

“YOU CAN NEVER HAVE AN IMPACT ON SOCIETY IF YOU HAVE NOT CHANGED YOURSELF.”

– NELSON MANDELA

School Food Action Coalition: Analysis and Recommendations

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2011

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Executive Summary

The purpose of the project was to conduct outreach events at three local high schools within the Region of Peel (Turner Fenton Secondary School, Mayfield Secondary School and Glenforest Secondary School) and assess the attitudes and perceptions of students towards local food purchasing and consumption. Data was collected via surveys once students had a chance to sample a locally grown apple products (apple muffins, apple cheddar pizzans, and local apples). It was found that students had positive attitudes towards purchasing local food however cost, taste and variety restricted their ability to consume locally grown food. This information has helped towards making recommendation to our partners regarding the improvements which need to be made within high school cafeterias to help reduce the hindrance towards local food purchasing.

Introduction

Defining “local” food is an important component of understanding the project. For the purpose of this report, local purchasing or local consumption is referred to the purchasing/consumption of food from within a person(s) province. There has been a number of initiatives over the past decade(s) from a number of environmental organizations, which have pushed for people to purchase local food from within Ontario. Previous research has suggested



An illustration of baked apple muffins, sampled by students at the outreach events.

that the consumption of local food(s) yields a number of economic and social related benefits. Initially, local food purchasing helps to drive local economies because funds stay within the community as opposed to moving across transnational borders, hence generating twice as much income for local economies and farmers (Halweli, 2004). Research has further suggested that purchasing local food

puts the “culture back into agriculture” (Sumner, Mair, & Nelson, 2010) a diet based on local food is healthier because local produce will not contain hefty amounts of chemicals and preservatives which are detrimental and decreasing to human health. This in the long run decreases medical expenses caused as a result of chemically infested food (Sumner, Mair, & Nelson, 2010). However, there are still a number of questions and problems that need to be answered in order to effectively understand the barriers and restrictions which prohibit people from purchasing local, and how we can overcome these problems.

School food environments are very important venues of research study when it comes to studying the impact of food. Today’s youth get a large portion of their daily needs while at

school (Winson, 2008). Food choices and eating patterns developed during the adolescent years tend to influence a person's long-term behavior and helps determine the extent of vulnerability to chronic diseases such as heart diseases, certain cancers, and osteoporosis later in life.

Furthermore, educating the youth at schools leads to indirectly educating the family at home (CDC, 1997).

With private funding from EcoSource and its affiliates, three secondary schools located within the Peel District School Board had a local food purchasing promotion: Glenforest Secondary School in Mississauga, Turner Fenton Secondary School in Brampton and Mayfield Secondary School in Caledon. Each of the school had a pilot program employed by the coalition of EcoSource, Chartwells/Compass, Peel District School Board and the Region of Peel Health. By using secondary high schools as a target for outreach events, this project not only helps to educate students and raise awareness around local purchasing and consumption within today's generation, but it also helps to build for future sustainable generations.

There has been an upward trend in the number of research articles that have been published over recent years (Sumner, Mair, & Nelson, 2010). This shows a dramatic rise of awareness about the benefits of purchasing and consuming local food(s). However, this project aimed at not only raising awareness, but also to recognize elements, techniques and methods involved in improving students abilities to make right choices when it comes to purchasing food.

The main objective of this report is to investigate the opinions of the students about local food accessibility and availability in their cafeterias and evaluated their perceptions and attitudes towards food produced locally, particularly locally grown apples. This will help to implement strategies and techniques to help students overcome current barriers that they face when it comes

to purchasing local food, to help better the overall benefits that local food purchasing and consumption yields.

Methods

This section will focus on the methodology used to conduct research at each outreach event.

Process

This project utilized formal surveys as a source to gather data on student perception and attitudes towards local food purchased at three different schools in the Peel District School Board: Glenforest Secondary School (See Appendix A, Figure 1.1), Turner Fenton Secondary School (See Appendix A, Figure 1.2) and Mayfield Secondary School (See Appendix A, Figure 1.3). The sampling of these three distinct schools occurred on three separate dates. Mayfield Secondary School was sampled on November 1st 2011 from approximately 10:30am- 11:45am. Glenforest Secondary School was sampled on November 2nd 2011 from approximately 10:00am -10:45am. And Turner Fenton was sampled on November 3rd from approximately 11:00am- 1:00pm.

Games, posters, announcement scripts, buttons and formal surveys were proposed for each outreach event. The games that were proposed were intended to facilitate an interaction amongst students and EcoSource volunteers to further the knowledge of local food initiatives and benefits that students possessed regarding local food. In addition, the Environmental Sustainability Practicum developed announcement script for each school, which promoted the outreach event(s) at each school. These announcements were read by the student council members of each school. Formal surveys were implemented in order to gather data on the

attitudes and perceptions of students. These surveys were conducted by the Environmental Sustainability Practicum students. All of the mentioned initiatives were employed at the three pilot schools: Turner Fenton, Glenforest, and Mayfield Secondary School.

Our sampling technique involved a random sampling strategy. This specific technique allows “each element of the population has an equal chance of been selected” (Dictionary.com). A random sampling was introduced by sampling the first twenty five students who sampled the local food. This technique was chosen to eliminate any form of biases with our results (e.g. picking a certain number of grade 9 students over grade 10 students). In order to implement a random sampling technique, there were a number of exercised initiatives which needed to be carried out first. Firstly, there was an early morning interaction with students at each school. This interaction was intended to promote local food purchasing and create a rapport amongst students for the outreach events which were occurring the day of. All food sampling was done within the Cafeterias of each school, which involved setting up display boards, handing out local food promotion flyers and setting up the food tasting centers. Each food testing center allowed students to taste a locally grown apple, apple muffin or apple pizza. On-going interaction was made with students to understand how they felt about the sampled food, what they liked/disliked and their attitude towards future local food consumption/purchasing.



An illustration of Nasik Mujeer, interacting with students at Glenforest Secondary School.

Once students had a chance to sample local apples and other recipes containing locally grown food, they were approached by student researchers from the Environment Sustainability

Practicum course. Each student was given a formal introduction from the student researcher which involved introducing their name, the university that the student was associated with, along with the purpose of their presences at the outreach event. Students were asked if they were willing to participate in a study which required them to fill out a survey (See Appendix B.2). Due to ethical considerations, students were asked to read through the informed consent letter (See Appendix B.1) and sign the vacant signature line. This ensured that students were aware that their privacy and opinion was protected and what their answers would be used for. The students were then left alone to complete the survey without the presences of the student researcher. Student researchers gave students approximately 15 minutes from the initial contact to complete each survey, at which they were collected. Sample size used was 75 students, with 25 surveyed at each school.

