

Little-Mountain Riley Park Food Hub

LFS 350 Project Proposal

Group 2

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1. Introduction

1.1 Aim

The aim of our project is to contribute to the development of food literacy programming in the Little Mountain Riley Park (LMRP) neighbourhood through utilization of the resources provided by the community garden (Food Hub).

1.2 Objectives

Our objective is to recommend a series of seasonally and culturally appropriate workshops for the Food Hub. These workshops will serve to aid in linking the community to the Food Hub year round through an engaging and inclusive educational platform.

1.3 Significance of Aims and Objectives

Community gardens provide a space for communal and personal growth where community members can share experiences and interact in an environment that increases food literacy (Flachs, 2010). This Food Hub addresses the utilization aspect of food security (FAO, 2008) by providing resources to the community to both further individual food skills (Cullen et al., 2015) and provide nutritious and accessible food (FAO, 2008).

2. Background

LMRP is a culturally diverse neighbourhood; 38% of the neighbourhoods' mother tongue is a language other than English, with Cantonese and Tagalog identified as the two most commonly spoken (City of Vancouver, 2011). The LMRP neighbourhood used to have a community centre that was described as "the heart and soul of the community" (Joanne MacKinnon, personal communication, January 18, 2016). However, with the restructuring in Vancouver for the 2010 Winter Olympics it was torn down. Joanne described the community as now having no central place for the members to connect (personal communication, January 18,

2016). In particular, Joanne noted that the tearing down of the community centre impacted the seniors of LMRP the most (personal communication, January 18, 2016). The plans for the community garden have been seven years in the making and the community takes possession of the lot in Fall of 2016 (Joanne MacKinnon, personal communication, January 18, 2016).



Figure 1. Current layout proposed for the Little-Mountain Riley Park Food Hub. Source: https://www.lmnhs.bc.ca/wp/wp-content/uploads/2014/02/2016_01_RP-Community-Garden_colour.jpg

3. Significance

Community food security (CFS) is defined by Hamm and Bellows as “a situation in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice” (2003). Cullen et al. describes food literacy as “...the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan in order to navigate, engage, and participate within a complex food system. It’s the ability to make decisions to support the achievement of personal health and a sustainable food system considering environmental, social, economic, cultural, and political components” (2015). Cullen et al. describes the interplay between individual food skills and CFS as being key concepts in developing food literacy (2015).



Figure 2. Cullen et al.'s model of food literacy development (2015). Source: http://crfair.ca/wp-content/uploads/2014/06/FoodLiteracy_TracyandJanelle.pdf

Increasing food literacy has been connected to decreasing obesity rates, and increases in practicing food safety (Vaitkeviciute, 2015; Howard et al., 2013). Community gardens have been found to be effective strategies for managing community health and sustainability (Schumacher

et al., 2014). Through food and nutrition experts interacting with community stakeholders, gardens can be designed and used as educational tool and as a way to bring the community together (Schumacher et al., 2014). A common wish for implementing a community garden is to increase community appeal and safety through decreased littering and vandalism (Saldivar-tanaka & Krasny, 2004). Community gardens provide the opportunity for citizens to gather and connect over a common goal. They have been further linked to food literacy through increased access to healthy food (Litt, Soobader, Turbin, Hale, & Buchenau, 2011). Through designing appropriate criteria, the workshop series will cater to the diverse needs of the community. By using this educational platform to provide community members with the tools on using the produce grown in the garden, the Food Hub will provide not only food but act as an institution for food literacy in the community, thereby contributing to CFS.

4. Methods

4.1 Procedures

1. Develop a set of criteria for choosing the workshops based on both communication with and an understanding of the goals of key stakeholders in the community. For example, age range: The workshop package as a whole must include activities that are safe and practical by people of all ages (as recommended by community partner Joanne MacKinnon).
2. Determine what workshops are currently offered in Vancouver and relevant details (e.g., seasonality, price) in order to design a viable and practical educational package.

4.2 Tools

1. Create a table with criteria identified from interviewing community members involved in the food hub design.

2. Make inquiries to already existing community gardens located in Vancouver to determine what workshops are popular and well-received.

4.3 Analysis

1. Confirm with Joanne and other stakeholders in the food hub that the criteria meet all the needs of the community.
2. Compare the workshops available in Vancouver against the developed criteria.

4.4 Data collection Approach and Procedures

1. We will interview (email, phone, or meeting) and ask for insight on what workshops would benefit the community the most. Statistic Canada data from 2011 will be used to assess the age and cultural groups present in the community. Data will also be used to determine if the workshops should be presented in languages other than English. At least one of our group member will attend community meetings to ensure we are kept up-to-date and that opinions of the community will be heard and considered.
2. We will contact other garden and farm workshops that have the same seasonality as the Food Hub and determine which workshops would be most appreciated and practical in the community.

4.5 Analysis and Interpretation

The data will be used to determine which age groups, languages and cultures our workshops will focus on bringing together. Workshop suggestions collected from stakeholders will be assessed based on the workshop outcomes (e.g. turnout, reoccurrence of workshops, or qualitative data collected). Comments taken from community meetings and other garden and farm workshops will be synthesized and recurring themes and comments will be considered the key areas to focus on.

4.6 Ethical considerations

When interacting with our community partner and other community members we will ensure all communication is respectful and voluntary with provided consent and they will be informed of our purpose and project. The workshops are all voluntary and the content of them will clearly be listed before community members sign up.

5. Success Factors

At the end of this project the main determinant of success will be if our community partners find the workshop package useful once the community gains control of the Food Hub space in Fall 2016. Our goal of understanding how food literacy relates to the community food system will be achieved by reviewing workshops that foster engagement with local foods and connect community members.

Workshops that have been identified as engaging and inclusive across age groups and culture will be presented to our community partner and key stakeholders. The final document will contain a variety of workshops selectively chosen from various community gardens and spaces that have shown to bring the community together.

5.1 Group and Personal Goals

We hope that designing this workshop series will improve our understanding of food literacy and how it relates to community food systems in Vancouver. We also hope to gain experience with community projects using an Asset-Based Community Development model. Individuals in the group want to better their communication skills to deliver a meaningful project while others are excited about making connections within the Vancouver food network.

5.2 Community Goals

Our community partner will be able to implement the workshop series we will assemble once they have possession of the Food Hub's land. The workshops will be presented in a way

that the Food Hub can pick which workshops they would like to run based on the current season and produce in the garden. This will maximize the community's use of the space for both educational and food-growing purposes.

References

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