



Global Child Adolescent centred Nutrition Indicators



WORKSHOP MANUAL

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INTRODUCTION

Thank you for agreeing to take part in this project! The Young and Resilient Research Centre at Western Sydney University are very grateful for your assistance.

These workshops aim to understand how children and young people conceptualize and prioritise their food systems and nutrition, the role that it plays in their lives, what influences their food choices, and their aspirations for change. We aim to develop a novel set of child and adolescent-centred indicators which will work collaboratively with existing biometric and anthropometric measures of nutrition status. These indicators will look at nutrition through a social and environmental lens, helping to equip governments, NGOs, health professionals and private enterprise with tools required to form a holistic view of young people's nutritional needs.

The Western Sydney University Human Ethics Committee has granted ethics approval to carry out this research (Ethics Approval No. H15271). The ethics approval sets out a protocol for running the workshops. This manual contains information about how to plan and facilitate workshops – and how to ensure your workshops comply with the ethics protocol. Your adherence to the guidelines we stipulate in this manual is essential and will ensure participants are given the respect and protection they deserve.

Please share this manual with all facilitators so they can familiarise themselves with their ethical obligations and activity instructions before the workshop.

If you have any questions regarding this manual, please feel free to contact the project team via Catharine Fleming at catharine.fleming@westernsydney.edu.au. We look forward to working with you on this wonderful project!

Thank you,
The team at the Young and Resilient Research Centre

WHO ARE WE?



The Young and Resilient Research Centre at Western Sydney University embraces an integrated mode of research and development, education, training and enterprise to research and develop technology-based products, services and policies that strengthen the resilience of young people and their communities, enabling them to live well and participate fully in social and economic life.

1. PLAN YOUR WORKSHOPS

Step 1: Identify workshop facilitators

As a part of your duty of care and ethical responsibilities, there must be a minimum of two adults present for the duration of the workshops. To ensure participants can participate fully and freely express their views, we recommend that you appoint facilitators with appropriate facilitation training and/or experience, particularly working with young people. Ideally, they will also have:

1. A lively, engaging and upbeat facilitation style.
2. An ability to moderate and summarise discussion with diverse participants, including young people.
3. Capacity to nurture a safe, respectful, inclusive and supportive space.
4. Knowledge of requirements for working ethically with young people.
- 1.** The necessary authorisations and clearances to work with children, as determined by your organisation's rules and your state or country's legislation.

Please share this manual with all the facilitators so they have an opportunity to read the materials before they attend the facilitator training.

Step 2: Attend online facilitator training

The Young and Resilient team will arrange a time to hold a 2-hour online facilitator training webinar **with facilitators**.

1. The webinar will cover workshop activities and logistics, a brief technology tutorial, as well as the ethical practices and requirements that you will be required to adhere to.
2. The webinar will also be an opportunity for facilitators to contribute feedback on activities to ensure they are culturally appropriate and relevant for participants in your context.
3. All facilitators and staff members involved in the workshop recruitment and delivery should attend this training.

Step 3: Familiarise yourself with workshop activities

Please familiarise yourself with the activities and the instructions contained in this manual. It is a good idea to trial a couple of the activities before you deliver them.

Step 4: Confirm dates and location

The Y&R team will schedule times for the workshops in collaboration with your team, and book a venue for the workshops. The venue will be in a location that is safe and easily accessible to children. Ideally, the space will have:

- 1.** Tables large enough for groups of 4-5 people to sit around and take part in group work activities; and,

2. A blackboard, whiteboard or wall space where you can stick butchers paper up to write on.

The workshops will be held outside of school hours to minimise disruption to participants' responsibilities.

Step 5: Collect workshop kit

The Y&R team will provide you with a workshop kit, including all printed materials and supplies needed to conduct your workshops. The Y&R team will liaise with you to arrange a time to give you the kit.

3. RECRUITMENT & CONSENT

Y&R will lead recruitment of children and young people and manage registrations for your workshop. Where possible, we would appreciate it if you could please share the recruitment materials with organisations in your network who may be able to assist. Y&R will provide you with a recruitment package which you can share with partner organisations.

The Y&R team will share the list of participants who have registered for your workshops the day before your first workshop.

Key dates	Recruitment:	September
	Workshop delivery:	October
Number of participants	1.	10-15 x 10-18 year olds in the Western Sydney region
	2.	10-15 x 10-18 year olds in Melbourne, Victoria
	3.	10-15 x 10-18 year olds in Online NSW (online)
	4.	10-15 x 10-18 year olds in Online VIC (online)

Workshop length

Western Sydney: 3 hours- in person
 Melbourne: 3 hours- in person
 Online NSW: 3 hours- via Zoom/ Jamboard
 Online VIC: 3 hours- via Zoom/ Jamboard

Total: 45-60 participants (10-15 per workshop)

Workshop details

Western Sydney, New South Wales

Venue: Western Sydney University, South Parramatta Campus
 Date: 7th October 2023

Melbourne, Victoria

Venue: Vic Health, West Melbourne
 Dates: 28th October 2023

Online New South Wales

Venue: Online- Zoom/ Jamboard
 Dates: 4th October 2023

Online Victoria

Venue: Online- Zoom/ Jamboard

Dates: 24th October 2023

Who will we recruit?

1. Participants must be aged 10-18 years old (inclusive).
2. For ethical reasons, and to ensure we can provide a sufficient duty of care to all participants, we are unfortunately not able to work with young people who are experiencing significant emotional distress. Partner organisations assisting with recruitment will be provided with the Kessler-6 scale and instructions on how to administer it if they are concerned that participating in the workshops will be detrimental to a participant's mental health or wellbeing.
3. We are interested in capturing the experiences of diverse young people. As such, where possible and ethical, we will share this opportunity with young people from diverse backgrounds, such as LGBTQIA+, culturally and linguistically diverse, low socioeconomic status, children living with disabilities, etc.

Kessler Psychological Distress Scale (K6)

There may be rare cases where it might not be appropriate for a person to take part. If someone is concerned that a young person who wants to take part in the workshop is experiencing significant emotional distress, it is important that their suitability to participate is assessed before they take part in workshop activities.

Workshops have been designed to be safe and strengths-based, however due to the nature of the topics and the potential that participants have experienced a natural disaster, there is a risk that it might. To assess an individual's suitability when recruiting, partner organisations can choose to administer the 'K6 Survey'. **It is not necessary to administer the K6 Survey to all participants.** Partner organisations should only administer the survey if they are concerned that a participant is experiencing emotional distress. If the survey is administered, it should be done in such a way that the participant taking the survey does not feel uncomfortable.

Informed Consent

Our university ethics approval requires that we obtained informed consent from all participants and their parent or carer, prior to participating in the workshops.

1. Y&R will obtain consent from participants and their parent/carer prior to the workshops. This will include consent for participants to have their photos taken.
2. On the registration list that Y&R will share with you before the workshop, we will confirm that we have collected consent and parental consent from each participant and indicate participants have consented to have their photos taken. Please take note of those who have not provided consent to have their photo taken and ensure they are not captured in any photos you take during the workshop.
3. It's important that participants have plenty of opportunities to ask questions about the project. Please allow space at the start the workshops for participants to ask any questions they might have. The Y&R team would also be happy to respond to any questions via email to catharine.fleming@westernsydney.edu.au.
4. In the event that a participant arrives who has not registered and therefore not provided consent or parental consent before the workshop, please follow the process on how to obtain consent, outlined on page 12 of this manual.

3. BEFORE THE WORKSHOP

Step 1: Check materials

1. Y&R will provide you with a workshop kit which will include all printed worksheets and materials needed to run your workshop. Please check that you have all the materials you need. See Tables 3 and 4 below for a list of printed and other materials included in your kit.
2. The participant registration list will be emailed to you before the workshop. You will need to arrange to print this out in advance.

Table 3: Printed materials

Print resource	Size	No. of copies
Workshop manual (including agendas)	A4	2
Participant information and consent sheets	A4	6
Verbal parental consent record	A4	1
Facilitator notebook	A4	2
Workshop planning checklist	A4	1
Post-workshop upload checklist	A4	1
Local support service contact details	Small slips of paper	40
Food Memories Worksheets	A3	20
Food, Me & My Community Worksheets	A3	20
Food, Me & My Community Icons	A3	20
Apples & Pears Worksheets	A3	20
Our Amazing Body Worksheets	A4	20
Food at School Worksheets	A4	20
Snakes & Ladders Worksheets	A3	10
Utopia/Dystopia Worksheets	A3	10
Utopia Instructions	A4	10
Where Am I? Worksheets	A3	20

Food For Thought Worksheets	A4	20
My Power Worksheets	A3	20
Going Digital Worksheets	A3	20
The Final Say Worksheets	A3	20

Table 4. Other workshop materials

Butchers paper or whiteboard

Markers/whiteboard markers

Name tags

Blank A3 paper

Pens and pencils

Empty envelopes

Coloured pens/textas

Green and red textas

Green sticky dots

Orange sticky dots

Red sticky dots

Gold stars

Sticky notes

Blu-tack

Dice

Snacks

Step 2: Prepare intro and wrap-up sessions

1. Think about how to open the workshop in a way that will create an inviting upbeat and engaging environment for your participants.

Step 3: Prepare the workshop space

1. Arrange the space for the participants to work in, including setting up tables and chairs and distributing pens, pencils and other materials participants will need (see Table 4).
2. If you do not have a whiteboard or blackboard in the room, stick butchers paper up on the walls for you to record key conversations.
3. Distribute the contact details of the local support service on small slips of paper around the tables.

Step 4: Familiarise yourself with participant registration list

1. The day before your first workshop, Y&R will send you a list of young people who have registered for the workshops. Please familiarise yourself with the names of participants and take note of those who have not consented to have their photo taken.

4. DURING THE WORKSHOP

Step 1: Participant arrival

As participants arrive, please request that they tick off their name on the registration list. If a participant arrives whose name is not listed on the registration list, please follow the process below.

What should I do if someone turns up who hasn't registered?

If a participant arrives at the workshop who is not registered on the list shared with you by Y&R, please follow these steps:

1. Give them a participant information sheet and consent form;
2. Explain the project to them, including what it involves and how their data will be used;
3. Provide them with an opportunity to ask any questions;
4. Ask them to carefully read and sign the consent form, including providing their email address so that Y&R can send the gift vouchers to them;
5. Ask them to provide a phone number for a parent or carer who you can call to obtain consent; and,
6. Call their parent to obtain verbal consent and record the details in the verbal parental consent form provided.

Step 2: Complete activities

Follow instructions provided in the workshop agenda to complete the activities.

- 1.** It is really important that we receive as much detail as possible from participants. Where possible, guide participants to answer activities with more than one word and explain 'why'!
- 2.** For individual activities, it is important that participants complete these on their own and don't copy the person next to them.
- 3.** Some activities have been designed to allow participants to explore conversations as they wish. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided.
- 4.** 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.
- 5.** Use your judgment about what will work best for your group, however, please be mindful to limit your influence or pass judgment on participants' responses. A key aspect of the project is to gather young people's insights with minimal adult intervention so we can better explore and understand what matters to them.
- 6.** Collect all completed worksheets as you go.
- 7.** Facilitator notes are extremely important as they help us to make sense of participants' responses. Please make sure you take notes during the workshop. We have provided a notebook for you to write in.
- 8.** If you have responses on whiteboards, please take photos of these before you rub them off.



We encourage you to take photos during the workshops. However, please make sure that you do not take photos of participants who have not given their consent.

Step 3: Wrap up

1. Let participants know that they will receive their gift cards via email after each workshop. They will receive a \$60 voucher for the workshop.
2. After the first workshop, ask if participants would like to be added to the Young & Resilient Research Centre's mailing list for future opportunities.
3. The team at the Young and Resilient Research Centre at Western Sydney University very much value the time participants have taken to assist us with our work, so please thank them on our behalf.

5. AFTER THE WORKSHOP

Following your workshop, please:

1. Email the registration list, any consent forms and parental consent log (if completed) to catharine.fleming@westernsydney.edu.au after each workshop, so that Y&R can send out the gift vouchers to participants.
2. Store physical copies of all paper-based materials (worksheets, butchers' paper, facilitator notebooks etc.) in the workshop kit.
3. Upload all digital workshop documentation (including photos of whiteboards, and photos of participants and activities) to the online cloud storage shared with you by Y&R.
4. Use the Post-Workshop Upload Checklist in the appendix of this manual to ensure you have uploaded all required documents.

Once you have completed the above, Y&R will:

1. Send out gift cards to participants who attended after each workshop (\$60 each).
2. Arrange a time to debrief with you about the workshops and discuss a process for co-analysis (if there is capacity and interest within your team).
3. Organise a time with you to collect the workshop kit.



