications
- my face may be shown in any audio/visual and/or graphics-based presentation from the project (in print or online). I consent to this. I also consent to these project outputs being made publicly available via an affiliated partner organisation's website and/or the project website or accompanying social media channels
- if I have any additional questions, I can contact the research team
- I am free to withdraw from the study at any time without needing to give any reason

Your Name: _____

Your Signature: _____ Date: _____

WORKSHOP PARTICIPANT REGISTER

Country name: _____

Workshop date: _____

Language(s) used in workshop: _____

	First name/Nickname/Alias	Age	Gen	Cons		First name/Nickname/Alias	Age	Gen	Cons
1					11				
2					12				
3					13				
4					14				
5					15				
6					16				
7					17				
8					18				
9					19				
10					20				

UPLOADING YOUR DATA

Once you have completed your workshop(s) and collected, arranged, and (where required) translated your workshop data, you will need to upload it to your country's onedrive data folder so that the team at Western Sydney University can access it for analysis.

If you are listed as the data contact for your Country's workshop data, you will receive the following email:

"Hello: you have been listed as the data contact for workshops being run in your country for UNICEF's 2019 State of the World's Children project. This message invites you to access the secure data link where you should upload data and other relevant materials (e.g., photos, registration lists) after your workshops have been completed. Click the link to access your Country's data folder. If you have received this message in error, please reply letting us know about the mistake. Thanks!"

To access your Country's secure workshop data folder, click the folder link in the email and follow the subsequent instructions.

Four sub-folders have been created at the top level of your Country's data folder, one for each of your four workshops:

- Adolescents Workshop 1
- Adolescents Workshop 2
- Mothers Workshop 1
- Mothers Workshop 2

If you decide to run more than four workshops, please create additional folders at the top level for their data.

Each workshop folder has a series of sub-folders where you should upload relevant data from specific workshop activities. Separate folders have also been created for the workshop registration list, consent forms (should you choose to upload these), data forms completed by your Nutritionist, and any miscellaneous images or recordings you make of workshop activities (i.e., general photos of participants engaging in activities).

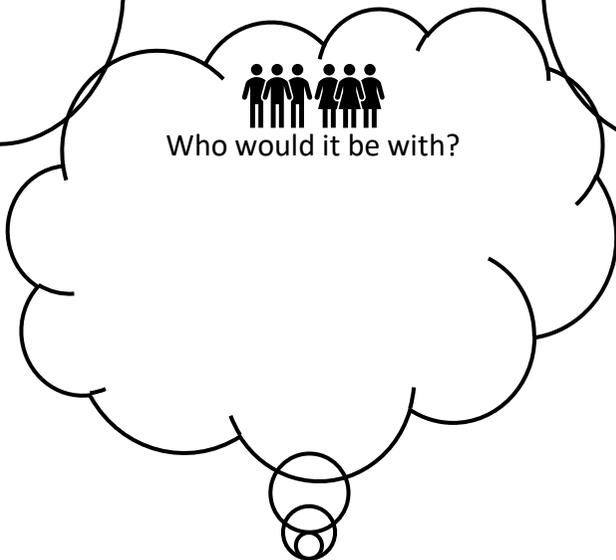
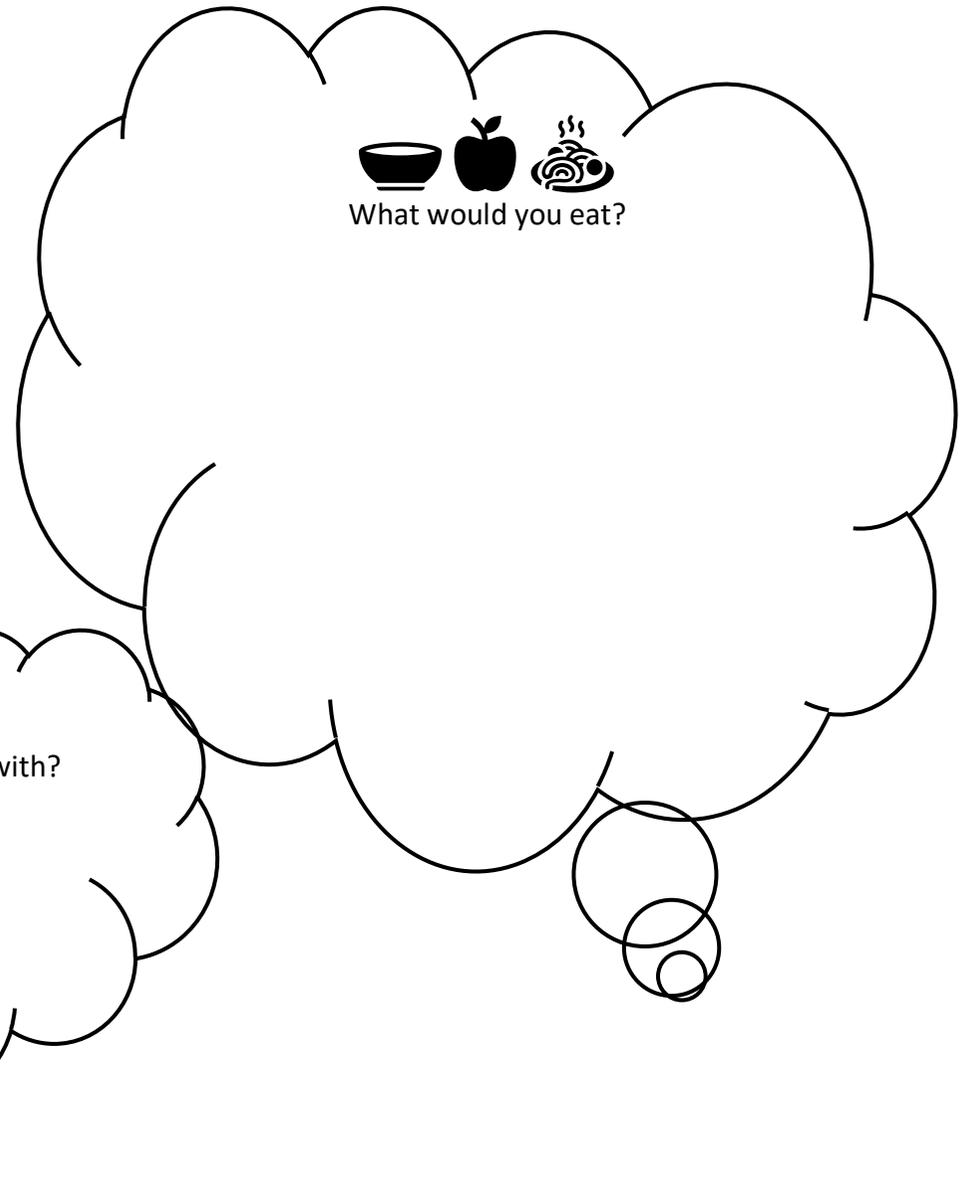
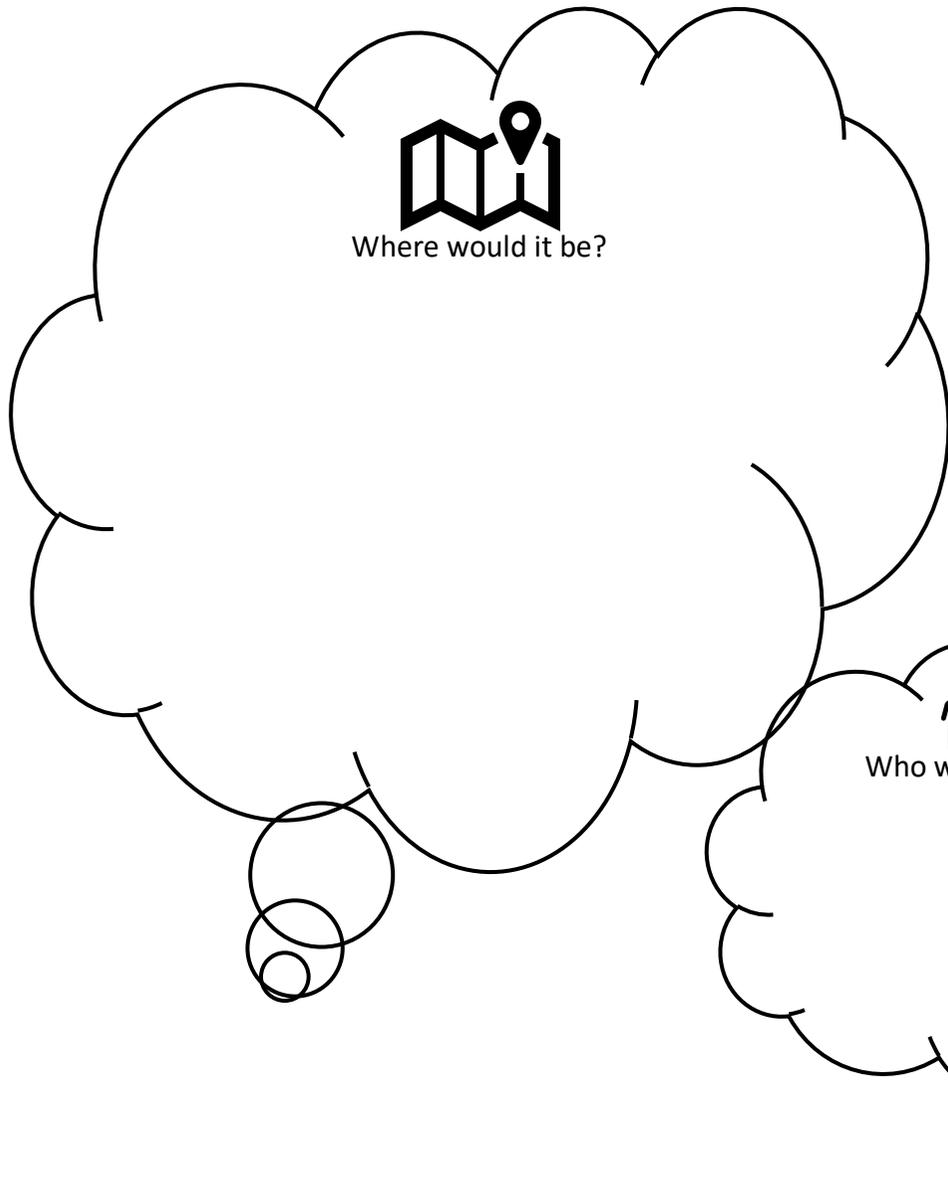
If you have any difficulty accessing or uploading information to your data folders, or have any other questions about the data process, please contact Juliano at jdeoliveira@unicef.org

