

# USING FOOD SECURITY TOOLKITS AND ASSESSMENT TOOLS IN FOOD HUB PLANNING

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# 3 Examples...

- Thought about Food? A Workbook on Food Security and Influencing Policy
  - ▣ Food Security Projects of the Nova Scotia Nutrition Council and the Atlantic Health Promotion Research Centre, Dalhousie University, June 2005 ([www.foodthoughtful.ca](http://www.foodthoughtful.ca))
- Where's the Food? Finding out about Food in Your Community
  - ▣ Food for All: An Ottawa Community Response ([www.justfood.ca](http://www.justfood.ca))
  - ▣ Draft; contact *Erin Krekoski*, Food for All Coordinator [erin@justfood.ca](mailto:erin@justfood.ca), 613-236-9300 x306 for more details
- Community Food Security Workshop Facilitators Guide
  - ▣ Hamilton Food Security Project; contact Sarah Wakefield, [sarah.wakefield@utoronto.ca](mailto:sarah.wakefield@utoronto.ca), 416-978-3653 for more details

# Thought About Food?

Nova Scotia Nutrition Council/Atlantic Health Promotion Research Centre, [www.foodthoughtful.ca](http://www.foodthoughtful.ca)

- Goal: “to give people in communities across Canada tools and the power to raise awareness about food security and to think about actions to influence both policies and systems to address food security issues more effectively”
- Tools to help people become more aware of the issues in their community and how to move forward on them (policy and advocacy oriented)
- Includes a facilitation guide, background information, and activities
- Food INSECURITY focus

## Activity 1.2

# What does food security mean to me?

*Now that you have worked through the “food security means” checklist, look at the items that you’ve checked.* These aspects of food are important to you or are a challenge to you or someone you know. Use the points that you have checked to describe — in words or pictures— what food insecurity and food security mean to you.

What does food **insecurity** mean to me?



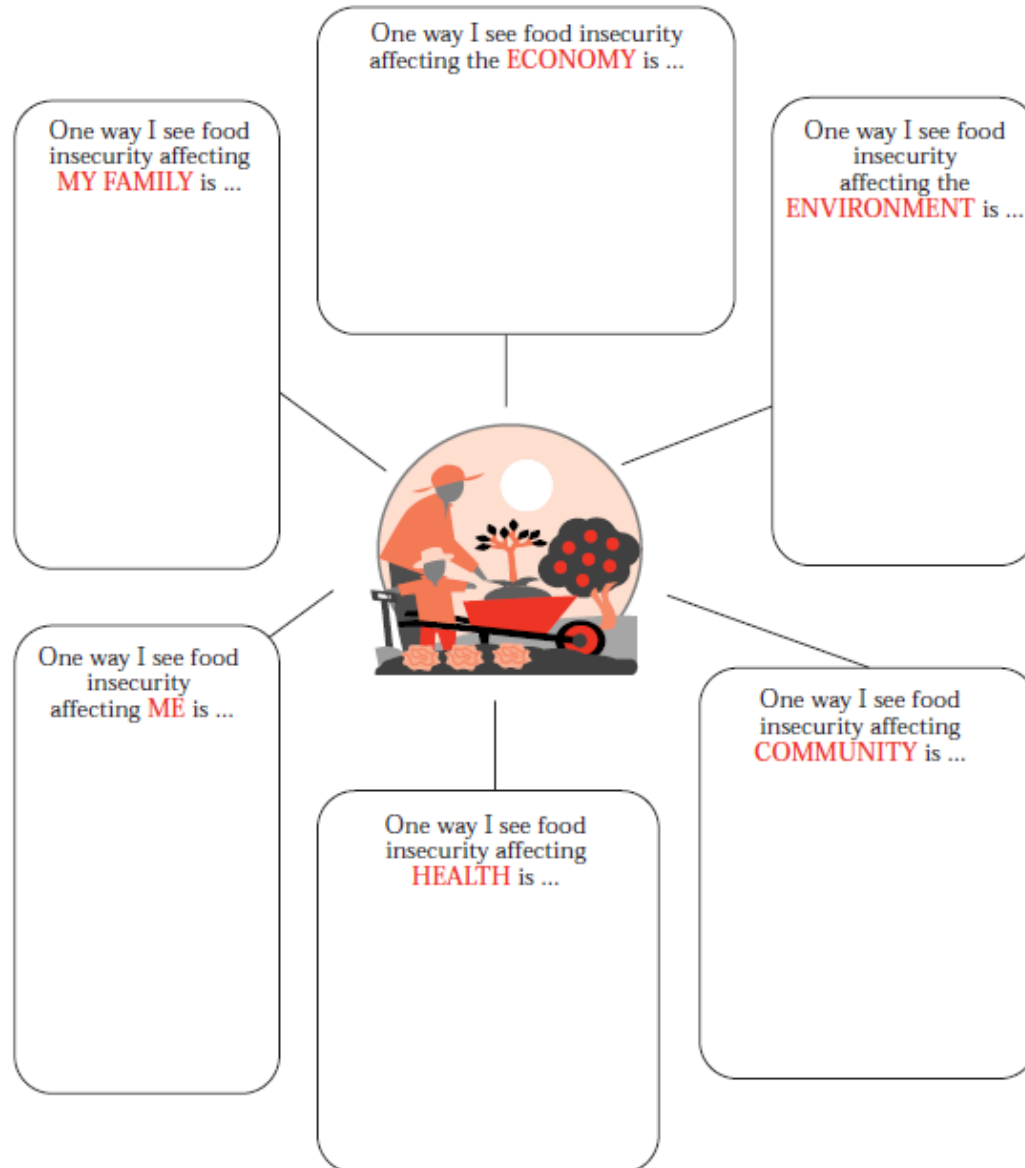
*“...people can’t afford to grow [food], people can’t afford to buy [food].”*

