

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

(Team 19)

Team Members:

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Introduction:

Purpose:

The broader purpose of the “Farm to School BC - Indigenous Foodscapes” Program is to bring native plants and traditional food knowledge into the minds, hearts, and bellies of children and youth. Our role within this initiative is to document and consolidate information about the assets and needs of each school. Thus we will act as the bridge between community organization (mainly Lori Snyder & Sam Gambling) and the school teachers in the process of building Indigenous foodscapes.

Community Partner and Setting:

Farm to School BC (F2SBC) established in 2007, is an international movement aiming to bring healthy, local food into schools, and provide students with hands-on learning opportunities that foster food literacy, all while strengthening local food systems and enhancing school and community connectedness. F2SBC is a provincial umbrella organization with 3 regional hubs, including a “Vancouver Area” regional hub.

Indigenous Foodscapes: A landscape that growing a variety of Indigenous foods. For this project, we are mainly focused on schools’ Indigenous foodscapes. Lori Snyder is a vibrant Meti herbalist, who has both knowledge and passion about many native plants, and she will lead us tours at 2 schools’ foodscapes.

Two schools we will visit include *Xpey’* and *Queen Mary Elementary* Schools. Both schools run from kindergarten to grade 7. Queen Mary Elementary only has 2 Aboriginal students. Their aboriginal goals include incorporating Indigenous learning in lessons, music, and welcomes during assemblies (Vancouver School District School Plan for Queen Mary Year 3, 2017). In contrast, there are over 75% students with Aboriginal heritage at *Xpey’* Elementary. Teachers and faculty place a strong emphasis on teaching from “an Aboriginal lens” (Vancouver School District School Plan Sir William Macdonald Elementary, 2017).

Significance:

Food sovereignty is 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 (Klassen, 2018). The Indigenous foodscapes project is designed to increase long-term community food sovereignty by increasing indigenous foodscape literacy of current K-12 students. This will be done by providing the students with outdoor, hands-on experiences with indigenous plants; to show them what indigenous food and medicine plants are, where they come from, how they grow, how they should be respected, how they can be prepared as food, and what cultural uses they serve (Desmarais & Wittman, 2014). This way indigenous studies in the classroom can be combined with the indigenous foodscape on the school grounds to provide experiential learning which will increase the indigenous food literacy of students. This knowledge will allow the students to develop a positive relationship with indigenous food and medicine plants (and food plants in general), which can lead to long-term community food sovereignty by having educated citizens that know what food is, where it comes from, how it is

produced, by whom it is produced, and that it is sacred (Desmarais & Wittman, 2014; Klassen, 2018).

The project will be taking an asset-based community development (ABCD) approach by utilizing current indigenous foodscape assets since funding is limited (Mathie & Cunningham, 2003). Therefore, we will be mapping current physical assets to see how they can be incorporated into the Indigenous foodscape, and each school's administration will be determining what social capital exists that can be used to sustain and optimize their projects (Mathie & Cunningham, 2003). These ABCD principles focus on what the community (in this case the schools) have, instead of what they don't have. This fosters community independence and gratefulness by recognizing current assets that can increase quality of life. (Mathie & Cunningham, 2003).

Goal:

To collect and aggregate data about two schools' foodscapes in order to create a multimedia document that informs both teachers and F2S administration about their respective goals, needs, and assets to achieve an Indigenous Foodscapes.

Objectives:

#1: Collect high-quality documentation of each respective school tour. This will come in the form of photos, audio recordings, and written notes. In accordance with ethical guidelines, all necessary consent will be collected prior to documentation of the tour (in audio form). It will be inclusive of the number of students involved, themes of knowledge shared, maps of native plant locations at each school, current native food assets on school grounds, as well as infrastructure gaps and required materials.

#2: Compile a multimedia report that will be shared with funders, schools, and the public. This report will include pictures, audio clips, maps, and written documentation taken from the school tours as well as other conversations with community partners and the teachers involved. This report will ultimately contribute to a matrix for all nine schools that compares current and required infrastructure, to support the allocation of future funding.

Methods:

In order to achieve objective #1, we plan to visit both Xpey and Queen Mary Elementary Schools. During the school tours, we will record Lori's narration using an audio recorder, take pictures of the relevant plants and collect notes about other geographical and demographic factors. The timeline below will explain the methods in detail (Table 1).

In order to achieve objective #2, we will transcribe the recordings of both school visits into a shared document. Then we will create a script of each sound-bite by identifying the most

relevant assets of the foodscape. At this stage, we might have to revisit the schools to re-take some pictures or re-locate some assets that might not be clear. Afterwards, we will make a database with each relevant plant, its story, medicinal properties and possible pedagogical exercises. Finally, we will put all this information together on a digital bird's-eye interactive map.

Table 1: Timeline

Date	Task	Person responsible
Feb 1st, 2018	Visiting Xphey Elementary School: <ul style="list-style-type: none"> - Attending Lori's tour - Documenting relevant information in audio and visual form 	Carolina, Odette
Feb 9th, 2018	Visiting Queen Mary Elementary School <ul style="list-style-type: none"> - Attending Lori's tour - Documenting relevant information in audio and visual form 	James, Anna-Joy, Jiaying
Feb 23, 2018	Blog post #2	All members
March 5, 2018	Draft Report Presentation at the Vancouver School Board to Samantha Gambling <ul style="list-style-type: none"> - Have all sound-bites (audio clips) and pictures ready for creating the interactive map 	All members
March 9, 2018	Blog post #3	All members
March 22, 2018	Infographic version 1	All members
March 25, 2018	Final Infographic due	All members
March 26, 2018	Final Poster Presentation <ul style="list-style-type: none"> - the interactive map will be finalized including all information we have collected 	All members
March 30	Blog post #4	All members
April 8, 2018	Final Report	All members

Outcomes:

The broad aim of the project is to collect information about the foodscapes at nine schools in Vancouver, that facilitate the Farm-to-School team to move forward in the development or expansion of native plant gardens and the integration of Indigenous foodscapes into the curriculum. In the long-term, this will educate younger generations about food sovereignty that people have rights to healthy and culturally appropriate food produced through ecologically sound and sustainable methods (Windfuhr & Jonsén, 2005).

Throughout the weeks leading up to April 8th, we will be periodically updating the blog. A draft of our report detailing schools' Indigenous foodscapes will be presented to Samantha Gambling at the Vancouver School Board on March 5th. An infographic presentation will be taking place on March 26th at a public space on campus at UBC, and the final community project report will be submitted on April 8th via Canvas. Lastly, an interactive map will be created for the teachers and the Vancouver School Board to navigate all the information we have collated regarding the Indigenous foodscape.

References:

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