Foodscape Walkabouts & Urban Songlines.

Visual and Participatory tools for planning of community food programs – case of Health & Local Community and Ellebjerg programs

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Food & placemaking

Place is part of food

Food is part of place

Selecting communities

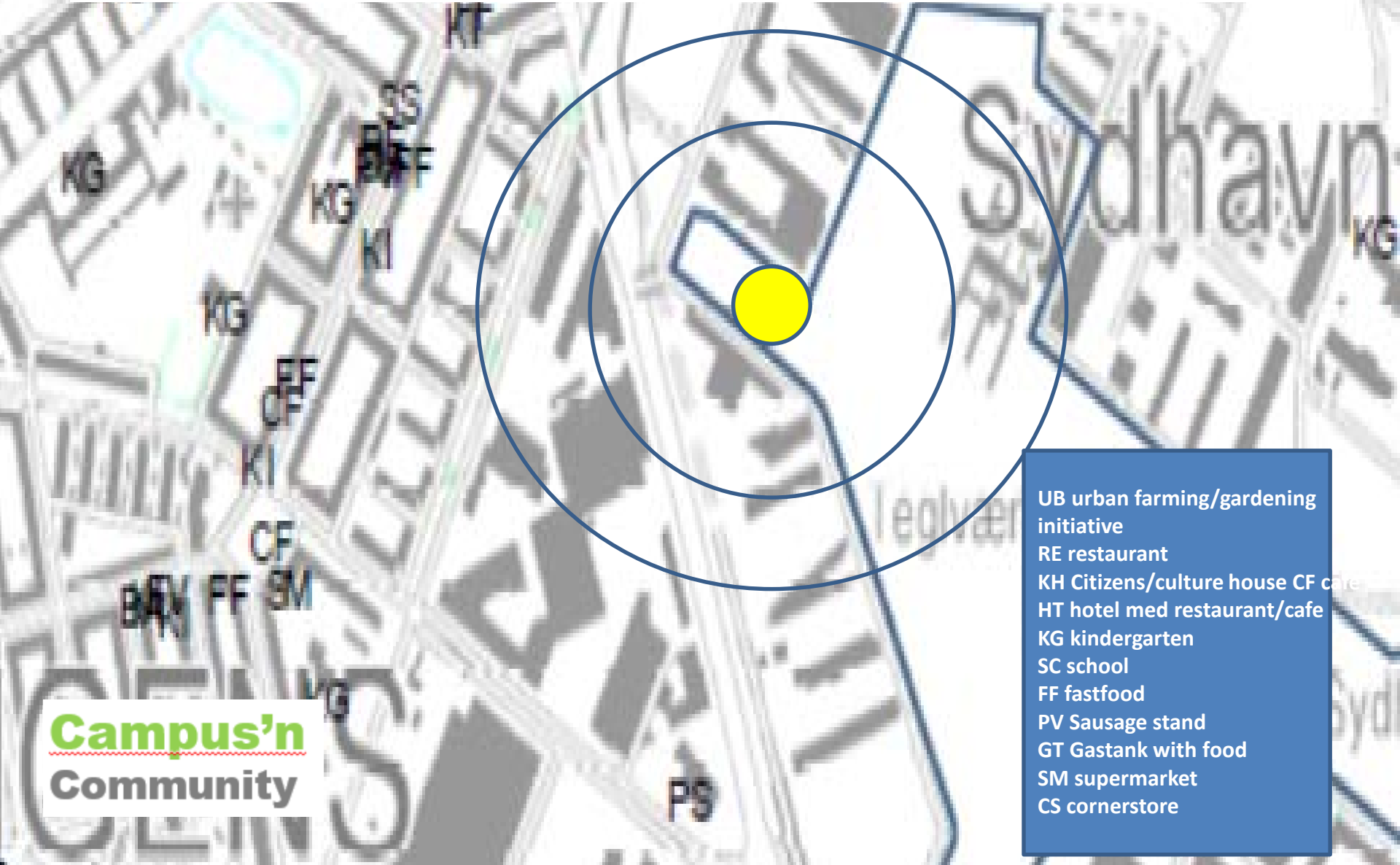| Variable	Characteristic	Unit	Bornholm Island	Odsherred (Match)	Capital Region
Geophysical	Population	1000	41	32	1.754
	Area. Square km	km^2	588	355	2568
Health status	Overweight, BMI ≥25	%	50	53	41
	Diabetes	%	6,5	5,7	4,5
	High blood pressure	%	16	23	22
Health behavior	Citizens with very unhealthy diet behaviors	%	14	16	10
	Citizens with < 30 min/day MVPA behavior	%	36	41	31
	Citizens with self perceived poor health	%	18	21	15
Socio Economic Position (SEP)	Without occupational affiliation	%	26	28	19
	Without higher education (only primary + sec. school	%	19,1	18	7,6

