

Learning in the Kitchen

Includes:
Final Report

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Completed for: Seasoned Spoon Café

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Learning in the Kitchen



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Course: GEOG 4030Y- Community-
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Abstract

This project was done with Trent University's Seasoned Spoon, a not-for-profit, vegetarian, co-operative café currently located in Champlain College. The purpose of this study was to make suggestions for improving the layout and function of the Seasoned Spoon's two separate kitchens, as well as give suggestions on programming and food education. The primary focus was on collecting qualitative data through an extensive web-search as well as a follow-up questionnaire to similar kitchens. In this report we have made informed suggestions to the Seasoned Spoon in the areas of programming, layout, and equipment; suggestions are made for both the current space they occupy, and an 'ideal' space.

Acknowledgments

We would like to acknowledge Professor Susan Wurtele, John Marris of the Trent Community Research Centre (TCRC), Caitlin Bragg, our Seasoned Spoon host, the staff and volunteers at the Seasoned Spoon, as well as all participating local and global learning kitchens.

Introduction

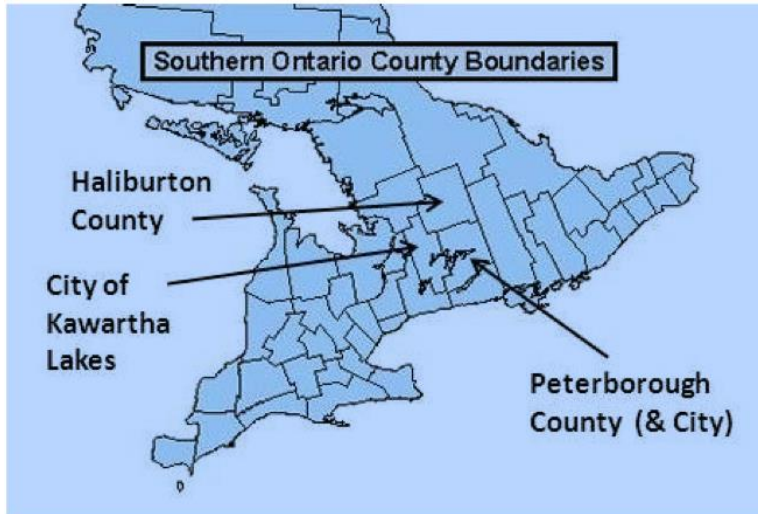
What is the Seasoned Spoon?

The Seasoned Spoon is an independent café at Trent University providing daily service and catering to students and staff. The Seasoned Spoon is a not-for-profit, vegetarian, co-operative café that prides itself on serving organic, local, affordable, and delicious foods, while also providing educational opportunities through volunteer experiences, workshops and conferences.

Central to the Seasoned Spoon's mandate is food education. The Seasoned Spoon puts their mandate into practice in a variety of ways including volunteer kitchen shifts, workshops and student employment. Currently, the Spoon is working out of two kitchens. In the downstairs kitchen, the vast majority of food is prepared and workshops are offered. In the upstairs kitchen, the dishwashing and baking prep is done. The current physical layout of the cooking spaces limits the ability to fulfill the education-related elements of the Seasoned Spoon's mandate. It would be ideal to have the entire Spoon operation in one kitchen. Consequently, the staff are in the early stages of considering what would be needed to renovate the kitchens so that they are fully functional and allow for the mandate to be carried out. Specifically, there is an interest in knowing how other learning kitchens function, including the layout, programming and equipment that these facilities use. The scope of the research included not-for-profit cafés like the Seasoned Spoon, and other groups that work out of institutional settings, including health units, churches, grocery stores, municipal buildings and secondary and post-secondary

institutions. This research provided a sense of what's possible, but also focused on ensuring that the Seasoned Spoon does not duplicate similar services in Peterborough.

Study Area



The Peterborough area was our main focus because the Seasoned Spoon did not want any overlap in their programming. We also toured local kitchens including Peterborough EATS to see the way their kitchen functions on a daily basis. Beyond the initial Peterborough focus of our project, the scope was not limited. During our web search we gathered information from kitchens in the GTA, across Canada, and across the globe, including Ireland, Spain and Honduras.

Research Objectives

Due to the current layout, programming and equipment challenges that the Seasoned Spoon faces, our objective is to make informed suggestions for the current Seasoned Spoon space as well as an 'ideal' space. The initial web search allowed us to gain a

greater understanding of what was available to the public, and our secondary follow-up questionnaire allowed us to ask specific questions applicable to answering the research questions outlined below.

Research Questions

-What other teaching kitchens exist in and around Peterborough? What programs do they offer?

-What are some of the more innovative teaching kitchens that exist? What programs do they offer?

-What facilities and equipment do these kitchens have? (e.g. square footage, appliances, tools. . .)

-What are the possibilities for developing a better teaching kitchen in the current Spoon space?

-What are some ideal design elements of a teaching kitchen such as the Seasoned Spoon?

Key Terms

Please note that the terms ‘learning kitchen’, ‘teaching kitchen’, and ‘kitchen’ are all used interchangeably throughout the report.

Not-for-Profit: an organization that uses surplus revenues to achieve its goals rather than distributing them as profits or dividends (Nonprofit organization, 2015).

Learning Kitchen - A kitchen which offers space for preparation of food, workshops, baking prep and dishwashing. The purpose is to provide food while educating the community. The term learning kitchen is used interchangeably with ‘teaching kitchen’.

Fair Trade- a trading partnership based on dialogue, transparency and respect that seek greater equity in international trade. It contributes to sustainable development by offering better trading conditions, and securing the rights of marginalized producers and workers- especially in the South (World Fair Trade Organization, 2015).

Cooperative Café- a café which involves mutual assistance in working towards a common goal, for example through a Learning Kitchen. Critically for the Seasoned Spoon, the support of the community and of members are essential for the success of a cooperative café.

Social Enterprise- businesses owned by non-profit organizations that are directly involved in the production or selling of goods and services for the blended purpose of generating income and achieving social, cultural and/or environmental aims (Social Enterprise Canada, 2015)

Food Justice- communities exercising their right to grow, sell and eat healthy food. Healthy food is fresh, nutritious, affordable, culturally-appropriate, and grown locally with care for the well-being of the land, animals, and workers (Just Food, 2015).

Literature Review

Kitchen as food hub: adaptive food systems governance in the City of Toronto. Joel Fridman and Lindsey Lenters

Fridman and Lenters article focuses on the idea of a “food hub” in Toronto. Their article provides insight and definitions about community kitchens. As well, a brief history of

community kitchens is provided in the article. The information in the article helps to support an understanding of where the Seasoned Spoon falls in terms of these definitions. Along with providing information about community kitchens, the article includes different examples of existing community kitchen initiatives. In the article, Toronto is described as having a “vibrant community of food practice”. The culture seems to have developed over the past two decades. Although the scale of Toronto is certainly much larger than that of Peterborough and Trent University, there is also a community of food practice that exists at Trent University as well. Such a community exists through initiatives such as the Seasoned Spoon, the rooftop garden on campus and the Sustainable Agriculture course that is offered. While community kitchens in Toronto act as a “food hub”, the Seasoned Spoon acts as a “food hub” on the Trent University campus.

While it is difficult to lock down the exact definition of a community kitchen, the most common definition was proposed by Tarasuk and Reynolds (1999, p. 13). Their definition is that “Community kitchens can be loosely defined as community-based cooking programs where groups of people ... meet regularly to prepare one or more meals together.” The Seasoned Spoon falls under a formal kind of community kitchen, which is described in the article. More formalized kitchens are often used for more than just the preparation of food. In addition to the preparation of food, there is often a teaching factor which is led by a trained professional (community leader, chef, dietitian etc.). It is said that “community kitchens are regularly used as a platform for teaching, skills building, breaking down social isolation, and other health promotion activities). While people in community kitchens may prepare food together, the activities and values for each group varies depending on their different contexts.

While the physical layouts and setups of community kitchens in Toronto were not specifically mentioned in the article, the programs offered by them were described. For instance, the Thorncliffe Park Women's Committee, creates a summer bazaar and uses a local recreation centre to prepare their food. As well, "The Hub Mid-Scarborough" is home to a state-of-the-art kitchen. In addition, they are paired with a part time health promoter who coordinates their kitchen activities.

"Foodshare Toronto" has its own version of community kitchen programming. They note that their "kitchen space is a hub of cooking, training and food production" (Foodshare 2012, website). Their programs aim to promote healthy eating, cooking skills, and a strong sense of community. While one of their programs teaches people how to prepare meals on a budget, another pairs nutritionists and dieticians with breast cancer survivors and those still undergoing treatment. This programs allows the women to learn about diet and nutrition while undergoing treatment and how to keep it up after treatment is complete.

Report: Government of Canada. Improving Cooking and Food Preparation Skills: A Profile of Promising Practices in Canada and Abroad. 2010

This report presents case studies of 15 programs that aim to improve cooking and food preparation skills of individuals. The programs that are profiled in this report are considered successful in improving cooking and food preparation of individuals by Health Canada. "The case studies are a selection of innovative programs that provide pertinent and varied lessons, while sharing a focus on improving cooking and food preparation skills, and, in a number of cases, knowledge about healthy eating among

children and families toward improved health outcomes”(Improving Cooking and Food Preparation Skills 2010, pg 4) The overall analysis of these case studies was grouped into three different categories: generating buy-in/fostering on-going commitment, lessons learned, and advice to other communities.

1. British Columbia: *Food Skills for Families* Programs Focus: Nutrition Knowledge and Cooking Skills, Community Capacity Building
2. Alberta: *Collective Kitchens Coordinator Training Programs* Focus: Participatory facilitator training to initiate and support collective kitchens, healthy eating knowledge and skill development
3. Saskatchewan- Kids Kitchen Program Focus Hands-on food and nutrition-related life skills via an after-school program
4. Manitoba: *Kids in the Kitchen Program* Focus: Healthy eating knowledge and skill development through hands-on learning; a cooking club
5. Ontario: *Community Food Advisor Program* Focus: Volunteer Peer Education Program focused on improving food and nutrition-related knowledge and skills
6. Quebec: *Petits cuistots/Parents en réseaux* Program Focus: Cooking skills, nutrition, healthy living habits

7. New Brunswick: *Healthy Cooking, Healthy Kids Program Focus:* Nutrition knowledge, cooking and food preparation skills development
8. Nova Scotia: *Strive for Five at School! Program Focus:* Healthy eating knowledge and skill development; increased local fruit and vegetable consumption
9. Prince Edward Island: *What's for Dinner? Program Focus:* Healthy eating and food preparation knowledge and skill development; food insecurity
10. Newfoundland and Labrador: *Food and Fun Camp Program-- Program Focus:* Healthy eating knowledge and skill development, physical activity
11. Yukon: *Tantalus School Food Program-- Program Focus:* Healthy eating and cooking knowledge and skill development
12. Northwest Territories: *Kids in the Kitchen Program Focus:* Healthy eating, nutrition education and safe food handling and cooking skills
13. Nunavut: *Healthy Foods North Program Focus:* Improve diets and healthy eating within two targeted communities
14. United Kingdom: *What's Cooking? Program Focus:* To enable children and young people to learn how to choose, cook and eat safe, healthy food through practical, hands-on cooking sessions

15. Australia: *Stephanie Alexander Kitchen Garden Program Focus*: Pleasurable food education for young children through growing, harvesting, preparing and sharing fresh, seasonal produce

This research report provided many key conclusions relevant to our research. All of the programs work to promote awareness of food, and health choices as well as teaching food preparation and cooking skills similar to the Seasoned Spoon's mandate. The more useful case studies will be the ones whose target population was communities rather than young children. After an analysis of all of these programs and kitchens, the Government of Canada was able to conclude that these organizations succeed when they are able to:

- Explore program adaptations which aim to strengthen community and organizational capacities;
- Be open to unanticipated benefits of programs; cooking and food skills programs are great “equalizers” which have been associated with enhanced engagement and the development of positive learning environments (particularly in school settings), as well as the development of strong social support networks among populations of interest in community-based settings;
- Ensure basic, hands-on opportunities for participants to prepare and try new foods using a balance of familiar and new foods and recipes. (Improving Cooking and Food Preparation Skills 2010, pg 5 and 6).

