



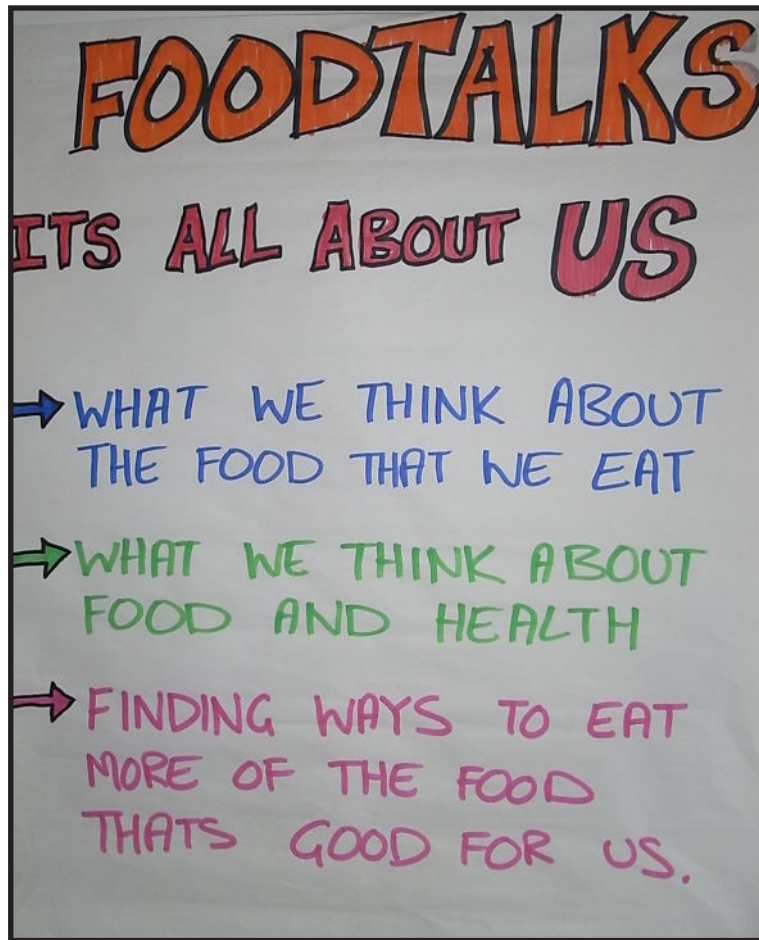
FOODTALKS

at Hertford Junior School

**food
matters**

sustainable, fair food systems

What's it all about?



The FoodTalks project is a series of classroom sessions and activities which supports children to talk about food and health matters. It encourages them to decide what actions they, their school, their family and the wider community can take to help improve healthy eating choices.

In this booklet you will find a few of the class's favourite bits.

What we did

FOODTALKS SESSIONS

No.	TITLE	ACTIVITIES AND QUESTIONS
1	WHAT DO YOU EAT	FOOD LINES – 2 sessions <ul style="list-style-type: none">• How do you decide what you like to eat?• How do you decide what's good to eat?
2	STAYING HEALTHY	BODY MAP <ul style="list-style-type: none">• What do you think you should do more of (and less of) if you want to stay healthy?
3	ACTION STEPS	FOOT DRAWINGS – 2 sessions <ul style="list-style-type: none">• What actions could you try to take on?• What might make it difficult and what would help?
4	FINDING FOOD & FOOD DECISIONS	LOCAL FOOD MAPS & BUBBLE CHARTS – 3 sessions <ul style="list-style-type: none">• What food can you buy locally?• How are decisions made about what to buy?
5	PIMP YOUR LUNCH	HEALTHY 'PIMPING' <ul style="list-style-type: none">• Comparing normal and healthy versions.• Identifying healthier alternatives
6	FOOD INFLUENCES & MESSAGES	ROLE PLAY & MIND MAPS – 2 sessions <ul style="list-style-type: none">• Who influences what you eat?• What might they say to you?• How do you respond and why?
7	FOOD CONSEQUENCES	BODY IMPACT MAPS <ul style="list-style-type: none">• How do different foods and drinks affect you?• What could you do to avoid these impacts?
8	FUTURE YOU	SELF PORTRAITS NOW AND THEN <ul style="list-style-type: none">• What message would you send to yourself in the future about what you should eat more and less of to stay healthy?
9	CARTOONS	CARTOON SESSION <ul style="list-style-type: none">• How to use cartoons to tell a story.
10	HELPING HANDS	HAND DRAWINGS <ul style="list-style-type: none">• What makes it difficult for you to eat the food that is better for you?• What might help?

