



FOOD FOR THOUGHT

Facilitators' Pack

Programme & Guidance for Trainers / Facilitators

Partners



UNIVERSITY OF
STIRLING



Funder



ABOUT THIS RESOURCE

This resource was written by Ruth Emond, Carol George, Ian McIntosh and Samantha Punch, School of Applied Social Science, University of Stirling and was devised in collaboration with our partners: FCA Scotland, Aberlour Child Care Trust, Perth and Kinross Council, Centre for Excellence in Looked After Children in Scotland (CELCIS) and Institute for Research and Innovation in Social Services (IRISS).



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Acknowledgements

The *Food for Thought* partnership would like to thank all the children, foster carers and residential staff who took part in the original *FaCS* study as well as the *Food For Thought* project. We are so grateful that you were willing to share your experiences with us. The academic team would also personally like to thank the Steering Group members: Stuart Eno, John Kelleher, Jane Alcorn, Ailsa Brannan (Fosterplus), Ian Watson, Claire Lightowler and Laura Steckley. Your advice, energy, ideas and commitment has been outstanding throughout the project and we could not have done it without you.



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SECTION 1: INTRODUCTION TO THIS PACK

This *Facilitators' Pack* has been designed to provide the support and materials that trainers and facilitators will need to run *Reflective Workshops* in their organisations¹. The main aim of the *Reflective Workshop* is to introduce participants to the key concepts and issues involved in the symbolic use of food, drawing on the findings of an Economic and Social Research Council (ESRC) funded research project 'Food Practices in an Institutional Context: Children, Care and Control' (referred to as the *Food and Care Study - FaCS*). The study explored the role of food and the taken-for-granted meanings of food practices in the care of looked-after children. It was carried out by Samantha Punch, Ruth Emond, Ian McIntosh and Nika Dorrer at the School of Applied Social Science at the University of Stirling.

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The *FaCS* findings are summarised in the form of a *Resource Handbook* which accompanies this Pack² and a separate leaflet for children. The research indicated that food had a powerful role in both children and adults' experiences of giving and receiving care. Indeed, food took on significant symbolic meaning, often being used to stand for and communicate the thoughts, feelings and beliefs of both children and adults

The Background to the Pack

After the research findings were published, practitioners asked for more guidance about ways to maximise the therapeutic potential of food and apply the research findings to their everyday practice. As a result, the ESRC funded a follow-up project (*Food for Thought*) in order to produce specific resources for those working directly with looked-after children and young people. These resources, which included this *Facilitators' Pack*, were co-created by the research team at University of Stirling and representatives from the Partner Agencies.

¹If you would like one of the project team to run the training for you, please discuss arrangements and prices with Ruth Emond at Stirling University in the first instance: h.r.emond@stir.ac.uk

²Additional hard copies of the *Resource Handbook* can be obtained from the University of Stirling from h.r.emond@stir.ac.uk or s.v.punch@stir.ac.uk or ian.mcintosh@stir.ac.uk or can be downloaded from the *Food for Thought* website: www.foodforthoughtproject.info/resources



Lessons from the Workshop Pilots

Working groups were held with foster carers, residential workers and managers to design, develop and pilot the workshop and the associated materials. Feedback from these working groups as well as from workshop facilitators was then used to make adjustments to the content, activities and timings of the programme as well as the style of delivery. All participants at the pilot workshops who cared directly for looked-after children said that they would recommend the workshop to colleagues.

Developing the Pack

The *Facilitators' Pack* was then reviewed by an independent trainer unfamiliar with the research. Her feedback was used to strengthen the pack, making it more helpful for inexperienced trainers or those unfamiliar with the research and easier to navigate for all facilitators. In addition, a new section, drawing largely on the feedback from the pilots, was added to offer specific guidance for facilitators (Section 5).

The Users of this Pack

It is anticipated that the facilitators who will use this Pack will include practice-based staff who have a responsibility for staff development, people who are interested in the research findings and wish to share these with their colleagues, as well as more experienced trainers who are comfortable with the facilitation aspects but perhaps less familiar with the research.

Using the Pack

The Pack is divided into 10 sections each designed to help facilitators to prepare and deliver the *Reflective Workshops*. The first 4 sections provide a background to the research, the workshops and how the workshops link with the other *Food for Thought* resources. The next 5 sections provide all the materials that facilitators will need to plan and deliver the workshops together with some guidance on how best to perform their role as workshop facilitator. The final section recommends further reading and links to other resources.

The Pack has been written and structured in a way that allows facilitators to access the level of guidance they need. For example, more experienced trainers may not need to spend much time on Section 5 - Practical Guidance for Facilitators, while those less familiar with the research may wish to spend more time on Section 3 - Overview of the *Food and Care Study*. It is recommended that all facilitators review Section 4 - Links to other *Food for Thought* resources.

Downloading the Materials

Copies of this *Facilitators' Pack* (which includes all handouts) and all PowerPoint slides for the Reflective Workshops can be downloaded from the *Food for Thought* website³. The handouts are also available to download by themselves to ease the production of multiple copies for workshop participants. Three handouts (the programme, invitation letter and evaluation form) are also in word format as facilitators may wish to adapt these according to their own organisational practices.

Taking Ownership of the Workshops

It can be difficult to run workshops that someone else has designed. It is therefore important that facilitators feel able to adapt the programme and materials to suit their needs. The feedback from the pilots and the practical guidance offered in this Pack should assist facilitators to make appropriate decisions about where and how to make any adjustments.

³*Food for Thought Resources* can be found at www.foodforthoughtproject.info/resources



SECTION 2: INTRODUCTION TO THE REFLECTIVE WORKSHOPS

Reflective Workshops provide an opportunity for staff and foster carers to hear about the *FaCS* research findings and to think with others about how these might apply to their own care practice. The aim of the workshop is not to impart a series of specific actions or outcomes as a result of individuals participating in the workshops, but rather, to raise awareness that food matters, beyond nutrition, and that it is linked to all aspects of how we care and are cared for.

It is hoped that an increasing number of residential workers, foster carers and others with an interest in food and care will be offered an opportunity to attend a *Reflective Workshop* run by, or on behalf of, their organisation.

Learning Objectives for Participants

- To develop an intellectual and emotional understanding of the role of food and its relationship to personal values, attitudes and behaviours
- How this might be consolidated and improved
- To increase their awareness of the *FaCS* research
- To develop an understanding of the theoretical underpinnings of the research and, in particular, the concept of food as a symbol with meanings that go beyond nutrition
- To become familiar with the *Resource Handbook* and able to link theory to research findings and use the Handbook as a resource for examples and reflection
- To hear and learn from fellow participants
- To be able to recognise the symbolic role of food in everyday situations – their own and others
- To develop an understanding of the purpose and process of using the Reflective Tool to identify food related values, attitudes, preferences and meanings for themselves and for the individual children in their care
- To develop their understanding of the role of individual and peer support meetings to use reflections to improve the direct care experience for children.



Workshop Content

The workshop programme (Section 6) has been structured in a way that encourages reflection on four major themes identified in the findings from the *Food and Care Study* and outlined in the *Resource Handbook*:

Part I	Considers food and residential care in context
Part II	Focuses attention on managing food routines
Part III	Identifies issues around food, feelings and relationships
Part IV	Looks at food and tensions within residential care

Workshop Design

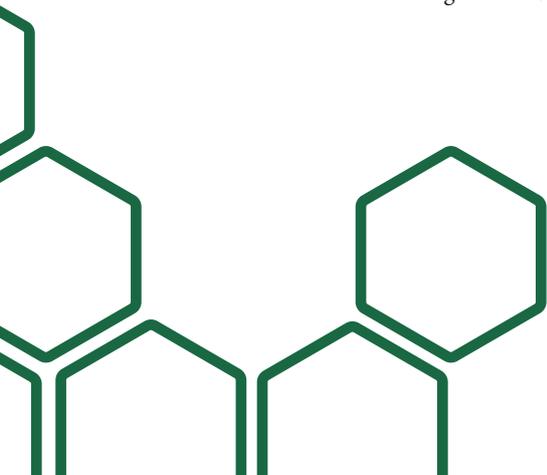
People have different preferences for how they like to learn. The workshop programme includes presentations, a range of participative activities, case studies to read and group discussions. These different elements have been deliberately chosen to ensure that all learning styles⁴ have been catered for. The activists will enjoy participating in the activities, the theorists will appreciate hearing about the research, the reflectors will take the opportunity for observation and thinking, and the pragmatists will like selecting the learning that makes most sense for them.

Workshop Evaluation

The *Food for Thought* project will continue to be evaluated over the next 5 years. It is hoped that facilitators will share the feedback they gather from participants and, if the organisation's in-house evaluation form is used, please try to encourage participants to complete the one page evaluation form as well (Section 9). The Stirling University team are also keen to contact participants after several months to ask whether any of the learning from the workshop has been integrated into practice. Copies of the participants' evaluation form (including any in-house evaluations) and the future feedback form (Section 9) should be sent to:

*Ruth Emond, School of Applied Social Science,
University of Stirling, STIRLING, FK9 4LA*

⁴Honey, P. and Mumford, A. (1982) *Manual of Learning Styles*, London: P. Honey. Honey and Mumford identify 4 learning styles – activists, theorists, reflectors and pragmatists. See also Kolb, David A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, N.J: Prentice-Hall.



SECTION 3: OVERVIEW OF THE FOOD AND CARE STUDY

The *Food and Care Study (FaCS)* looks at the taken-for-granted meanings of food rather than just its nutritional value. The issue of children's nutrition is, of course, important. However, *FaCS* stresses that food and food practices have additional value – they hold symbolic meanings for people, groups and societies. Sometimes, those meanings are shared but sometimes they are not. They are often bound up with the meanings that have been communicated to us as we have grown up or spent time within a group, culture or sub-culture.

FaCS looked at the meanings that food and food practices have for both children and staff within the context of residential child care. In a residential setting, unrelated children come together to live under the same roof. They share mealtimes, food and experiences when they are in that setting, but they bring with them many different understandings about food and the rituals and routines that surround it. In addition, staff members also bring their different understandings, meanings and values around food to the work setting – the residential care home. The care home is therefore a 'melting pot' of meanings and understandings surrounding food and food practices. This can create challenges and opportunities for children and care staff.

Similar challenges can be experienced in foster care homes. Like residential care, the children being looked after have to learn the rules, routines and practices that the foster family may have established over considerable time. However, as the foster family is a single unit, the 'family culture' may be relatively easy to identify and be potentially more 'fixed'. In a residential care home, several 'family cultures' can be represented by different staff and children.

In both situations described above, a considerable amount of adjustment and re-adjustment needs to happen both for carers and children. Staff and foster carers have to become aware of their own, sometimes unconscious, meanings around food as well as those of the children in any particular group.

The *Food and Care Study* researched the different meanings surrounding food in three different residential care settings for looked after children in Scotland. In order to get a sense of how food was used day-to-day, one of the researchers spent twelve weeks in each home, observing and taking part in the daily (and nightly) routines. In addition to the informal conversations with children, the researchers conducted 12 group and 49 individual interviews with children, managerial staff, care workers, cooks, administrative and domestic staff. Sixteen children, between the ages of 9 to 18, and 46 staff members took part in interviews or focus groups.



The Resource Handbook

The research findings are presented in the *Resource Handbook*⁵ and structured as follows:

<u>Part I</u>	Theme - Food and residential care in context	pp3-5
<u>Part II</u>	Theme - Managing food routines	pp6-14
<u>Part III</u>	Theme - Food, feelings and relationships	pp15-20
<u>Part IV</u>	Theme - Food and tensions within residential care	pp21-34

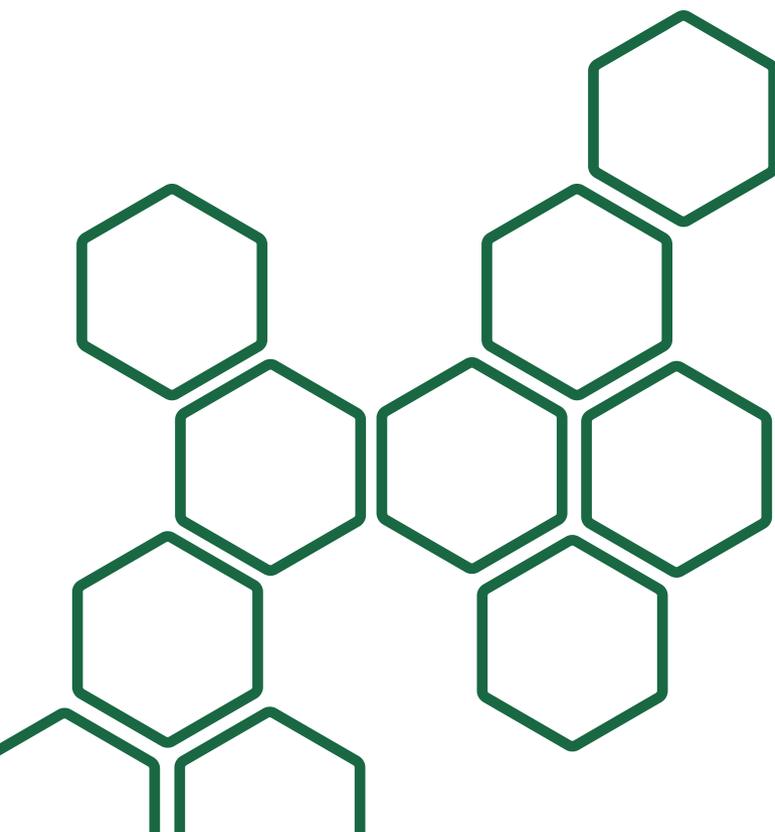
The Key Messages from the Research

- Food is an ordinary, everyday, aspect of providing care. The interactions and meanings that surround it are rarely questioned or brought into consciousness.
- Food is used symbolically. Dynamics between and amongst staff, carers and children, tensions between different demands and care aims are played out through food. The food practices of a residential or foster home provide a window into the fabric of the home.
- Food practices are carried out in context-specific ways. Just as there are many ways of being a family, there are many different ways of being a residential home. Food practices can depend on factors such as the manager's role, the ethos and identity of the unit, the dynamics of the staff team, the dynamics of the children's resident group, and fluctuations between crisis and non-crisis situation.
- Food practices can be shrouded in ambivalence and ambiguity. They may be intended in one way (e.g. to be caring) but interpreted by someone else, such as a child, in another (e.g. to be controlling). The symbolism of meanings around food practices can be different between children and staff, but also between different children and between different staff.
- Food practices in a residential home can reflect a fear of "the institution". The residential home is simultaneously home, institution and workplace and the assumption can be that all care has to be provided in a "family-like" way. The key issue here is about whether the structure, routines and guidance enable and aid the well-being of all, rather than act in a way that disempowers or constrains.
- Staff, foster carers and children need to be allowed flexibility and room to shape and negotiate their relationships and food practices. Where practice is determined by risk prevention, it can become too rigid to accommodate children's needs.

⁵The *Resource Handbook* can be downloaded from www.foodforthoughtproject.info/resources

The Implications for Policy and Practice

- Food practices can provide a barometer for how a children's home or foster family are functioning. By reflecting on the practices and attitudes toward food, staff, carers and children can monitor the ethos and culture of the unit or family and the changes occurring within it, over time.
- Food can be a useful tool in helping children recover from past neglectful or abusive experiences. It lets staff "do" care, rather than just "say" care.
- Food and the practices around it provide children and adults with means to express and manage feelings. This is not always done at a conscious level and by working with and responding to the food-based behaviour staff and carers can work with powerful feelings in a less threatening way.
- Food is central to the building and sustaining of relationships. It is important that thought is given to the opportunities that exist around food practices to help children make and learn about relationships and how they work.
- There are many alternative ways of doing food. Residential homes, carers and policy makers have good reasons for what they do, but the complexity needs to be acknowledged and discussed.
- Food interlinks with all aspects of the spectrum of care aims. It is important to help people to understand this and how it impacts on children, carers and residential life.
- Individual practices in relation to food can contribute to the wider assessment and deepening understanding of a child or young person.



SECTION 4: OTHER FOOD FOR THOUGHT RESOURCES

The *Facilitators' Pack* is one of a number of *Food for Thought* resources, each with its own specific purpose and designed to be aligned, supported and enhanced by the other resources. Participants of the *Reflective Workshops* will benefit from accessing and using these other resources.

The Interactive Introduction

The *Interactive Introduction* to *Food for Thought* has been developed in recognition that it can be difficult for carers and workers to get to a *Reflective Workshop* at a time of their choosing. This short online guide introduces the user to some of the key concepts relating to *Food for Thought*. It aims to raise awareness of the symbolic use of food and how this relates to care. Users are asked to reflect on their own experiences and relate these to some of the key findings of our research.

The Reflective Tool

The *Reflective Tool* is intended to be used by individual carers or residential workers after they have attended the *Reflective Workshop* or completed the *Interactive Introduction*. Attending a workshop is not a pre-requisite for using the *Reflective Tool* but it is expected that carers and residential workers will understand its purpose better once they know more about the *Food for Thought* concepts, how food is used symbolically and how this relates to looked after children. The *Reflective Tool* will guide users through a series of questions and prompts to create a 'snap shot' of their personal food-related interactions with **individual** children

in their care. It is intended that through such reflection, carers working in any context will be more able to articulate issues and understand the significance of their own, as well as the young person's behaviours, values, expectations and so on.

The *Reflective Tool* can be used on screen or in hard copy and, for increased confidentiality, pen names, rather than real names, can be used for individual children. The information in the *Reflective Tool* does not need to be shown to anyone else, it is simply a way to record thoughts and issues about individual children so that progress over time can be seen more easily or discussions with supervisors or support workers can be focussed on specific topics of immediate relevance. In addition, the *Reflective Tool* can also be used to encourage reflection prior to foster care support meetings, group supervision discussions or staff meetings.

