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|  **‘It’s made with love!’ – Food, families and children as agents of change** |
| **Background/Objectives**Children are increasingly being regarded as potential change agents for family nutrition practices. Assumptions that children can and do take health messages learned in school home to their families underpin many contemporary health promotion initiatives yet relatively little is known about how this happens, how it shapes family dynamics and relations and with what effects for children and their families. In this presentation, we illustrate how the complexities of family life impact on family food practices and their responses to information/knowledge imparted in school contexts. **Methods**Twenty New Zealand families were recruited to cover a diverse range of social and cultural locations. The children took photographs and make digital movies of whatever family food interactions interest them using an iPad.  Interviews were conducted with the child and families about their food knowledge and practices, particularly their response to school-based nutrition messages. **Results**There was relatively little evidence of information transfer across school and home boundaries. Most parents were either reasonably comfortable with the kinds of health promotion messages their children received in school or simply unaware of the kinds of health information being delivered there. In so saying, there were several instances where school-based food knowledge departed dramatically from what was celebrated in home environments. Confusion, anger, frustration and sadness were some of the emotions expressed by families in these instances. **Discussion**With considerable financial and people resource being devoted currently to programs designed to teach children about nutrition it is crucial to understand what these initiatives do for and to different children and their families. Our research suggests that there is no predictable, nor linear mode of transmission of health messages between school and home. Information/knowledge received in school is made sense of (or not) in ways that fit with existing parameters of family life. That is, children and their parents may variously regard food as a source of nutrients, a relational matter, an identity forming substance, a chore, something to ‘love’ or be anxious about. The complexities of family life confound the intention of some school-based health pedagogies to persuade to a particular point of view and to incite change.**Keywords**Family; children; food; physical activity; change agents |