Research Approach

Practical Experience

We completed two five hour volunteer shifts at the Seasoned Spoon in November, 2014. This experience allowed us to get into the kitchen and see first-hand the challenges and obstacles that the Seasoned Spoon faces everyday.

Caitlin initially stated that the flow of the kitchens did not work well. It was a challenge to run workshops because of the prep being done in two different kitchens, and the fact that the dishwasher was upstairs and only accessible via elevator.

Our assessment of concerns/challenges during our practical experience:

- The downstairs kitchen was cluttered, and on first glance did not seem well organized. The kitchen only fit about 3 people comfortably.
- The kitchen being directly in-sight of the café presents some challenges with flow, and organization
- Dishes were constantly being brought to the upstairs kitchen via the elevator, and one person was constantly in charge of dishwashing
- Given the tight corners in all kitchens, constant communication is required with other staff members so there are not collisions and accidents
- Laundry is done across the Champlain Quad requiring a staff member to leave for an extended period of time

- Limited counter space
- Limited fridge space
- Limited utensils, including cutting boards, knives, spoons, spatulas, and others objects vital for workshops run in the Seasoned Spoon
- Trolleys which carry the dirty dishes are unstable, and getting them in and out of the elevator can be challenging and time consuming
- The staff member and volunteers are very upbeat and don't seem to be bothered by the different challenges that arise from the flow of the kitchen
- The main thing they point out is the hassle of bringing the dishes back and forth from both kitchens

Web Search

We created a research template that identified kitchens all over the globe, and allowed us to determine whether or not follow-up research would be valuable. The format of the research template allowed us to quickly determine whether the kitchen was relevant to our research questions, and helped keep us organized. In total, we filled out 18 web search templates as well as identified 4 other university cafés similar to the Seasoned Spoon. From there we were able to determine which kitchens we felt were valuable to our research questions and objectives.

The following is a template which we used to gather information from around 30 learning kitchens in Peterborough, Toronto, and around the globe.

Completed Research Templates- Appendix 2

Research Template

Kitchen Name:

Location:

Mandate/Mission Statement:

Programs/ Services Offered:

Target Groups(Capacity of Kitchen/Demographics):

Description of Kitchen Space:

Similarities to Seasoned Spoon:

Differences from Seasoned Spoon:

Website:

More Information Needed? Yes/No

Contact Info (Name and/or Email):

Other Notes:

Interview Design and Questions

After conducting the initial web search, we identified fifteen organizations and companies we believed could provide us with further valuable information. We created a standard questionnaire to send out to selected kitchens:

- Peterborough Eats
- Seed to Table- Tides Canada
- Everdale Environmental Learning Centre
- South Riverdale Community Health Centre
- Flemingdon Health Centre
- The Loaded Ladle (Dalhousie University Café)
- Garden Sport (Carleton University Café)
- The Midnight Kitchen (McGill University Café)
- People's Republic of Delicious (Ottawa University Café)
- UBC Sprouts (University of British Columbia Café)
- The People's Potato (Concordia University Café)
- The Local Community Food Centre
- Lunik Café (York University)
- FoodShare Toronto
- The Stop Community Food Centre

Follow-up Questionnaire Responses- Appendix 3

We received feedback from Peterborough EATS, Everdale Environmental Learning Centre, The Loaded Ladle Café, The Local Community Food Centre, and FoodShare Toronto.

Phone Interviews

From our web search, we selected two global cafés to phone in order to gain more information about their kitchens. For the café in Barcelona, Spain, we used the help of a friend who speaks Spanish to help us with the language barrier.

Thursday Café (Dublin, Ireland)

La Bascula (Barcelona, Spain)

On March 23rd, 2015 we conducted our phone interviews. We collected all of the necessary information from IT in order to do international phone calls and met up with our translator. Unfortunately, both La Bascula and Thursday Café did not answer their phones when we called, so we were not able to conduct our follow-up questions via telephone.

Our translator saved the day, and told us that he knew of some places in Honduras that he felt would be valuable to our research. So we provided him with a hard copy, and an electronic copy of our follow up questions and he said he would email some places and

see if he got a response. He was able to get one response and provided it to us. This was important so that we could fulfill the global component of our research project.

Comedor Mary (Mary's Eatery) – Copan Ruinas, Honduras. The eatery has a medium size menu, but their specialty is “pupusas” which is a traditional stuffed tortilla. They sell around 6 different types of them. They primarily sell traditional food and all of their ingredients are mainly local. They mention that their flattop grill was the main item in the kitchen, because “pupusas” are made on it, and the majority of the meats.

Results

Web Search

Peterborough Area: Through this web search we were able to identify Peterborough Area learning kitchens that had similarities and differences to the Seasoned Spoon. In general, we found that there were many collective kitchens, which offered free cooking lessons, and allowed participants to take food home to feed their families. Most of these collective kitchens were located in church basements, and their main focus was helping to keep poverty out of the Peterborough Area. The most informative web search we did for the Peterborough Area was Peterborough EATS. It is a training course for the food and retail industry in a kitchen and café setting through a daily business operation. It is operated out of the Peterborough Public Library, and the café is separate from the prep kitchen. We conducted secondary research on Peterborough EATS, which we will discuss later in this report.

GTA: Our extensive web search provided us with many different companies and organizations in the Greater Toronto Area. Many of the web searches we conducted were on community health care centres', and although they were not completely similar to the Seasoned Spoon, they provided programs through community kitchens, and worked within similar limits of kitchen space. What we gathered from this web search was that they would often times do their prep work in large rooms , away from the kitchen, with tables set up, and only enter the kitchen when they need to put their food in the oven. This way they could maximize their workshop capacity but also ensure that people were gaining valuable cooking and nutrition knowledge.

Canada Wide: During our web search we found quite a few kitchens that are located in different Canadian provinces. For the most part, we focused on looking at other university campus cafés to see how they function in comparison to the Seasoned Spoon. Through blog posts and descriptions posted on their websites, we found that other university cafés do face similar challenges in terms of their prep, cooking, storage, cleaning and teaching spaces. We will discuss these findings later on in the report.

Secondary Follow-up Questions

Peterborough:

In our secondary research, our primary focus in Peterborough, Ontario was Peterborough EATS which is located in the downtown public library. Upon our visit to this kitchen, we found that although the size of the prep kitchen is bigger than that of the Seasoned Spoon,

the two spaces still do relate to each other as Peterborough EATS' prep, storage, teaching and dishwashing area are also disconnected from their serving area. Peterborough EATS has one primary room, located on the same floor of the café, that all of their work, aside from serving the food, takes place in. Even though Peterborough EATS carries out many actions in one room, they make the space work as storage shelves, counters and teaching tables all have wheels on them. Peterborough EATS can quite easily rearrange their prep and storage spaces to accommodate for different lessons and events. Peterborough EATS makes the distance between their café and their other multipurpose room work very well.

Ontario and Canada:

From our secondary research, we received responses back from Everdale Environmental Learning Centre, FoodShare Toronto and the Local Community Food Centre which are all located in Ontario

Everdale Environmental Learning Centre

In order to work with their space, the centre stores away items, such as large cutting boards, that they can easily bring out for lessons. The main challenge that the kitchen faces is that it is difficult for many people to move around in the kitchens at the same time. To help solve this problem, they made their fixed counters smaller. Another technique to help maximize their kitchen space was the careful planning of their storage spaces. For instance, the kitchen hangs pots so that they don't take up space on shelves. The bulk of their storage is kept in a pantry.

FoodShare Toronto

The secondary results from FoodShare Toronto show that the kitchen is a well-designed and spacious place. The kitchen has a specific area for dishwashing, different storage areas and of great benefit, a separate room to teach about 8-10 students in for lessons. The separate teaching room provides a space that staff and students can just go to instead of having to rearrange a space in the kitchen to accommodate for them.

The Local Community Food Centre

From their secondary response, we found that the Local Community Food Centre and the Seasoned Spoon seem to face two different challenges. While the Seasoned Spoon often feels pressed for space, the challenges of the Local Community Food Centre come from there being a lot of distance to cover in order to recycle or throw something out, for instance. The centre has distinct areas for food prep, dishwashing and storage. The island feature in the kitchen provides a great space where students can gather around and all be able to participate comfortably and see the instructor.

The Loaded Ladle Café

The Loaded Ladle faces similar small space challenges as the Seasoned Spoon. Many of the café's actions take place in different spots as cooking is split between the Dalhousie Union Building and a basement kitchen. Serving takes places on the main floor of the Student Union Building. The Café mentioned that they don't really offer many in-kitchen lessons and workshops because they don't have enough space. If they can, they try to move to other rooms to provide their workshops.

Global

Comedor Mary

Comedor Mary does not face many of the same challenges as the Seasoned Spoon other than the fact that they also work in a small space. Their kitchen and serving area seems to flow well together and they're all on the same floor. The section where their flat top grill is located is the busiest section but they make it work. Receiving a picture of the layout is very valuable for making suggestions to the Seasoned Spoon. Food prep happens at the back of the kitchen, as the food makes its way up as it gets ready to be served to the customer. The dishwashing station is also very convenient, and does not require any staff to leave the kitchen when doing it.

Discussion

Suggestions for current Seasoned Spoon

For the current Seasoned Spoon space, it seems as though temporary and space savvy modifications are the focus. As well, finding ways to more easily make use of the rooms and spaces surrounding the Seasoned Spoon is also a focus. For instance, The Screaming Avocado uses the "kitchen in a box" concept which would provide the ability to use other rooms and spaces for lessons. The "kitchen in a box" concept consists of small kits filled with necessary kitchen equipment for each student in a lesson or workshop. As a result, equipment and tools could be transferred more easily to other locations, such as a classroom or the Great Hall, for example, to carry out lessons that do not directly require a stove top. Looking into either small tables, with wheels that have pull out counters or inserting drawers that have a pull out counter, might be good options

as well. This would allow for an additional counter top, or two, to exist and be used during lessons.



<http://kitchens.interiordezine.com/kitchen-fittings/kitchen-space-bench-counter/>

Suggestions for an “ideal” Seasoned Spoon

Many suggestions for a current Seasoned Spoon design come in terms of the design and construction of the kitchen, considering if the Seasoned Spoon were to move to the Student Centre, for instance, in the years to come. Many of these ideas come from Miguel Hernandez, the manager of Peterborough EATS. Initially, when beginning to design a kitchen space, it's important to start with a completely open space and to build out using all four walls. It's beneficial not to buy things before getting into the space and even then, only buy one fridge, stove and freezer to start, allowing flexibility later on to change and modify the space. If possible, everything should be on wheels so that things can be moved more easily to modify the space for lessons, workshops or events.

For an ideal Seasoned Spoon, the prep, cooking, storage, teaching and dishwashing spaces would all be on the same level. However, in some cases, unconnected

kitchens and café spaces can have more effective flows than connected kitchens and cafés so it isn't crucial that all of these spaces be directly connected to each other. Having them on the same level would just make it easier for moving items around. As well, having a separate room for teaching lessons and workshops would be ideal for the Seasoned Spoon. Having this room be closely connected to the main kitchen would make it easier to bring over the necessary equipment.

Limitations

The research presented a few limitations. Firstly, in the web search step, it was often difficult to find information about kitchen layouts and flow as websites typically don't focus on that information. As well, not everybody to whom we sent out a secondary email questionnaire responded. This may have been due to the unaccountability for people with email and that they may not have had time to fill out the questionnaire.

The biggest limitations to our research came with the international phone calls. Setting up the phone calls required a lot of coordination between the Information Technology department and different staff members at Trent. As well, for the phone call to Barcelona, Spain, we required the help of a translator and got somebody to give us a hand. Neither of the international kitchens had official websites so we had to rely on their Facebook pages to try and message them. Unfortunately, we didn't get a confirmation from either kitchen before we tried calling them so neither of our international phone calls went through. However, after our attempt, our translator, who is from Honduras, offered to fill out a web search template about a kitchen in his hometown.

Conclusion

Many kitchens face similar small space challenges as well as working out of different spaces. From our research, we learned that the Seasoned Spoon works quite efficiently considering the challenges they face on a daily basis. Through the web search we found a variety and wide scope of kitchens that all use their space in different ways. Through the secondary research, the Seasoned Spoon is presented with a list of kitchens who provide new ideas for both the current space, and an ideal space. The blueprints provided in the report could be beneficial if the Seasoned Spoon ever moves to a new location.

Overall, we feel as though we collected a variety of valuable research for the Seasoned Spoon. Our web search template and our follow-up questionnaire allowed us to get an in depth analysis of many learning kitchens around the globe.

Moving forward, this report can be used as a baseline for many projects to come. We have included all of our templates, both web search and follow-up questions, to allow the Seasoned Spoon to expand their research or use as a future project.

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Appendix 1: Project Proposal

Community-Based Education Program



Centre for
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Research Proposal / Project Agreement

GEOG 4030Y Students:

*When doing a community research project you are providing a consulting service to a community organization. The key to a successful consulting relationship is clear and documented agreement amongst all parties, outlining everyone's expectations and responsibilities. This computer template will help you develop a comprehensive **research proposal**, which, once approved by all parties (and marked by your professor) can be signed to become your **project agreement**. The template is intended to make the process easier. It is normally accompanied by an electronic version of the 'client' or host organization's original research proposal so that you can cut, paste and **modify** information in the template as indicated. If you have any difficulty completing the template, contact the TCCBE/U-Links/C-Links representatives.*

Before you begin, please read the entire template carefully. You only need to fill in sections A and B. Once you have completed these sections, go back and delete all of the italicized instructions. Circulate a draft (ideally by e-mail) to TCCBE/U-Links/C-Links and your 'client'/host to seek approval or revisions. Once these parties are satisfied with the terms of the agreement you are ready to make your oral presentation and hand in your proposal. At this stage, you may receive suggestions from your classmates and professors. If so, revise the proposal accordingly and advise the 'client'/host and TCCBE/U-Links/C-Links of the changes. (If you have to make significant changes, this stage may require renegotiation of the terms of

*your project). Once the proposal is finalized, remove the word “proposal” from the title, print a copy and attach any pertinent documents. Have everyone read, initial and sign the appropriate sections of **one** ‘hard’ copy. When all parties have signed the agreement, make copies and send one to each person involved for his/her records (the TCCBE/U-Links/C-Links will be happy to offer fax services, copies, envelopes, stamps, etc. at no charge).*

Project Title: Learning in the Kitchen

Course Code and Name: GEOG 4030Y Community-Based Research in Geography

Community-Based Education Program

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Phone: 705-743-0523

Section B: The Proposed Project

1. Purpose of the Project: Central to the Seasoned Spoon’s mandate is food education. The Seasoned Spoon puts their mandate into practice in a variety of ways including volunteer kitchen shifts, workshops and student employment. Currently, the Spoon is working in two kitchens. In the downstairs kitchen the vast majority of food is prepared and workshops are offered. In the upstairs kitchen, the dishwashing and baking prep is done. The current physical layout of the cooking spaces limits the ability to fulfill the education related elements of the Seasoned Spoons mandate. It would be ideal to have the entire Spoon operation in one kitchen. Consequently, the staff are in the early stages of considering what would be needed to renovate the kitchens so that they are fully functional and allow for the mandate to be carried out. Specifically, there is an interest in knowing how other learning kitchens function, including the layout, programming and equipment that these facilities use. The scope of the research can be not-for-profit cafes like the Seasoned Spoon, and other groups that work out of institutional settings, including health units, churches, grocery stores, municipal buildings and secondary and post-secondary institutions. This research will provide a sense of what’s possible, but also focus on ensuring that the Seasoned Spoon does not duplicate similar services in Peterborough.

2. Key Research Question(s):

-What other teaching kitchens exist in and around Peterborough? What programs do they offer?

-What are some of the more innovative teaching kitchens that exist? What programs do they offer?

-What facilities and equipment do these kitchens have? (e.g. square footage, appliances, tools. . .)

-What are the possibilities for developing a better teaching kitchen in the current Spoon space?

-What would be an ideal teaching kitchen design for the Seasoned Spoon?

3. Key Research Terms:

Not-for-Profit: an organization that uses surplus revenues to achieve its goals rather than distributing them as profits or dividends (www.wikipedia.com)

Learning Kitchen - A kitchen which offers space for preparation of food, workshops, baking prep and dishwashing. The purpose is to provide food while educating the community. The term learning kitchen is used interchangeably with “teaching kitchen”.

Fair Trade- a trading partnership based on dialogue, transparency and respect that seek greater equity in international trade. It contributes to sustainable development by offering better trading conditions, and securing the rights of marginalized producers and workers- especially in the South (World Fair Trade Organization, www.wfto.com)

Cooperative Café- a café which involves mutual assistance in working towards a common goal, for example through a Learning Kitchen. Critically for the Seasoned Spoon, the support of the community and of members are essential for the success of a cooperative café.

Social Enterprise- businesses owned by non-profit organizations that are directly involved in the production or selling of goods and services for the blended purpose of generating income and achieving social, cultural and/or environmental aims. (www.socialenterprisecanada.ca)

Food Justice- communities exercising their right to grow, sell and eat healthy food. Healthy food is fresh, nutritious, affordable, culturally-appropriate, and grown locally with care for the well-being of the land, animals, and workers. (www.justfood.org/food-justice)

4. Relevant Geographical Issues and Debates:

Social Geography- applies sociology to geography, in terms of social phenomena and spatial components. In terms of learning kitchens, we will be looking at how different spaces work, and how the “foodie” phenomena has affected the layout and function of public kitchens. Food justice is important to the Seasoned Spoon, along with providing access to healthy food as well as food and cooking knowledge

5. Relevant Literature (*annotated references*):

Cairns, K., Johnston, J., & Baumann, S. (2010). Caring about food. *Gender & Society*, 24(5), 591-615. doi:10.1177/0891243210383419

This article draws on interviews conducted to gather information about “foodies”. Foodies are defined as people who enjoy eating and learning about food. The purpose of this article is to gather a better understanding of gender and its relation to the foodie culture. It also seeks to explore how masculinities and femininities are negotiated in the food culture. There is evidence that gender roles are contested in relation to the foodie world. These foodies see their involvement in this food culture as central to their identity yet their gender is central to their self. There are many contested norms at play when people try and balance two opposite identities.

A. Blunt & J. Willis. 2000. *Embodying Geography: feminist geographies of gender*. In *Dissident geographies. An introduction to radical ideas and practice*, pp. 90-127. Essex: Prentice Hall.

This paper looks at feminism and gender. In particular, women’s confinement to certain spaces such as the home, and in particular the kitchen. Studying the kitchen from both a domestic space and a working space will be important to look at for this assignment. “Feminist politics are also spatial politics, seeking to overturn gender inequalities between men and women in different places and spheres of life” (Blunt and Willis, pg 120) To understand this project and the space of a kitchen, we must first understand the kitchen as a gendered space and how that has changed over the years. Also, it is important to understand how the kitchen varies depending on if it is in the home or in a working space.

A. Meah and P. Jackson. 2013. Crowded Kitchens: the “democratisation” of domesticity?. *Gender, Place and Culture*. Vol. 20, No. 5, 578–596, <http://dx.doi.org/10.1080/0966369X.2012.701202>

This article looks at the kitchen and how it works as a gendered space. The traditional gender roles and responsibilities that take place in the kitchen are starting to be contested. Men are starting to take part in more of the cooking and cleaning that happens in the kitchen. The article suggests “men’s entry into the kitchen has facilitated the expression of a more diverse range of masculine subjectivities, while also creating new anxieties for women” This article takes us into the views of both men and women in the kitchen which is important in understanding the stigmas that exist about people in the kitchen and in using these learning kitchens.

Feed Nova Scotia- The learning kitchen is a 16-week program that prepares students to work in the restaurant and service industry. They learn basic meal preparation, and food safety. The layout of this kitchen will be important to look at, and how they structure accommodating so many people.

http://www.feednovascotia.ca/getsupport_learningkitchen.html

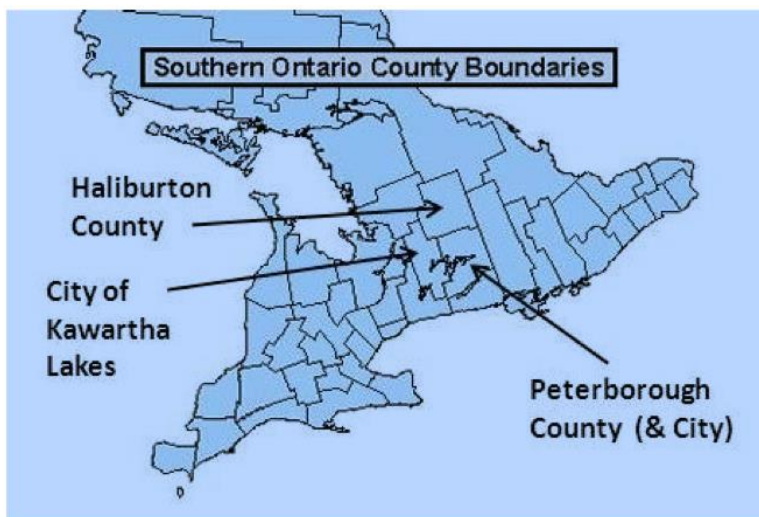
Food Share Toronto

“Cooking together breaks down barriers and brings communities together. A Community Kitchen is a public space where groups of people cook on a regular basis offering the opportunity for participants to share skills, socialize and reduce meal costs by cooking collectively.”

There are a number of community kitchens in Toronto, which provide important information about food justice and fresh produce, which are components of the Seasoned Spoons mandate.

<http://www.foodshare.net/community-kitchens>

6. Study Area:



The Peterborough area is important in terms of knowing what initiatives already exist so there is no overlap between the Seasoned Spoon and other Peterborough programs. Beyond the initial Peterborough aspect of our project, the scope is not limited. The layout, equipment, and programming ideas can come from all over the world.

7. Methodological Approach:

Task: Become familiar with the mandate, history and structure of the Seasoned Spoon through their website

Objective: For the researchers to be able to situate their research and be able to make appropriate recommendations at the end of their project.

To be completed by: Within the first two weeks of the project.

Task: Complete 2 five-hour volunteer shifts each at the Seasoned Spoon

Objective: Become familiar with how the Seasoned Spoon operates on a day to day basis, and what some of the restraints and obstacles are within the kitchen.

To be completed by: Nov 21, 2014

Task: Consult with the Seasoned Spoon core staff (General Manager, Head Cook and Education and Outreach Coordinator) and board members to learn what works well and what works less well in the current Seasoned Spoon kitchen.

Objective: For the researchers to be able to situate their research as well as make informed and appropriate recommendations at the end of their project

To be completed by: This task will be ongoing, but it is important that consultation begins early in the project. The initial host meeting will be approximately one hour long.

Task: Literature Review- Analysis of scholarly material relating to the project as well as geographically relevant material

Objective: Relate our topic to geographically relevant issues and report any notable sources and findings to host.