The Reflective Tool Guidance

The *Reflective Tool* Guidance talks first time users through the purpose and functionality of the *Reflective Tool*. The guidance is provided separately to avoid having to reprint it every time the *Reflective Tool* is used.



The JOTIT Notebook

The *JOTIT Notebook* is essentially a simple reflective notebook. It is intended as a space for carers, residential staff or even young people to write down food related reflections or events as they occur. It can be used creatively, for example, by pasting in pictures or adding drawings as well as, or instead of, writing. Carers and staff may not have many opportunities for lengthy periods of structured reflection, so this provides a way to collect reminders of issues and events as they happen for those times when reflection is more possible. They may choose to review their *JOTIT* notes prior to completing the *Reflective Tool*, in preparation either for supervision with managers or support workers or prior to peer support discussion. If it is used together with young people it can help to facilitate food-related discussions.

The Peer Support Guidance

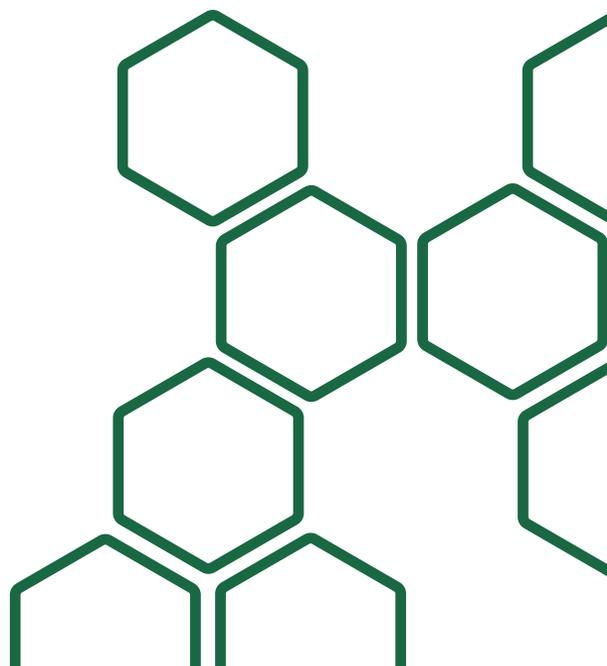
Peer Support Guidance is provided for facilitators and supervisors who will be running the peer support discussions rather than for the carers or residential staff themselves. Whilst the *Reflective Workshops* primarily

concentrate on raising awareness and engaging in introductory discussion about the role of food in care, carers and residential workers may need opportunities to discuss these issues in relation to the situations they are facing on a day-to-day basis. Peer support groups which focus on food practices provide opportunities to share experiences or concerns about food and to learn with and from others in similar situations. Facilitators of peer support meetings may not be the same people as those running the *Reflective Workshops*.

The Food for Thought Video

Two members of the original *Food and Care Study*, Ruth Emond and Samantha Punch, talk through some of the key findings from the research. There is a short four minute version available from the home page on the *Food for Thought* website, and a longer version on the resources page⁶.

⁶All the complementary Food for Thought resources can be found at:
www.foodforthoughtproject.info/resources



SECTION 5: PRACTICAL GUIDANCE

This section of the *Facilitators' Pack* offers some practical guidance and tips for facilitators, many of which emerged from the lessons from the pilots. Some of these will be obvious to more experienced trainers. At the end of this section we have provided two checklists which may be useful for helping to prepare the practicalities before and during the workshop.

Role of the Facilitator

Feedback from the pilots stressed how important the facilitator was in making the *Reflective Workshops* a success. Working group participants suggested that the best facilitators are those who are warm and friendly, are enthusiastic about the subject and believe that it matters, understand the wider context and enjoy discussing ideas.

Being Familiar with the Research

The experience from the pilots was that most participants had not read the *Resource Handbook* before they participated in the *Reflective Workshop* and that it is therefore helpful for facilitators to make links to the handbook during the workshop. Such links help the participants to become more familiar with the research and to navigate around the handbook. It is therefore important that facilitators are familiar with the research findings and the structure of the *Resource Handbook*.

Being Familiar with the Workshop Materials

All the workshop materials are available in this pack. Facilitators may find it helpful to work through the activities themselves beforehand so that they can experience the learning process first-hand, identify some of the issues that may arise, test out the timings and think about the briefing required to explain each activity.

Handouts for Participants

It is expected that participants will be offered a package of all the materials they will need during the workshop and as a resource to take away. The handouts consist of the programme, a copy of the PowerPoint slides (for 1-Day or Two ½-Days), three case studies, a workshop evaluation sheet, a future feedback form and a certificate of attendance. The *Food for Thought Resources* which should also be included are a *Resource Handbook*, a *Reflective Tool* and a *JOTIT Notebook*. Note that the programme and evaluation form are also available as word documents so can be adapted to suit organisational needs.

Selecting the Participants

Each *Reflective Workshop* is expected to run with around 12 participants. Feedback from the pilots suggested that participants appreciated having a mixed group (e.g. foster carers, social workers, support workers, managers and so on) as this provided valuable insights into each other's roles. However, individuals were likely to gain less from the workshop where they felt isolated from their peers (e.g. where they were the only foster carer in the workshop). Facilitators reported that they appreciated having one or two participants who were familiar with the organisational culture and policy such as managers or support workers. This ensured that discussions, where relevant, included reflection on the intended purpose of



such policies. All of this suggests that careful thought should be given to the selection of participants in each workshop, and where a mixed group is selected, how their specific and professional needs can best be met.

Setting the Workshop in Context

It can be helpful for participants if the facilitator sets out the local or organisational context for the *Reflective Workshop*. This may only be a few words at the beginning of the workshop or in the written invitation to participate in the workshop (suggested text for an invitation is provided in Section 9, also available as a word document). It can help participants understand the relative importance of the subject matter and how it links with other work or discussions taking place.

Links to Training

In order to make best use of the learning gained from the *Reflective Workshop*, the facilitator should encourage participants to consider how a symbolic consideration of food practices links to their existing theoretical knowledge or to any learning and development that they have previously received. It is important for the facilitator to discuss with the organisation what training the group might have already received and to consider in advance how this links with the symbolic use of food. Most commonly, participants will have had access to training relating to theories of child development, attachment, loss and change, resilience as well as current practice initiatives (e.g. Getting it Right for Every Child). All of these perspectives have overlaps with the ideas being presented at the workshops. Additional resources are listed at www.foodforthoughtproject.info and may be useful in helping the facilitator to make these links.

Emotional Content

Feedback from the pilots found that the content of the workshops can generate strong emotions for some participants. It is therefore important that facilitators consider how they can stay alert to this and are able to offer support where

appropriate. Facilitators should plan how best to warn participants about this potentially happening. Warming up the group, establishing the ground rules and helping participants to develop trust in each other and the process are all critical.

Developing Trust

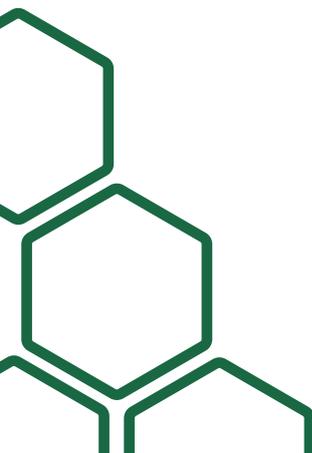
If the participants form a mixed group, then they may not know each other well. They may also not know the facilitator well. It is therefore important, in order to foster trust, that attention is given to how people are introduced and encouraged to get to know each other. Trust building and introductions could begin with the written invitation sent to participants prior to the workshop which can be used to explain who else is being invited.

Choosing which Programme

The programme has been designed to be delivered either in one full day or over two half days. Facilitators should consider participants' working patterns, commitments and preferences when choosing which programme to deliver. The workshops should last around 5-6 hours in total depending on how much time is available. Facilitators may wish to extend the sessions to allow more time for discussion.

Adapting the Programme

It is crucial that the facilitator feels comfortable with the workshop content, timings and style of delivery. It is also important that the participants feel that the workshop content and style of delivery suits their organisational needs. Therefore, it may be necessary to make some adjustments to the programme. If elements of the discussion under each of the four research themes needs to be curtailed, then facilitators can refer participants to specific *Food for Thought Resources* (Section 4) that they can access after the workshop. If one or two of the activities need to be skipped, then facilitators should select these with a view to maintaining a balance across the four learning styles (Section 2).



Delivering the Presentation

There are two PowerPoint presentations available for facilitators to download from the Food for Thought Website: one for a 1-day workshop (23 slides) and one for a 2-day workshop (28 slides). The five extra slides are used to top and tail the two sessions. Three of the slides have embedded audio and so will ideally require audio equipment.

Facilitators' Checklist: Before the Workshop

A number of steps will need to be taken in preparation for the workshop. Items on the list may seem obvious but having a checklist will reduce the chance that something gets forgotten. Add any other items to the list.

Have you?

- Booked the room?
- Ordered catering – remembering that ingredients are required for the meal? (see p17)
- Secured equipment (laptop, screen, audio, flip charts and pens, seating arrangements, name cards etc.)?
- Found out about any housekeeping issues (fire alarms planned, exits, toilets etc.)?
- Arranged any extras such as sweets/fruit/ water?
- Considered who to invite to each workshop to achieve an appropriate grouping of people?
- Sent pre-course invitation and information – purpose, dates, venue, directions and arranged parking if needed?
- Checked that you have access to the technology you need, e.g. audio?
- Made arrangements for follow up – e.g. *Reflective Tool/Peer Support*
- Liaised with managers and support workers if appropriate re follow up for next stages
- Familiarised yourself with the research and *Food for Thought* resources?
- Gone through the activities yourself?
- Prepared packs for participants - *Resource Handbook, Reflective Tool, JOTIT Notebook*, copy of slides, case studies, workshop evaluation sheet, future feedback form, etc?
- Considered whether you need any support to prepare or deliver the workshop, and if so, where you will get it?

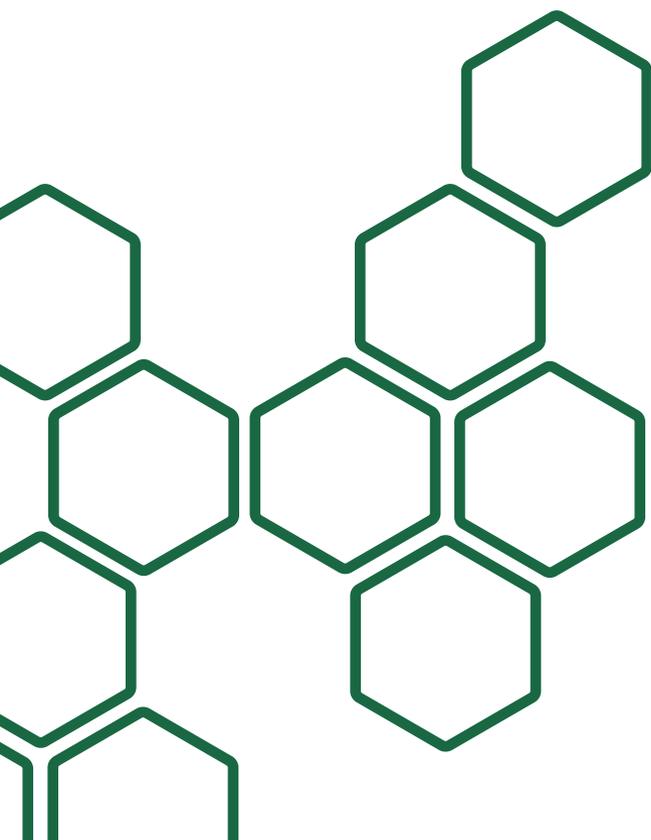


Facilitators' Checklist: Delivering the Workshop

A number of steps will need to be taken at the beginning of, or during, the workshop. Items on the list may seem obvious but can be useful. Add your own items to the list.

Have you?

- Set up the room (laptop, screen, audio, flip charts and pens, seating arrangements, name cards etc.)?
 - Advised the participants about fire alarms, location of toilets, etc?
 - Checked that everyone can see/hear the facilitator and screen and that the room is accessible for everyone?
 - Checked whether anyone has to leave early?
 - Issued the packs to each participant?
 - Clarified the start, break and finish times?
 - Paid attention to the emotions in the room?
 - Checked your time-keeping?
-



SECTION 6: WORKSHOP PROGRAMMES

Facilitators can customise their own programmes to suit the needs of the participants. Two programmes were piloted and they are offered here as suggestions. One was a one-day programme (5 hours) and the other was spilt over two consecutive half-days (3 hours each). Feedback suggested that both programmes had their strengths and weaknesses depending on the preferences and constraints of the participants (or their employer).

Feedback also indicated that the pace of the programmes was appropriate. The suggested programmes are set out below in some detail and with clear timelines. While more experienced trainers may be more used to dividing a programme into larger blocks of time (e.g. designing the blocks around each of the four research themes) this detailed timeline is likely to be helpful to those facilitators who prefer a guide to maintain the pace of the workshop.

All slides for the workshop can be found in Section 7 of this Pack, all activities in Section 8 and all handouts in Section 9 (including a word version of the programmes to enable adaptation if necessary).

Preparing and Eating a Meal Together

One often taken for granted aspect of training workshops is the opportunity for participants to eat together. In relation to this particular workshop, the opportunity to prepare and eat a meal together, whether this be breakfast, brunch or lunch, allows participants to experience mealtimes in a non-domestic setting that is perhaps unfamiliar to them and with people who are perhaps unknown to them. This therefore offers a potentially valuable opportunity for insight and learning very relevant to this programme. It is recognised that it may be difficult for facilitators to secure funding for a meal and so an alternative approach is explained in the notes for Activity 5 (Section 8).



OPTION 1: THE 1-DAY PROGRAMME

This programme is delivered in one day starting at 10am and finishing at 3pm. Facilitators can agree the exact timings with participants but feedback from the pilots suggested that these timings fit in with participants' needs (e.g. dropping off and collecting children).

1-DAY PROGRAMME

10:00

Slide 1

Activity 1

Welcome and introductions

Purpose

To welcome participants and put them at ease.

10:15

Slides 2-4

18

10:25

Activity 2

Presentation - Workshop Overview

- What the *Reflective Workshop* is about
- Overview of broad learning objectives.

Purpose

This section is intended to provide a brief overview of the Workshop so that participants begin to feel more settled and start to anticipate the learning they can expect.

Activity - Participants' Hopes and Fears

- Agree ground rules

Purpose

To help participants to express any concerns they may have at the start of the Workshop and to identify their aspirations for the Workshop.

10:35

Slides 5-8

Presentation - Food as a Symbol

- Introduce *Food and Care Study*
- Introduce *Resource Handbook*

Purpose

Participants start to consider the wider meanings attached to food.





<p style="font-size: 24pt; margin: 0;">10:50</p> <p style="font-weight: bold; margin-top: 20px;">Activity 3</p>	<p style="font-weight: bold; margin-top: 0;">Activity - Personal Food Reflections</p> <hr style="border: 0.5px solid #ccc; margin: 10px 0;"/> <p>Purpose</p> <p>Helps participants to form an emotional understanding of the issues of food and to help reconnect with the powerful significance of food in childhood.</p>
<p style="font-size: 24pt; margin: 0;">11:05</p> <p style="font-size: 14pt; margin: 0;">Slides 9-10</p>	<p style="font-weight: bold; margin-top: 0;">Presentation - Food and the Residential Care Context</p> <ul style="list-style-type: none"> Discussion <hr style="border: 0.5px solid #ccc; margin: 10px 0;"/> <p>Purpose</p> <p>Illustrates how food has a role in significant areas of care provision – creating a home, creating autonomy and equality, managing transitions, recovery, building and sustaining relationships, care and control and structure and routines (Part I of <i>Resource Handbook</i>).</p>
<p style="font-size: 24pt; margin: 0;">11:20</p>	<p style="font-size: 24pt; margin: 0;">COFFEE/COMFORT BREAK</p>
<p style="font-size: 24pt; margin: 0;">11:35</p> <p style="font-size: 14pt; margin: 0;">Slides 11-12</p> <p style="font-weight: bold; margin-top: 10px;">with audio</p>	<p style="font-weight: bold; margin-top: 0;">Presentation - Managing Food Routines</p> <hr style="border: 0.5px solid #ccc; margin: 10px 0;"/> <p>Purpose</p> <p>Explains how food routines can become established and ritualised rather than spontaneous and responsive (Part II of <i>Resource Handbook</i>).</p>
<p style="font-size: 24pt; margin: 0;">11:40</p> <p style="font-weight: bold; margin-top: 20px;">Activity 4</p>	<p style="font-weight: bold; margin-top: 0;">Activity - Case Studies on Food Routines</p> <ul style="list-style-type: none"> Discussion <hr style="border: 0.5px solid #ccc; margin: 10px 0;"/> <p>Purpose</p> <p>Participants reflect on <i>FaCS</i> findings and food routines through case studies.</p>
<p style="font-size: 24pt; margin: 0;">12:20</p> <p style="font-size: 14pt; margin: 0;">Slide 13</p>	<p style="font-weight: bold; margin-top: 0;">Presentation - Food, Feelings and Relationships</p> <hr style="border: 0.5px solid #ccc; margin: 10px 0;"/> <p>Purpose</p> <p>Explores issues relating to building relationships and expressing or repressing feelings (Part III of <i>Resource Handbook</i>).</p>



<p>12:30 Activity 5</p>	<p>LUNCH - WITH ACTIVITY</p>
<p>13:00 Slides 9-10</p> <p>Activity 5 continued</p>	<p>Activity – Observations over lunch</p> <ul style="list-style-type: none"> • Discussion <hr/> <p>Purpose</p> <p>Personal experience of food purchase/preparation and eating together in practice.</p>
<p>13:25 Slides 14-15</p>	<p>Presentation – Food and Food Tensions within Residential Care</p> <hr/> <p>Purpose</p> <p>Encourages consideration of some of the tensions around creating a home whilst also meeting workplace obligations (Part IV of <i>Resource Handbook</i>).</p>
<p>13:30</p> <p>Activity 6</p>	<p>Activity - Pair and Share: Care vs Control</p> <ul style="list-style-type: none"> • Discussion <hr/> <p>Purpose</p> <p>Raises awareness about some of the tensions between care and control and provides opportunities for participants to share views, values and experiences.</p>
<p>14:10 Slides 16-17</p> <p>with audio</p>	<p>Presentation – Power and Control</p> <hr/> <p>Purpose</p> <p>Examples illustrate issues around power and control.</p>
<p>14:15 Slide 18</p>	<p>Presentation – Implications for Practice</p> <hr/> <p>Purpose</p> <p>Review of the issues so far and relates them back to the practice context before moving on to look at additional <i>Food for Thought Resources</i>.</p>

14:20

Slides 19-20

Presentation - Looking Forward

- Explain the *Reflective Tool*
- Explain the *JOTIT Notebook*
- Explain *Peer Support*
- Explain *Interactive Introduction*

Purpose

Provide continuity and awareness of the support available after the training.

