

# Improving the Sutton People's Kitchen Market Stall Experience



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Submitted by:

Colin Harrington  
Patricio Janson  
Joshua Logan-Rung  
Gina Rios  
[suttonfarm-16d7@wpi.edu](mailto:suttonfarm-16d7@wpi.edu)

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Submitted to:

Project Advisors:

Professor Lauren Mathews  
Professor Joel J. Brattin

Sponsor Liaison:

Veryan Wilkie-Jones

**Abstract**

This project improved the effectiveness of the Sutton People's Kitchen market stall experience by promoting it to the Sutton community and engaging visitors through educational activities. We conducted surveys at four market stalls in the London Borough of Sutton to determine the success of our objectives: assessing promotional strategies and pilot-testing activities about healthy eating habits for the market stall. This report presents our results and conclusions based on those surveys, as well as our recommendations for future market stalls.

## **Executive Summary**

One in four adults in the United Kingdom (UK) is obese, or has a body mass index (BMI) greater than 30.0 (Scantlebury & Moody, 2014; CDC, 2012a). The Health and Social Care Information Centre of the UK estimates that obesity is the fourth largest risk factor contributing to death in England (after hypertension, smoking, and high cholesterol) (Scantlebury & Moody, 2014). The fundamental causes of excess weight and obesity are an intake of foods high in fat and caloric content and a lack of physical activity to burn off excess ingested calories (WHO, 2015). However, a lack of healthy eating and regular exercise are not the only factors contributing to excess weight. Societal and environmental factors influence people's health decisions. There are several common barriers to healthy eating, such as cost of maintaining a healthy diet, personal food preferences, lack of education about healthy eating, and lack of resources (Carlson & Frazão, 2012; Healthwise BC, 2014; NHLBI, 2012; Stevenson et al., 2007). Spreading information about healthy eating habits can reduce these barriers so people can make educated decisions about the foods they eat.

Sutton Community Farm, a community owned farm located in the London Borough of Sutton, recently undertook the Sutton People's Kitchen (SPK) project to promote healthy lifestyles in Sutton, where nearly two-thirds of adults are overweight or obese (JSNA, 2015). The main goals of SPK are to create a community around food, encourage healthy eating habits, and promote locally grown food. SPK aims to accomplish these goals through their cooking clubs, community banquets, and pop-up market stall. The pop-up market stall is an event held on Saturdays featuring cooking demonstrations with free food samples, games and activities, and healthy lifestyle information. After a successful pilot test in 2015, the Sutton Council provided funds for the realization of ten market stall events for 2016. The team of WPI students attended the first four market stalls in collaboration with volunteers of Sutton People's Kitchen. The project officially launched 2 April 2016.

## **Goal, Objectives, and Methods**

The goal of this project was to improve the effectiveness of the market stall experience that was pilot-tested by the Sutton People's Kitchen in the summer of 2015 by promoting it to the

Sutton community and engaging visitors through interactive and educational activities. We created the following objectives that helped us reach this goal:

1. Assess promotional strategies for the market stall.
2. Pilot test activities about healthy eating habits for the market stall experience.

In order to complete our first objective, we designed and distributed posters and flyers and explored various social media platforms in order to provide Sutton People's Kitchen with recommendations for the best methods of promotion to further the influence of the stall. The goal of our promotional strategy was to inform Sutton community members of the market stall's existence, location, and dates of operation, and encourage them to visit. We chose to investigate flyer distribution and social media as methods of promotion because they are low-cost or costless, which SPK's limited budget necessitated, and have the potential to reach a large number of community members. The team developed a design for the posters and flyers that we used to promote the market stall events of 2016. For internet-based methods of promotion, our team managed Sutton Community Farm's existing Facebook and Twitter social media accounts and created an Instagram account for Sutton Community Farm. We shared 24 posts through all social media platforms to promote the market stall events along with other posts that promoted Sutton Community Farm as a whole. We used surveys to determine how well our promotional strategies worked and which were the most effective in order to provide SPK with recommendations for their future flyer and poster distribution practices and social media use.

In order to complete our second objective, we developed and pilot-tested several activities that promote healthy lifestyles. The Sutton Council, a government organization, funds SPK. Thus, the educational material provided in the activities must align with the information promoted by the government. For that reason, we designed the activities based on the NHS guidelines. We assessed the educational value of the *Eatwell Plate* activity and the *Sugar Smart* activity with questions on the quiz portion of our survey, which tested the participants' knowledge of the NHS recommendations. Participants completed surveys and quizzes after they completed activities. We used these surveys and quizzes to measure the educational success of

the activities. We also observed participants to gauge their level of enjoyment in the stall's activities.

## **Results and Discussion**

Deliverables from the first objective, assess promotional strategies for the market stall, included a new flyer and poster design, a map of flyer distribution locations, an active Instagram account for SPK, and an analysis of our results with recommendations for the best methods of promotion for Sutton Community Farm.

We distributed flyers and posters to eleven locations, five on Sutton High Street and six on Wallington High Street. Eight people throughout the four market stalls (about 1% of visitors) said they came to the stall because they saw a poster or flyer.