3

Selecting & engaging communities
How do we assess readiness?

Mapping the FoodScapes
Being a Civic University & practising Service Learning

UB urban farming/gardening initiative
RE restaurant
KH Citizens/culture house CF cafe
HT hotel med restaurant/cafe
KG kindergarten
SC school
FF fastfood
PV Sausage stand
GT Gastank with food
SM supermarket
CS cornerstore

Campus'n
Community

Images of Sydhavn Activity- & Foodscapes
lifelong learning

Photos and GIS mapping: Magnus Matias Isbrand Høyrup

PhD & Training course:
Urban Spaces
new opportunities for community
action promoting better food & health
August 29-31, 2016
Aalborg University, Copenhagen

Challenges in complex interventions

1. difficulty of standardizing the design
2. delivering the interventions in a way that is sensitive to the features of the local context
3. organizational and logistical difficulty of applying experimental methods to service or policy change
4. length and complexity of the causal chains linking intervention with outcome.

Craig, P; Dieppe, P; Macintyre, S; Michie,S; Nazareth, N & Petticrew, M (2008) Developing and evaluating complex interventions: the new Medical Research Council guidance, BMJ 2008, 2008;337:a1655

Socio Economical Position
Sydhavn keyfigures

SOCIOØKONOMISKE NØGLETAL	Outside Labor market	Unemployed	No education	Under education	Low salary
Områdefornyelse Sydhavnen	22,1 %	8,8 %	32 %	18,9 %	40,2%
Det Grønne Sydhavnen	18,5 %	7,5%	28,2 %	19,1 %	44,9%
Sydhavnens Port	28,9 %	11,9%	39,4 %	16,5 %	37,9%
Tegl- og Sluseholmene	9,6 %	2,9 %	15,8 %	13,7 %	21,7 %
Københavner gennemsnit	17,1 %	5,9 %	21,3 %	22,7 %	30,6 %

Places of interest PoI

- Places
- Hot spots
- Action possibilities
- Affordance locations
- Touch points

Features of a place

- Meaningfull
- Functional
- Activity enhancing
- Owned by somebody
- Can be shared

Stakeholders

- Municipality
- Urban renewal
- Local activists
- Community leaders

- Parents/school boards
- Senior groups
- Researchers
- Foundations

Steps

Discover and map the action possibilities

- Performing the PLU stakeholder analysis.
- Foodscape walkabout – exploring the food environment.
- The path between the hot spot = songline.
- Identifying hot spots*.
- Capturing action possibilities using
  - Visuals
  - Narratives
- GeoMapping the hot spots.

*Places of Interest (PoI)

Choosing intervention sites
Stakeholder identification PLU approach (Readiness)

Stakeholder	Power	Legitimacy	Urgency
Municipality			
School Head teacher			
Local Media			
Shoop keepers association			
Local NGO's			

Low	Low-medium	Medium	Medium-high	High
1	2	3	4	5

1ˢᵗ iteration
Identifiying community support

	A-part				B-part			
Describe the type stakeholders (E.g. community leaders)	Power	Legitimacy	Urgency	Total score (P*L*U) "The importance of that stakeholder"	Success criteria ("What is in it for me")	Adoption of innovation (Early mover, laggard etc.)	Actions that might get the stakeholder what he wants	Resources needed for such actions (money, time, knowledge)

