

SEPTEMBER 2017

FOOD TALKS

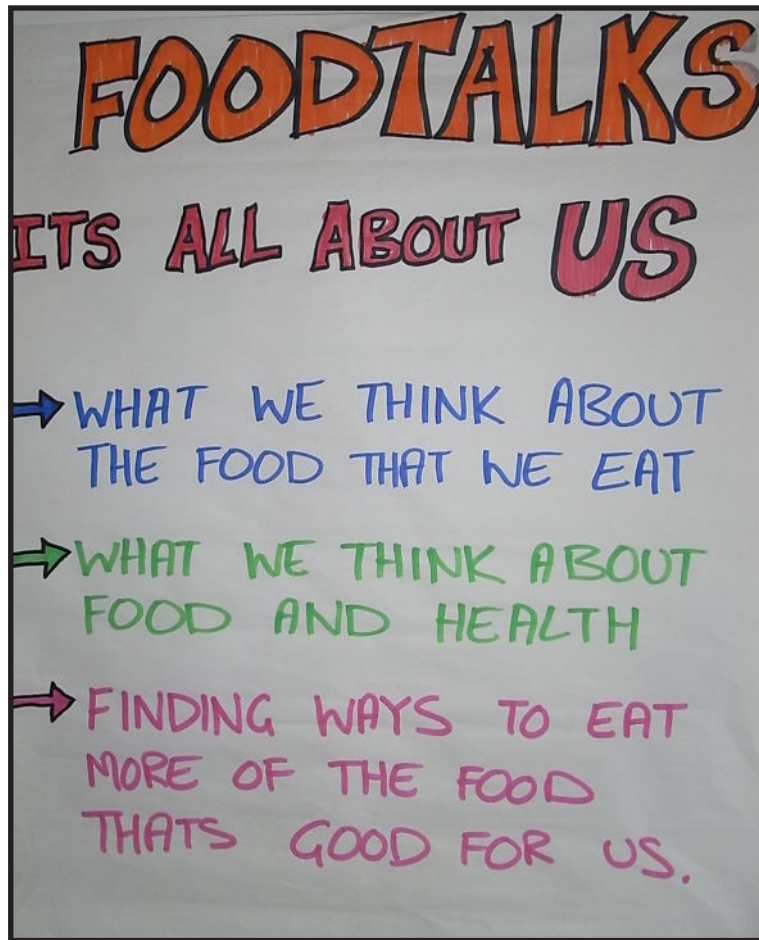
at Whitehawk Primary,
Brighton & Hove



**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

No.	TITLE	ACTIVITIES AND QUESTIONS
1	WHAT YOU EAT	FOOD YOU EAT LINE <ul style="list-style-type: none">• How do you feel about the food that you usually eat?• What needs to change for you to feel better?
2	FOOD THAT'S GOOD	FOOD YOU LIKE LINE <ul style="list-style-type: none">• How do you decide what food you like?• How do decide what food is good for you?
3	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?
4	ACTION STEPS	FOOT DRAWINGS <ul style="list-style-type: none">• What actions could you try to take on?• What might make it difficult and what would
5	FOOD INFLUENCES	ROLE PLAY <ul style="list-style-type: none">• Who influences what you eat?• What might they say to you?
6	FOOD MESSAGES	SPIDER AND GRIDS <ul style="list-style-type: none">• What is the effect of different messages about what you eat and drink?
7	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?
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	HAVE A GO	COOKERY SESSION <ul style="list-style-type: none">• What would you like to learn how to cook?
10	HOW WAS IT?	EVALUATION <ul style="list-style-type: none">• How do you feel about the FoodTalks sessions?

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?