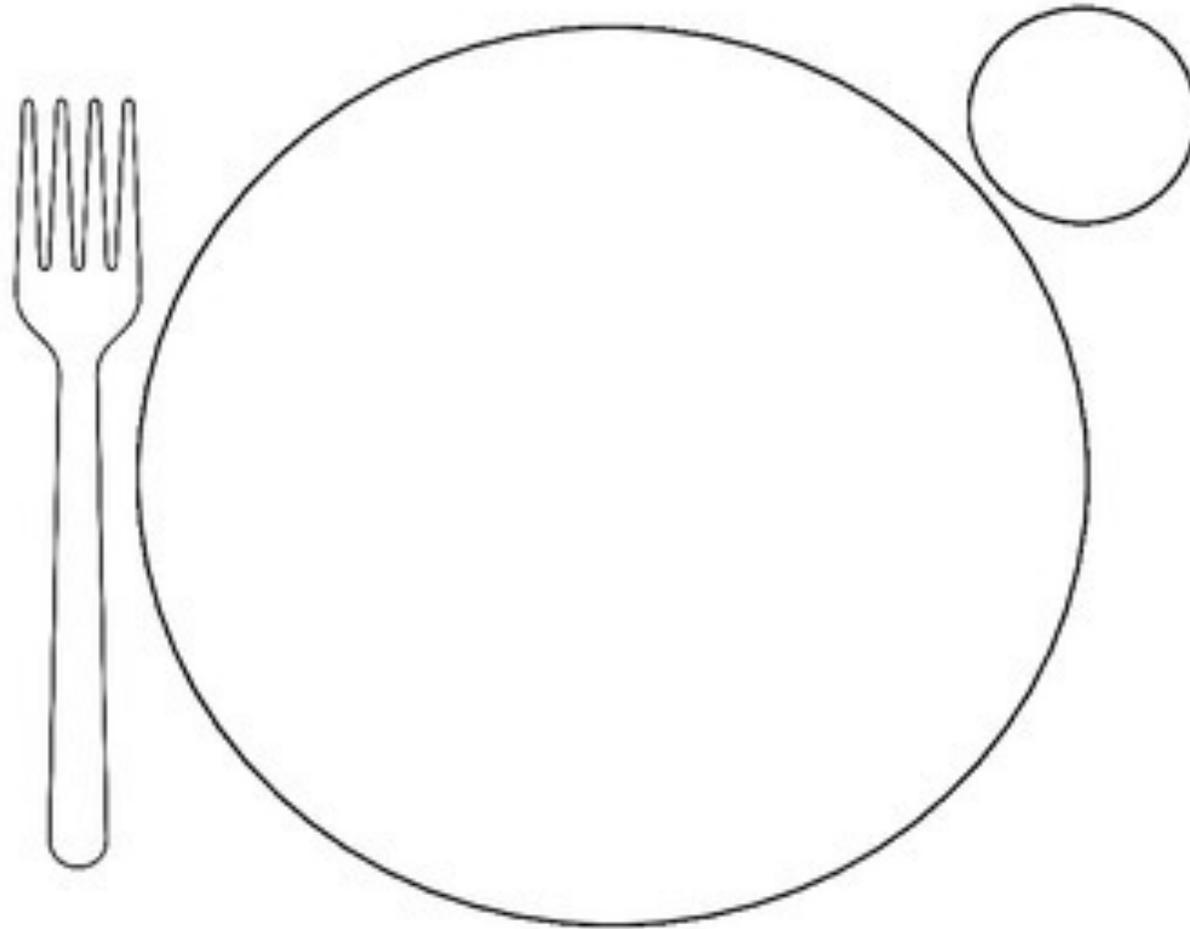
Activity 1 – Worksheet 1: your food timeline

