

# UNICEF

# STATE OF THE WORLD'S

# CHILDREN

# 2019

## NUTRITION SPECIALIST

## FIELD GUIDE: ADOLESCENTS



**WESTERN SYDNEY**  
UNIVERSITY



***RErights***

# // NUTRITION SPECIALIST FIELD GUIDE

## UNICEF STATE OF THE WORLD'S CHILDREN 2019

### ADOLESCENT'S WORKSHOP

#### CONTENTS



INTRODUCTION...	3
BACKGROUND...	4
YOUR ROLE .....	5
THE PROCESS AT A GLANCE .....	6
STEP 1: MAKE A TIME TO MEET WITH THE WORKSHOP FACILITATOR .....	6
STEP 2: FAMILIARISE YOURSELF WITH THE WORKSHOP ACTIVITIES .....	6
STEP 3: DECIDE HOW YOU WILL TAKE NOTES .....	6
STEP 4: TURN UP AND TAKE NOTES! .....	6
STEP 5: COMPLETE A POST-WORKSHOP REFLECTION.....	7
STEP 6: SUBMIT YOUR REPORT .....	7
LASTLY . .....	7
TABLE 1 ACTIVITY THEMES - ADOLESCENTS.....	8
ADOLESCENTS ACTIVITY 1: YOUR FOOD TIMELINE.....	9
ADOLESCENTS ACTIVITY 2: IMAGINE YOUR IDEAL MEAL .....	10
ADOLESCENTS ACTIVITY 3: HOW IMPORTANT IS FOOD FOR YOUR BODY? .....	11
ADOLESCENTS ACTIVITY 4: SCENARIOS .....	12
ADOLESCENTS ACTIVITY 5: BODY TALK .....	13
ADOLESCENTS ACTIVITY 6: CELEBRITY HEADS.....	14
ADOLESCENTS ACTIVITY 7: FOOD INFORMATION IN THE MEDIA.....	15
ADOLESCENTS ACTIVITY 8: THE POWER OF THE BRAND.....	16
ADOLESCENTS ACTIVITY 9: FOOD EDUCATION/EATING AT SCHOOL .....	17
ADOLESCENTS ACTIVITY 10: EATING AWAY FROM HOME .....	18
ADOLESCENTS ACTIVITY 11: MONEY CHALLENGE.....	19
ADOLESCENTS ACTIVITY 12: WHO'S IN YOUR HOUSEHOLD .....	20
ADOLESCENTS ACTIVITY 13: YOUR FAMILY'S MAIN MEAL.....	21
ADOLESCENTS ACTIVITY 14: FOOD RULES .....	22
ADOLESCENTS ACTIVITY 15: OBSTACLE COURSE .....	23
ADOLESCENTS ACTIVITY 16: ACTION PLANS.....	24
ADOLESCENTS OPTIONAL ACTIVITY A: DESIGN A CELEBRATION .....	25
ADOLESCENTS OPTIONAL ACTIVITY B: MY FAMILY'S FOOD SOURCES .....	26
ADOLESCENTS OPTIONAL ACTIVITY C: RECIPE CHALLENGE .....	27

This work is published under the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). In order to adapt or build on it, you must share adapted works using the same licence conditions and attribute the source in accordance with relevant legislation. If you do use this content, please let us know so we can include your work in our information and communications about research, methods or tools. Contact us at: [youngandresilient@westernsydney.edu.au](mailto:youngandresilient@westernsydney.edu.au).

# INTRODUCTION...

Thank you for agreeing to support this project! UNICEF's State of the World's Children team and the [RErights.org](http://RErights.org) team at Western Sydney University, Australia, are very grateful for your assistance in helping us understand young people's perceptions and experiences of food and nutrition.

Using a series of interactive activities, this project explores the diverse ways adolescents and new mothers around the world think about, access, and consume food in their everyday lives.

The project entails two sets of workshops:

- a) Two workshops with separate groups of up to 20 adolescents under the age of 18.
- b) Two workshops with separate groups of up to 20 new mothers who have children aged 8-18 months.

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 these workshops, along with that generated in another 16 countries around the world, will be analysed and the results will feature in **UNICEF's State of the World's Children 2019 report**.

## IMPORTANT DATES

- **1<sup>st</sup> - 31<sup>st</sup> May, 2019**: Attend and take notes in four workshops
- **3<sup>rd</sup> June, 2019**: Submit your field notes and post-workshop reflections to your Country Office representative

The Western Sydney University Human Ethics Committee has granted ethics approval to carry out this research (Ethics Approval No. H11101).

In what follows, we lay out your role and some guidelines for capturing your observations.

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](mailto:jdeoliveira@unicef.org). We look forward to working with you on this exciting project!

With thanks,

The UNICEF State of the World's Children 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 engagement, participation, and the fulfilment of rights. Our participatory workshops invite children, young people and others 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, as well as in an in-depth companion report about young mothers.**

---

## 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](mailto:jdeoliveira@unicef.org)

# YOUR ROLE

## HOW NUTRITION SPECIALISTS WILL SUPPORT THE WORKSHOPS AND DATA ANALYSIS

As a nutrition specialist, you will play a vital role in helping our team to interpret the data that is gathered via the State of the World's Children 2019 workshops. We are enormously grateful to have your expertise on the project.