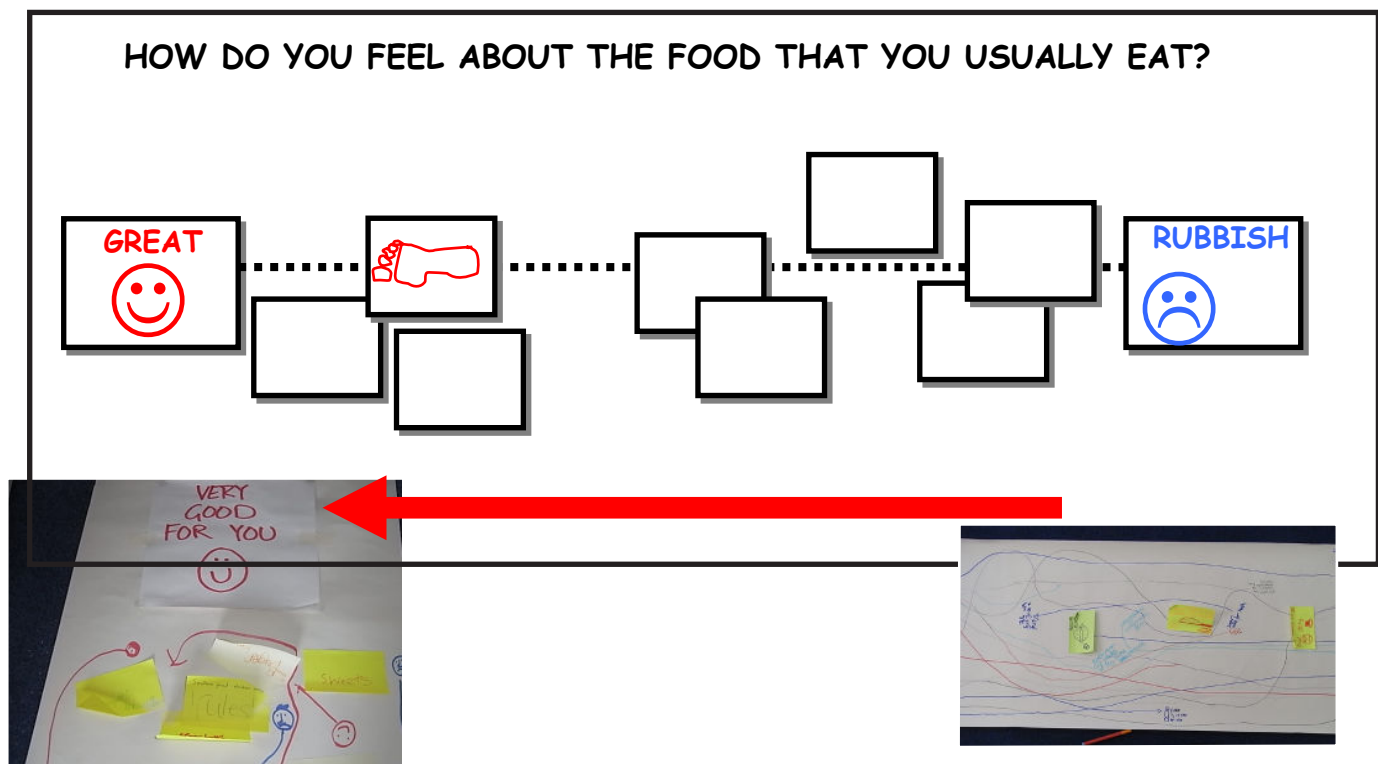
How do you decide if something is good for you?

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

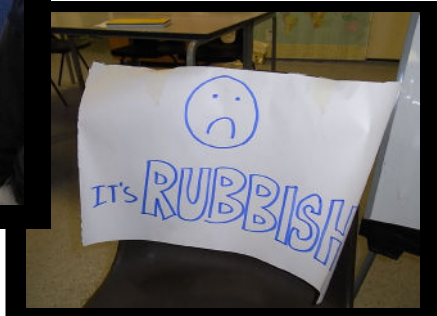
- 😊 your attitudes and feelings about food
- 😊 how you decide what you like and what you don't like
- 😊 how you decide what you will try and what you won't try, and
- 😊 how you might think about changing the way you feel about what you eat.

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 who influences what you eat and drink - and what do they say?

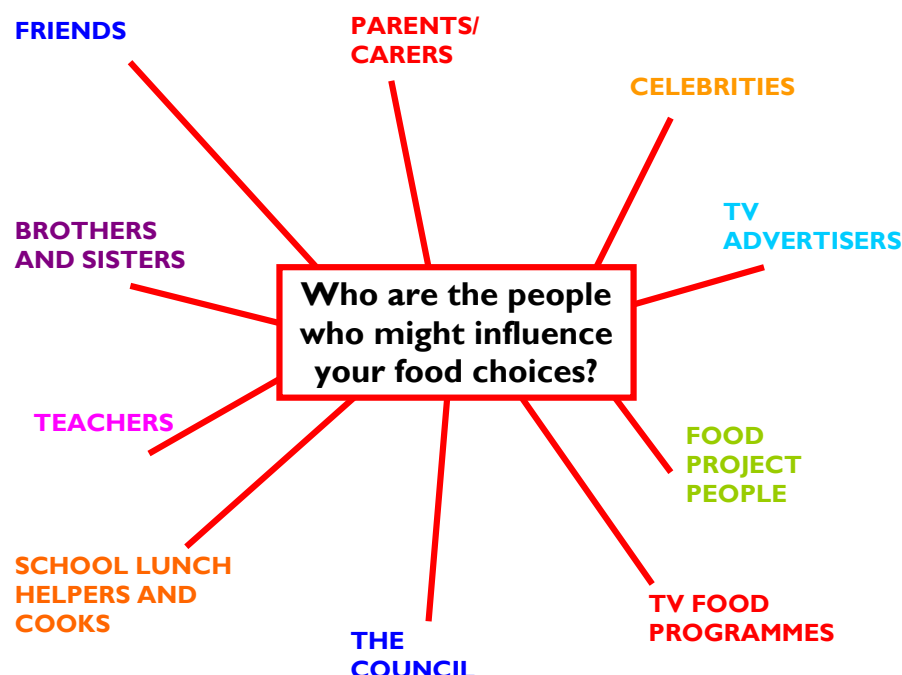
We asked you to think about who influences what you eat and drink, and what they say to you by using a **spider chart** (see below). Then on work tables you looked at the examples on the **spider chart**. In groups you imagined a conversation between these people about food choices. Some of you acted as the people giving the message and the others acted as children receiving the message.

Things you thought about:

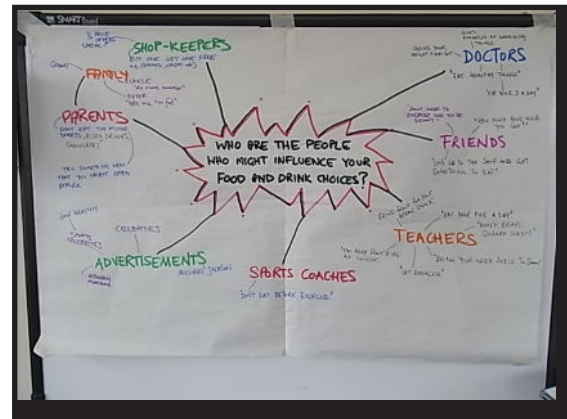
- 😊 Where might the conversation take place?
- 😊 The different things you might say to each other.
- 😊 What sort of thing might the person giving the message say?
- 😊 What would this make the child feel and how might they reply?

Then some of the groups acted out their conversations to the whole class.

Activity - Food Influences



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...

