

ADBUSTING FOR FOOD JUSTICE

DESCRIPTION: Participants work together to critique food ads and create alternative food stories.

OBJECTIVES: To encourage critical dialogue about how food is represented in mainstream media and what food stories are missing.

TIME: 1 hour.

MATERIALS: food advertisements; glue sticks; scissors; pens, markers, or access to computer to write text.



Egg Farmers Ontario. (2011). Farm Families: Meet the Eisses, Innisfil, ON. Retrieved from: <http://www.eggfarmersofontario.ca/families/eisses>.

STEP BY STEP:

1. Gather together participants and introduce one another.
2. Show food advertisement examples.
3. Discuss the example ad with participants. To help stimulate discussion, you can ask the following: How does this message fit with the role food plays in your life? What stories and people are missing from this ad?
4. Discuss the transformation of the advertisement into the adbuster image in the adbuster example.
5. Ask participants to break into groups and choose an advertisement to question, critique and recompose.
6. Ask breakout groups to brainstorm ways that they could play with the images or text in the ad to share different stories about food systems.
7. Participants create their own adbusters by playing with the advertising images or text to tell different stories.
8. Come back together and discuss each adbuster with the group.

VARIATIONS: Adbusters can also be created with Photoshop.



DIGITAL STORIES AS CATALYSTS

What do we do with these food digital stories once they are made? Digital storytelling is commonly thought of as conversational media, which tends to focus more on the process of storytelling than the product. This guide includes exercises that emphasize the use of these digital stories once they are completed. Asking critical questions about these food stories helps us to understand and challenge dominant narratives of food access, production, distribution, consumption and waste. In this sense, the critical use of digital stories can help us work toward food justice

The following popular education decoding questions are designed for facilitators to generate discussion after screening stories from the FoodShed Project Digital Storytelling DVD.

- 1) What did you see/hear/feel? Does this story evoke particular tastes or memories for you?
- 2) How does this food story connect to your personal experience?
- 3) What challenges of eating, growing, distributing or accessing food are addressed by this story? How do the main actors in the story address these challenges? Do you see any common threads between the themes explored in this food story and other food stories that you are familiar with? Do these themes point toward broader inequalities or food justice issues?
- 4) How did the food situation explored in this story come

to be? What are the historical and social processes that created this situation?

- 5) What can be done? What can we do? How can we build the food justice movement?

SPECTATOR JOURNEYS

“The impossibility of our saying the truth, even when we feel it, makes us speak as poets, makes us tell the story of our mind’s adventures and verify that they are understood by other adventurers, makes us communicate our feelings and see them shared by other feeling beings” (Jacques Ranciere, *The Ignorant Schoolmaster*, 64)

“Food justice provides a set of stories and a different type of narrative that has been used as an important tool for identifying strategies for change throughout the system, from farm to table” (Robert Gottlieb and Anupama Joshi, *Food Justice*, 223)

Every experience of listening to a food story allows us to explore our own relationships to eating, growing and confronting the food system. The experience of watching digital stories may spark any number of adventurous conversations about self, family, eating, growing and politics. The following profiles of our stories include short descriptions and questions that should help you deepen and enliven your discussions about food justice after watching the FoodShed digital stories.

Rancière, Jacques. *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Translated by Kristin Ross. Stanford, California: Stanford University Press, 1991.

SPECTATOR JOURNEYS: LOVE BROUGHT ME HERE

By: Natalie Butler-Chang

DESCRIPTION: My story is the result of reflecting upon the difficulty of relocating from Jamaica to Toronto. The need to reconnect with the soil began quietly, growing seedlings in my studio apartment, then spread to home made window boxes, and finally took root within a community of urban growers at Four Winds Allotment Gardens (Keele & Finch). Our allotments, the food that we grow and share represent the memories and knowledge we carry from one home to the next.



QUESTIONS:

1. How can we challenge the isolation of living in an unfamiliar or harsh environment?
2. How can obstacles and need be turned into opportunity? Who is responsible for making opportunity?

SPECTATOR JOURNEYS: FROM BARN TO PLATE

The Dinner Plate Project

By: Heather Rigby

DESCRIPTION: The intention of The Dinner Plate Project is to promote the message across Canada to EAT LOCAL through a simple yet powerful symbol and to inspire others to create environmental community art projects in their area.

QUESTIONS:

1. How does the view from the sky challenge us to re-imagine and act upon the significance of eating local?
2. What does this story teach us about the role of the body in reconnecting and sharing the fruits of the earth?

Corn, Barns and Fiddleheads: reflections on Land over Landings

By: Andrew Bieler

DESCRIPTION: This story explores the contested landscapes of North Pickering and the mission of the Land over Landings group from the perspective of childhood memory and insights lost in the archive.

QUESTIONS:

1. How do the different actors in this story feel about living and growing food on the Pickering Airport Lands?
2. What ways of caring for the land are explored in this story and how might they variously help us re-imagine a just and sustainable feature for the Pickering Airport Lands?

SPECTATOR JOURNEY:

ENVISIONING FOOD SOVEREIGNTY: OPAL'S STORY

Produced by: Magda Olszanowski, Sara Udow

Narrated by: Opal Sparks



DESCRIPTION: Magda and Sara began to volunteer at the Stop Community Food Centre (The Stop) with the goal of collecting and sharing volunteers' stories. We documented short, personal narratives to illustrate the volunteers'

experiences with growing and eating food within their communities.

Opal, a volunteer who has been with the Stop for many years, relates her own relationship with food to broader concepts of food access, sustainability, health and empowerment.

QUESTIONS:

1. What ways of knowing and caring about food are explored in this story and how do they relate to your own experiences of acquiring, growing or cooking food?
2. Opal provides a number of alternatives to the current ways in which we produce, distribute and consume food. What are these different approaches and could they contribute to healthier, more empowered communities? If so, how?

SPECTATOR JOURNEY:

THE GLOBAL ROOTS PROJECT: KULWANT MAROK

DESCRIPTION: The Global Roots Project is an oral history project created in collaboration with members of the Stop Community Food Center's Global Roots multicultural community garden. The short and personal stories are as diverse as the plants grown in the gardens and show the ways in which everyday experiences with food and a love for gardening and eating can bring people together.

Kulwant Marok's story takes us to India with her very first experience in a garden.

QUESTIONS:

1. How does this story make you feel? Can you imagine the garden described in this story and, if so, what does it look like? Is it similar to any gardens you've experienced?
2. Do you relate to Kulwant's experience? Can you think back to your first experience in a garden? Or your first experiences with growing and eating food? How are they similar? How are they different?

Japneet Kaur

Japneet Kaur recalls a traditional folktale her grandmother used to tell her about a Sparrow, a Crow and the harvest.

QUESTIONS:

1. What does this folktale represent to you?
2. Can you recount folktales about food that are prominent within your family and cultural traditions?