14:40

Slide 23

Activity – Review: Pulling it all Together

- Discussion about next steps
- Action planning
- Questions and final points

Purpose

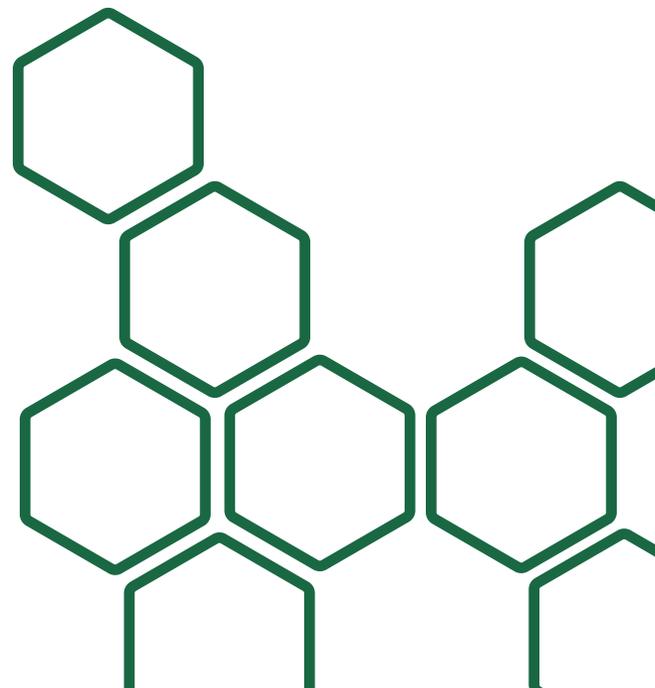
Review the learning and plan for any next steps.

Activity 7**14:55**

Slide 24

Review – Participant Feedback

- Hand out and then collect feedback sheets to send on to Stirling University

15:00**CLOSE**

OPTION 2: THE TWO ½-DAYS PROGRAMME

This option may suit participants who have to arrange childcare cover (e.g. foster carers) or who prefer shorter workshops. Each half-day session lasts 3 hours and offers more time for activity and discussion than the 1-day programme. The suggested programme below assumes that both sessions are morning sessions, starting at 10am and finishing at 1.00pm. Where workshops take place in the afternoon, the second session would begin with preparing and eating lunch together.

DAY 1: FIRST SESSION

10:00
Slide 1

Welcome and introductions

Activity 1

Purpose

To welcome participants and put them at ease.

10:15
Slides 2-4

Presentation - Workshop Overview

- What the *Reflective Workshop* is about
- Overview of broad learning objectives.

Purpose

This section is intended to provide a brief overview of the Workshop so that participants begin to feel more settled and start to anticipate the learning they can expect.

10:25

Activity - Participants' Hopes and Fears

- Agree ground rules

Activity 2

Purpose

To help participants to express any concerns they may have at the start of the Workshop and to identify their aspirations for the Workshop.

10:45
Slides 5-8

Presentation - Food as a Symbol

- Introduce *Food and Care Study*
- Introduce *Resource Handbook*

Purpose

Participants start to consider the wider meanings attached to food.



11:00

Activity - Personal Food Reflections**Activity 3****Purpose**

Helps participants to form an emotional understanding of the issues of food and to help reconnect with the powerful significance of food in childhood.

11:20

Slides 9-10

Presentation - Food and the Residential Care Context

- Discussion

Purpose

Illustrates how food has a role in significant areas of care provision – creating a home, creating autonomy and equality, managing transitions, recovery, building and sustaining relationships, care and control and structure and routines (Part I of *Resource Handbook*).

11:40

COFFEE/COMFORT BREAK

11:55

Slides 11-12

Presentation - Managing Food Routines**with audio****Purpose**

Explains how food routines can become established and ritualised rather than spontaneous and responsive (Part II of *Resource Handbook*).

12:00

Activity - Case Studies on Food Routines

- Discussion

Activity 4**Purpose**

Participants reflect on *FaCS* findings and food routines through case studies.

12:40

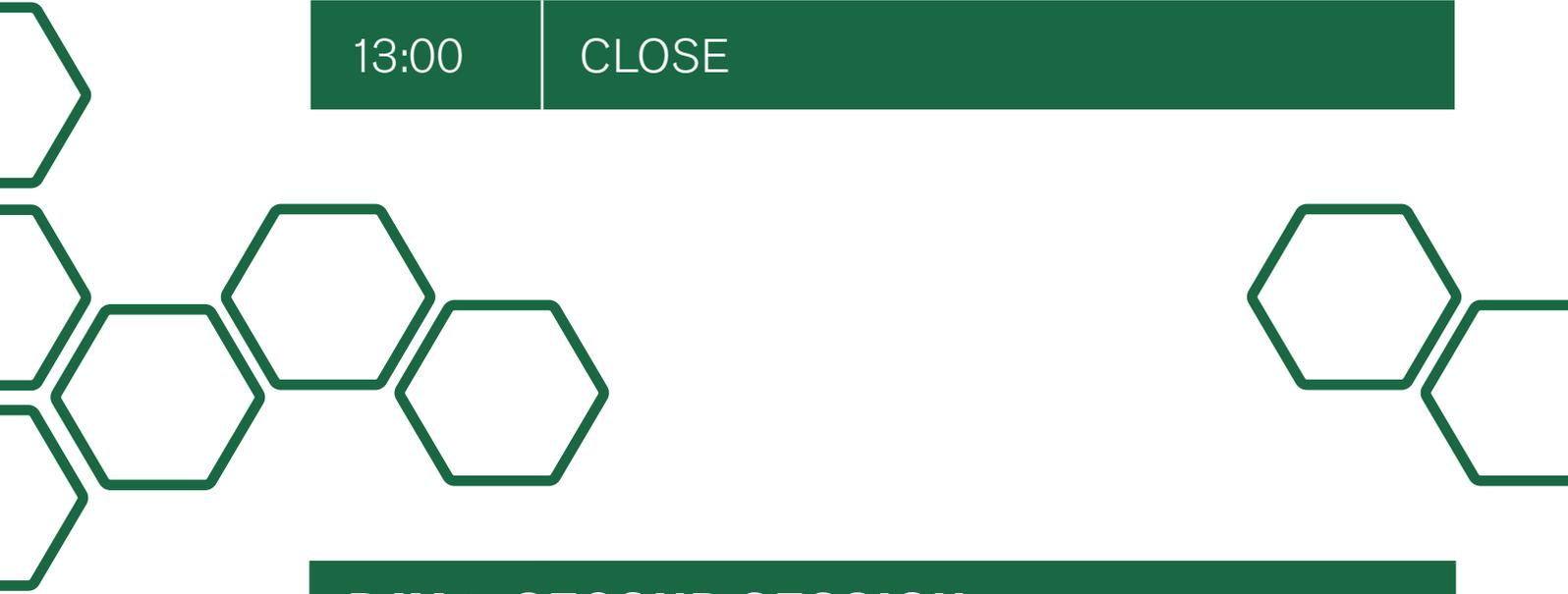
Slide 13

Presentation - Food, Feelings and Relationships**Purpose**

Explores issues relating to building relationships and expressing or repressing feelings (Part III of *Resource Handbook*).

<p>12:50 Slides 14-15</p>	<p>Review</p> <hr/> <p>Purpose Review the learning and plan for the next workshop.</p>
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<p>13:00</p>	<p>CLOSE</p>
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DAY 2: SECOND SESSION

<p>10:00 Activity 5</p>	<p>Welcome - with brunch</p>
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<p>10:30 Slides 16-18</p>	<p>Activity – Observations over brunch</p> <ul style="list-style-type: none"> • Discussion • Link to learning from previous session <hr/> <p>Purpose Personal experience of food purchase/preparation and eating together in practice.</p>
<p>Activity 5 continued</p>	

<p>10:55 Slides 19-20</p>	<p>Presentation – Food and Food Tensions within Residential Care</p> <hr/> <p>Purpose Encourages consideration of some of the tensions around creating a home whilst also meeting workplace obligations (Part IV of <i>Resource Handbook</i>).</p>
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11:00

Activity – Pair and Share: Care vs Control

- Discussion
-

Activity 6**Purpose**

Raises awareness about some of the tensions between care and control and provides opportunities for participants to share views, values and experiences.

11:40

Slides 21-22

Presentation – Power and Control**with audio****Purpose**

Examples illustrate issues around power and control.

11:50

Slide 23

Presentation – Implications for Practice**Purpose**

Review of the issues so far and relates them back to the practice context before moving on to look at additional *Food for Thought Resources*.

25

11:55

COFFEE/COMFORT BREAK

12:10

Slides 24-27

Presentation - Looking Forward

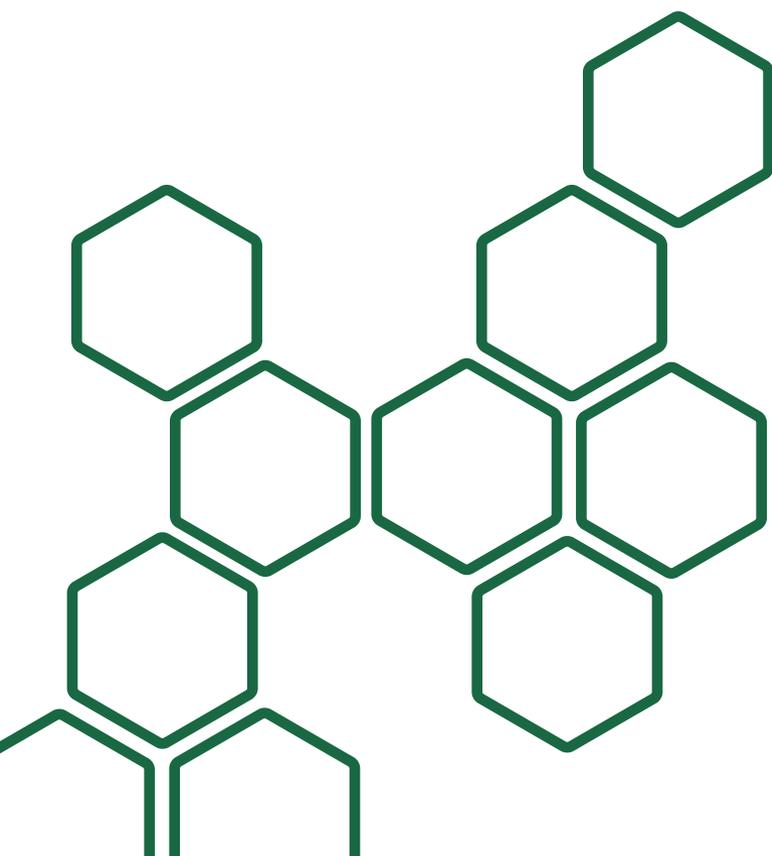
- Explain the *Reflective Tool*
 - Explain the *JOTIT Notebook*
 - Explain *Peer Support*
 - Explain *Interactive Introduction*
-

Purpose

Provide continuity and awareness of the support available after the training.



12:30 Activity 7	Activity - Review <hr/> Purpose Opportunity to review the learning and to consider what has changed for them.
12:45 Slide 28	Review: Pulling it all Together <ul style="list-style-type: none">• Discussion about next steps• Action planning• Questions and final points <hr/> Purpose Plan for any next steps.
12:55 Slide 29	Review – Participant Feedback <ul style="list-style-type: none">• Hand out and then collect feedback sheets to send on to Stirling University
13:00	CLOSE



SECTION 7: WORKSHOP SLIDES AND GUIDANCE

This section contains images of all the slides required to deliver the two programmes suggested in the previous section. The notes below the slides are intended to guide the preparation and delivery of the *Reflective Workshop*. The notes for preparation should thus be read and considered **before** the workshop, while the notes for delivery are there as prompts **during** the workshop. The notes for delivery are also copied into the notes section on each of the slides in the PowerPoint presentation. These slides can be downloaded from the *Food for Thought* website. The slides will refer to the *Resource Handbook* and other *Food for Thought* resources as appropriate.

Using Audio

Three of the slides have embedded voice-overs and so audio equipment (speakers or a computer with in-built audio) is required. If, for any reason, the audio equipment does not work, then the interviews have been transcribed on to the slides and can be read on the screen by the participants, or read out by the facilitator.

Emotional content

Feedback from the pilots suggests that some of the activities can provoke strong memories and feelings for some participants. The notes on the slides and in the activities section warn facilitators to be prepared for this at particular points.



SLIDE 1



FOOD FOR THOUGHT

Reflective Workshop
Two ½ day workshops

Raising awareness of the power of food in
understanding and caring for looked after children

Partners

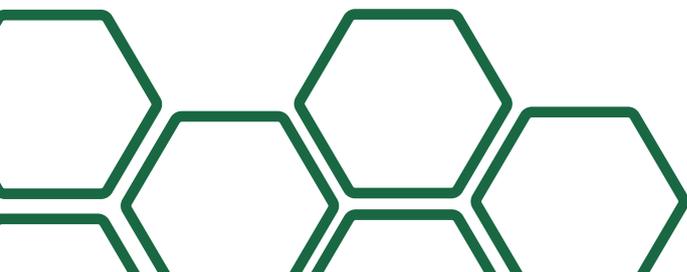
Funder

Notes for preparation

- Choose the 1-Day or 2-Day Programme slides depending on the workshop you are offering (i.e. there is a 2-Day version of this slide).
- Display as people are coming into the *Reflective Workshop*. Should confirm that they are in the right place and begin to raise their awareness of the partners involved in the development of materials.

Notes for delivery

- Leave slide up as people introduce themselves. **Activity 1 (Warm Up)**.



SLIDE 2

WORKSHOP AIMS

- To get us all thinking about the ways in which food is used by children and adults
- To focus on how food is used to communicate thoughts, actions, beliefs and relationships. Food can be a window into the everyday lives of children and carers
- To think about food within the context of looked after care

Notes for preparation

- Note that the workshop has been designed to be structured round a few slides followed by an activity.
- Links to the pages in the *FaCS Handbook* are provided on relevant slide notes. You should familiarise yourself with the research findings and think about additional examples as you prepare for delivering the Workshop.
- It is also helpful to get participants to look at the *Handbook* while you are delivering the Workshop.
- Depending on how the session has been intimated to attendees, people may come along thinking that they are coming to discuss nutrition
- Given the ethics involved in Activity 5 (Preparing and Eating a Meal Together), it is important to mention at the start that participants will be encouraged to reflect on their own food practices. Keep the comment broad and unspecific, eg. do not actually refer to the meal activity.

Notes for delivery

- Mention that the focus of the learning will not be on nutrition - we are not trying to minimise the importance of nutrition – just adding a different way of understanding the role of food in care.
- Mention how the session will be structured (timings, breaks etc), that it will involve people thinking, talking and doing, and will also involve participants reflecting on their own food practices.
- Mention that you hope it will be fun and that it makes sense to their everyday work with children and young people.
- Mention that food is a very powerful thing to think and talk about and, as we go through the session, participants might be surprised by the feelings or memories that are evoked.

SLIDE 3

RESOURCES FOR FOOD-BASED PRACTICE

- *Reflective Workshop*: raising awareness (also an *Interactive Introduction* – online)
- *Reflective Tool*: to think about the child you are looking after
- *JOTIT Notebook*: for capturing reflections about food issues as they occur
- *Peer Support*: using a specific group or staff meetings to explore these ideas and to think about intervention



Notes for preparation

- The Workshop should start people thinking about the symbolic nature of food and how powerful food can be in gaining understanding (or deepening understanding) of the children they care for as well as their own practices relating to food.
- The *Reflective Workshops* are supported by the *Reflective Tool* that is intended to be completed at home/workplace following the Workshops. We hope that participants will use the *Reflective Tool* over and over with individual children. The *JOTIT Notebook* supplements the *Reflective Tool*. It is intended to capture events and reflections as things happen.
- We know that changing the way people think and intervene only works if people have support. We have therefore also developed guidance to help staff or foster carer groups work together to develop intervention strategies.
- *Peer Support* sessions should help staff and carers to reflect together on issues that have arisen, either during the Workshop or as they complete the *Reflective Tool* or *JOTIT Notebook* on an individual child (see Section 4).

Notes for delivery

- Explain that there is a range of materials available and how materials fit together.
- Let participants know that you will talk more about the *Reflective Tool* later in the workshop.
- Mention that this workshop is not intended to focus on solutions but rather to raise awareness and introduce concepts. *Peer Support* sessions will have more of a solution focus.
- Stress that these tools were developed in partnership with representation from foster carers, social workers and residential workers from Aberlour Child Care Trust, Core Assets Scotland – Fostering, and Perth and Kinross Council as well as IRISS and CELCIS.
- The partnership was set up by academics at University of Stirling.
- You must mention that the development of the tools was funded by the ESRC (Economic and Social Research Council).



SLIDE 4

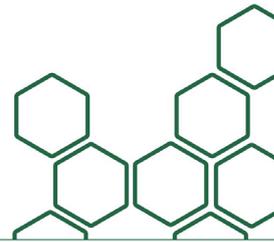
TODAY'S 'TAKE-AWAY' MENU...