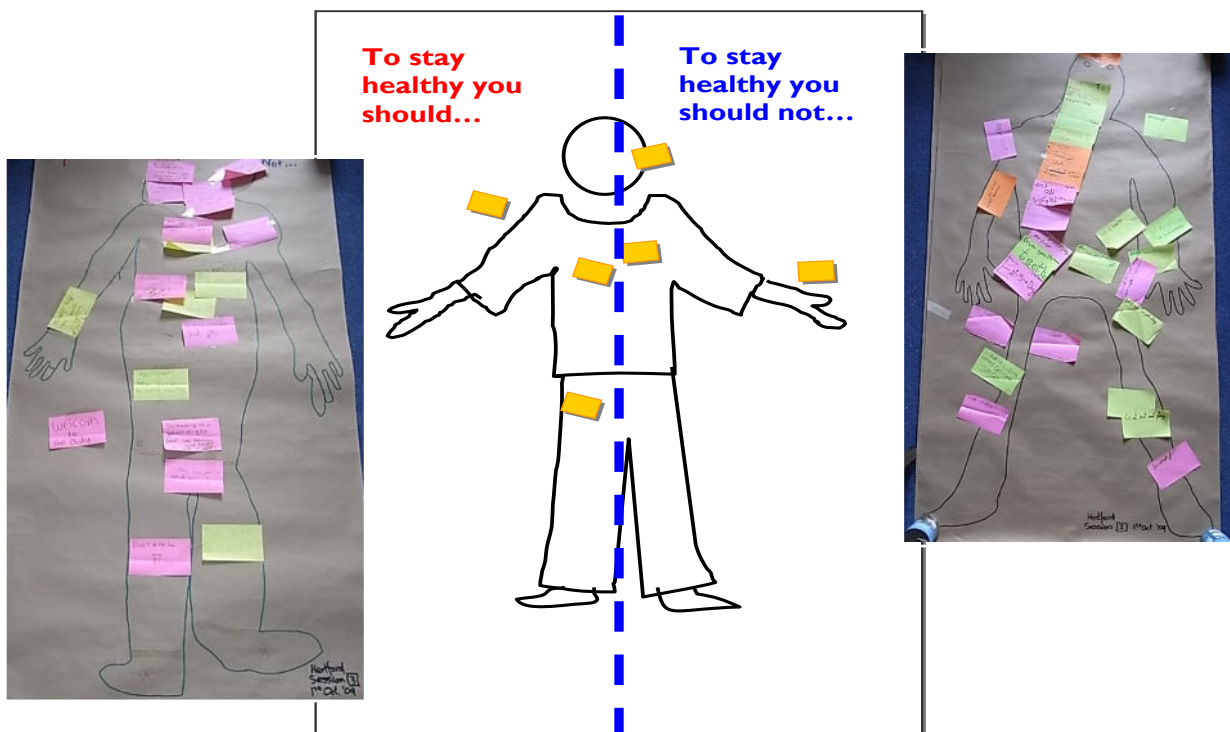
The right side group write:

To stay healthy you should not...

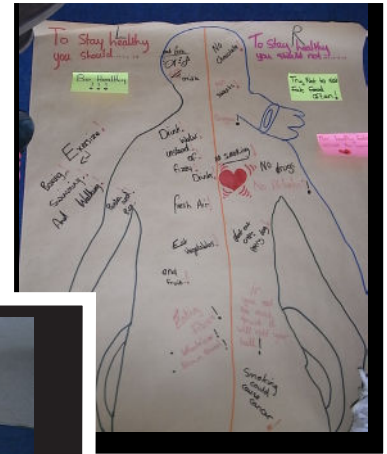
In pairs you were asked to come up with 4 different responses to the heading you were working on.

