

Activity: Four Corners



TIME ESTIMATE

15-30 minutes
depending number of
statements you use



MATERIALS

Four pieces of paper labelled 'distributive justice', 'procedural justice', 'epistemic justice', "two or more types of justice" to be placed in each corner.

PURPOSE

To discuss, identify, and better understand the sources of injustice within the food system, and think critically about which 'push points' or levers may be used to influence system change.

DESCRIPTION

In this movement-based activity, participants are presented with a statement or are asked a question. In each of the corners of the room, the three types of justice will be represented as corners in the room corresponding to their response. This activity is adapted with permission from an activity created by Dr. Josh Sbicca, Assistant Professor of Sociology at Colorado State University.

STEPS

- 1 Have participants stand in the centre of the room. Ask the participants: What do we mean when we say "justice"? Many forms of justice exist - there are many theories of justice and ways of determining what is "just".
- 2 Introduce the activity by describing the three types of justice from the Food Justice Primer module:

Distributive Justice

Distributive justice issues concern the fairness of the distribution or division of something among several people or groups, whether it be a benefit (eg. work wages) or a burden (eg. taxes). (Center for Civic Education, n.d.).

Epistemic Justice

Epistemic justice issues concern unfairness as a result of the communication, understanding, and other aspects of knowledge (i.e. epistemology).

Procedural Justice

Procedural justice results from following a 'fair procedure' - which concerns the fairness of how information is gathered or how a decision is made (not the decision made or information gathered itself) (Center for Civic Education, n.d. ; International Encyclopedia of the Social Sciences, 2008). For example, consider information provided by consultation with all parties involved versus information provided without adequate consultation.

- 3 Preface the activity by noting that these issues are systemic in nature. There are many areas of overlap between the different kinds of justice, therefore there may be more than one interpretation or response to the scenarios.

- 4** Read out the guiding questions and ask: What kind of justice issue is represented in this food systems problem? Direct participants to move to the corner that corresponds with their response. Ask 1-2 participants from each corner to explain why they chose that response.

Sample Guiding Statements

- Agricultural pollution and the resulting illnesses disproportionately affect marginalized communities.
- Migrant workers within the food system often lack fewer rights and protections than non-migrant workers.
- Migrant workers often face disproportionately poor living and working conditions
- Food deserts and food insecurity occur more frequently in marginalized communities.
- Government restriction or closing of Indigenous fisheries to conserve wild stocks.
- Evidence-based dietary guidelines for food served in programs on reserves that receive funding from federal agencies.

- 5** Debrief the activity with the following discussion questions.
- Now that we've discussed different types of justice linked to different food systems issues, how could each type of justice be used to address food access issues?
 - Refer to the definitions for different kinds of power - how do these types of power relate to Food Justice issues?

ASSESSMENT

Write out your own definition of each type of injustice (epistemic, distributive, and procedural) and provide an example from within the context of the food system.

NOTES: