

UN Food Systems Workshops Manual

Face-to-face version



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INTRODUCTION

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

These children's consultations will feed into a larger project that develops evidence and strategies for UNICEF personnel, partner agencies, and government counterparts to transform food systems in healthy and sustainable ways. Through a series of fun, interactive and engaging activities, these consultations will explore children's perceptions of food systems.

The Western Sydney University Human Ethics Committee has granted ethics approval to carry out this research (Ethics Approval No. H14363). The ethics approval sets out a protocol for running the workshops, including how to make sure children consent to participating. This manual contains information about how to plan, recruit children for and implement workshops – and how to ensure your workshops comply with the ethics protocol. Following the guidelines we have provided in this manual is essential, and will ensure participants are given the respect and protection they deserve.

If you have any questions regarding this manual, please feel free to contact the project team via Girish Lala at g.lala@westernsydney.edu.au. We look forward to working with you on this exciting project to ensure that food system transformations are directly informed by the experiences and insights of children.

Thank you.

The teams at the Young and Resilient Research Centre and UNICEF

ABOUT US



The Young and Resilient Research Centre

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



UNICEF

UNICEF works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence.

WORKSHOP INFORMATION



Image credit: ©UNICEF Ethiopia/2019/Mulgeta Ayene

PLANNING YOUR WORKSHOP

Step 1: **Identify a workshop facilitator**

To ensure children can participate fully and freely express their views, we recommend that you appoint facilitators with appropriate training in and/or experience working with children. Ideally they will also have:

- A lively, engaging and upbeat facilitation style
- Ability to moderate and summarise discussion among adolescents
- Capacity to nurture a safe, respectful, inclusive and supportive space
- Knowledge of requirements for working ethically with adolescents

Step 2: **Familiarise yourself with workshop activities**

Please familiarise yourself with the activities and the instructions contained in this manual. It is a good idea to trial a couple of the activities before you deliver them. Activities can be adapted to your setting, but please retain the same goals and concepts.

Step 3: **Set a date and location**

Workshops should be in a location that is safe and easily accessible to children. All local regulations regarding COVID-19 (sanitizer, distancing, etc) should be adhered to. Ideally, the space you use will have:

- Tables large enough for groups of 4-5 people to sit around and take part in group work activities; and,
- A blackboard, whiteboard or wall space where you can stick large pieces of paper up to write on.

Step 4: **Translate workshop materials**

You will need to translate all workshop materials into your local language before the workshop. This includes the information and consent forms, and the worksheets.

Step 5: **Prepare information sheet and consent materials**

As part of our ethical obligations, we must get consent from all children and their parent/guardian before children take part. Make sure you fill in your organisation's details on the Information Sheet and Consent Forms at the back of this manual. You will need to translate these into your local language and make one copy for each participant.

Step 6: **Brief workshop facilitators**

- Ensure that a minimum of two adults are present for the duration of the workshop.
- These adults should have the necessary authorisations and clearances to work with children, as determined by your organisation's rules and your country's legislation.
- Please share this manual with all the facilitators so they can familiarise themselves with the activities before the workshop.

Step 7: **Source workshop materials**

Gather these materials:

- Blank paper
- Pens and pencils
- Coloured markers

RECRUITING YOUR PARTICIPANTS

You will run two workshops with participants. Drawing upon your existing networks, please identify children who might be interested in participating in a 2-hour workshop to explore children's perceptions of food systems. Workshops need to be completed by June 30 2021.

Step 1: **Who to invite?**

- Ideally, you will recruit workshop groups of 20-40 children per location.
- Workshop activities are designed for children 10 to 19 years old (inclusive).
- Aim for a balance of boys and girls if you can.
- Where possible and ethical, include children with specific or diverse needs (e.g. children living with disabilities, children from migrant families, etc.) – to ensure that the diversity of children's experiences is captured.
- Children who are experiencing serious mental health issues should not be invited to participate.
- If participation in the study involves placing an unreasonable burden on the child or their responsible guardian (e.g. travelling unreasonably long distances, excessive costs of travel, missing school), they should not be invited to participate.

There may be rare cases where it might not be appropriate for particular children to take part (e.g. children who are experiencing serious mental health difficulties). If you know that a child who wants to take part in the workshop is experiencing trauma or serious mental health difficulties, it is important that you assess their suitability to participate – and your capacity to support them – before they take part in workshop activities.

To assess an individual's suitability, please administer the 'Life Satisfaction Survey' (found in the Resource Kit at the end of this manual). It is not necessary to administer the Life Satisfaction Survey generally to all workshop participants. You should only administer the survey if you know that a young person is experiencing serious mental health difficulties. If you do administer the survey, please do so in such a way that the young person taking the survey is not identified or singled out in front of the rest of their group.

Step 2: **Gather expressions of interest**

The following material provides sample text about this project that you can use when recruiting children for your workshop. Adapt the following text where needed for your setting, but please ensure that you communicate the basic information about why the workshops are being held, what they will cover, and how children's information will be used.

Written text (for email, website, printed information, etc.)

Hi!

My organisation is working with researchers from the Young and Resilient Research Centre at Western Sydney University in Australia to consult children about food systems - what we eat, how it gets from the farm to you, and how these systems might be redesigned. We are keen to hear what children think about food, what they eat, and how they think food systems should be transformed to become more nutritious and sustainable.

We would like you to take part in a 2-hour workshop to find out your thoughts on these things. During the workshop, you will take part in a series of activities with other children.

We hope that you can be involved – but you do not have to participate if you do not want to. If you choose not to, it won't change your relationship with any organisation involved in this project, now or in the future. You can take some time to decide if you want to be involved. Please reach out if you have any questions about the project!

Verbal text (for telephone, face-to-face conversations, etc.)

Clearly identify yourself and your organisation

Explain the reason for contacting:

"I am calling to invite you to take part in a research project run by researchers from the Young and Resilient Research Centre at Western Sydney University in Australia. The research project is going to explore food systems – what we eat, how it gets from the farm to you, and how these systems might be redesigned."

Briefly describe what the workshops will entail:

"We are keen to hear what children think about food, what they eat, and how they think food systems should be transformed to become more nutritious and sustainable. We would like you to take part in a 2-hour workshop to find out your thoughts on these things. During the workshop, you will take part in a series of activities with other children."

Be clear about how long the workshop will take and where and when it will take place.

Ensure that children understand that their participation is not compulsory:

"You don't have to take part if you don't want to. If you choose not to, it won't change your relationship with any organisation involved in this project, now or in the future. You can take some time to decide if you want to be involved. Please reach out if you have any questions about the project!"

INFORMATION AND CONSENT

Information Sheet

- All children who are participating in your workshop, along with their parent/guardian, must be given a copy of the Information Sheet and Consent Form for children or parent/guardian. Distribute these to all participants in advance of the workshop.
- Participants and parents/guardians should be given an opportunity to ask any questions they may have before signing the consent form.

Consent

Our ethics approval requires that we have confirmation that children under the age of 18 have parent/guardian consent to take part.

- Ideally participants will return a signed consent form and a signed parental consent form before the workshop commences. If necessary, you can obtain consent from a child's parent/guardian via email or by phoning them or speaking to them (if you do obtain consent by speaking to a parent/guardian, please keep a written record).
- We ask that you keep records of all childrens' and parents' completed consent forms for a minimum of 5 years, and email a copy of the participant registration list to l.moody@westernsydney.edu.au.

JUST BEFORE THE WORKSHOP

Gather materials

Gather the materials you will need for your workshop. See above.

Local support services

Identify local services that provide psychological and emotional support for children in your local area or country. You will need to tell children about these services at the start of the workshop, and if a child gets upset during the workshop, you may decide to refer them for help.

- Prior to the workshop, locate the details of a local helpline/support service.
- Print their details on small pieces of paper (small enough for participants to put in their pockets) that can be distributed around the tables so that, if a participant needs to seek help, they have somewhere to turn.

Prepare printed resources

- Print the workshop resources ahead of time. A summary of the printed materials can be found below.
- Where possible, worksheets should be printed on A3 size paper to allow more space for children's answers. A4 is also adequate, if necessary.

- Children will be completing some activities individually and some activities in small groups. For individual activities you will need one worksheet for every participant. For small group activities, you will need one worksheet for every 3-4 participants.

Printed materials for children’s workshop:

<i>Printed Resource</i>	<i>Size</i>	<i>Copies</i>
Participant registration list	A4	1
Information Sheets for Children	A4	1 per child
Information Sheets for Parents/Guardians	A4	1 per child
Consent Form for Children	A4	1 per child
Consent Form for Parents/Guardians	A4	1 per child
‘Food Words’ worksheet	A3	1 per group
‘Food Map’ worksheet	A3	1 per group
‘Food Questions’ worksheet	A3	1 per group
‘Postcard to the President’ worksheet	A3	1 per group
‘Food Vulnerabilities’ worksheet	A3	1 per group
‘Concentric Circles’ worksheet	A3	1 per group

Prepare intro and debrief sessions

- Think about how to open the workshop in a way that will create an upbeat and engaging environment for your participants.
- Ensure that participants are fully informed about how their information will be used. When you welcome children to the workshop, tell them that the things they say will not be made public, and only the facilitators, Western Sydney University and UNICEF teams will have access to the things they say, make and do during the workshop. Please note that no child’s name will be published in any resulting reports. However, if children give permission for their photos to be taken, these photos might be used in the report or other information or marketing materials.