Sampling Groups

Turner Fenton Secondary School

This school is located within the municipality of Brampton and is currently educating approximately 2,100 students (Peel District School Board, 2011). It is located within an urbanized-commercial area where the students have easy access to fast-food restaurants and convenience stores for quick lunches (see figure 1.1 below). This school consists of two buildings and has a proportionately larger population of grade nine students in comparison to grade ten, eleven and twelve grade student populations (Peel District School Board, 2011).



Figure 1.1: Satellite view of surrounding fast-food restaurants located by Turner Fenton Secondary School. The red stars indicate a fast-food restaurant.

Glenforest Secondary School

This school is located within the municipality of Mississauga and currently educates approximately 1500 students (Peel District School Board, 2011). It is located within a residential urban area where there is limited access to fast-food restaurants and convenience stores where food would be easily available (see figure 1.2 below). Hence, majority of students get home-packed lunches or go home for lunch. This school has a larger population of grade nine students in comparison to grade ten, eleven and twelve student populations (Peel District School Board, 2011).

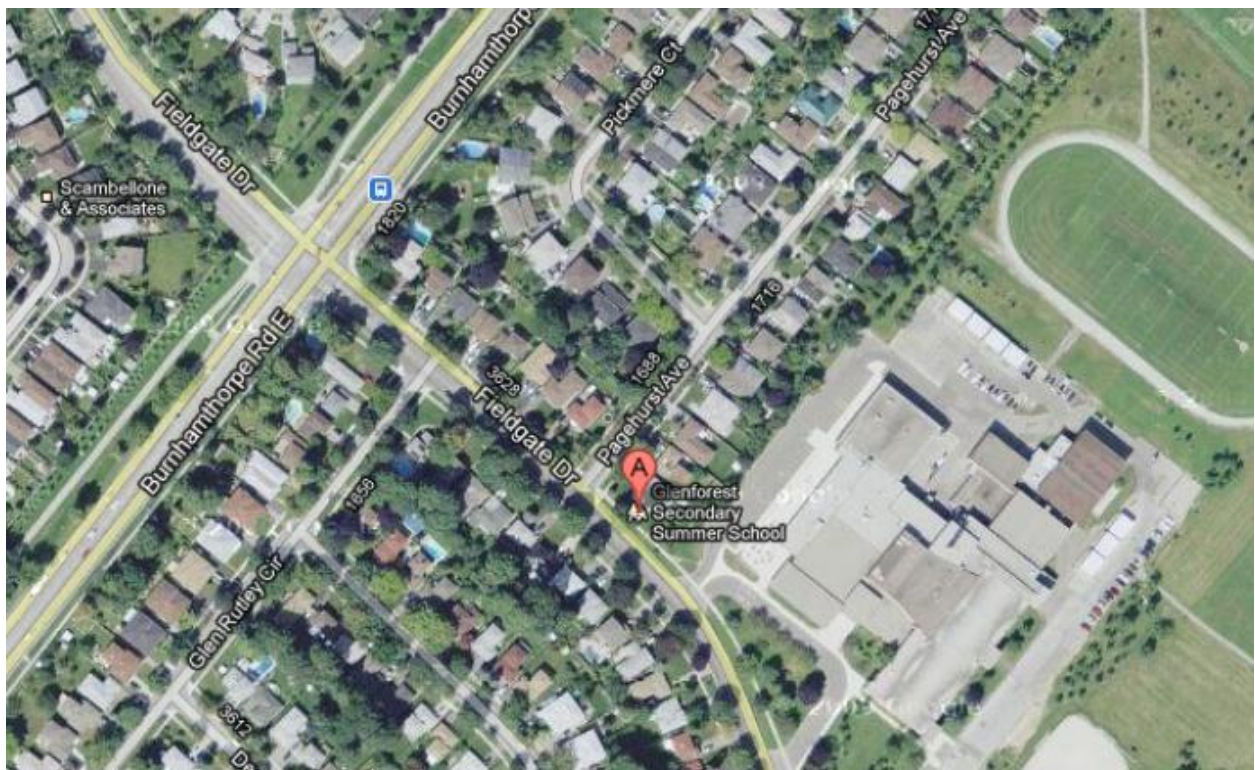


Figure 1.2: A satellite image of Glenforest Secondary Schools, illustrating the lack of available fast-food restaurants within the school surroundings.

Mayfield Secondary School

Mayfield Secondary School is associated with the Peel District School Board. It is located within the municipality of Caledon and has approximately 1800 students (Peel District School Board, 2011). The school is located within a rural area where there is non-existent access to fast-food restaurants and convenience stores to access food. The non-existences of fast-food restaurants were determined by taking into consideration the distance of fast-food restaurants from Mayfield Secondary School. In order for students to get to the closest fast food restaurant, they had to travel 4.0 km (see figure 1.3 and 1.4 below). Other schools such as Turner Fenton had fast-food restaurants within walking distance. Unlike the other schools, this school has an evenly distributed population amongst each grade level.



Figure 1.3:
Illustrates the
closest fast-food
restaurants
surround
Mayfield
Secondary School



Figure 1.4: A satellite image illustrating the necessary kilometers required to travel towards a local fast food restaurant surround Mayfield Secondary School.

Results

The scripts were used during announcements before the events at each school. The survey results will be used to provide the perceptions of students of the specific schools.

Survey results

The first question (*Do you have options to purchase locally grown (Ontario) in your cafeteria?*), gave us insight into the availability and access that students had to locally grown food. From the results, more than 50% of the respondent's at all three schools responded that they had no access to locally grown Ontario food products in their cafeteria or that they were not aware of having them(See Figure 2).

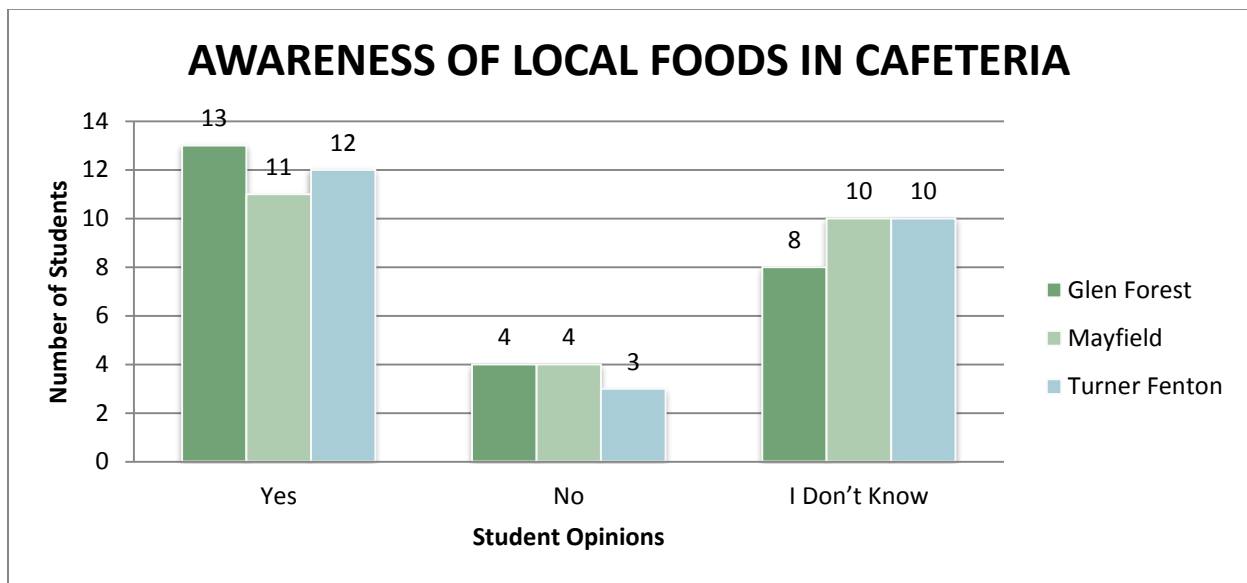


Figure 2. Student opinions on the question "Do you have options to purchase locally grown (Ontario) in your cafeteria?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total.