To be completed by: October 31st, 2014

Task: Collecting information about program initiatives globally

Gathering information about global programming related to learning kitchens from web searches and where required phone interviews that will include asking for photos of kitchen spaces. Phone interviews will require the development of a survey form that will be reviewed with the host.

Objective: To gather information on learning kitchens that will aid in proposing suggestion about the proposed kitchen plan for the Seasoned Spoon.

To be completed by: December 15th, 2014

Task: Collecting information about learning kitchens in the Peterborough area- important information in the Peterborough area will be about layout and equipment used in the kitchen. Interviews, tours and phone calls with Peterborough based learning kitchens are to be carried out. The goal is to collect information on 5 places that are similar to the seasoned spoon. The kitchens can include churches, secondary schools, Fleming College's teaching kitchen, municipal buildings, or other restaurants or cafes (for profit and not-for-profit)

Objective: To learn about what programs and initiatives are already in Peterborough, and to ensure that there is no overlap with what we propose to the Seasoned Spoon, and understand current local best practice.

To be completed by: December 15th, 2014

Task: Develop phone interview questions and/or questionnaires. Get questionnaire approved by the Seasoned Spoon and TCCBE.

Objective: Clarify research approach

To be completed by: January 9th, 2015

Task: Conduct phone interviews and/or questionnaires for a selection of the innovative kitchens.

Objective: To gather more in depth information about different kitchens both in and outside of the Peterborough area.

To be completed by: January 15th, 2015

Task: Make research visits to one or two local kitchens.

Objective: Witness and document kitchens first hand. Doing so will allow for more in-depth information beyond just information provided on kitchen's websites.

To be completed by: Visits will take place over the course of several months. Visits are primarily to expand our knowledge and further aid our research

Task: Suggest two future kitchen models – one that works within the limits of what's possible in the current site, and one that is an “ideal” teaching kitchen, but still within the realms of possible funding.

Objective: To provide the Seasoned Spoon with some background information on the different possible models for kitchens.

To be completed by: March 10th, 2015

Task: Writing final report/creating presentation board

Objective: To present information concisely and effectively to the university, hosts, students and general public

To be completed by: March 25, 2015. Project report to be started as information is gathered. 2 weeks before final report is due, edits should be taking place.

Optional Task: Organize a tour of a few teaching kitchens in the Peterborough area for researchers and Seasoned Spoon core staff if we find kitchens of particular interest.

Objective: To provide a first-hand opportunity for the Seasoned Spoon staff to see how other learning kitchens function.

To be completed by: Ongoing as opportunities arise, and if scheduling/cost works out.

Sources/Approaches/Methods: An in-depth web search will be conducted of learning kitchens globally. Kitchens will be asked to take photos of their kitchens as a research aid during our initial point of contact. Based on what comes out of the web search, there may be questions gathered to help expand our knowledge. A phone interview/questionnaire will be carried out to gather information about other learning kitchens. The phone interview/questionnaire will consist of both qualitative and quantitative questions. During the host meeting, the possibility that not all people we speak to will have the time to complete a full interview was discussed. As part of the research, in person visits will be made to different kitchens. During these visits, information can be gathered particularly through pictures.

8. Ethics Application:

The project **DOES NOT** involve human research (i.e., “any person who is a source of raw unformulated data and who is not acting as, or assisting, the principal investigator”, SSHRC). **9. Duration of Project:**

The project will begin September 2014 and end in March 2015

10. Project Timeline:

<u>Task, Activity, Meeting</u>	<u>When</u>	<u>Who</u>	<u>Total Hours</u> <u>(440 Hours)</u>
Become familiar with the Seasoned Spoon (history, mandate)	September 30 2014	Adrienne/Carolyn	4 hours
Organize/ meet for host meeting	October 2, 2014	Adrienne/Carolyn/ Caitlyn/Aimee/John	3 hours
Volunteer Shifts at the Seasoned Spoon	Completed by November 21st 2014	Adrienne/Carolyn/Seasoned Spoon Staff	20 hours (10 each)
Meeting with course instructors	October 16, 2014	Adrienne/Carolyn/Sue	1.5 hours
Literature Review (Course Assignment)	October 31, 2014	Adrienne/Carolyn	10 hours
Meeting with course instructors (Draft Presentation 1 due in meeting)	November 6	Adrienne/Carolyn/ Sue	1.5 hours
Presentation 1: In-Class Research Report	November 13, 2014	Adrienne/Carolyn, class, course instructors, CBE Program Staff	2 hours

Meet with course instructors	November 20	Adrienne/Carolyn/Sue	1.5 hours
Research/information on learning kitchens in the Peterborough area	December 15th, 2014	Adrienne/Carolyn	20 hours
Research on global learning kitchens/existing program initiatives	December 15, 2014	Adrienne/Carolyn	30 hours
Research visits to kitchens	Ongoing	Adrienne/Carolyn	10 hours
Design and have questionnaires approved	January 9, 2015	Adrienne/Carolyn/Sue/John/Caitl in	5 hours
Conduct phone interviews	January 15, 2015	Adrienne/Carolyn	20 hours
Meet with course instructors	January 29	Adrienne/Carolyn/ Sue	1.5 hours
Project Report 3 (First Draft)	February 26	Adrienne/Carolyn	15 hours
Suggest 2 future kitchen models	March 10, 2014	Adrienne/Carolyn	20 hours
Meet with course instructors (draft oral presentation 2 due in meeting)	March 12, 2015	Adrienne/Carolyn/ Sue	1.5 hours
On campus presentation	March 19, 2015	Adrienne/Carolyn/hosts/faculty/C BE Program Staff	10 hours
Create project presentation board	March 25, 2015	Adrienne/Carolyn	10 hours
TCCBE Research Event (poster due at research event)	March 28, 2014	Adrienne/Carolyn	10 hours

Contact with Sue/Caitlin/John	September 2014-April 2015	Adrienne/Carolyn/Sue/Caitlin/John	*Ongoing 20 hours
Potential kitchen tours for the benefit of Seasoned Spoon staff	November 2014-March 2015	Adrienne/Carolyn/Seasoned Spoon staff	10 hours
Final Report Due	March 25, 2015	Adrienne/Carolyn	*Ongoing
Revised final report due (incorporating feedback from Course Instructor and CBE project staff)	April 17, 2015	Adrienne/Carolyn	*Ongoing 5 hours

11. Total hours required to complete this project:

The total number of hours required to complete this project is estimated at: 440 Hours (220 each)

12. Project budget and resources required:

<i>Task</i>	<i>Who is Responsible for Covering Cost/ Providing Resource</i>
<i>Designing and Completing a Scan of innovative kitchens (includes phone calls, interviews, and tours)</i>	<i>Phone Calls- Use Sue's work phone/Geography Department Phone In-Person Interviews – Public Transit (Bus pass provided by Trent)</i>

	<i>Tours- if cost associated with tours, host organization to cover cost</i>
<i>Out of City Kitchen Tours</i>	<i>Car supplied by Adrienne- Gas money to be provided to Adrienne by host organization (if Spoon has budget, to be discussed) For example a visit to Toronto might be of interest.</i>
<i>Community Event Poster</i>	<i>Printed off by TCCBE- Cost covered by them</i>

13. Project Deliverables and Dissemination of Findings:

To Seasoned Spoon

- Research of existing kitchens- this includes project map, and doing a complete scan of kitchens. Complete summaries, layouts of the overall operation of these different places. (5 Pages +)
- Dissemination of information gathered- this includes charts, summaries, and general conclusions of relevant information (5 pages +)
- Conclusion- two future kitchen suggestions, one which works within limits of current sight and one that is “ideal” but still fits within possible funding (3-5 pages)
- Reflections and Considerations for the Future (2 pages)

Final Report for GEOG 4030 credit (To John/Sue/Seasoned Spoon)

- Abstract (Half Page)
- Summary of the history of the Seasoned Spoon and outline of the mandate, which the Seasoned Spoon follows. (1 Page)
- Literature Review (3 pages +)
- Outline of the research questions and what the Spoon core staff wish to get out of this project (1 Page)
- Geographical Relevance- Break down of Cultural, feminist and social geography and how it relates to this project (2 pages)
- Research of existing kitchens- this includes project map, and doing a complete scan of kitchens. Complete summaries, layouts of the overall operation of these different places. (5 Pages +)

- Based off of gathered information- design and conduct phone interviews, in-person interviews and tours with staff of these different learning kitchens. Questionnaires will be designed in order to get a better sense of what does and does not work in these existing kitchen in relation to the Seasoned Spoon (10 pages +)
- Dissemination of information gathered- this includes charts, summaries, and general conclusions of relevant information (5 pages +)
- Outcome- two future kitchen suggestions, one which works within limits of current site and one that is “ideal” but still fits within possible funding (3-5 pages)
- Limits, barriers, and challenges- Relevant information that led to the project going off of assigned course, and limiting the end results etc. (3 pages)
- Reflections and Considerations for the Future (2 pages)

Constant contact with the Spoon’s Core staff regarding relevant information for project (on-going)

Knowledge in Action Forum (March 28th, 2015)

Section C: Responsibilities

Responsibilities of All Parties:

1. Each party to this agreement has the right to initiate renegotiation of this agreement if circumstances affecting the project change.
2. Each party has the right to terminate the placement if the conditions of the agreement are not being met. Because of the potential consequences to a student’s program of study, a decision to terminate the placement must be made in consultation with TCCBE/U-Links/C-Links.
3. The student owns the copyright for all work completed as part of his/her project, but the host organization may use all project reports or papers, in whole or in part, as it sees fit as long as the student is duly credited as the author. (If work is completed collaboratively between the student and staff of the host organization, copyright will be jointly held.) A copy of any report or paper completed as part of the project will be added to the TCCBE Resource Centre, the Haliburton County Collection housed at U-Links, the C-Links website, as well to the local public library system to be available to the community.
4. All parties must complete the pertinent section of the form entitled Work/Education Placement Agreement/Post Secondary, to enable the Ministry of Education to purchase workers compensation or private insurance coverage for the student.

Responsibilities of the Student:

1. Undertake the project conscientiously and with due respect to the expectations of the host organization and the University.

2. Keep his/her instructor and TCCBE/U-Links/C-Links informed of the project's progress and notify them of any concerns about the placement or the host organization in a timely fashion.
3. Attend and participate in all necessary meetings (with his/her instructor, placement supervisor and/or TCCBE/U-Links/C-Links.)
4. Ensure that the confidentiality of any information acquired in the course of his/her placement is strictly maintained, notwithstanding the host organization's commitment to make the results of the project publicly available.
5. Provide a copy(s) of the final product(s) of the project to the host organization and TCCBE/U-Links/C-Links.
6. Upon the advice of his/her instructor, comply with ethical guidelines and review procedures.

Responsibilities of the Host Organization:

1. Orient the student to the organization and work site. Ensure the student understands any risks or hazards that may exist and the safety practices followed. Promptly report any incidents to TCCBE/U-Links/C-Links.
2. Provide adequate direction, ongoing communication and feedback on the quality of work so as to enable the student to complete the project successfully.
3. Supply/provide resources listed above needed to complete the project.
4. Be available for occasional consultation and meetings with TCCBE/U-Links/C-Links as needed for the purpose of monitoring the placement or refining the Community-Based Education Program. Cooperate in evaluation activities initiated by the instructor or TCCBE/U-Links/C-Links.
5. Comply with policies and ethical guidelines governing research projects conducted in conjunction with Trent University and TCCBE/U-Links/C-Links, as advised by TCCBE/U-Links/C-Links, the instructor or the student.
6. Cover all project related costs such as lab fees, extensive photocopying, office supplies, long distance telephone charges, audio/video tapes and some transportation costs.

