

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

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

Activity 2

Activity - Participants' Hopes and Fears

- Agree ground rules

Slides 5-8

Presentation - Food as a Symbol

- Introduce *Food and Care Study*
- Introduce *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

- Discussion

Activity 4

Activity - Food Routines

- Discussion

Slide 13

Presentation - Food, Feelings and Relationships

Slides 14-15

Review

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

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



Funder



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

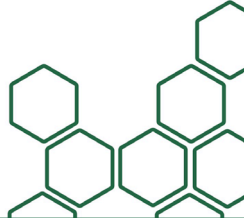
TODAY'S 'TAKE-AWAY' MENU...

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

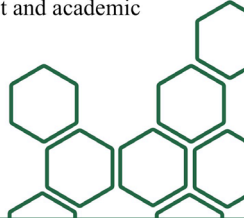
- The power of the 'everyday' in residential and foster care
- Everyday meanings of food beyond nutrition
- A symbolic medium through which relationships are played out
- Complexity of residential/foster life (past, present and future colliding)



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

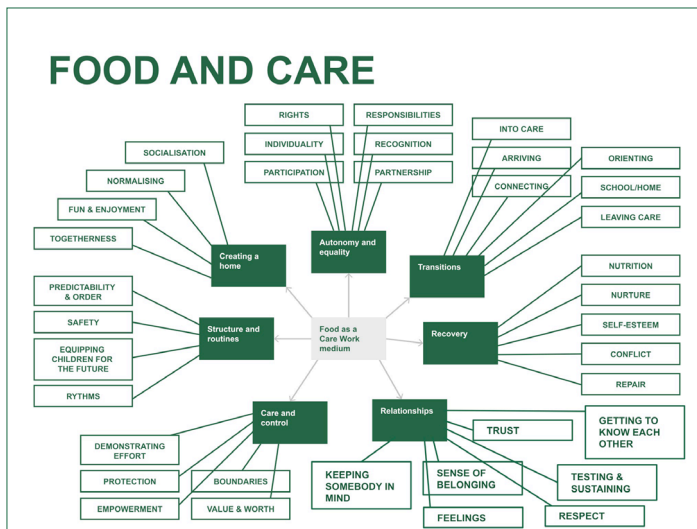
- Food as a lens into the everyday
- Interactions and meanings around food often taken for granted but they can also be a source of tension
- Food is a powerful symbolic medium
- How food is done says something about how care is done



HOW DO FOOD PRACTICES CONTRIBUTE TO CARE AIMS?

Slide 9: Notes





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

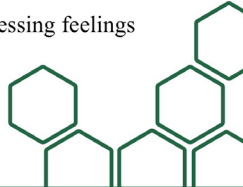
(Aaron, Care Worker)

Slide 12: Notes

3. FOOD FEELINGS AND RELATIONSHIPS

ADULTS AND CHILDREN

- 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

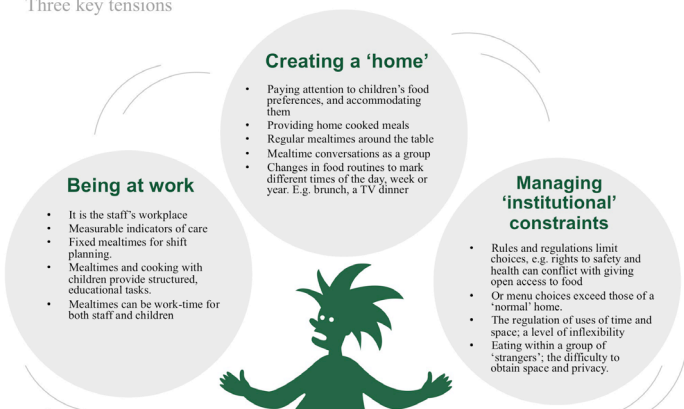
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- Through food, children and adults can feel both powerful or powerless
- Control of food = control of child?
- Power – resistance to control and care. Often no one feels powerful



Slide 14: Notes

FOOD ROUTINES IN RESIDENTIAL CARE: A JUGGLING ACT

Three key tensions



Slide 15: Notes

CARE TURNS INTO CONTROL

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(Liam, Care Worker)



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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 ...

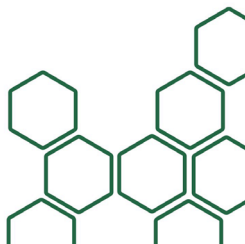
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Slide 17: Notes

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

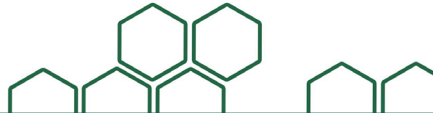


Slide 18: Notes



REFLECTIVE TOOL

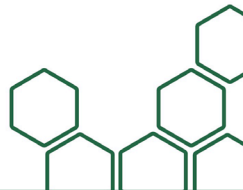
- Personal reflection about you and your child
- Guided thinking
- Not giving answers but deepening the picture you have
- Opening ways of approaching the situation differently
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JOTIT NOTEBOOK

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PEER SUPPORT

Making sense of it all...

