

Local Food Systems for Extension Agents Course - 2015

Module 4 - Food as a Common Denominator: Bringing Everyone to the Table

Session Agenda

Day 1

10:00 am	Session Topic Team Reports - Session 3, Value Chain: From Farm To Fork, Part 1
10:30	Small Group Activity, <i>Experiencing Inequities in Food Systems</i> Class Discussion – based on above Activity and Readings Lecture, <i>Structural Injustices in the Food System</i>
12:30 pm	Lunch Break
1:00	Lecture, <i>Local Foods at the Grassroots- Rocky Mount</i>
1:30	Lecture and Small Group Activity, <i>Community Capitals and Community Food Systems</i>
3:00	Travel to Conetoe Family Life Center, Tarboro, NC
3:30	Site Tour, Conetoe Family Life Center; -Tes Thraves (FYI and FoodCorps) Logistics for Evening and for Day 2 – briefly, Depart for Extension office
5:30	Arrive back at Nash Co. Extension Office
5:30- 6:30	Evening Discussion – Encouraged but optional for Commuters, <i>A just food system, what when why how?</i>

Day 2

8:30 am	Logistics, Review of Quizzes #2 and #3
9:00	Panel Discussion, <i>Food Access, Collaboration, & Community Ownership of Local Foods Projects</i>
10:30	Break
10:45	Lecture and Discussion/Activity, <i>Facilitating Systems Change / Collective Impact Model</i> Planning/Logistics/Homework for Session 5
12:15 pm	Lunch Break
1:00– 3:00	Small Group Activity – (Homework 3 and 4 helpful), <i>(Growing Community Leaders?) Community Organizing and Leadership Development - Growing Communities Curriculum - NCCGP</i>
3:00	Debrief /Wrap Up, Final questions, thoughts, discussion items, End of Session 4 Surveys

Module 4 Learning Objectives

1. Students understand the diverse populations that make up local foods stakeholder groups, as well as strategies for ensuring participation from diverse stakeholder groups.
2. Students can describe the barriers and facilitators to systems change, including strategies for institutional and structural interventions and maintaining community ownership of projects.
3. Students understand and can explain the structural causes of injustices in the food system that affect both producers and consumers, including the diverse ways that food access is conceptualized and measured.
4. Students learn the concepts and questions to facilitate youth participation, education, and leadership in local food projects.
5. Students can identify a wide array of community partners, projects, and resources, and will be able to assess which are needed in different contexts to achieve collective impacts.
6. Students learn tools to identify community capitals within a community food context and to facilitate community conversations about the development & empowerment of local residents as food system decision makers.