

## Activity: Map the Campus Food System



**TIME ESTIMATE**  
50-75 minutes



**MATERIALS**

Large poster paper or whiteboard, sticky notes, markers or sharpies  
(Optional: Electronic devices for research)

**PURPOSE**

To examine how different key players of the campus food system interact and shape the growing food movement.

**DESCRIPTION**

Building off of existing resources, what does the food system on campus look like and how does that contribute to the food movement? This activity allows participants to map out the key players (institutions, services, clubs, etc.) of the campus food system and identify how they contribute to the growing food movement.

**FACILITATOR NOTE**

The on-campus food system was chosen as it is expected that learners will have more familiarity with this. Whether there is a technically defined “on-campus food movement” is up for participants to explore. For non-academic contexts, this mapping activity could be expended to include the local food movement in a specific region instead. For learners who already have an understanding of power, Part 1 can be modified or shortened and learners can dive right into Part 2 on mapping the campus food movement.

**Part 1: Defining Power** (Time estimate: 20-25 min)

Facilitator Note

It may be useful to prepare a basic Powerpoint presentation for this activity, however it can also be done using a whiteboard or verbally.

**STEPS**

- 1 Introduce the activity. Ask the class “What is power?” and write out their responses on a whiteboard or have students submit their response to a platform such as Menti.
- 2 Once participants have had a chance to respond, offer the following definition: **Power, in its most basic form, is the ability of people to achieve the change they want.**
- 3 State that there are different kinds of power (Adapted from PeerNetBC). Define the following types of power either on a whiteboard, chart paper or on a screen. Ask the participants to provide examples of each type of power.
  - Systemic power: Refers to power built into socioeconomic relationships. The systems that hold power in our society include: government, business, education, media, family, health, faith groups, etc.
  - Institutional power: Refers to power held by institutions creates, increases or decreases privilege for different groups of people.
  - Positional power: Refers to power that comes from hierarchies, such as age, experience, titles (ie. PhD., middle-aged person, celebrities).
  - Personal power: Refers to power within each individual to take action, make decisions and participate.

## MODULE 5: LOCAL FOOD MOVEMENT

- 4 Ask the group “Is power good or bad?”. State that there are different expressions of power (Adapted from [Participatory Methods](#) and [Powercube](#)). Define the following expressions of power either on a whiteboard, chart paper or on a screen. Ask the participants to provide examples of each expression of power.
  - ‘Power over’: One group dominating others; having power requires taking power from others and often works through coercion or fear.
  - ‘Power with’: Collective power; finding common ground between different group interests and building collective action.
  - ‘Power within’: An individual or collective belief in self-worth and self-knowledge; recognizes the importance of dignity and fulfillment in empowerment; for example, we have endless reserves of power within: creativity, imagination, love and more.
- 5 Ask the participants to draw an image that represents power to them. Drawings can come in the form of: powercube, fractals, spectrum, three dimensional axes, organic structure, onion, tree etc.
  - View [examples](#) and [this guide on ways of visualizing power](#) by Powercube.

**Part 2 : Mapping the Campus Food System** (Time estimate: 45 min)

- 6 Guide participants to now put their understanding of power onto the campus food movement. Divide the class into groups of approximately 5-6, each with their own sticky notes, markers, and two poster papers.
- 7 Direct participants to map the campus food movement on one poster paper. Provide the following instructions:
  - Focus on impact and less so on the number of points on their map, for example, have them think of the most influential groups on campus, instead of just where they can purchase local food
  - Consider how the aforementioned concepts of power show up within their maps
  - Allow your map to take creative shape. This could mean a geographic map of their city and campus, a larger map that encompasses the local food movement and on-campus movement (and the interactions between the two since they do not operate in isolation), or a more abstract interpretation.
  - Specific to on-campus, consider:
    - Student Clubs
    - University units (ie housing, food services) that play a role in shaping the food movement
    - Influential or outspoken professors
    - Sites of food production on campus
    - Larger organizations that help support this movement
    - Other students or informal student groups that may be engaged in the food movement
  - Indicate the interactions between the individual organizations or groups and the institution/ campus.
- 8 Give the groups 15 minutes to brainstorm on their own and allow them to use external resources if needed.
  - Many universities already have similar resources that have attempted to map food assets, such as the [UBC Food Asset Map](#).

**MODULE 5: LOCAL FOOD MOVEMENT**

- 9** Debrief the activity, using the following questions as guides. Choose 1-2 questions as time allows.
- Who holds power in these systems? What policies or institutions influence these actors? Tell students to add a visual representation of this to their diagrams.
  - Is the campus food movement a subset of the local food movement? Why or why not? How does it fit into the larger alternative food movement in Canada?
  - Why have these alternatives arisen? What values do they promote? (Examples include: decrease environmental impact, increase sustainability, as a response to the ecological destruction of the globalized food system, increase connection to where one purchases food from)
  - Analyse how the institutions/groups/etc that you mapped contribute to the local food movement. On what grounds do we measure movements? Depending on which reading you chose to emphasize, the discussion can be prompted through the following questions:
    - How do these actors, institutions, etc. build networks (Levkoe, 2014)?
    - How do these network processes allow for the exchange of “ideas, identities and frames” (Levkoe, 2014)?
    - How do these “formulate a ‘we’” and “create a new idea” (Amory Starr)?
    - Whose voices are missing from these maps? What community groups are absent?

**ASSESSMENT: CAMPUS FOOD SYSTEM MAP**

During the activity, your group was tasked to create a map that reflects your campus food system. Revise your map to incorporate any changes during the debrief and/or insights from other parts of the activity.

Facilitators are encouraged to share the debrief prompts provided in step 9 to get learners to think more critically about who is included and excluded from the map and how this influences the way we measure (social) movements.

The revised map can be picked up at the end of the class as an ‘exit ticket’ that learners submit before leaving the class or workshop, or assigned as a take-home exercise.

**NOTES:**