



TRAINING

DAY 1 Community Values and Overview of Food Systems

Purpose: Create and share values that contribute to a healthy working atmosphere while learning basic concepts about food systems.

Objective: Participants will:

- Build working agreements that create a safe environment for active participation.
- Define community and how those shared values are embedded in principles they shared in class.
- Make connections between their shared values and values that can be embodied in our food system.

Materials: Flip chart, Markers, Scrap Paper, Pens, “My Food Story” Worksheet

Time: 120 minutes

Procedure: Facilitator should be familiar with the food system terms included in the glossary. A priority for this session is to build trust and create a secure atmosphere so all participants feel safe to talk about their point of view openly and freely. Involved the participants in creating their own community agreements. Become familiar with the food system concept. *Food system includes all processes involved in feeding a population: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items.* The facilitator asks participants to define community and show connections to the values the class came up with. At the end of the session, facilitator will give out a list of community organizations that embody the shared values of the class and draw connections between community values and food system values

Time	Activity
10 Minutes	<p>Facilitator Welcome and Introduction Provide and a brief overview of OFPC, HOPE.</p> <p>Purpose of the Gathering: We are here today to talk about transforming our food system. A food system change means restoring the biological and cultural diversity that is fundamental to life on this planet. Over the last 500 years we are still feeling the impact from European colonization that deprives us of our natural rights to self-determination.</p>
10 Minutes	<p>Group Introductions Ask the group to introduce themselves and say a little about how they got connected to this training/HOPE Collaborative.</p>

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20 Minutes

Community Agreements and Collective Values

Explain to the group that at this meeting we will have the opportunity to discuss the values that bring all of us together, as well as our expectations of what we hope to get out of this experience. How do bring this message to the larger community.

- Divide the group into smaller groups. Ask each small group to brainstorm words and concepts that they feel will make the workshop a positive experience.
- Next, ask each small group to choose three concepts that everyone in their group agree are important and/or unique.
- Bring the large group back together. Invite each group to share the three values they agreed upon. Write what is shared on a flip chart.
- Read the values listed and ask the group if there are any other important values they would like to add. Ask if the list of values is clear, and encourage participants to help clarify the significance of those items listed.
- Clarify to the group. Know that these values will help guide the program throughout the season.

Ask the group what kinds of agreements the group needs to create so that there is active, equitable and safe participation within the group as we move forward. (See some possible agreements below if the group is having difficulty naming some agreements.)

RECOMMENDED COMMUNITY AGREEMENTS:

Respect/One Mic – Give respect to the person who has the floor by actively listening.

Confidentiality – What we share in this group will remain in this group.

Right to Pass – It is always okay to pass, to say, “I’d rather not do this activity” or “I don’t want to answer that question.”

Be Impeccable with your Word: Speak with integrity. Say only what you mean. Avoid using your word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love.

Don’t Take Anything Personally: Nothing others do is because of you. What others say and do is a projection of their own reality.

Don’t Make Assumptions: Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama.

Always Do Your Best: Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best and avoid self-judgment, self-abuse, and regret.

30 Minutes

“My Food Story”

Pass out attached handout for participants to fill out. Have pen or pencils available. When the stories are completed ask the group members to think about these 3 questions:

- What does your story say about your health?
- What does your story say about your family’s food traditions?
- What does your story say about our food system?

(It might be helpful to have these questions up on the wall for people to refer to.)

- Break the group into pairs. Ask participants to share their stories and questions. Give participant 2 stories to share with their answers. Switch and allow participant 1 to share.
- Bring the larger group back together. Ask for 3 volunteers who would like to read their stories and share their answers with the larger group

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30 Minutes **What is a food system? What is a sustainable food system?**

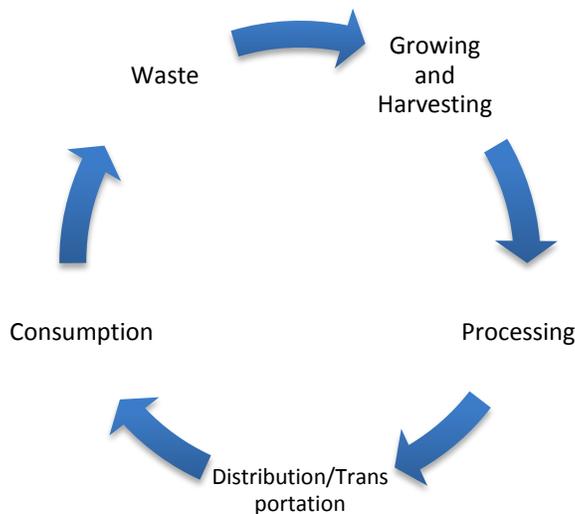
"We're here today because we are interested in 'food systems.' What is a food system?"

