

**Indigenous Foodscapes**  
*Proposal Report*

LFS 350 - Team 22

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## **Introduction**

For our proposed project we will be working with Farm-to-School BC, a local branch of the international initiative, that particularly aims to improve food literacy in schools, strengthen local food systems, and create spaces for community engagement. As an extension of their work, the Indigenous Foodscapes project aims to bring, “Native plants and traditional food knowledge into the minds, hearts and bellies of children and youth.” (Farm to School BC, 2017). We will be the eyes and ears of this project, documenting the garden walking tours lead by Lori Snyder, the Indigenous guide, at Florence Nightingale and Dr. A.R. Lord Elementaries, which will contribute to decisions for project funding allocations.

Thus our goals are to: 1) Accurately document discussions between the Indigenous leader and school teachers on school garden walking tours, that identifies current assets and gaps, 2) Develop high-quality, comprehensive, and referable infographics that capture the recorded information, and 3) Contribute to a matrix for all eight schools in the Indigenous Foodscapes project that allows comparison of assets and needs, to support allocation of funding by Farm-to-school BC.

## **Significance**

Two major global concerns, obesity and food insecurity, are impacting Canadian children at increasingly alarming rates. In 2012, 31.5% of Canadian children were considered overweight or obese (Roberts, Shields, deGroh, Aziz, & Gilbert, 2012), while 1 in 6 Canadian children are affected by household food insecurity (Tarasuk, Mitchell & Dachner, 2012). Although obesity and food insecurity are both complex and multi-faceted issues, school-based initiatives can provide opportune means for intervention for both.

The Farm-to-School initiative began at a time when school professionals were increasingly concerned about cafeteria food quality amidst tight funding budgets (Allen & Guthman, 2006). It is a systems-based approach to address major causes for childhood obesity, food insecurity and also improve the quality of food provided in schools (Izumi, Alaimo, & Hamm, 2010; Srinivasan, 2012). Thus, many school programs across North America aim to connect students with local agriculture through various projects, with the central theme to incorporate locally grown foods in students’ diets and allow hands-on learning from the land.

The Indigenous Foodscapes project is an application of Farm-to-school philosophies, and especially aims to “indigenize” the local food system by building a living library in schools and creating food security in an urban setting. These “living libraries” will promote Indigenous curricula with an outdoor component that is hands-on,

interactive, and meaningful. Students will learn about native plant species, their many culinary and medicinal uses, sustainable farming methods, as well as how plants are shared amongst many cultures. The project also “gives back” some of the traditional knowledge ownership to the Indigenous community, to whom this land has always belonged. Currently, eight Vancouver schools that are apart of this pilot project have some infrastructure in place to build these living libraries, but are lacking the funding and direction to make these living libraries come to life.

As such, our project is to document the process of determining how to best build an Indigenous Foodscape and particularly to highlight the current assets each school has with regard to native plant species already being grown in school backyards. The significance of this information cannot be overstated, as our detailed notes, pictures, and maps will allow each school to successfully push through for the required funding to build the living libraries.

## **Objectives**

This project seeks to:

1. Document the garden planning stage at two schools in Vancouver - Florence Nightingale and A. R. Lord Elementaries - by attending walking tours and recording current school garden assets and needs
2. Present collected information in a comprehensive and referable document that can be used by schools to produce project proposals for funding allocation by Farm-to-School BC

## **Methods**

To achieve our first objective, we will join walking tours with teachers and Lori Snyder at two schools assigned to us by Samantha Gambling (project leader): Florence Nightingale and Dr. A.R. Lord Elementaries. We will utilize an observational approach to record information on pen and paper, take pictures with our phones, and record the ongoing dialogue throughout the tour with a voice recording application on our phones.

We will gather both quantitative and qualitative data, the items and questions for which were predetermined by Samantha. Quantitative data will include quantifiable assets such as number of pre-existing flower beds, current native and non-native plants, and compost bins. Qualitative data will include information gleaned from conversations between the teachers and Lori on how plants can be incorporated into the curriculum, ideas for engaging students, different uses for the plants, and how to ensure best garden maintenance. We will also map out discussed locations of the school, including current assets and future plans. For any pictures with individuals, we will obtain their written consent, and for audio recordings, we will obtain recorded verbal consent. After

the walking tour, we will compile our notes and drawings, and audio recordings into a single document, and send this to teachers for a member check (accuracy checking).

For the second objective, we will compile data (notes, pictures and audio recordings) into a Word document to be converted into a portable document format (PDF) that will be sent to our community partner for review. We will incorporate any additional information such as information on various plants, statistics, or maps that our community partner may find useful as appendix items.

Ethical considerations include obtaining consent for audio recordings (verbal recorded consent) or pictures (written consent). Based on the principles of ethical research from the Tri Council Policy Statement (TCPS2), we will ensure respect for persons, concern for welfare, and justice, by obtaining fully informed consent without any form of coercion, ensuring confidentiality of the gathered information, ensuring the benefits of our project (spread of knowledge) outweigh any possible risks, and that everyone participating on the walk has an equal chance to participate.

### **Outcome(s)**

*Multimedia Reports:* two PDF reports will be compiled, specific to each of two schools assigned to our group, comprehensively including written notes, photos of garden sites, and maps, in order to summarize current assets and needs.

*Infographic Poster:* will be presented as an engaging visual at the UBC campus to a public audience.

*Final Community Project Report:* will be submitted to our LFS 350 professor, and be made available for future LFS 350 students for learning.

### **Timeline**

**Jan-23-18** Attend walking tour at Florence Nightingale (FN)

**Jan-26-18** Send tour notes to FN teachers & Lori, member check

**Feb-6-18** Attend walking tour at Dr. A. R. Lord (ARL)

**Feb-9-18** Submit project proposal

**Feb-13-18** Send tour notes to ARL teachers & Lori, member check

**Feb-20-18** Confirm & incorporate suggestions from teachers & Lori

**Mar-5-18** Present both full reports to Samantha

**Mar-26-18** Present and submit final poster and infograph

**Apr-8-18** Submit final report to LFS350 professor

## References

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