Prepare the workshop space

- Arrange the space for the participants to work in. Set up tables and chairs.
- If you do not have a whiteboard or blackboard, stick large sheets of blank paper up on the walls for you to record key conversations.

DURING THE WORKSHOP

Step 1: Complete activities

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

- Activities have been designed to allow participants to freely explore ideas and conversations. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided.
- If participants struggle with an activity, you can rephrase questions or use additional prompts to get them started or encourage them to take their thinking further.
- Use your judgment about what will work best for your group. However, please be mindful to limit your influence and avoid judging participants' responses, particularly those of adolescents. A key aspect of the project is to gather children's insights with minimal adult intervention so we can better understand what matters to them - remember, there are no right or wrong answers!
- Completed worksheets can be scanned or photographed after the workshop.
- Please also take photos of notes written on blackboards or whiteboards during the workshop before they are erased!

Step 2: Wrap up

The teams at the Young and Resilient Research Centre at Western Sydney University and UNICEF very much value the time participants have taken to assist us with our work, so please thank them on our behalf.

AFTER THE WORKSHOP

Following your workshop, please:

- Scan or take photos of all worksheets and other materials (including participant registration sheet, signed consent forms, drawings from participants, and notes taken by facilitator or participants either on paper or whiteboards/blackboards.)
- Arrange translation of content into English and then upload the content to OneDrive folders. If you can, please convert images of worksheets to PDF files and include translations in comments. If you cannot convert to PDF, please use a format that will allow us to easily view and understand your images and translations.
- Upload photos of original worksheets, translated worksheets, participant registration sheet and signed consent forms to the OneDrive folder provided by Western Sydney University.
- We will email you details about how to access your OneDrive folder so you can share your workshop information/documents.

RESOURCE KIT



Image credit: Katerina Holmes, Pexels.com

CHECKLIST

Use this checklist to make sure that your workshop runs as smoothly as possible. Please note that not all tasks apply to every context, and the order might be different for you!

PLANNING YOUR WORKSHOPS

- Identify workshop facilitators
- Attend online facilitator training with WSU research team
- Familiarise yourself with workshop activities
- Set a workshop date
- Organise a venue
- Prepare information sheet and consent materials (update contact & workshop details)
- Brief workshop facilitators
- Organise translation of workshop materials

RECRUITMENT AND CONSENT

- Recruit 20-40 children per location aged 10–19 years old
- Distribute project Information Sheets (updated with contact and workshop details)
- Obtain signed Participant Consent forms
- Obtain signed Parental Consent forms

JUST BEFORE THE WORKSHOP

- Assemble the workshop materials
- Locate support services and print their details on small pieces of paper
- Make sure you have the paper resources for each activity
- Prepare intro and debrief sessions
- Prepare the workshop space

DURING THE WORKSHOP

- Complete activities
- Take photos of notes written on blackboards or whiteboards
- Complete participants list

AFTER THE WORKSHOP

- Scan or photograph completed worksheets after the workshop
- Arrange translation of completed materials
- Upload content to OneDrive folder
- NB: please upload content in original language + English translation
- Tell the team about your experience or any feedback you may have
- Email the team your participant registration list

LIFE SATISFACTION SURVEY

We do not expect that participants will experience any discomfort from taking part in the workshop. However, there could be rare cases where it might not be appropriate for particular children to take part (e.g., children who are experiencing mental health difficulties).

As part of our duty of care, if you know that a child who wants to take part in the workshop is experiencing mental health difficulties, it is important that you assess their suitability to participate – and your capacity to support them – before they take part. To assess an individual's suitability, please administer the 'Life Satisfaction Survey' overleaf.

Print out the survey on the next page and ask the participant to complete it in their own time (it usually does not take more than five minutes to complete). When the participant has answered all of the questions, add up the score against each of their responses. If a participant scores less than 9 (low life satisfaction) on the survey, they should not take part in your workshop.

PLEASE NOTE: It is not necessary to administer the Life Satisfaction Survey generally to all workshop participants. You should only administer the survey if you know that a participant is experiencing mental health difficulties. If you do administer the survey, please do so in such a way that the young person taking the survey is not identified or singled out in front of the rest of their group.

1. In most ways, my life is close to my ideal.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

2. The conditions of my life are excellent.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

3. I am completely satisfied with my life.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

4. So far I have gotten the most important things I want in life.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

5. If I could live my life over, I would change nothing.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

WORKSHOP ACTIVITIES AT A GLANCE

Workshops will run for 2 hours. Please make sure you include an introduction, breaks and wrap-up in this time, as well as the listed activities for each workshop.

<i>Activity</i>	<i>Materials</i>	<i>Time</i>
Welcome		5 min
Icebreaker	Pens/pencils	5 min
Food Word Cloud	'Food Words' worksheet for each group Pens/pencils	10 min
Food Map	'Food Map' and 'Food Questions' worksheet for each group, Pens/pencils	30 min
Break		10 min
Food Poverty OR What Needs to Change?	Workshop #1: 'Food Map' worksheets from previous activity, 'Food Vulnerabilities' worksheet Workshop #2: 'Concentric Circles' worksheet, Pens/pencils	20 min
Postcard to the President	'Postcard to the President' worksheet for each group, Pens/pencils	20 min
Discussion		10 min
Thank You		5 min

WORKSHOP #1 AGENDA (FOOD POVERTY FOCUS)

WELCOME AND INTRODUCTIONS

AIM: Welcome participants, explain the workshop's aims, and tell them what can be done if they feel uncomfortable in any way.

TIME: 5 minutes

TYPE: Whole Group Activity

[Adapt the following text as needed, but please cover all of the following information. The aim is to ensure children know how their data will be used, and to establish a safe and welcoming space.]

Good morning and thank you for joining the workshop!

My name is [name of facilitator] and I'm from [name of your organisation].

[Provide a brief description of your organisation and the work that you do.]

The workshop we're doing today is part of a larger project by the Young and Resilient Research Centre at Western Sydney University in Australia and UNICEF to explore food systems – how your food gets from where it was grown or produced to your plate. Your responses will help us understand how children view food and how we can best make healthy food available to everyone now and in the future. We'll be doing fun group activities where you can talk about food, where you get it, and how you'd make our food systems work better.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except the facilitators, the Young and Resilient Research Centre, and UNICEF. Your name or anything else that identifies who you are won't be included in any reports that we write from this project. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!

Today's workshop is designed to be fun, but if anything we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can rejoin the activities at any point – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable.

On your table you will find the details of [local helpline/support service]. If you feel upset or concerned by anything we do together here today, you are welcome to pull me aside and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need help, please use the details on the card to contact [local helpline/support service].

ICEBREAKER ACTIVITY

AIM: Introduce participants to each other in small groups

TIME: 5 minutes

TYPE: Small Group activity

If your group doesn't already know each other well, this is an activity to introduce them to each other. Set the scene and describe the following mission to participants:

"Imagine that you are going on an interplanetary mission to visit all the planets between here and outer space. You're going to be away for a long time and so you will need some food. But because you don't have much space to pack things you can choose only one food to take."

Break participants into small groups:

- Tell your group your name, one food you will take on your trip, and why.

FOOD WORDS

AIM: Discuss how participants experience food. Identify what participants find appealing about food and what their aspirations are around eating.

TIME: 10 minutes

TYPE: Small Group activity

WORKSHEET 1: Food words

MATERIALS: Food Words (Worksheet #1), paper + pens/pencils

The purpose of this activity is to start to have participants think about food and what food is to them, what they like or not like about food. This activity will gather information and identify what participants find appealing about food and what their aspirations are around eating to help inform aspects of food choice within their own food environments and systems.

"We want to begin this workshop by thinking about what food is and why we eat it. Think about what food means to you all and answer the following questions on your worksheet."

- What is food? How do you define food in your own words?
- Write down three words you associate with the foods you like.
- Write down three words you associate with the foods you dislike
- What is the one food you wish you could eat, but which you can't ever eat, or can't eat regularly? Why can't you eat this food as much as you'd like to?

FOOD JOURNEY MAPPING

AIM: Understand how children conceptualise, understand, and experience their own food environments and systems. To what extent do children understand food production and food waste management? What do different food environments and systems look like across the globe for different children in different countries?

TIME: 30 minutes

TYPE: Small Group Activity

MATERIALS: Food Mapping (Worksheet #2), Food Question (Worksheet #3), pens/pencils

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

[Hand out the Food Mapping worksheet #2.]

In this activity, groups create a food map. Ask them to **think of a nutritious or healthy food that they’d like to eat more of**, but can’t. Make a map on the worksheet by drawing how this food came to be on your plate/bowl. Facilitator - please guide participants through these steps one at a time, giving them a few minutes to complete each step:

1. In your group, decide on a nutritious or healthy food you’d all like to eat more of and write down the food your group chose in the top corner of you map (2 minutes)
2. Now, on your map, draw the places you eat this food - like your home, school, etc. Write down the names of these places (3 minutes)
3. Now sketch where you get this food from - do you buy it at markets or shops, or do you get it from somewhere else? Remember to write down the names of those places. Draw arrows from the places you get the food to your plate or bowl (5 minutes)
4. Food has to get to the places you buy it somehow. Now, on your map, show us how the food gets to where you buy it. For example, sketch factories or farms to show how ingredients are grown or are processed before it gets to the shop or market. Use arrows or draw trucks or boats to show how ingredients move or are transported from one place to another. (5 minutes)
5. Finally, on the same map draw what happens to the ‘left over’ food waste after eating this food. Does this go in your household bin? Or into the compost or in a community tip? (3 minutes)

[Hand out the Food Questions worksheet #3.]