The question (*In your view, is purchasing locally grown food a good thing to do?*) addressed whether students are aware of the benefits that are yielded from purchasing local food (See Figure 3). The data within this graph illustrates that less than 50% of the surveyed population is aware of local food purchasing availability within their Cafeteria. This will help to further make recommendations of increased outreach events within these schools.

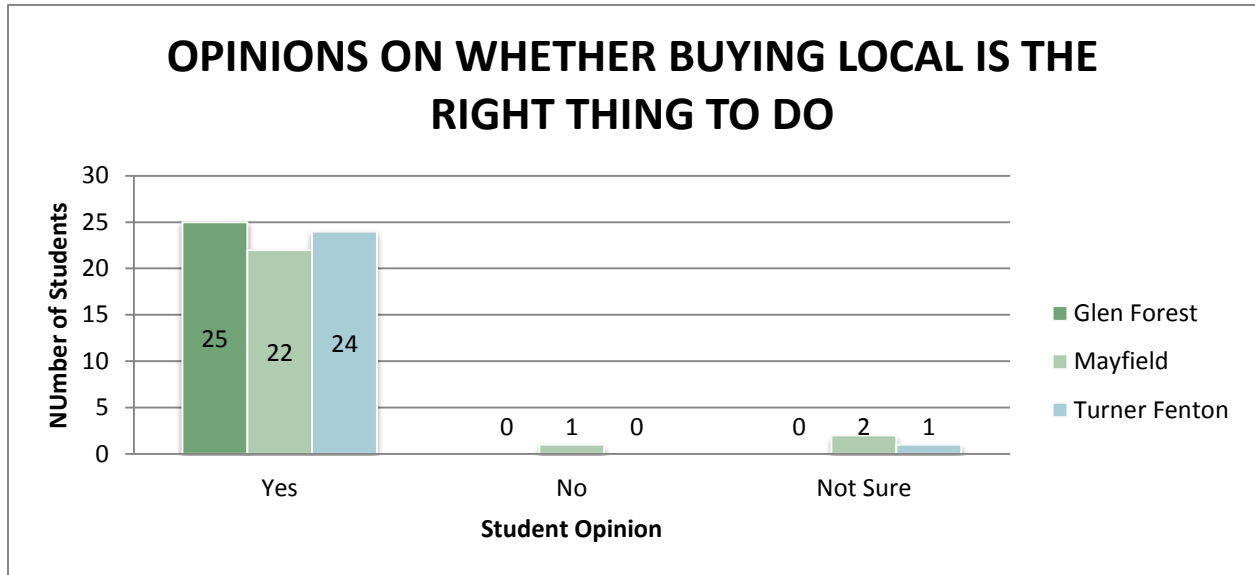


Figure 3. Student opinions on the question "In your view, is purchasing locally grown food a good thing to do?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total.

The question (*If locally grown food was a choice in your cafeteria, how likely would you be to purchase it?*) allowed us to explore whether students would purchase locally grown food if there was a high presence of it within their Cafeteria. Based on the survey results, we discovered that Mayfield Secondary School had the highest rate of respondents who reported that they were “likely” to purchase locally grown food. In addition, Turner Fenton which is a school situated within commercial and fast-food restaurant locations exclaimed that they would also be more inclined to purchase locally grown food, as opposed to food which has been imported from non-local environments. Glenforest was the only school which indicated that they were not likely to purchase locally grown food if given the option. The majority illustrated that outreach events within secondary schools are initially explaining and promoting the environmental and social benefits that students yield from eating/purchasing local (See Figure 4).

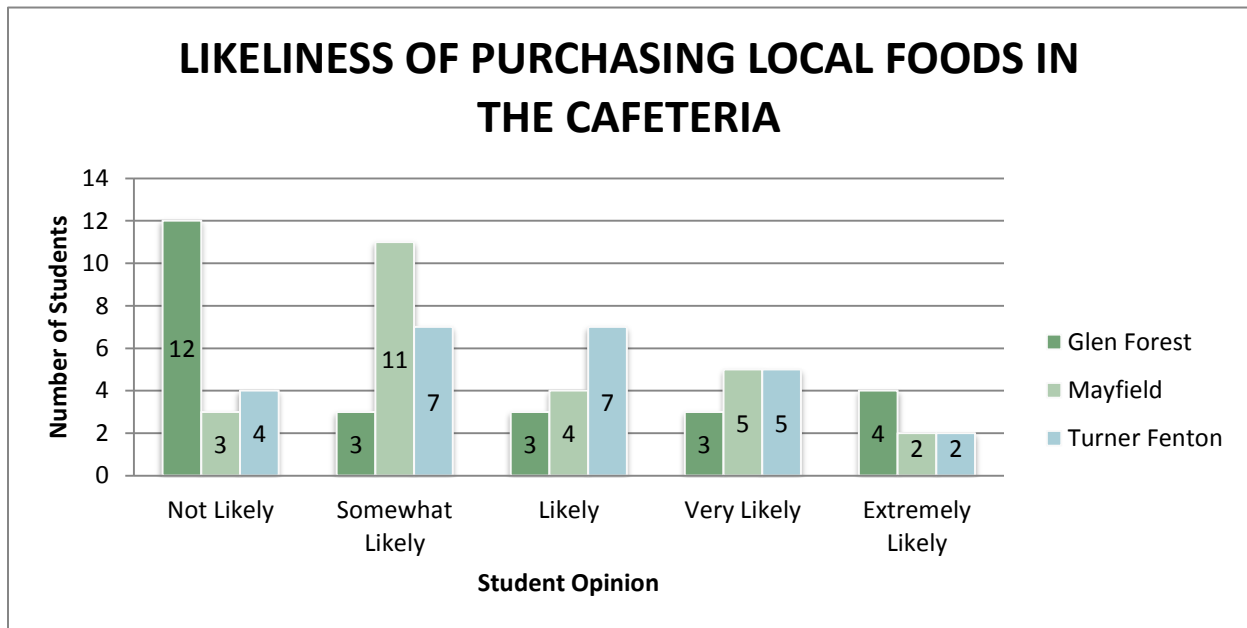


Figure 4. Student opinions on the question "If locally grown food was a choice in your Cafeteria, how likely would you be to purchase it?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total.