2nd iteration

mapping actions opportunities

Teglborg et al 2014

Mapping the Ellebjerg school garden

No access

Unsafe

Playground
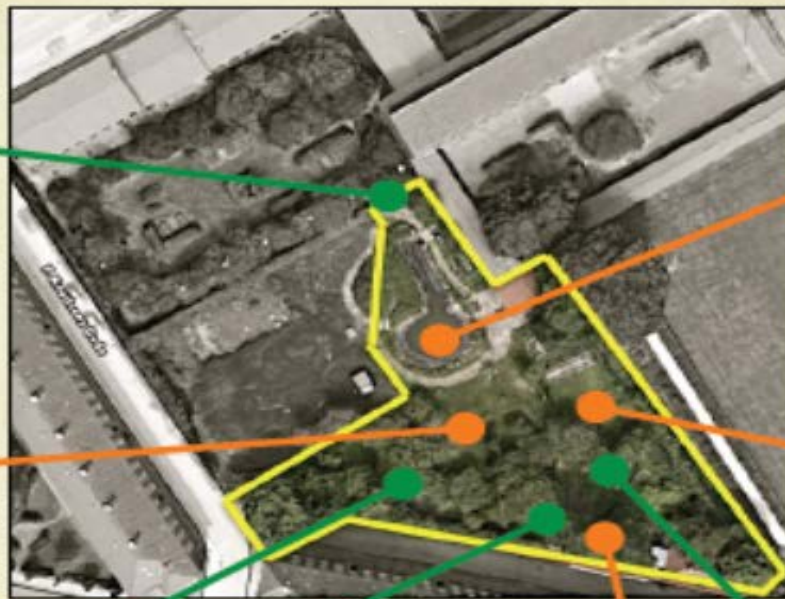
Pain

Mess

Risk of drowning

Social interaction

Hiding place

The janitor's story

The janitor thinks the garden is great, but there is not always time to maintenance, because other jobs around the school often have a higher priority than the garden. He used to play and grow things in the garden when he was a child.

"The children love to be in the garden"

"They sometimes use the garden for projects, like the windmills they made in a science project"

"The garden is divided between the children and the elderly"

"Sometimes the garden grow out of control, and the stinging nettles grow larger than the children"