- Brainstorming. Encourage participants to offer their ideas. Record responses on butcher paper. Facilitate conversation; ask the group to think about when, where, who, and how they get their food. The list might include truck drivers, cafeteria workers, farmers, meat processors, and so on. These people all work in sectors that make up our food system.

Poster Board Sign

Food system includes all processes involved in feeding a population: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items."

- Go over each of the food system processes and define it collectively. For example: Did anyone eat a piece of fruit today? Choose a fruit to track its progress through the food system. Draw it on a piece of butcher paper.



Some organizations have included the concept of food systems into their mission statement. For example HOPE and Oakland Food Policy Council (OFPC). Let's read the underlined areas: sustainable environmental changes, improve health and wellness, and social and economic development.

Hope Collaborative Mission

Our mission statement says that we will 'create fundamental and sustainable environmental changes that will significantly improve the health and wellness of Oakland residents' and that we envision 'sustainable, successful, local economies.' What do you think it means to have a 'sustainable food system'?"

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- Let's talk about the meaning behind these underlined concepts or ideas included in the definition of food systems and how they relate to us.
- Use flip chart to record ideas: What do we mean by
 - ✓ Justice and Fairness?
 - ✓ What is strong community?
 - ✓ Farms?
 - ✓ Healthy People?
 - ✓ Ecosystem?
 - ✓ Sustainability?
 - ✓ Thriving local economy?
- Let's go over your ideas and compare them with the Food Systems principles. After going over the principles ask people to respond to these values—what do you think of them? What would you add?

- **Justice and Fairness:** To have access to healthy food; improve our living and working conditions for farmers and us.
- **Strong Communities:** Raise our voices and our right of self-determination about what we want and need in our communities.
- **Healthy People:** Have access to affordable and nutritious food that would help us prevent health risk, heart disease, diabetes, obesity, and others.
- **Sustainable Ecosystems:** Growing, harvesting, processing; all aspects of our food system preserving our ecosystem and using our local produce.
- **Thriving Local Economy:** Create locally based food and agriculture businesses that create jobs and stimulate our local economy.
- **Vibrant Farms:** A stable base of family farms, more direct links between farmers and consumers.

Closing:

Today, we began exploring some ideas about what is a food system and what does it mean to us. In the next few weeks we will work together and develop a deeper understanding about food systems. We will gain a better understanding about our role in supporting the movement and organizations like HOPE, OFPC, who are working in making our food system more just, healthy, sustainable and economically vibrant.

15 Minutes

Evaluation

Thank the group for their participation. Ask the group to help you evaluate the training by giving you feedback about some of the strengths and areas of improvement. Remind them that this is a pilot process and we are looking to improve the training.

5 Minutes

Check-out. Invite participants to the next training scheduled for _____.

MY FOOD STORY

Who Am I?

My name is _____ My parents are _____ and _____

They are from the city of _____ state of _____ country _____

I have _____ children. My partner/husband is _____

The smell of _____ describes who I am.

My Food Memories

When I was child my parents, relatives or friends fed me _____

The smell of _____ cooking brings me back to my home. The three most common items/
ingredients included in most of my meals were: 1. _____ 2. _____ 3. _____

The first thing I learned to cook, as a child was _____. One dish/s that is very
important to my family/my home is _____

My Traditions

Food is a way to connect to my culture and my traditions. The way I show my connections to my culture are _____

I would like to pass my food culture to my child teaching them to prepare _____

My Health History

Some of my relatives suffer from _____ disease. There are ways I'd like to change my
diet (food) . Think about 3 things. 1. _____ 2. _____ 3. _____

What would you like your children/relatives to know about health? _____

TELL US 3 WORDS THAT BEST DESCRIBE YOU

1. _____ 2. _____ 3. _____