Building on current knowledge

- Think differently about food
- Get the *Resource Handbook*
- Learn about the *Reflective Tool*
- Learn about how peer support can be used to think about food and care

Having fun

- Discuss with colleagues
- Try something new

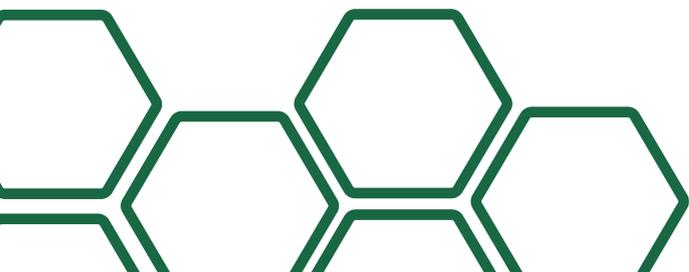


Notes for preparation

- Read the learning objectives for participants in Section 2 of the *Facilitators' Pack*.
- Prepare Activity 2

Notes for delivery

- Keep this slide up as you move into **Activity 2 (Hopes and Fears)**.
- Highlight concerns, expectations and aspirations.
- Leave slide up as you agree ground rules.



SLIDE 5

THINKING ABOUT CAKE

CONTEXT – FOR
BREAKFAST?



Many meanings

- a treat/relaxation
- pleasure/escape/guilt
- building relationships
- learning and participation
- as recognition – preferences
- makes you sad/feel excluded
- celebrates success/reward
- power: control/bargain/sanction vs refusal
- gets you noticed/creates time provides predictability
- ...?

Notes for preparation

- Chocolate cake used as an example to illustrate the different meanings that food can have in different contexts.
- Most people will have a view and some experience of chocolate cake or cake in general.
- The *Resource Handbook* summarises findings from the research and will provide ideas about the kinds of meanings cake might have for children. (See page 16 for example – children’s comments in relation to food and feelings).
- This discussion should be informal and a bit of fun – a relaxed dialogue.

Notes for delivery

- Show the cake first and ask participants “Why do you eat chocolate cake?”
- Invite participants to share their own meanings around cake – good, bad or guilty pleasures etc...
- Click to show the list of meanings. Run through these, using examples – some of which will link to the contributions made by the participants.
- It’s unlikely that people will talk about the nutritional value of cake so their lack of mention of cakes as nutrition can be raised in a light-hearted way.

SLIDE 6

THE 'SCIENCE' OF WHY FOOD IS IMPORTANT

- The power of the 'everyday' in residential and foster care
- Everyday meanings of food beyond nutrition
- A symbolic medium through which relationships are played out
- Complexity of residential/foster life (past, present and future colliding)



33

Notes for preparation

- The thinking around food as a symbol comes from a body of research (mostly from sociological studies of adult institutions (prisons, large hospitals) as well as family based research. (See the References section of this *Facilitators' Pack* if you would like to follow up on a few of the references).
- Here we are starting to think beyond nutrition: food is about more than nourishment for the body; it is also a powerful communicator of symbolic meanings (refer to chocolate cake example).
- Have some additional examples of food as a symbol ready.

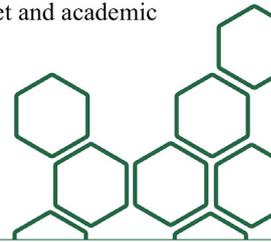
Notes for delivery

- Explain what we mean by symbolism – food and related practices stands for something – we communicate through symbols.
- Give examples, e.g. think about this morning and your routines. Did you make someone a coffee or receive one? Did anyone know what you took in your coffee? What was communicated in that action – I know you, I care about you, we are a team, this is our ritual to start our day.
- Remind people how life in a care setting is challenging. Here symbols are not necessarily shared. Everyone may be thinking and dealing with the impact of the past as well as what's happening in the here-and-now and what the future holds. This happens much more intensely than 'normal life'.
- Ask people to think about what creates change in children's lives. It tends to be the small messages that everyday life gives them about their place in the world, their safety, their worth and value, their relationships with others etc. Residential and foster carers need to be aware of how powerful these everyday, taken-for-granted activities are and the impact that they have.

SLIDE 7

FOOD AND CARE STUDY

- Basis for this workshop
- Study undertaken by University of Stirling into food practices in three residential children's homes in Scotland
- Lots of interest from staff and from foster carers about the findings
- *Resource Handbook*, children's leaflet and academic journal articles but no 'how to' tools



Notes for preparation

- You might want to talk a bit about how the *FaCS* research was done, stressing that the researcher lived alongside the children and staff to observe and try to understand the everyday routines and practices around food.
- Fieldwork: Jan 07 to Mar 08 (3x12 weeks) using participant observation + group and individual interviews.
- Participants were staff and children from three units:

Wellton:	6 children, 9-13 years
Highton:	8 children, 12-16 years
Lifton:	6 children, 14-18 years
- 21 children (14 boys and 7 girls) were involved in the course of the fieldwork.
- 16 children (11 boys and 5 girls) and 46 members of staff (26 women and 20 men) participated in an individual interview and/or a focus group).

Notes for delivery

- The material produced for today came out of people's interest in this first project (the *Food and Care Study*) so we're going to spend a bit of time thinking about it and referring to it in the course of the Workshop.
- We want to make the findings as useful as we can for people. We expect that you will relate to many of the issues from the *FaCS* study.
- Refer people to page 1 of the *Resource Handbook* for background about the research.

SLIDE 8

FINDINGS: FOUR MAIN AREAS

- Food in the residential/foster care context
- Managing food routines
- Food, feelings and relationships
- Food tensions within residential/foster care



Notes for preparation

- You may find that reading the summary of the key themes (on pages 35-36 of the *Resource Handbook*) is a useful reminder of the research.

Notes for delivery

- Say that these need to be unpacked a little and we will be looking at each in turn in more depth.
- Explain that these four areas are the four Parts (I-IV) identified in the *Resource Handbook* – see pages 35 and 36 for the summary.
 - Part I – page 3 (3 pages)
 - Part II – page 6 (9 pages)
 - Part III – page 15 (6 pages)
 - Part IV – page 21 (14 pages)



SLIDE 9

1. FOOD IN THE CARE CONTEXT

- Food as a lens into the everyday
- Interactions and meanings around food often taken for granted but they can also be a source of tension
- Food is a powerful symbolic medium
- How food is done says something about how care is done



HOW DO FOOD PRACTICES CONTRIBUTE TO CARE AIMS?

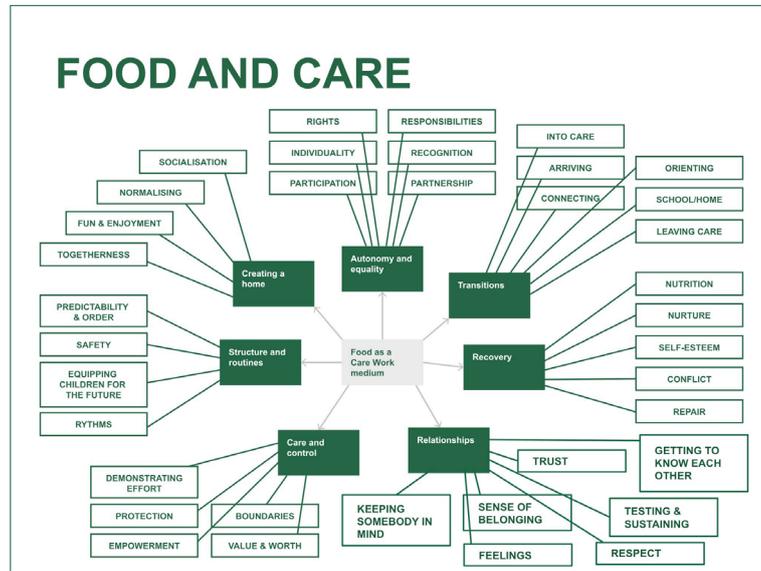
Notes for preparation

- This relates to PART I of the *Resource Handbook* and introduces the idea that, if we look at how food is done by children and adults, we can tell a lot about the cultural ethos and approaches to care that are being taken, as well as how adults and children might be feeling about being together or about wider issues from the past or present.
- The findings in this area were concerned with trying to map out the rules, routines and rituals around food and how these had come about. The team became increasingly interested in how food decisions were made and why. For example; there was a lot of concern about 'choice' and giving children choice but this left staff feeling as though they hadn't set clear boundaries or were giving too much control to children. There were real tensions around how food was done which illustrated wider tensions about how care was done e.g. choice vs. being cared for/being free of responsibility
- This activity can be emotional.

Notes for delivery

- Don't discuss this slide yet. Instead, explain and do **Activity 3 (Personal Food Reflections)**.
- Once you have completed the activity, go on to discuss this slide and the following 4 slides.
- Refer the group to relevant pages in the *Resource Handbook*. They may want to look more closely at the research findings after the workshop.
- Remind the audience of their food based childhood memory and the powerful symbolic messages that were being given and received as you move through this section.
- You might want to ask participants to shout out ways in which they think food practices contribute to care aims. For example helping the child to develop self-esteem by allowing the child to make choices, to experiment, to participate in food preparation, to produce food.
- Give examples from the findings (e.g. food standing for belonging – child knowing what all members of staff (17 of them) took in their tea and coffee and how they liked it.

SLIDE 10



Notes for preparation

- This slide is designed to be built around the area of relationships. Try the slide in slideshow view to get a feel for it before the workshop.
- This slide is about all the areas that food impacts on, or appears in relation to, care. Stressing that it is everywhere in terms of the main aspects of care provisions; creating a home, transitions (change), recovery, relationships, care and control, structure and routines, autonomy and equality.
- If we start to think about where food appears in each of these we start to see how powerful it is as a way of seeing what is happening in a child's care experience (e.g. how is food used to show respect for the child? Or for the child to show respect for the adult? Or for the adults to show respect to each other?) Thinking about where you don't see these behaviours - what does it say about the way care is being given?

Notes for delivery

- Explain the slide and then ask for contributions from the group about how food might relate to building relationships. You may need to give some prompts.
- Click the mouse to show what the *Resource Handbook* says about it. Each click with reveal a new point.
- Refer the group to the *Resource Handbook* page 5 after the discussion.
- Remind participants this is just as much about the adults as it is the children.
- If you don't want to facilitate discussion on this slide simply build the slide without contributions and refer to the *Resource Handbook* for more information. People will be able to think about the slide afterwards when they review the *Resource Handbook*.

SLIDE 11

2. MANAGING FOOD ROUTINES

- Mealtimes can be ambiguous events – conflicting/tensions
- How are food rules created and monitored?
- How do these link with the aim of work/care with the child?

There are different approaches to managing practical issues around food:

- Mealtime attendance; chores; access to snacks and equipment; health and safety regulations ...



Notes for preparation

- This slide looks at Part II of the *Resource Handbook* and explains the ways in which routines become established and ritualised rather than spontaneous and responsive to the child/children at that point in time.
- Think about the mixed feelings that people have about mealtimes. Have some examples ready.
- We need to think about how we learn to 'do meals' and what purpose they serve. What tensions might exist?

Notes for delivery

- Explain that this slide and the following slide relates to Part II of the *Resource Handbook*.
- Explain that we will look at some case studies to explore mealtimes in more detail.
- Refer participants to the figure on p8 of *Resource Handbook*. Read out some of the tensions from that.
- Offer some examples e.g. for some, mealtimes are about intimacy and closeness whilst for others (maybe at the same table) they can be intrusive and oppressive. A number of the staff saw mealtimes as punctuation points to the day (they needed them to happen so that they could feel as if the shift was moving on). Mealtimes were often anchor points – staff would use them to gauge how the shift was progressing as well as the feel or mood of the shift.



SLIDE 12

MEALTIMES

... if somebody's down or angry... it's maybe no necessarily that they dinnae want dinner, it's probably because they dinnae want to be involved wi everybody chatting and laughing and then, you now they're just sitting eating their dinner while everybody's going 'ha ha ha'. You ken what I mean?

(Colin, young person)

It's a positive thing for staff to have that sort of focus at different times of the day cause it's a good chance to sit down and discuss what we're going to do for the rest of the day or evening or whenever we can get them together as a group

(Aaron, Care Worker)

Notes for preparation

- This slide explores the way in which the same activity (mealtimes) can have such different meanings for the people involved. Important to note that these don't necessarily stay fixed views – people can chop and change their views on such food activities. Often we don't think about checking it out (with either adults or children).
- These dialogue boxes have male voices embedded to save you reading aloud and to give a change of medium to participants. Check how the voices work before you run the workshop.
- Managing food – think here about why we do what we do around food, the rules that are in place and where they come from. In the study, there were some children's homes where rules had been put in place as a result of one child/group of children but these rules hadn't changed once the group changed. How responsive are the rules to the individual children/groups that are currently being cared for?

Notes for delivery

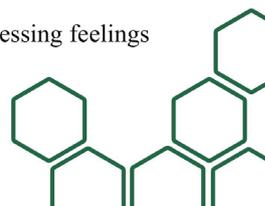
- Play the voice overs.
- Ask the group to discuss the different meanings they have around mealtimes. For example, should mealtimes be shared – what are the pros and cons?
- Refer participants to p11 of the *Resourse Handbook*. Use this page to explore the meanings given to attendance at meals and discuss the strengths and weakness of these.
- Ask the group whether their rules and routines have changed or been reviewed.
- Before you move to the next slide, introduce **Activity 4 (Case studies)**.

SLIDE 13

3. FOOD FEELINGS AND RELATIONSHIPS

ADULTS AND CHILDREN

- Managerialist/procedural culture
- Relationships are messy and painful
- Means of building and testing relationships
- Links to recovery
- Food as a safe 'carrier of love'
- Food as a way of expressing and repressing feelings
- I know you well/we are connected



Notes for preparation

- Now beginning to look at the range of ways that food is used by children and adults to manage or express feelings.
- Care settings are challenging environments as adults are encouraged to care for children but not too deeply. There is real concern about 'professionalism' but what does that mean in this context? In the *FaCS* research both adults and children were coming to care with previous experiences of being in relationships. For many of the children these had been deeply painful and not reliable or consistent. Food was therefore a way of both connecting with one another and also rejecting love and care. Adults and children used food in this way – to resist relationships/keep people at bay.
- Examples from the study can be found p15-20 of the *Resource Handbook*.
- Have some examples ready.

Notes for delivery

- Explain that we are now looking at Part III of the *Resource Handbook*.
- Invite participants to think about how much they are aware of their own uses and feelings around food when they are at work.
- Ask them to share their responses, perhaps offering some examples as a prompt – e.g. when you feel annoyed, it can help when you eat something. You can feel guilty when you don't leave any food for other people. You might offer food as a way of cheering someone up. Making food can feel like a tangible activity, a ways of feeling that something has been achieved that shift/day.
- If you are delivering this as a 1 day workshop, leave this slide up over lunch and the discussions around **Activity 5 (Preparing and Eating a Meal Together)**.
- If you are delivering this as 2 half-day sessions then you will now start to wrap up the session. An additional slide has been inserted next to help you review the learning so far and whet their appetite for the next session.

SLIDE 14 (Slide 19 for those delivering 2-day workshop)

4. FOOD TENSIONS IN CARE

- Food practices reflect difficulties of balancing demands – home, workplace and institution
- Through food, children and adults can feel both powerful or powerless
- Control of food = control of child?
- Power – resistance to control and care. Often no one feels powerful



Notes for preparation

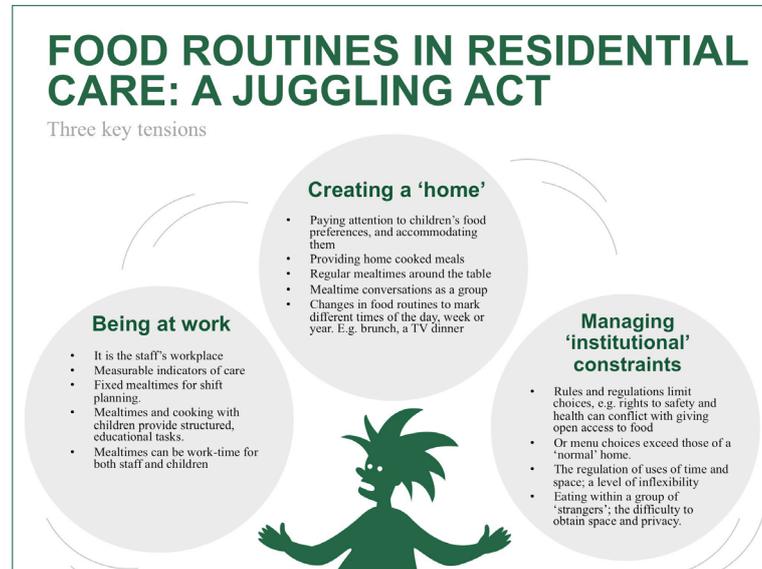
- Read over Part IV of the *Resource Handbook* before the Workshop.
- Think about the differences between residential and foster care. You should generate discussion around this if you have a group of foster carers or a mixed group.
- Power was a central feature in the study. Adults were often concerned with not losing power, equally children had often come from situations where power was exploited and they were rendered powerless. Both adults and children described feelings as if they often had little power over the wider child care system and the decisions made.
- For some adults they felt that, if they had control over food and the routines around it, then they had control over the child. This was important they thought to help the child to feel safe and secure. There were real tensions, however, where these structures were fixed and were unable to alter despite the children growing and changing or children moving on and new children being admitted.

Notes for delivery

- If you are delivering this as a 2-day workshop, then an additional two slides have been inserted before this slide to remind participants about the aims and what has been covered in the previous session.
- Refer participants to the relevant section of the *Resource Handbook* (See page 21 Part IV).
- Care settings have to be a home, a workplace and an institution – these triple identities mean that there are a number of significant tensions which are often played out around food.
- Invite participants to think about the tensions that they observe or experience.



