

LFS 350

Vancouver Food Asset Map – Multi-Language How-to Video Proposal

Feb 10th, 2017

Manessa Man, Travis Lam, Minxuan (Renee) Huang, Yimeng (Imogen) Li,

Yiying (Irene) Cao, Yue(Stephanie) Fan

Word count: 996

Introduction

The purpose of the project “Vancouver Food Asset Map – Multi-Language How-to Video” is to develop a comprehensive orientation video that demonstrates the usage and functions of online mapping tool. Since the video will be available in 3 different languages (English, Mandarin, and Cantonese), it will allow people with diverse background to locate and gain access to the current available food assets. This project is a collaboration with staff members from Vancouver Coastal Health (VCH), an organization that aims to provide educational, sustainable and professional health care in the community (Vancouver Coastal Health, n.d.). VCH also plays an initiative role in categorizing food assets in Vancouver as well as creating the Vancouver food assets map. With the data and guidelines provided by VCH, it is hoped that this video will make a positive impact on the lives of Vancouverites, especially the Chinese population. With the growing Chinese population in Vancouver (Todd, 2016), it is likely that some Mandarin and Cantonese speakers may suffer from food insecurities due to their language barrier (Gibb & Wittman, 2013). Therefore, by providing a video guide in their native language, these people may be directly benefited by improving their food securities and accessibility to food assets.

Significance

The food asset map is a relatively new tool that most people living in Vancouver may not have heard of. This how-to video can serve as an alternative to a read copy of instructions and can act as an interactive guide. It will help viewers understand how to use the food asset map and take advantage of these food related resources. The video can also serve as an effective way to help address the concerns of food insecurity. Food insecurity is often defined as “limited, inadequate, insecure access of individuals and households to insufficient, safe, nutritious, and personally acceptable food to meet their dietary requirements for a productive and healthy life” (Tarasuk, 2005). With the utilization of the food asset map, people can locate and find detailed information of their desired food resources, like low cost and/or

free meals. This directly benefits people with lower income by helping them be properly nourished rather than going to sleep on an empty stomach. Although demonstrating the functionality of the food asset map cannot eliminate food insecurity completely, it is a viable approach on alleviating this problem.

Furthermore, the video will be available in both English, Mandarin, and Cantonese. This may be beneficial to the Chinese immigrants who indicate Mandarin and Cantonese as their preferred languages. In fact, Statistic of Canada (2015) has shown that Mandarin, Cantonese, and Arabic are the three main home languages that account for 40% of the population in Vancouver. By including both English and Chinese translations, this video will ensure that language barriers will not prevent the Chinese community from accessing help. Finally, since the map also covers food related resource, with the exception of restaurants, people with different background can get access to culturally appropriate food.

Objectives

By partnering with Vancouver Coastal Health, there are a few objectives to be met. The main goal is to ensure that the the English, Mandarin, and Cantonese speaking groups can have a greater awareness and understanding of what the food asset map is. Through the usage of videos in the Mandarin and Cantonese language, the Chinese community may find the food assets map a useful tool as they try to address issues related to food security. With support from Vancouver Coastal Health, knowledge of food in Vancouver will be delivered to those that are more comfortable speaking and listening to Mandarin.

Inquiry Questions

- Question: How does the food asset map relate to the demo video?
- Question: Are videos production an informative way to educate people about our food system?
- Question: Is creating videos in other languages useful?

Methods

Pre-production planning is essential in creating an informative video. Prior to filming, a simple story plot will be created. Locations, filming props, and actors, as well as specific date and time for shooting and editing will also be determined among group members. Finally, equipments, such as camera, tripod, and audio equipments will be picked up from the UBC Learning Centre.

Tentative dates include:

- Feb 14: Visit Cyprien Lomas at UBC Learning Centre
- Feb 16: Group meeting (To determine a story plot, locations, and etc)
- Feb 18: Visit the designated locations prior to filming
- Feb 21&22: Filming
- Feb 22&23: Video editing and voice-over recording
- March 6: Video Trialling in South Vancouver Neighbourhood
- March 13: Revision of the video (if necessary)
- April 10: Final Video is due

Possible locations include:

- Downtown vancouver
- Chinatown
- Various neighbourhoods
- Home (with computer and internet access)

An English and a Chinese script will be provided by VCH. Members of the group who wish to take part in the voice-over may practice speaking out loud and seek suggestions from other group members prior to recording.

The goal is to produce 3 videos with the same content but in different languages. In order to do so, one prototype video will be created first using iMovie, then voice-overs, including English, Mandarin, and Cantonese can be added subsequently. To facilitate the understanding of all information, subtitles will be added for each language. Finally, the video will be trailed with community partners on March 6 and any revision will be made afterwards based on the feedbacks from users. On March 6, a 2 page instruction sheet, a community evaluation form, and a UBC informed consent form will be provided for the participants prior to viewing the video. Participants will also be asked to see how much previous knowledge they have about food assets. The effectiveness of this video is then evaluated by comparing the feedbacks before and after the video is played. The feedbacks received from the audiences is quantified on a scale of scores ranged from 1 to 5. Finally, all participants are completely anonymous and are randomly selected to avoid the presence of any potential bias.

Budget

All filming equipments will be provided by the UBC Learning Centre while the rest of the project will be done voluntarily by the group members. There will be a \$20 budget provided by UBC to reward all participants with healthy snacks.

References

- Corbeil, J. (2015, December 22). Linguistic Characteristics of Canadians. Retrieved February 09, 2017, from <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>
- Gibb, N., & Wittman, H. (2013). Parallel alternatives: Chinese-Canadian farmers and the Metro Vancouver local food movement. *Local Environment*, 18(1), 1-19.
doi:10.1080/13549839.2012.714763
- Tarasuk, V. (2005). Household Food Insecurity in Canada. *Topics in Clinical Nutrition*, 20(4), 299-312. doi:10.1097/00008486-200510000-00003
- Todd, D. (2016). *Vancouver is the most 'Asian' city outside Asia. What are the ramifications?*
Retrieved February 03, 2017, from <http://vancouver.sun.com/life/vancouver-is-most-asian-city-outside-asia-what-are-the-ramifications>
- Vancouver Coastal Health. (n.d.) *Strategy*. Retrieved February 03, 2017, from <http://www.vch.ca/about-us/strategy/>