

Good Food Planning Tool

Care and management

Local food production

Traditional foods and local food production

Passing on knowledge

Things you need to go hunting and gathering

Traditional food promotion and use

Community ownership

Good information and feedback systems

Strong leadership and partnerships

Leadership

Commitment to action

Good linking and partnerships

Local workforce investment

Community plans and policies

Community support

Food services

Community and services

Health services support

Promotion activities and training

Community support

Promotion and placement

Food businesses

Prices

People in food businesses

Policies and management support

Places (buildings)

Products



HOW STRONG IS YOUR COMMUNITY FOOD SYSTEM?

Transport and food delivery

Buildings and public places

Buildings, public places and transport

Sewerage, waste collection and recycling

Homes

Safe drinking water and power



How to use the Good Food Planning Tool

What is the Good Food Planning Tool?

The Good Food Planning Tool has 5 areas that are needed for good community nutrition and food security. Each area is made up of different parts with questions to help Good Food groups to think about what nutrition and food security looks like in the community.

The 5 Areas

Area 1 – Strong leadership and partnerships

Area 2 – Traditional foods and local food production

Area 3 – Food businesses

Area 4 – Buildings, public places and transport

Area 5 – Community and services

Who can use the tool?

The tool is designed to be used by a Good Food group, but can be used by any community group working to improve any of the 5 areas of the Good Food Planning Tool.

Why use the tool?

The group can use the tool to see what parts of their community food system are working well and what parts may need extra work. The tool helps to show what has been done, what works well and what more could be done.

When to use the tool?

Use it as often as the group members wish, but it is a good idea to use it at least once a year.

What is needed?

- Print-outs of overview page of the tool
- Copies of footprint outline (optional)
- Sticky notes
- Pen
- Coloured dot stickers
- Camera

For each area the group would like to work on:

- Print-outs of the area of the tool with questions on the front and discussion points on the back
- One big image of a ripple in the specific area colour with a centre point and 5 circles or rings

For each part of the area:

- One big card with the picture and question on the front and discussion points on the back for the facilitator
- One small card with the picture

How to use the tool

When using the tool for the first time – celebrate activities already happening

- Note activities that are already happening in the community in each area on the footprints or sticky notes. Write each activity on a separate footprint or sticky note.
- Keep the footprints or sticky notes for action planning.

Decide which area or areas to work on

- Decide with the group which area or areas to focus on. This could be an area where more work needs to be done or an area where there is a lot happening and the group wants to check how things are going.
- If the meeting is an ongoing yearly meeting, the group will look at areas chosen at earlier meetings. New areas can be added any time.

Discuss how strong each part is

- Make sure you have the big image of a ripple for the area you are discussing.
- Discuss each part, using the big card with the picture and question on the front to help this discussion.
- For more in-depth discussion use the discussion points on the back of the card.
- Listen to and respect everyone's opinion.
- For each part, ask each person to put a coloured sticker dot on the ripple: If the person thinks the part is strong, they should place the dot towards the outside rings. If they think it is not as strong, the dot should go closer to the centre. The small card should be placed close to where most of the dots are.
- Write on a sticky note the reasons for placing the small card where it is. Stick the note next to the card.
- During the discussion, people may talk about actions. Note these down on a different coloured sticky note and place them alongside the specific small card on the ripple. This isn't the focus of the discussion but helps with the next step of action planning.
- Continue to discuss and record each of the parts.

Recording information

- Once the group has discussed all the parts, take a photo of the ripple.
- The first time the group uses the tool the results will become the baseline. This is what the group thought about the community food system when they first started. People can refer to the baseline over time to see how the community food system changes over time.

When using the tool the next time

- Discuss and record the same parts as the previous time.
- Afterwards, look at where the group placed each part on the ripple the previous time.
- Discuss what has happened in relation to this part over time and what changes may have taken place.

Please do not hesitate to contact the Nutrition team at Menzies at the email address below if you have any questions or feedback.