*“So for some of us who end up in a situation where we don’t have enough to eat, we already know shame. Shame is so comfortable. It just fits like a jacket. So, you go somewhere and someone gives you a bit more, you take it. It fits. It feels normal.”*

.....

## Activity 2.1

### What does food insecurity affect?



## Activity 3.2

### Thinking about strategies

My experiences with  
**SHORT-TERM RELIEF**  
strategies are ...

My experiences with  
**INDIVIDUAL or COMMUNITY**  
**CAPACITY BUILDING**  
strategies are ...

My experiences with  
**SYSTEM CHANGE**  
strategies are ...



# Where's the Food?

Food for All, [erin@justfood.ca](mailto:erin@justfood.ca), 613-236-9300 x306

- Focus on neighbourhood-level food environments
- Provides statistical “neighbourhood profiles” as a starting point for discussion
- suggests areas for collaborative data collection (e.g., community gardens and gleaning, school food, mainstream and alternative food retail, emergency food, food skills, etc.) and provides worksheets for data collection

## Data Sheet: Community Gardens

Name of Community Garden and Address	How to Get There, Distance (in km)	Size of Garden and Number of Plots	Number of People Involved	Contact Person and Information

Other Information Collected:

Data Source:

Name of Data Collector(s):

Date of Data Collection:



# CFS Workshop Guide

Hamilton Food Security Project, [sarah.wakefield@utoronto.ca](mailto:sarah.wakefield@utoronto.ca)

- Tool to assess neighbourhood level food “landscapes”
  - ▣ Mapping exercise
  - ▣ Community food security focus (including relevance/importance of local food)
  - ▣ Attempts to: identify assets as well as concerns; stimulate reflection (e.g., “winners and losers”); brainstorm local solutions
- Facilitation guide (facilitators and notetakers recruited locally)

## PART 1 - Opening Activities (20 - 30 minutes)

One facilitator and one notetaker should be sitting at each table, with a bunch of “participant information letters” and a big map of the neighbourhood in front of them. They should also have a bunch of sticky dots and a blank legend for the map.