SLIDE 15 (Slide 20 for those delivering 2-day workshop)



Notes for preparation

- This slide illustrates some of the tensions that were uncovered by the research.
- Given the complexity of the diagram, it would be helpful to read it through carefully before the workshop.

Notes for delivery

- Refer participants to this diagram on page 23 in *Resource Handbook*. It will be easier to read than off the screen.
- Explain that the research was done in residential care homes and that the issues in the *Resource Handbook* refer to that setting. However, some similar issues are also present in foster care settings.
- Ask the group if they can identify issues where they are required to juggle different expectations/ demands.
- Then, leaving this slide up, move into **Activity 6 (Pair and Share)**.



SLIDE 16 (Slide 21 for those delivering 2-day workshop)

CARE TURNS INTO CONTROL

Abbey had had a really bad Saturday night ... She had come back here, she was hacked off, she was really angry at me and Alan being ... so she went to her room. And the next thing she asked for a glass of juice so I thought 'Oh, go and give her a glass of juice' and came up with a glass of juice and she said, it was orange diluting orange juice 'I wanted fresh orange'. 'There is no fresh orange.' 'Well what about fresh apple?' No, sorry that's not what happened. 'You have fresh orange.' I says 'no.' 'Well what have you got?' 'Well I've got diluting blackcurrant.' 'I don't like that.' 'I've got apple juice.' 'I don't like that.' 'Well' I says, 'I've got diluting orange.' 'I don't like that, I don't like f***ing anything you've got' and she threw the glass at me and just missed me and I thought well that's just odd because why would you do that you know. Why, I mean its just a glass of juice, you know and it's a control thing. It didn't really matter what I brought up to her, she would have thrown a glass anyway, she was just so, so angry. It doesn't matter how good the food is or what you put down, it's just they want to complain.

(Liam, Care Worker)



Notes for preparation

- This slide, and the next one, have voice-overs. Check that you have speakers or sound equipment and that the technology works. As a Plan B, you can just read the text out to the participants. Together, these two slides can convey a powerful message.
- Most people felt that children needed both care and control but, at times, some staff found it a challenge to reflect on what was being expressed. In the example presented here, the staff member very quickly decides that Abbey is seeking to control him and make him do as she says. He is aware that Abbey has had to come back from a contact visit with her mother which has gone wrong.
- Another hypothesis is that Abbey is communicating her sense of hurt and rejection. She is looking for Liam to acknowledge the hurt that she feels, that he knows her, that she is safe and belongs there. Abbey's view that she 'doesn't like anything you've got' may well be her attempt at rejecting the care on offer having been reminded by her mother that relationships cannot be trusted and that she is not worth having a relationship with.

Notes for delivery

- Check the speakers are switched on for the sound. This slide and the next one have voice-overs.
- Invite the participants to think what is going on here as they listen to the quotes:

Is the staff member right that Abbey is seeking to control him and make him do as she says?

Or, is Abbey trying to communicating her sense of hurt and rejection?

SLIDE 17 (Slide 22 for those delivering 2-day workshop)

CONTROL TURNS INTO CARE

Anyway what he then did was when people weren't looking was take the egg rolls from the dining room and bring them into the meeting room in here where we are now, knowing, probably knowing full well that, well he knew full well he wasn't supposed to be here and looking for, probably, some kind of conflict – some way of having some contact. Because actually if he'd just wanted to eat his rolls in peace he would have taken them elsewhere, up to his room or . . . So I came through and I think he was expecting me to say Get those rolls back in the dining room and have a big conflict. I said You seem upset, you seem upset and he was waiting for me, he was looking at me as he was eating and I said Look you know you're not supposed to eat your rolls in here, however, I can see that you're upset . . . the important thing is that you're upset and we're worried about you, concerned about you. And Erin had noticed blood on his sheets upstairs and a small razor out of a pencil sharpener and I noticed on his hands, and I commented, I can see you've been cutting your hands. Quite calmly without a lot of emotion, and eventually he started to tell me the story of how he did it and he was upset with his sister, had fallen out . . .

(Derek, Unit Manager)




Notes for preparation

- This slide also has voice-overs.
- By contrast with previous slide , this slide shows a similar 'rule testing' situation but one where the member of staff very quickly recognises that breaking the food rule is a means for the young person to carve out time and privacy with the member of staff that he trusts. Derek is able to look beyond the rule breaking to wonder with the young person if all was well.

Notes for delivery

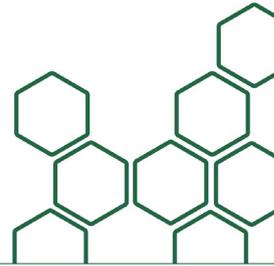
- A lovely example of a young person using food to communicate need and negotiate how it will be met.
- If time permits, you may want to reflect on this slide and the previous one together and discuss differences after letting both play (or reading both).



SLIDE 18 (Slide 23 for those delivering 2-day workshop)

IMPLICATIONS FOR PRACTICE

- Moving beyond nutrition
- Window to the culture as well as the individual
- Food as 'therapy'/recovery
- Link to ethos and aims of the service
- The power of the everyday



Notes for preparation

- Food is more than nutrition – nutrition is very important of course. Food feeds the body - but it can also feed us emotionally.
- By looking at the way food is 'done', we can see a great deal about the individual and the culture around them
- Food can say 'I care', 'you have value' and so on. It can aid recovery from past hurts.
- The way food is done often links to the ethos of the service – the *FaCS* research found that the 3 different residential homes did food differently.
- Food brings the power of the everyday into the care situation.

Notes for delivery

- Ask participants about their culture – and ethos?
- What are the rules that their home shares that children will need to adjust to?
- You may find it useful to refer them back to Pair and Share activity where this is likely to have been discussed.



SLIDE 19 (Slide 24 for those delivering 2-day workshop)

REFLECTIVE TOOL

- Personal reflection about you and your child
- Guided thinking
- Not giving answers but deepening the picture you have
- Opening ways of approaching the situation differently
- Using it as a springboard into discussion with peers/colleagues

Notes for preparation

- These next 4 slides introduce participants to the other *Food for Thought* resources available to support them. Spend a good 3-4 mins on each slide and looking at the resources.
- Make sure participants have been issued with a copy of the *Reflective Tool* in their workshop pack (Section 4).
- Ensure you keep a copy of the resources handy for yourself.
- Let people know that the *Reflective Tool* is also available in Word format for them to complete and save on their own computers. Many people will find this format easier to work with as they will be more used to typing than hand-writing.
- Those attending the workshop will be given a web link to access all the *Food for Thought* resources in a format that can be completed online (e.g. *Interactive Introduction*) or can be downloaded.

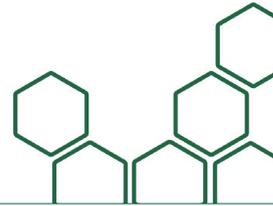
Notes for delivery

- Refer participants to the *Reflective Tool* in their workshop pack. Flick through it with them.
- Explain that the *Tool* is for personal reflection about individual children and that no-one has a copy except the person who completes it – unless they chose to give it to someone.
- Explain that the *Tool* can be saved in your own files or on your computer.
- They may want to assign a pen name to children to make it even more confidential.
- Their reflections can be used to discuss issues with their supervisor or support worker – or in peer discussion groups.

SLIDE 20 (Slide 25 for those delivering 2-day workshop)

JOTIT NOTEBOOK

- Informal way of capturing thoughts and experiences about food practices in your home as they happen
- With prompts/questions to encourage reflection around food and the child(ren) you look after
- May be used creatively by adding drawings or pictures
- Can also be used with children to facilitate food-related discussions



Notes for preparation

- Again ensure that participants have a copy of the *JOTIT Notebook* in their workshop packs and that you have your own copy available to refer to.

Notes for delivery

- Explain the *JOTIT Notebook* and how it relates to the *Reflective Tool*.
- Ask participants to flick through the *JOTIT Notebook* to see how it works.



SLIDE 21 (Slide 26 for those delivering 2-day workshop)

PEER SUPPORT

Making sense of it all...

- Discussion with supervisor - individual
- Peer group discussion
- Opportunity to explore with others the issues emerging from either the *Reflective Tool* or *JOTIT Notebook*

How could your peer support (foster care support) meetings help?



Notes for preparation

- This is about introducing the concept of peer support discussion using reflections arising from using the *Reflective Tool* or *JOTIT Notebook*. These will have been introduced at the start of the workshop but by this stage participants will have a better framework to understand their purpose.

Notes for delivery

- Explain that the *Workshop* has focussed on awareness-raising but that the *Peer Support* will provide an opportunity to talk in more detail about possible solutions and strategies to help individual children/young people.
- It is recognised that thinking about issues on your own may not be all that helpful. It only takes you so far.
- *Peer Support* discussions are likely to have additional benefit – they allow discussion between several peers and let you see how other people do things and why. They capture a range of views from others. They provide a sense of not being alone.
- Explain that peer support will come after the *Reflective Tool* and/or *JOTIT* have been completed.



SLIDE 22 (Slide 27 for those delivering 2-day workshop)

INTERACTIVE INTRODUCTION

On the Food for Thought Website

- Not personal to any child
- Not saved anywhere
- For those who are unable to attend the *Reflective Workshop*
- And for those who would like a refresher in the future

Video – members of the original research team talking about the study

- Short 4 minute version on the Home page:
www.foodforthoughtproject.info
- Longer version on the Resources page:
www.foodforthoughtproject.info/resources



Notes for preparation

- You might like to familiarise yourself with these resources beforehand.

Notes for delivery

- Encourage people to access the website and these other resources.



SLIDE 23 (Slide 28 for those delivering 2-day workshop)



CLOSE OF WORKSHOP: FEEDBACK

How was it for you?

- Review of 'hopes and fears'
- Thoughts and feelings
- Review of learning/action points



WHAT DID YOU MOST ENJOY?



WHAT MOST SURPRISED YOU?



WHAT ASPECTS OF TODAY'S LEARNING WOULD YOU TAKE BACK INTO YOUR PRACTICE?



Notes for preparation

- Ensure participants have a workshop evaluation sheet in their workshop packs.
- If you are required by your organisation to use your own in-house evaluation sheet, that is fine, but could you ask the participants if it is ok with them for you to forward a copy to the Stirling University team.
- It would be much appreciated if the participants also completed our one page evaluation sheet and if you could send it (along with a copy of any in-house evaluation if used) to Ruth Emond, School of Applied Social Science, University of Stirling, Stirling, FK9 4LA.

Notes for delivery

- For 2 day workshop, Introduce **Activity 7 (Review)** before referring to this slide.
- For those delivering a 1 day workshop, you may also wish to use this activity if there is some time left.
- Whilst they are completing **Activity 7 (Review)**, start completing the facilitator feedback form.
- Encourage participants to think about what they do next. Ask them to share 1 thing they will do as a result of this workshop.
- Refer back to the flipchart page where you captured their hopes and fears at the beginning of the workshop and check whether their hopes have been met and fears unrealised.
- Then invite people to complete the workshop evaluation sheet in their pack, whilst you also complete the facilitator feedback form.

SLIDE 24 (Slide 29 for those delivering 2-day workshop)

FEEDBACK TO THE RESEARCH TEAM

Academic team

- Ruth Emond – h.r.emond@stir.ac.uk
- Samantha Punch – s.v.punch@stir.ac.uk
- Ian McIntosh – ian.mcintosh@stir.ac.uk

They would love to hear your views

Food for Thought Website

- www.foodforthoughtproject.info

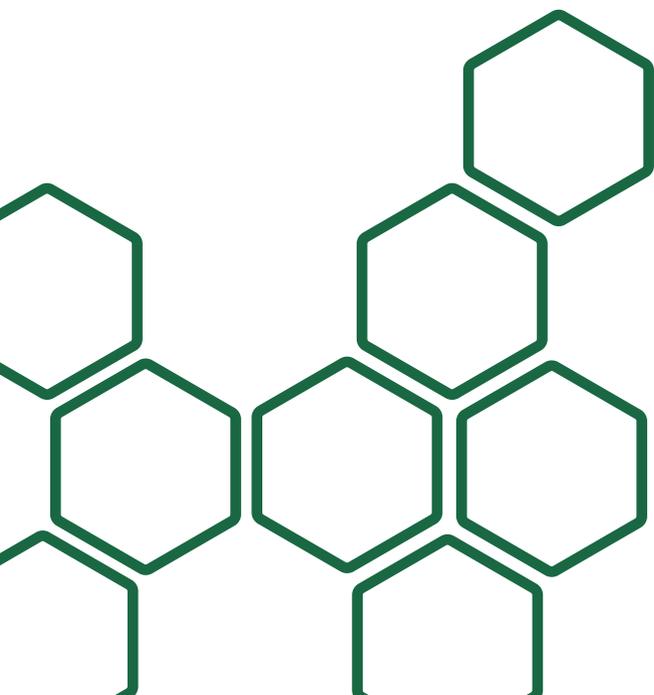


Notes for preparation

- Ensure participants have a future feedback sheet in their workshop packs.
- This is to enable the impact of the *Food for Thought* resources to be evaluated over a longer period of time to see whether people have integrated any of the learning into their practice.

Notes for delivery

- Refer people to the future feedback sheet in their pack and gently encourage them to fill it in. Collect to send back to the Stirling University team along with a copy of the evaluation forms (those who have consented by ticking the final 'yes' box).



SECTION 8: WORKSHOP ACTIVITIES

ACTIVITY 1: WARM UP

Time: 10 mins

Materials: None required

Purpose of the activity

To relax the group, set the theme and start to build rapport between participants (and the facilitator).

Briefing to participants

Ask participants to write their name on a name card. Then invite people to introduce themselves giving their name, role and favourite biscuit.

Facilitation required

The facilitator should introduce themselves in the same way, choosing to go first or last. There is no need for the facilitator to offer any follow-up to the introductions. But this may be a good opportunity to comment on the range of biscuits, the ease with which everyone recalled their favourite, the smiles the memory produced, how peckish everyone now feels, etc. This encourages people to pay attention and to reflect.

Comments

This sets the theme of food without being stressful – most people have a favourite biscuit or can think of one to claim as their favourite quickly.



ACTIVITY 2: HOPES AND FEARS

Time: 10-20 mins

Materials: Flipchart

Purpose of the activity

This activity is intended as a warm-up, to help participants to express any concerns they may have at the start of the workshop and to identify their aspirations for the workshop. The session will be helpful for facilitators to gain a sense of the group – motivations, reasons for participation, potential distractions, and likelihood of anyone having to leave suddenly and so on. It can be helpful for participants to articulate their expectations and concerns to prevent nagging thoughts interrupting learning.

Briefing to participants

Invite participants to share their hopes for the workshop and any fears they have (that they are willing to share with the group).

Facilitation required

- Write the hopes and fears on a flip chart
- Reiterate the purpose of the workshop (where people have different expectations)
- Say that these hopes and fears will be used to guide the workshop and will be returned to later
- Use this as an opportunity to discuss and agree ground rules, particularly on the need for confidentiality and how participants would like to be treated
- Mention that some emotions may surface during discussions about food and that having an emotional understanding of food related issues can be valuable. These emotions can be powerful.

53

Comments

- It will help to write up the hopes and fears as they are articulated by the group. This will allow the facilitator to come back to them at the end of the workshop to see if the hopes have been realised.
- The facilitator should discourage anyone from revealing too much about their fears. The activity needs to be light and unthreatening. Tell people that they shouldn't say more than they are comfortable saying.
- People may have been prepared for the workshop in different ways. They may be expecting something that the workshop is not intended to deliver. Gently remind participants about the purpose of the workshop as their contributions are written on the flipchart. This is an opportunity for the facilitator to learn about how well people have been briefed prior to arrival at the workshop. Facilitators may wish to consider how effective the briefing has been and note any changes necessary for future reference.
- Often people want a one size fits all, 'fix it'. These resources are much more concerned with looking at the individual carer and child and thinking with people about the best ways to consolidate good practice and develop new approaches.
- People may have come expecting an input on nutrition. Nutrition is important but note the focus of the workshop is not about food as nutrition but about food as something **more** than nutrition. It is important not to convey that this replaces any learning they may have had about the value of nutrition.



ACTIVITY 3: PERSONAL FOOD REFLECTIONS

Time: 15-20 mins

Materials: Flipchart

Purpose of the activity

The aim of this activity is to generate reflections and informal discussion about the symbolic nature of food. This activity taps into participants' own experiences of the symbolic nature of food and helps them to form an emotional understanding of the issues that the workshop is intended to address. It also helps participants to focus on adults, and not just children. This exercise precedes any detailed discussion of the *FaCS* findings.

Briefing to participants

- Invite participants to think of a food from childhood that has a **positive** association for them.
- After a few minutes, ask the group if some people would like to share their **positive** food memories, allowing those who wish to share their memories to do so. Stress that if they chose not to share then this is OK.
- Ask people to discuss how these food memories connect to relationships and feelings and what this reveals about the symbolic meanings we attach to food.

Facilitation required

Facilitator leads a discussion relating food memories and the symbolic meanings food has. The issues that may arise are:

- How a food memory connects to a relationship
- How a food memory connects to a feeling or emotion
- How a food memory connects to a ritual
- How a food memory connects to an event
- How a food memory connects to a place

Comments

- For this activity to work, only a few participants need share their memories with the wider group.
- Facilitators should be aware that this session can be powerful and potentially sensitive for individuals - it touches on feelings that may not normally be accessed in a work context.
- This activity helps participants to understand emotionally the issues that will be discussed throughout the workshop. There may be a degree of discomfort but generally this is recognised by individuals to assist their learning.
- Feelings around food are potentially very personal and participants may be surprised about how powerful and emotional their memories are. People may wish to take a comfort break to adjust.
- It would be helpful for facilitators to reflect before the workshop on some of their own memories. Do your own food memories have an emotional content? Does that surprise you?
- This activity can be run as paired discussions followed by a plenary discussion if there is more time (e.g. in the two ½-days Workshop). The benefit being that it can sometimes feel daunting for participants to share emotional content in a group.