Your Name _____

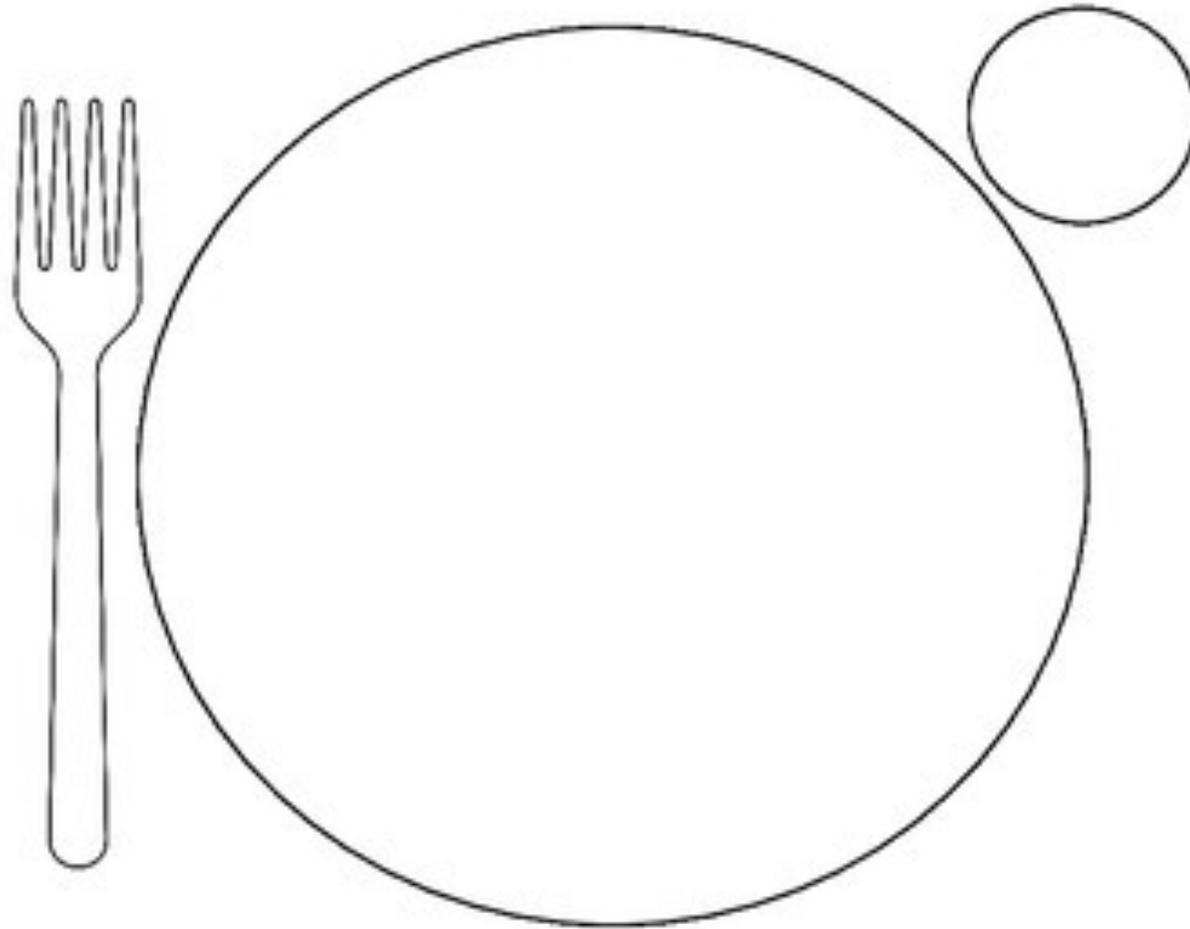
What did you eat or drink yesterday?							
Where and with who did you eat or drink?							
Early Morning 	Morning	Mid-morning		Afternoon	Evening	Night 	

Why is this your favorite food?





How important is it for you to stay healthy?
Why?



What habits do you have to stay healthy (e.g., exercise, foods you avoid eating)?

Activity 4 – Worksheet 4: Scenario 1

Your Group's Name _____

Scenario 1: Rafsi (17 years) is hanging out with some school friends down at the mall. At the mall they have lots of options to eat different foods such as pizza, pasta, ice cream, burgers. “OMG!” grins one of the boys, patting his stomach. “I’m very full. I’ve just eaten spaghetti Bolognese.” Rafsi ate rice with seafood. He’s trying to lose a bit of weight, but it’s not easy: His parents drive him to school and long days in the classroom make it hard to find time for exercise. “I didn’t do any sports, but now I go to the gym ... I hope that I will lose more [weight] because still right now I’m overweight.” But he admits it’s not easy to resist the tempting food around him: “It’s difficult to eat healthy when our friends are eating more delicious foods than healthy foods.”

What do you notice about Rafsi’s diet?

What do you think will happen to Rafsi in the future if they continue to eat in this way?

What do you think Rafsi should change in their diet? Why?

Scenario 2: Gabriella (15 years) keeps feeling tired and falling asleep at school. Often when she stands up after sitting down all day at school she feels dizzy and nearly passed out. She knows that eating more beans can help her Iron levels and give her more energy but her friends and her don't want to eat these foods because they want to stay in shape. Gabrielle doesn't want to eat beans because she thinks they will make her gain weight.'

What do you notice about Gabriella's diet?

What do you think will happen to Gabriella in the future if they continue to eat in this way?

What do you think Gabriella should change in their diet? Why?

Scenario 3: Malak (19 years) works long days farming with her husband to earn money for her family and she is unable to go to school. Recently Malak found out she was having her first baby. With her pregnancy she has been very tired but still needs to work on the farm, often she skips meals to keep working. To help give her more energy Malak has been drinking an energy drink during the day when she does not have time to eat to keep her energy levels up.

What do you notice about Malak 's diet?

What do you think will happen to Malak in the future if they continue to eat in this way?

What do you think Malak should change in their diet? Why?

Activity 4 – Worksheet 4: Scenario

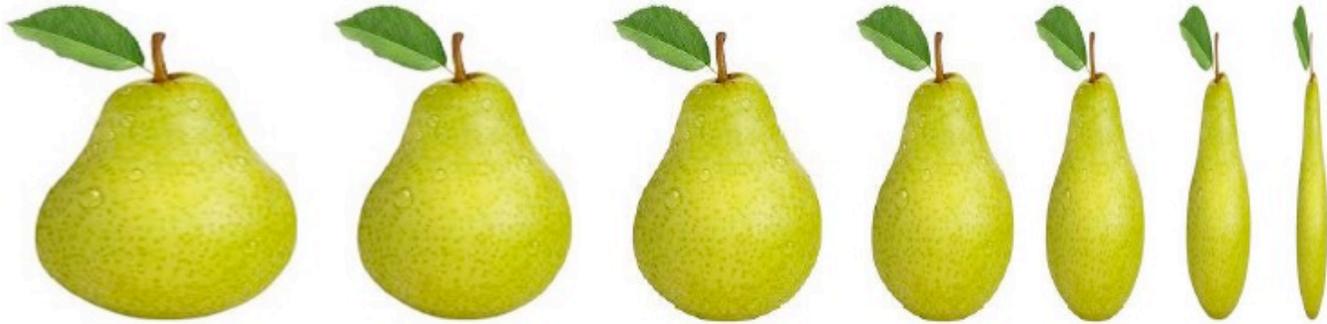
Your Group's Name _____

Scenario: enter your scenario here

What do you notice about XXX's diet?

What do you think will happen to XXX in the future if they continue to eat in this way?

What do you think XXX should change in their diet? Why?



Do you eat different foods to change your body? Describe how you eat to change.

What do you do differently in your daily routine to change your body?