We asked you some questions:

What food do you like to eat?

How do you decide what you like and don't like?

How good for you is the food you like?

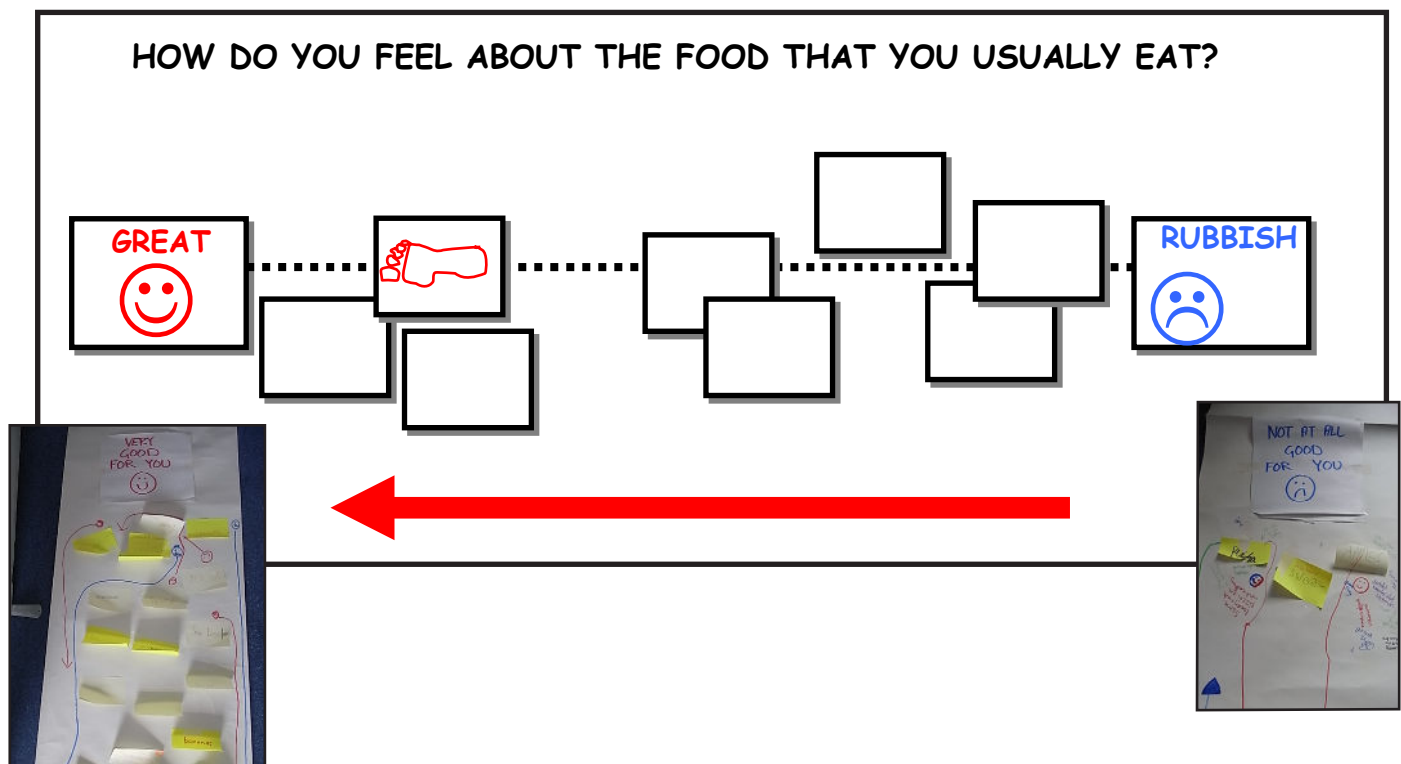
How do you decide if something is good for you?

We used lines across the room to show what you feel about the food you eat. We did this to help show you:

- 😊 your attitudes and feelings about food
- 😊 how you decide what you like and what you don't like
- 😊 how you decide what you will try and what you won't try, and
- 😊 how you might think about changing the way you feel about what you eat.

We then asked you to think about what needs to change for you to feel better about your food choices? What actions could you take to follow the arrow towards the smiley face?

Activity - Food line



You doing it



What else can you do?

- Remember it's about balance - not just about individual foods being 'good' or 'bad'.
- Take notice of what you are eating and how you feel, talk to your parents, carers about being more involved in the what your family eats.
- Get motivated! Set yourself acheiveable goals.