Now answer these questions on your worksheet:

- Why do you eat this food? (tell us why you think you eat it, not why your parents say you have to!) (4 minutes)
- Do you have a choice in what foods you eat? If not why?(4 minutes)
- Does this food change throughout the year depending on the season? (4 minutes)

BREAK

TIME: 5 minutes

Give children a break to eat some food and stretch their legs.

FOOD POVERTY

AIM: How do children experience food poverty through food systems?

What systematic barriers do children and adolescents experience in their food systems in obtaining nutritious, safe, affordable, and sustainable access to foods?

TIME: 25 minutes

TYPE: Small Group Activity

MATERIALS: Food Mapping worksheet from previous activity, Food Vulnerabilities (Worksheet #4), pens/pencils

This activity looks to gain an understanding of how young people view and or experience food poverty within their own food environments and systems. The activity will explore vulnerabilities and solutions proposed by young people to address food poverty in their communities.

“Before the break, you made a food map of how food gets to your plate. We’re going to go back to these maps, but this time we’re going to add in ‘vulnerabilities’. What is a vulnerability? A vulnerability is any weakness or blockage that makes it hard for you to get enough nutritious, sustainable food.” [Facilitator might provide some localized examples of vulnerabilities and how they impact local food systems.]

1. On your map, draw a ‘1’, ‘2’ and ‘3’ at 3 vulnerable places - points in the process where things can break down, making it hard for you to get enough food. (5 minutes)
2. On the Food Vulnerabilities worksheet, write what these vulnerabilities are and why these vulnerabilities exist. [Prompts: What happens at these places that makes it hard to get food? Why are some foods not accessible or affordable to everyone? If they say parents don’t give it to them, ask what prevents parents from doing so] (5 minutes)
3. Do vulnerabilities affect boys and girls in the same way - how/why? (5 minutes)
4. Write how you might reduce or remove this vulnerability. What can be done to strengthen the food system against this vulnerability? (10 minutes)

POSTCARD TO THE PRESIDENT

AIM: What would children like to change within their food systems?

TIME: 20 minutes

TYPE: Small Group Activity

MATERIALS: Postcard to the President (Worksheet #4), pens/pencils

If you had the chance to write a postcard to the prime minister/president/governor in your country, what would you tell them about what needs to change so that everyone can eat nutritious food without harming the environment?

[Hand out the Postcard to the President #4.]

On your worksheet, write responses to the following:

- What three things do you want your President to do to strengthen your food system?
- Tell your President the best ways to seek children's views on actions to take.
- Tell your President how they should let children know about the actions the government is taking to make sure every child can eat well.

PLENARY DISCUSSION

AIM: Draw together workshop content and messages to take forward to the UN

TIME: 10 minutes

TYPE: Whole Group Activity

Workshop wrap up. Discuss and share with the whole group:

- Something new that you learnt today.
- A message you have for the UN about your food.

THANK YOU

AIM: Thank Participants

TIME: 5 minutes

TYPE: Whole Group Activity

Thank you for participating today. We're going to send all the work you've done today to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you've said and write a short report explaining what children think about food. This will contribute to the UN Dialogues on Food Systems in September and inform government and key stakeholders within your own countries. Your contribution allows for a youth centred voice to ultimately feed into exciting new ways to make food systems more healthy and sustainable both nationally and internationally.

WORKSHOP #2 AGENDA (CLIMATE CHANGE FOCUS)

WELCOME AND INTRODUCTIONS

AIM: Welcome participants, explain the workshop's aims, and tell them what can be done if they feel uncomfortable in any way.

TIME: 5 minutes

TYPE: Whole Group Activity

[Adapt the following text as needed, but please cover all of the following information. The aim is to ensure children know how their data will be used, and to establish a safe and welcoming space.]

Good morning and thank you for joining the workshop!

My name is [name of facilitator] and I'm from [name of your organisation].

[Provide a brief description of your organisation and the work that you do.]

The workshop we're doing today is part of a larger project by the Young and Resilient Research Centre at Western Sydney University and UNICEF to explore food systems – how your food gets from where it was grown or produced to your plate. Your responses will help us understand how children view food and how we can best make healthy food available to everyone now and in the future. We'll be doing fun group activities where you can talk about food, where you get it, and how you'd make our food systems work better.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except the facilitators, the Young and Resilient Research Centre, and UNICEF. Your name or anything else that identifies who you are won't be included in any reports that we write from this project. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!

Today's workshop is designed to be fun, but if anything we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can rejoin the activities at any point – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable.

On your table you will find the details of [local helpline/support service]. If you feel upset or concerned by anything we do together here today, you are welcome to pull me aside and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need help, please use the details on the card to contact [local helpline/support service].

ICEBREAKER ACTIVITY

AIM: Introduce participants to each other in small groups

TIME: 5 minutes

TYPE: Small Group activity

If your group doesn't already know each other well, this is an activity to introduce them to each other. Set the scene and describe the following mission to participants:

"Imagine that you are going on an interplanetary mission to visit all the planets between here and outer space. You're going to be away for a long time and so you will need some food. But because you don't have much space to pack things you can choose only one food to take."

Break participants into small groups:

- Tell your group your name, one food you will take on your trip, and why.

FOOD WORDS

AIM: Discuss how participants experience food. Identify what participants find appealing about food and what their aspirations are around eating.

TIME: 10 minutes

TYPE: Small Group activity

WORKSHEET 2: Food words

MATERIALS: Food Words (Worksheet #1), paper + pens/pencils

The purpose of this activity is to start to have participants think about food and what food is to them, what they like or not like about food. This activity will gather information and identify what participants find appealing about food and what their aspirations are around eating to help inform aspects of food choice within their own food environments and systems.

"We want to begin this workshop by thinking about what food is and why we eat it. Think about what food means to you all and answer the following questions on your worksheet."

- What is food? How do you define food in your own words?
- Write down three words you associate with the foods you like.
- Write down three words you associate with the foods you dislike
- What is the one food you wish you could eat, but which you can't ever eat, or can't eat regularly? Why can't you eat this food as much as you'd like?

FOOD JOURNEY MAPPING

AIM: Understand how children conceptualise, understand, and experience their own food environments and systems. Support children to think about where their food comes from; how their own food choices – or those of their families – might be impacting their environment; and how environmental factors impact what foods are available and/or affordable to them.

TIME: 30 minutes

TYPE: Small Group Activity

MATERIALS: Food Mapping (Worksheet #2), Food Icons (Worksheet #3), pens/pencils

[Use the following script or play [this video](#) (YouTube, 1:27 long).]

“Most of the food you eat comes from a farm, whether it’s a crop, animal, dairy, fish or other type of farm. Today, many farms and other places that grow our food use chemicals to prevent pests eating crops, but those chemicals can also contaminate the soil where other things grow.

Farming can also change the environment in other ways – for example, by cutting down trees and forests to make space for large crops of a single grain or food (like soya beans), or growing fish in large ponds that can pollute waterways, or keeping too many pigs/cattle/sheep in small spaces.

From farms, your food journeys to factories for processing or to markets for sale, often in trucks, ships or trains that produce carbon dioxide which pollutes the air we breathe.

A lot of the foods we eat are packaged in plastic, which takes a very long time to break down and can also pollute the environment.

The journey that your food takes from production (growing/processing) to your plate is called a food system and involves lots of different people, places, and transport. If we think about tomato sauce, for instance, we might start with the tomatoes at the farm, then go to a factory where they are processed and pumped into plastic bottles, and then by truck to a local market, and then you walk to the market to buy it and eat it with dinner.”

[Hand out the Food Mapping worksheet #2.]

In this activity, groups create a food map. Ask them to think of **a food that they’d like to eat more of**. Make a map on the worksheet by drawing how this food came to be on your plate/bowl. Facilitator - please guide participants through these steps one at a time, giving them a few minutes to complete each step, beginning with the following overview:

"We're going to draw a food map about a food that you'd like to eat more of and on your map we going to ask you to show us four things - where you eat your food, where you get your food, where that food comes from originally, and what happens to any leftovers or waste."

1. In your group, decide on a food you'd all like to eat more of and write it down in the top corner of your map. (2 minutes)
2. Now, on your map, draw the places you eat this food like your home, school, etc. Write down the names of these places. (3 minutes)
3. Now sketch where you get this food from. Do you buy it at markets or shops, or do you get it from somewhere else? Write down the names of those places. Draw arrows from the places you get the food to your plate or bowl. (5 minutes)
4. Food has to travel to the places you buy it. On your map, show us how the food gets to where you buy it. For example, sketch factories or farms to show how ingredients are grown or are processed before it gets to the shop or market. Use arrows or draw trucks or boats to show how ingredients are transported from one place to another. (5 minutes)
5. Finally, on the same map draw what happens to the "leftover" food waste after eating this food. Does this go in your household bin? Where does it go from there? Into the compost? Into a community tip/rubbish dump? How long does it stay there? (3 minutes)

[Hand out the Food Icons worksheet #3.]