Responsibilities of the Instructor:

1. Ensure that the project, as described above, fulfills the requirements of the course listed on page one.
2. Provide guidance of an academic nature, advise on and monitor research methodologies employed. Evaluate the student's learning and grade his/her work.
3. Meet with the student at regular intervals, at least monthly, throughout the term.
4. Inform TCCBE/U-Links/C-Links promptly of any missed meetings, breakdowns in communication, incomplete research/assignments or other incidents that may affect the success of the project.
5. Determine the need for the research project to be reviewed by the department's ethics committee. Alternatively, the TCCBE/U-Links/C-Links Joint Ethics Committee may review the project if more appropriate. (Protocol and Application for Ethical Review are available upon request.)

Responsibilities of TCCBE/U-Links/C-Links:

1. TCCBE/U-Links/C-Links will endeavor to ensure the instructor, the student and the host organization understand and approve of the nature of the work to be undertaken on the placement.
2. TCCBE/U-Links/C-Links will serve a liaison function among these parties, will offer advice on best practices in Community-Based Education and assist in overcoming any difficulties throughout the project.
3. Where appropriate, TCCBE/U-Links/C-Links may form and facilitate peer support and project coordination meetings for students working on projects, to enhance learning and coordinate projects.

Appendix 2: Web Search Templates

Kitchen Name: The Stop Community Food Centre

Location: 1884 Davenport Road, Toronto, Ontario

Mandate/Mission Statement: “We believe that healthy food is a basic human right. We recognize that the ability to access healthy food is often related to multiple issues and not just a result of low income. At The Stop, we’ve taken a holistic approach to achieve real change in our community’s access to healthy food. We strive to meet basic food needs and, at the same time, foster opportunities for community members to build mutual support networks, connect to resources and find their voices on the underlying causes of hunger and poverty. A key tenet of The Stop's approach is that community members must be involved in making decisions about how our organization operates. When program participants are involved -- as front-line volunteers, program advisory committee members, gardeners or cooks -- the stigma associated with receiving free food is often diminished or erased. While our food access programming helps confront the issue of hunger, it also creates opportunities for community members to forge their own responses to hunger. We believe this approach will end the way charity divides us as a society into the powerful and the powerless, the self-sufficient and the shamed. At The Stop, we are creating a new model to fight poverty and hunger: a community food centre” (www.thestop.org)

Programs/ Services Offered: community support networks, community cooking classes (Healthy Meals, Men’s Cooking Group, Sabor Latino, BOOST), drop-ins (anyone, regardless of where they live, can get nutritious food and access information on social information and community resources), family support classes (pre and post natal), educational classes to schools (Sustainable Food Systems Education Program, Grades 3 and 5 workshops. Available to other schools upon requests), civic engagement program, after school program, bake ovens and markets (free pizza baking session at an outdoor wood-fired oven)

Target Groups (Capacity of Kitchen/Demographics):

- ****Capacity of kitchen still unknown**
- Demographics primarily community members looking to forge their own responses to hunger

Description of Kitchen Space:

- Location #1 Main Office (**1884 Davenport Road**)
- Provide frontline services to our community



- Location #2) The Stop's Green Barn (Wychwood Barns at 601 Christie Street)
- State-of-the-art greenhouse
- 8,000-square-foot garden at Earlscourt Park
- A greenhouse, compost demonstration centre
- Sheltered garden
- The Global Roots Garden at The Green Barn
- Community garden at Hillcrest Park.
- These sites yield more than 4,000lbs of fresh, organic produce for our programs every year, and engage community members of all ages in learning how to use sustainable methods to grow fresh, local produce year-round.
- The seven Global Roots plots are each devoted to particular ethnic communities with large populations in Toronto—Chinese, South Asian, Somalian, Italian, Latin American, Polish and Filipino
- Each grows an immensely diverse range of vegetables and herbs, including okra, bitter melon, cardamom, chiles, eggplant and lemongrass. The gardens themselves are tended by twenty-five seniors and fourteen youth (mostly high school students), many of whom got involved through our partnership with CultureLink, a newcomer settlement group in Southwest Toronto
- They meet once a week to tend the gardens, socialize and cook food together
- Seniors passing down their experience of growing to youth



Similarities to Seasoned Spoon:

- Community kitchen component
- Community members/participants involved in making decisions
- Based in different locations

Differences from Seasoned Spoon:

- While the Seasoned Spoon does have a root cellar and rooftop garden, The Stop's Green Barn is much larger
- More storage room
- More room for kitchen prep/delivery

Website: <http://www.thestop.org/contact-us>

More Information Needed? YES. More pictures/explanation of kitchen storage/prep/dishwashing spaces

Phone Number: 416-651-7867

Email Address: general@thetop.org

Kitchen Name: The Local Community Food Centre

Location: 612 Erie Street, Stratford, Ontario

Mandate/Mission Statement: “A Community Food Centre is a welcoming space where people come together to grow, cook, share and advocate for good food. CFCs provide emergency access to high-quality food in a dignified setting that doesn’t compromise their self-worth. People learn cooking and gardening skills there, and kids get their hands dirty in the garden and kitchen in ways that expand their tastebuds and help them to make healthier food choices. Community members find their voices on the issues that matter to them, and people find friends and support. CFCs offer multifaceted, integrated and responsive programming in a shared space where food builds health, hope, skills and community. CFCs go beyond traditional charitable giving approaches, which answer an immediate need but often do nothing to address underlying issues of chronic hunger, poverty and poor health. They do that by offering multifaceted, integrated and responsive programming in a shared space where people can grow, cook, share and advocate for good food” (<http://thelocalcfc.org/>)

Programs/ Services Offered:

- Mondays 5:15pm to 6:30pm: serves hot, healthy drop-in meals to whomever wants to join.
- Activities for children happening in the gardens or the kitchen
- Family friendly environment
- Volunteers serve dinner at the table

- Mondays 3 pm to 6:30pm: Communal Gardens/Greenhouse veggie growing programs run
- People can grow some food for themselves
- The Peer Advocacy Office is available directly off the dining room and to any patrons of the meal who are finding themselves in situations they could use some help with

- 60+ Midweek Lunch Out
- Wednesdays at 11:30am
- Serve a hot, healthy lunch to anyone in the community who is 60 years of age or older
- Afterwards, there is always some kind of post-lunch program, such as a presenter talking about what’s going on in the community, or an entertainment feature such as music or a short film.

- Wellness Breakfast
- Every Thursday at 8:00am there is a free half hour wellness session offered in our community dining room space

- Usually a light yoga program for people to start their day
- From 8:30am to 9:30am volunteers serve a hot, healthy breakfast
- No charge
- Shovel to Spoon
- A twelve week program on Tuesdays/Thursdays where participants start with some tending and harvesting in the gardens, then move into the kitchen where they use some of what they have grown in healthy delicious dishes
- Youth/Kids Pizza Bake
- Wednesdays 3:30pm to 6:30pm in the summer at the community garden
- Stratford Chefs School loans us their awesome wood-fired pizza oven during their



Target Groups (Capacity of Kitchen/Demographics):

- Community members
- Space for people to comfortably participate in activities



Description of Kitchen Space:

- 1) Kitchen Space



- 2) On-site communal gardens and a greenhouse
- Every Monday evening 5pm to 6:30pm all are invited to drop-in to volunteer in the gardens/greenhouse. Those who pitch-in are encouraged to take home some of the produce that has been harvested. The rest of the harvest is used for our community meals or our community kitchen sessions.
- 3) The Storehouse- on-site warehouse that takes-in, stores and redistributes large-scale donations and strategic wholesale purchases of healthy food

**Similarities to Seasoned Spoon:**

- Offers a variety of workshops, classes and activities

Differences from Seasoned Spoon:

- Much more workshop/class space
- As a result, can hold bigger classes
- More storage area

Website: <http://thelocalcfc.org/?p=2066>

More Information Needed? Yes- more information on the flow of the kitchen

Phone Number: 519.508.FOOD (3663)

Email: [info\[at\]thelocalcfc.org](mailto:info[at]thelocalcfc.org)

Kitchen Name: FoodShare Toronto

Location: 90 Croatia Street, Toronto, Street

Mandate/Mission Statement: “FoodShare is a non-profit organization that works with communities and schools to deliver healthy food and food education. We believe everyone deserves access to affordable high-quality fresh food. Since 1985, FoodShare has pioneered innovative programs like the Good Food Box, impacted what kids eat in school, and improved the way people eat and grow food across Toronto every day”

Programs/ Services Offered:

- Fresh produce, school education, community kitchen classes, nutrition workshops, a space for food startups to access professional kitchen facilities, catering, soups for the homeless, food justice, hunger relief,
- Good Healthy Café- lunchtime programs for junior and high school students
- Menu designed in help from students

Target Groups (Capacity of Kitchen/Demographics):

- Space for people to gather around tables and participate in different workshops
- Serving to those in the community

Description of Kitchen Space:

- More than one kitchen
- The kitchens are used for teaching along with rental
- Serving counter



Similarities to Seasoned Spoon:

- Teaches many courses

Differences from Seasoned Spoon:

- Service counter coming directly out of kitchen
- Different kitchens for both workshops and food preps

Website: <http://www.foodshare.net/about-us>

More Information Needed? Yes- more into storage/flow of kitchens/dishwashing areas

Phone Number: 416-363-6441

Email: info@foodshare.net

Kitchen Name: The Screaming Avocado

Location: Stratford Northwestern Secondary School, Stratford, Ontario

Mandate/Mission Statement: “Our goal is simple. Connect youth to good, clean and fair local food and develop their ability to prepare healthy meals from scratch. Their assignments are to bring the recipes home and to prepare them for their families. To prepare healthy meals and enlighten their parents, grandparents and in the future their kids to fresh yummy food. They are the cross generational tool of change” (<http://screamingavocado.blogspot.ca/p/little-about-screaming-avocado.html>)

Programs/ Services Offered:

Kitchen in a Box

- **Created by Screaming Avocado students**
- **Includes all equipment and utensils required to run cooking classes in any location**

Chefs to School Program

- Pairs local restaurants with elementary school students where the chefs introduce students to fresh ingredients and teach them simple cooking skills
- Paired with the Local Community Food Centre

Mud to Mouth Farm Project

- As of 2009, the plan was to divide their six acres of farmland into small plots (about 10 feet by 10 feet)
- Interested elementary school in Stratford can claim a section and plant whatever it likes.
- The Mud to Mouth supplies the seeds

General Description of Services/Programs

- The Screaming Avocado is an extension of the thriving, innovative high school arts program (has grown to include over 200 students per year)
- A culinary club with national and international experiences
- Outreach programs to elementary students
- Culinary club dinners (support from world renowned chefs)

Target Groups (Capacity of Kitchen/Demographics):

- Offers healthy and delicious daily lunches to students and staff
- Serving up 300 people every lunch hour
- Students prepare the meals using locally sourced ingredients from farmers, producers and their own Seeds of Change Garden and Mud To Mouth Farm Project

Description of Kitchen Space:

- Large kitchen classroom
- 3000 square foot Seeds of Change Garden in the school courtyard
- A six acre school farm initiative

Organic GreenhouseSeeds of Change Vegucation Centre

- New as of Feb 2014
- Will be ready soon to invite elementary school students for lessons



Upside-Down Gardens

- Grown in 16 litre pails grabbed from local restaurants
- Taking over the upper part of the greenhouse



Website: <http://screamingavocado.blogspot.ca/>

More Information Needed? Yes

Contact Info: Need to identify

Kitchen Name: Hot Yam!

Location: University of Toronto, Toronto, Ontario

Mandate/Mission Statement: The purpose of the Hot Yam! is to:

Serve

- Sustainable and well-balanced meals to the University of Toronto and wider community. By sustainable we mean seasonal, local, organic, and vegan.

Provide

- A forum for students to learn about and discuss food and food politics.
- An open environment for the members of the greater University of Toronto community to share a meal.
- Food safety training for all our members to increase the security of our meals.
- Pay-what-you-want (PWYW) meals to increase the accessibility of our meals.
- A warm and friendly environment.