Global Child Adolescent centred Nutrition Indicators



RESOURCES KIT

WORKSHOP ACTIVITIES AT A GLANCE

Please make sure you include an introduction, breaks and wrap-up in this time, as well as the listed activities for each workshop.

PILOT WORKSHOP

Activity	Materials	Online Mode of Delivery	Face to face Mode of Delivery	Time
Welcome	Registration List Name tags Extra consent forms Support services slips Snacks for tables			10 mins
Icebreaker: Favourite food memory	Food Memory worksheet Poll Everywhere Facilitator notebook and pens	Group onto worksheet Poll Everywhere	Individual/ group	10 mins
Food, me and my community	Food and Me worksheets Coloured pencils/textas Pens and pencils Coloured stickers Facilitator notebook and pens	Break out groups x 2-3 and group Jambaords	Individual	20 mins
Apples and Pears	Apples & Pears worksheets Our Amazing Body worksheets Black pen Red pen Star stickers Facilitator notebook and pens	Individual Jamboard	Individual	10 mins
Food at school	Food at School Worksheet Coloured pencils/textas Pens and pencils Facilitator notebook and pens	Individual Qualtrics	Individual	10 mins
Snakes and Ladders	'Snakes and Ladders' worksheets Coloured pencils/textas Pens and pencils Gold star stickers Facilitator notebook and pens Dice	Big Group onto single Jam board	Pairs	20 mins

	Tokens			
Break	-			15 mins
Energiser: Food For Thought	Food For Thought worksheets Pens and pencils	Big Group onto single Jam board	Individual	5 mins
Utopia/Dystopia	Utopia/Dystopia worksheets Utopia- Where Am I? worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	Break out groups x 2-3 for part A and individual Jambaords for part B	Pairs	30 mins
Measure Up	Envelopes containing indicators on slips of paper 'Useful' envelopes 'Not useful' envelopes 'Unsure' envelopes	Break out groups x 2-3 and group Jambaords	Pairs	10 mins
My Power	'My Power' worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	Individual Jamboard	Individual	10 mins
Going Digital	Going Digital worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	Big Group onto single Jam board	Individual/Pairs	10 mins
The Final Say	The Final Say worksheets Coloured pencils/textas Pens and pencils	Big Group onto single Jam board	Whole group	5 mins
Wrap Up				10 mins
TOTAL TIME				3 hours

WORKSHOP- IN PERSON

TIME: 3 HOURS

TIME	ACTIVITY	MATERIALS
10	<p>INTRODUCTIONS</p> <p>Hello and thanks for joining the workshop!</p> <p>My name is <i>[name of facilitator]</i> and I'm from <i>[name of your organisation]</i>. <i>[Provide a brief description of your organisation and the work that you do.]</i></p> <p><i>[Acknowledgement of country]</i></p> <p>The workshop that we will be doing together today has been designed by researchers at the Young and Resilient Research Centre at Western Sydney University. The things you tell us in these workshops will be helping us to understand young people's feelings, ideas, and priorities around the food they eat, why they eat it, and what nutrition means to young people. This will help us make a tool that governments or organisations can use to improve the quality of food available to young people, improve the nutrition education that young people receive and ensure that your voices are heard when important decisions are being made regarding the food you eat.</p> <p>These workshops are being run online and in person with other young people across New South Wales and Victoria.</p> <p>After the workshops, we will take all your responses, along with the insights from other young people who are taking part, and make sure that the tool we're creating can help make better futures for young people. We would love you to stay in touch with us after the workshops so we can keep you updated on where this project goes and let you know about other projects in future too.</p> <p>In today's workshop, we'll explore what you think about food and nutrition, the things that influence what you eat, and what nutrition education you receive, as well as who you believe is responsible for</p>	<p>Registration list</p> <p>Name tags</p> <p>Extra consent forms</p> <p>Support services slips on tables</p> <p>Snacks on tables</p>

these things and what you think they can do better. We'll also have a think about your priorities when it comes to food and nutrition, body image and where your food comes from.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except the facilitators and researchers. Your name won't be included in any reports that we write from this project, but we may include some photos if you give us your permission to. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!

Today's workshop is designed to be fun, but if anything, we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop 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 – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable to contribute.

Also, on your table, you will find the details of Kids Helpline. If you feel upset or concerned by anything we do together here today, you are very welcome to pull me 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 help, please use the details on the card to contact Kids Helpline.

Does anyone have any questions?

[Participants introduce themselves]

[Code of conduct] While we're working together today, it's important that we're respectful of each other and treat each other well. Especially when we're sharing our ideas, experiences and beliefs. We also want to think about what may be triggering for certain people. You do not need to share personal details unless you feel comfortable, and you are welcome to leave the workshop temporarily if we are discussing a topic that they do not feel comfortable with.

Remember: *In this workshop today, this is a safe place for each person to share their honest opinions about food and the worlds influences*

Before we begin, let's make a list of all the ways that we want to be treated and how we should behave towards each other in these workshops.

[Participants share ideas and facilitator writes them on a piece of butchers' paper or whiteboard. Leave the list visible for the workshops as a reminder of how to treat each other during the workshops.]

[Housekeeping:]

1. Location of toilets
2. Workshop times
3. Break
4. Check that everyone has signed on the registration list

10	<p>ICEBREAKER: FOOD MEMORIES</p> <p>OBJECTIVE: To understand how children and adolescents see food. What is both appealing and aspirational about food for them. What is important cultural and family connection with food?</p> <p>TYPE: Individual/ group</p> <p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> 1. Start by asking each participant to think of their favourite food memory. <p><i>'We all have at least one favourite food memory. Was it eating ice cream for breakfast on holidays? Or your grandmas' favourite chicken soup? I want you to start to think about your favourite food memory.... Can you almost smell the chicken soup or taste the ice cream in your mouth? Now using this food memory, we would like you to answer the questions on worksheet 1'</i></p> <ol style="list-style-type: none"> 2. Then ask the participants to complete worksheet 1 with the following questions using the food memory they have thought of answering the following questions <ul style="list-style-type: none"> • What is the food at the centre of your food memory? • Who is in the food memory with you? 	<p>Food Memory worksheet</p> <p>Facilitator notebook and pens</p>
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- What is a word that represents how you feel about that food memory?
 - Now think of a word that shows us what you enjoy about this food?
 - Why did you think of this food memory?
3. Now as a group ask participants to introduce themselves and share their food memory story.

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FOOD, ME & MY COMMUNITY

OBJECTIVE: To understand how young people perceive what is an important influence on their nutritional intake within their home and local communities through capturing their response to the following areas of interest

1. What **different environments** do young people eat their food in during the day (e.g. where do they eat meals, where do they feel hungry, who do they eat with)
2. What is young people's perception of what is **unfair in their access to food** to eat each day (e.g. gender inequality creating unequal access, lack of autonomy, price, location)
3. What **influences how young people eat in a day** (e.g. digital, friends, family, autonomy, school, cost, how often are young people exposed to food advertising and where is this (online, billboards. When playing or watching sport where do young people see food advertising?))
4. Where do young people **worry about food insecurity** in their day (e.g. at the supermarket at home)? Do young people make food adjustments so everyone in their family can eat (e.g. skipping a meal or eating less at breakfast so siblings have more to eat)?

TYPE: Individual

INSTRUCTIONS:

1. Start with a discussion about what choices participants have already made regarding food today.
 - Ask participants to think about if they thought about what to eat for breakfast, snacks and lunch. Have they thought about dinner?
 - Is this something you think about every day? If yes, what things influence what they choose?

Food and Me worksheets

Coloured pencils/textas

Pens and pencils

Coloured stickers

Facilitator notebook and pens

2. Now I want you to think about the first thing you ate today and what that was? or maybe you have not had anything to eat yet and your tummy is a feeling empty.
 - *What: What did you eat for breakfast this morning?*
 - *Where: Where did you eat it and where was it from?*
 - *Why: Did you choose it, was it the healthiest option, was it the only option? (E.g. Did you just get given what you ate from your mum, or did you see an ad on the way to school that made you feel like a stop in at the corner shop to by the food?)*

3. Next, we want you to think about your whole day from morning to night and map out on worksheet 2 where you eat food, who you eat this with, where you might feel like you have no choice to eat what you want to or where you see lots of food advertisements that make you hungry.
 - Ask participants to label (e.g. school, football club, supermarket, home) the common places in their community in a 24-hour period to get, buy, or eat food (e.g., community garden, friend’s house, street stalls, shopping centres, restaurants, school, sporting venues, online). Ask them to draw more places on their map if there are not enough symbols or images available.
 - Now ask participants to place different icons on their map to answer the objectives and questions in the table below (e.g. phone/computer, advertisement to indicate where they see food advertisements) and/or s emojis (e.g. worry, sad, hungry, happy to indicate where they are given less opportunity to eat the same foods as other young people):

Meal icons	What meal they eat at each location
Advert Icon	Where they see food advertisements
Meal skipping icon and Hungry emoji	Where they skip meals or feel hungry
Equality icons and sad/angry emoji	Where they are given less opportunity to eat the same foods as other young people
People icons	Who they eat their meals with at each location
Food source icons	Where they source foods e.g. supermarket, garden, online

Power/ choice icon Where they get to choose and/or buy their own food

Debrief: Participants share their food choices and decisions for the day with the group. Facilitator leads a discussion around food environments and all the different influences that young people share that shape what and how they eat. Ask participants about the important role of culture in their food choices.

During the discussion is also the opportunity to ask about food security and what this term means to the participants? If they don't have a great understanding share the following definition.

"Even when food is available, it is not always accessible to all people. Some people may not be able to afford food without impacting other basic needs (rent). This makes them food insecure. They must also be able to access the food without putting themselves in harm's way"

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APPLES & PEARS

OBJECTIVE: To understand how children and young people navigate body perception and elements which impact their perceived body shape.

TYPE: Individual

INSTRUCTIONS: 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. To make sure we are creating a same, supportive space for this activity start with the following positive introduction.

"There are all kinds of bodies in the world, and all of them are normal and beautiful. Our bodies make us who we are, and we don't need to change anything about them (unless we have a serious health concern but we should talk to a doctor about that). But sometimes we might feel unhappy with our bodies, and that's okay too. We all have those moments. In this activity, we're going to think about our bodies and how we feel about them."

Apples & Pears worksheets

Black pen

Red pen

Star stickers

Facilitator notebook and pens

Butches paper

If you feel uncomfortable doing this activity, you don't have to take part. Make sure if you need to or would like to talk to someone about how you feel that you reach out. This could be to a friend, sibling, parent, or professional organisation such as the Kids Helpline (see the slip of paper provided). Please also feel welcome to take yourself over here to the chill out space while we complete this activity if you are uncomfortable. *(Point to the Kids Helpline number on the slip provided and for those not wanting to participate they can use the additional mindful worksheets to colour while others participate)*

How we feel about our bodies is a very personal thing. No one else will see your answers to this activity (and if they want to go and sit somewhere different to write their responses (e.g. a quiet corner) you can.

1. Provide participants with 2 worksheets (Apples and Pears & Our Amazing Body)
2. Write your name at the top of the Apples & Pears worksheet.
3. If you would like to take your sheets to complete in a quiet space you can do this now.
4. Participants are instructed that they can complete both worksheets in which ever order they wish.

For Apples & Pears worksheet

Introduce this activity by discussing how 'Some people may see themselves more like an apple or pear or carrot and maybe you might see yourself as a pear but want to be a carrot and thought a carrot thinking is healthy. When in fact pears, apples, carrots and zucchini are all healthy ... and we are all different as our bodies require different things...' With this in mind

5. Using a black pen, draw a circle around either a pear or apple to show how feel your body looks now.
6. 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.
7. Now put a star next to the pear or apple you think is a healthy body shape for young people.
8. Answer the questions on the worksheet:
 - Do you plan your day around food, or is it something that just happens

- How do you use the media to find your ideal body (e.g., use of social media. Google)?
- Are there any nutritional messages out there that trigger you?
- When you see pictures on social media of your ideal body, how does this make you feel?

For Our Amazing Body worksheet

9. We want you to now think about what our bodies are good at and what we love most about our bodies. Write or draw on 'Our Amazing Body worksheet' three things you are most grateful that your body can do and three things you love most about your body.

Debrief Discussion: An open and honest conversation about food.

For example, facilitator can use a lived experience such as below from Alexi

"Have a conversation about my journey as a female Athlete who has also had to deal with a lot of comparison being a twin. How that has shaped my world and how approach food. What I went through and what I know now (give a trigger warning) as having the awareness about this is great. Having a conversation and letting participants ask any questions is necessary. You also never know; it may help someone sitting there. Then ask for their feedback about how it made participants feel and what they learnt".

