

**Farm-to-School BC:
Indigenous Foodscapes in Vancouver Public Schools
Proposal Report**

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Introduction

We are working through Farm to School Vancouver Area to help create Indigenous foodscapes in different schools around Vancouver. The vision is to get native plants and traditional food knowledge into the minds, hearts and bellies of children.

Farm to School is a project that helps students learn about healthy, local food to create food literacy and connection to local food systems (Gambling, 2018). We are working with the Vancouver Area hub on this particular project. Our main contacts are Samantha Gambling, the animation coordinator at Farm to School Vancouver Area, and Lori Snyder, the Indigenous foodscapes coordinator. Additional contacts who may be accompanying us on the tours are Robert Clifton, a consultant on the project and former teacher, and Amanda White, the knowledge keeper.

An Indigenous foodscape is a physical growing space, but also a cultural and social space where people can eat, share and learn about Indigenous food and culture together (Gambling, 2018). The space does not have to be a garden - it can be a food processing area or an outdoor classroom. In our case, it is a garden. The grant to complete this project is funded by the Ministry of Health and the City of Vancouver through the Public Health Association of BC (Gambling, 2018). The project is supported by the Province of British Columbia and the Provincial Health Services Authority. The grant process was developed through relationship building with First Nations and those involved in Indigenous food and education systems.

In order to carry out the Indigenous foodscapes project, Farm to School needs an understanding of the land they are working with in order to allocate budget and plan the foodscapes. That is our role in this - our goal is to help them determine where to allocate these funds by figuring out what the schools want or need to build their foodscapes. Our specific job is to go to two schools (Thunderbird Elementary and Grandview Elementary) in the Lower Mainland and document a tour around the schoolyards of each of the two schools. The documentation will help record the food assets on the school grounds as well as what is needed to create these Indigenous foodscapes. By creating this documentation, we will help make a clearer image of what needs to be done on the land.

Significance

The general goal of the Indigenous foodscapes project is to work towards food sovereignty by promoting food literacy in students. Food sovereignty is defined as "the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems" (Via Campesina, 2007). Food literacy is defined as the ability to understand and foster a healthy, positive relationship with food through that can be used to make decisions that consider environmental, social, economic, cultural and political issues in our complex food system (Cullen *et al.*, 2015).

Farm to School connects students with their food in physical, tangible ways, helping them better understand the food around them to improve food literacy. This also creates a connectedness between the school and the community, helping students become more aware of the issues surrounding food

sovereignty (Moffatt, 2016; Powell & Wittman, 2017). It is important to be promoting this at a young age as it is the crucial time for individuals to formulate the building blocks of their food choices. It has been found that incorporating hands-on food activities during early education can benefit children by helping facilitate a healthy interest in food (Sandell *et al.*, 2016). However, current school curriculums do not provide many of these opportunities for their students (Moffatt, 2016). This project can fill in that gap by bringing in Indigenous ways of knowing into the ongoing incorporation of food literacy in school curriculums. By working alongside First Nations communities, this project provides a space to connect with Indigenous culture and knowledge while also fostering empathy.

Our role in this project is to document the entire planning process between Lori and the teachers of the participating schools. Collecting this information can help contribute to the Farm to School project by helping build a plan for the foodscape. The data we collect will be used to assist the development of new and the expansion of existing school gardens.

Objectives

1. Document in detail the garden tour to identify current native food assets, infrastructure gaps and required materials.
2. Create a multimedia report for Farm to School to help plan for the allocation of funds to create an Indigenous foodscape in the upcoming years.

Methods

1. Accompany Lori Snyder and the teachers on 2 walking tours (1.5-2 hours long) on February 7th at Thunderbird Elementary and March 1st at Grandview Elementary.
2. Record the tour through images, maps, videos and text, and compile these recordings into a multimedia report.
 - a. Audio record the entire tour
 - b. Take pictures of the schoolyard as required
 - c. Take notes based on questions discussed in the first Farm to School meeting
3. Analyze and the data collected a produce a multimedia report which provides suggestions for the construction of future gardens and the allocation of funding from Farm to School.
 - a. Create a Prezi to present the data in the form of an interactive map
4. Communicate with our contacts about the report to ensure that plans are on track and data collected is correct.
5. Ethical considerations
 - a. Photo/video consent forms must be signed by individuals appearing in photos
 - b. For audio recordings, audio consent must be given by the individuals being recorded

Outcomes

1. Share our collected data with the public, the schools, and the funders through deliverables from this project, such as posters and presentations

2. Create multimedia reports from our data to assist in the allocation of funding for the Indigenous foodscape project
3. Four group blog posts documenting the progression of the project posted by January 26th, February 23, March 9, and March 30
4. A proposal report for this project completed by February 9
5. An infographic and final presentation on March 26
6. A final community project report completed by April 8

Project Timeline

January 22nd, 2018	First group meeting with Farm to School
February 7th, 2018	Walking tour at Thunderbird Elementary School
March 1st, 2018	Walking tour at Grandview Elementary School
March 5th, 2018	Second group meeting with Farm to School
March 26th, 2018	Final presentation and infographic

References

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