"Let's look at the maps we've just drawn. You made a map showing a food you would like to eat more of, where you eat it, and how it gets there.

Thinking about how our world's resources can be used or overused to produce food and how that can damage our climate and our environment, we want you to think about places on your food map where those things could be happening - what are the points on your map where growing, producing or transporting food harms the world around us, and how does it do that?

For example, if your food is being produced on large farms, is that bad for the environment - why? What about if your food is processed in factories before being transported to your community for you to eat - what harm might that cause to our world?

You all have a sheet of icons that show different types of bad effects that growing, producing or transporting food can cause. These things don't happen everywhere food is grown produced or transported, but growing, producing or transporting food can cause harm like damaging our climate or environment.

1. In your group, cut out icons and stick them on your map to show where you think growing, producing or transporting the food you have told us about causes harm to occur

2. Now on a scale of 1 to 5 (1 = very little; 5 = a lot), rate how much each of the harms you've stuck on your map impact the world. So, if you think something harms the world a lot, you would rate it 5, or if you think something only causes very little harm you would rate it 1. You can use any number between 1 and 5 to tell us how much of a bad impact something has. Write the number next to the icon you have placed on the map."

Now answer the following questions:

1. Now, still thinking about the food you've chosen for your map, what would be the long-term effects on the environment if everyone ate more food like this?
2. How would you have to change the way you live and eat to reduce the effects on the environment and help keep the world's natural resources safe for the future? [Prompt: For example, eat less meat, think about how far food has traveled or how much packaging the food comes in?]

BREAK

TIME: 5 minutes

Give children a break to eat some food and stretch their legs.

WHAT NEEDS TO CHANGE?

AIM: Explore what different agents in the food system can do to reduce the impact of food consumption on the environment, in order to prepare them to write a call to action in the final activity of the workshop.

TIME: 25 minutes

TYPE: Small Group Activity

MATERIALS: Concentric Circles (Worksheet #4), pens/pencils

"In this activity, we will explore what different people can do to help make sure that the foods we eat don't negatively impact the environment. To do this, we are going to use a concentric circles activity (Worksheet #4). You will work in your small groups again."

1. At the centre of the concentric circles, you will see "Me and My Family." What are all the things that you and your family can do to make sure that you minimise the impact of the food you eat on the environment? Write these things on sticky notes and place them in the circle at the centre of the board.
2. In the next circle, you will see "My Community." The task here is to think about all the things that people in your community (such as local farmers, elders, community gardens and groups) can do to make sure that the ways we eat don't harm the environment. You might think about what your local government can do, about what the shops and markets in your area can do, and what local farmers can do. Make

sure you write down on the sticky notes who these people are when you say what they need to do.

3. In the next circle, you will see “Farmers and Food Companies.” These are the people that grow lots of food on large scale farms and large food companies that process and package the foods we eat. What can they do to reduce the impact of food production on the environment?
4. The last circle is “Governments and International Organizations.” What do governments and international leaders need to do to make sure that the foods that are produced and eaten are not harmful to the environment? Do they need to make new laws to ban certain practices? Do they need to provide incentives to producers? Do they need to educate farmers? There are many different things they might do.

POSTCARD TO THE PRESIDENT

AIM: What would children like to change within their food systems?

TIME: 20 minutes

TYPE: Small Group Activity

MATERIALS: Postcard to the President (Worksheet #4), pens/pencils

If you had the chance to write a postcard to be the prime minister/president/governor in your country, what would you tell them about what needs to change so that everyone can eat nutritious food, without harming the environment?

[Hand out the Postcard to the President worksheet.]

On your worksheet, write responses to the following:

- What three things do you want your President to do to strengthen your food system?
- Tell your President the best ways to seek children’s views on actions to take.
- Tell your President how they should let children know about the actions the government is taking to make sure every child can eat well.

PLENARY DISCUSSION

AIM: Draw together workshop content and messages to take forward to the UN

TIME: 10 minutes

TYPE: Whole Group Activity

Workshop wrap up:

- Write something new that you learnt today on a sticky note and place on the board at the front of the room. [Remember to take a photo of the board and upload.]

- Discuss with the whole group a message you have for the UN about your food.
[Facilitator takes notes and summarizes responses into three or four points].

THANK YOU

AIM: Thank Participants

TIME: 5 minutes

TYPE: Whole Group Activity

Thank you for participating today. We're going to send all the work you've done today to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you've said and write a short report explaining what children think about food. This will contribute to the UN Dialogues on Food Systems in September and inform government and key stakeholders within your own countries. Your contribution allows for a youth centred voice to ultimately feed into exciting new ways to make food systems more healthy and sustainable both nationally and internationally.

CHILD'S INFORMATION SHEET

Hi there! Thanks for your interest in this project!

What's this about? A team of researchers from Western Sydney University are working with UNICEF to understand how to make food systems more nutritious and sustainable.

What will I be asked to do? We are asking you to take part in a workshop with other children your age. The workshop will be run by a person from your community, and you will get the chance to do lots of fun, interactive activities like games, drawing, writing and talking. The workshop will help us find out how you feel about governments, community organisations and private companies' influence on you.

How long will it take? The workshop will be 2 hours long. There is lots of thinking but the workshops are also fun, you'll have breaks, and the chance to hang out with other kids.

What are the good things about taking part? Your views and ideas are very important. The things you share with us will help us get a better understanding of children's views and experiences and help researchers make their projects better and more ethical when working with children.

Will it make me feel uncomfortable in any way? Sometimes being around other kids you don't know can be uncomfortable. If you do start to feel uncomfortable, you can talk to one of the adults in the workshop and they can help you. You can also leave the workshop whenever you want. We'll tell you about support services that are there to help you out, if you need it.

Can I stop taking part? Yes you can, and you don't need to tell us why. If you don't want to be involved anymore, you or your parent can send an email to the Western Sydney University team. Or you can just let us know during the workshop that you want to leave. This won't change your relationship with UNICEF or Western Sydney University. But if you do, we won't be able to delete all the things you've said, made or done in the workshop. This is because some workshop activities will be in groups so we won't know which parts are yours!

What happens to my personal information? We will write a report about the things we find out, and might also use the things you share in other projects. But your privacy will be protected. This means no one will be able to work out who you are. We'll keep the things you write and make in the workshop for 5 years and then we'll destroy it.

What is 'extended consent'? We are asking you to give 'extended consent'. Consent is saying that you understand the project and are happy for us to use what you say and do in our research. The 'extended' part of 'extended consent' means you are okay for us to use your information in other projects as well. We ask for this because research can take up a lot of time for people like you and researchers. This will mean that we can learn more things from the things you share, and hopefully help more kids to be healthy, happy and supported. If you don't understand or want to know more about this, you or your parent can contact the research team.

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

You can still take part in this project even if you don't want us to take your photo - just tell us in the consent form.

How can I contact you? If you have questions or want to know more, you or your parent can talk to the the UNICEF facilitator or the research team using the details below:

[Insert contact details of organisation]

Professor Amanda Third, Co-Director Young and Resilient Research Centre, Western Sydney University +61420364758 a.third@westernsydney.edu.au

CHILD'S CONSENT FORM

If you would like to take part in the UN Food Systems project, please read the following points and sign at the bottom.

- I want to take part in this research project.
- I understand that I am being asked to take part in a workshop
- I understand the workshop is 2 hours long
- I have had the chance to talk about the project with the UNICEF representative
- I give my permission for the things I say, make or do in the workshops to be used for this project and other projects in the future
- I understand that it might be used in a report but that my identity will be kept secret so no one will be able to find out who I am or what I said.
- I know that I do not have to take part in the workshop. I know that UNICEF and the research team will not be upset with me if I change my mind at any point. I know that I can leave the workshop at any point in time.
- If I decide to leave the project I know that the research team will try to make sure my information is removed but sometimes it will not be possible such as when I have been working in a group.

Decline image use

If you **DO NOT** want your photo taken during workshops, tick here

(you can still take part even if you decide not to have your image taken)

Signed: _____ Name: _____ Date: _____

Thank you for filling out this form.

When you are done you can give it back to:

[insert name and contact details of UNICEF facilitator]

What if I have a complaint? If you are worried about any part of this project and would like to talk to someone about it you can contact a member of the Ethics Committee on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au. When they ask you what the ethics reference number is, tell them it's: H14363 Your conversation will be private and they will not tell the research team who you are. Any issues you have will be taken seriously because your safety is the most important thing.

PARENT'S INFORMATION SHEET

Project Title: UN Food Systems

Project Summary: Your child is invited to take part in a research project being led by Professor Amanda Third at Western Sydney University in partnership with UNICEF. This project will explore children's views of food and provide evidence and strategies for UNICEF personnel, partner agencies, and government counterparts to redesign food systems in nutritious and sustainable ways.

How is the study being paid for? UNICEF is paying for this project.