[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].

10	<p>FOOD AT SCHOOL</p> <p>OBJECTIVE: To understand what access young people have to nutritious food at school and what nutrition education they receive</p> <p>TYPE: Individual</p> <p>Instructions:</p>	<p>Food at School Worksheet</p> <p>Coloured pencils/textas</p> <p>Pens and pencils</p> <p>Facilitator notebook and pens</p>
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We are now going to explore how you learn about nutrition at school, and what foods you have access to eat at your school. To get you thinking about how you learn about food and nutrition and food at your school, complete the survey on Worksheets Food at School:

1. Write your name at the top of each worksheet
2. Complete the survey questions.
3. Describe what foods options are available to eat while you are at school
4. Do you think that these are healthy options?
5. What foods would you like to be able to access at school?
6. What do you eat during the day at school?
7. Do you take your lunch and snacks from home to school?
8. Do you always buy (from the canteen) or receive (from a school meals program) your lunch and snacks at school?
9. Do you learn enough about the importance of nutrition at school?
10. Which classes teach you the information about nutrition (e.g. Physical Exercise Classes, Home economics)?
11. How can your school better teach you about nutrition?
12. What is not good about how you learn about nutrition?

20

SNAKES AND LADDERS

OBJECTIVE: To identify what food and nutrition action areas participants want to see, their most urgent priorities, and their perceptions of the barriers to accessing optimal nutrition intake.

TYPE: Pairs

INSTRUCTIONS:

Facilitator reads the following paragraph out loud.

"We're going to play a game of snakes and ladders. Except in this game, the ladders represent all the actions you want to see happen that can help young people access the food they need to grow. This can be things that you think the government, organisations, communities or individuals are, or should be doing, to act on nutrition and ensuring everyone has equal access to food."

'Snakes and ladders'
worksheets

Coloured pencils/textas

Pens/pencils

Facilitator notebook and
pens

Gold star stickets

Dice

Lollies (for counters)

The snakes are the barriers to good nutrition. These are all the things that governments, organisations, communities or individuals are doing that stops you accessing the food you need to grow or what makes it harder to find healthy food. Think about attitudes, behaviours, policies, campaigns, etc”.

In pairs, on their snakes and ladders worksheets participants are asked to:

1. Next to the ladders, write down all the actions you want to see to help young people access the food they need to grow.
2. Put three gold stars next to the ladders (or actions) you think are most important.
3. Next to the snakes, write down all the barriers that stop you accessing the food you need to grow or what makes it harder to find healthy food.
4. Prompts: Think about attitudes (what people think about something), behaviours (what people do), policies (the rules that governments make), campaigns (the actions groups take), social media etc.
5. If there’s enough time, participants can play a game of snakes and ladders.

15	BREAK	Snacks
5	<p>ENERGISER: FOOD FOR THOUGHT</p> <p>OBJECTIVE: To engage children in some fun questions as recommended by advisory group. To encourage creative and intuitive thinking.</p> <p>TYPE: Individual</p> <p>INSTRUCTIONS: Facilitator hands out Food for Thought worksheets and asks participants to write down the first thing that comes to their head when they read the question. Participants have 30 seconds per question. Once everyone had answered the four questions, the facilitator will ask each person to act or mime out the answer to the first question “If you were a fruit which would you be” and the other [participants can guess (prizes [pencils] for those who guess correctly)</p>	<p>Food for Thought worksheets</p> <p>Coloured pencils/textas</p> <p>Pens/pencils</p> <p>Facilitator notebook and pens</p>

A FOOD UTOPIA/DYSTOPIA

OBJECTIVE: To identify children and young people's aspirations and concerns for the future of their food system and what impacts this might have on their dietary intake.

TYPE: Pairs

INSTRUCTIONS:

Facilitator reads the following paragraph out loud:

"Most of the food you eat comes from a farm, whether it's a crop, animal, dairy, fish or other type of farm. From there, your food then journeys to factories for processing or to markets for sale. The journey that your food takes from production (growing/processing) to your plate is called a food system and involves lots of different people, places, and transport. If we think about tomato sauce, for instance, we might start with the tomatoes at the farm, that then go to a factory, and then by truck to a local market, and then you walk to the market to buy it and eat it with dinner."

Imagine a time traveller takes you all on a journey into the future to show you what it might look like with the impacts of climate change and disruptions to food systems. But, on the way there, your group gets separated: Half of you end up in a utopian (perfect) future, and the other half split off into an alternative dystopian (suffering and injustice) future (briefly explain what utopian and dystopian is). When you eventually make your way back to your current time, word spreads that you've seen a glimpse of the future. The Prime Minister invites you to give a presentation to share your experiences so that it can inform and help him make decisions about how best to transform our food systems to ensure we can all access foods needed to grow and live well.

Utopia is an ideal or perfect world, and dystopia is the opposite of this!

Participants are divided into two groups. One half is assigned the utopian future, and the other half is assigned the dystopian future. Participants are then divided into pairs within their utopian/dystopian groupings.

'Utopia/Dystopia'
worksheets

Coloured pencils/textas

Pens/pencils

Facilitator notebook and
pens

On their worksheets, participants are asked to:

1. Describe/draw the utopian/dystopian future for food systems they have seen
2. Describe what children and young people are experiencing/living in your utopian/dystopian future with what is broken in the food system (e.g. all the crops are dying due to the drought and there is not enough to eat) and what is working well (your seafood is fresh and has no heavy metal contaminants). How do the people in utopia access foods that are healthy or not? Why is this?

As individuals, capture how young people feel the qualities of their ideal food system should be measured (e.g. water quality where vegetables are grown and sea food farmed, are there enough bees to pollinate the crops).

You were the only one lucky enough to see this food Utopia, how would you be able to tell others they have arrived in the time traveller at the correct place?

On individual worksheets, participants are asked to:

Write all the ways they will be able to tell that you've arrived in your utopian worlds. I.e. What are the signs that you can look out for that tell you you're in utopia? Look at your utopian world from the last activity and think about:

- What you can see
- What you can smell
- What you can hear
- What you can feel
- What you can taste
- How people behave
- What the environment is like
- How healthy the people are
- How healthy the food growing is
- What children and young people's lives are like

Next to all the signs you can see, write down what's created that change in this future. You might want to think about what governments, corporations, communities, or individuals have done to help create this change.

Prompts:

- There might be clean air in your utopia because there are less petrol cars on the road, or more policies about how much air pollution factories can make which then helps the pollution levels in foods grown and eaten
- Children and young people are healthy because they all have access to fresh food and clean water
- Children and young people are safe because they all have somewhere safe to live and enough food in the house to grow
- Children and young people are less impacted by floods and droughts that result in crops lost and hungry tummies because adults built the crops on higher grounds or access to water was increased through new wells.

10

MEASURE UP

OBJECTIVE: To better understand how children and young people see change occurring in their food systems and environments that are supportive of better nutrition and how they think this should be measured.

TYPE: Pairs

INSTRUCTIONS:

Facilitators read the following paragraph out loud:

"Back in the present day again, the Prime Minister wants to set up ways to track progress towards the utopian future. He gives you a set of statements and asks if you think they are important or not important in helping us understand whether we're on track towards achieving young people's utopian

Indicators cut into slips of paper in an envelope

Envelopes (x 5) with 'Useful' on the front

Envelopes (x 5) with 'Not useful' on the front

Envelopes (x 5) with 'Unsure' on the front

future for food and nutrition. The work that you do will help him build the best policies and programs to ensure a better food system and a brighter future for children and young people”

In small groups, participants are given an envelope containing **46** small slips of paper, each with a current nutrition indicator or measure from existing nutrition indexes or measures. They are also given three envelopes: One with “Useful”, “Not Useful” or “Unsure” on the front.

NB: Try to avoid using the terms ‘indicators’ replace with ‘measures’ in the workshops.

Participants are asked to:

1. Read the statements on the slips of paper
2. If they think that it is useful in helping to understand and measuring adolescent nutrition and keeping everyone on track towards improving young people’s nutrition, put it in the ‘Useful’ bucket
3. If they think that it is not useful in helping to understand whether we’re on track towards better nutrition for young people, put it in the ‘Not useful’ bucket
4. If you’re unsure, put it in the ‘Unsure’ bucket

10

MY POWER

OBJECTIVE: To understand to what extent children and young people see themselves as agents of change, how do they want to be involved in transforming food systems, and what motivates or inspires them to be involved in improved nutrition for their peers.

TYPE: Individual

INSTRUCTIONS:

Facilitators read the following paragraph out loud:

"In this activity, we’re going to be thinking about how you, as young people, might or might not want to be involved in food systems transformation, now and in the future. Not wanting to be involved is totally okay! We all care about different things, and we can’t care about all the things all the time! We’ll also think about whether you feel like you have the power to make a difference."

‘My power’ worksheets

Coloured pencils/textas

Pens/pencils

Red dots

Facilitator notebook and pens

Participants are given a worksheet divided into four quadrants labelled with the following statements:

1. I have the power to make a difference (top)
2. I don't have the power to make a difference (bottom)
3. I'm not doing anything to make a difference (left)
4. I'm doing everything I can to make a difference (right)

On their worksheets, participants are asked to:

1. Mark where you are now with a red dot and write next this why or what you are doing.
2. Mark where you would like to be in one year's time with a circle. You don't have to care more or feel like you have more power to make a difference! Maybe other things are more important to you, and that's okay!
3. Next to this write what would help you get to here and what you would like to achieve in a years' time.
4. On the bottom of the worksheet write or draw what superpower you think young people have to change our food systems?

Debrief: Ask participants (if they feel comfortable) to share their superpower and discuss what everyone thinks would help create change?

GOING DIGITAL

OBJECTIVE: To better understand participants preferences in language, colour, images and young people would like to see a digital version of the workshop activities which would engage young people.

TYPE: Pairs/individual

INSTRUCTIONS:

We are hoping to go online with a digital app to complete these activities with other young people from all over the world for the next phases of the project. We are hoping you can help us out by answering the short questions on the worksheet.

Going Digital worksheet

Coloured pencils/textas

Pens/pencils

Facilitator notebook and pens

1. What food and nutrition apps do you currently use?
2. What images are best to use? (Cartoon vs real life)
3. What colours do you like to see in an app related to food and nutrition?
4. What features would you like to see in an app?
5. What is a catchy phrase or name for the app?

10

THE FINAL SAY

OBJECTIVE: Drawing together workshop content and messages to take forward to the UN/government

TYPE: Whole group

INSTRUCTIONS:

Think about what you have learnt today and what your superpower might be. In groups discuss and share with the whole group the two items below:

1. Something new that you learnt today.
2. A message you have for the UN/Government/ about your food system and what needs to change so everyone can access safe, nutritious foods? .
3. What you would like to see from today accessible on an app?

2 x Butchers paper (stuck to walls or on tables)

Blu-tak

Sticky notes

Pens/pencils

Timer (e.g. mobile phone)

Facilitator notebook and pens

5

WRAP UP

Thanks so much for participating in our workshop today.

A HUGE THANK YOU from our team at Young and Resilient!

We're going to take all the things you've told us today back to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said today and use it to help us create a tool to help understand if policies and programs created by governments and organisations are helping children and young people. We'll also create a report that we'll share with you so you can see what all the young people in these workshops said.

If you have any questions after the workshop, just send an email to Catharine or Stephanie who sent you all the workshop information.

Thank you!

OPTIONAL HOMEWORK: Mapping food in your 'hood'

Smartphone

OBJECTIVE: Visual mapping of lived food systems for children and adolescents

TYPE: Individual

INSTRUCTIONS: Photo documentation or creative task (i.e. short interview with their family and friends). Using a smart phone, participants are asked to take photos over a 24-hour period of key places they source their food and or prepare the food.

WORKSHOP- ONLINE

TIME: 3 hours

TIME	ACTIVITY	MATERIALS
10	<p>INTRODUCTIONS</p> <p>Hello and thanks for joining the workshop!</p> <p>My name is <i>[name of facilitator]</i> and I'm from <i>[name of your organisation]</i>. <i>[Provide a brief description of your organisation and the work that you do.]</i></p> <p><i>[Acknowledgement of country]</i></p> <p>The workshop that we will be doing together today has been designed by the Young and Resilient Research Centre at Western Sydney University. The things you tell us in these workshops will be helping us to understand young people's feelings, ideas, and priorities around the food they eat, why they eat it, and what nutrition means to young people. This information will help us make a tool that governments or organisations can use to improve the quality of food available to young people, improve the nutrition education that young people receive and ensure that your voices are heard when important decisions are being made regarding the food you eat.</p> <p>These workshops are being run online and in person with other young people across New South Wales and Victoria.</p> <p>After the workshops, we will take all your responses, along with the insights from other young people who are taking part, and make sure that the tool we're creating can help make better futures for young people. We would love you to stay in touch with us after the workshops so</p>	<p>Registration list</p> <p>Zoom</p> <p>Jamboards</p> <p>Poll Everywhere</p>

we can keep you updated on where this project goes and let you know about other projects in future too.