Educate

- About food preparation and production.

3 Major Goals

1. **Accessibility:** We strive to be financially accessible by offering low-cost meals and to be open to anyone from the University of Toronto or greater community. By cooking exclusively vegan meals, we endeavour to provide food that can be eaten by the greatest number of people.
2. **Sustainability:** Whenever possible, we buy local food to support local farmers and producers and the local economy. We purchase organic food to help reduce our environmental footprint. We also hope to become a sustainable presence at the University of Toronto by expanding our volunteer and customer base.
3. **Community Development:** Our goal is to develop the campus community by providing an open forum for discussion and education about food, food security, and food politics. We also serve as a meeting place for people from a variety of backgrounds (students, faculty, community members) to share meals together. In addition, our non-hierarchical, consensus-based decision structure allows a diverse population of students to gain leadership and teamwork experience. We also strive to collaborate with like-minded groups, both on campus and in the greater community (<http://hotyam.ca/our-purpose-and-goals/>)

Programs/ Services Offered:

- Serves lunch every Wednesday

- Schedule leading up to Wednesday's meal:

Tuesday:

- **2pm-4pm: Shop.** Meet at CIE side entrance (or possibly in the kitchen), located at 33 St. George Street. Walk or bike to Kensington market and farm order pick-up location. Our shopping manager who knows where we shop will be present.
- **4pm-7:30pm: Prep.** In CIE kitchen. The meal lead(s) will delegate tasks to wash, chop, bake, and whatever else that can be done the night before.

Wednesday:

- **9am-12pm: Cook.** In CIE kitchen. The meal lead(s) will delegate tasks accordingly to pull meal together on time. A lot of cooking! Also setting up the eating room(s).
- **12pm-2pm: Serve.** In CIE Baldwin room. Make up plates for customers, run cash desk, do some dishes to re-stock bowls and plates, float around dining room to replenish water and tea.
- **2pm-4:30pm: Clean.** In CIE kitchen. Load dishwasher and wash all the dishes, pots, pans, counter tops, floor, etc., and put the eating room(s) back in order (<http://hotyam.ca/kitchen/>)
- Each week, in charge of the meal is a meal-leading team consisting of 1-4 volunteers
- The meal leading team plans the menu, makes the prep plan, compiles an ingredient list, communicates the menu, farm order, and market shopping list to the Meal lead Coordinators and the Shopping Manager, facilitates the shopping, prep work, and cooking of the meal.

Target Groups (Capacity of Kitchen/Demographics):

- Open to students of the university as well as the public

Description of Kitchen Space:

Website: <http://hotyam.ca/about-us/>

More Information Needed? Yes

Contact Info: Contact can be made directly on the website through the message box

Other Notes: More information needed particularly about the layout and flow of kitchen

Kitchen Name: Lunik Café

Location: York University, Toronto, Ontario

Mandate/Mission Statement: “The Lunik co-op is now a hugely popular and successful student run café with fancy teas, ethical coffee and all sorts of delicious vegan snacks all available by donation. More than its role as a café, the Lunik Co-op has established itself as an important meeting ground for students to study, discuss and create. Glendonites meet at Lunik to share time with their fellow students in a warm, home-like environment. The community built around Lunik is what makes it a true source of pride for Glendon and turns students into “Lunik-tics!”

Description of Kitchen Space:

- Some challenges described in August 3, 2014 blog (<http://lunikcoop.com/keeping-up-with-lunik/lunik-co-op-blog/>)

“The idea to tear out the bar is based on co-operative ownership. This year, we really want to encourage the idea that Lunik is first and foremost a student space, and that everyone has equal access to and responsibility for it. We are all partial owners of Lunik, that is what makes it a true co-operative. But being an owner of the space means more than just paying into it through student fees. It is up to each of us to play an active role in caring for the space and maintaining its mission on campus. The bar in the kitchen created a very specific type of feel in the cafe, one which isn’t inherently bad, but which a lot of us felt didn’t fit in with this idea of cooperative ownership. The space itself was divided in two – on the one side you had the student space and then behind the bar you had the cafe. Volunteers at the cafe were essentially separated from the rest of Lunik, as if there was a particular distinction between volunteers and other students in the space. Ultimately, this is not the feeling that we should be going for. While we will still have volunteers to help out in the kitchen, everyone should feel welcome in the cafe at all times. The kitchen is a free and open space for all to use, and a large construction sitting in the way of that simply makes people feel otherwise. We hope that by removing the bar everyone will feel comfortable using the kitchen, and consequently feel more comfortable taking ownership of the space. By creating an environment that welcomes everyone to use it, we hope that we can also encourage a community that plays an equally large part in caring for the space”



Website: <http://lunikcoop.com/>

More Information Needed? Yes

Contact Info: cooperative@gmail.com

Other Notes: More information on overall kitchen layout and flow needed along with specific programs and services offered

Kitchen Name: The People's Potato

Location: Concordia University, Montreal, Quebec

Mandate/Mission Statement: Permission from website/owners still pending

“We are committed to educating about healthy cooking and food politics and to broader goals of social and environmental justice”
(<http://www.peoplespotato.blogspot.ca/peoplespotato.weebly.com>)

Programs/ Services Offered:

- Vegan soup kitchen
- By donation meals are provided each day of the week during the Fall and Winter school semesters
- Serves more than 400 meals daily to students, community members with the help of dedicated volunteers

Description of Kitchen Space:

- Workshops take place in different university classrooms

Website: <http://www.peoplespotato.blogspot.ca/>

More Information Needed? Yes

Phone Number: 514-848-2424 x7590

Email: peoplespotato@gmail.com

Other Notes: More information needed on programs and kitchen layout and flow

Kitchen Name: La Bascula

Location: Carrer dels Flassaders, Barcelona, Spain

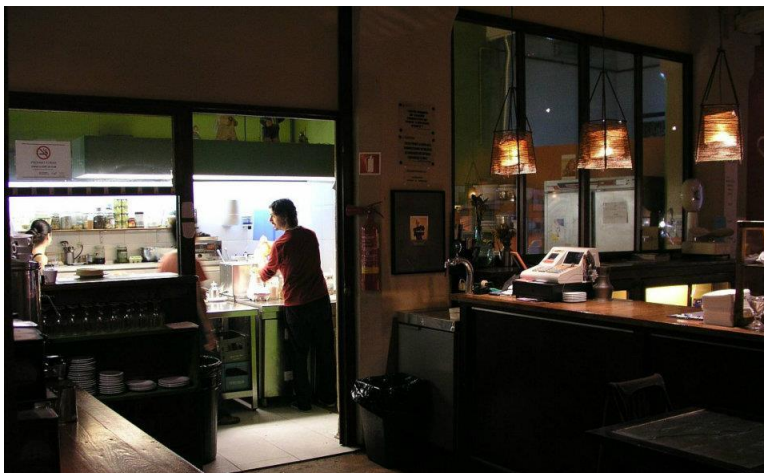
Mandate/Mission Statement: “Fourteen years ago a vegetarian cooperative was founded by an Argentinian who settled in Barcelona and who wanted to bring together people from Latin America like Argentina, Chili and Equator to all work together, to build a community around the notion of being vegetarian. All these people who were part of this cooperative had a goal – to be together and work together creating vegetarian cuisine and homemade arts and crafts. This cooperative was also set up to help unknown artists to be highlighted and helped to organize exhibitions or concerts in their local spaces.

“**La Bascula**” is a restaurant which is a part of a vegetarian and organic cooperative here in Barcelona. The second restaurant of this cooperative is “**La Cereria**” in Gotic. Those two restaurants are pretty different” (<http://suitelife.com/2011/09/15/want-to-eat-vegetarian-food-in-barcelona-la-bascula-is-a-great-option/>)

Programs/ Services Offered:

- Organic and vegetarian foods to the public

Description of Kitchen Space:



Website:

<http://suitelife.com/2011/09/15/want-to-eat-vegetarian-food-in-barcelona-la-bascula-is-a-great-option/>

http://www.barcelona.com/barcelona_directory/restaurants/vegetarian/la_bascula_de_la_cereria

https://www.facebook.com/pages/La-B%3%A1scula-de-la-Cerer%C3%ADa/134259423359624?sk=photos_stream

More Information Needed? Yes

Phone Number 34 933 19 98 66

Other Notes: More information about kitchen layout, flow, services and programs needed

Kitchen Name: Thursday Cafè Dublin Food Coop

Location: 12 Newmarket, Dublin, Ireland

Mandate/Mission Statement:

- Vegetarian and vegan restaurant

Website:

<https://www.facebook.com/ThursdayCafeDublinFoodCoop/info?tab=overview>

More Information Needed? Yes

Phone Number: +353 1 454 4258

Other Notes: Very little information provided on the internet for this café, of interest though

Kitchen Name: Kingston Community Health Care Centre

Location: 263 Weller Street Kingston, Ontario

Mandate/Mission Statement: KCHC embodies the Community Health Centre model of care and as such our service delivery is guided by eight key attributes comprehensiveness, accessibility, client and community focus, interdisciplinary, collaborative teamwork.

Programs/ Services Offered: Health Care services including specialty services.

Immigrant Services- settlement and orientation services, newcomer youth, community connections, Tele Medicine, Education programs, pre natal services and programs, volunteer opportunities.

Target Groups (Capacity of Kitchen/Demographics): Family Services- Focus on Immigrants

Description of Kitchen Space: N/A

Similarities to Seasoned Spoon: Good Food Box. A community driven initiative that allows anyone to purchase an assorted basket of fruits and vegetables for less than the cost at the grocery store. Provides many volunteer opportunities, which KCHC believes is important for a vibrant community.

Differences from Seasoned Spoon: Provides more health care related services, including dance lessons, better beginnings program, parenting advice. Overall, not very similar to the Seasoned Spoon other than an emphasis on food equality and justice.

Website: www.kchc.ca

More Information Needed? No

Contact Info (Name and/or Email): info@kchc.ca

Kitchen Name: Nourish Peterborough

Location: Peterborough, Ontario

Mandate/Mission Statement: Food advocacy in Peterborough. A documentary Film featuring 10 community groups.

Programs/ Services Offered: Collective Kitchens

Target Groups (Capacity of Kitchen/Demographics): Peterborough Community

Description of Kitchen Space: Not available online

Similarities to Seasoned Spoon: Collective Kitchen. Free cooking lessons where you can share recipes, develop skills, learn about nutrition. Participants prepare 3-4 meals to bring home once a month, occurs once a month at different locations across Peterborough.

Differences from Seasoned Spoon: Food not Bombs. Takes food that would otherwise be wasted and gives it to those in need. As well as a big gleaning program which takes leftover crops from farmers fields and prepares boxes of food for local families.

Website: nourishpeterborough.ca

More Information Needed? No

Contact Info (Name and/or Email): Toby Wiggins

Kitchen Name: Flemington Health Centre

Location: Toronto, Ontario

Mandate/Mission Statement: Provide a variety of health care services for the local community.

Programs/ Services Offered: Health Promotions- advocacy, food security, healthy environments, healthy living, peer health ambassadors, youth services network, resource access centre, primary health care centre.

Target Groups (Capacity of Kitchen/Demographics): All members of the community

Description of Kitchen Space: N/A

Similarities to Seasoned Spoon: Community Kitchen programs. Peer-led kitchens, language specific kitchens, youth and senior focused kitchens and kitchen classes for kids. Healthy, affordable, culturally appropriate foods

Differences from Seasoned Spoon: Primary Health Care facility

Website:

More Information Needed? No

Contact Info (Name and/or Email): Clare. cgiovannetti@fhc-chc.com

Kitchen Name: Seed to Table- Tides Canada

Location: Kingston- Galloway/ Orton Park (KGO) Neighbourhood

Mandate/Mission Statement: A Youth Centered food security and food justice initiative. The project works with young people, parents and families to understand the root causes of food insecurity, build capacity and facilitate community mobilization around good, health, and youth engagement.