- Discussion with supervisor - individual
- Peer group discussion
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How could your peer support (foster care support) meetings help?



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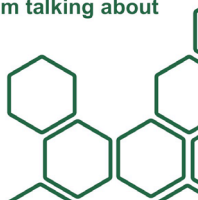
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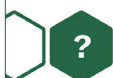


Slide 22: Notes

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

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
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Slide 1: Notes

WORKSHOP AIMS

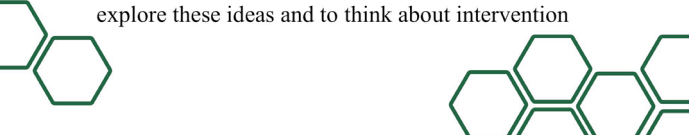
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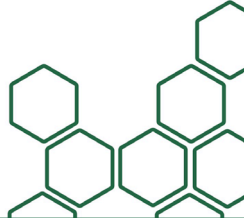
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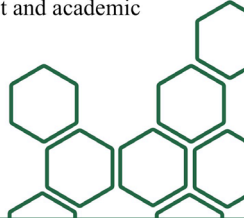
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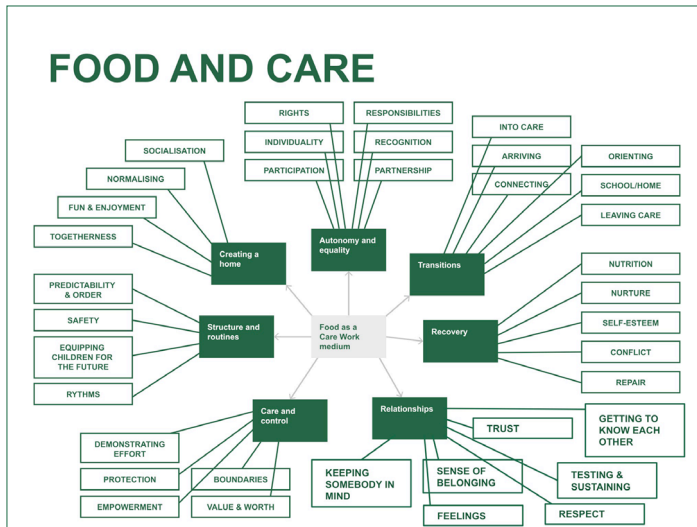
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Slide10: Notes

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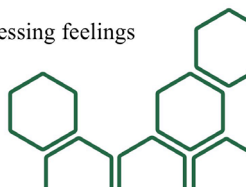
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Slide13: Notes

REFLECTIVE WORKSHOP – VIEWS SO FAR

Recap on reflections so far:

Handbook Part I

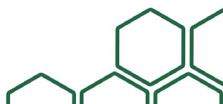
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- But it can be a powerful symbol (cake, your reflections)
- Connections with food in care settings

Handbook Part II

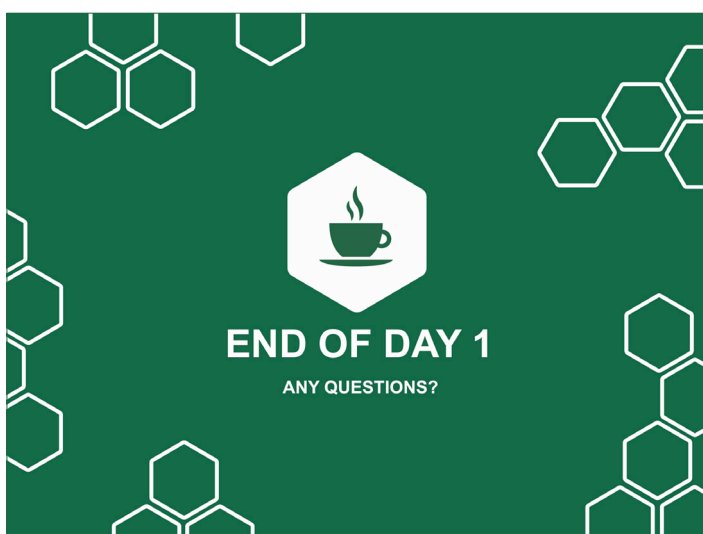
- Food routines can be ambiguous - create ambivalence
- Mealtimes as an example; chores; snacks
- Food routines can be personal – adjustment to change, case studies

Handbook Part III

- Food, feelings and relationships



Slide 14: Notes



Slide 15: Notes



Slide 16: Notes

**REMINDER OF
WORKSHOP AIMS**

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Slide 17: Notes

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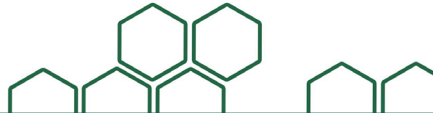
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Slide 18: Notes