What will my child be asked to do? Your child will be asked to take part in one 2-hour workshop. The workshop will be facilitated by a trained facilitator, and your child will be invited to take part in a number of fun, interactive activities (including drawing, writing, group discussions etc.) which aim to:

- Explore children's perceptions of food, what they eat, why they eat it, and where it comes from.
- Learn about how children understand food systems, what their barriers to healthy food are, and how they imagine transforming food systems so they provide more nutritious and sustainable food.

Workshops are designed to be engaging for children and will include lots of breaks, games, and opportunities to socialise. They will also be provided with lunch and snacks on the day.

How much of my child's time will he/she need to give? Your child will take part in one 2-hour workshop, including breaks.

What benefits will my child, and/or the broader community, receive for participating? This research will contribute to providing children's voices at the UN Summit on Food Systems. These insights will become folded into policies and projects that aim to produce more nutritious and sustainable food systems around the world.

Will the study involve any risk or discomfort for my child? If so, what will be done to rectify it? It is possible that your child's participation may involve some risks. Because we are asking questions about your child's experiences, some activities in the workshops may be distressing for your child. The UNICEF facilitator will have a number of strategies in place to ensure that the workshop environment is safe and supportive for all participants, and children will not be pressured to take part in any activity if they don't want to. All participants will also receive the contact details of a local counselling organisation, should they wish to speak to someone after the workshops.

In addition, there are also two things that you and your child can do if they experience distress:

- Your child can mention any issues to the facilitator or a parent;
- Your child can withdraw from the project – or you can withdraw them – at any time before or during the workshops.

What is extended consent? You have been asked to agree to Extended consent. When you agree to extended consent it means that you agree that your child's data, as part of a larger dataset (the information collected for this project) can be re-used in projects that are:

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

Western Sydney University and government policy encourage the use of extended consent because collecting information for research can be an inconvenience or burden for participants and has significant costs associated with it. Sharing data with other researchers gives the potential for others

to reflect on the data and its findings, to re-use it with new insight, and increase understanding in this research area. By providing your consent you are allowing your child's data to be used by UNICEF and researchers at the Young and Resilient Research Centre of Western Sydney University for other similar research. Their use of the data will only be allowed after an ethics committee has agreed that the new use of the data meets the requirements of ethics review.

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

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

How do you intend to publish or disseminate the results? It is anticipated that the results of this research project will be published and/or presented in a variety of forums. In any publication and/or presentation, information will be provided in such a way that your child cannot be identified.

How will the data and information that my child provides be disposed of? Your child's data will be held securely and managed under a detailed Data Management Plan. The stored data available for re-use will not have information in it that makes your child identifiable. The researchers want to keep the data for 5 years for possible re-use. After this time the data will be securely destroyed. Please be assured your child's information will be treated confidentially and only de-identified data will be used in reports or other materials that arise from the research.

Can I withdraw my child from the study? Can my child withdraw from the study? Your child's participation in the study is entirely voluntary and they are not obliged to be involved. Your child may withdraw from the study at any time – or you may withdraw your child from the study at any time before or during the workshop. However, because workshops will involve group activities, if they withdraw during the workshop, any information they have contributed in a group setting up until that point will not be able to be removed. If they want to withdraw, they can talk to the workshop facilitator.

What if I require further information? You are welcome to discuss the project further with the facilitator or research team before deciding if you want your child to take part:

[Insert contact details of organisation]

Professor Amanda Third, Co-Director Young and Resilient Research Centre, Western Sydney University +61420364758 a.third@westernsydney.edu.au

What if I have a complaint? If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome. If you agree for your child to participate in this study, you may be asked to sign the Consent Form.

The information sheet is for you to keep and the consent form is retained by the researcher/s.

This study has been approved by the Western Sydney University Human Research Ethics Committee. The Approval number is H14363.

PARENT CONSENT FORM

Project Title: UN Food Systems

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H14363.

I, _____, hereby consent for my child _____ to participate in the above named research project. I have discussed participation in the project with my child and my child agrees to their participation in the project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent for my child to:

Participate in one 2-hour consultation workshop

I consent for my child's data and information provided to be used for this project and, as long as the data is non-identified, in other related projects.

I understand that my child's involvement is confidential and that the information gained during the study may be published but no information about them will be used in any way that reveals their identity.

I understand that my child's participation in this study will have no effect on their relationship with the researcher/s, and any organisations involved, now or in the future. I understand that I, or my child, will be unable to withdraw their data and information from this project after they have taken part in the workshops. This is because the workshops will involve group work where it is not possible to identify your child's individual contributions.

Decline image use

If you **DO NOT** want your child's photo taken during workshops, tick here

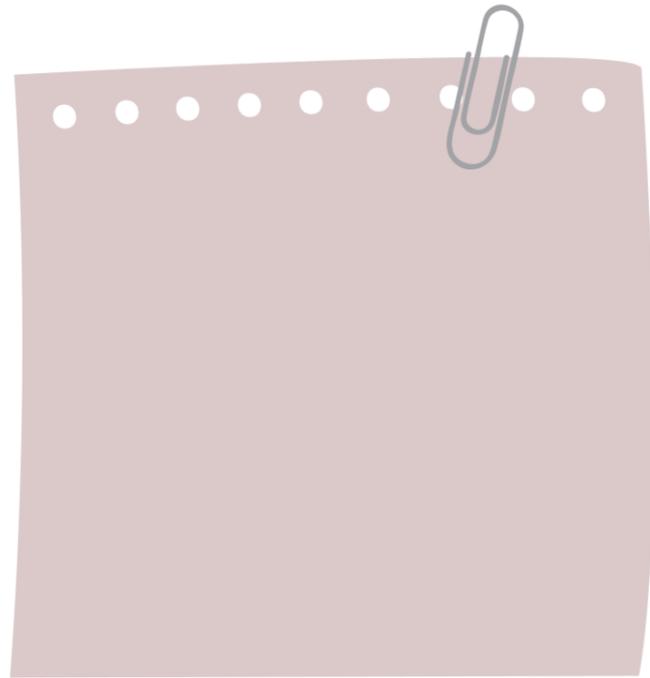
(your child can still take part even if you decline permission for their image to be taken)

Signed: _____ Name: _____ Date: _____

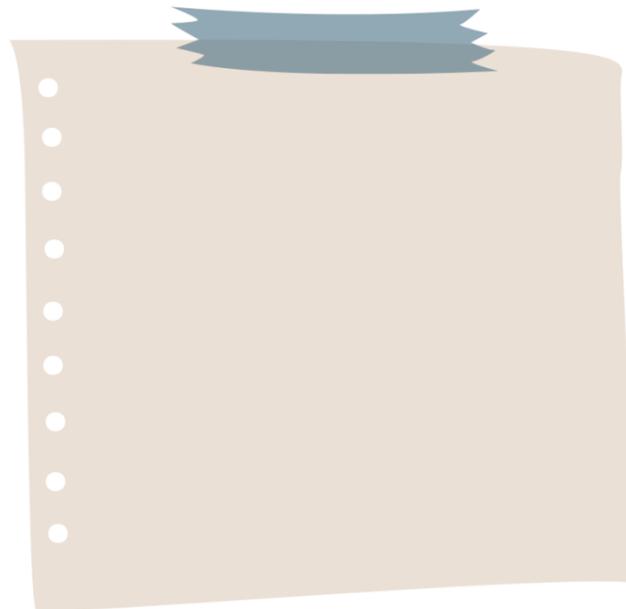
Please return this form to [insert name and contact details of UNICEF facilitator]

FOOD WORDS

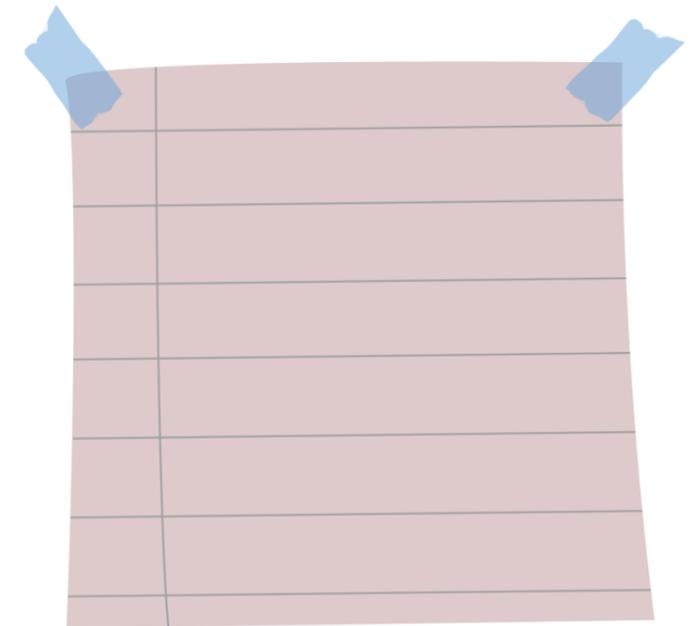
**What is food?
How do you define food in your own words?**