In today's workshop, we'll explore what you think about food and nutrition, the things that influence what you eat, and what nutrition education you receive, as well as who you believe is responsible for these things and what you think they can do better. We'll also have a think about your priorities when it comes to food and nutrition, body image and where your food comes from.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except the facilitators and researchers. Your name won't be included in any reports that we write from this project, but we may include some photos if you give us your permission to. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!

Today's workshop is designed to be fun, but if anything we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop 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 – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable to contribute.

Also, on your table, you will find the details of Kids Helpline. If you feel upset or concerned by anything we do together here today, you are very welcome to pull me 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 help, please use the details on the card to contact Kids Helpline.

Does anyone have any questions?

[Participants introduce themselves]

[Code of conduct] While we're working together today, it's important that we're respectful of each other and treat each other well. Especially when we're sharing our ideas, experiences and beliefs. Before we begin, let's make a list of all the ways that we want to be treated and how we should behave towards each other in these workshops. [Participants share ideas and facilitator writes them on a piece of butchers' paper or whiteboard. Leave the list visible for the workshops as a reminder of how to treat each other during the workshops.]

[Housekeeping:]

1. Workshop times
2. Break
3. Check that you have marked everyone that attends on the registration list

10	<p>ICEBREAKER: FOOD MEMORIES</p> <p>OBJECTIVE: To understand how do children and adolescents see food. What is both appealing and aspirational about food for them. What is important cultural and family connection with food?</p> <p>TYPE: Whole group Single Jamboard</p> <p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> 1. Start by asking each participant to think of their favourite food memory. <p><i>'We all have at least one favourite food memory. Was it eating ice cream for breakfast on holidays? Or your grandmas' favourite chicken soup? I want you to start to think about your favourite food memory.... Can you almost smell the chicken soup or taste the ice cream in your mouth? Now using this food memory, we would like you to answer the questions on worksheet 1'</i></p>	<p>Food Memory Jamboard</p> <p>Poll Everywhere</p> <p>Facilitator notebook and pens</p>
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2. Then ask the participants to complete worksheet 1 with the following questions using the food memory they have thought of answering the following questions

- What is the food at the centre of your food memory?
- Who is in the food memory with you?
- What is a word that represents how you feel about that food memory?
- Now think of a word that shows us what you enjoy about this food?
- Why did you think of this food memory?

3. Now as a group ask participants to introduce themselves and share their food memory story.

Facilitator/participant to write the word into Poll Everywhere

20

FOOD, ME & MY COMMUNITY

Food and Me Jamboard

OBJECTIVE: To understand how young people perceive what is an important influence on their nutritional intake within their home and local communities through capturing their response to the following areas of interest

Facilitator notebook and pens

2. What **different environments** do young people eat their food in during the day (e.g. where do they eat meals, where do they feel hungry, who do they eat with)
3. What is young people's perception of what is **unfair in their access to food** to eat each day (e.g. gender inequality creating unequal access, lack of autonomy, price, location)
4. What **influences how young people eat in a day** (e.g. digital, friends, family, autonomy, school, cost, how often are young people exposed to food advertising and where is this (online, billboards. When playing or watching sport where do young people see food advertising?))

5. Where do young people **worry about food insecurity** in their day (e.g. at the supermarket at home)? Do young people make food adjustments so everyone in their family can eat (e.g. skipping a meal or eating less at breakfast so siblings have more to eat)?

TYPE: Breakout groups and shared Jamboards

INSTRUCTIONS:

1. Start with a discussion about what choices participants have already made regarding food today.
 - Ask participants to think about if they thought about what to eat for breakfast, snacks and lunch. Have they thought about dinner?
 - Is this something you think about every day? If yes, what things influence what they choose?
2. Now I want you to think about the first thing you ate today and what that was? or maybe you have not had anything to eat yet and your tummy is a feeling empty.
 - *What: What did you eat for breakfast this morning?*
 - *Where: Where did you eat it and where was it from?*
 - *Why: Did you choose it, was it the healthiest option, was it the only option? (E.g. Did you just get given what you ate from your mum, or did you see an ad on the way to school that made you feel like a stop in at the corner shop to by the food?)*
3. Next, we want you to think about your whole day from morning to night and map out on worksheet 2 where you eat food, who you eat this with, where you might feel like you have no choice to eat what you want to or where you see lots of food advertisements that make you hungry.
 - Ask participants to label (e.g. school, football club, supermarket, home) the common places in their community in a 24-hour period to get, buy, or eat food (e.g., community garden, friend's house, street stalls, shopping centres, restaurants, school, sporting venues, online). Ask them to draw more places on their map if there are not enough symbols or images available.
 - Now ask participants to place different icons on their map to answer the objectives and questions in the table below (e.g. phone/computer, advertisement to indicate where they

see food advertisements) and/or s emojis (e.g. worry, sad, hungry, happy to indicate where they are given less opportunity to eat the same foods as other young people):

Meal icons	What meal they eat at each location
Advert Icon	Where they see food advertisements
Meal skipping icon and Hungry emoji	Where they skip meals or feel hungry
Equality icons and sad/angry emoji	Where they are given less opportunity to eat the same foods as other young people
People icons	Who they eat their meals with at each location
Food source icons	Where they source foods e.g. supermarket, garden, online
Power/ choice icon	Where they get to choose and/or buy their own food

Debrief: Participants share their food choices and decisions for the day with the group. Facilitator leads a discussion around food environments and all the different influences that young people share that shape what and how they eat. During the discussion is also the opportunity to ask about food security and what this term means to the participants? If they don't have a great understanding share the following definition.

“Even when food is available, it is not always accessible to all people. Some people may not be able to afford food without impacting other basic needs (rent). This makes them food insecure. They must also be able to access the food without putting themselves in harm's way”

10 APPLES & PEARS

OBJECTIVE: To understand how children and young people navigate body perception and elements which impact their perceived body shape.

TYPE: Individual Jamboards

Apples & Pears
Jamboards

Digital star stickers

INSTRUCTIONS: 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. To make sure we are creating a same, supportive space for this activity start with the following positive introduction.

"There are all kinds of bodies in the world, and all of them are normal and beautiful. Our bodies make us who we are, and we don't need to change anything about them (unless we have a serious health concern but we should talk to a doctor about that). But sometimes we might feel unhappy with our bodies, and that's okay too. We all have those moments. In this activity, we're going to think about our bodies and how we feel about them.

If you feel uncomfortable doing this activity, you don't have to take part. Make sure if you need to or would like to talk to someone about how you feel that you reach out. This could be to a friend, sibling, parent, or professional organisation such as the Kids Helpline (see the slip of paper provided). Please also feel welcome to take yourself over here to the chill out space while we complete this activity if you are uncomfortable. *(Point to the Kids Helpline number on the slip provided and for those not wanting to participate they can use the additional mindful worksheets to colour while others participate)*

How we feel about our bodies is a very personal thing. No one else will see your answers to this activity (and if they want to go and sit somewhere different to write their responses (e.g. a quiet corner) you can.

1. Provide participants with 2 Jamboards (Apples and Pears & Our Amazing Body)
2. Write your name at the top of the Apples & Pears Jamboard.
3. If you would like to take your sheets to complete in a quite space you can do this now.
4. Participants are instructed that they can complete both Jamboards in which ever order they wish.

For Apples & Pears worksheet

Introduce this activity by discussing how 'Some people may see themselves more like an apple or pear or carrot and maybe you might see yourself as a pear but want to be a carrot and thought a carrot thinking is healthy. When in fact pears, apples, carrots and zucchini are all healthy ... and we are all different as our bodies require different things...' With this in mind

5. Using a black pen, draw a circle around either a pear or apple to show how you feel your body looks now
6. 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
7. Now put a star next to the pear or apple you think is a healthy body shape for young people.
8. Answer the questions on the Jamboard:
 - Do you plan your day around food, or is it something that just happens
 - How do you use the media to find your ideal body (e.g., use of social media. Google)?
 - Are there any nutritional messages out there that trigger you?
 - When you see pictures on social media of your ideal body, how does this make you feel?

For Our Amazing Body worksheet

9. We want you to think about what our bodies are good at and what we love most about our bodies. Write or draw on 'Our Amazing Body' Jamboard three things you are most grateful that your body can do and three things you love most about your body.

Debrief Discussion: An open and honest conversation about food. (Worksheet in group Jamboard)

For example, facilitator can use a lived experience such as below from Alexi

"Have a conversation about my journey as a female Athlete who has also had to deal with a lot of comparison being a twin. How that has shaped my world and how approach food. What I went through and what I know now (give a trigger warning) as having the awareness about this

is great. Having a conversation and letting participants ask any questions is necessary. You also never know; it may help someone sitting there. Then ask for their feedback about how it made participants feel and what they learnt”.

[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].

10	<p>FOOD AT SCHOOL</p> <p>OBJECTIVE: To understand what access young people have to nutritious food at school and what nutrition education they receive</p> <p>TYPE: Individual via Qualtrics</p> <p>Instructions: We are now going to explore how you learn about nutrition at school, and what foods you have access to eat at your school. To get you thinking about how you learn about food and nutrition and food at your school, complete the survey on Worksheets Food at School:</p> <ol style="list-style-type: none"> 1. Write your name at the top of each Jamboard 2. Complete the survey questions. 3. Describe what foods options are available to eat while you are at school 4. Do you think that these are healthy options? 5. What foods would you like to be able to access at school? 6. What do you eat during the day at school? 7. Do you take your lunch and snacks from home to school? 8. Do you always buy (from the canteen) or receive (from a school meals program) your lunch and snacks at school? 9. Do you learn enough about the importance of nutrition at school? 10. Which classes teach you the information about nutrition (e.g. Physical Exercise Classes, Home economics)? 	<p>Food at School Jamboard</p> <p>Facilitator notebook and pens</p>
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11. How can your school better teach you about nutrition?
12. What is not good about how you learn about nutrition?

20

SNAKES AND LADDERS

'Snakes and ladders'
Jamboards

OBJECTIVE: To identify what food and nutrition action areas participants want to see, their most urgent priorities, and their perceptions of the barriers to accessing optimal nutrition intake.

Facilitator notebook and
pens

TYPE: Whole group/ breakout groups Jamboards

INSTRUCTIONS:

Facilitator reads the following paragraph out loud.

"We're going to play a game of snakes and ladders. Except in this game, the ladders represent all the actions you want to see happen that can help young people access the food they need to grow. This can be things that you think the government, organisations, communities or individuals are, or should be doing, to act on nutrition and ensuring everyone has equal access to food.

The snakes are the barriers to good nutrition. These are all the things that governments, organisations, communities or individuals are doing that stops you accessing the food you need to grow or what makes it harder to find healthy food. Think about attitudes, behaviours, policies, campaigns, etc".

In pairs, on their snakes and ladders Jamboards participants are asked to:

1. Next to the ladders, write down all the actions you want to see to help young people access the food they need to grow.
2. Put three gold stars next to the ladders (or actions) you think are most important.

3. Next to the snakes, write down all the barriers that stop you accessing the food you need to grow or what makes it harder to find healthy food.
4. Prompts: Think about attitudes (what people think about something), behaviours (what people do), policies (the rules that governments make), campaigns (the actions groups take), social media etc.
5. If there's enough time, participants can play a game of snakes and ladders.

15	BREAK	
5	<p>ENERGISER: FOOD FOR THOUGHT</p> <p>OBJECTIVE: To engage children in some fun questions as recommended by advisory group. To encourage creative and intuitive thinking.</p> <p>TYPE: Whole group Jamboard</p> <p>INSTRUCTIONS: Facilitator hands out Food for Thought worksheets and asks participants to write down the first thing that comes to their head when they read the question. Participants have 30 seconds per question. Once everyone had answered the four questions, the facilitator will ask each person to act or mime out the answer to the first question "If you were a fruit which would you be" and the other [participants can guess (prizes [pencils] for those who guess correctly)</p>	<p>Food for Thought Jamboards</p> <p>Coloured pencils/textas</p> <p>Pens/pencils</p> <p>Facilitator notebook and pens</p>
30	<p>UTOPIA/DYSTOPIA</p> <p>OBJECTIVE: To identify children and young people's aspirations and concerns for the future of their food system and what impacts this might have on their dietary intake.</p> <p>TYPE: Breakout groups and individual</p>	<p>'Utopia/dystopia' Jamboards</p> <p>Facilitator notebook and pens</p>

INSTRUCTIONS:

Facilitator reads the following paragraph out loud:

"Most of the food you eat comes from a farm, whether it's a crop, animal, dairy, fish or other type of farm. From there, your food then journeys to factories for processing or to markets for sale. The journey that your food takes from production (growing/processing) to your plate is called a food system and involves lots of different people, places, and transport. If we think about tomato sauce, for instance, we might start with the tomatoes at the farm, that then go to a factory, and then by truck to a local market, and then you walk to the market to buy it and eat it with dinner."