4. FOOD TENSIONS IN CARE

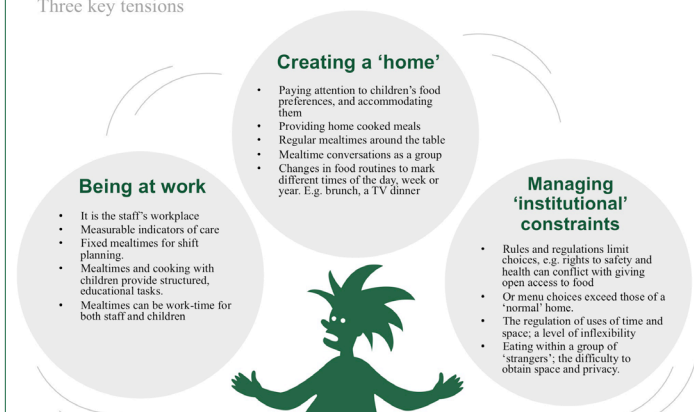
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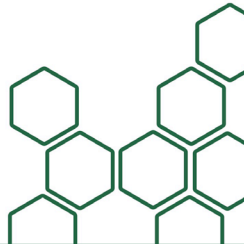
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IMPLICATIONS FOR PRACTICE

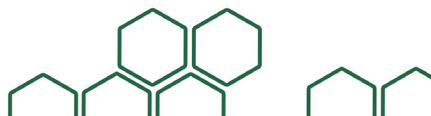
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Slide 23: Notes

REFLECTIVE TOOL

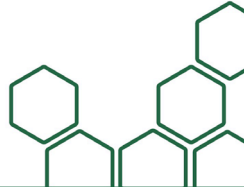
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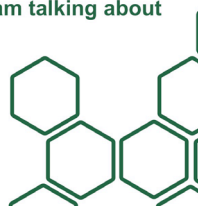
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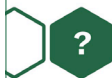
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CLOSE OF WORKSHOP: FEEDBACK

How was it for you?

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- Review of learning/action points



WHAT DID YOU MOST ENJOY?



WHAT MOST SURPRISED YOU?



WHAT ASPECTS OF TODAY'S LEARNING WOULD YOU
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Slide 28: Notes

FEEDBACK TO THE RESEARCH TEAM

Academic team

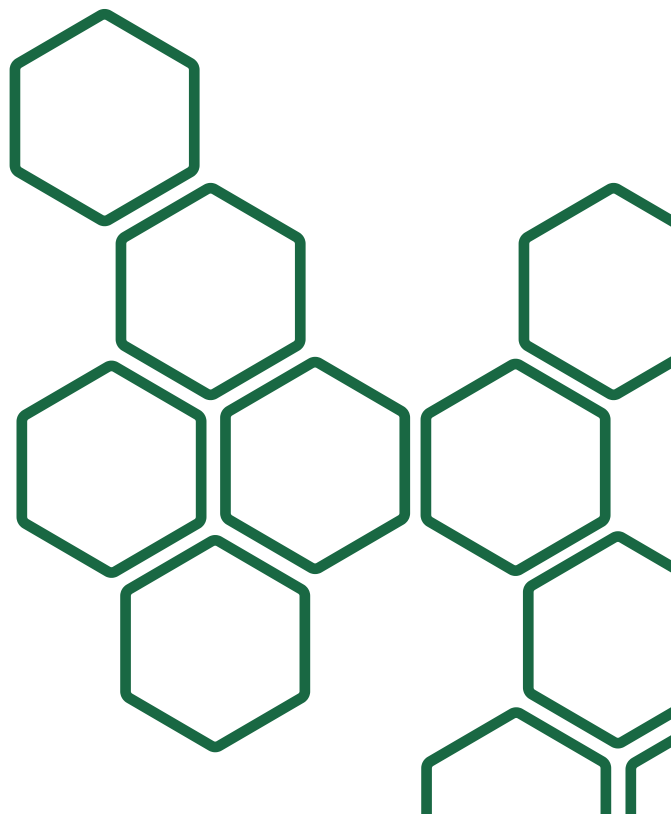
- Ruth Emond – h.r.emond@stir.ac.uk
- Samantha Punch – s.v.punch@stir.ac.uk
- Ian McIntosh – ian.mcintosh@stir.ac.uk

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?

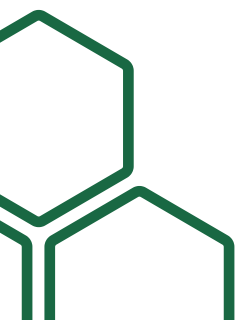
5. What issues from today would be helpful to discuss at your next supervision session?

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.



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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Funder

*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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