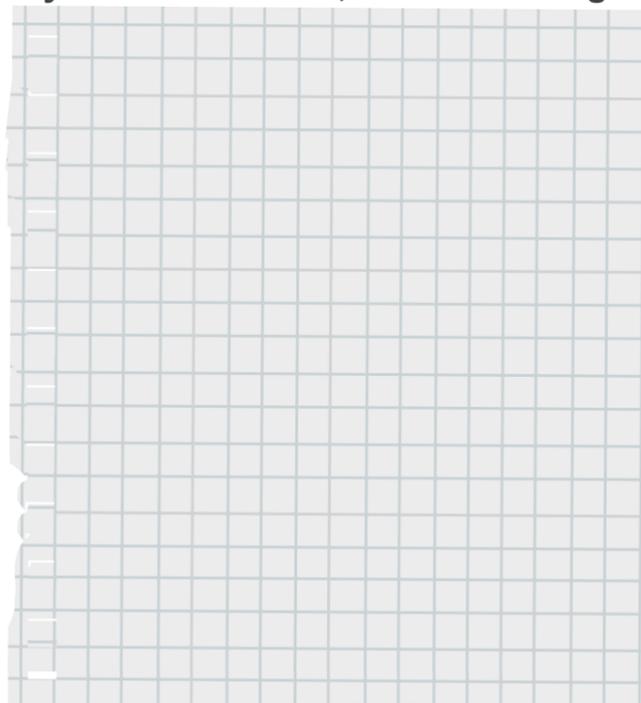
**Write down three words you associate with the
foods you like.**



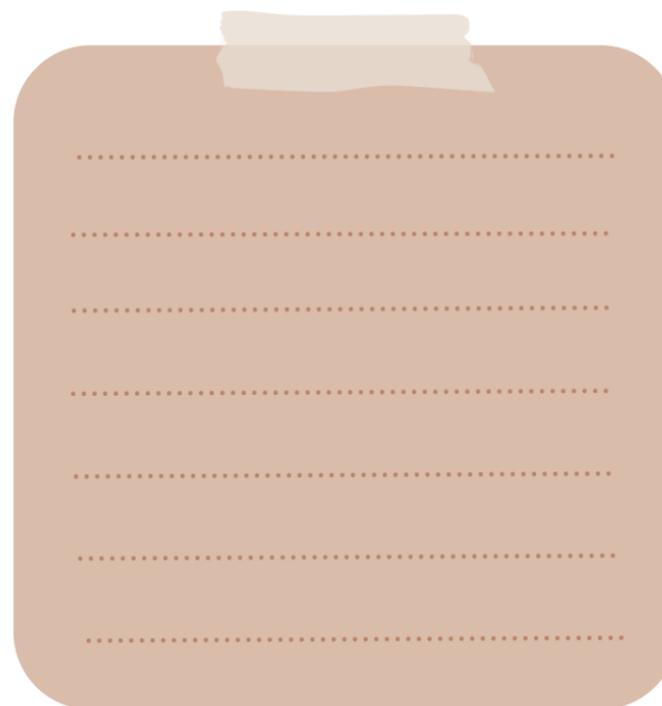
**Write down three words you associate with the
foods you dislike**



**What is the one food you wish you could eat, but
which you can't ever eat, or can't eat regularly?**



Why can't you eat this food?

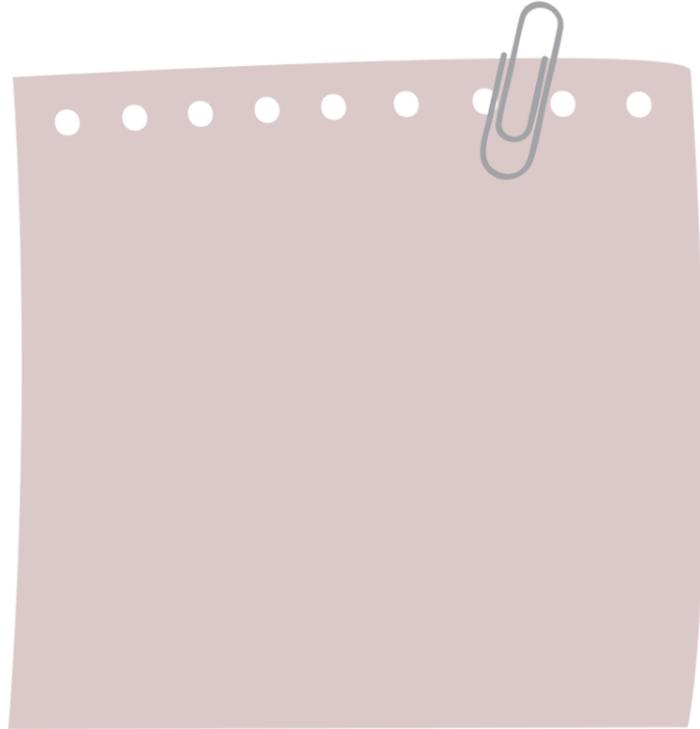


FOOD MAP

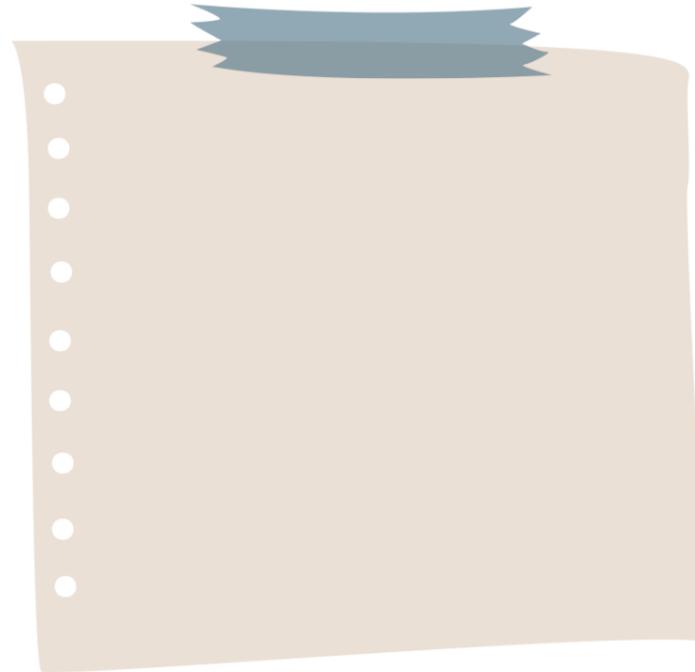


FOOD QUESTIONS

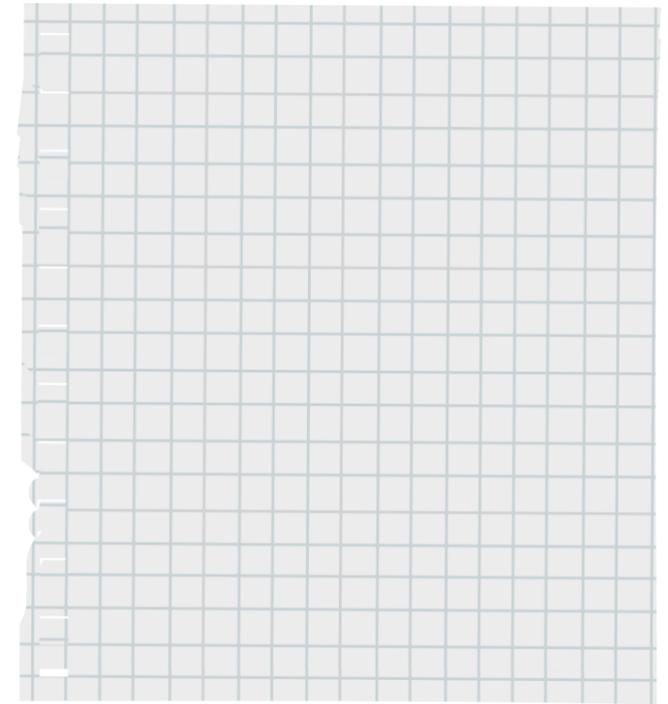
Why do you eat this food?



Do you have a choice in what foods you eat?
If not why?



Does this food change throughout the year
depending on the season?