Good Food Planning Tool



**Food security...
needs strong leadership
and partnerships**

Strong leadership and partnerships

Community ownership

How well do people work together and support each other for the good of the community?



Good information and feedback systems

How well is information collected and shared in the community to make good decisions that support healthy eating?

Leadership

How much are the right people involved in making decisions about the food needs of the community?



Commitment to action

How committed are people to take action to support healthy eating in the whole community?

Good linking and partnerships

How well do stakeholders (such as community members, school and government) work together to support healthy eating?



Local workforce investment

How much support is there for training and jobs for local people to promote healthy eating in the community?

Community plans and policies

How well do community plans, policies and programs support the food needs of the community?



Strong leadership and partnerships – Discussion points

Community ownership

- People in the community **value their strengths** and want to maintain their culture.
- People **work and celebrate together**.
- People are **willing to take action** for the good of the community.
- People **support the local economy**.

Leadership

- **The right and strong people** (men and women with knowledge and skills) **are at the table**. They speak up for community needs, achieve change and are role models for others.
- Everyone shares a **common vision**.
- **Goals, plans and actions are clear**. They are monitored and reviewed regularly.
- **Good decision-making processes** are in place (regular meetings, a good place to meet, people's views are respected, and use of correct and up-to-date information).

Good linking and partnerships

- **All relevant stakeholders** (such as community members, school, child care, aged care, shops, government and non-government bodies) **take part** in improving the food system.
- Stakeholders **relate and communicate well** with one another.
- Stakeholders **come together as often as they need to**.
- **Resources are shared** among the stakeholders for the good of the community.
- **Sustainability is considered** by supporting local "drivers" among the stakeholders.

Community plans and policies

- Community plans (such as land use plans and agreements; housing plans (for storing and preparing food)), policies (such as food services in aged care, crèche, child care and school), funding agreements and contracts (such as store manager contract) **consider good and affordable food** for all, for now and the future.
- The plans and contracts are **in line with national, state and local guidelines** and policies.
- **Members of the community take part** in developing the policies and plans.
- People have **access to plans and policies**.

Local workforce investment

- There is **investment in building job skills in food and nutrition for both men and women** (such as local nutritionist, gardening and horticulture, butchery, food retail, food services, health and nutrition promotion, food safety, developing healthy living skills, ranger program, traditional food system, essential services).
- A **system is in place to find suitable jobs** for local people.
- **People who provide a service** for the community are **valued**.
- **Workplaces** provide a **safe and respectful environment** that support people to develop skills.

Commitment to action

- **Action** to support healthy eating is **fully implemented across the whole community** including all agencies and continues even if there is a change in leadership.
- **Roles and responsibilities** for taking actions are **clearly defined** across communities and within agencies.
- There is **advocating for change** if action is outside the community's ability.
- **External services** (such as researchers, health professionals, government officers) are **responsive to community needs and support action plans already in place**.
- People are supported to take actions and efforts are valued.

Good information and feedback systems

- **Information is routinely collected and fed-back** (such as store sales data, market basket survey, healthy under 5's and school aged children's surveys, store licensing data, housing data).
- Information is **available, shared and understood** by community and stakeholders (by use of local languages, pictures and support of elders and community leaders to pass on their knowledge and information).
- Information is **used to make decisions** and to inform policies and strategies.
- **Positive changes** in the community are **celebrated and widely shared**.



Good Food Planning Tool

Traditional foods and local food production



Food security is...
about the land and the sea.
Local foods will always be
available and include traditional
foods which are a part of who
we are.

Care and management

How much control do people have over their traditional lands and waterways?



Things you need to go hunting and gathering

How strong is the support for people to go hunting and gathering?



Local food production

How much food is produced in the community? How well is it shared?



Passing on knowledge

How well is the traditional food story passed on?



Traditional food promotion and use

How good is the balance between traditional and non-traditional foods in your community?