As people enter the room, one of the researchers will greet them and show them where to get food and where to sit. When people sit down at your table:

- Welcome them, and let them know who you are (e.g. whether you live in the neighbourhood, what your role is tonight)
- Be sure they've helped themselves to food (people can/should eat as they do this exercise)
- Give each person a “participant information letter”
- Invite them to mark the places people in the community get food with a sticky dot (let people know that they don't have to participate if they don't want to)
- Once a dot has been added, put a number on it and add it to the legend, e.g.,

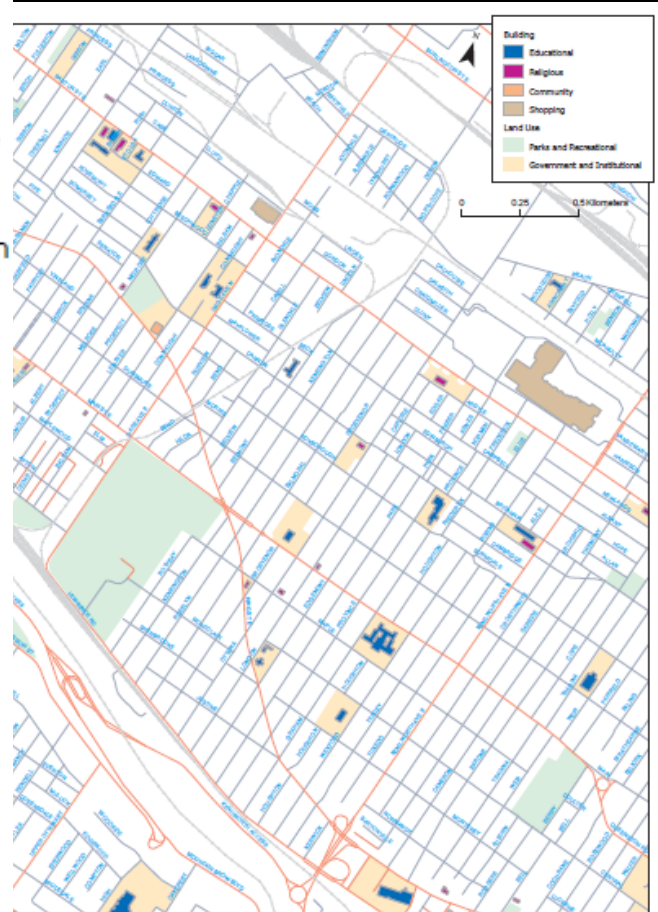
### *Legend:*

#	Name	Type	Location
1.	Food Basics	Grocery Store	100 Barton St.
2.	Big Bee	Convenience Store	Corner of Wentworth and Main
3.	Backyard	Garden	(don't need to give specific address!)

### *Tips:*

- Include everywhere and anywhere anyone in the community gets food! (doesn't have to be someone at the table)
- Places off the map can be added – just put the dot at the edge of the map and record the location in the legend

- Answer any questions people have (if you don't know the answer, call over one of the researchers)



### **3b) Building a More Food Secure Community - Sticky Note Exercise (10-15 minutes)**

*[There should be one big wall to receive all the sticky notes, with labelled and colour-coded areas for each colour of sticky note.]*

**For this exercise, ask participants to think about what can be done to build a more food secure community. Each participant is given four different coloured post-it notes and asked to write on them accordingly:**

- **Pink** - One thing I can do to build a more food secure community
- **Yellow** - One thing this community can do to build a more food secure community
- **Orange** - One thing the government can do to build a more food secure community
- **Green** - One other thought about anything from the workshop

**As everyone is writing on their post-it notes, invite people to stick the post-it notes on the designated area on the wall so that all participants can see their ideas.**

# Can these tools help in hub development?

- Focus
- Scale
- Transferability outside urban settings
- Scope of participants (diversity and “voice”)
- Importance of local knowledge, connecting to local assets and needs