We ask that you observe the workshops as they unfold and take notes, drawing on your expertise and experience in the field of diet and nutrition.

In particular, we ask that you:

1. Document any important insights that emerge in group discussions that may not be captured on the worksheets.
2. Make note of important contextual information that will enable our team to accurately analyse the content of the worksheets. Such information might include expert knowledge you have about local food practices, explanations of the terminology participants use, or any other important insights that provide important contexts for participants' responses.
3. Make any general observations you have about the insights and experiences that are shared.
4. Reflect on the efficacy of the workshop activities. We will digest this information and build your feedback into future workshops.

At the end of each workshop, we ask that you complete a brief post-workshop reflection (max. 500 words) to distil your key insights.

**PLEASE NOTE:** Your status in these workshops is as observer. We ask that you refrain from intervening in the workshop activities. At the end of the workshop, the facilitator may ask you to reflect back to the workshop participants about what you have observed. If this happens, we ask that you focus on reinforcing positive aspects of participants' diet and nutrition practices. If you have any concerns you have about things that are raised by participants in the workshops, please raise these confidentially with the workshop facilitator and/or your UNICEF Country Office representative for the project once the workshops are completed.

## THE PROCESS AT A GLANCE

### ***STEP 1: MAKE A TIME TO MEET WITH THE WORKSHOP FACILITATOR AND/OR RELEVANT COORDINATOR IN THE UNICEF COUNTRY OFFICE***

UNICEF Country Offices and National Committees are coordinating the workshop process. They will nominate an experienced facilitator to implement the four workshops with adolescents and with new mothers. Please make a time to meet with the relevant Country Office representative and the workshop facilitator to go through the plan for the workshops so you are clear about which topics you will be tasked with gathering information about.

### ***STEP 2: FAMILIARISE YOURSELF WITH THE WORKSHOP ACTIVITIES***

Set aside some time to work through the two workshop manuals in detail. Be sure to raise any questions you have with the relevant Country Office representative and/or the workshop facilitator.

Note – a supplied document containing images of food that can be printed and deployed in workshops (e.g., so that participants can affix images on worksheets rather than drawing their own images). The images provided 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. The workshop facilitator will decide if they want to use the supplied images or not. If the facilitator elects to use the food images, they may also choose to supplement images with locally sourced images of other foods relevant for your context.

Please liaise with your workshop facilitator to determine if you can assist in sourcing local food images, if the facilitator opts to use those in workshops.

### ***STEP 3: DECIDE HOW YOU WILL TAKE NOTES***

Your notes and observations can be recorded directly into this manual. You can choose to type these directly into this document. Alternatively, you can print the field guide out, and make your notes in hard copy. Please note that you will need to **complete one field guide per workshop**.

### ***STEP 4: TURN UP AND TAKE NOTES!***

In the remainder of this field guide, we provide a page for each activity that will be completed by workshop participants. As the workshop proceeds, unless otherwise indicated, we ask you to reflect on three key questions:

1. What are your general observations about the insights and experiences raised in this activity by participants?
2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?
3. How effective was this activity in eliciting information about local diet and nutrition practices?

### ***STEP 5: COMPLETE A POST-WORKSHOP REFLECTION***

At the end of each workshop, we ask that you write a post-workshop reflection (max. 500 words). Instructions can be found in the template for the post-workshop reflection later in this field guide.

### ***STEP 6: SUBMIT YOUR REPORT***

Please submit your completed field guide for each workshop, along with your four post-workshop reflections to your UNICEF Country Office representative, who will upload this content to a secure online repository. Given this project is working to a very strict timeline, we ask that you submit this content **no later than 3 May**.

## **LASTLY ... (BUT NOT LEAST)**

**We'd like to say a big thank you to you for supporting this work!** 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 observing this workshop, and we'd be very interested in hearing any comments or suggestions you may have. Please send any feedback to us at [rerights@westernsydney.edu.au](mailto:rerights@westernsydney.edu.au).

## // FIELD NOTES

## UNICEF STATE OF THE WORLD'S CHILDREN



THIS FIELD GUIDE CONTAINS SPACE TO RECORD YOUR FIELD NOTES FOR EACH OF THE FOLLOWING ACTIVITIES:

**TABLE 1 ACTIVITY THEMES - ADOLESCENTS**

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



## ADOLESCENTS Activity 1: your food timeline

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 2: imagine your ideal meal

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

### ADOLESCENTS Activity 3: how important is food for your body?

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 4: scenarios

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 5: body talk

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 6: celebrity heads

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 7: food information in the media

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 8: the power of the brand

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities



## ADOLESCENTS Activity 9: food education/eating at school

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 10: eating away from home

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 11: money challenge

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 12: who's in your household

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 13: your family's main meal

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 14: food rules

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 15: obstacle course

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Activity 16: action plans

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities



## ADOLESCENTS Optional Activity A: design a celebration

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Optional Activity B: my family's food sources

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities

## ADOLESCENTS Optional Activity C: recipe challenge

1. What are your general observations about the insights and experiences raised in this activity by participants?

2. Is there any contextual information you would provide in order to support our team to analyse the data generated by this activity?

3. How effective was this activity in eliciting information about local diet and nutrition practices? (Please circle)

Very  
good

Good

OK

Poor

Very  
poor

Comments on the workshop activities