Imagine a time traveller takes you all on a journey into the future to show you what it might look like with the impacts of climate change and disruptions to food systems. But, on the way there, your group gets separated: Half of you end up in a utopian future, and the other half split off into an alternative dystopian future. When you eventually make your way back to your current time, word spreads that you've seen a glimpse of the future. The Prime Minister invites you to give a presentation to share your experiences so that it can inform and help him make decisions about how best to transform our food systems to ensure we can all access foods needed to grow and live well.

Utopia is an ideal or perfect world, and dystopia is the opposite of this!

Participants are divided into two groups. One half is assigned the utopian future, and the other half is assigned the dystopian future. Participants are then divided into pairs within their utopian/dystopian groupings.

Part A: On their worksheets, participants are asked to:

1. Describe/draw the utopian/dystopian future for food systems they have seen
2. Describe what children and young people are experiencing/living in your utopian/dystopian future with what is broken in the food system (e.g. all the crops are dying due to the

drought and there is not enough to eat) and what is working well (your seafood is fresh and has no heavy metal contaminants). How do the people in utopia access foods that are healthy or not? Why is this?

As individuals, capture how young people feel the qualities of their ideal food system should be measured (e.g. water quality where vegetables are grown and sea food farmed, are there enough bees to pollinate the crops).

You were the only one lucky enough to see this food Utopia, how would you be able to tell others they have arrived in the time traveller at the correct place?

Part B: On individual worksheets, participants are then asked to: Write all the ways they will be able to tell that you've arrived in your utopian worlds. I.e. What are the signs that you can look out for that tell you you're in utopia? Look at your utopian world from the last activity and think about:

- What you can see
- What you can smell
- What you can hear
- What you can feel
- What you can taste
- How people behave
- What the environment is like
- How healthy the people are
- How healthy the food growing is
- What children and young people's lives are like

Next to all the signs you can see, write down what's created that change in this future. You might want to think about what governments, corporations, communities, or individuals have done to help create this change.

Prompts:

- There might be clean air in your utopia because there are less petrol cars on the road, or more policies about how much air pollution factories can make which then helps the pollution levels in foods grown and eaten
- Children and young people are healthy because they all have access to fresh food and clean water
- Children and young people are safe because they all have somewhere safe to live and enough food in the house to grow
- Children and young people are less impacted by floods and droughts that result in crops lost and hungry tummies because adults built the crops on higher grounds or access to water was increased through new wells.

10

MEASURE UP

Jamboards

OBJECTIVE: To better understand how children and young people see change occurring in their food systems and environments that are supportive of better nutrition and how they think this should be measured.

Indicators on digital sticky notes

TYPE: Breakout groups Jamboards

Page with 'Useful' at the top

INSTRUCTIONS:

Facilitators read the following paragraph out loud:

Page with 'Not useful' at the top

"Back in the present day again, the Prime Minister wants to set up ways to track progress towards the utopian future. He gives you a set of statements and asks if you think they are important or not important in helping us understand whether we're on track towards achieving young people's utopian future for food and nutrition. The work that you do will help him build the best policies and programs to ensure a better food system and a brighter future for children and young people"

Page with 'Unsure' at the top

In small groups, participants are given an envelope containing **46** small slips of paper, each with a current nutrition indicator or measure from existing nutrition indexes or measures. They are also given three envelopes: One with “Useful”, “Not Useful” or “Unsure” on the front.

NB: Try to avoid using the terms ‘indicators’ replace with ‘measures’ in the workshops.

Participants are asked to:

1. Read the statements on the slips of paper
2. If they think that it is useful in helping to understand and measuring adolescent nutrition and keeping everyone on track towards improving young people’s nutrition, put it in the ‘Useful’ bucket
3. If they think that it is not useful in helping to understand whether we’re on track towards better nutrition for young people, put it in the ‘Not useful’ bucket
4. If you’re unsure, put it in the ‘Unsure’ bucket

10

MY POWER

‘My power’ Jamboards

OBJECTIVE: To understand to what extent children and young people see themselves as agents of change, how do they want to be involved in transforming food systems, and what motivates or inspires them to be involved in improved nutrition for their peers.

Facilitator notebook and pens

TYPE: Individual Jamboards

INSTRUCTIONS:

Facilitators read the following paragraph out loud:

"In this activity, we're going to be thinking about how you, as young people, might or might not want to be involved in food systems transformation, now and in the future. Not wanting to be involved is totally okay! We all care about different things, and we can't care about all the things all the time! We'll also think about whether you feel like you have the power to make a difference."

Participants are given a worksheet divided into four quadrants labelled with the following statements:

- I have the power to make a difference (top)
- I don't have the power to make a difference (bottom)
- I'm not doing anything to make a difference (left)
- I'm doing everything I can to make a difference (right)

On their worksheets, participants are asked to:

1. Mark where you are now with a red dot and write next this why or what you are doing.
2. Mark where you would like to be in one year's time with a circle. You don't have to care more or feel like you have more power to make a difference! Maybe other things are more important to you, and that's okay!
3. Next to this write what would help you get to here and what you would like to achieve in a years' time.
4. On the bottom of the worksheet write or draw what superpower you think young people have to change our food systems?

Debrief: Ask participants (if they feel comfortable) to share their superpower and discuss what everyone thinks would help create change?.

10

GOING DIGITAL

Jamboard

OBJECTIVE: To better understand participants preferences in language, colour, images and young people would like to see a digital version of the workshop activities which would engage young people.

TYPE: Whole group Jamboard

INSTRUCTIONS:

We are hoping to go online with a digital app to complete these activities with other young people from all over the world for the next phases of the project. We are hoping you can help us out by answering the short questions on the worksheet.

6. What food and nutrition apps do you currently use?
7. What images are best to use? (Cartoon vs real life)
8. What colours do you like to see in an app related to food and nutrition?
9. What features would you like to see in an app?
10. What is a catchy phrase or name for the app?

10 THE FINAL SAY

2 x Jamboards

OBJECTIVE: Drawing together workshop content and messages to take forward to the UN/government

Facilitator notebook and pens

TYPE: Whole group Jamboard

INSTRUCTIONS:

Think about what you have learnt today and what your superpower might be. In groups discuss and share with the whole group the two items below:

1. Something new that you learnt today.
2. A message you have for the UN/Government/ about your food system and what needs to change so everyone can access safe, nutritious foods? .
3. What you would like to see from today accessible on an app?

5 WRAP UP

Thanks so much for participating in our workshop today.

A HUGE THANK YOU from our team at Young and Resilient!

We're going to take all the things you've told us today back to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said today and use it to help us create a tool to help understand if policies and programs created by governments and organisations are helping children and young people. We'll also create a report that we'll share with you so you can see what all the young people in these workshops said.

If you have any questions after the workshop, just send an email to Catharine or Stephanie who sent you all the workshop information.

Thank you!

OPTIONAL HOMEWORK: Mapping food in your 'hood'

Smartphone

OBJECTIVE: Visual mapping of lived food systems for children and adolescents

TYPE: Individual

INSTRUCTIONS: Photo documentation or creative task (i.e. short interview with their family and friends). Using a smart phone, participants are asked to take photos over a 24-hour period of key places they source their food and or prepare the food.

WORKSHOP PLANNING CHECKLIST

Use this checklist to make sure that your workshop runs as smoothly as possible.

PLAN YOUR WORKSHOPS

- Identify workshop facilitators
- Attend online facilitator training
- Familiarise yourself with workshop activities
- Confirm workshop dates and location
- Collect workshop kit

RECRUITMENT AND CONSENT

- Share recruitment materials with partners in your network

BEFORE THE WORKSHOP

- Check workshop kit (including printed and other materials)
- Ensure online worksheets are set up and working
- Prepare intro and debrief sessions
- Prepare the workshop space
- Receive participant registration list from Y&R team
- Familiarise yourself with the registration list

DURING THE WORKSHOP

- Register participants and obtain consent where needed
- Complete activities
- Collect worksheets
- Take facilitator notes
- Take photos of notes written on blackboards or whiteboards
- Take photos of workshop activities and participants (with consent)
- Wrap up

AFTER THE WORKSHOPS

- Email registration list to Y&R team after each workshop
- Store physical copies of completed paper-based materials in workshop kit
- Upload digital workshop documentation to online cloud storage

POST-WORKSHOP CHECKLIST

The following should be *emailed* to the Y&R team after each workshop:

✓	ITEM	NOTES
	Registration list	Y&R will send out gift vouchers to those who have attended. The gift voucher will be sent after the workshop has concluded.
	Signed consent forms	For participants who arrive but have not registered in advance. Please ensure the participant's email address is clearly written on the consent form.
	Parental consent log	For participants who arrive but have not registered in advance.

The following materials can be put in the workshop kit or uploaded to a digital storage location after you've completed both workshops:

✓	ITEM	WHERE
	Worksheets	Workshop kit
	Facilitator notebook	Workshop kit
	Whiteboard notes	OneDrive
	Photos of workshops	OneDrive
	Screenshots	OneDrive
	Downloaded files	OneDrive
	Jamboard	

REGISTRATION LIST

This registration will be provided to you at least 24 hours before the start of your first workshop. The first four (blue) columns will be populated. Participants will need to mark their attendance for each workshop. Please add any participants who arrive but have not registered in advance.

NO.	FIRST NAME	INDIVIDUAL CONSENT	PARENTAL CONSENT	PHOTO CONSENT	WORKSHOP ATTENDANCE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

NO.	FIRST NAME	INDIVIDUAL CONSENT	PARENTAL CONSENT	PHOTO CONSENT	WORKSHOP ATTENDANCE
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Participant Information Sheet – Children and Young People

Project Title: The development of child and adolescent centred nutrition indicators

Project Summary:

You are invited to participate in a research study being conducted by the Young and Resilient Research Centre at Western Sydney University, under the Supervision of Dr Catharine Fleming, Stream Co-Lead, Youth Participation and Engagement at the Young and Resilient Research Centre, Western Sydney University.

This research aims to establish a new way of measuring nutritional vulnerability for children and adolescents. By conducting this research, we take directly into account the lived experiences, perceptions and beliefs of young people and their access to nutritious foods. This approach also places a focus on the development of young people's self-efficacy and agency, bringing them to the centre of discussion in advocating for their own nutritional outcomes, and that of their communities.

How is the study being paid for?

The study is currently being funded by a development grant, provided by Western Sydney University.

What will I be asked to do?

You will be asked to participate in activities and have discussions about what is important to you in terms of food and nutrition, as well as some of the challenges you feel you face in your life in eating nutritious foods. You will also participate in various activities and will be asked for your opinions and thoughts on how much you like these types of activities.

How much of my time will I need to give?

The pilot workshop will be conducted as one 3 hour workshop.

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

By participating in our pilot group workshop, you are helping to establish a greater understanding of what is important to children and young people regarding nutrition, as well as helping us to understand what the challenges exist for young people in eating nutritious foods.

You will also be asked to participate in different activities, and to give your opinions on topics of discussion regarding food and nutrition. You will be an active voice in establishing necessary research, which hopes to better the health outcomes of young people globally in future.

This project will help us learn more about children's experiences and ideas about the foods in their communities. Outcomes from the project will let the university take into account children's opinions when they are discussing food systems with other organisations.

Including children's

voices in this way will help make policies and services better informed because they will be based on information about people's actual experiences in their daily lives.

As a gift to say thank you for your time and valuable contribution, you will receive a gift card valued at \$60.

Will the study involve any risk or discomfort for me? If so, what will be done to rectify it?

We do not believe that the study holds any risk for you. We also do not anticipate that you will experience any discomfort from this study. However, if any at any time you no longer feel comfortable or you do not wish to participate any longer, you do not have to.

Experienced supervisors will take measures to support the mental wellbeing and safety of all participants.

How do you intend to publish or disseminate the results?

It is anticipated that the results of this research project will be published and/or presented in a variety of forums in future. In any publication and/or presentation, information will be provided in such a way that the participant cannot be identified, except with your permission. Confidentiality of responses will always be maintained in any form of publication.