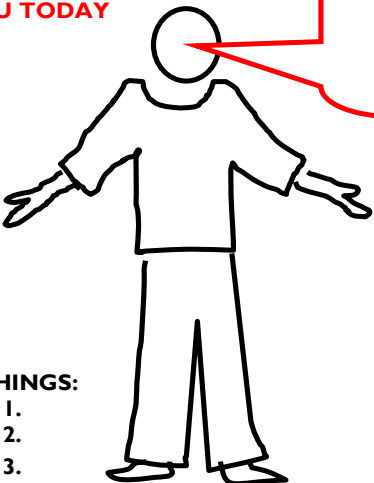
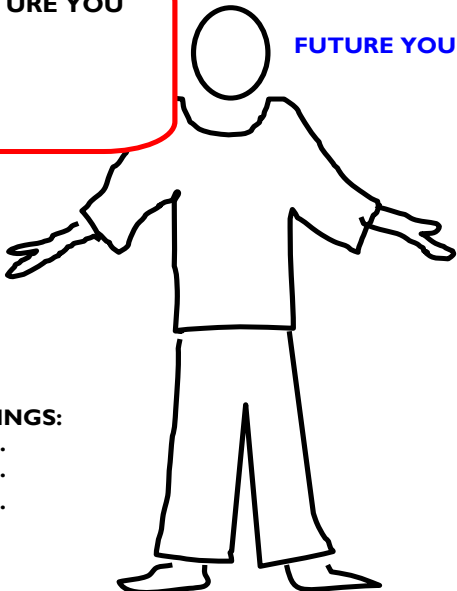
Question - We asked you what messages would you send to each other or yourself to encourage you to eat food which is better for you?

In this session we asked you to take a piece of paper and draw a line down the middle. Then on the lefthand side you either wrote a description of yourself as you are now or you drew yourself as you are now. You were asked to try and pick out 3 main things about the way you look.

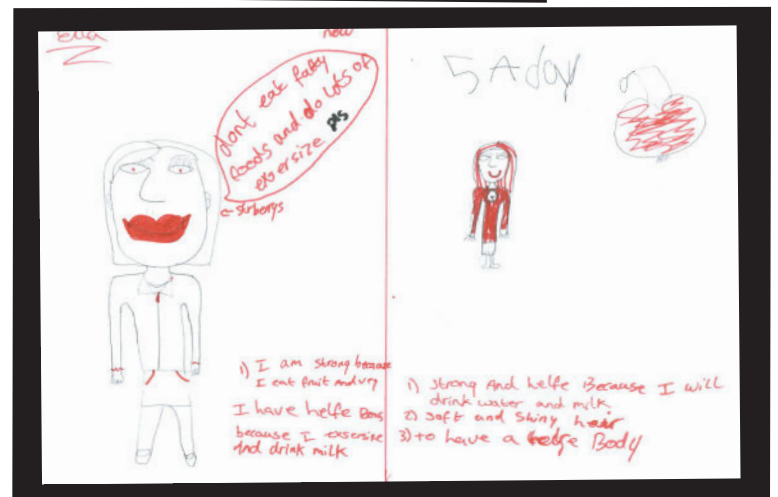
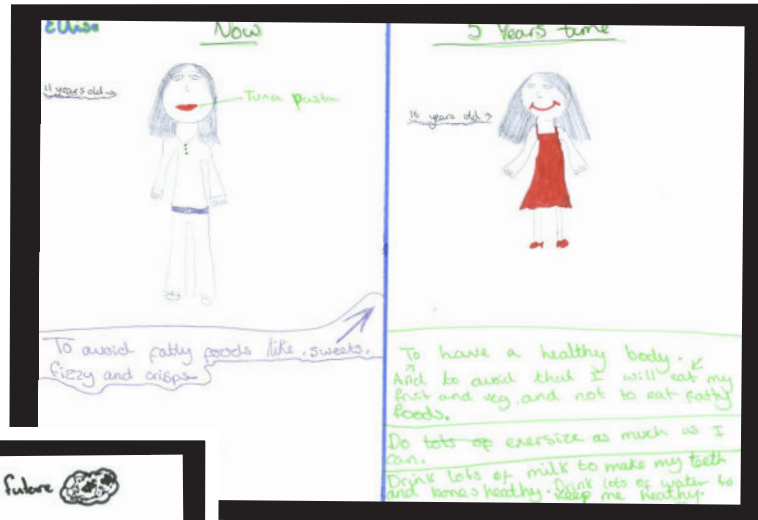
On the right handside you were asked to imagine yourself in 5 years time (at 15 years old) and to then describe or draw a picture of the FUTURE YOU the way you hope you'd be. How would you like to be? How would you like to look? How would you like to feel?