FOOD VULNERABILITIES

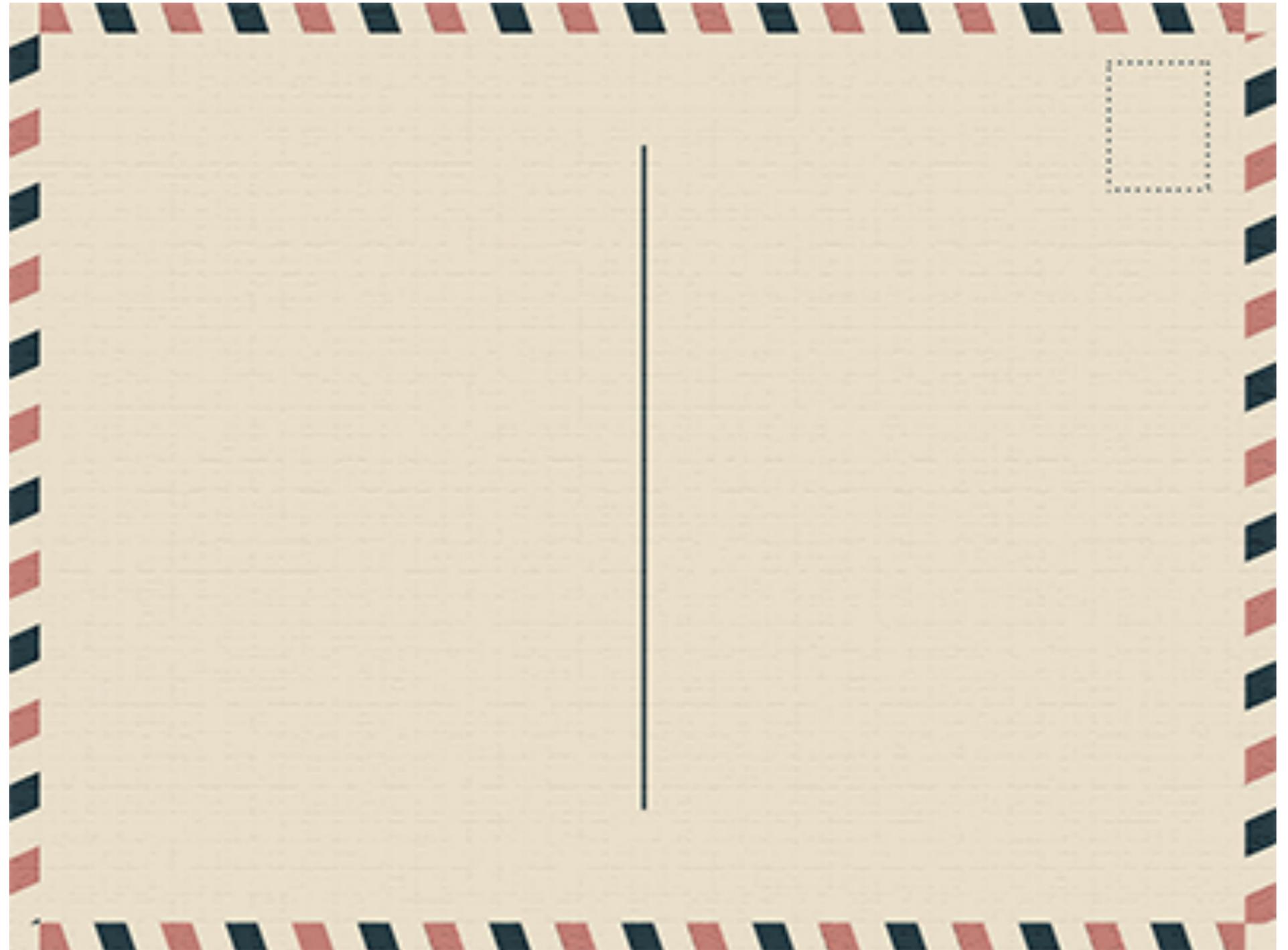
Vulnerability Name	Why it Exists	Different for boys/girls?	How to Strengthen this Vulnerability
1.			
2.			
3.			

POSTCARD TO THE PRESIDENT

**3 Ways to Strengthen
the Food System**

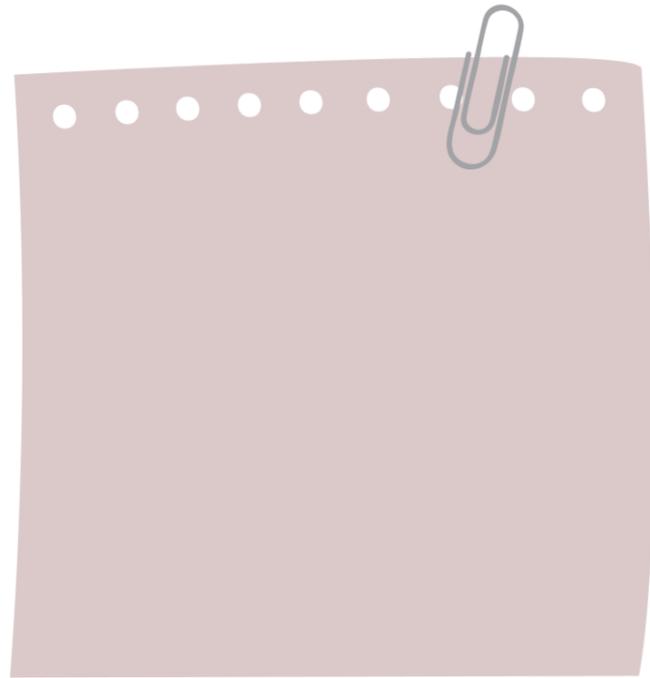
Best Way to Get Children's Views

**How to Let Children Know About
Government's Actions**

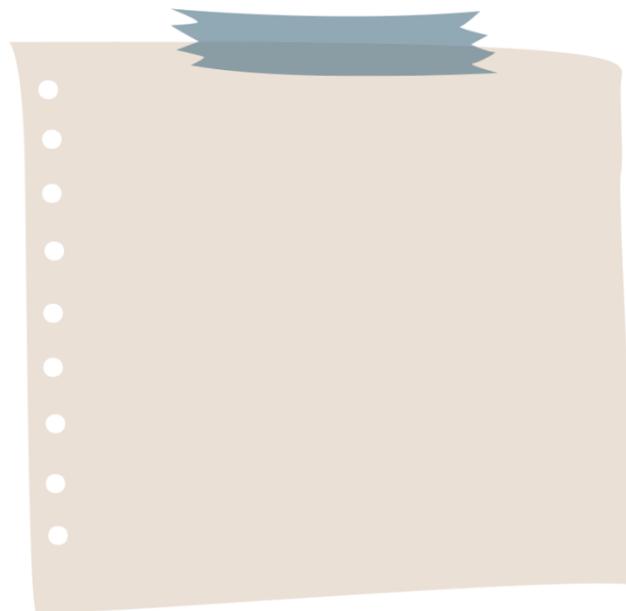


FOOD WORDS

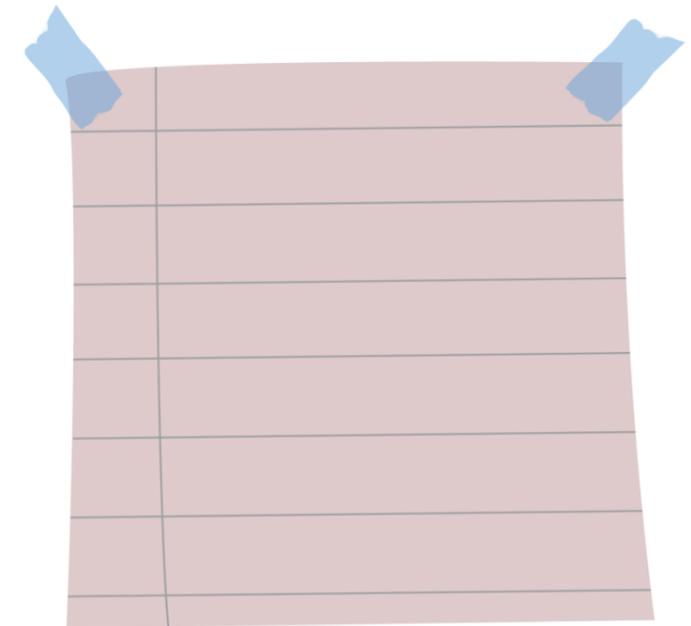
**What is food?
How do you define food in your own words?**



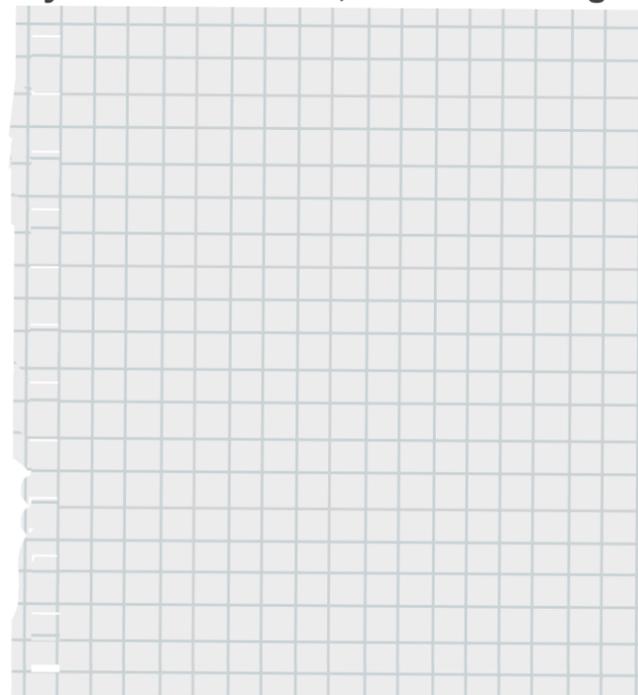
Write down three words you associate with the foods you like.