During the workshop we might also take photos or screenshots of you and the other children taking part. We will use those images when we present our research and for other things, including articles and books and information and publicity materials like websites, social media posts (e.g., Facebook, Twitter, Instagram), newsletters, magazines and reports. If we do use images for things like that, we still won't use people's real names.

You can still take part in this project even if you don't want us to take your photo or screenshots. If you don't want us to take those images of you just tell us in the consent form.

Will the data and information that I have provided be disposed of?

Please be assured that only the researchers will have access to the data you will provide. However, your data may be used in other related projects for an extended period of time. By providing your consent you are allowing your data to be used by organisations such as UNICEF and researchers for other, similar research in future. It is requirement that your data is securely stored for at least 5 years.

Can I withdraw from the study?

Your participation in the study is entirely voluntary and you can stop participating at any time, without giving a reason. There is no penalty for withdrawing from the project.

If you do withdraw, any individual responses that have been supplied will be securely removed from the study and destroyed. However, in the case where the information contributed has been shared and collected as part of a group, we may not be able to guarantee the removal of the data.

Can I tell other people about the study?

Yes, you can tell other people about the study. You may wish to contact Dr Catharine Fleming at catharine.fleming@westernsydney.edu.au who can speak further with anyone who may be interested the details of the study, or participating in future phases the study. We can arrange to send a Participant Information Sheet to anyone who is interested.

What if I require further information?

Please contact Dr Catharine Fleming, should you wish to discuss the research further before deciding whether or not to participate: Dr Catharine Fleming
catharine.fleming@westernsydney.edu.au 0439 459 155

Privacy Notice

Western Sydney University staff and students conduct research that may require the collection of personal and/or health information from research participants.

The University's Privacy Policy and Privacy Management Plan set out how the University collects, holds, uses and discloses personal or health information. Further details about the use and disclosure of this information can be found on the Privacy at Western Sydney webpage.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may email the Ethics Committee through Research Services:
humanethics@westernsydney.edu.au.

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

If you agree to participate in this study, you may be asked to sign the Participant Consent Form. The information sheet is for you to keep, and the consent form is retained by the researcher/s.

This study has been approved by the Western Sydney University Human Research Ethics Committee. The Approval number is H15271.

Explanation of Consent

What will happen to my information if I agree to it being used in other projects?

Thank you for considering being a participant in a university research project. The researchers are asking that you agree to supply your information (data) for use in this project and to also agree to allow the data to potentially be used in future research projects.

This request is in line with current University and government policy that encourages the re-use of data once it has been collected. Collecting information for research can be an inconvenience or burden for participants and has significant costs associated with it. Sharing your data with other researchers gives potential for others to reflect on the data and its findings, to re-use it with new insight, and increase understanding in this research area.

You have been asked to agree to Extended consent.

What does this mean?

When you agree to extended consent, it means that you agree that your data, as part of a larger dataset (the information collected for this project) can be re-used in projects that are

- an extension of this project
- closely related to this project
- in the same general area of this research.

The researchers will allow this data to be used by agencies such as UNICEF to guide the continued development of global adolescent nutrition programs.

To enable this re-use, your data will be held at the University in its data repository and managed under a Data Management Plan. The stored data available for re-use will not have information in it that makes you identifiable. The re-use of the data will only be allowed after an ethics committee has agreed that the new use of the data meets the requirements of ethics review.

The researchers want to keep the data for 5 years for possible re-use. After this time the data will be securely destroyed.

You are welcome to discuss these issues further with the researchers before deciding if you agree. You can also find more information about the re-use of data in research in the National Statement on Ethical Conduct in Human Research – see Sections 2.2.14 - 2.2.18. <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018>

Participant Information Sheet – Parents/Carers

Project Title: The development of child and adolescent centred nutrition indicators.

Project Summary:

Your child is invited to participate in a research study being conducted by the Young and Resilient Research Centre at Western Sydney University, under the Supervision of Dr Catharine Fleming, Stream Co-Lead, Youth Participation and Engagement at the Young and Resilient Research Centre, Western Sydney University. This research aims to establish a new way of measuring nutritional vulnerability for children and adolescents. By conducting this research, we take directly into account the lived experiences, perceptions and beliefs of young people and their access to nutritious foods. This approach also places a focus on the development of young people's self-efficacy and agency, bringing them to the centre of discussion in advocating for their own nutritional outcomes, and that of their communities.

How is the study being paid for?

The study is currently being funded by a development grant, provided by Western Sydney University.

What will my child be asked to do?

Your child will be asked to participate in a 3 hour workshop, where there will be activities and discussions regarding their priorities and barriers to nutrition which they feel they face in their environments.

How much of my child's time will he/she need to give?

The pilot workshop will be conducted as one 3 workshop.

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

By participating as a member of our pilot group, your child is helping to establish a greater understanding of what the priorities in nutrition are to our broader youth, as well as understand where their barriers to obtaining nutritious food exist. Your child will be an active voice in establishing necessary research, which hopes to better the health outcomes of young people globally in future.

This project will help us learn more about children's experiences and ideas about the foods in their communities. Outcomes from the project will allow the university's researchers the opportunity to take into account children's opinions when they are discussing food and nutrition policy with other organisations. Including children's

voices in this way will help make policies and services better informed because they will be based on information about people's actual experiences in their daily lives.

As a gift to say thank you for your child's time and valuable contribution, you will receive a gift card valued at \$60.

Will the study involve any risk or discomfort for my child? If so, what will be done to rectify it?

We do not believe that the study holds any risk for your child. We also do not anticipate that any child will experience any discomfort from this study. However, if any at any time a child becomes distressed or experiences discomfort and does not wish to participate any longer, they do not have to. Experienced supervisors will take measures to support the mental wellbeing and safety of all participants.

How do you intend to publish or disseminate the results?

It is anticipated that the results of this research project will be published and/or presented in a variety of forums in future. In any publication and/or presentation, information will be provided in such a way that the participant cannot be identified, except with your permission. All participants are deidentified in the data analysis stage and confidentiality of responses will always be maintained in any form of publication. Identification of a participant will never be evident or distinguishable.

Researchers may also take photos or screenshots of children as they take part in workshops. Images can appear in presentations of research and in other materials, including in articles and books and information and marketing materials like websites, social media posts (e.g., Facebook, Twitter, Instagram), newsletters, magazines and annual reports. If images are used for those purposes, children's names will not be included with images.

Your child can still take part in this project even if you do not want their photo or screenshot taken. If you do not want images taken of your child just decline permission in the consent form. Your child can still take part and the researchers will not take or use their image.

Will the data and information that my child provides be disposed of?

Please be assured that only the researchers will have access to the raw data your child will provide. However, their data may be used in other related projects for an extended period of time. By providing your consent you are allowing your child's data to be used by organisations such as UNICEF and researchers for other, similar research in future. It is requirement that your child's data is securely stored for at least 5 years.

Can I withdraw my child from the study? Can my child withdraw from the study?

Your child's participation in the study is entirely voluntary and they are not obliged to be involved. Your child can withdraw at any time, or you can withdraw them, without giving a reason. There is no penalty for withdrawing.

If your child does withdraw, any individual responses that have been supplied will be securely removed from the study and destroyed. However, in the case where the information contributed has been shared and collected as part of a group, we may not be able to guarantee the removal of the data.

Can I, or my child, tell other people about the study?

Yes, you or your child, can tell other people about the study. You may wish to contact Dr Catharine Fleming at catharine.fleming@westernsydney.edu.au who can speak further with anyone who may be interested the details of the study, or participating in future phases the study. We can arrange to send a Participant Information Sheet to anyone who is interested.

What if I require further information?

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humanethics@westernsydney.edu.au.

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If you agree for your child to participate in this study, you may be asked to sign the Consent Form. The information sheet is for you to keep, and the consent form is retained by the researcher/s.

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Explanation of Consent

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You have been asked to agree to Extended consent.

What does this mean?

When you agree to extended consent, it means that you agree that your data, as part of a larger dataset (the information collected for this project) can be re-used in projects that are

- an extension of this project
- closely related to this project
- in the same general area of this research.

The researchers will allow this data to be used by agencies such as UNICEF to guide the continued development of global adolescent nutrition programs.

To enable this re-use, your data will be held at the University in its data repository and managed under a Data Management Plan. The stored data available for re-use will not have information in it that makes you identifiable. The re-use of the data will only be allowed after an ethics committee has agreed that the new use of the data meets the requirements of ethics review.

The researchers want to keep the data for 5 years for possible re-use. After this time the data will be securely destroyed.

You are welcome to discuss these issues further with the researchers before deciding if you agree. You can also find more information about the re-use of data in research in the National Statement on Ethical Conduct in Human Research – see Sections 2.2.14 - 2.2.18. <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018>

PARENTAL CONSENT LOG

Date	Participant name	Name of parent/carer providing consent	Name of person obtaining consent

FOOD MEMORIES

FIRST NAME:



DESCRIBE YOUR FOOD MEMORY



WHAT IS THE FOOD AT THE CENTRE OF YOUR FOOD MEMORY?

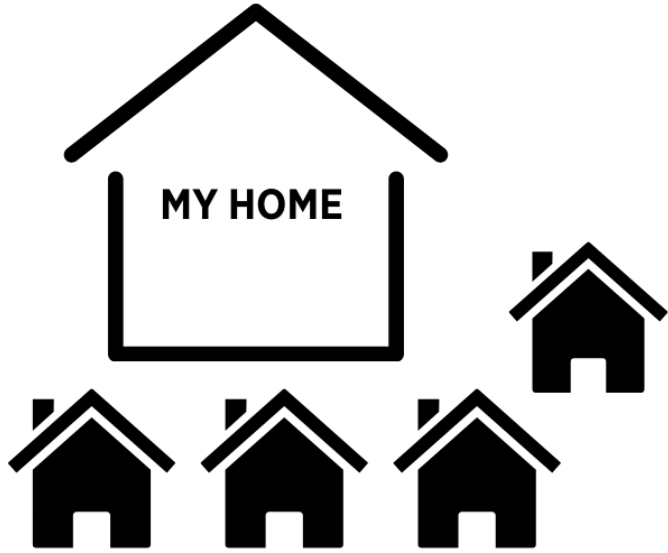
WHAT IS A WORD THAT EXPLAINS WHAT YOU ENJOY ABOUT THIS FOOD?

WHAT IS A WORD THAT EXPRESSES HOW YOU FEEL ABOUT THAT FOOD MEMORY?

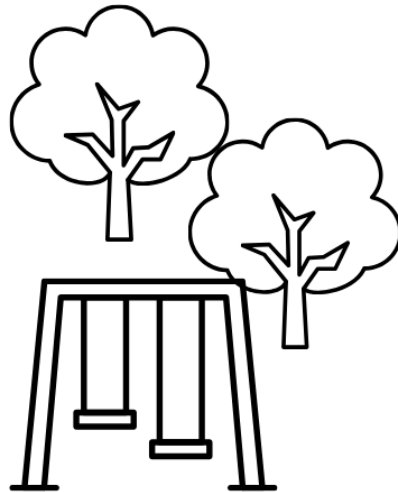
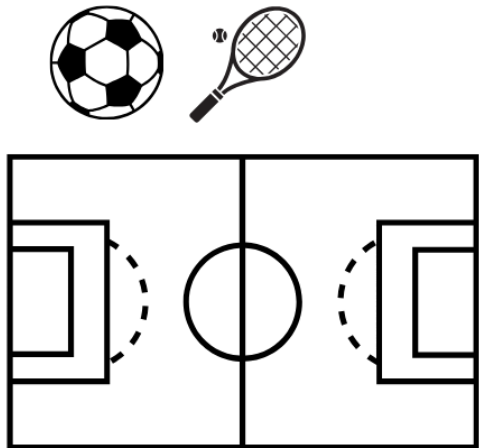
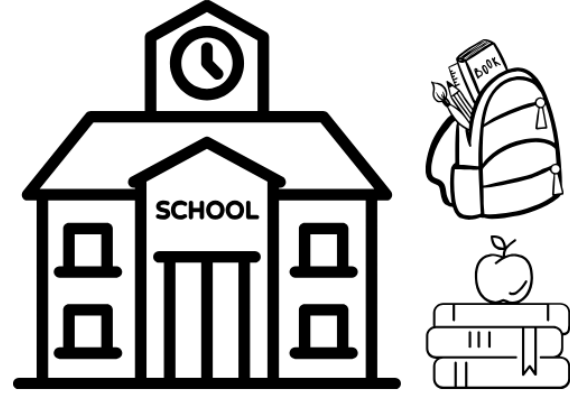
WHO IS IN THE FOOD MEMORY WITH YOU?