Activity 6 – Worksheet 6: celebrity heads

Your Group's Name _____

Who is your group's favorite **female** celebrity

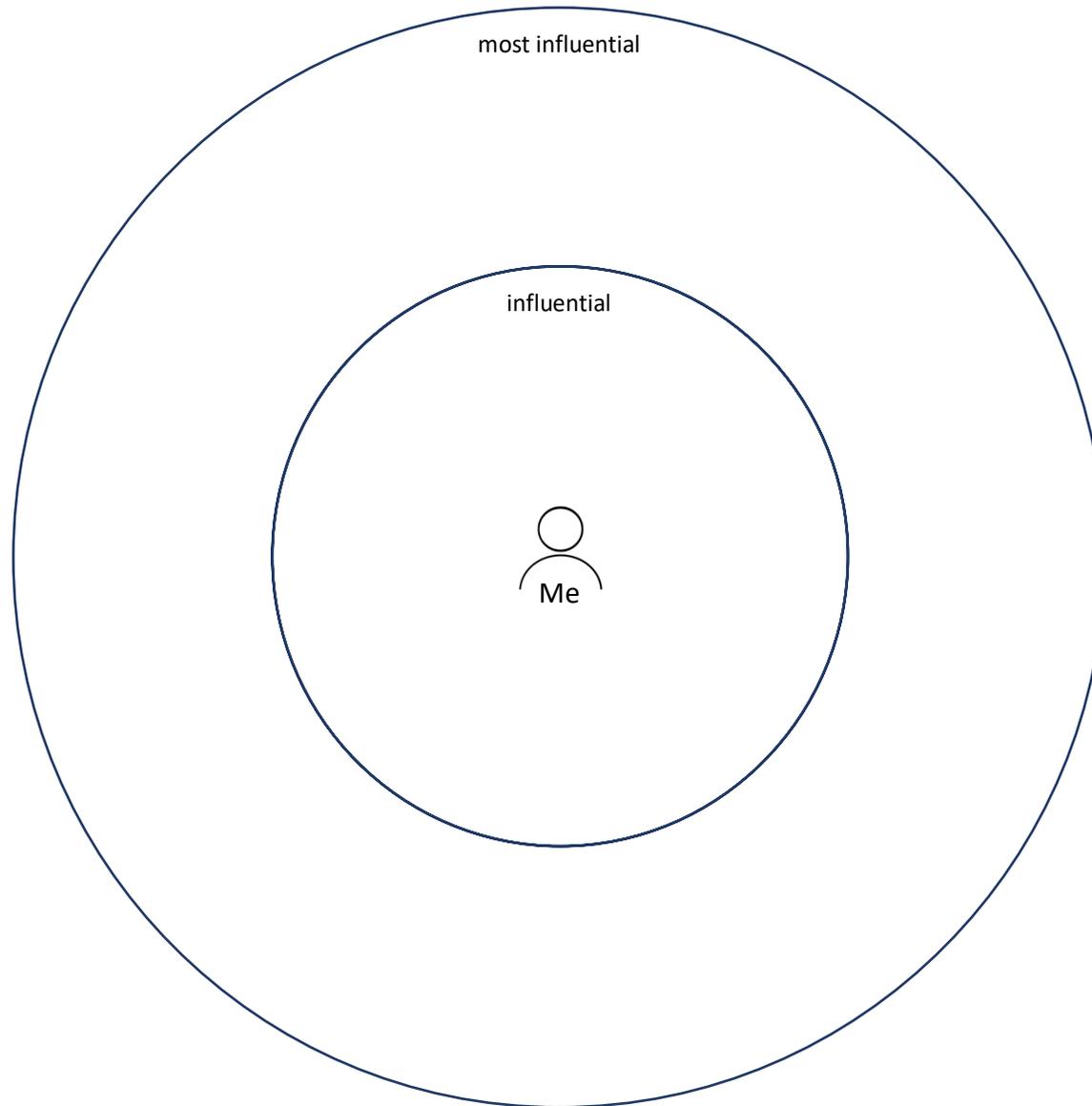
Who is your group's favorite **male** celebrity?

What is their best feature? Why?

What is their best feature? Why?

How do you use the media to find your ideal body (e.g., use of social media. Google)?

When you see pictures on social media of your ideal body, how does this make you feel?



Activity 8 – Worksheet 8a: the power of the brand

Your Names _____

What is your favorite food advertisement that sells food/drink?

Draw or write down what favorite advertisement looks like:

Why is this your favourite food/drink advertisement? (list features)

How often do you eat this food in your advertisement? How often would you like to eat this food?

Where do you see this advertisement? How often do you see the advertisement?

List what food/or drink advertising features make you buy the food (celebrity endorsement, colour, brand etc.)

Activity 9 – Worksheet 9: food education/eating at school

Your Name _____

Can you describe what foods options are available to eat while you are at school?

Do you think that these are healthy options? yes no

What do you eat during the day at school?

Do you take your lunch and snacks from home to school? never sometimes often all the time

Do you buy your lunch and snacks at school? never sometimes often all the time

Where do you eat your lunchtime meal at school? in the cafeteria outside I leave school to have lunch at home
 other (please describe)

Who do you eat your lunch time meal with at school? my friends (male only) my friends (female only) my friends (mixed male and female)
 my family (brothers/sisters) on my own other

At school, I am being taught (please check all that apply) how to choose healthy eating options (please describe)

what healthy foods are why it is important to eat healthy foods what is important to eat while I am still growing

what it is important to eat while you are pregnant why it is important to exercise other healthy habits (sleep, exercise) how to cook and prepare food safely

other (describe) none of these things

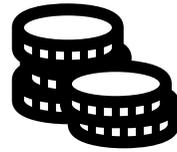
Which classes teach you the information that you have ticked above (e.g. Physical Exercise Classes, Home Economics)

How can your school better teach you about healthy eating?

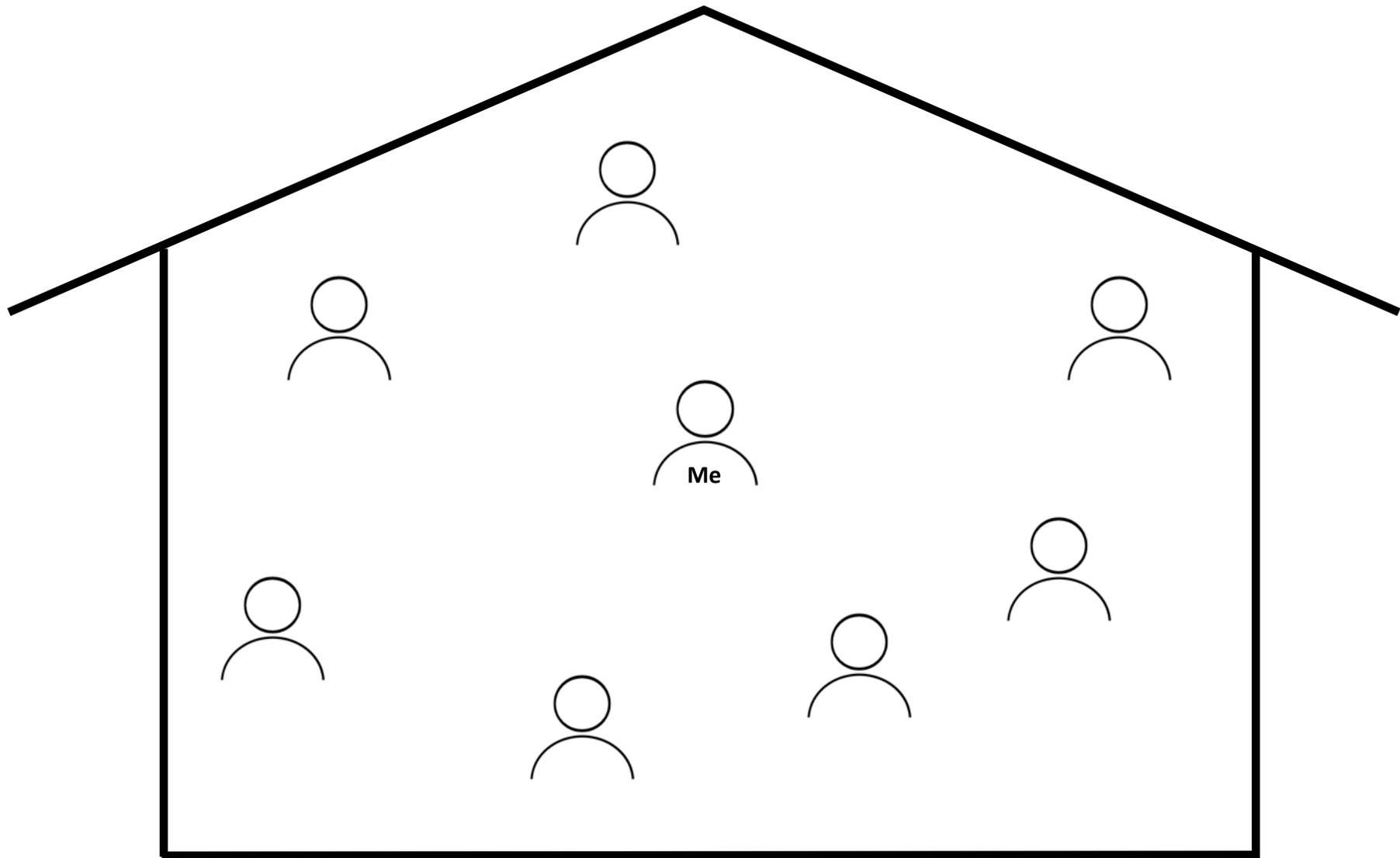


What?