We created an active Instagram account where for every six users we followed, one user followed us back. On average, the posts designed as direct promotion and the posts designed for subtle promotion performed similarly. However, social media had no significant impact as a promotional strategy for the market stall because the majority of visitors were passers-by on Sutton High Street. Instead, social media is more effective at promoting the message of Sutton People's Kitchen and Sutton Community Farm to a wider audience.

Deliverables from the second objective included pilot-tested activities for the SPK to use in the future and details of what was successful and what needed further development in relation to these activities. We participated in market stalls on four Saturdays in the spring of 2016. The number of visitors to the stall over the four Saturdays we attended was 225 for 2 April, 210 for 9 April, 230 for 16 April, and 163 for 23 April. During these events, we pilot-tested five activities of which two were educational. We then evaluated the activities using a multiple-choice quiz. There was a control group consisting of people who completed the quiz without participating in our activities. In addition, we had three experimental groups consisting of people who completed the *Eatwell Plate* activity, the *Sugar Smart* activity, or both before starting the quiz. The average quiz scores of the experimental groups were higher than the average score for the control group at all four market stalls. Question two specifically tested the *Eatwell Plate* activity and question four specifically tested the *Sugar Smart* activity. On questions two and four, the experimental groups had higher average scores than the control group at all four market stalls. Other quiz questions that we did not specifically design to assess our activities also revealed some important

information. For example, question three tested participants' knowledge of the NHS recommendation of 150 minutes of physical activity per week. In both the experimental and control group, the majority of participants answered incorrectly. Several factors influenced the experience at each market stall event. The weather, layout, and the location of the stall greatly influenced the number of visitors and participants. The weather played an important role in the number of visitors per market stall given that the market stall is exposed to the elements of nature. The market stall's layout affected the visibility of the activities and the cooking demonstrations.

After assessing promotional methods for the stall, we have several recommendations. We recommend having a designated volunteer at the market stall distribute flyers and attract visitors to the stall on the Saturdays the market stall runs. In addition, we recommend the continued use of all social media accounts in promoting both the market stall, and more importantly, the message of Sutton People's Kitchen and Sutton Community Farm. Specifically, we recommend the farm maintain its Instagram account in order to update the community on their events and continuously spread their healthy lifestyle message.

We pilot-tested several interactive and educational activities for the stall. We recommend Sutton People's Kitchen to continue the use of the *Eatwell Plate* activity and the *Sugar Smart* activity since our data indicated both activities were effective at educating participants. We also recommend Sutton People's Kitchen develop an activity based on the NHS's recommendation of 150 minutes of physical activity. In addition, we recommend a permanently placed volunteer at the activities that can explain and guide the participants as they engage. We believe that implementing these recommendations on promotional strategies and the market stall activities will increase the reach of Sutton Community Farm's message and the Sutton community members' knowledge regarding healthy eating.

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## **Authorship**

### **Executive Summary:**

Written by: Gina Rios and Patricio Janson

Edited by: Joshua Logan-Rung

### **Chapter 1: Introduction:**

Written by: Colin Harrington, Gina Rios, and Joshua Logan-Rung

Edited by: Gina Rios, Colin Harrington, Joshua Logan-Rung, and Patricio Janson

### **Chapter 2: Background:**

Written by: Colin Harrington, Gina Rios, Patricio Janson, and Joshua Logan-Rung

Edited by: Joshua Logan-Rung, Colin Harrington, Patricio Janson, and Gina Rios

### **Chapter 3: Methodology:**

Written by: Colin Harrington, Patricio Janson, Gina Rios, and Joshua Logan-Rung

Edited by: Patricio Janson, Joshua Logan-Rung, Gina Rios, and Colin Harrington

### **Chapter 4: Results**

Written by: Colin Harrington, Patricio Janson, Gina Rios, and Joshua Logan-Rung

Edited by: Gina Rios, Joshua Logan-Rung, Patricio Janson, and Colin Harrington

### **Chapter 5: Discussion**

Written by: Colin Harrington, Patricio Janson, Joshua Logan-Rung, and Gina Rios

Edited by: Gina Rios, Colin Harrington, Joshua Logan-Rung, and Patricio Janson

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## **Chapter 1: Introduction**

Obesity is a global health issue with far reaching consequences. A person with a BMI, or body mass index, greater than 30.0 is obese (CDC, 2012a). Between 1980 and 2014, obesity has more than doubled globally, and in 2014, 13% of the world's adult population was obese (WHO, 2015). There are many common health consequences linked to obesity, such as diabetes, hypertension, sleep apnea, heart disease or heart failure, and some cancers (Haslam et al., 2006). Engaging in regular physical activity and maintaining a healthy diet can combat obesity and its related health risks (WHO, 2015). In the United Kingdom (UK) alone, 24.5% of adults were obese in 2014 (OECD, 2014). The UK government adopted several policies and initiatives in order to prioritize public health issues concerning obesity (United Kingdom Department of Health & Ellison, 2015). However, the problem of obesity remains significant in the UK.