Traditional foods and local food production – Discussion points



Care and management

- There is a **process** in place for people to **have legal control of their traditional lands and water ways**.
- The community maintains its **rights over land and natural water ways through management or co-management** (such as a bush fire council).
- People **actively care for country** (to maximise protection of traditional foods and resources).
- Community members are **supported, employed and can receive training to manage natural resources** (such as through ranger programs).



Things you need to go hunting and gathering

- Community members have **access to their traditional lands**.
- There are **skilled hunters and collectors** in the community.
- There is **support** for people to **spend time in traditional food activities**.
- **Tools and transport** for hunting and gathering are **available** and people can afford them.



Traditional food promotion and use

- Traditional foods are **used in a sustainable way as a regular part of diet**.
- There is a **balance** between **traditional foods and non-traditional foods**.
- Traditional foods are **promoted and used at community wide events** such as ceremonies and cultural days.



Passing on knowledge

- People know that **having control over their food system** (including traditional foods) is **important for health and well-being**.
- **Elders are respected and supported to pass on their knowledge** to younger people.
- Young people **know the value of traditional foods**.
- Children, through to elders **can name plants and animals by their language name**.
- There are **programs to support passing on knowledge of traditional foods**. These programs should take into consideration that they:
 - are **led and controlled by Indigenous people**,
 - use **local language** in a respectful way,
 - use both **traditional and non-traditional modes of learning**,
 - support **education on threats to traditional foods** (such as pests, toxic waste, rubbish, urbanisation and misuse of resources),
 - include **cultural significance**,
 - include **knowledge of nutritional value and health benefits**.



Local food production

- **Local food is produced** (including edible fruit plants in public places, household gardens) and is **fairly distributed or sold to people in the community**.
- **Sustainable local food production is promoted and considered in developing the local economy**.
- **Adequate resources** (such as personnel, equipment, water, fencing, planting materials, tools, fertilizer) are available for sustainable local food production.
- **Local food production is integrated with services and businesses** (such as aged care, school and shops).



Good Food Planning Tool

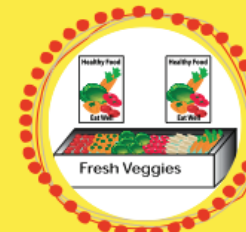


**Food security is...
when healthy food is
available to all people at all
times and is affordable.**

Food businesses

Community support

How good is the relationship between the community and the store?



Promotion and placement

How easy is it to find healthy food in the stores?

People in food businesses

How much support is there for training and jobs for local people in the shop?



Prices

How does the price of healthy food compare to the price of unhealthy food?

Policies and management support

How strong are the store policies in supporting healthy eating?



Places (buildings)

How easy is it to get to the shop?
How good is the condition of the store building and facilities (such as toilets, fridges and store rooms)?



Products

How good is the range of healthy food, kitchen hardware, personal hygiene and cleaning products in the store? Are these products always there?



Food businesses – Discussion points

Community support

- **People in management** (such as store manager, store board and committees) **consult with, support and listen to the members of the community.**
- People in **management are supported by the community.**
- Community members are **proud of the store or take-away.** They **feel safe and respected** when they shop and know their consumer rights (such as being able to return damaged, spoilt goods or to inform staff of goods on shelf outside of use-by-date).
- People **shop locally.**
- The food businesses are **open during hours that meet the needs of the community.**

People in food businesses

- There is **support for Indigenous management and developing leadership and skills.**
- There is **investment in jobs** (such as good food person, store manager, store staff, store board and store committee) **and skill development** (such as retail practices, safe food handling).
- **Staff** in food businesses are **supported, respected and safe.**

Policies and management support

- Management structures (such as store boards) are **stable.**
- Management structures have **legitimised control of the organisation and the business.**
- People in management are **aware of and understand their legal responsibilities** and other duties.
- People in management make **decisions for the good of the community.**
- Business **plans consider all aspects of the store**, not just the money-making side of the store (such as profits used to improve store infrastructure for a better food supply).
- Committee members have **input into developing the store's rules and policies.**
- **Food safety guidelines are in place and work well** (such as adequate stock rotation, safe storage, no out of date food, no contamination from pests).