Where?



Who?



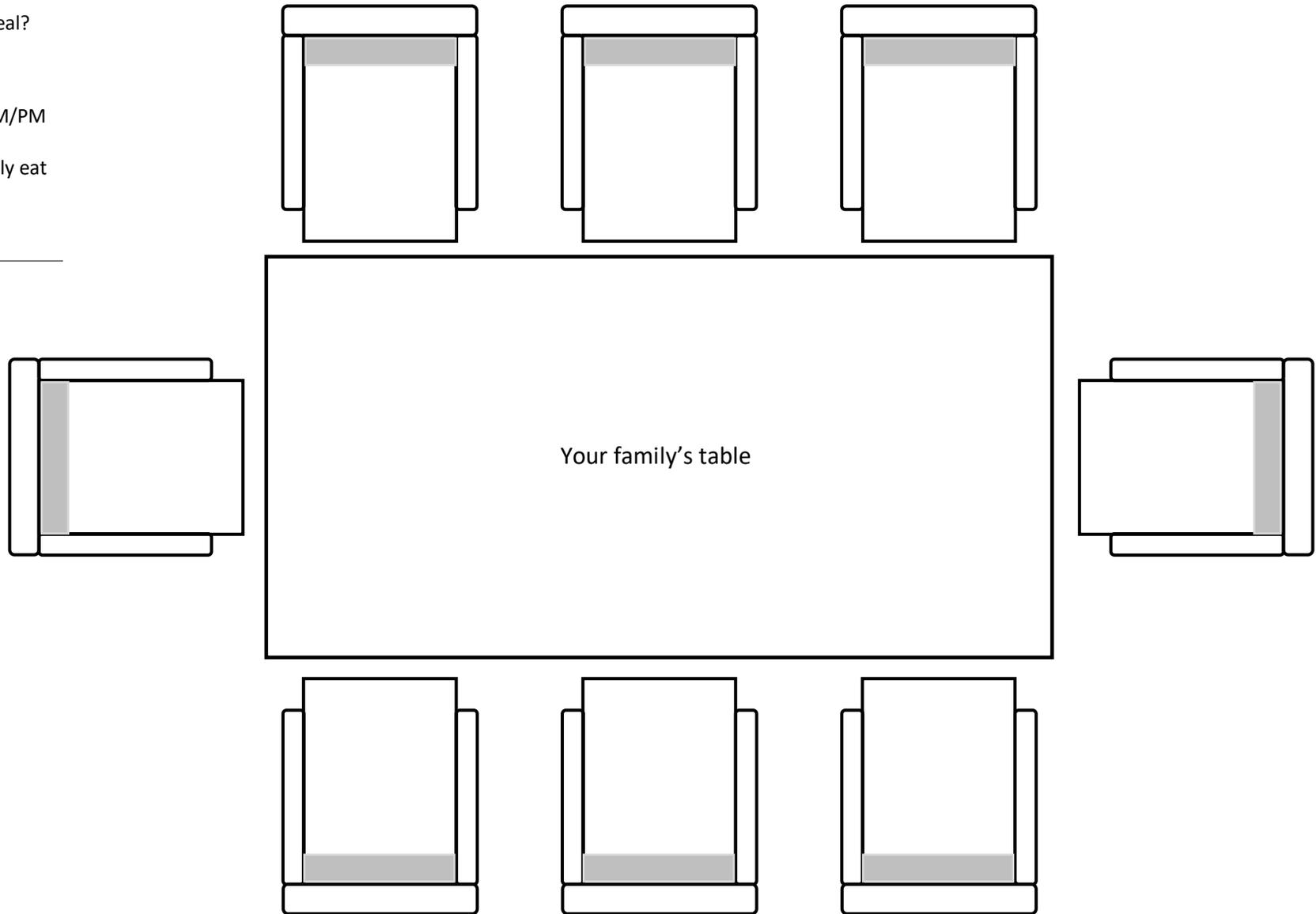
Activity 13 – Worksheet 13: your family’s main meal

Your Name _____

What time is your main meal?

Hour | Min | AM/PM

How often does your family eat together?



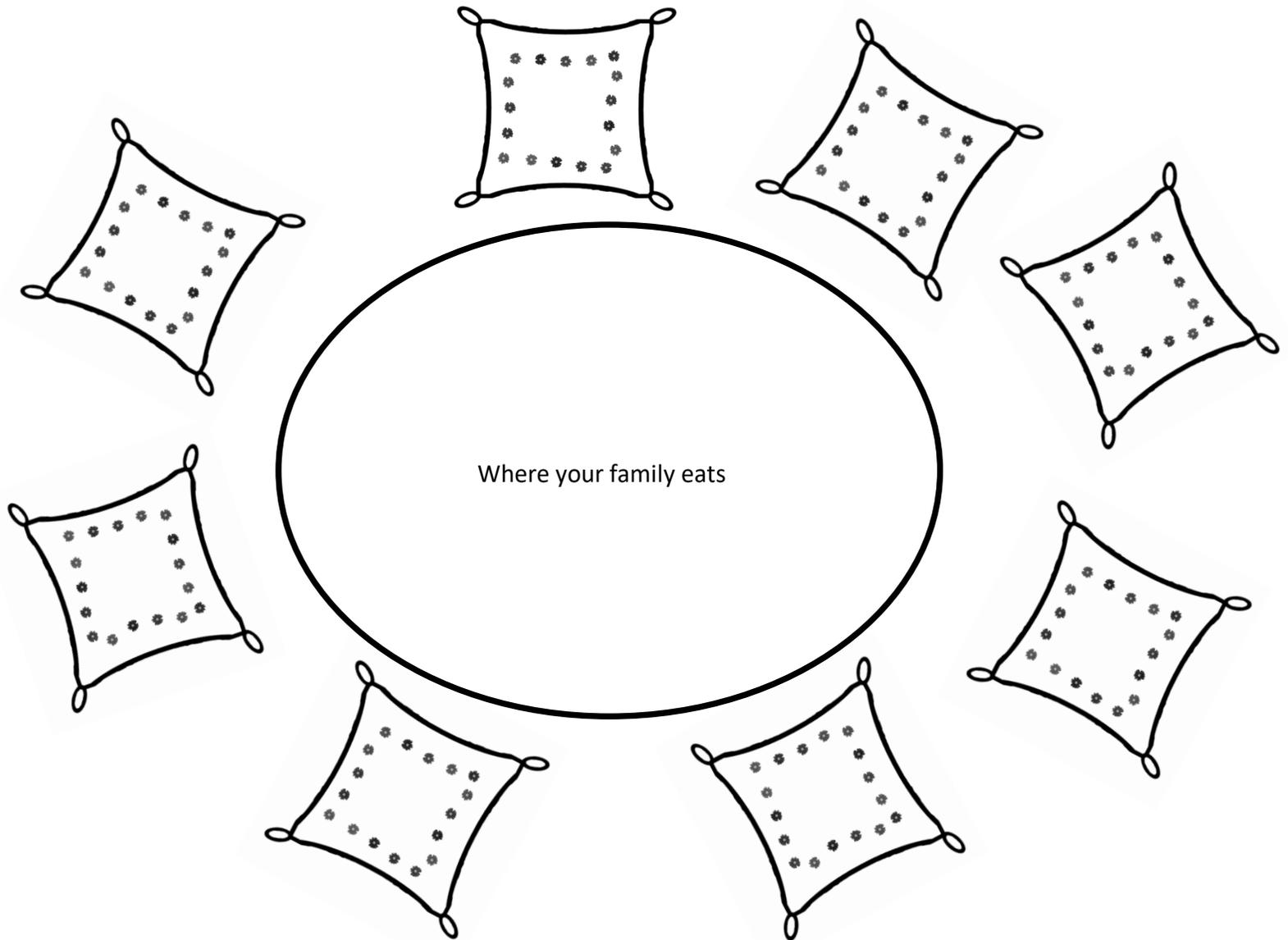
Activity 13 – Worksheet 13: your family’s main meal

Your Name _____

What time is your main meal?