After we had discussed what you had drawn and written we asked you to write down (in a speech bubble) the message YOU TODAY would send to FUTURE YOU to make these things happen. Then as a group you shared some of the messages.

Activity - Future you

NAME:	
YOU TODAY	MESSAGE TO FUTURE YOU
	
3 THINGS: 1. 2. 3.	3 THINGS: 1. 2. 3.

You doing it



What else can you do?

Why not try to make one of foods you tried in class

- a smoothie maybe?

Put the ingredients in a jug, whizz them together, and enjoy.

Banana & berry

- One large banana
- A handful of strawberries or raspberries - they can be fresh, frozen or tinned
- A large glass of apple juice

Big Breakfast

- 1 large banana
- 1 handful of berries
- raspberries, strawberries, blueberries
- 1 tablespoon ground almonds
- 2 tablespoon oatmeal
- 250 ml orange juice
- 250 ml live natural yoghurt
- 2 teaspoon honey

Question - We asked you what should you do more of to stay healthy?

You worked in groups for this session. In your groups you took it in turns to lay down and draw round each other to make body maps.

In your groups you were given half a Body Map to work on. At the top of each Body Map the left side group write:

To stay healthy you should...

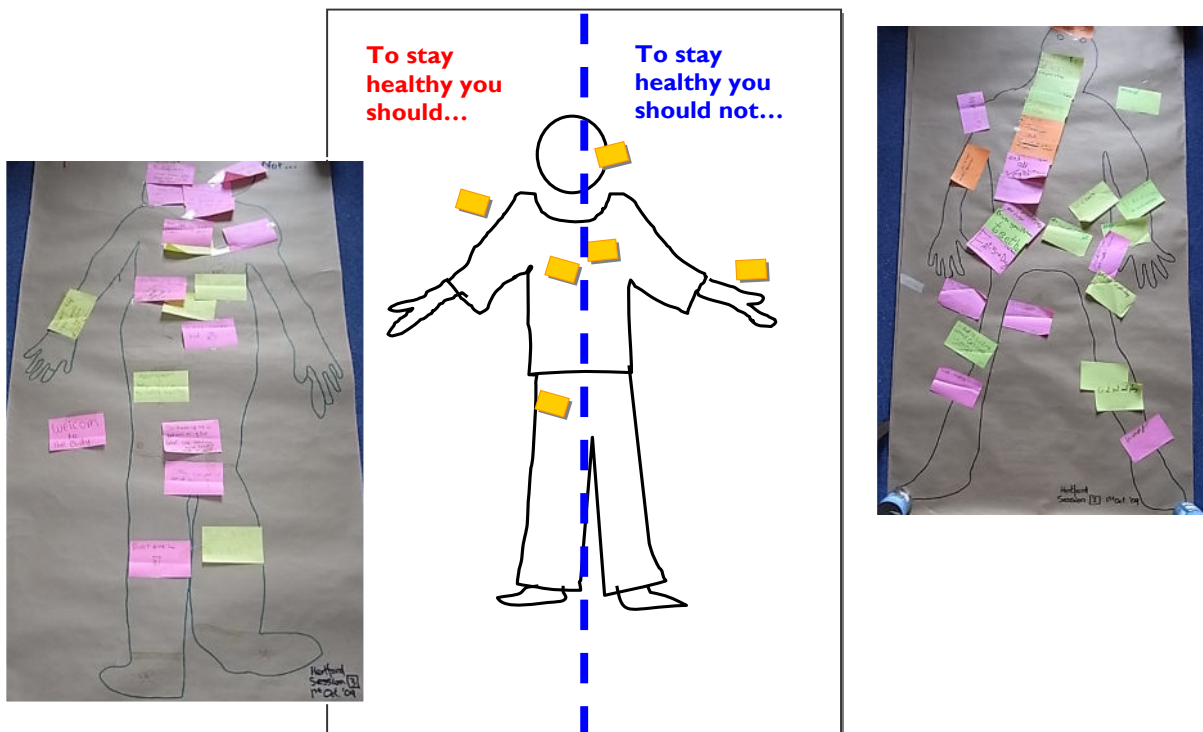
The right side group write:

To stay healthy you should not...