Programs/ Services Offered: Workshops. Leveraging local infrastructure and resources, facilitating dynamic and innovative experiential learning. Leadership programs. Skill development programs and initiatives. Drop-in style cooking club. Volunteer and employment opportunities which creates knowledge building and skill development.

Target Groups (Capacity of Kitchen/Demographics): Youth, 9-15 years old

Description of Kitchen Space: Need More info- East Scarborough Store Front provides the kitchen space for Seed to Table

Similarities to Seasoned Spoon: Drop-in style cooking club. Healthy eating, cooking, gardening, come together and learn. Cultivate interest and basic skills in cooking, preparing and growing healthy foods. To increase understanding of food security and local/global environmental issues.

Differences from Seasoned Spoon: Provincially funded, targets vulnerable at-risk community.

Website: ckc.torontofoundation.ca/orglseed-table

More Information Needed? Yes

Contact Info (Name and/or Email): Tinashe Kanegoni- Project Lead 647-465-3116

Kitchen Name: Peterborough EATS

Location: Peterborough Public Library

Mandate/Mission Statement: Not available online

Programs/ Services Offered: Peterborough Eats is a training course for the food and retail industry in a kitchen and café setting through a daily business operation.

Target Groups (Capacity of Kitchen/Demographics): Potential food and retail industry workers

Description of Kitchen Space: Café, and kitchen not connected. Kitchen is an open space, with all appliances on wheels in order to accommodate the workshops which are on average 15 people.

Similarities to Seasoned Spoon: Offering training programs, and workshops. Similar in size to the Seasoned Spoon's workshops.

Differences from Seasoned Spoon: Kitchen is fairly open, they have been able to adjust the space, and have moved many times.

Website: peterborougheats.ca

More Information Needed? Yes

Contact Info (Name and/or Email): Miguel Hernandez

Kitchen Name: Everdale Environmental Learning Centre

Location: Hillsburgh, Ontario

Mandate/Mission Statement: To be a farm-based organization that provides hands-on, solution based food and farming education to build and engage healthy local communities. To accomplish this we provide a wide range of hands on learning programs on food and farming to people of all ages and backgrounds.

Programs/ Services Offered: Farming Training. 7 session courses to build a comprehensive farm plan ensuring your business is a success. School Programs. Foster the development of environmental literacy and stewardship. Workshops. Basic farming and homesteading skills. Events. Go to farm site and experience sustainable agriculture.

Target Groups (Capacity of Kitchen/Demographics): Everyone

Description of Kitchen Space: Host workshops in their new farm

Similarities to Seasoned Spoon: Run workshops to build food education within the community. Engage local healthy communities. A number of different workshops including organic seed, vegetable farming.

Differences from Seasoned Spoon: A lot of the workshops take place on the farm. Building has a barn, offices, and a dormitory.

Website: www.everdale.org

More Information Needed? Yes

Contact Info (Name and/or Email): david.alexander@everdale.org

Kitchen Name: South Riverdale Community Health Centre

Location: 955 Queens Street East, Toronto, Ontario

Mandate/Mission Statement: Improve the lives of people that face barriers to physical, mental, spiritual, and social well-being . We do this by meaningfully engaging our clients and community, ensuring suitable access to primary health care, and delivering quality care through a range of services.

Programs/ Services Offered: Pregnancy programs, post-natal programs, health and social services, and food, nutrition and health services. Community kitchen programs, and a rooftop garden.

Target Groups (Capacity of Kitchen/Demographics): Variety of community-based programs targeted at a number of different individuals.

Description of Kitchen Space: No information available online

Similarities to Seasoned Spoon: Good food market hub. Volunteer led initiative, in partnership with food share that strives to increase access to fresh, quality foods at affordable prices. Brings fresh affordable foods to neighbourhoods where it is not available. Volunteers run and organize these events. Diabetes support group and community kitchen with dietitian and a nurse.

Differences from Seasoned Spoon: Community kitchen only available in mandarin and Cantonese. Must have type 2 diabetes or pre-diabetes. They sell food, and they are also a community health centre.

Website: www.srchc.ca

More Information Needed? Yes

Contact Info (Name and/or Email): 416-461-1925 x 335 Vania Tong

Kitchen Name: Access Alliance

Location: 5 Different locations around downtown Toronto

Mandate/Mission Statement: Toronto's diverse community achieve health with dignity. Improve health outcomes for immigrants, refugees, and their communities.

Programs/ Services Offered: Primary Health Care Services. Support workers, interpreters, medical secretaries, nurse practitioners, preventative health care, immunization, management of chronic disease, triage service. Community Health Programs. Peer outreach program, ESL for pregnant woman, expressive arts program, women's health workshops, prenatal nutrition and support program. Green access program

Target Groups (Capacity of Kitchen/Demographics): Everyone specifically women, families, youth, LGBTQ

Description of Kitchen Space: Island Kitchen. With space for cooking, open layout, cupboard space, sinks, bright, box shaped area.

Similarities to Seasoned Spoon: Newcomers Cooking Together. Cooking program, 10 week program, personal recipes, healthy eating education. Safe food handling procedures. Green Access Program. Gardening groups, programs, and event, organic affordable foods. Urban agriculture, environmental issues. How food and the environment work together.

Differences from Seasoned Spoon: Mostly focuses on immigrants, not a restaurant and offers many more programs. Many locations with main corporate office. RN's, dietitians, and a variety of individuals on staff.

Website: accessalliance.ca

More Information Needed? No

Contact Info (Name and/or Email): Not available. Can contact through website.

Kitchen Name: Regent Park Community Health Care

Location: 465 Dundas Street, Toronto, Ontario

Mandate/Mission Statement: A community based organization which aims to improve the health of individuals and our community as a whole. With a focus on health equity and social justice.

Programs/ Services Offered: Health Services. Clinic, Nutrition services, dental, youth services, social work, community development

Target Groups (Capacity of Kitchen/Demographics): All ages, groups, and backgrounds.

Description of Kitchen Space: Not available on website

Similarities to Seasoned Spoon: Nutritional services. Individual consultation, workshops, nutrition and health education services for immigrants and refugees.

Differences from Seasoned Spoon: Social justice as opposed to food justice. No kitchen, and more outreach programs.

Website: regentpark.chc.org

More Information Needed? No

Contact Info (Name and/or Email): 416-364-2221

Appendix 3: Follow-Up Questionnaire

Follow-Up Questions

1. Where do the following actions take place? (*please highlight if there is more than one kitchen or any other space listed below)
 - Food prep
 - Cooking
 - Serving
 - Dishwashing
 - Teaching
 - Work spaces
 - Storage
2. What is the flow of the kitchen?
Flow: How the prep, cooking, serving and dishwashing areas connect and at what ease
3. Does the design and layout of your kitchen present any particular challenges?
4. What is the average number of people your workshops/programs attract?
5. What is the maximum capacity of people that can be accommodated for in workshops/classes?
6. Does your kitchen have any special equipment to accommodate your teaching and workshop needs? (Example- pull out tables or additional counter tops)
7. Are there any adjustments that you have to make to your kitchen before teaching workshops and classes?
8. Could you provide us with pictures of your kitchen?
9. Can we reference your establishment in our final report? (Circle One) YES
NO

If you circled no, your establishment name will remain anonymous.

Thank you for your participation. If you would like to have a follow up phone call, please let us know.

Loaded Ladle Follow-Up Questions

1) Where do the following actions take place? (*please highlight if there is more than one kitchen or any other space listed below)

- Food prep for our cooking and food prep space is a shared space with an on-campus corporate catering food provider. originally (and still) a storage room for catering events, we had it inspected and certified as a food prep space. our cooking space is in the Dalhousie Students' Union Building
- Cooking see above. we also cook in a larger basement kitchen, located two floors below our prep space, which is primarily the catering kitchen, but has ovens, kettle pots, and larger industrial equipment. 90% of our cooking doesn't take place on a stove, but on individual induction burners
- Serving-our regular food servings happen on the main floor of the SUB in the cafeteria area. we also do solidarity servings, which can happen according to the needs of the group we are working with
- Dishwashing-same as cooking and serving space
- Teaching- hands-on workshops take place in the kitchen, discussion groups, film screenings, and presentations often take place in the SUB
- Work space is shared office space with the Nova Scotia Public Interest Research Group, who also work off of Dal campus
- Storage- cooking space and the NSPIRG office

2) What is the flow of the kitchen? **Flow:** How the prep, cooking, serving and dishwashing areas connect and at what ease

we prep, cook, and dishwash in the same space. serving happens in a separate space, one floor down

3) Does the design and layout of your kitchen present any particular challenges?

sharing space with another food provider can be difficult; negotiating small space and dishwasher at busy times. Cooking, serving, and cleaning split between 3 separate floors

4) What is the average number of people your workshops/programs attract?

daily servings: 200+ people

5. - solidarity servings: varies from 10 - 250

6. - workshops and events: 10 - 100

5) What is the maximum capacity of people that can be accommodated for in workshops/classes?

- depends entirely on the space and nature of the workshop. we don't do many in-kitchen teaching sessions, because our space is very small -

6) Does your kitchen have any special equipment to accommodate your teaching and workshop needs? (Example- pull out tables or additional counter tops)

no

7) Are there any adjustments that you have to make to your kitchen before teaching workshops and classes? - coordinating with other people who work out of the kitchen

no

8) Could you provide us with pictures of your kitchen?

no, see website

9) Can we reference your establishment in our final report? (Circle One) YES NO

- yes, please do mention the Loaded Ladle, but please do not name our employees by name

If you circled no, your establishment name will remain anonymous.

Thank you for your participation. If you would like to have a follow up phone call, please let us know.

Everdale Environmental Learning Centre Follow-Up Questions

1) Where do the following actions take place? (*please highlight if there is more than one kitchen or any other space listed below)

- Food prep - dedicated counter in farm kitchen
- Cooking- farm kitchen
- Serving – we have a pass through window, but also just put out food in cooking pots and bowls with proper labeling (vegan, dairy etc...)
- Dishwashing – hand wash all dishes- use 3 sink method
- Teaching- in room adjacent kitchen
- Work spaces – have dedicated counters i.e food prep, baking, cooking, serving, washing up etc...
- Storage- minimal in kitchen – have large pantry where food is stored in food grade rubber maids and Tupperware.

2) What is the flow of the kitchen?

Flow: How the prep, cooking, serving and dishwashing areas connect and at what ease

See above

3) Does the design and layout of your kitchen present any particular challenges?

It is L shaped so there is a chokepoint behind one of the prep areas- so we made the counters narrower.

4)What is the average number of people your workshops/programs attract?

We cook for 20-30 daily. Workshops would have a similar number of folks.

5) What is the maximum capacity of people that can be accommodated for in workshops/classes? 50

6) Does your kitchen have any special equipment to accommodate your teaching and workshop needs? (Example- pull out tables or additional counter tops)

-colour coded giant cutting boards that can be brought into next room. These are great – they are big enough that we can chop and prepare on one and have the finished product on it too- i.e. peels, stem etc...

-have oat rollers, grain mills

-hang pots to save space

-large stainless steel triple sink

-hand washing sink and a veg prep sink beside the prep station.

7) Are there any adjustments that you have to make to your kitchen before teaching workshops and classes? – spray and wipe down all surfaces.

8) Could you provide us with pictures of your kitchen? – don't have any unfortunately

9) Can we reference your establishment in our final report? (Circle One) YES NO

Yes

If you circled no, your establishment name will remain anonymous.

Thank you for your participation. If you would like to have a follow up phone call, please let us know.