Places (buildings)

- **Access** to the community food stores is **within walking distance** (400 to 500 metres) for all **or** there is user-friendly **public transport** readily available for all (including for people living on homelands) **or** groceries can be **delivered** to people's homes.
- The buildings are **well maintained** (with working air-conditioners) **and clean.**
- There are **functional and hygienic facilities for preparing and selling food.**
- **No dogs** or other animals on premises.
- There is **enough storage and shelf space and equipment** (such as refrigeration) to meet the food needs of the community (during wet and dry season).

Products

- There is a **good range and supply of fresh, convenient and healthy foods** (such as low-fat dairy foods, vegetables and fruit, wholegrain breads and cereals, fish, lean meat and healthy takeaway foods and snacks) **at all times.**
- The **range suits the food preferences and needs of all.**
- There is a good supply of **cooking and eating equipment, soap and cleaning materials.**
- **Safe transport of food to homes is considered** especially for people living in homelands (such as ice and eskies are available).

Prices

- There is **affordable healthy food** for everyone.
- Pricing policy **encourages people to buy healthy products.**
- Product prices are **clearly and accurately displayed.**

Promotion and placement

- **Healthy food is promoted in stores.** This could include taste-testing of new foods, posters, cooking demos, shelf talkers, and store tours.
- Food is **placed in a way that encourages healthy food choices** (such as fruit bowl instead of lollies at the counter, lollies not at eye level for children, the shop has a healthy section).



Good Food Planning Tool

Buildings, public places and transport



Food security is.....
when all people can access
enough healthy food for
good health, and safely store
and prepare food at home,
and dispose of waste.

Buildings and public places

How well do buildings and public places support healthy eating?



Homes

How well do homes support healthy eating?



Transport and food delivery

How good is the transport and delivery of food to the community?



Sewerage, waste collection and recycling

How well is waste collection organised? How well does the sewerage system work in this community?



Safe drinking water and power

How good is the water and power supply in this community?



Buildings, public places and transport – Discussion points



Buildings and public places

- There is suitable **public infrastructure to support healthy eating and wellbeing** (such as shaded seating and table areas with bins to dispose of rubbish and common meeting areas).
- There are **enough maintained toilets in key places** in the community (such as near shops and recreational areas).
- **The needs of people with disabilities are addressed.**



Homes

- There are **enough houses for the size of the community** and houses are the **right size for families.**
- Homes have **adequate equipment and facilities for preparing and storing food** (such as places to wash hands, easy to clean bench tops, functioning refrigerators, storage cupboards).
- **Toilets are adequate and in good condition.**
- **Pest control is in place.**



Safe drinking water and power

- **Water is good quality, is continually available** in homes and public places (such as water fountains) and is affordable.
- The whole community has a **continuous supply of electricity 24 hours a day** with minimal interruptions during the whole year.
- People can use a **basic range of electrical goods** (stove, cook top, refrigerator, washing machine and lighting) **without concern for cost** and can afford to use cooling or heating devices in extremes of weather.



Sewerage, waste collection and recycling

- There are **secure and enough** provisions for household **rubbish disposal.**
- Rubbish is **collected regularly** and often so there is minimal rubbish in the community.
- There is an **adequate sewerage system.**
- **Recycling is encouraged, supported and carried out** adequately in the community (such as use of cardboard boxes for shopping, re-use of flour drums).