In the fourth question (*What barriers exist that prevent you from purchasing local food within your Cafeteria*), a majority of the respondents responded that either local food was too

expensive or there was not enough variety within their cafeteria. Turner Fenton and Mayfield had rather similar responses to the barriers which exist towards purchasing local foods; however Glenforest had very different responses (see figure 5 below).

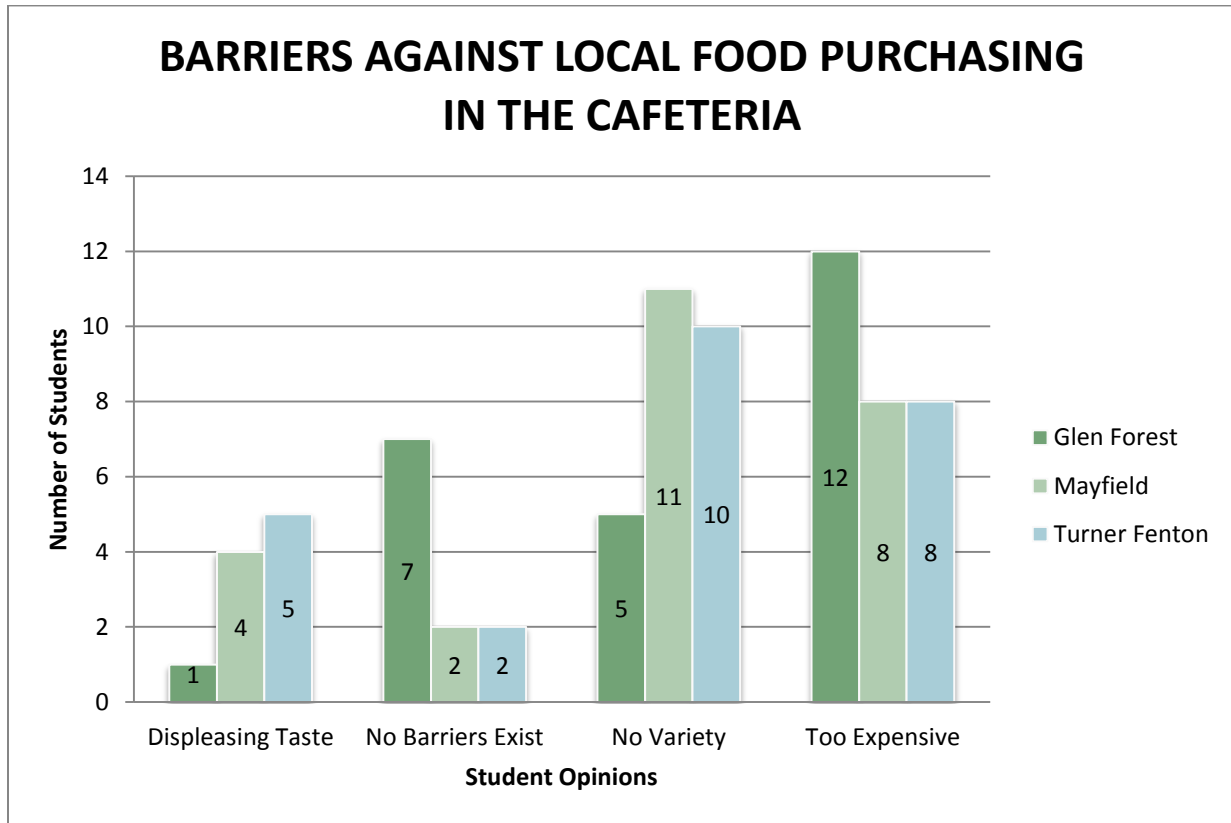


Figure 5. Student opinions on the question "What barriers exist that prevent you from purchasing local food within your Cafeteria?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total. The barriers included "Displeasing Taste", "No Variety", "Too Expensive" and "No Barriers Exist".

In the fifth question (*Since school started this year, has your perception of local food purchasing changed at all?*) A slightly high number of students claimed that their perception of local food purchasing did change to a certain degree. On average approximately 4.5 respondents from each school reported that their perception had changed significantly, while Glenforest and Mayfield Secondary School reported that their perceptions had changed somewhat. Surprisingly, a rather large amount of the population amongst all three schools reported that their perception of purchasing locally grown food had not changed. This could indicate that they already had previous knowledge about locally grown/ foods, or that they took no interest in any of the outreach events (see Figure 6).