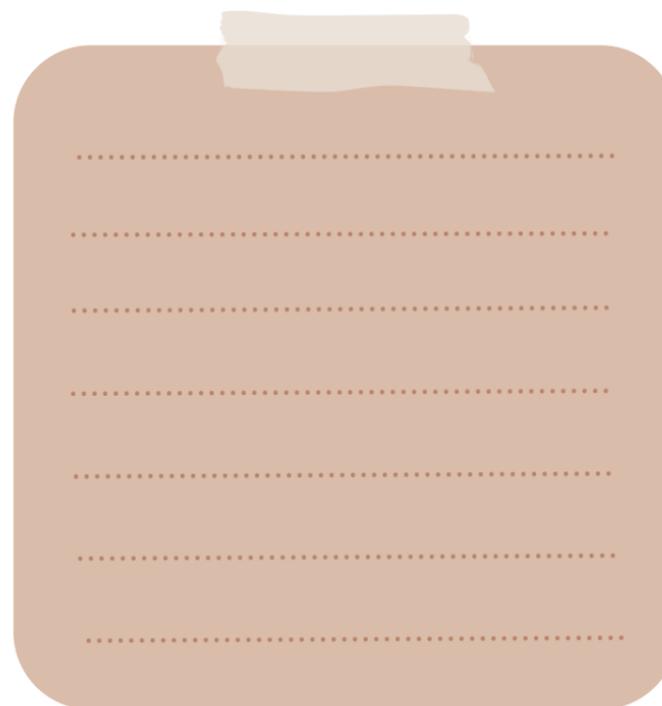
Write down three words you associate with the foods you dislike



What is the one food you wish you could eat, but which you can't ever eat, or can't eat regularly?



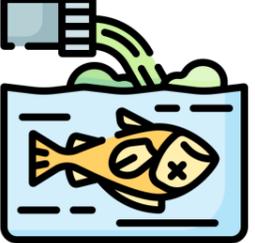
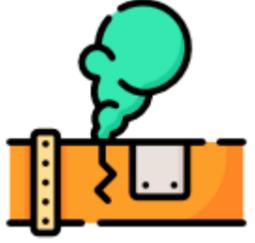
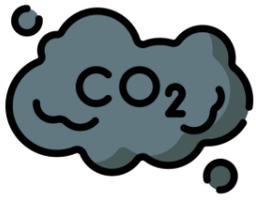
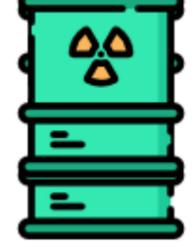
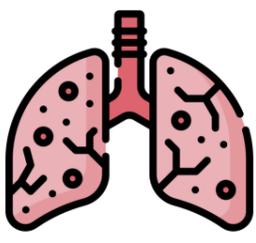
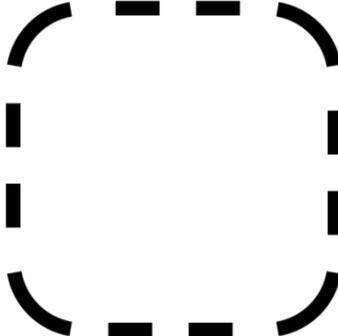
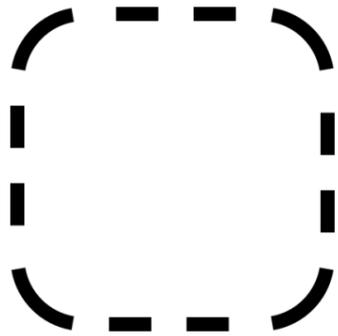
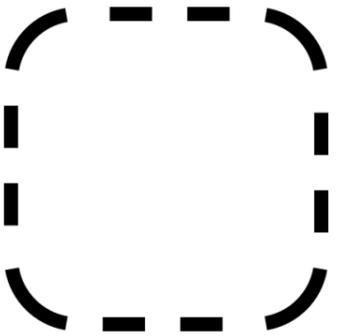
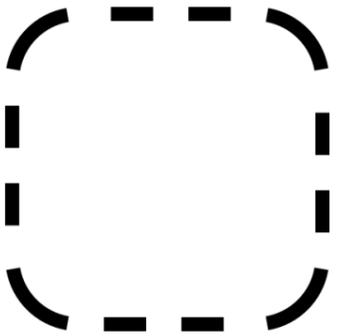
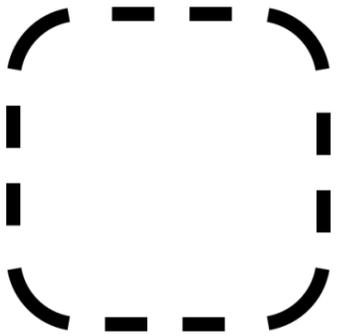
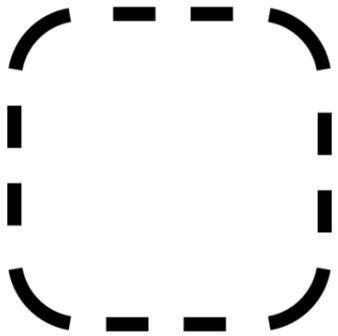
Why can't you eat this food?



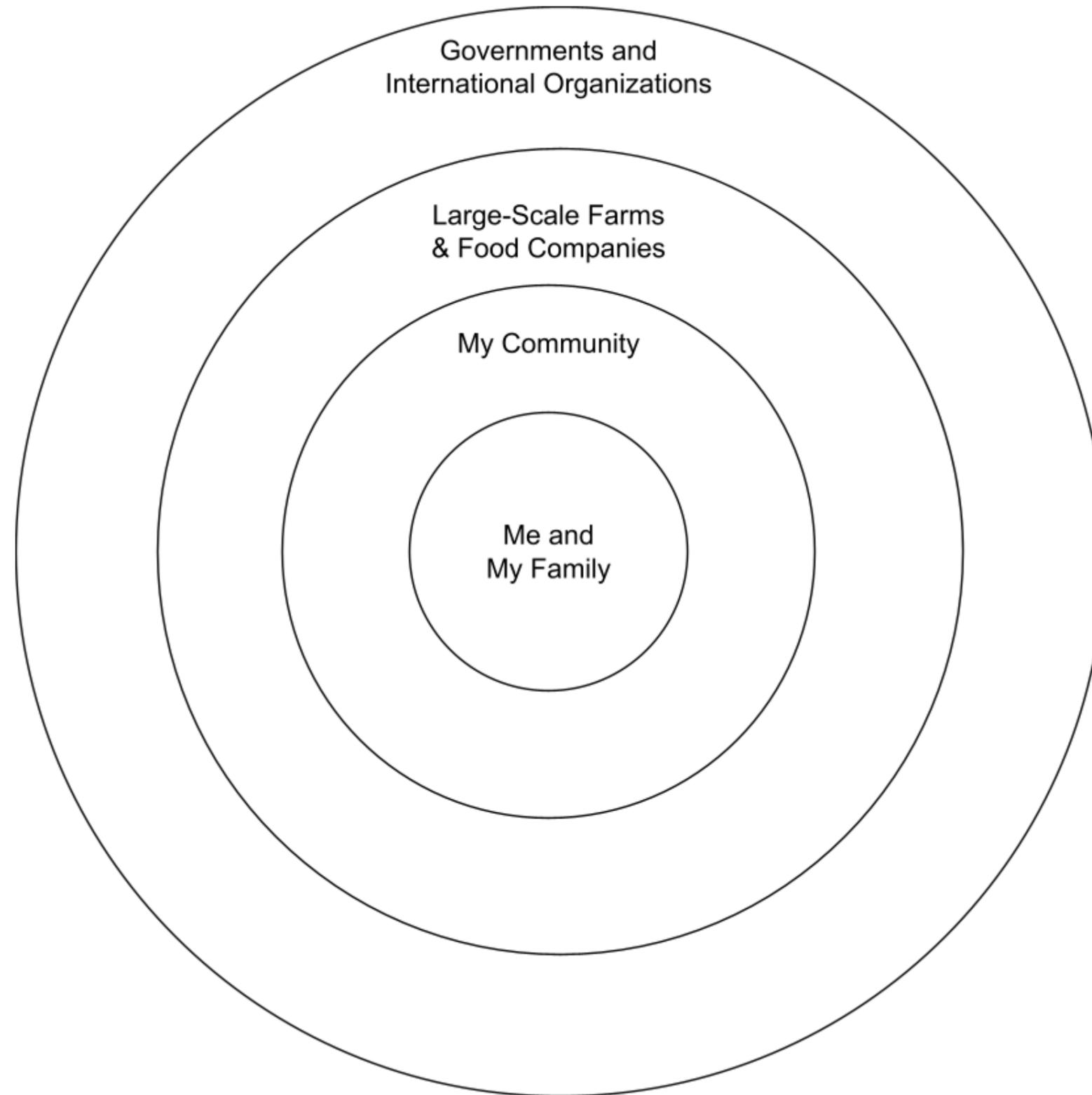
FOOD MAP



FOOD ICONS

 <p>car/truck pollution</p>	 <p>boat/ship pollution</p>	 <p>ocean acidification</p>	 <p>hazardous chemicals</p>	 <p>leaks</p>	 <p>oil/petroleum</p>
 <p>CO2 pollution</p>	 <p>fossil fuel production</p>	 <p>food waste</p>	 <p>hazardous chemicals</p>	 <p>toxic chemicals</p>	 <p>environmental damage</p>
 <p>unhealthy air/smog</p>	 <p>polluted air</p>	 <p>drought / lack of rain</p>	 <p>global warming</p>	 <p>aerosol / CFCs</p>	 <p>food packaging / waste</p>
 <p>Draw your own icons...</p>					

CONCENTRIC CIRCLES



POSTCARD TO THE PRESIDENT

**3 Ways to Strengthen
the Food System**

Best Way to Get Children's Views

**How to Let Children Know About
Government's Actions**