ACTIVITY 4: CASE STUDIES ON FOOD ROUTINES

Time: 40 mins

Materials: Case study handouts

Purpose of the activity

To give participants an opportunity to work in small groups on real life examples of the issues around mealtimes for different children and families and to learn from each other through facilitated discussion.

Briefing to participants

- Divide people into 3 groups and issue each group with their own case study.
- Invite groups to read through the case studies and then work together to answer the questions on the handout.
- Suggest that the group selects someone who will be willing to feed back at the end

Facilitation required

- Allow sufficient time for the questions to be discussed in each group.
- Once finished, ask a member of each group to briefly summarise (or read out) the case study to the full group. Ask them to read the questions and discuss what they thought in turn.
- Use the opportunity to expand on answers and bring in discussion on the topics from the full group.
- Identify the key learning points, which may include:
 - › There is no right or wrong here
 - › There are different food practices
 - › Assumptions are being made
 - › Emotions and feelings are expressed through food
 - › Food practices can reveal something about relationships and power

Comments

Facilitators will need to consider whether they wish to pre-select the groups or allow participants to move into their own groups. Both options have advantages and disadvantages. If the groups are selected by the facilitator, think about how this will be done - perhaps by assigning the labels 'excellent' 'superb' 'fantastic' around the room. Ask all the 'excellent people' to work together, group all the 'superb' people together and so on.



ACTIVITY 5: PREPARING AND EATING A MEAL TOGETHER

Time: 30 mins to prepare and eat the meal + 25 mins to reflect & discuss

Materials: Ingredients and equipment to assemble a meal

Purpose of the activity

To give participants the opportunity to experience, first-hand, a mealtime in a non-domestic and an unfamiliar environment with people they may not know well. The review of the experience will allow participants to think about their own food practices and related feelings at mealtimes.

A strong recommendation is that, given the workshop content, organisations should provide food if possible. Provision of lunch (1-Day programme) or brunch (for Day 2 of two ½-Days programme) offers a valuable reflective opportunity to apply theoretical ideas in practice. Ingredients may just include bread and cheese, the costs can be kept to a minimum but ideally some food should be provided. As one of the pilot participants said: “To not provide food for a Food for Thought Workshop, is like turning up to football training without a football!”

Briefing to participants

It is important that you do not tell participants that this is an activity that will be discussed (see ethical discussion below). Instead they should simply be invited to make themselves something to eat from the ingredients available. If some participants are not able to stay and join in, that is fine.

Facilitation required

Facilitators should participate in the mealtime and observe what happens. After the meal break is over, participants should be invited to share their observations and feelings about what happened during the mealtime. Discuss how this relates to what they are learning.

- What did people do during the meal break?
- What was their experience of the meal like? How did they feel about it?
- Were relationships built or strengthened around sharing food or drink preparation or consumption?
- Did people get the meal that they wanted?
- What did people do to prepare themselves for lunch? Did they wash their hands, change seats to eat the meal?
- How might the food practices of today’s meal relate to what happens in residential or foster homes?

Comments

What is interesting is for people to work together, or separately, to unpack and assemble the meal. Let them take control of the food preparation by leaving everything in its wrapper and make sure that there are plenty of choices to allow people to think about the complexity and efficiency of assembly.

- If the meal is lunch (1-Day programme), provide the ingredients to make sandwiches – e.g. loaves of bread (one brown, one white), rice cakes (to cater for gluten free needs), butter, mayonnaise, mustard, tomatoes, cucumber, cheese, ham, paté, coleslaw, salt, etc. Fruit, crisps, juice, etc could also be provided.



- If the meal is brunch (Two ½-days programme), provide ingredients to make a snack – e.g. scones, pancakes, crumpets, bread, rice cakes (as gluten free), jam, marmalade, butter, honey, peanut butter, etc. Fruit and juice could also be provided. If a toaster can be borrowed for participants to use that would increase the choices and allow hot food, e.g. warm pancakes and toast.
- If there is no budget for a meal, then reflective discussion about how people chose to do lunch, even if not together, will be still be valuable. For example, participants may meet up with colleagues, shop in preference to eating or bring food back to the workshop. At a minimum, where this is at all possible given organisational constraints, coffee and tea facilities should be provided for participants. Participants should be advised that they have the option of returning with food if none is provided by the organisation.

Ethics

- There is an ethical issue in relation to not telling participants that lunch is an activity which will be discussed afterwards. A very mild level of deception (i.e. people won't know ahead of time that this will be the subject of discussion) is necessary in order for people to behave naturally at lunchtime and it is unlikely to cause any distress. However, care should be taken during the subsequent discussion to ensure that participants are able to opt in or out of sharing their reflections, and they should not be made to feel judged.
- It is useful to mention at the start of the workshop that participants will be encouraged to reflect on their own food practices (but keep this as a broad comment without specifically referring to the meal activity).
- Facilitators should invite comments from the group about what they noticed about how lunch was 'done' today. Facilitators should be careful not to be explicitly or implicitly judgemental about participants' behaviour during the meal break. Comments from the facilitator should be generalised and positive, for example, I noticed that some people were sharing out the tasks (buttering the bread, slicing the tomatoes, etc.).
- It should also be recognised that some people may need to make phone calls/take time out during the mealtime. No-one should feel pressed into staying or offering reflections. However, they may reflect on how they felt about missing the meal as an opportunity for self-nurture (e.g. by skipping eating in order to deal with other responsibilities).
- The important thing is to handle the discussion with sensitivity and allow participants to choose to share their reflections with any analytical comments by the facilitator remaining as neutral as possible.
- If anyone raises any issues around having felt uncomfortable during the meal either because they had to make their own lunch rather than have sandwiches provided or because they did not like being observed, then the facilitator could link any feelings of discomfort to how children might feel when they are eating in a residential or foster care setting with people they might not know well and with carers watching them eat.



ACTIVITY 6: PAIR AND SHARE - CARE VS CONTROL

Time: 40 mins (20 mins in pairs + 20 mins group discussion)

Materials: Flipchart, list of questions from Section 9, and a loud bell

Purpose of the activity

To provide an enjoyable opportunity for participants to share with peers their understanding and practices around food and food routines in a non-threatening way during a fast moving activity that gets them moving around, learning and having fun.

Briefing to participants

Invite everyone to take a seat and form a pair with the person sitting opposite. Explain that the facilitator will turn over each flipchart page and read out the questions one at a time, allowing 2 minutes discussion, in pairs, for each question. The facilitator will ring the bell at the end of each two minutes and ask the people in the outer circle to move one place to their left. The facilitator will then read out the next question and so on.

Facilitation required

- Choose from the list of 12 questions which ones to use and write these on a flipchart with one question per page (this needs to be prepared in advance of the workshop).
- Set up 2 concentric circles of chairs, with the inner circle of chairs being back to back with one another, and the outer circle chairs facing the inner circle so that people sit across from someone. Note, a circle is best but you can adapt this set up if you have insufficient space. You need facing chairs in positions that allow one of each pair to move. Participants can help with the set up. This can be fun and create energy.
- Once all the questions have been discussed, ask everyone to move the seats back in to one discussion group. Facilitate a discussion around each of the questions, drawing out issues such as:
 - › We often do what we have been brought up to do – family norms
 - › Our values may be community or culturally based
 - › There is often no right or wrong – it's ok to be different
 - › It's important to think about rules and routines rather than simply adopt them doggedly because that's what we have always done
 - › Children may have different norms – they need time to understand yours and to adjust

Comments

The Activity should be run with around 8 questions depending on the size of the group. Don't be tempted to run this exercise for too long. Make sure that pairs of the same people do not meet each other more than twice. It helps to ensure the number of questions is different from the number of pairs.



ACTIVITY 7: REVIEW

Time: 15mins

Materials: None required

Purpose of the activity

To help provide an opportunity for participants to reflect on what they have learned and how their thinking may have changed, and to encourage them to illustrate this in a physical way.

Briefing to participants

- Invite participants to stand up and form a horseshoe shape.
- Explain how the horseshoe will represent their awareness of the different meanings of food and food practices, with one end of the horseshoe indicating that their views have changed a lot in relation to the issues around food and food practices (e.g. they could run this workshop next time!) and the other end of the horseshoe indicating that their views have not changed much (e.g. I think I've missed the point there!).
- Ask participants to place themselves around the horseshoe depending on how much they feel their views have shifted as a result of the workshop.
- Ask them to notice where everyone else has positioned themselves.

Facilitation required

Invite each participant to explain why they placed themselves where they did. Then invite them to say what they think it would take to move them further round the horseshoe towards a greater shift in their understanding around food practices.

Comments

- The focus of the horseshoe can be changed; rather than the extent to which their views have changed, it could be level of confidence in their own practice, level of awareness of the symbolism of food, willingness to talk to their colleagues about food and food practice, etc.
- This can then be linked in to the discussion around next steps.
- As the participants are doing this activity, please fill in the first page of the Facilitator Feedback Form (Section 9) as this will be invaluable for enabling the Stirling University team to begin to evaluate the impact of the Reflective Workshops. Please send to Ruth Emond, School of Applied Social Science, University of Stirling, Stirling, FK9 4LA – this will be hugely appreciated.



SECTION 9: WORKSHOP HANDOUTS

1-DAY PARTICIPANT PROGRAMME

Activity 1 Welcome and introductions

Slides 2-4 **Presentation - Workshop Overview**

Activity 2 Activity - Participants' Hopes and Fears

Slides 5-8 **Presentation - Food as a Symbol**

- Introduce *Food and Care Study* and *Resource Handbook*

Activity 3 Activity - Personal Food Reflections

Slides 9-10 **Presentation - Food and the Residential Care Context**

- Discussion

COFFEE/COMFORT BREAK

Slides 11-12 **Presentation - Managing Food Routines**

Activity 4 Activity - Food Routines

Slide 13 **Presentation - Food, Feelings and Relationships**

LUNCH

Activity 5 Activity

Slides 14-15 **Presentation – Food and Food Tensions within Residential Care**

Activity 6 Activity: Pair and Share: Care vs Control

Slides 16-17 **Presentation – Power and Control**

Slide 18 **Presentation – Implications for Practice**

Slides 19-22 **Presentation - Looking Forward**

Slide 23 **Review - Pulling it all Together**

- Discussion about next steps, questions and final points

Slide 24 **Review – Participant Feedback**

CLOSE

TWO ½-DAYS PARTICIPANT PROGRAMME

DAY 1: FIRST SESSION

Slide 1 Activity 1	Welcome and introductions
------------------------------	----------------------------------

Slides 2-4	Presentation - Workshop Overview <ul style="list-style-type: none"> • What the <i>Reflective Workshop</i> is about. • Overview of broad learning objectives.
------------	---

Activity 2	Activity - Participants' Hopes and Fears <ul style="list-style-type: none"> • Agree ground rules
-------------------	--

Slides 5-8	Presentation - Food as a Symbol <ul style="list-style-type: none"> • Introduce <i>Food and Care Study</i> • Introduce <i>Resource Handbook</i>
------------	---

Activity 3	Activity - Personal Food Reflections
-------------------	---

Slides 9-10	Presentation - Food and the Residential Care Context <ul style="list-style-type: none"> • Discussion
-------------	--

COFFEE/COMFORT BREAK

Slides 11-12	Presentation - Managing Food Routines <ul style="list-style-type: none"> • Discussion
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Activity 4	Activity - Food Routines <ul style="list-style-type: none"> • Discussion
-------------------	--

Slide 13	Presentation - Food, Feelings and Relationships
----------	--

Slides 14-15	Review
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CLOSE



TWO ½-DAYS PARTICIPANT PROGRAMME

DAY 2: SECOND SESSION

Welcome

Slides 16-18
Activity 5

Activity

- Discussion
- Link to learning from previous session

Slides 19-20
Presentation – Food and Food Tensions within Residential Care

Activity 6

Activity: Pair and Share: Care vs Control

- Discussion

Slides 21-22
Presentation – Power and Control

Slide 23
Presentation – Implications for Practice

COFFEE/COMFORT BREAK

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Slides 24-27

Presentation - Looking Forward

- Explain the *Reflective Tool*
- Explain the *JOTIT Notebook*
- Explain *Peer Support*
- Explain *Interactive Introduction*

Slide 28

Review - Pulling it all Together

- Discussion about next steps
- Action planning.
- Questions and final points

Slide 29

Review – Participant Feedback

- Current and future feedback

CLOSE



REFLECTIVE WORKSHOP POWERPOINT SLIDES: 1-DAY PROGRAMME



FOOD FOR THOUGHT

Reflective Workshop
Two ½ day workshops

Raising awareness of the power of food in understanding and caring for looked after children

Partners: UNIVERSITY OF STIRLING, fca, scotland, IRISS, aberlour, CELGIS, PUBLIC HEALTH SCOTLAND, BSRIC

Funder: [Logo]

Slide 1: Notes

WORKSHOP AIMS

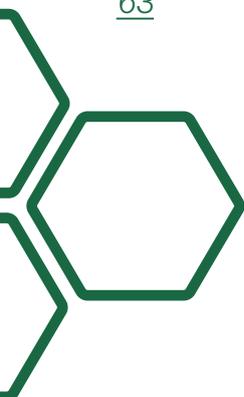
- To get us all thinking about the ways in which food is used by children and adults
- To focus on how food is used to communicate thoughts, actions, beliefs and relationships. Food can be a window into the everyday lives of children and carers
- To think about food within the context of looked after care

Slide 2: Notes

RESOURCES FOR FOOD-BASED PRACTICE

- *Reflective Workshop*: raising awareness (also an *Interactive Introduction* – online)
- *Reflective Tool*: to think about the child you are looking after
- *JOTIT Notebook*: for capturing reflections about food issues as they occur
- *Peer Support*: using a specific group or staff meetings to explore these ideas and to think about intervention

Slide 3: Notes



TODAY'S 'TAKE-AWAY' MENU...

Building on current knowledge

- Think differently about food
- Get the *Resource Handbook*
- Learn about the *Reflective Tool*
- Learn about how peer support can be used to think about food and care

Having fun

- Discuss with colleagues
- Try something new



Slide 4: Notes

THINKING ABOUT CAKE

CONTEXT – FOR BREAKFAST?



Many meanings

- a treat/relaxation
- pleasure/escape/guilt
- building relationships
- learning and participation
- as recognition – preferences
- makes you sad/feel excluded
- celebrates success/reward
- power: control/bargain/sanction vs refusal
- gets you noticed/creates time provides predictability
- ...?

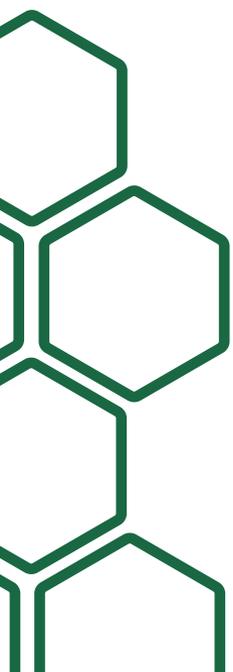
Slide 5: Notes

THE 'SCIENCE' OF WHY FOOD IS IMPORTANT

- The power of the 'everyday' in residential and foster care
- Everyday meanings of food beyond nutrition
- A symbolic medium through which relationships are played out
- Complexity of residential/foster life (past, present and future colliding)

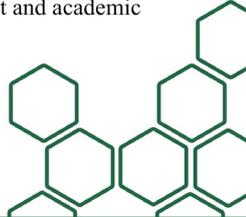


Slide 6: Notes



FOOD AND CARE STUDY

- Basis for this workshop
- Study undertaken by University of Stirling into food practices in three residential children’s homes in Scotland
- Lots of interest from staff and from foster carers about the findings
- *Resource Handbook*, children’s leaflet and academic journal articles but no ‘how to’ tools



Slide 7: Notes

FINDINGS: FOUR MAIN AREAS

- Food in the residential/foster care context
- Managing food routines
- Food, feelings and relationships
- Food tensions within residential/foster care



Slide 8: Notes

1. FOOD IN THE CARE CONTEXT

- Food as a lens into the everyday
- Interactions and meanings around food often taken for granted but they can also be a source of tension
- Food is a powerful symbolic medium
- How food is done says something about how care is done



HOW DO FOOD PRACTICES CONTRIBUTE TO CARE AIMS?

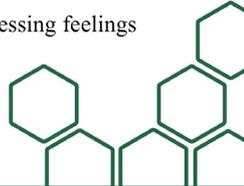
Slide 9: Notes



3. FOOD FEELINGS AND RELATIONSHIPS

ADULTS AND CHILDREN

- Managerialist/procedural culture
- Relationships are messy and painful
- Means of building and testing relationships
- Links to recovery
- Food as a safe 'carrier of love'
- Food as a way of expressing and repressing feelings
- I know you well/we are connected



Slide13: Notes

4. FOOD TENSIONS IN CARE

- Food practices reflect difficulties of balancing demands – home, workplace and institution
- Through food, children and adults can feel both powerful or powerless
- Control of food = control of child?
- Power – resistance to control and care. Often no one feels powerful

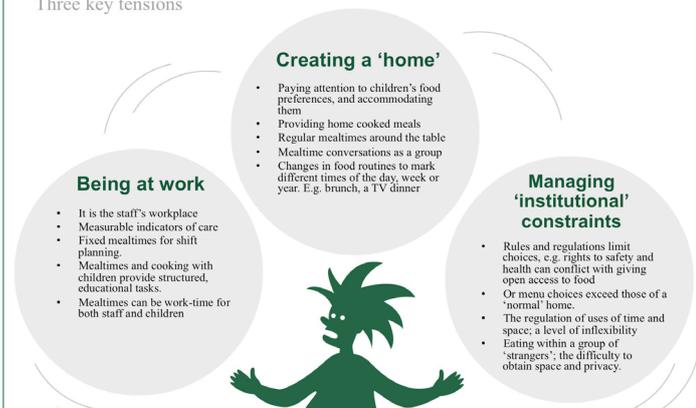


Slide 14: Notes

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FOOD ROUTINES IN RESIDENTIAL CARE: A JUGGLING ACT

Three key tensions



Slide 15: Notes

CARE TURNS INTO CONTROL

Abbey had had a really bad Saturday night ... She had come back here, she was hacked off, she was really angry at me and Alan being ... so she went to her room. And the next thing she asked for a glass of juice so I thought 'Oh, go and give her a glass of juice' and came up with a glass of juice and she said, it was orange diluting orange juice 'I wanted fresh orange'. 'There is no fresh orange.' 'Well what about fresh apple?' No, sorry that's not what happened. 'You have fresh orange.' I says 'no.' 'Well what have you got?' 'Well I've got diluting blackcurrant.' 'I don't like that.' 'I've got apple juice.' 'I don't like that.' 'Well' I says, 'I've got diluting orange.' 'I don't like that, I don't like f***ing anything you've got' and she threw the glass at me and just missed me and I thought well that's just odd because why would you do that you know. Why, I mean its just a glass of juice, you know and it's a control thing. It didn't really matter what I brought up to her, she would have thrown a glass anyway, she was just so, so angry. It doesn't matter how good the food is or what you put down, it's just they want to complain.