Teglborg et al 2014

3ʳᵈ iteration
Geotagging & visualising
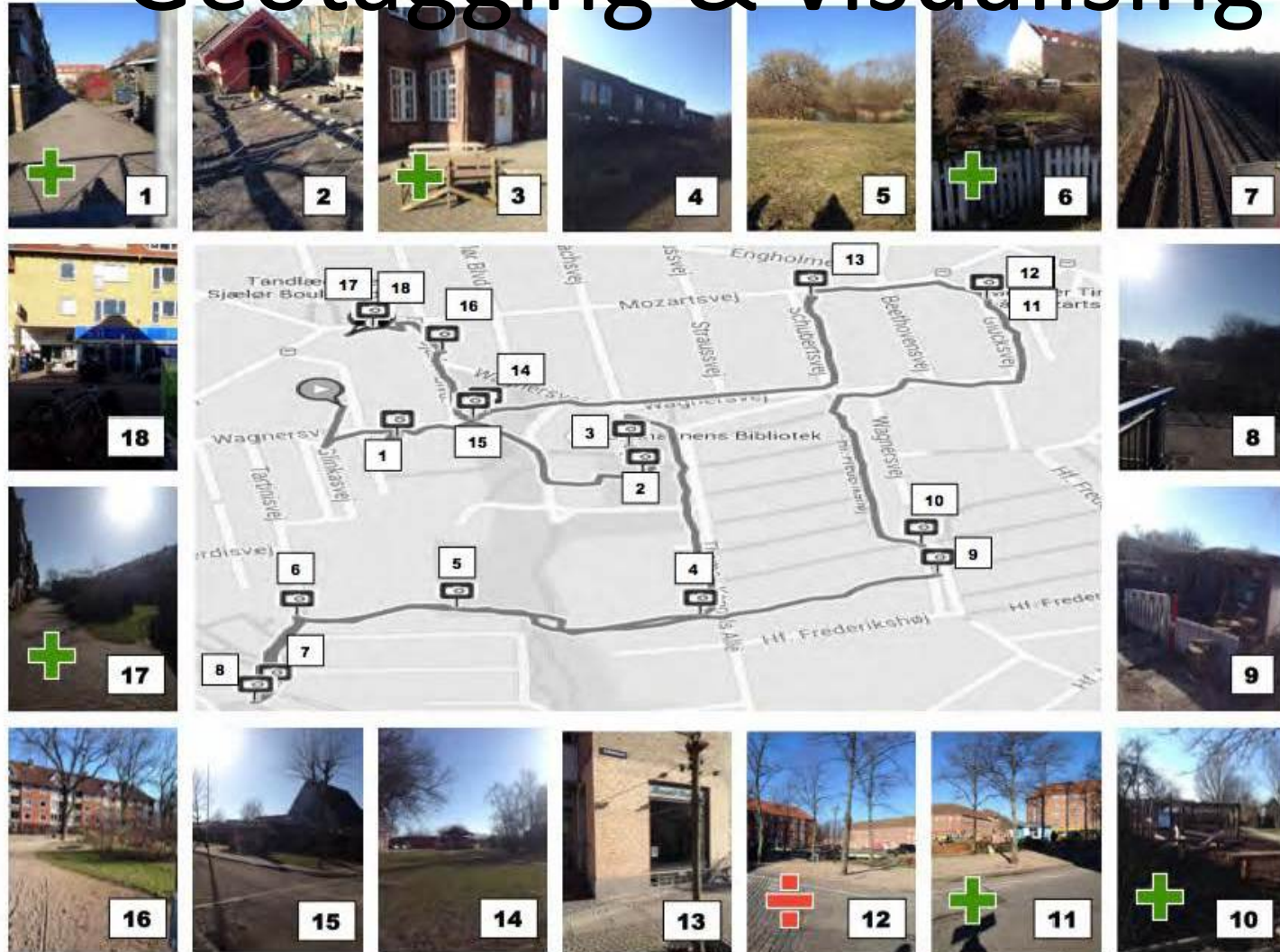
Bundgård. L & Jørgensen, NK: The further development of a foodscape approach based method for assessing action andintervention opportunities in a local community food environment.

Illustration 2: Walkabout route with pictures end-user-2.