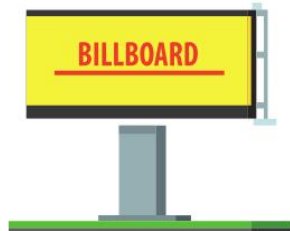
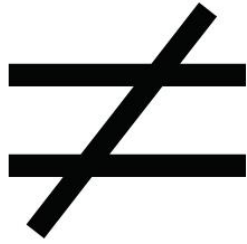
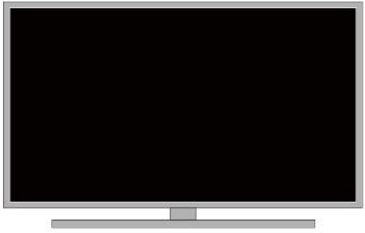
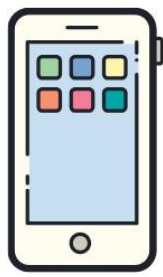


FOOD, ME & MY COMMUNITY



FIRST NAME:

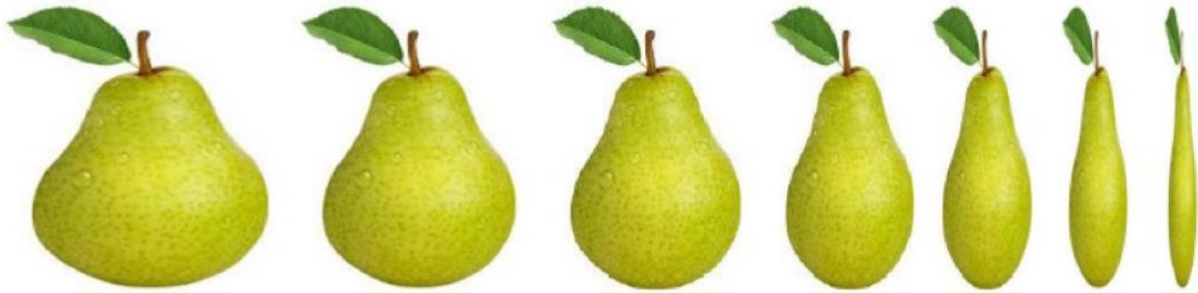




A blue speech bubble with a white border and a tail pointing downwards and to the right. Inside the bubble, the text "AN OPEN AND HONEST CONVERSATION ABOUT FOOD!" is written in bold, black, uppercase letters, centered vertically and horizontally.

**AN OPEN AND
HONEST
CONVERSATION
ABOUT FOOD!**

APPLES & PEARS



FIRST NAME:

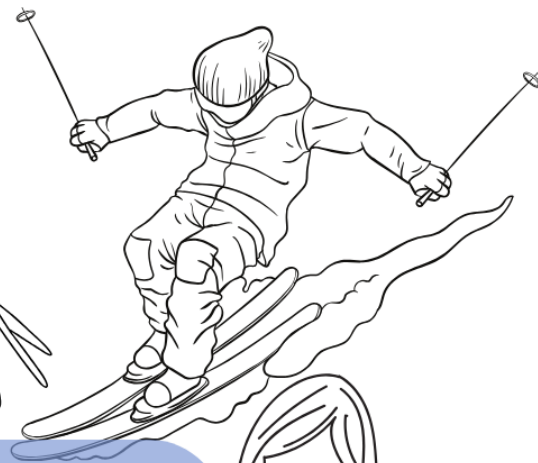
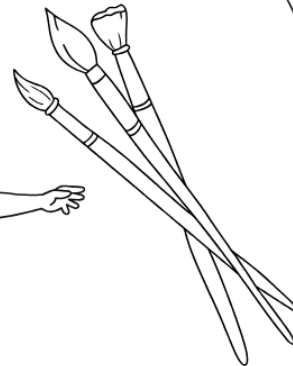
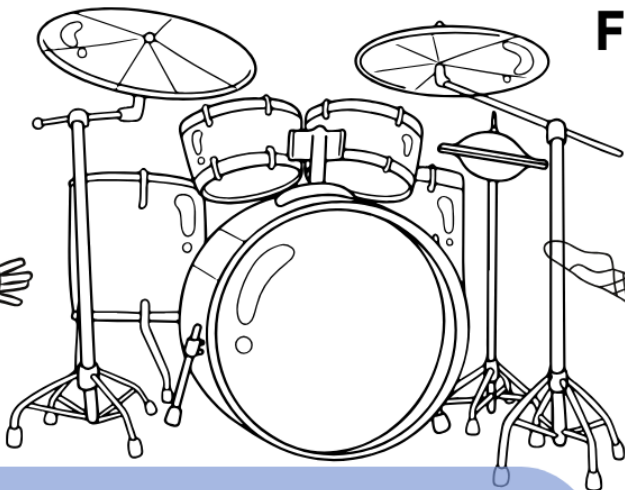
Do you plan your day around food? Or is it just something that happens?

Are there any nutritional messages out there that you find triggering?

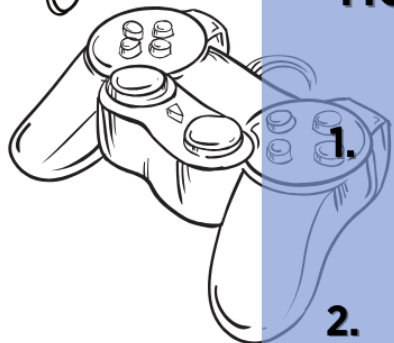
When you see pictures on social media of your ideal body, how does this make you feel?

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

FIRST NAME:

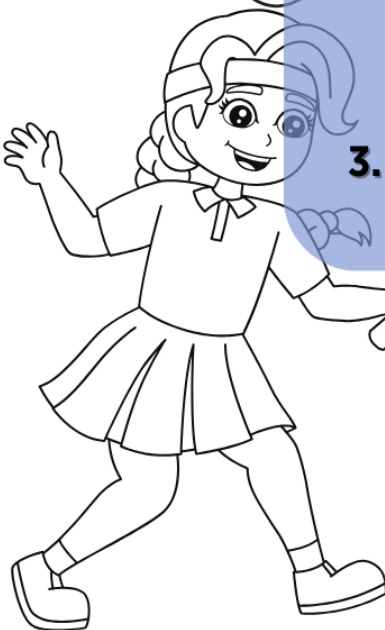


THREE THINGS THAT YOU ARE MOST GRATEFUL THAT YOUR BODY CAN DO

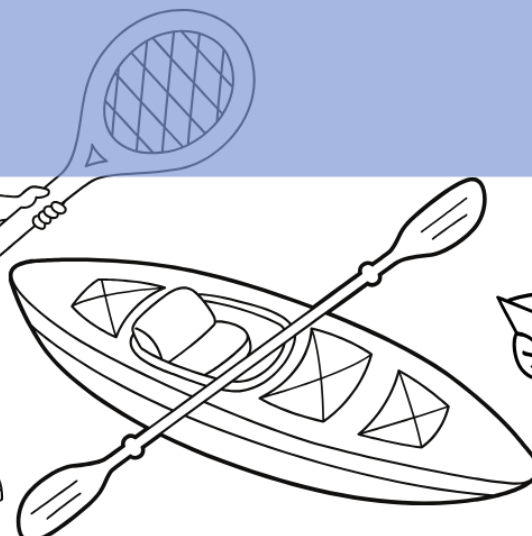


1.

2.



3.

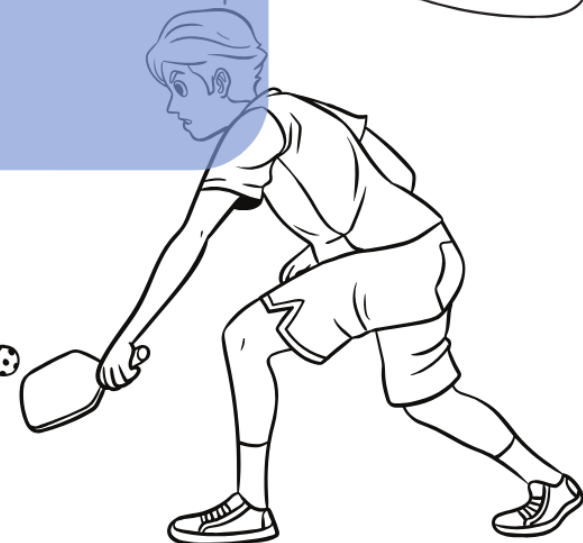


THREE THINGS THAT YOU LOVE MOST ABOUT YOUR BODY

1.

2.

3.



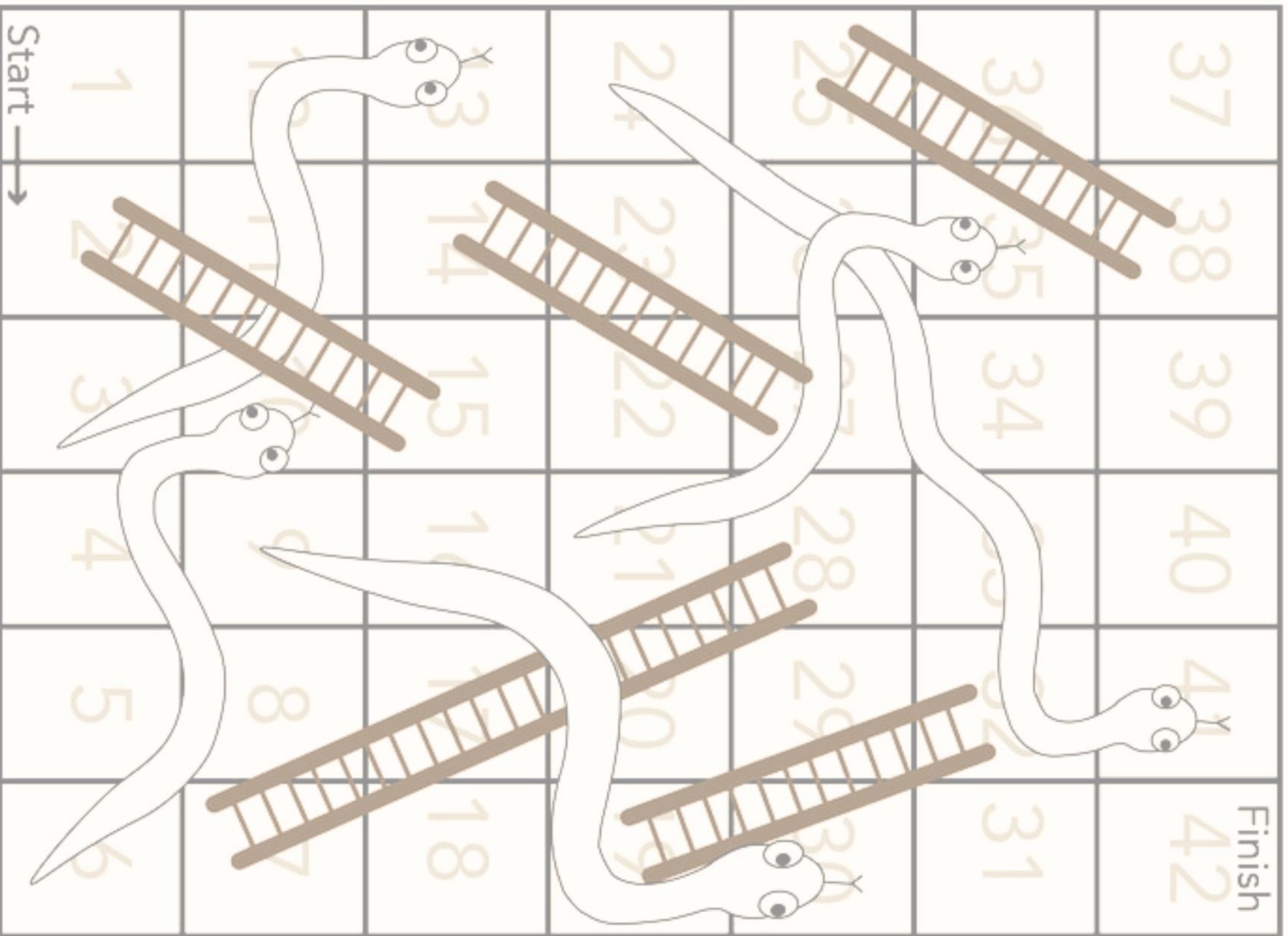
FOOD AT SCHOOL

FIRST 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?		What types of foods do you consider healthy and unhealthy?	
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
Do you ever skip meals at school?			never	sometimes	often	all the time
Do you ever feel hungry 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
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):			what is important to eat while I am still growing	why it is important to exercise	what other healthy habits are (sleep, exercise)	how to cook and prepare food safely
			what healthy foods are	why it is important to eat healthy foods	what it is important to eat while you are pregnant	none of these things
			other	how to choose healthy eating options (please describe)		