(Liam, Care Worker)



Slide 16: Notes

CONTROL TURNS INTO CARE

Anyway what he then did was when people weren't looking was take the egg rolls from the dining room and bring them into the meeting room in here where we are now, knowing, probably knowing full well that, well he knew full well he wasn't supposed to be here and looking for, probably, some kind of conflict - some way of having some contact. Because actually if he'd just wanted to eat his rolls in peace he would have taken them elsewhere, up to his room or ... So I came through and I think he was expecting me to say Get those rolls back in the dining room and have a big conflict. I said You seem upset, you seem upset and he was waiting for me, he was looking at me as he was eating and I said Look you know you're not supposed to eat your rolls in here, however, I can see that you're upset ... the important thing is that you're upset and we're worried about you, concerned about you. And Erin had noticed blood on his sheets upstairs and a small razor out of a pencil sharpener and I noticed on his hands, and I commented, I can see you've been cutting your hands. Quite calmly without a lot of emotion, and eventually he started to tell me the story of how he did it and he was upset with his sister, had fallen out ...

(Derek, Unit Manager)



Slide 17: Notes

IMPLICATIONS FOR PRACTICE

- Moving beyond nutrition
- Window to the culture as well as the individual
- Food as 'therapy'/recovery
- Link to ethos and aims of the service
- The power of the everyday



Slide 18: Notes



REFLECTIVE TOOL

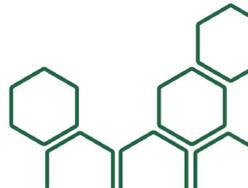
- Personal reflection about you and your child
- Guided thinking
- Not giving answers but deepening the picture you have
- Opening ways of approaching the situation differently
- Using it as a springboard into discussion with peers/colleagues



Slide19: Notes

JOTIT NOTEBOOK

- Informal way of capturing thoughts and experiences about food practices in your home as they happen
- With prompts/questions to encourage reflection around food and the child(ren) you look after
- May be used creatively by adding drawings or pictures
- Can also be used with children to facilitate food-related discussions



Slide 20: Notes

PEER SUPPORT

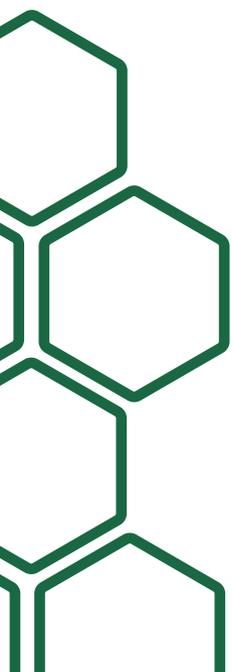
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- Discussion with supervisor - individual
- Peer group discussion
- Opportunity to explore with others the issues emerging from either the *Reflective Tool* or *JOTIT Notebook*

How could your peer support (foster care support) meetings help?



Slide 21: Notes



INTERACTIVE INTRODUCTION

On the Food for Thought Website

- Not personal to any child
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- And for those who would like a refresher in the future

Video – members of the original research team talking about the study

- Short 4 minute version on the Home page:
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Slide 22: Notes

CLOSE OF WORKSHOP: FEEDBACK

How was it for you?

- Review of 'hopes and fears'
- Thoughts and feelings
- Review of learning/action points



? WHAT DID YOU MOST ENJOY?

? WHAT MOST SURPRISED YOU?

? WHAT ASPECTS OF TODAY'S LEARNING WOULD YOU TAKE BACK INTO YOUR PRACTICE?



Slide 23: Notes

70

FEEDBACK TO THE RESEARCH TEAM

Academic team

- Ruth Emond – h.r.emond@stir.ac.uk
- Samantha Punch – s.v.punch@stir.ac.uk
- Ian McIntosh – ian.mcintosh@stir.ac.uk

They would love to hear your views

Food for Thought Website

- www.foodforthoughtproject.info



Slide 24: Notes

REFLECTIVE WORKSHOP POWERPOINT SLIDES: TWO ½-DAYS PROGRAMME



FOOD FOR THOUGHT

Reflective Workshop
Two ½ day workshops

Raising awareness of the power of food in understanding and caring for looked after children

Partners: UNIVERSITY OF STIRLING, fca, scotland, IRISS, aberlour, CELGIS, PUBLIC HEALTH SCOTLAND, B.S.R.C.

Funder: B.S.R.C.

Slide 1: Notes

WORKSHOP AIMS

- To get us all thinking about the ways in which food is used by children and adults
- To focus on how food is used to communicate thoughts, actions, beliefs and relationships. Food can be a window into the everyday lives of children and carers
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Slide 2: Notes

RESOURCES FOR FOOD-BASED PRACTICE

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TODAY'S 'TAKE-AWAY' MENU...

Building on current knowledge

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Slide 4: Notes

THINKING ABOUT CAKE

CONTEXT – FOR BREAKFAST?



Many meanings

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- makes you sad/feel excluded
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- power: control/bargain/sanction vs refusal
- gets you noticed/creates time provides predictability
- ...?

Slide 5: Notes

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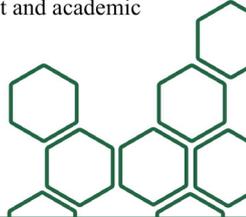


Slide 6: Notes



FOOD AND CARE STUDY

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Slide 7: Notes

FINDINGS: FOUR MAIN AREAS

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Slide 8: Notes

1. FOOD IN THE CARE CONTEXT

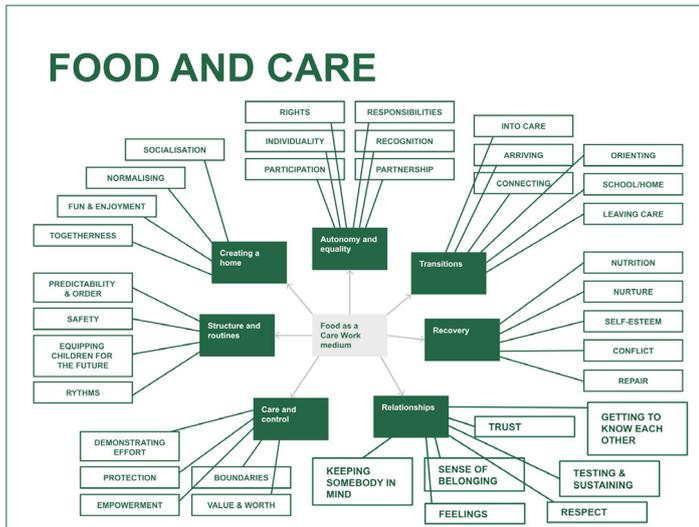
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- Food is a powerful symbolic medium
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HOW DO FOOD PRACTICES CONTRIBUTE TO CARE AIMS?

Slide 9: Notes





Slide10: Notes

2. MANAGING FOOD ROUTINES

- Mealtimes can be ambiguous events – conflicting/tensions
- How are food rules created and monitored?
- How do these link with the aim of work/care with the child?

There are different approaches to managing practical issues around food:

- Mealtime attendance; chores; access to snacks and equipment; health and safety regulations ...

Slide 11: Notes

MEALTIMES

... if somebody's down or angry... it's maybe no necessarily that they dinnae want dinner, it's probably because they dinnae want to be involved wi everybody chatting and laughing and then, you now they're just sitting eating their dinner while everybody's going 'ha ha ha'. You ken what I mean?

(Colin, young person)

It's a positive thing for staff to have that sort of focus at different times of the day cause it's a good chance to sit down and discuss what we're going to do for the rest of the day or evening or whenever we can get them together as a group

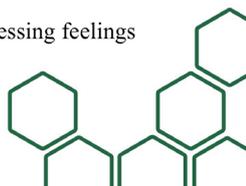
(Aaron, Care Worker)

Slide 12: Notes

3. FOOD FEELINGS AND RELATIONSHIPS

ADULTS AND CHILDREN

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- Relationships are messy and painful
- Means of building and testing relationships
- Links to recovery
- Food as a safe 'carrier of love'
- Food as a way of expressing and repressing feelings
- I know you well/we are connected



Slide13: Notes

REFLECTIVE WORKSHOP – VIEWS SO FAR

Recap on reflections so far:

Handbook Part I

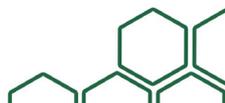
- Food is ordinary, everyday
- But it can be a powerful symbol (cake, your reflections)
- Connections with food in care settings

Handbook Part II

- Food routines can be ambiguous - create ambivalence
- Mealtimes as an example; chores; snacks
- Food routines can be personal – adjustment to change, case studies

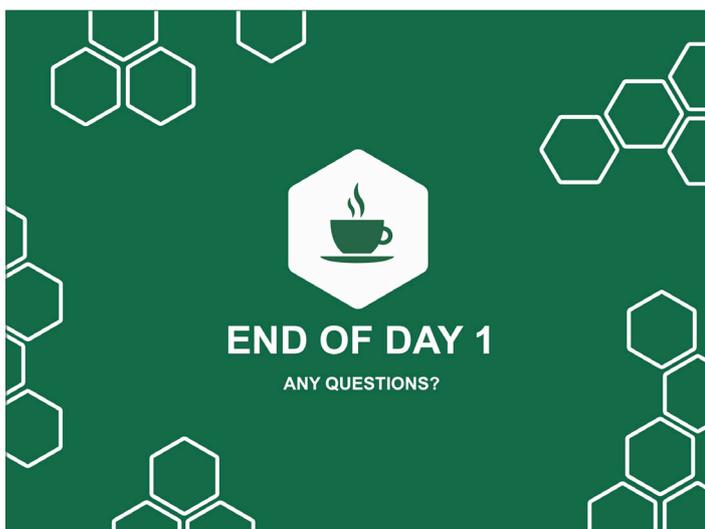
Handbook Part III

- Food, feelings and relationships



Slide 14: Notes

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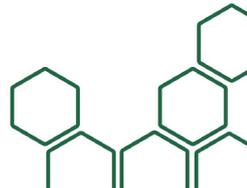
Slide 15: Notes



Slide 16: Notes

REMINDER OF WORKSHOP AIMS

- To get us all thinking about the ways in which food is used by children and adults
- To focus on how food is used to communicate thoughts, actions, beliefs and relationships. Food can be a window into the everyday lives of children and carers
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Slide 17: Notes

REFLECTIVE WORKSHOP – VIEWS SO FAR

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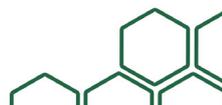
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Handbook Part III

- Food, feelings and relationships



Slide 18: Notes



4. FOOD TENSIONS IN CARE

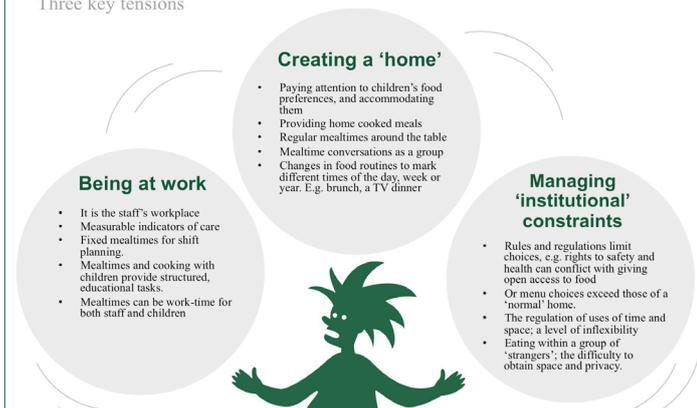
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Slide19: Notes

FOOD ROUTINES IN RESIDENTIAL CARE: A JUGGLING ACT

Three key tensions



Slide 20: Notes

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CARE TURNS INTO CONTROL

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(Liam, Care Worker)



Slide 21: Notes



CONTROL TURNS INTO CARE

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(Derek, Unit Manager)



Slide 22: Notes

IMPLICATIONS FOR PRACTICE

- Moving beyond nutrition
- Window to the culture as well as the individual
- Food as 'therapy'/recovery
- Link to ethos and aims of the service
- The power of the everyday

Slide 23: Notes

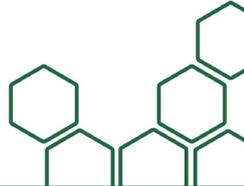
REFLECTIVE TOOL

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- Guided thinking
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Slide 24: Notes

JOTIT NOTEBOOK

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- May be used creatively by adding drawings or pictures
- Can also be used with children to facilitate food-related discussions



Slide 25: Notes

PEER SUPPORT

Making sense of it all...

- Discussion with supervisor - individual
- Peer group discussion
- Opportunity to explore with others the issues emerging from either the *Reflective Tool* or *JOTIT Notebook*

How could your peer support (foster care support) meetings help?



Slide 26: Notes

INTERACTIVE INTRODUCTION

On the Food for Thought Website

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- And for those who would like a refresher in the future

Video – members of the original research team talking about the study

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Slide 27: Notes



CLOSE OF WORKSHOP: FEEDBACK

How was it for you?

- Review of 'hopes and fears'
- Thoughts and feelings
- Review of learning/action points

 WHAT DID YOU MOST ENJOY?

 WHAT MOST SURPRISED YOU?

 WHAT ASPECTS OF TODAY'S LEARNING WOULD YOU TAKE BACK INTO YOUR PRACTICE?

Slide 28: Notes

FEEDBACK TO THE RESEARCH TEAM

Academic team

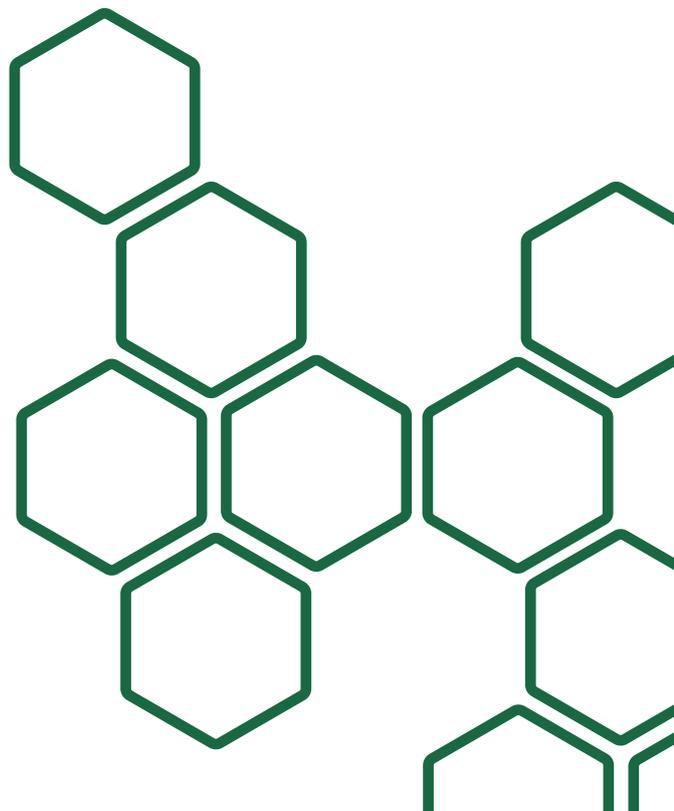
- Ruth Emond – h.r.emond@stir.ac.uk
- Samantha Punch – s.v.punch@stir.ac.uk
- Ian McIntosh – ian.mcintosh@stir.ac.uk

They would love to hear your views

Food for Thought Website

- www.foodforthoughtproject.info

Slide 29: Notes



CASE STUDY 1 – FOOD AND FOOD ROUTINES

Task

Read through the case study below and, in groups, discuss how you think Sarah and her foster carers might be feeling and adjusting to each other's food norms and routines.

Sarah

Sarah is a 6 year old girl whose mum has been described as having a 'persistent drink problem'. Sarah was taken into foster care around a month ago.

The foster family expects mealtimes, apart from breakfast, to be a shared event. Since coming to live at the foster home, Sarah has been displaying signs of being very anxious around food and she constantly focuses on it. At around 4.00pm, she starts to ask "what's for tea?" She is very reluctant to try new things and when she does sit down to a family meal, she takes a very long time to eat what is on her plate.

Since Sarah has come to live with the family, her foster parents have often had mild disagreements with each other about the food being offered to her and the way that she eats. They disagree in front of her and Sarah thinks they don't like her. Her foster mother says she should eat what she's given – she always had to. She has strong beliefs about vegetables being healthier for children. She has been a vegetarian for years and doesn't want the family to eat meat. Sarah's foster father thinks that Sarah should eat what and how she wants.

Sarah knows that she is supposed to like what she is given, but she really doesn't like much of it. She is afraid to say that she would rather have something else. She doesn't like mealtimes here and she hopes every tea time that she will like something so that she can stop everyone looking at her and trying to make her eat.

