



2 KNOW YOUR SITE





01

THE PREPARATIONS

Get ready! Recall your discussions from Activity Sheet #1 about community food systems. In Activity Sheet #2, you will prepare your team to learn more about the community food systems in your area through either 1) a site visit or 2) inviting a guest speaker to your school.

Let others know before you plan your visit/invite them to your school.

Contact stakeholders

- From the list of community food systems in your community that was brainstormed during Activity Sheet #1, identify 3-4 locations to contact and the stakeholders involved (tip: focus on the locations closest to your school)
- These people could include your school principal (if on school grounds), environmental organizations, the local parks and recreation department, etc.
- Option 1: Email, call or meet these people in person to discuss your plan to visit the site and learn more about their work (see “Activity Sheet #2 Email to Stakeholders” on Google Drive)
- Option 2: If the site is too far to visit (not within walking distance) or has limited operating hours, ask if someone working there is able to come deliver a short presentation and/or Q&A session (in-person or via Zoom)

OPTION 1: How to prepare for your site visit

What you need

- Notebook (or paper on a clipboard) for each person
- Pens
- Printed maps of the site (you can print them off Google Maps)
- Phone or camera to take pictures

Who's going?

- Find out who will be coming to the site visit
- If there are more than 4 people, divide into smaller teams and assign at least 1 executive team member to each team

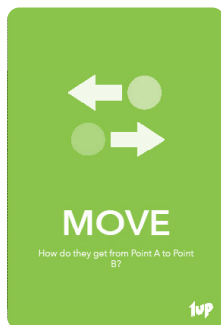


01 THE PREPARATIONS (CONT'D)



Review Method Cards

- Take a look at the **Action Method Cards**, and predict how people will move, play, and/or work at the site:



Answer the guiding question at the bottom of the card.



Example cards are those with underlined words and a Move/Play/Work icon at the bottom left. They are prompts to help you think about different considerations.

- Take a look at the **Place Method Cards**, and predict how the site conditions influence use of the space



Answer the guiding question at the bottom of the card.

Comfort and safety

- Remind team members to wear comfortable shoes and dress for the weather. Reschedule the visit if necessary.
- Always obey rules of traffic and look both ways before you cross a street
- Do a head count before and after each visit. Don't leave anyone behind!
- Ask your teacher supervisor to accompany your group if he/she is available



01 THE PREPARATIONS (CONT'D)

OPTION 2: How to prepare for your guest speaker

What you need

- Paper and pens (for taking notes)
- Preliminary questions for the presenter (e.g. about the location, the users, any challenges, their role, etc.) (aim for at least eight open-ended questions)
- Preliminary research on the site (tip: explore their website to learn about their mission and values, different features of the site, etc.)

If they are visiting in-person

- Confirm the date and time that they will be coming in
- Designate a person to wait for them at the school entrance and walk them to the classroom
- Ensure they have all the resources needed ahead of time (e.g. slide deck)
- Ask the guest speaker if they would be comfortable taking a group photo with the team that will be uploaded to social media

If they are presenting virtually

- Confirm the date and time that they will be calling in
- Ensure everyone has access to the Zoom link
- Ensure they have all the resources needed ahead of time (e.g. ability to share screen on Zoom)
- Ask the guest speaker if they would be comfortable taking a group photo with the team that will be uploaded to social media
- Ask the guest speaker if they would be comfortable with their presentation being recorded



02 **OPTION 1: SITE VISIT**

Explore the site!
45 minutes (includes travel time)

Visit the chosen community food system site and use the following questions as a guide to collect useful data. Take lots of photos!

People

Find out more about the users.

- Who is using the site? What are their demographics?
- How do they use the site? What are they doing?

Features

What physical features do you see? List all features (see examples below) and mark the location of where you saw them on the map.

- For a park: trees, benches, areas of shade, trails/paths, water fountains, garbage/recycling bins, etc.
- For a street: sidewalks (none/one side/both sides), crosswalks, pedestrian islands (middle curb), traffic lights, street lights, benches, trees, etc.
- For an indoor space: entrances, lighting, switches, electrical outlets, furniture, sinks, heaters, etc.

Surroundings

What kind of buildings, amenities or services exist around your site? Identify as many places as possible (e.g. houses, parks, businesses, schools, etc.)

Connections & Barriers

How do people access this place? Do they walk, bike, bus, or drive?

- Identify the streets, parking lots, bus stops, and entrances
- Identify any barriers that prevent or discourage people from entering (e.g. fences, bollards, locked entrances, signs, poor maintenance, questionable activities, etc.)



02 **OPTION 2: GUEST SPEAKER**

Hear from the experts!
45 minutes

Welcome your guest speaker and learn more about the site! Here are some possible discussion topics for an engaging conversation:

People

- Who is using the site? What are their demographics?
- How do they use the site?
- Who owns and operates the site (e.g. volunteers, privately owned, non-profit, etc.)?

Features

- What physical features are present and how do they contribute to the site?

Surroundings

- What kind of buildings, amenities or services exist around your site? (e.g. houses, parks, businesses, schools, etc.)

Connections & Barriers

- How do people access this place? Do they walk, bike, bus, or drive?
- Where are the nearest parking lots, bus stops, entrances, etc.?
- Are there any barriers that prevent or discourage people from entering (e.g. fences, bollards, locked entrances, signs, poor maintenance, questionable activities, etc.)



03 DISCUSSION

Reflect on what you just saw and heard
15 minutes

Review and share your observations and takeaways.

Share the Results

- Everyone briefly shares their observations with the rest of the group (e.g. what were the key takeaways?)
- Other members are encouraged to ask for clarifications or follow-up questions
- The Secretary should take notes during the discussion

Data Collection

- Option 1: Assign 1 exec member to collect and keep all the maps with markings, and bring them back to the next meeting
- Option 2: Assign 1 exec member to collect and keep all the preliminary research and notes taken during the guest speaker's presentation
- The Secretary should compile a summary of the observation and takeaway notes



04 SUBMISSION

Submit the following items to your school chapter folder on Google Drive in the subfolder titled "Activity 2"

OPTION 1: SITE VISIT

- Observation and takeaway notes
- Annotated maps
- Site photos

OPTION 2: GUEST SPEAKER

- Observation and takeaway notes
- Preliminary research notes
- Photos or screenshots taken of the presentation
- Zoom recording of the presentation (online only)

Post on your Instagram account

- Site visit photos or photos taken of the presentation
- In your caption, share the name of the site and give a brief description of what it is (e.g. a community garden located in Markham)
- Be sure to tag @1uptoronto in your post

Share the following to Discord in the channel titled "activity-sheets-submissions" for other school chapters to see

- Your Instagram post and caption
- Short summary of your chapter's observation and takeaway notes