Food Share Toronto Follow-Up Questions

1) Where do the following actions take place? (*please highlight if there is more than one kitchen or any other of the spaces listed below)

- Food prep - the kitchen
- Cooking – the kitchen
- Serving - servery
- Dishwashing – we have a dishwashing room
- Teaching – we have a second kitchen we use for teaching – we also teach on occasion in our main kitchen
- Work spaces
- Storage – we have a walk-in fridge – walk-in freezer – a kitchen dry storage room as well as a remote storage area

2) What is the flow of the kitchen?

Flow: How the prep, cooking, serving and dishwashing areas connect and at what ease

It all flows very well – it's a well designed space that serves the needs of a busy kitchen

3) Does the design and layout of your kitchen present any particular challenges?

No

4) What is the average number of people your workshops/programs attract?

8- 10 people

5) What is the maximum capacity of people that can be accommodated for in workshops/classes?

15

6) Does your kitchen have any special equipment to accommodate your teaching and workshop needs? (Example- pull out tables or additional counter tops)

We have a number of tables arranged in a square around a central area. We have a mirrored table but it's not really necessary with our kitchen set up

7) Are there any adjustments that you have to make to your kitchen before teaching workshops and classes? No

8) Could you provide us with pictures of your kitchen? Sorry no

9) Can we reference your establishment in our final report? (Circle One) YES X

The Local Community Food Centre Follow-Up Questions

1. Where do the following actions take place? (*please highlight if there is more than one kitchen or any other of the spaces listed below)

- Food prep
- Cooking
- Serving
- Dishwashing
- Teaching
- Work spaces
- Storage

See attached blue prints

2. What is the flow of the kitchen?

Flow: How the prep, cooking, serving and dishwashing areas connect and at what ease

See attached.

3. Does the design and layout of your kitchen present any particular challenges?

Although it is big and that's great it means that sometimes you have to cover a lot of ground eg. To put something in the recycling you have to walk 7 meters.

4. What is the average number of people your workshops/programs attract?

15 people for classes but we can accommodate a few more.

5. What is the maximum capacity of people that can be accommodated for in workshops/classes?

20 but we prefer 15

6. Does your kitchen have any special equipment to accommodate your teaching and workshop needs? (Example- pull out tables or additional counter tops)

Large island with 2 inserted domestic cooktops. It was important that we had restaurant style Garland and a tilt skillet for large scale meals but it is not ideal to teach on equipment that is not familiar/domestic so we included those pieces too.

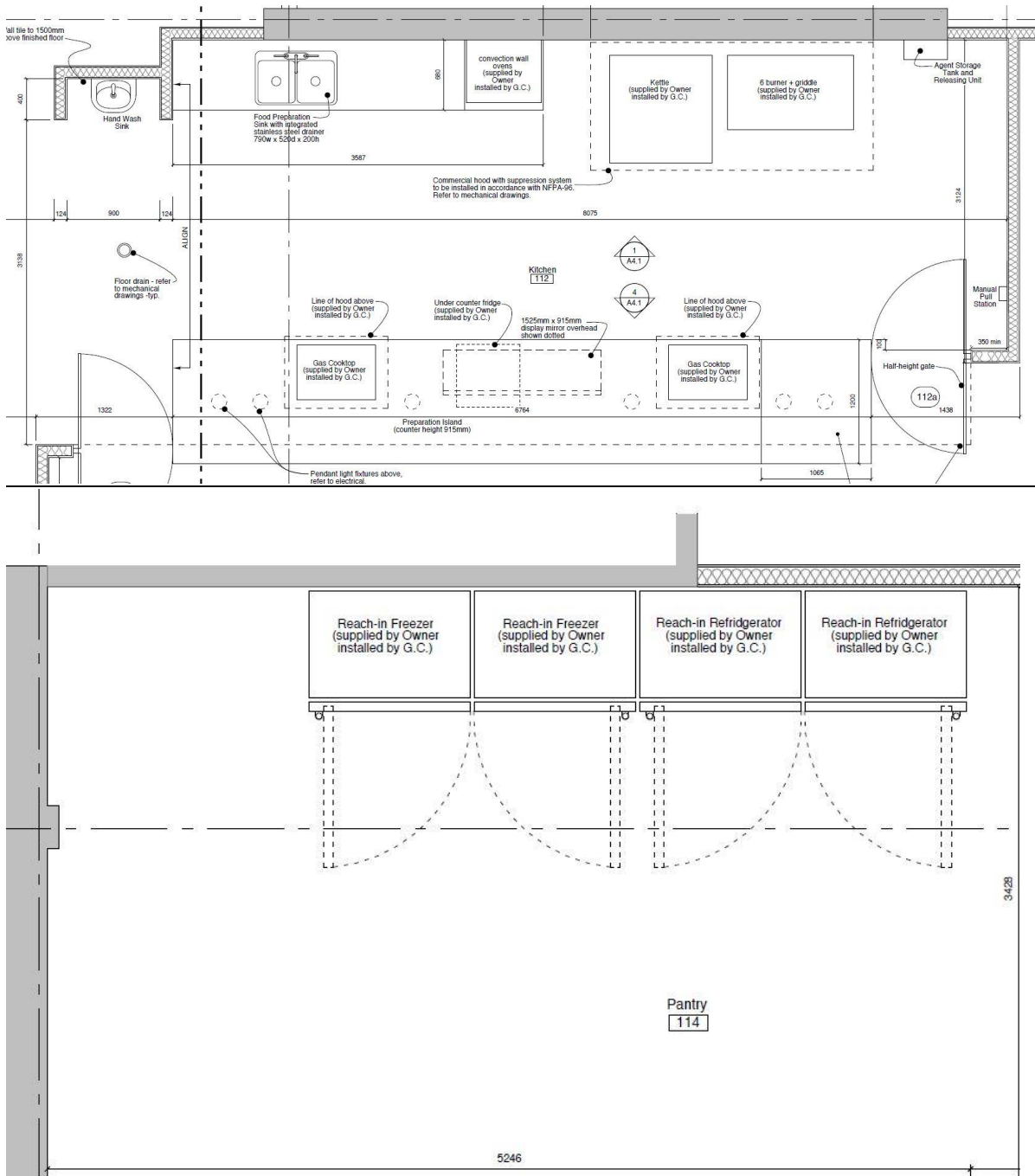
7. Are there any adjustments that you have to make to your kitchen before teaching workshops and classes?

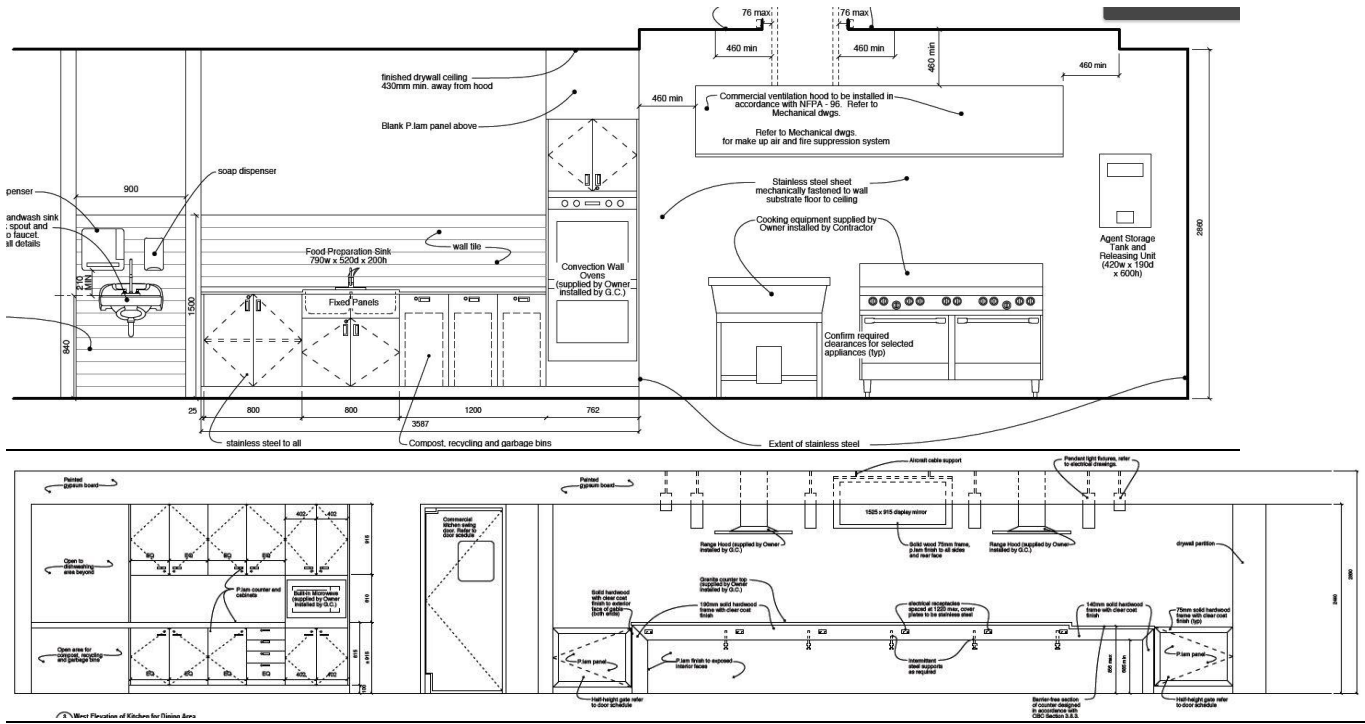
No

8. Could you provide us with pictures of your kitchen?

Attached.

9. Can we reference your establishment in our final report? (Circle One) **YES**





Peterborough EATS- Verbal Questions and Kitchen Tour

Miguel Hernandez, manager of Peterborough EATS provided us with the following general suggestions:

- When designing a kitchen space, start with an open space and build out using all four walls
- Everything should be moveable, or on wheels. This is especially important for cleaning and workshops/classes
- Don't buy things before you get into the space. Buy one fridge, one stove, one freezer, and then once you've worked in the space you can buy more of what you need
- Use warm inviting colours, they are inviting, and increase appetite
- Unconnected kitchen, and café space can have better flow than connected kitchen and café
- Peterborough EATS classes and sessions can accommodate 15-20 people at a time

Comedor Mary Follow-Up Questions

Comedor Mary (Mary's Eatery) – Copan Ruinas, Honduras.

The eatery has a medium size menu, but their specialty is “pupusas” which is a traditional stuffed tortilla. They sell around 6 different types of them. They primarily sell traditional food and all of their ingredients are mainly local. They mention that their flattop grill was the main item in the kitchen, because “pupusas” are made on it, and the majority of the meats.

1. Where do the following actions take place? (*please highlight if there is more than one kitchen or any other space listed below)
 - Food prep- at a large table at the end of the room
 - Cooking- on one side (left) of the room, 2 medium ovens and a flattop grill
 - Serving- at the front of the room and the other side (right).
 - Dishwashing- Separate small room at the end of the room
 - Teaching-
 - Work spaces-
 - Storage- storage room, under tables

2. What is the flow of the kitchen?

Flow: How the prep, cooking, serving and dishwashing areas connect and at what ease

- The flow varies depending on the dish. But usually food items or ingredients come from the back and make their way to the front. The flattop grill is the busiest area; due to the demand for “pupusas”.

- a large table at the middle also creates a circular flow where meats are cooked on one side left and sides on the other side right.

3. Does the design and layout of your kitchen present any particular challenges?

-Not at the moment, only when they have a special order and they need to bring more staff.

4. What is the average number of people your workshops/programs attract?

5. What is the maximum capacity of people that can be accommodated for in workshops/classes?

6. Does your kitchen have any special equipment to accommodate your teaching and workshop needs? (Example- pull out tables or additional counter tops)

7. Are there any adjustments that you have to make to your kitchen before teaching workshops and classes?
8. Could you provide us with pictures of your kitchen?
9. Can we reference your establishment in our final report? (Circle One) **YES**