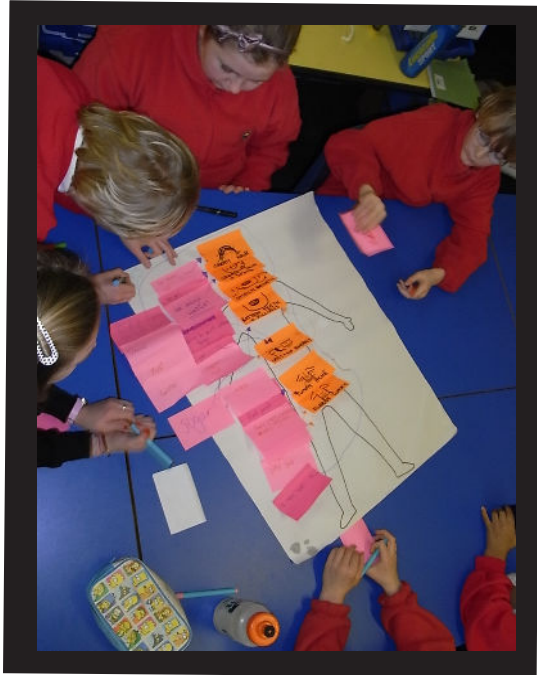
In pairs you were asked to come up with 4 different responses to the heading you were working on.

Then in pairs you took it in turns to stick post-its on the Body Map and say why. Sticking the post-its on the part of the body that is affected. The class then came back together to discuss. Each group nominated a spokesperson who fed back to the class what the groups had put on their map.

Activity- Body Maps



You doing it



What else can you do?

- Make a suggestion about what to have for dinner or helping in the kitchen, for example chopping the vegetables
- Make your own pizza - take a pitta bread, slice it in two, spread it with tomato puree, add what ever you fancy (ham, sweetcorn, chopped pepper etc), cover with grated cheese and put it under the grill to cook!
- Make your own sandwiches
- Try something new on the school meals menu
- Ask to help with the food shopping

Question - We asked you which actions would you like to try to do more of?

The Action Steps session followed on from the Body Maps session.

You were asked to take a piece of A3 paper, put it on the ground and draw a large foot on it.

You were then asked to discuss in pairs which ACTION STEPS you would most like to try and why. Then on your foot write or draw your TOP IDEA or ACTION STEP on your drawing of a foot.

Next to the action you wrote down: Why you chose this idea.

Under the left hand end of the foot you drew a 'smiley' and asked:

- What might make this ACTION STEP easy to do?

Under the right end you drew a 'grumpy' and asked:

- What might make this ACTION STEP difficult to do?

Then you drew an arrow between the 'smiley' and the 'grumpy' and asked:

- What needs to happen to make the ACTION STEP easier?
- What can you do? What could some-one else do?

When everyone had completed their action steps you discussed your actions and how you might achieve them.