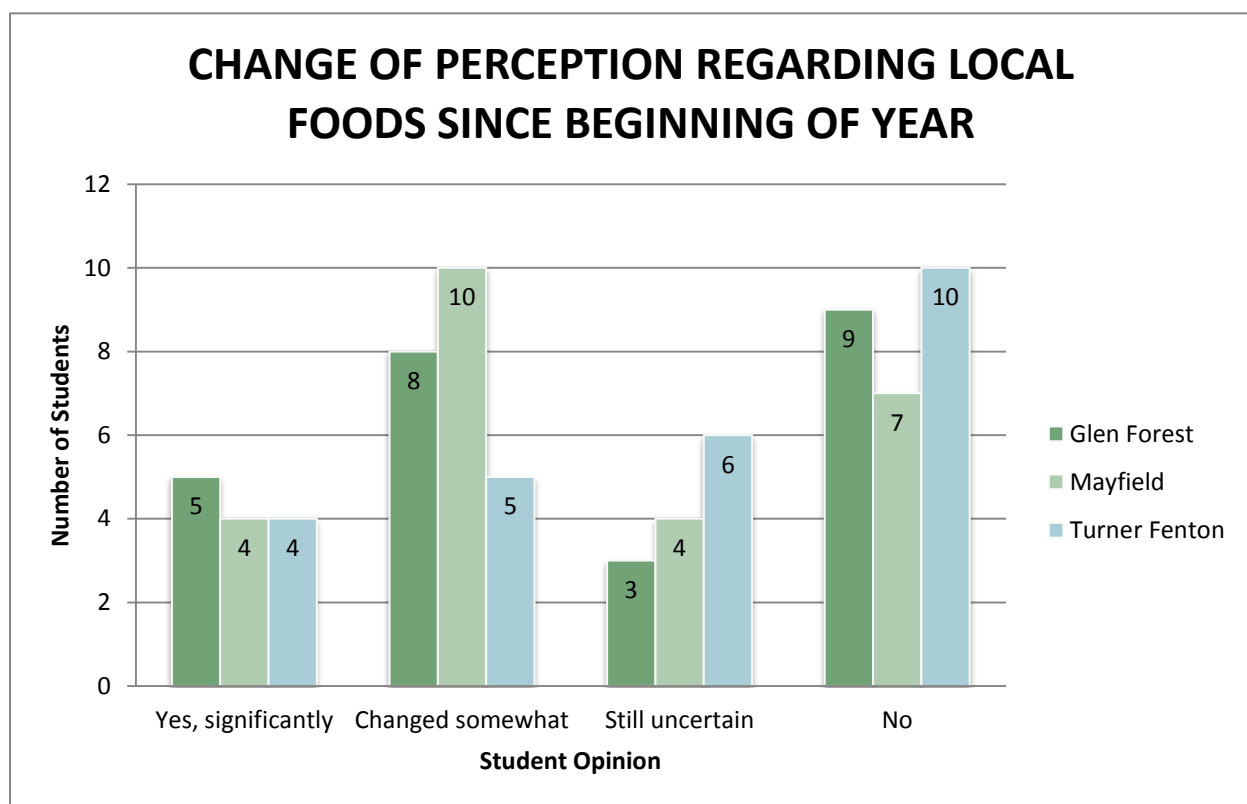


Figure 6. Student opinions on the question "Since school started this year, has your perception of local food purchasing changed at all?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total.

The majority of students who tasted the apple muffin said that the taste was appealing (see Figure 7). However, the same could not be said about the apple cheddar pizzone and whole apple samples. Amongst the three schools, Mayfield ranked the highest in regards to the products being appealing.

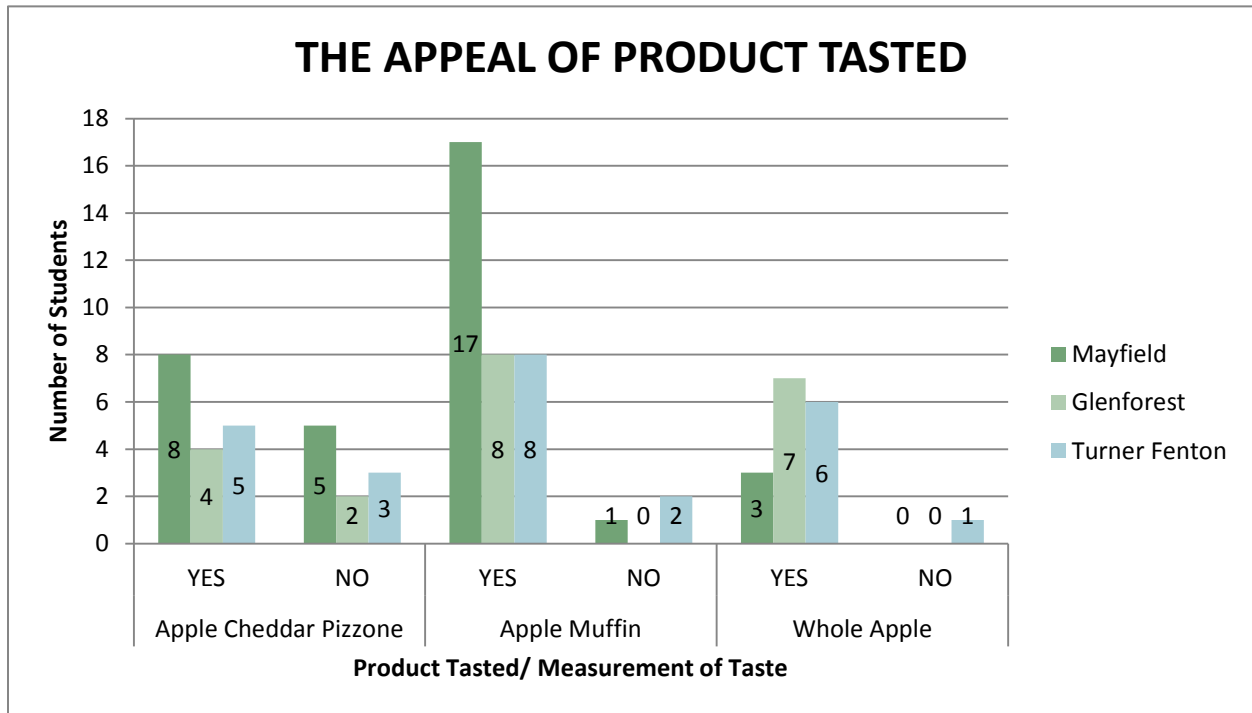


Figure 7. Student opinions on the question "What sample did you taste and was it appealing?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total. The samples included Apple Cheddar Pizzone, an Apple Muffin and whole apples. Several students had more than one sample.

The question (*how often do you purchase food from the cafeteria*) helped us understand whether the school cafeteria was a main source of lunch for students. Of the 75 students surveyed, only 32% were regular cafeteria patrons. More than 50% of students only occasionally used the cafeteria (see figure 8 below). This helped us understand whether focusing on cafeteria environments was necessary in promoting local food consumption.

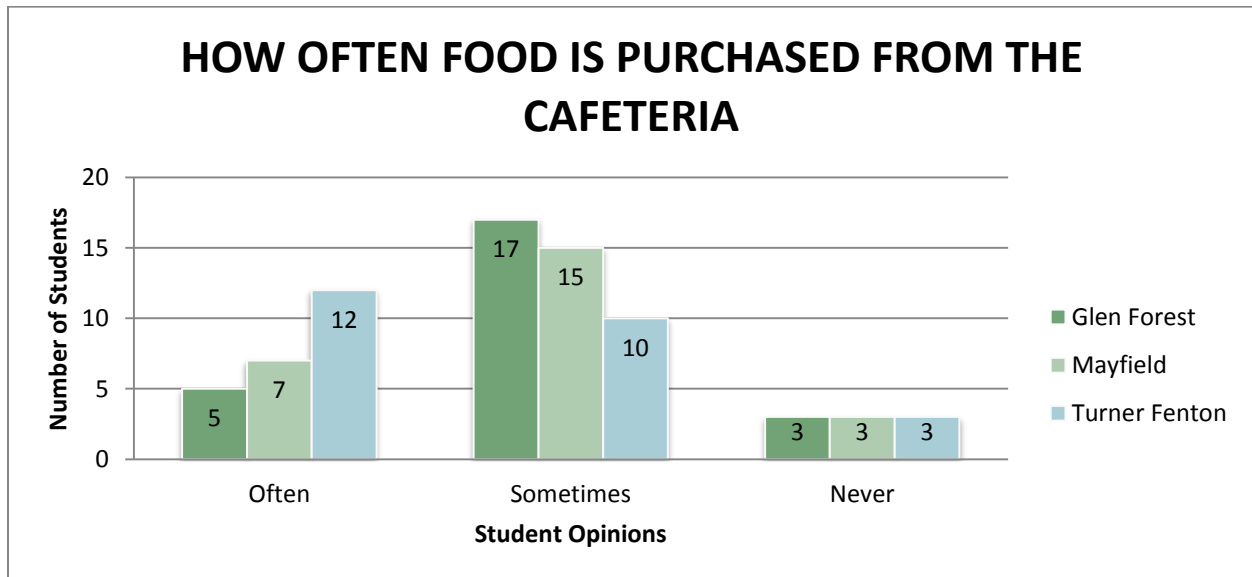
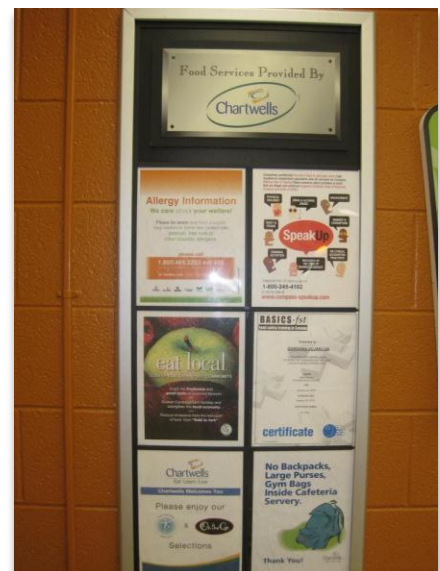


