

LFS 350; F2S Indigenous Foodscapes

Group 21: *Kimia Nozadi, Mio Lainchbury, Karman Litt and Joy Qiao*

Introduction

The United Nations recognized the right to food in 1948 through the Universal Declaration of Human Rights ("The Universal declaration of human rights, 1948). However, having the right to food goes beyond if one is able to access just any kind of food. It is about having access to healthy, adequate, culturally appropriate, and sustainable food. Food sovereignty is defined as "the right of peoples and governments to choose the way food is produced and consumed in order to respect our livelihoods, as well as the policies that support this choice" (LaVia Campesina, 2009, p.57). By encouraging the growth of school gardens, we are aiding in the transformation towards a food system that advocates greater control and general awareness about the history of the foods we consume.

Purpose:

- The purpose is to enhance the knowledge of aboriginal plants and traditional foods into minds, hearts, and bellies of young children.
- To bring awareness to Indigenous ways of learning about food and First Nations Communities.
- To gain hands on experience collaborating with various stakeholders in a professional setting.
- To have a mutually beneficial experience by providing our community partners with information that can be used to help allocate future resources, and for us to gain experience
- To learn more about how Farm to School BC is carried out in Vancouver Schools and why it an important educational program.
- To encourage students to think about our food system at a younger age.
- Act as a liaison between Lori, Sam, and the elementary schools

Background

Farm to School BC is a program that enables students in elementary and secondary schools to develop food literacy skills, enhance their understanding of different cultures in their community and learn about

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sustainable, healthy, and local food sources. Integrating Indigenous Foodscapes into school grounds is a pilot project that is administered by Farm to School BC in 9 Vancouver based elementary and secondary schools in 2018.

A Foodscape is a physical space for growing food, sharing cultures and socializing with other communal members by preparing, eating, and learning about food together. The purpose of this project is to educate the younger generations about native plants and their traditional uses by the Indigenous community (Valley, Will. UBC, 2018). By focusing on Indigenous ways of learning about food, the students will have a greater understanding and awareness of First Nation communities farming traditions, an appreciation for what plants provide and offer, as well as the necessity to protect and respect the land we reside on. For First Nations, their relationship with the land has always been of great importance. The connection with the land, and importance of Indigenous values and history can be taught through the foodscape to students as they engage with the land themselves and perhaps they can uphold some of the values themselves.

Our role is to observe and document through multimedia sources (voice recordings, pictures, videos, notes) the themes the teachers would like to incorporate into the program, the assets the school currently has that can be utilized, infrastructure needs and note down Lori's knowledge of Indigenous plants, how to build a garden that can serve as a food library and ways to pass this knowledge of Indigenous ways of knowing, teaching and learning onto students. The information we document will be used to help make informed decisions about future funding allocation.

Significance:

Foodscape programs can have significant mental health benefits for participants (Bellows et al., 2003; Husted, 2012; Mind, 2007). There has been substantial body of evidence that shows that, when taken together, the essential components of a foodscape program can contribute to positive mental health outcomes. In fact, horticulture therapy, which is often grouped as of the broader umbrella of 'ecotherapy', is a well-established

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practice used in combination with other programs to treat people living with mild to moderate mental disorders, including post-traumatic stress disorder (PTSD), depression and anxiety (Bellows et al., 2003; Husted, 2012; Mind, 2007).

The provincial network was launched to promote, link and support BC schools and communities in actively participating in local, sustainable and fair-minded food systems (“Public Health Association of BC,” n.d.). Along with the role of school in providing education in general, this is based on the rationale that social awareness and cultural acceptance are essential for development of children and adolescents (Olivares et al., 1998). Studies have also shown that community gardening programs like the F2S pilot project, Indigenous Foodscapes, can provide an important source of social support and result in improved social skills for people living with mental health issues (Bellows et al., 2003; Husted, 2012; Mind, 2007). These impacts are felt both when programs are offered in a structured horticulture therapy context and in community-based organizational settings (Kingsley et al., 2008; Wakefield et al, 2007).

The Farm-to-School non-profit has begun executing phase one of its Indigenous Foodscapes project to develop, expand and integrate Indigenous foodscapes on school grounds. As volunteers, we will primarily focus on documenting, formulating and compiling a the necessary documentation mentioned in the background to aid Samantha, the IF coordinator, with the allocation of funds. We will note in detail the information provided about Indigenous communities traditional plants, culture, and way of seeing the land, by-laws and regulations surrounding the creation of garden beds and planting of certain species on our walks, as we realize that there is a knowledge gap. As a group, we will be contributing to the discussion and investigating, using reputable journals and sites, the specifics of the plants or Indeginosu traditions and cultre that could be used to better inform teachers or Samantha regarding the foodscape , documenting the informationa dn questions shared during the tour effectively and posing both critical and crucial questions ourselves to Lori and the teachers to sort out the logistics of the project.

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Goal

The goal of our project is to support and assist in the expansion of Indigenous foodscapes on school grounds, and to integrate those foodscapes into the Vancouver school curriculum.