Hour	Min	AM/PM

How often does your family eat together?



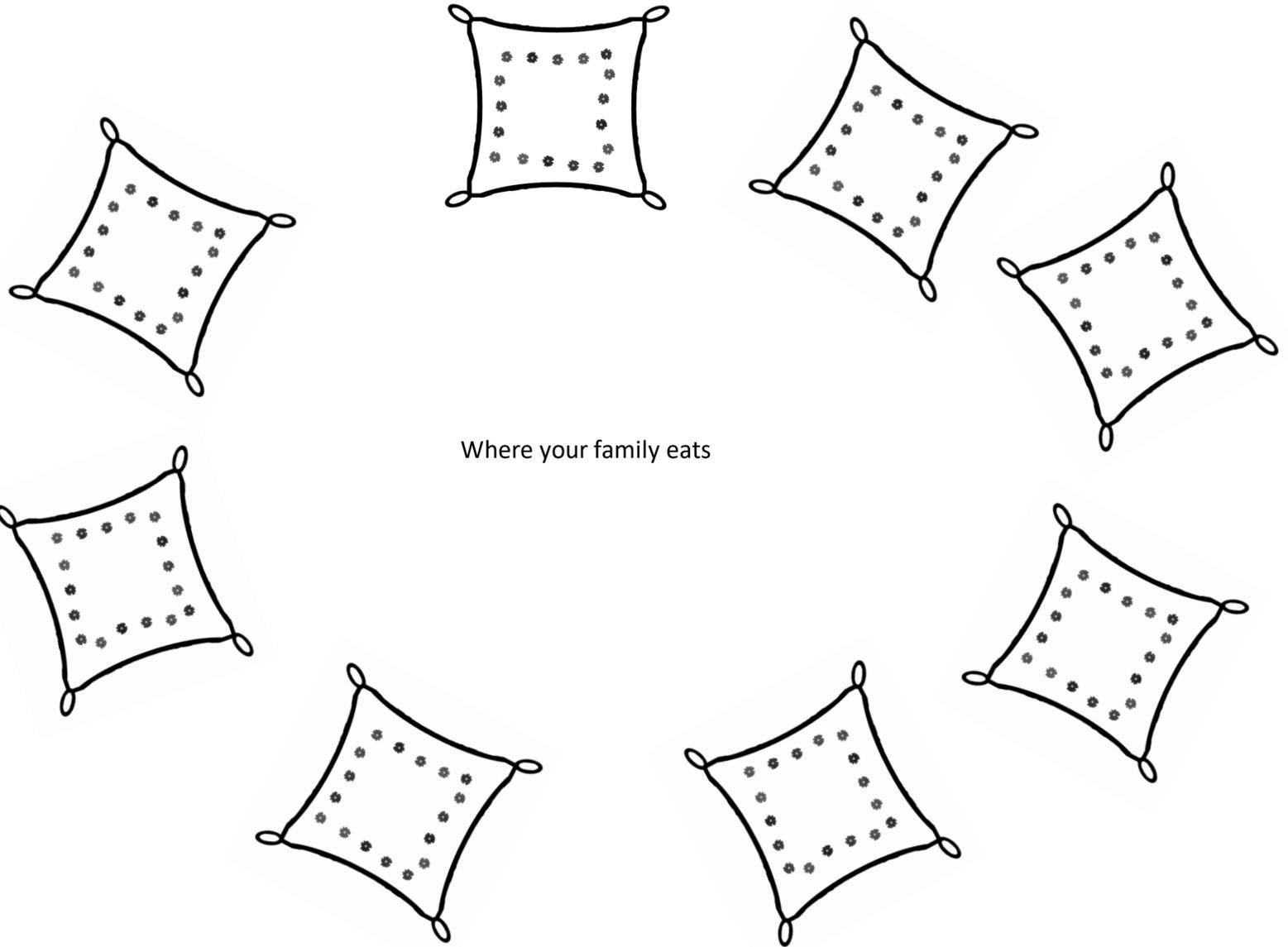
Activity 13 – Worksheet 13: your family’s main meal

Your Name _____

What time is your main meal?

Hour	Min	AM/PM
------	-----	-------

How often does your family eat together?



Where your family eats

Activity 14 – Worksheet 14: food rules

Your Name _____

What are the food rules in your household?

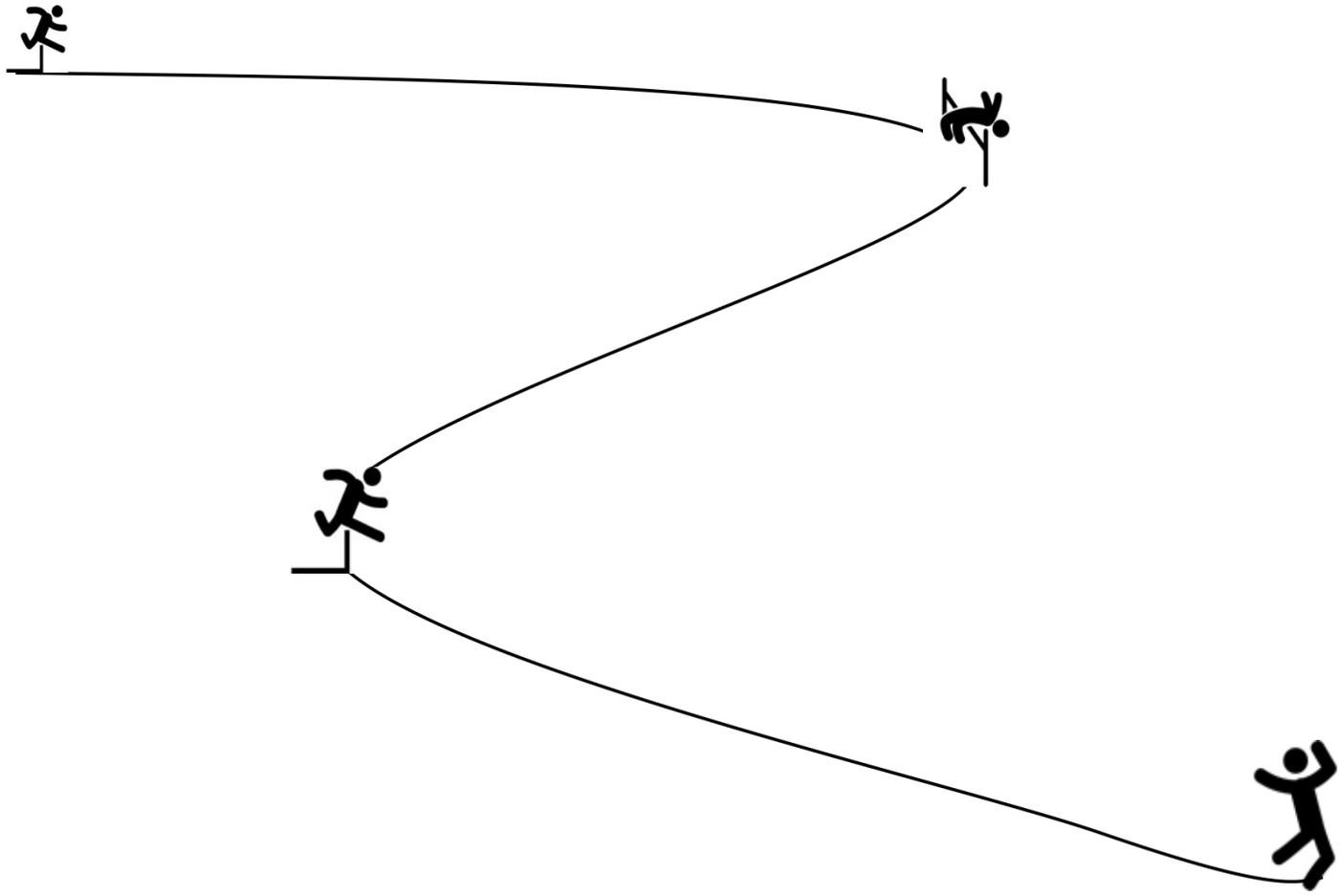
Who makes the rules?