Figure 8. Student opinions on the question "How often do you eat food from your school's cafeteria?" from the three schools surveyed (Turner Fenton, Glen Forest, and Mayfield). 75 students were surveyed in total. The option "Often" referred to 3+ times a week in an average month. "Sometimes" referred to 1 to 2 times a week in an average month and "Never" meant less than 1 times a week per month.

Discussion

The question *in your view, is purchasing locally grown food a good thing to do?* Illustrated that all three schools understood that purchasing local food is the right thing to do. However, based on previous questions there was a inconsistency in regards to why they are not. Students alternatively claimed that they knew eating local food was healthier and more beneficial; however in previous questions they claimed that they were not willing to purchase locally grown food. This showed a disconnect between the answers. In the question *“if locally grown food was a choice in your cafeteria, how likely would you be to purchase it?”* A moderate to high amount of students claimed that they would be willing to purchase locally grown food. However, there were still a high number of people who claimed that they would not purchase locally grown food. This could have been because of the prevalence of other food source, or based on the fact that student may prefer to bring lunch from home. In the question *“what barriers exist that prevent you from purchasing local food within your Cafeteria?”* A number of students amongst all three schools reported that local food was too expensive. Now this brought into question, whether students were judging the pricing of all items in the cafeteria or just locally sold food. Another barrier was the displeasing taste that students got from eating local food. This brought into question whether these groups of student(s) tried other types of locally grown foods which may be of better taste (see figure 5 below).

There are many reasons why people decide to eat local. Some appreciate the social aspects of local purchasing and consumption, as local “foods puts the culture back into agriculture” (Sumner, Mair, & Nelson, 2010). Local produce purchases helps lead a civic engagement in assisting farmers in maintaining their business while providing a sense of precaution to the community, via food security (Sumner Mair, & Nelson, 2010). In



An illustration of Chartwells initiatives to promote local food consumption.

addition, to the social reasons for purchasing and consuming local foods, a number of scholars have outlined the time-reduction benefits that comes along with purchasing local (produce gets to your dinner table much faster, with a fresher taste). It is however important to note that even though these benefits exist, there are still a large amount of adolescent populations which are uncertain or uneducated about these benefits.

Bringing awareness to the younger generation is important so that they may start practicing local eating habits and carry them on into the future. By implementing coalitions, just like the School Food Action Coalition this helps to ensure that students/youths start to develop local eating habits at a young age, so that they can continue these habits into their adulthood.

Since the sample size was just a small proportion of the whole school, a larger study should be done to get a more accurate interpretation of the student perceptions.

More than 50% of the students surveyed didn't realize that they had local food options in their cafeteria. Clearly, there is not much awareness in Peel secondary schools about local foods. Many schools have "Choose Local" flags on foods that are grown in the Ontario Green Belt (see Figure 10).



Figure 10. Picture of "Choose Local" symbol on apples available at Mayfield Secondary School cafeteria.

Though a majority of the students surveyed thought that purchasing local foods was the right thing to do, only 47% were actually willing to purchase them. Less than half of the student population already purchasing foods at the cafeteria are willing to buy local. The main obstacles must be addressed.

There were three options for barriers in buying the local foods: price, taste and lack of variety (See Figure 4). The students of Glen Forest were most concerned about the price of purchasing local foods. The reasoning for the price has to

be explored and if compromises can be made between farmers and Chartwells. Taste was another problem for the students. Of the three things that were sampled, only the apple muffins were satisfactory to a majority of students (See Figure 6). New recipes would encourage students to not only try new local foods from the cafeteria, but also from home. Variety was also an obstacle (See Figure 4). If the cafeteria expanded their recipes, perhaps more students would be willing to purchase local food.

The current campaigns to promote local foods have not been very effective if more than 52% of the students are still uncertain about their perceptions regarding local foods. Due to the increase usage of technology, teenage need to be engaged within 9 seconds or will lose interest (BBC News, 2002). This should be taken into account when designing logos and other awareness campaigns.

Only 32% of the students were regular cafeteria customers. This would suggest that the need to bring them into the cafeteria is the main cause for the lack of local food purchased.

Recommendations

The School Food Action Coalition has led to an emphasis on community interactive learning is. There are many programs ran by EcoSource that strive to increase local food awareness and options in secondary school cafeterias. The main goals of EcoSource in the School Food Action Coalition are to fully understand the present state of local food in terms of preparation, processing and consuming; identify methods to increase local food options in cafeterias and propel students in these food options through “innovative outreach and participation” events (EcoSource, 2010). Since EcoSource has been extensively working with the youth and local food program, we would like to recommend ideas that can build upon the conceptual work and ultimately achieve the goal of more sustainable eating habits through consuming local food.

Interaction between farmers and students

Scholars have argued that local foods to taste better and have higher nutritional quality then their long distance travelled processed counterparts. It is well known that fruits and vegetables lose their freshness after harvest and should be consumed quickly (Rickman, Barret et al. 2007). In July 2010 students of Turner Fenton were invited by Everdale Farms, a 50-acre organic farm and environmental learning centre. The idea is to connect students to where their food grows and make them realize that their food comes from the ground and not from a box or a store (Belgrove, 2010). More trips like these should be organized on a regular basis not just for the Turner Fenton Secondary School but also Mayfield Secondary School and Glenforest Secondary School kids should be invited. Also, visits to the farmer’s market should be encouraged by EcoSource as they will enhance the students’ knowledge and encourage them to

buy local.

Hand-On Initiatives

As we noticed in the Cooking with Apples event there were recipe cards being distributed to students who came to cafeteria and tasted Apple Muffins and Apple-Cheese sandwiches, in the same way more recipe cards should be printed for new and exciting recipes like Herb-stuffed Ontario Chicken, butternut squash soup and cauliflower “fauxtatoes”. This will increase the knowledge of students as they will be aware of what they are eating in terms of food components which would in turn take the learning process inside homes as the recipes would be prepared in home dinners as well. MacLaser Printing Inc is one printing company that EcoSource could use an efficient solution towards printing recipe cards (See Appendix C for directions).