The illustration shows the walkabout route with the chronologic order of the pictures taken during the walk and the end-user's prioritisation of these, both positive and negative.
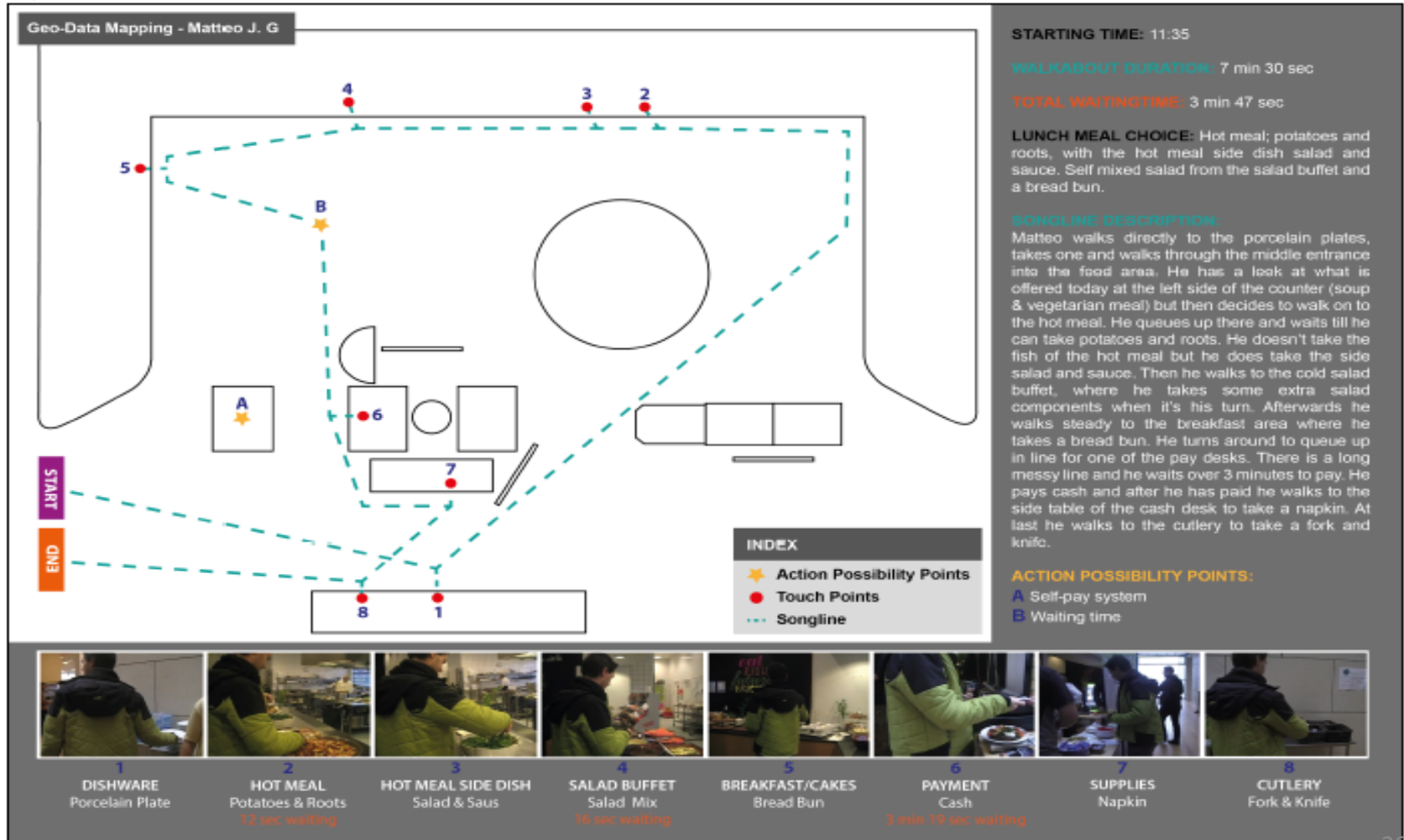
4th iteration
adding narratives

Figure 7: Geo-Data Mapping Matteo J. G.

Choosing intervention components score card

Intervention component	Price	Strength of evidence base	Acceptability as assessed by mediators, How meaningful it is to the mediators	Acceptability as assessed by target group How meaningful it is to the end users/target group	Infrastructures or activities already present	Total score

Low	Low-medium	Medium	Medium-high	High
1	2	3	4	5

Garden became the place
Vision: an intergenerational green hotspot

Community Program Development
ten steps

- Sketch a protocol
- Identify stakeholders
- Assess their readiness
- Map whats already there
- Map needs & expectations

- Identify action opportunities
- Draw on the evidence base
- Create alliances
- Choose intervention components
- Re-engineer your protocol

What to do, with who & where

- Best theoretical foundation
- Strongest evidence base
- Most engaged mediators
- Most changeable environments
- Best affordances
- Most things to improve
- Ongoing activities

Thanks for your atttention
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- Personal web site: http://personprofil.aau.dk/119690?lang=en
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URBAN
ALLOTMENT
GARDENS

HOME / FINAL CONFERENCE

FINAL CONFERENCE
▸ Introduction

GROWING IN CITIES - INTERDISCIPLINARY PERSPECTIVE

11:15

Session A3
room 115 FHNW
Community gardens as spaces for knowledge, learning & action

School gardens in Denmark – organization and effects of the Gardens for Bellies school garden program, Pernille Malberg Dyg

Seeding social capital? Community gardening and social capital, Søren Christensen, Tania Aese Dræbel

Activity enhancing urban spaces – new green potentials for local action, Bent Egberg Mikkelsen

Agronomical and collective knowledge: comparative analysis of two urban gardens in Greece, Vasiliki Giatsidou, Maria Partalidou

Chairs: Bent Egberg Mikkelsen, Pernille Malberg Dyg

GROWING
IN CITIES

BASEL 2016

http://www.capfoods.aau.dk/iccas17