What happens if you break the rules?

What food rules will you have if you become a parent?

What will you do if your child breaks your food rules?

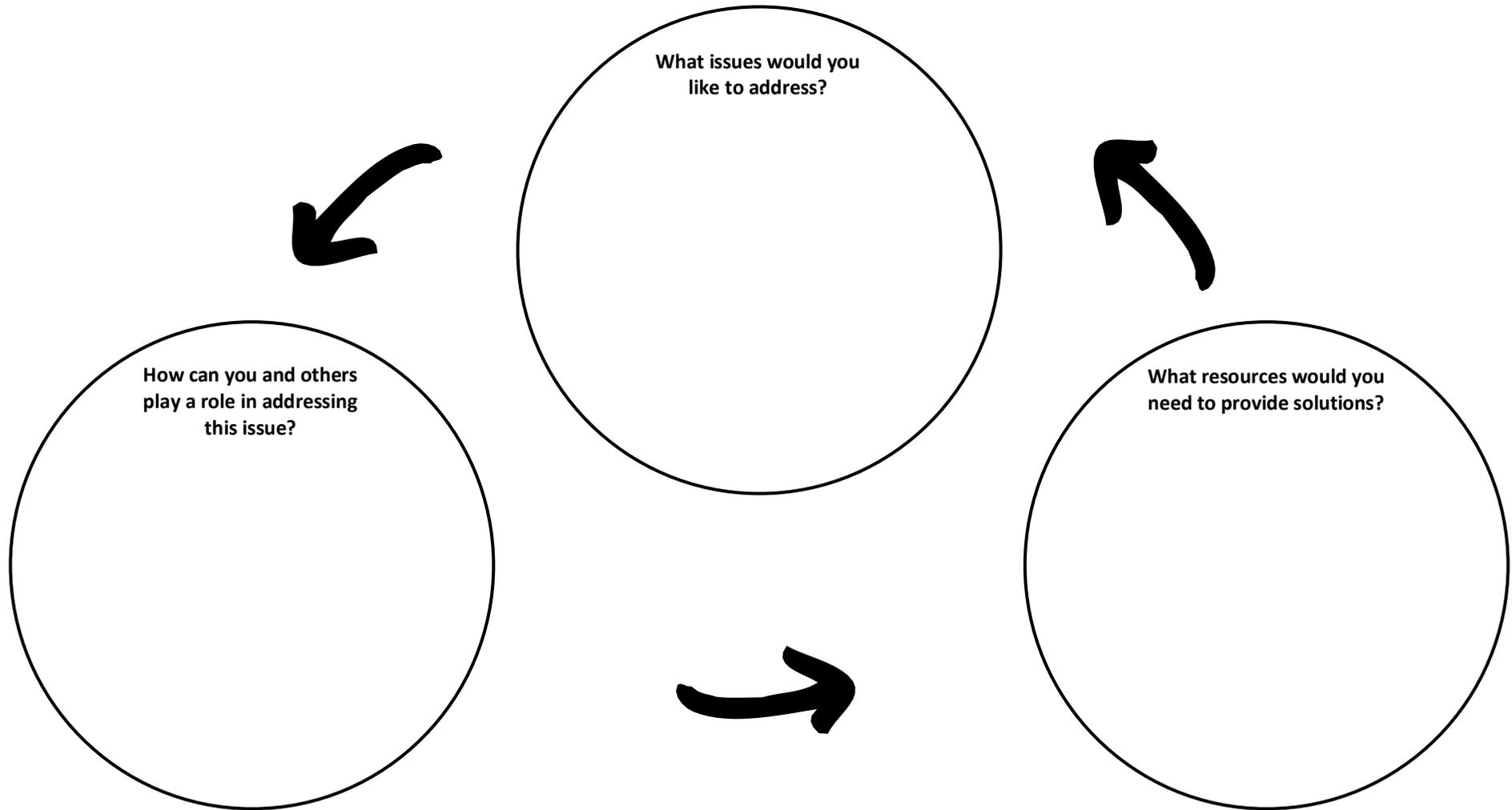
Are these rules important? Why/why not?



Briefly write down how you deal with these obstacles

A vertical line that serves as a boundary for the writing area.

How could you encourage people in your community to have better, healthier diets?



What is the special occasion? _____

Who will come?

Food for the party – your shopping list



Where is the party held?



Who buys the food in your family?

Where does the money for food in your family come from?

How often do you not have enough money for food in your household?

Tell us your favourite recipe, the ingredients, how you cook this, and who you cook with....

Who do you cook this with?

Ingredients:

Methods:

Why is this your favorite?

// ICONS AND IMAGES

Print and cut out icons before your workshop for use in nominated activities.

Food and drink picture prompts can also be printed and distributed around tables to assist participants remembering, identifying, and drawing foods and food groups.

We have also supplied a separate document containing images of food. If you wish, you can print and cut out all or some of those food images for participants to use when completing worksheets. For example, you may wish distribute pre-printed images of foods around tables so that participants can stick them on to worksheets rather than drawing their own images.

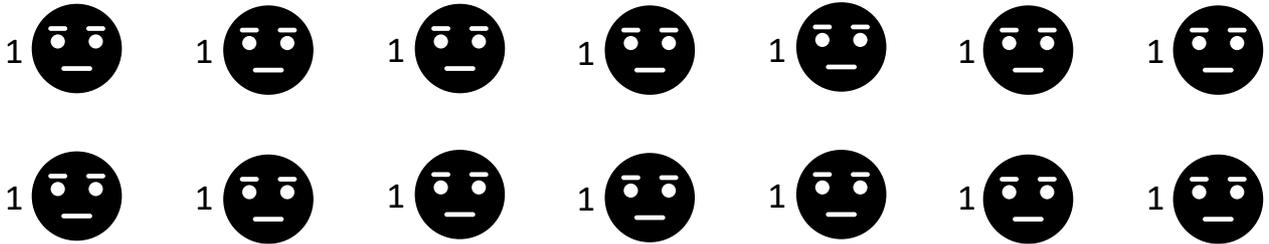
Please note – images present a selection of foods common across a range of countries, but not all images will be relevant or familiar to participants in every country. It is up to you to decide if you want to use the supplied images or not. If you select to use the food images, you may also choose to supplement them with your own locally sourced images of other foods relevant for your context.