Launch event

EcoSource has a framework towards involving communities in green and healthy living. We would like to present another idea for an outreach event that combines athletic competitions with local food. Looking at the list of events, we noticed that they were missing some kind of competition that would bring together members of community, different high schools and local farmers. We came up with the Triathlon Challenge.

Cause:

The Triathlon challenge could be a charity event once every year whose primary function will be to raise funds for struggling local farmers that find themselves in tough situations in terms of selling their produce or dairy. The criteria to determine well deserved farmers who find themselves in poor financial situations are still undecided.

Sponsors:

Our main sponsors can be restaurants, companies and organizations that live local and are proud to support local living. All natural product stores and big retailers can be targeted and asked if they would be willing to sponsor for such an event. A list of possible stores is provided in Appendix C.

The Race:

Triathlon challenge could combine an intense competition of running, biking and eating where athletes from high schools in the Peel region could take part in a 5-6 km race. Maximum of two teams from each high school could compete comprising of three players. Leg 1 would

require first player to start at the starting point eating a dish comprising of proteins and carbohydrates and all local ingredients. They would run 2km and tag the team mate. The second player will have to eat a different appetizer made solely with local ingredients. He/she would bike 3 km and reach a prescribed point. After tagging their



An illustration of delicious local apples, taken at the outreach event(s).

team mate, the third player will have to eat a new item made with local ingredients and finish off the race with jogging 2km to the finishing line. The first team to complete the entire challenge would win the competition. In terms of the prizes for first, second and third placed teams, they can be decided in the future.

Press and Coverage:

Local news companies for example Mississauga news, Brampton Guardians could be

contacted and asked to cover the event so that it can be promoted and advertised. This will increase the popularity of the event and will also help in expanding the event to a much broader audience and members of the community.

Volunteers:

A group member stumbled upon this triathlon challenge after watching the food show on Travel channel. The actual event takes place every year in Durham, North Carolina. It is called the “Doughman Challenge” and it started in 2009. It is a charitable event and through the first two years it has raised over \$13,100 for the Durham Inner City Gardeners program. Their website (www.doughman.org) contains all the details of the logistics of the event and is a really informative source to find out more about the event. We as a group also realize that this is a very basic fragment of a proposal for an event and that the event would require immense planning to run smoothly. In the years to come, if EcoSource decides to implement the planning and make this event or some version of this activity a reality, then we think it would be great for the local community to learn and grow with each other.

Many volunteers would be needed to run an event on this scale and proportion. The volunteers would be needed to set up the race, register and manage racers and spectators, cheer on racers as they chow down on offerings from several of Peel’s finest local farmers and are sent on their way to the finish line, and clean up after the event. The volunteers could comprise of students from high schools who are willing to be part of a “green” and sustainable change. The volunteers could receive a free t-shirt and gift bags with some extra goodies.

Conclusion

The main focus of our group was to assist EcoSource in the Apple Launch Event(s) and the delivery of recommendations for EcoSource and its affiliates. Working with EcoSource over the past couple of months have made us realize how important local food initiatives are for the sustainable growth and the role of youth is in molding a greener future for generations to come.

Florence Nightangle once said:

"So never lose an opportunity of urging a practical beginning, however small, for it is wonderful how often in such matters the mustard-seed germinates and roots itself."

A mustard seed has a number of qualities, in that it a tiny seed anxious to grow and the mustard seeds grows with a purpose of producing seeds for the future as well. EcoSource is no different from a mustard plant. It has realized that introducing local food to youth and other members of the community will have far reaching effects of sustainable growth in the future.

Consuming local food has a positive economic effect in the region where it is consumed, as this leads to circulating money within the region and creating local jobs. Local food initiatives help the farmers in selling their produce to the general public and give them a chance to network with their own people in the society. Environmental benefits are also realized through the consumption of local food, in that local food initiatives decrease “food miles”- the distance that food travels from the location where it is produced to the location where it is to be consumed. This is a current environmental problem because food miles contribute substantially towards the remittance of CO₂, which in effect leads towards environmental degradation. Lastly, but not least the taste and freshness that consumers receive from local food cannot be achieved by

imported processed food. The high quality and fresher food are the prime characteristics of local food that cannot be replaced by its counterpart.

In Conclusion, we all can play our respective roles as citizens who want to have a sustainable living and preserve this part of the continent for future generations to thrive upon it. EcoSource is doing its part. But it's time for us to show our power to choose local.

Acknowledgments

Throughout the course of our project we had received a number of volunteers and support workers who helped to implement the outreach as well as structure our report. A formal acknowledgement would like to go to:

1. Stephanie Crocker (EcoSource Coordinator/Supervisor)
2. Peel District School Board and their Principals
3. Cafeteria Helpers at each school
4. Student Council Members at each School
5. Chart wells/Compass
6. Peel Public Health
7. Dana Wilson (University of Toronto Professor)
8. Carole Ferrari (The Local Cafe)

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Appendix A: School Location
Glenforest Secondary School (Figure A.1)



Figure A.1 Aerial view of GlenForest Secondary School provided by Google Maps

Turner Fenton Secondary School (Figure A.2)



Figure A.2. Aerial view of Turner Fenton Secondary School provided by Google Maps

Mayfield Secondary School (Figure A.3)



Figure A.3 Aerial view of Mayfield Secondary School provided by Google Maps

Appendix B

Figure B.1: Informed Consent Form

CONSENT FORM: Participation in Survey

School Food Action Coalition Project

I, _____ (*please print name*), agree to take part in a qualitative study examining local food purchasing.

I understand that, as a participant in the study, I will be asked to complete an anonymous survey that contains questions regarding my perception and attitudes towards local food consumption and purchasing.

I am aware that the raw survey data will only be available to the student researcher, course instructor and teaching assistants and that no other person will have access to them. The surveys will not have my name or any other identifying information on them. The completed surveys and other research data will be stored in a secure location. No information will be released or printed that would disclose any personal identity and all such research data will be destroyed after one year.

I understand that I am under no obligation to agree to participate in this study. Any questions I have asked about the study have been answered to my satisfaction. I understand that my answers to the survey questions are anonymous. I have been assured that no information will be released or printed that would disclose my personal identity. Any risks or benefits that might arise out of my participation have also been explained to my satisfaction. I understand that my decision either to participate or not to participate will be kept completely confidential. I further understand that I can withdraw from the study at any time without explanation.

I understand that, although this research will not benefit me directly, by participating in this study I will be contributing to the learning experience of Jasdeep, Charisma, Nasik and Fatima.

I understand what this study involves and agree to participate. I have been given a copy of this consent form.

Signature

Date

Figure B.2: Survey

Please truthfully fill out the following questionnaires. Responses will be collected and analyzed to help implement local food initiatives within educational facilities.