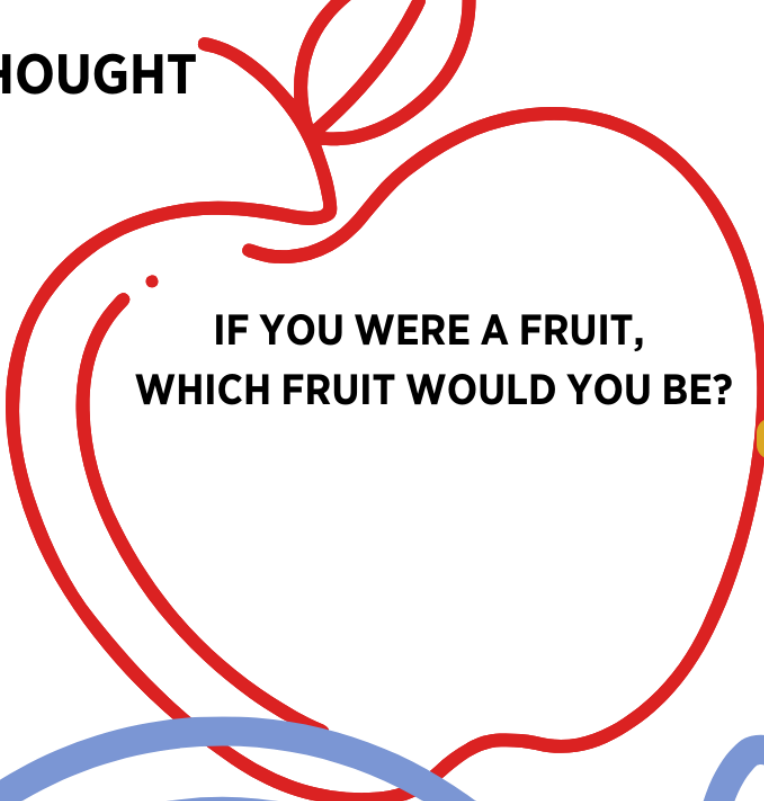
Which classes teach you the information that you have ticked above (e.g. Physical Exercise Classes, Home economics)

FIRST NAME: _____



FOOD FOR THOUGHT

FIRST NAME:



**IF YOU WERE A FRUIT,
WHICH FRUIT WOULD YOU BE?**

WHAT IS YOUR FAVOURITE CUISINE?



**WHAT WOULD YOUR LAST
MEAL ON EARTH BE?**



**IF YOU'RE SAD, WHAT IS YOUR
COMFORT FOOD?**

FIRST NAME:

DYSTOPIA

Write a presentation to the Prime Minister to describe what you say in your dystopian food future, and explain what action needs to be taken to avoid it.



Describe your dystopian food future:

Describe how children and young people are living in your dystopian food future:

Explain what steps need to be taken to avoid a food dystopia:

FIRST NAME:

UTOPIA

Write a presentation to the Prime Minister to describe what you saw in your utopian food future, and explain what action needs to be taken to achieve it.



Describe your utopian food future:

Describe how children and young people are living in your utopian food future:

Explain what steps need to be taken to achieve a food utopia:

HOW DO YOU KNOW YOU'RE IN UTOPIA?



WHAT ARE THE SIGNS YOU CAN LOOK OUT FOR THAT TELL YOU YOU'RE IN UTOPIA?

- What you can see?
- What you can smell?
- What you can hear?
- What you can feel?
- What you can taste?
- How do people behave?
- What is the environment like?
- How healthy is the population?
- How happy is the population?
- What are children and young people's lives like?

WHERE AM I?

FIRST NAME:

**HOW DO YOU KNOW
YOU'RE IN UTOPIA?**

**WHAT HAS CREATED THAT CHANGE IN THIS
UTOPIAN FUTURE?**

MEASURE UP

Please cut the indicators into separate strips. For the indicators assigned Low/Middle Income Countries (LMIC), please do not include these indicators in workshops for High Income Country (HIC) workshops. Please include ALL indicators for LMIC workshops.

INDICATORS

Number	Current Indicator	Country income level for inclusion
1	Number of young people who are below the height of other young people their age	LMIC
2	Number of young people who are below the weight of other young people their age	ALL
3	Number of young people who are above the weight other young people their age	ALL
4	Number of young people who are both smaller and weigh less than other young people their age	LMIC
5	The number adolescent girls who give birth to babies that are small and weigh less than other babies	LMIC
6	Adolescent girls who are pregnant are gaining a healthy amount of weight for their pregnancy	LMIC
7	How many young people have low number of healthy red blood cells in their blood	ALL

8	Number of young people who don't get enough vitamin A in their diet	ALL
9	Number of young people who don't get enough iodine in their diet	ALL
10	Number of young people who develop an illness from not getting enough iodine in their diet	ALL
11	Number of young people who don't get enough different types of food in their diet to keep them healthy	ALL
12	Number of young people who eat enough each day to give them at least 80% of their daily energy requirements	ALL
13	Number of young people who eat at least two meals everyday	ALL
14	Number of households with children who spend less than half of their total income on food	ALL
15	Number of calories that come from sugar added in the things young people are eating every day	ALL
16	Number of young people eating more than 5g of salt everyday	ALL
17	Number of times per week that young people are eating fruit	ALL
	Number of times per week that young people are eating vegetables	

	Number of times per week that young people are eating sweets	
	Number of times per week that young people are drinking soft drinks	
18	Age of first pregnancy in young women	LMIC
19	Number of young people who said that they felt they had a low quality of life	ALL
20	Number of young people who felt that they have little support from family, friends, schools etc.	ALL
21	Number of young people who feel sad or anxious	ALL
22	Number of young people who do not get enough exercise	ALL
23	Number of young people who think that they need to gain weight Number of young people who think that they need to lose weight	ALL
24	Number of young people who eat iodised salt in their meals	ALL
25	Number of young people who eat food that have added iron in them	LMIC
26	Number of young people who eat food that have added vitamin A in them	LMIC

27	Number of young people who take iron or folate medicine	ALL
28	Number of young people who take deworming medicine	LMIC
29	Number of schools that give young girls weekly iron and folate medicine	LMIC
30	Number of schools that have safe and clean spaces for eating recess and lunch, playing sports, playing games and being outdoors	ALL
31	Number of schools with rules for serving and advertising healthy food	ALL
32	Number of schools who teach students about healthy eating, exercising and how to be well	ALL
33	Number of schools that provide healthy meals to students in need	LMIC
34	<p>What rules stop young people being targeted by unhealthy food and drink advertising on TV or on the radio?</p> <p>What rules stop young people being targeted by unhealthy food and drink advertising in schools or other places where young people spend time?</p> <p>What rules stop young people being targeted by unhealthy food and drink advertising outdoors eg on billboards or on public transport?</p> <p>What rules stop young people being targeted by unhealthy food and drink advertising on social media and online?</p> <p>What rules stop young people being directly targeted by unhealthy food and drink advertising, online and offline?</p>	ALL
35	Are there rules for how healthy the drinks and snacks sold in schools have to be?	ALL

36	Do teachers have clear instructions on what to teach young people about healthy food and exercise?	ALL
37	Are there rules to make sure that water is safe to drink in schools and sports centres/ sports fields?	ALL
38	Is the government putting money toward nutrition classes for young people in schools?	ALL
39	Is the government putting money towards doing things that improve nutrition for young people?	ALL
40	Does the climate and landscape of a young person's location affect what kinds of food they eat and how much they exercise?	ALL
41	Is there proof that media companies and journalists have rules for what they can say when talking about obesity that stops them from making people feel bad?	ALL
42	Are there preferred ways that people from different cultures cook foods, or the types of food they eat?	ALL
43	Are there reasons why some cultures might encourage people to be above average in weight? Is there a difference in this between males and females?	ALL
44	Are there certain (cultural?) rules about eating lots, or not eating at all for periods of time that might encourage weight gain?	ALL
45	Number of young people who do not have access to enough nutritious food, based on a tool called the Food Insecurity Experience Scale (FIES) by age and gender that helps to show this information	ALL
46	Number of young people who consumed at least 5 serves of vegetables and fruits per day during the last 7 days	ALL



NOT USEFUL

UNSURE





USEFUL

FIRST NAME:

**I have the power to
make a difference**



**I don't have the
power to make a
difference**



**I'm not doing
anything to
make a
difference to
improving
nutrition**



**I'm doing
everything I
can to make
a difference
to improving
nutrition**



**What superpower do you think young
people have to change food systems?**

GOING DIGITAL

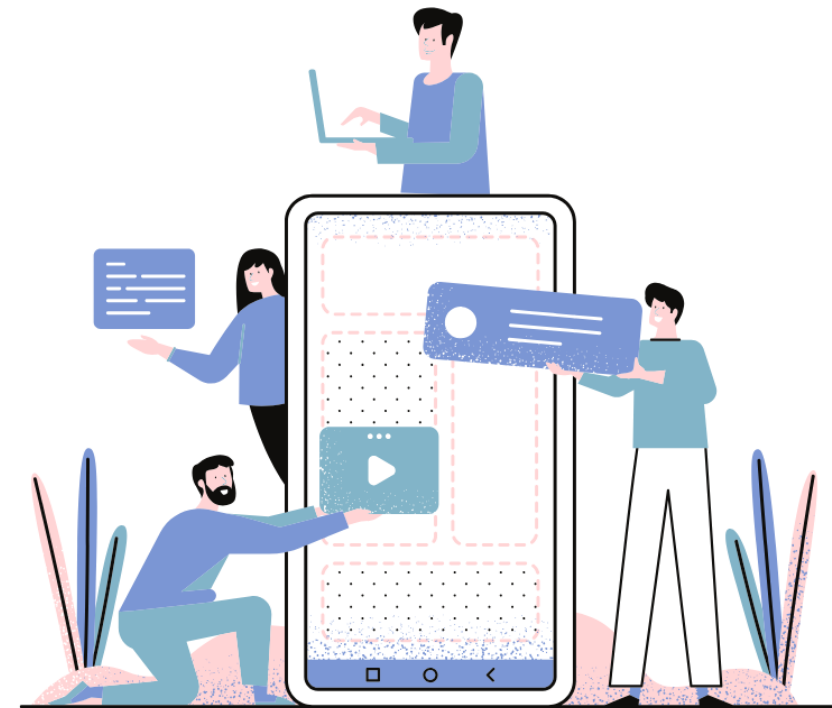
WHAT FOOD OR NUTRITION APPS DO YOU CURRENTLY USE?

CARTOON IMAGES OR IMAGES OF REAL PEOPLE?

WHAT FEATURES WOULD YOU LIKE IN AN APP?

WHAT COLOURS WORK BEST IN AN APP FOR FOOD AND NUTRITION?

WHAT WOULD BE A CATCHY NAME FOR A FOOD/ NUTRITION APP?



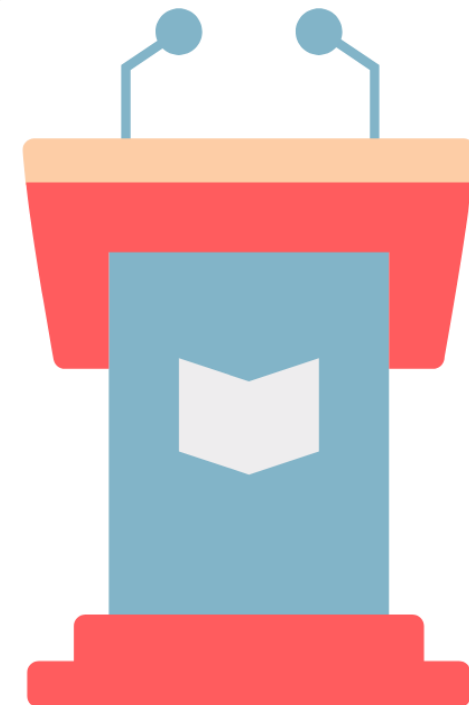
THE FINAL SAY

WHAT IS A MESSAGE YOU HAVE FOR THE GOVERNMENT/ UN ABOUT YOUR FOOD?

FIRST NAME:

WHAT IS SOMETHING THAT YOU LEARNT TODAY?

WHAT WOULD YOU LIKE TO SEE/ DO FROM TODAY'S WORKSHOP ON AN APP?





Global Child Adolescent centred Nutrition _ Indicators



FACILITATOR NAME:

WORKSHOP LOCATION:

DATE:

FACILITATOR NOTES

NOTES

Activity

Lined area for notes and activity details.

NOTES

Activity

Lined area for notes and activity details.

NOTES

Activity

Lined area for notes and activity description.

NOTES

Activity

Lined area for notes and activity details.

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