Activity 1: Worksheet 1 – Star Icons



Activity 15: Worksheet 15 – Rating Icons

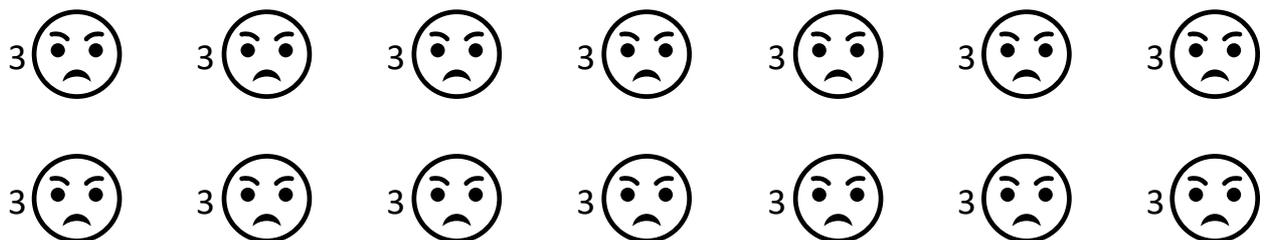
It's annoying but I can work around it



It's frustrating and difficult to deal with



It's very frustrating and impossible to work around



Food and Drink Picture Prompts

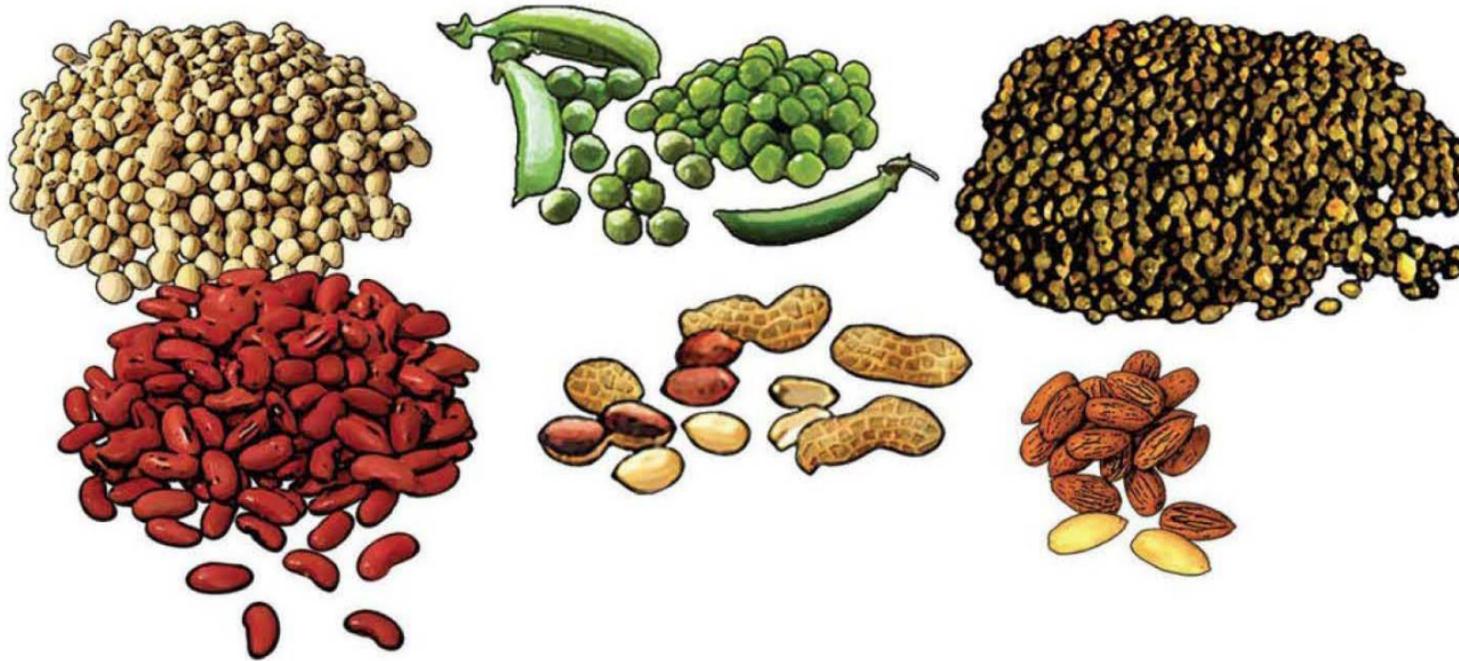
Fruits and Vegetables



Images courtesy of USAID Advancing Nutrition. You may find these and similar images at the Infant and Young Child Feeding (IYCF) [Image Bank](#).

Food and Drink Picture Prompts

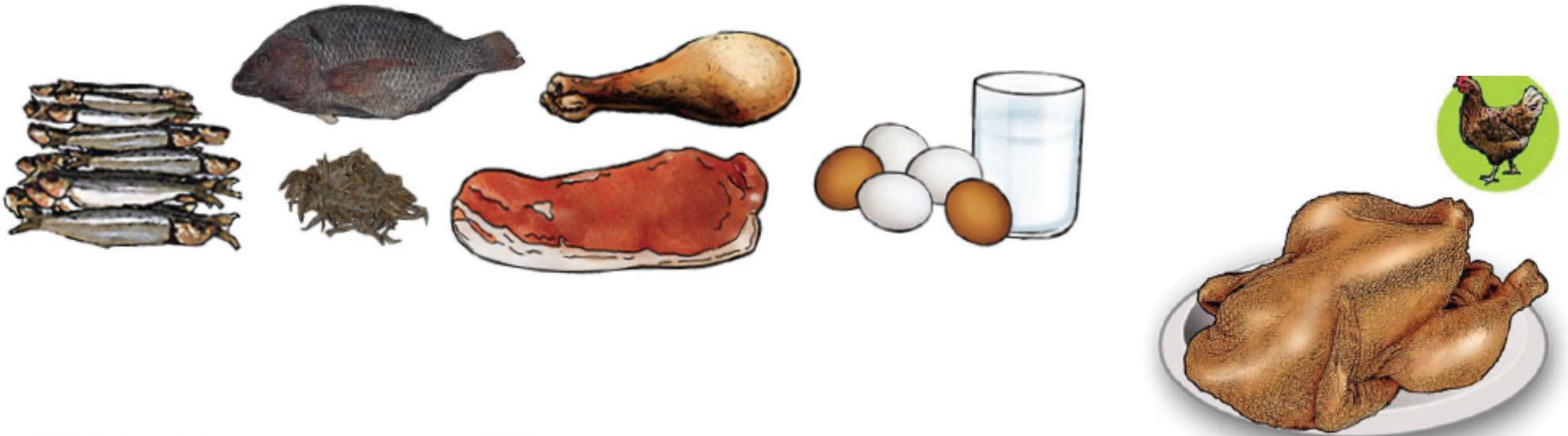
Legumes



Images courtesy of USAID Advancing Nutrition. You may find these and similar images at the Infant and Young Child Feeding (IYCF) [Image Bank](#).

Food and Drink Picture Prompts

Meat, Fish, Eggs



Images courtesy of USAID Advancing Nutrition. You may find these and similar images at the Infant and Young Child Feeding (IYCF) [Image Bank](#).

Food and Drink Picture Prompts

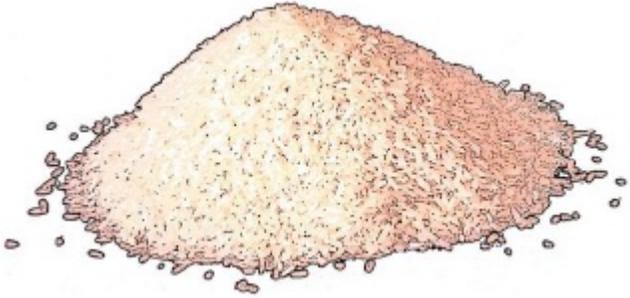
Dairy Products



Images courtesy of USAID Advancing Nutrition. You may find these and similar images at the Infant and Young Child Feeding (IYCF) [Image Bank](#).

Food and Drink Picture Prompts

Grains, Cereals and breads



Images courtesy of USAID Advancing Nutrition. You may find these and similar images at the Infant and Young Child Feeding (IYCF) [Image Bank](#).

Food and Drink Picture Prompts

Oils and Margarine/butter spreads



Food and Drink Picture Prompts

Take away and Fried Foods



Food and Drink Picture Prompts

Packaged savory and sweet snacks



Food & Drink Picture Prompts

Soft Drinks