Activity - Action Steps

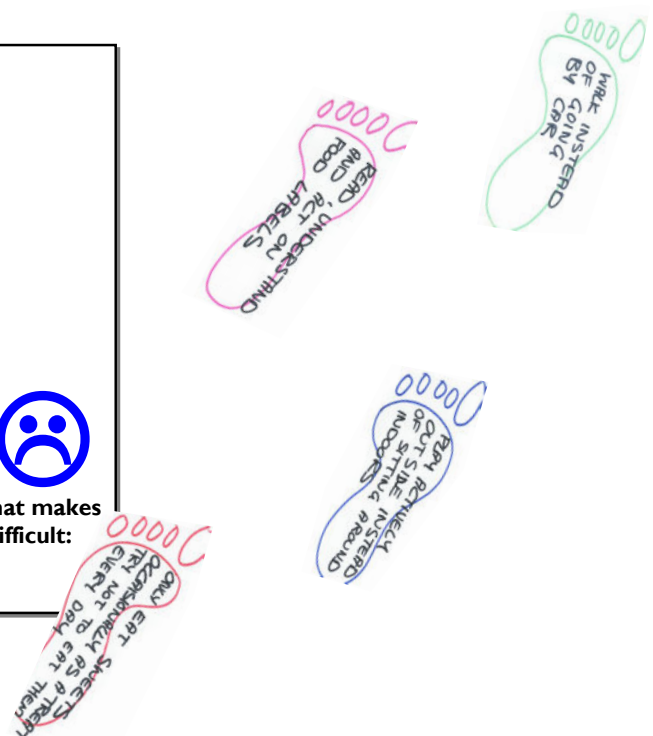
NAME _____

ACTION STEP
And reason for choosing it

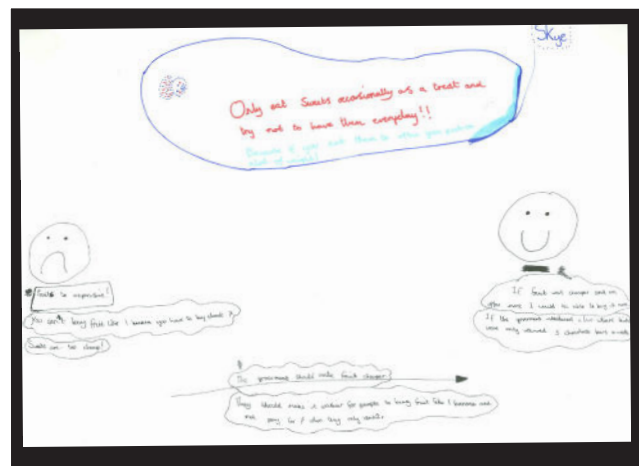
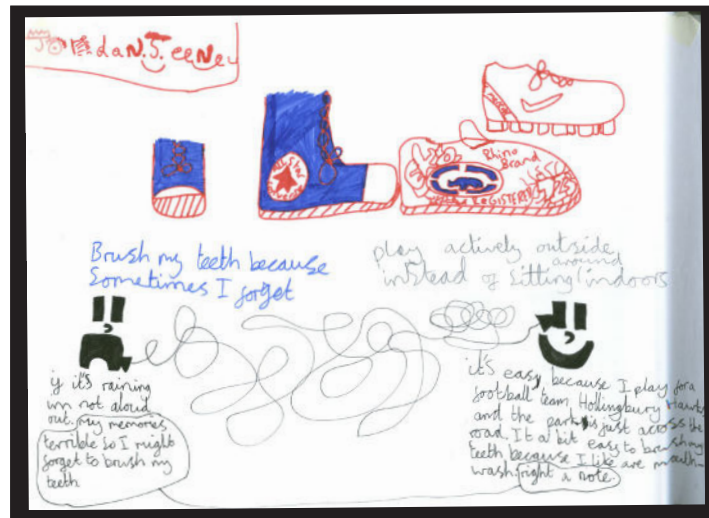
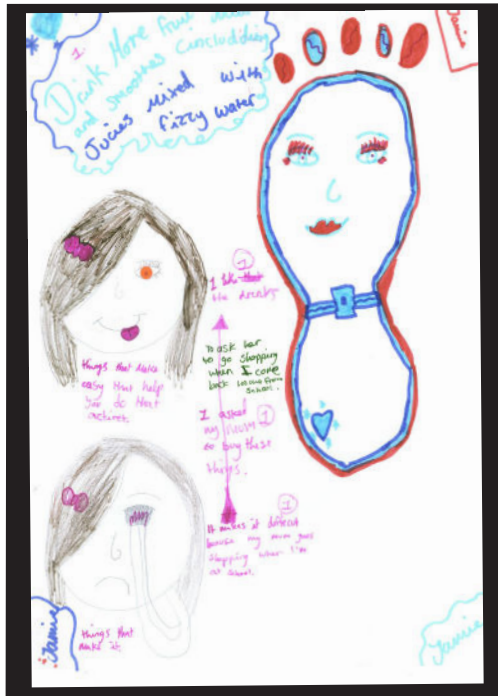
What makes it easy:

How can it be made easier:

What makes it difficult:



You doing it



What else can you do?

Take a new step:

- go swimming with a friend (all kids swim for free in Brighton & Hove)
- play out with your friends after school
- walk to school with a friend instead of getting a lift
- walk into town instead of getting the bus
- help out with the school vegetable garden

Ideas for a HERTFORD JUNIOR SCHOOL FOOD STEPS

By Hazel Class

Food in school

- 1.** More fruit at play time
- 2.** Let children know they can use the school council to talk about concerns they have about food in school
- 3.** Everyone should stick to the school's food rules – and that includes teachers and all other school staff
- 4.** Peer to peer support – peers to set good examples for each other including buddies
- 5.** Water to be available all day, everywhere

School meals

- 1.** The healthier options should be more clearly marked
- 2.** School meals should be cooked better
- 3.** Checking children have eaten their lunch should include school dinners and packed lunches
- 4.** School cook to ask children what they would like to be included in the salad bar
- 5.** Give children the opportunity to talk to the school cook directly