Objectives

The first objective of this project is to:

1. Document a native plant tour with Lori Synder (Indigenous Foodscapes Coordinator with F2SVA) in the 2 assigned schools. During the tour, we will listen, observe and collect information about current assets, required infrastructure, the teacher's goals and Lori's professional feedback through recordings, notes and videos. During our tour, we will take handwritten notes about the questions and comments made during the tour, take pictures as visual aids of the school, the gardens, the composting site, where the sun hits for the plants, the closest watering station and other observations which are important to build the foodscape the teachers want.

2. Our second objective is to analyze the data, for instance, in the case for required infrastructure we will investigate how it will fit into the budget, the long term responsibilities and costs involved with the infrastructure and different ideas or methods that might work instead. We will then create a high-quality report, which is formatted and explained in detail for easy understanding, of the indigenous foodscapes tour that can be shared with other stakeholders such as the non-profit organization and the teachers at the school.

By collecting this information, we can support the allocation of future funding by confirming which schools require resources. The report will consist of maps displaying plant locations, images of current assets such as pre-existing planting beds, good soil, or where water is easily accessible, and a written section with other information listed above as well as an audio recording of the tour. This report will be shared as a slideshow or video, in order encompass all forms of documentation.

Methods

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Take native plant tour accompany with Lori Snyder (Indigenous Foodscapes Coordinator with F2SVA) in assigned schools.

Data collection approach and procedures

- Take native plant tour in our assigned schools with Indigenous Foodscapes Coordinator, Lori, Snyder.
- During the tour, we are going to collect data by recording audio of Lori Snyder articulating her knowledge on the subject of Indigenous people's food traditions, plants and how to best build a garden students can learn and eat from as well as what the teachers would like for the garden as well. We will also be taking field observations of the school, the current or lack-there-of garden set-up, the area which the new garden will be built, the resources near it such as water or the amount of sunlight the area will be getting. Touring AR Lord, the initiative to build a foodscape was taken up by a few teachers in the school, we imagine that is also the case for other schools. It is a learning experience for both the students and the teachers, therefore it won't be strictly formal. Also, we will take notes and photos of current school garden, existing plants and facilities to understand existing assets the school has, which they can utilize and build on, and what they further require for the foodscape.
- We will be directing our questions to Lori Snyder and the teachers before, during or after the tour. We will be asking the teachers questions regarding existing assets which can be utilized for the foodscape, or questions regarding the maintenance of the garden during holidays, what types of plants they would like to include in the garden and why. And Lori Snyder, an expert in her field, we would ask questions more aligning with how the students will learn from the garden, how the teachers can articulate the knowledge and history of the native plants, and Indigenous culture and traditions to students. Which plants are native to the land and what is required in order for them to thrive in the gardens, when to harvest them, do they need to be planted yearly, which plants require more care and are sensitive to weather.

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- Creating new graphs for future gardens as part of our final delivery of a 'living library', locating new plants and facilities (such as a composting site) at the location the schools want on the original map.
- During the tour we will record Lori Synder's and teachers voices, take pictures and videos of the school to form aggregating maps, graphs. This documentation, regarding the school's needs and plans and feasibilities will then be transferred and made into a video or slideshow to deliver to Farm to School organization and the teachers from the schools we toured.

Analysis and interpretation

- After the school tour at Van Tech school, current assets maps of school will be created which will include the location of gardens, facilities and route (from classroom/school building to garden), with assisting Google Earth.
- Organizing the data by using the provided spreadsheet by Samantha (F2S Leadership) into different categories of information required. Mark the plants and facilities the school already have and the infrastructure they need.
- Transcribing the audio to text and highlight the IF commits plan (plan for garden design, maintaining, composting, food product) and also how Lori suggests to their plan.

Ethical considerations

- Regarding to TCP2 principle that respect to person, we respect individual's ability to give or refuse their consent to participate. Our consideration includes the autonomy and privacy of the students and teachers. We will ensure that the photos we use in us repost do not include the participants of this program, unless they have provided us with consent to do so.

Outcome(s)

1. Produce a multimedia report consisting of videos, recordings, notes and pictures for the school about the data collected on the tour by March 26th 2018 (a draft to be completed by March 12th 2018).

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2. Produce an infographic to help educate other stakeholders on the importance of the Indigenous

Foodscapes program by March 26th 2018.

3. Poster presentations sharing our data with peers on March 26th 2018.

Timeline

Tour collecting data: → AR Lord Elementary School → Vancouver Technical Secondary School We will observe, takes notes on Lori's comments, take pictures of the scene at the schools to give a better visualization of the allocation of assets and where applicable funding may go into building the foodscape	February 6th March 2nd
Start organizing data into sections and choosing which photos to use	March 6th
Rough draft of final report	March 12th
Rough draft of infographic	March 24th
Practice presentations	March 24th
Hand in infographic and multimedia report	March 26th
Give poster presentation	March 26th

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