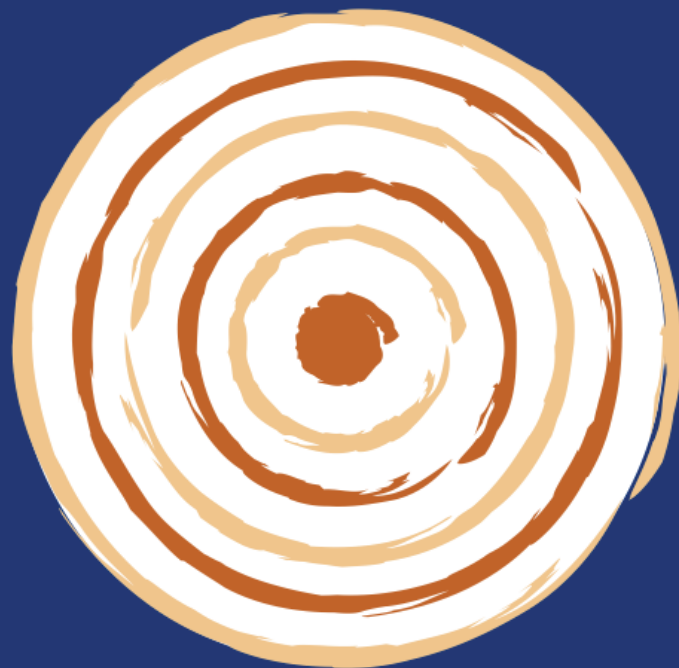
Transport and food delivery

- The **food delivery system** provides a **constant and adequate food supply** (including fresh foods).
- **Freight routes** are maintained to an **appropriate standard.**
- There is a **plan** in place for **wet season and other (expected and unexpected) events.**
- The **best cost option is considered in delivering food to the community** and in choosing the transport company (such as food outlets and services work together to use the same transport company and combine with other communities in region). **This is regularly reviewed.**
- **Best practices are used in the delivery of foods** (correct temperatures are maintained and monitored during delivery, goods are packed properly for delivery, stock is stored in appropriate areas as soon as possible on arrival) and **food arrives in excellent condition.**



Good Food Planning Tool

Community and services



**Food security is...
when everyone has
the knowledge and
know-how to make
good food choices.**

Community support

How well do community people support each other to eat healthy food?



Food services

How well do food services (such as canteens and food relief) support healthy eating?



Promotion activities and training

How well is the healthy food story shared within the community?
How well do the messages tell the same story?



Health services support

How well does the health centre support healthy eating and good nutrition?



Community and services – Discussion points



Community support

- **Community members lead the development of nutrition promotion.**
- Community members support, promote and educate people on healthy eating and requirements (such as healthy eating during pregnancy, breastfeeding, infant and child feeding and healthy eating and activity to prevent weight gain).
- Community members **motivate each other to eat healthy food.**
- Parents and **families are supported to promote healthy eating and are role models** for the children.
- **Good nutrition is considered** when planning meals and snacks to be provided at fund raising and other events.



Promotion activities and training

- Healthy foods are **promoted through community-wide campaigns** including use of multimedia.
- **Promotion and education activities take place regularly.**
- There is **consistency in information and messages.**
- Community members (especially those with special nutritional needs such as young women) can **easily access healthy living and nutrition information, training and counselling.**
- There are **adequate and appropriate training facilities.**
- Nutrition and health learning is **integrated into school curricula.**
- The school and other **learning centres** (such as child care centre) **support and promote healthy eating and good nutrition.**



Health services support

- The health service provides a **range of primary prevention nutrition strategies to support good nutrition and health** (such as de-worming, oral health, immunisation, adult health checks).
- There is **good coverage** of children, adolescents and adults for **routine health checks.**
- Counselling on **healthy eating is included in all health checks** for all groups. The clinic support, promote and educate people on breastfeeding and feeding infants.
- The clinic **supports a variety of health promoting activities** in a range of ways (such as visible posters, making sure information is easy to access, family based education).



Food services

- Food services (such as aged care, child care centre and school canteen) are **adequately resourced, respond to community needs and are reliable** (such as enough resources).
- There are well **maintained, clean and functional facilities** for preparing and selling food. This includes no dogs or other animals on premises.
- There are **clear guidelines and policies on food** sold in the canteen at school and **made available to students.**
- A **nutritionist works with food services to regularly assess food quality and compliance with nutrition guidelines.**
- Local people are able to access community food services **without feeling any stigma or discrimination.**
- **Food relief is available**, is culturally appropriate and is accessible for community members in a way that doesn't discriminate or result in stigma.