Do you have options to purchase locally grown (Ontario) foods in your cafeteria?

- Yes**
- No**
- I don't know**

If locally grown food was a choice in your Cafeteria, how likely would you be to purchase it?

- Not Likely**
- Somewhat Likely**
- Likely**
- Very Likely**
- Extremely Likely**

In your view, is purchasing locally grown food a good thing to do?

- Yes**
- No**
- Not Sure**

What barriers exist that prevent you from purchasing local food within your Cafeteria?

- Local food is too expensive**
- Local food doesn't taste good**
- There is not much variety**
- No barriers exist**

Since school started this year, has your perception of local food purchasing changed at all?

- Yes, it has changed significantly**
- It has changed somewhat**
- I'm still uncertain about local food**
- No, my perception has not changed**

Which product did you taste today:

Was it appealing?

Apple-cheddar pizzan

Yes **No**

Apple muffin

Yes **No**

Whole apple

Yes **No**

How often do you eat food from your school's cafeteria?

- Often**
- Sometimes**
- Never**

Appendix C

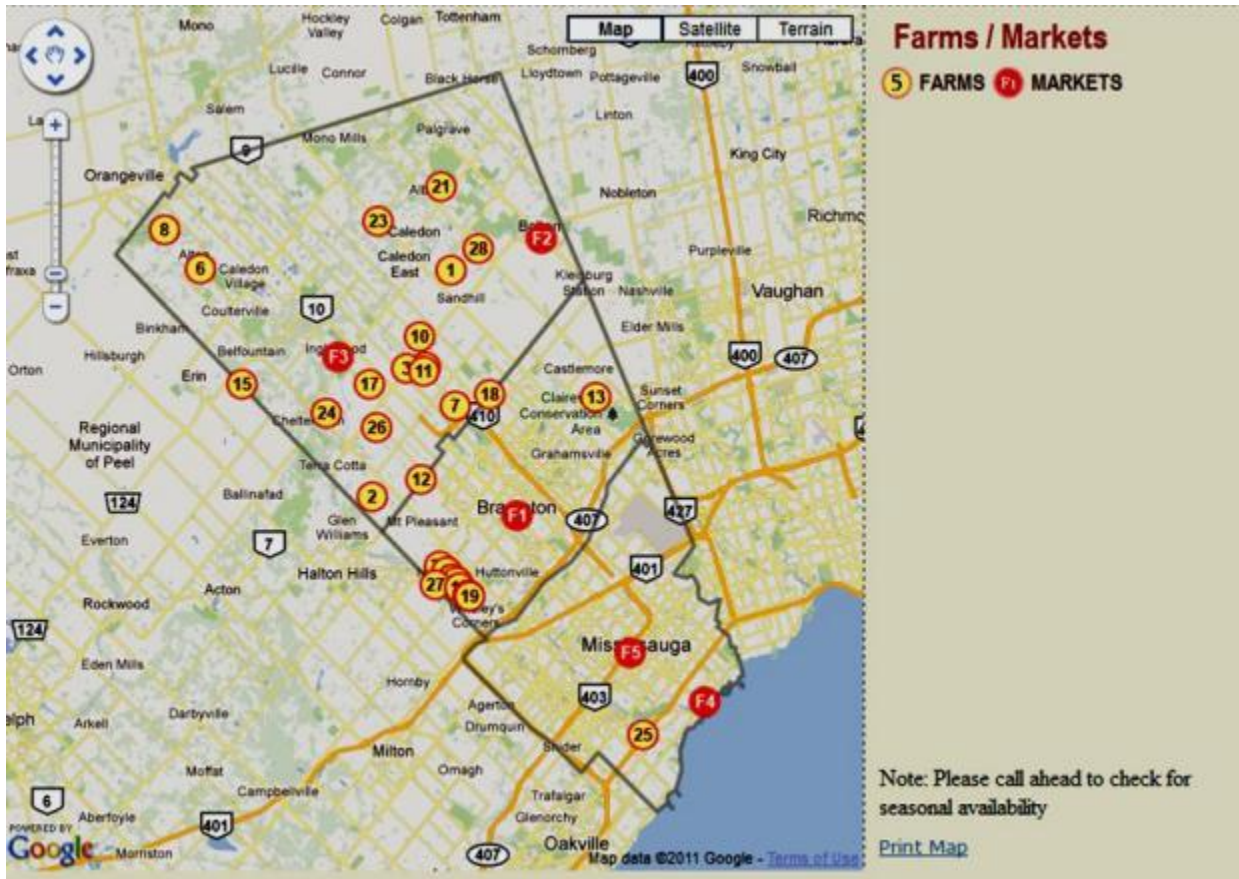


Figure C.1: Illustrations of local farmer markets found in the Region of Peel (Courtesy of: www.regionofpeel.ca)

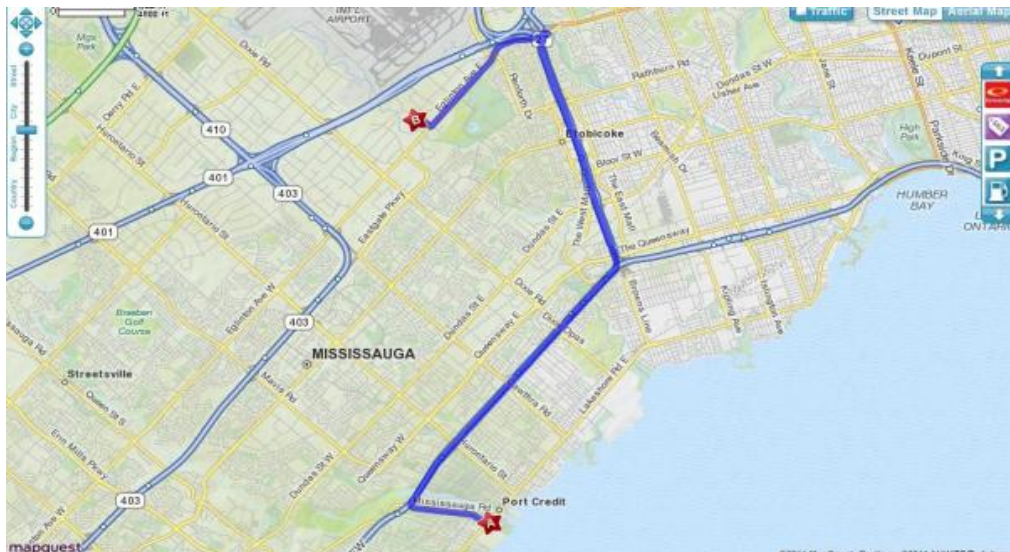


Figure C.2: Illustration of directions to Maclaser Printing Inc.

Contact Information: quotes@maclaserprinting.ca



Figure C.3: A list of potential sponsors that can be considered for the proposed Triathlon Challenge event. These sponsors currently support local food growing within their current operations.

Contact Information

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