Questions

1. How might each of Sarah's foster carers be feeling about her behaviour?
2. How is Sarah feeling?
3. How much influence does Sarah have on the family? How much should she have?
4. What might the family do differently to help Sarah?



CASE STUDY 2 - FOOD AND FOOD ROUTINES

Task

Read through the case study below and, in groups, discuss how you think Jess and her foster carers might be feeling and adjusting to each other's food norms and routines.

Jess

Jess is a 14 year old girl who is currently living in residential care. Her early years were spent with her mother who lived as part of a travelling family. Jess remembers life as being pretty chaotic. There were no set routines and often she went hungry. At the age of 8 Jess was placed in the care of her grandmother. Whilst this meant that she was living in one place there continued to be few predictable elements to her day. Her granny would often forget to wake her for school, there was rarely food in the house and often Jess would be sent out to the shop to buy something for herself to eat. Jess would often hide food and would eat until she made herself sick. Her family saw this as Jess being greedy and selfish and would often count her out of events or treats.

The placement with her grandmother ended when Jess was 12 and she was moved to a residential children's home. Jess has refused to join the others at the table and often refuses to eat anything at all. Staff are increasingly frustrated by her unwillingness to join in.

Questions

1. What might the Jess and the care staff be feeling?
2. How might you expect Jess to adjust to her new situation?
3. What assumptions might care staff be making about Jess's behaviour?
4. What assumptions might Jess be making about the care staff's behaviour?
5. How might staff help Jess to manage the transition between the setting she has been used to and her new home setting?

CASE STUDY 3 - FOOD AND FOOD ROUTINES

Task

In groups, read through the case study below and discuss how you think Jason and his foster carers might have been feeling and thinking in the early months of Jason's placement.

Jason

Jason was four when he came to live with his foster family. He loved the rituals around family meals. At tea time, he would help set the table and call everyone – even go and round the other children up if they were in their rooms or in the garden. But when everyone was seated, Jason refused to eat anything except chips. Lunchtimes were less organised and he would eat a variety of foods then. After being in the placement for a couple of months, he started eating what other people had on their plates. Eventually, he took a plate of his own and, now, you would never know he had found it hard to eat at tea time at all.

Questions

1. What might Jason, his foster carers and other family members have been thinking and feeling?
2. How might you explain Jason's early behaviour?
3. Should Jason's foster carers have been concerned about what he was eating?
4. What was the best way to care for Jason in this situation?



EVALUATION FORM - FOOD FOR THOUGHT REFLECTIVE WORKSHOP

1. So that we will know what different groups thought of the workshop, please tell us your role:

- Foster carer Residential worker Social/support worker or Manager Other

2. How relevant to your role did you find the *Reflective Workshop*?

Not at all relevant

Extremely relevant

①

②

③

④

⑤

3. How useful did you find the *Reflective Workshop* session today?

4. What might you do differently once you get back to your day-to-day role and routines?

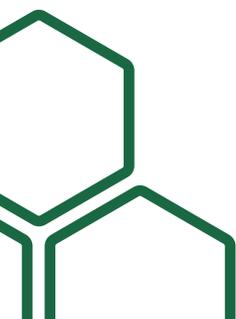
5. What issues from today would be helpful to discuss at your next supervision session?

6. Any other comments about the workshop? Or suggestions to help us improve the workshop?

7. The *Food for Thought Reflective Workshop*, developed by Stirling University, is one of several resources which will continue to be evaluated as they are used in practice for a further five years. **Would you be willing for a copy of your anonymous feedback (ie. this evaluation form) about the workshop you have just attended to be sent to Stirling University for analysis?**

- Yes No

Thank you for your feedback



FUTURE FEEDBACK

If you are willing to be contacted in the future by the *Food for Thought* project team from the University of Stirling, please provide your contact details below. Someone from the team will only be interested in talking with you about how you have used the resources (or not) and how you have found them. They will not be evaluating your practice or testing your knowledge about any of the resources.

This would be much appreciated and would help develop future work in this area.

Many thanks.



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Name

Email address

Telephone number

Address

Preferred mode of contact, please tick:

Email Phone By post

Please give this form to the workshop facilitator who will send on to the team.

Alternatively post to:

Ruth Emond,
School of Applied Social Science,
University of Stirling, Stirling, FK9 4LA

*Food for Thought: Food based training, assessment and intervention tools
for carers of looked after children*



CERTIFICATE OF ATTENDANCE

This is to certify that

_____ attended a one day
Food For Thought Reflective Workshop

On the _____ (date)

This training event contributes to Continuing Professional Development

Signed by facilitator

Signed by manager

Partners



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RESEARCH
COUNCIL

*Food for Thought: Food based training, assessment and intervention tools
for carers of looked after children*



CERTIFICATE OF ATTENDANCE

This is to certify that

attended two half day
Food For Thought Reflective Workshops

On the _____ (date)

This training event contributes to Continuing Professional Development

Signed by facilitator

Signed by manager

Partners



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aberlour
scotland's children's charity



Centre for excellence
for looked after children in Scotland



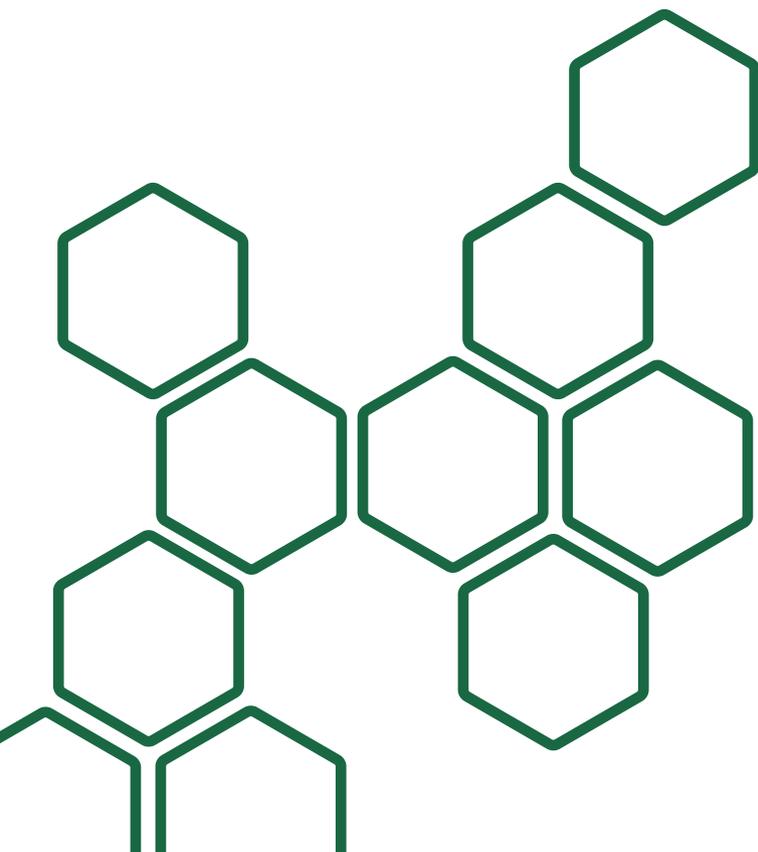
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COUNCIL

QUESTIONS FOR ACTIVITY 6 – PAIR AND SHARE

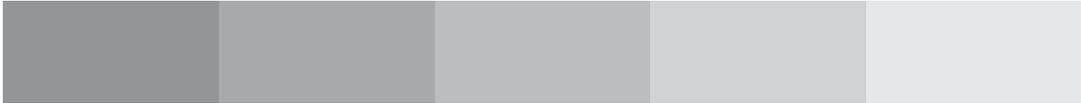
Using only 8 questions is recommended. Choose from this list.

1. If you were not here today, where would you IDEALLY be?
2. How should your menus be decided?
3. What are good manners and how do you encourage them?
4. What are acceptable food preferences/dislikes? (e.g. 'I only like potatoes as chips'/'I don't eat peas')
5. When is it OK to eat with your fingers?
6. When is it OK for a child to eat alone in their room?
7. What are the advantages of all eating together at the table?
8. What are the disadvantages of all eating together at the table?
9. What are the rules of the kitchen?
10. What, if any, are the rules about chores?
11. How do you manage snacks?
12. What is done differently around food if someone is ill?



FACILITATOR FEEDBACK FORM

1. Please fill in this section of the form as the workshop participants are doing Activity 7. Indicate on the diagram below roughly where the participants placed themselves (e.g. mark each person with a 'X'):

	
Views have changed a lot in relation to food practices	Views have not changed much in relation to food practices

2. Can you give examples of some of their reasons for why they placed themselves in that position:

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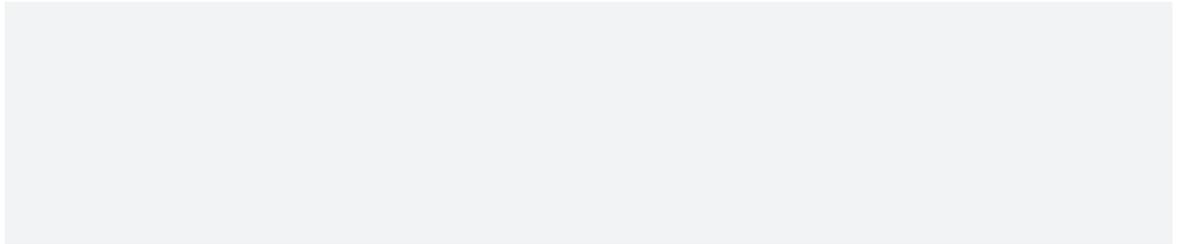
3. As you ask each of them to share one thing about what they might do next as a result of this workshop please record their responses below (one space for each participant):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

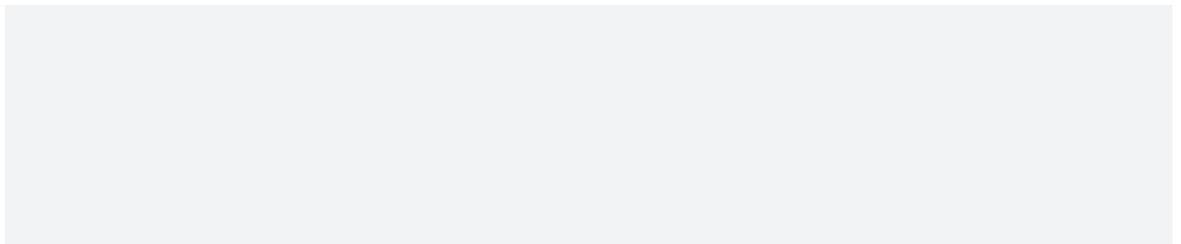


At the end of the workshop, possibly whilst the participants are filling in their feedback forms, it would be really helpful to the Stirling University team if you could provide us with your feedback on what it was like to run this workshop. This will enable us to evaluate the programme and consider possible revisions.

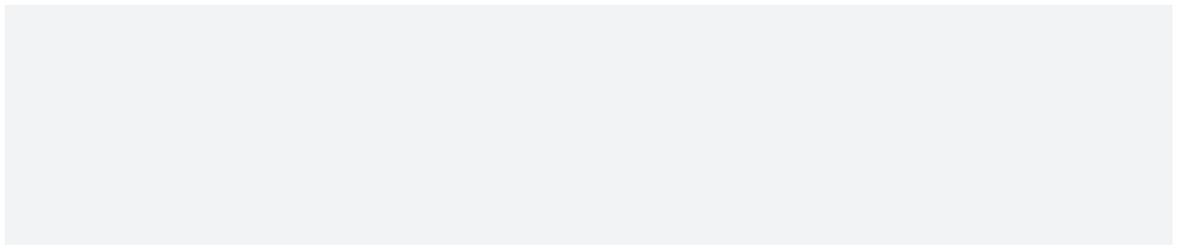
1. What was it like for you running this workshop today?



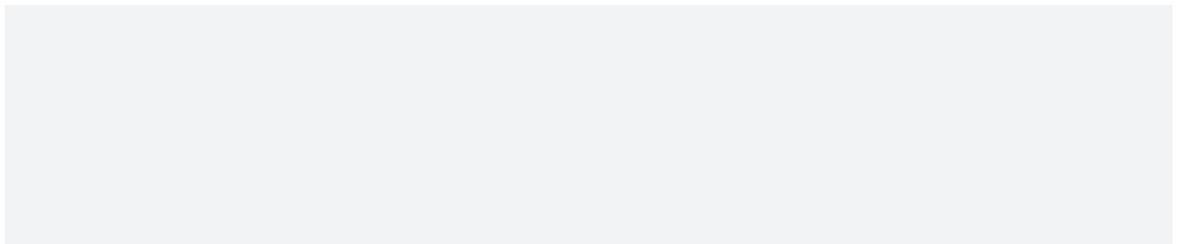
2. What were the main challenges you faced?



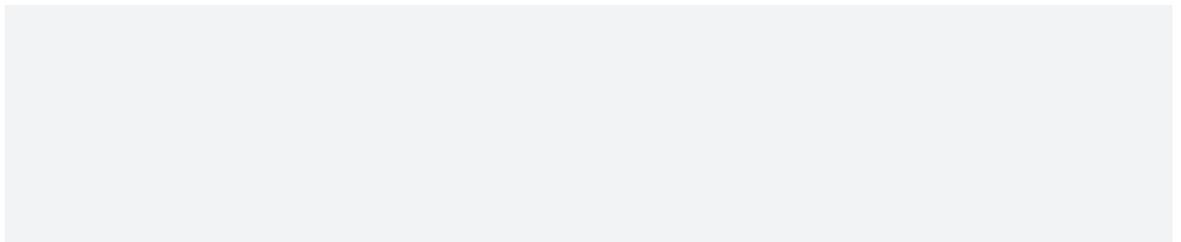
3. What were the things you liked most about facilitating this workshop?



4. What were the things you least liked about facilitating this workshop?



5. In particular, what were the difficulties and benefits associated with delivering a preprepared training resource ?



6. What have you found most helpful about the Facilitators' Pack?

7. What have you found least helpful about the Facilitators' Pack?

8. In what ways might the Facilitators' Pack be improved?

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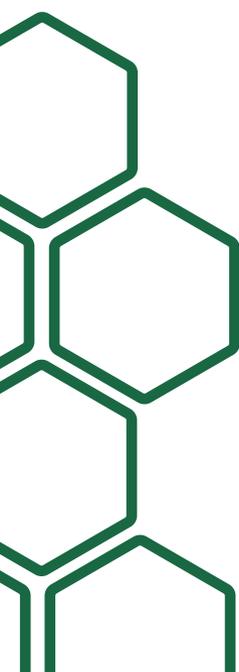
9. In what ways might the content of the Workshop be improved?

10. Is there anything else you would like to add about your experience of facilitating this workshop?

Please send this form, along with the participants' evaluation form and future feedback sheets to: Ruth Emond, School of Applied Social Science, University of Stirling, Stirling, FK9 4LA

Many thanks. Your cooperation with passing on your and the participants' feedback is greatly appreciated.

The Stirling University Team: Ruth, Sam and Ian.



SECTION 10: FURTHER READING

Publications from the Food and Care Study

Book

Punch, S., McIntosh, I. and Emond, R. (eds.) (2011) *Children's Food Practices in Families and Institutions*, London: Routledge.

Context paper

Emond, R., McIntosh, I., Punch, S. and Lightowler, C. (2013) *Children, Food and Care*, IRISS Insight (No.22): Glasgow. (available at: www.iriss.org.uk/category/resource-categories/iriss-insights)

Journal articles

McIntosh, I., Punch, S., Dorrer, N. and Emond, R. (2010) 'You don't have to be watched to make your toast': surveillance and food practices within residential care. *Surveillance and Society*. 7(3): 287-300. (accessible via <https://dspace.stir.ac.uk/handle/1893/9335>)

Dorrer, N., McIntosh, I., Punch, S. and Emond, R. (2010) 'Children and Food Practices in Residential Care: Managing Ambivalence in the Institutional Home', Special Edition of *Children's Geographies*, 8(3): 247-260. (accessible via <http://hdl.handle.net/1893/9291>)

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Punch, S., McIntosh, I. and Emond, R. (2010) 'Children's Food Practices in Families and Institutions', Special Edition of *Children's Geographies*, 8(3): 227-232. (accessible via <https://dspace.stir.ac.uk/handle/1893/9332>)

Punch, S., McIntosh, I. and Emond, R. (2012) 'You have a right to be nourished and fed, but do I have a right to make sure you eat your food?': Children's Rights and Food Practices in Residential Care, *International Journal of Human Rights*, 16(8): 1250-1262. (accessible via <https://dspace.stir.ac.uk/handle/1893/17002>)

Emond, R., McIntosh, I. and Punch S. (2013) 'Food and Feelings in Residential Child Care', *British Journal of Social Work*. Early online version: doi: 10.1093/bjsw/bct009. (accessible via <https://dspace.stir.ac.uk/handle/1893/17000>)

Punch, S. and McIntosh, I. (2014) 'Food is a funny thing within residential childcare': Intergenerational Relationships and Food Practices in Residential Care, *Childhood*. Early online version 17 May 2013: doi:10.1177/0907568213481814. (accessible via <https://dspace.stir.ac.uk/handle/1893/17006>)

Book chapters

McIntosh, I., Dorrer, N., Punch, S. and Emond, R. (2011) 'I know we can't be a family, but as close as you can get': Displaying Families within an Institutional Context', in Dermott, E and Seymour, J, (eds) *Displaying Families: A New Concept for the Sociology of Family Life*, Basingstoke: Palgrave Macmillan, pp.175-194.

Punch, S., McIntosh, I., Emond, R. and Dorrer, N. (2009) 'Food and Relationships: Children's Experiences in Residential Care', in James, A., Kjörholt, A.T. and Tingstad, V. (eds) *Children, Food and Identity in Everyday Life*, Basingstoke: Palgrave Macmillan, pp.149-171. (accessible via <https://dspace.stir.ac.uk/handle/1893/1981>)