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

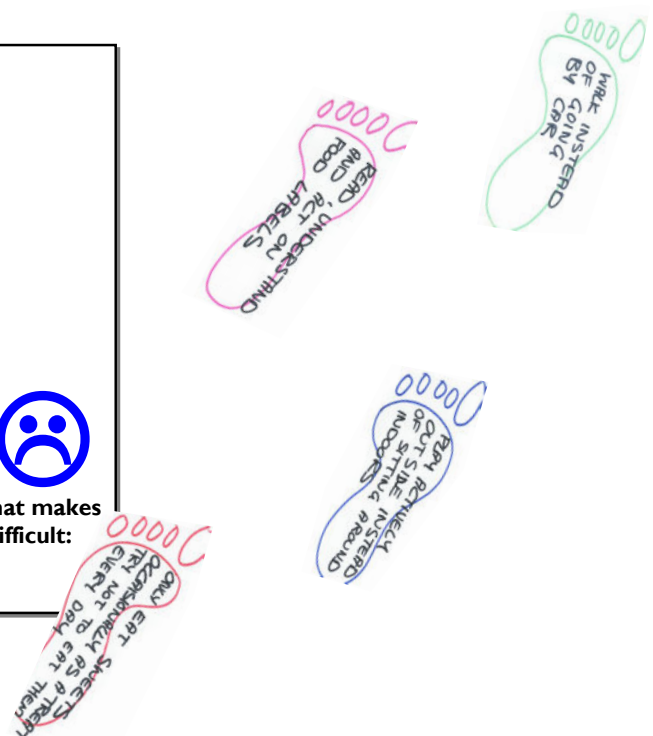
NAME _____

ACTION STEP
And reason for choosing it

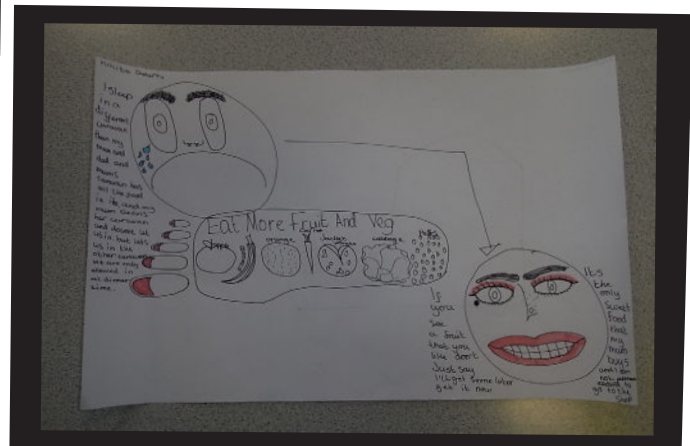
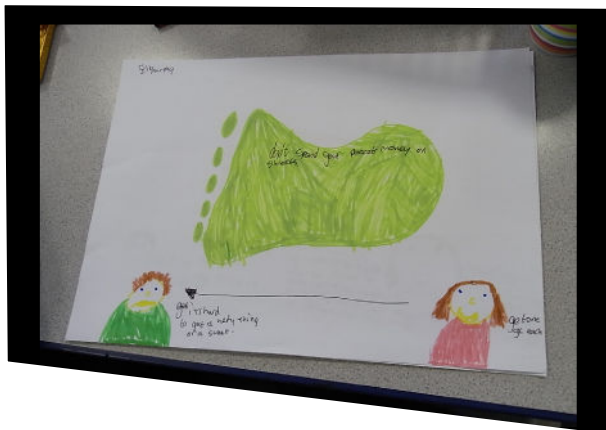
What makes it easy:

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
- go to the Crew Club for cooking club and other activities

Some Recipes to Try at Home

Oaty Carrot Cupcakes (makes 24+)

Equipment needed:

One bowl, Oven, Grater
cupcake tin and cake cases
Wooden spoon, Weighing scales

Ingredients

For the cake:

175g soft brown sugar
175ml vegetable oil, ideally rapeseed or light olive oil
225g carrots, grated
110g raisins
3 eggs beaten
110g whole-wheat self-raising flour
1teaspoon bicarbonate of soda
1teaspoon cinnamon
½ teaspoon nutmeg
50g porridge oats

For the frosting:

150g reduced fat cream cheese
25g icing sugar
Finely grated rind of 1 orange

How to make it:

- 1.Heat the oven to 180°C/ 350°F/ gas 4.
- 2.Place the sugar, oil and eggs, grated carrots, raisins and hazelnuts in a bowl and mix together lightly
- 3.Mix together the flour, oats, bicarbonate of soda and spices. Add to the bowl, mixing lightly until evenly blended.
- 4.dollop one dessert spoon into each cake case. You want the case to be 2/3 full.
- 5.Bake for 20 -25 minutes or until firm to the touch. Turn out on a wire rack and allow to cool.
- 6.Beat together the frosting ingredients and spread a little over each cake.



You can store in an airtight container in the fridge - if they last that long!

Fruit Bars (makes 24+)

Equipment needed:

a food processor or blender

Ingredients

2 tablespoons pumpkin seeds
2 tablespoons sesame seeds
2 tablespoons sunflower seeds
2 tablespoons flax seeds (also called linseeds)
85g rolled oats
85g raisins
85g stoned dates
85g dried apricots
85g walnuts
85g desiccated coconut

How to make it:

1. Grind the seeds in the blender or food processor
2. Add the rest of the ingredients and process until the mixture binds together. If you need liquid, add a couple of tablespoons of water.
3. Form into small bars.
4. Refrigerate for an hour, then keep in an airtight container.

Toasted Seeds

Take a handful each of any seeds you have; pumpkin, sunflower, sesame and put them in a flat bottomed pan. Put the pan on a low heat to brown the seeds. Shake the pan to prevent the seeds from burning. When the seeds are brown sprinkle on a few drops of soy sauce and stir the seeds. Let the seeds cool! Store in an airtight container.