In the London Borough of Sutton, nearly two-thirds (62.5%) of adults are overweight or obese, which is worse than the percentage for all of London (57.3%) but consistent with the UK average (JSNA, 2015). Nearly one in five (19.2%) children ages four to five in Sutton is overweight or obese, and nearly one in three children ages ten to eleven is overweight or obese (JSNA, 2015).

To improve people's eating habits, there are several obstacles to address. These obstacles include the cost of maintaining a healthy diet, personal food preferences, lack of resources, and lack of education. One important way to help break down these barriers is to educate people about healthy eating habits.

Educating people on obesity and ways to prevent it, such as maintaining a healthy diet, is a major step towards eliminating the problem. In 2015, Sutton Community Farm launched Sutton People's Kitchen (SPK). The SPK project is currently trying to educate people on healthy eating habits so that more people feel prepared to make these habits a part of their lives. The main goals of SPK are to create a local community around food, to encourage healthy eating habits, and to promote locally grown food. The kitchen aims to educate through cooking clubs, community banquets, and a pop-up market stall (Sutton Community Farm, n.d. a).

In 2015, the Sutton Community Farm pilot tested the SPK market stall for seven weeks in the main commercial centre of the London Borough of Sutton. The stall featured cooking demonstrations from local chefs as well as other activities that aim to educate people and spread

awareness of SPK's goals (Sutton Community Farm, personal communication, 23 January 2016). In order for the stall's activities to be as effective as possible in educating people and spreading awareness, they must promote the market stall to the community.

The goal of our project is to improve the effectiveness of the market stall experience that was pilot tested by the Sutton People's Kitchen in the summer of 2015 by promoting it to the Sutton community and engaging visitors through interactive and educational activities. In order to meet this goal, we have developed two objectives: we will assess promotional strategies to attract community members to the market stall, and we will pilot test stimulating and educational activities about healthy eating habits for the market stall experience. These objectives are necessary in order to help the SPK attain their goals and help the community become healthier.

## **Chapter 2. Background:**

To understand the context of our project, we researched obesity and its causes; the London Borough of Sutton; Sutton Community Farm and its Sutton People's Kitchen project; promotional strategies; and informal learning activities. This chapter outlines our research.

### **2.1 The Growing Problem of Obesity:**

Obesity is a global health problem. The World Health Organization (WHO) reported that between 1980 and 2014, the prevalence of obesity worldwide has more than doubled, and being overweight or obese links to more deaths globally than malnutrition. The United States Centers for Disease Control and Prevention (CDC) uses body mass index (BMI) as a scale to measure how overweight or obese a person is. A BMI between 25.0 and 29.9 is overweight and a BMI greater than 30.0 is obese.

#### **2.1.1 Global Obesity**

Once considered a burden only to high-income countries, obesity is now rapidly becoming a problem for many low- and middle-income countries due to inadequate nutrition and exposure to high-fat and high-sugar foods (WHO, 2015). In 2014, about 13% of the world's adult population was obese (WHO, 2015). A 2014 study reported estimates of the percentage of the population by country and region that is overweight or obese for the year 2013. It shows that the prevalence of being overweight or obese is very high (greater than 50%) in North America, South America, Europe, and Australia. Percentages for populations that are overweight or obese vary in Asia: Southeast Asia has considerably lower rates compared to Middle Eastern nations. Both extremes are present in African nations. For example, 5.5% of Ethiopia's population is obese or overweight compared to 73.6% in Egypt (Ng et al., 2014).

There are many common health consequences linked to obesity, such as diabetes, hypertension, sleep apnea, heart disease or heart failure, and some cancers (Haslam et al., 2006). Obesity and its associated health problems can largely be prevented by monitoring food intake, selecting healthier foods (fruits, vegetables, and whole grains, rather than processed foods that are high in fat and sugar), and engaging in regular physical activity (WHO, 2015).

The WHO claims that one of the most serious public health issues of this generation is childhood obesity. The number of children who are overweight or obese is increasing remarkably in both developed and developing countries. Estimates show 23.8% of boys and 22.6% of girls in developed countries (age 2-19) and 12.9% of boys and 13.4% of girls in developing countries (age 2-19) were overweight or obese in 2013 (Ng et al., 2014). Overweight children are vulnerable to the same associated health problems as adults, but in addition, these children are more likely to remain overweight into adolescence and adulthood (WHO, 2014).

### 2.1.2 Causes of Obesity

The fundamental causes of excess weight and obesity are an intake of foods high in fat and caloric content and a lack of physical activity to burn off excess ingested calories (WHO, 2015). However, a lack of healthy eating and regular exercise are not the only factors contributing to excess weight. Societal and environmental factors influence people's health decisions.

Globally, sedentary lifestyles are more popular than active ones (Doyle, 2014); for example, many people rely on cars for transportation, rather than walking, and most work requires fewer physical demands thanks to modern technology. Many communities do not have amenities that encourage physical activities, such as parks, sidewalks, and affordable gyms, which makes it difficult for community members to engage in physical activity. Therefore, it is crucial for communities to create supportive environments that encourage healthy lifestyles (NHLBI, 2012). In addition to a lack of physical activity, the consumption of highly processed foods that have little to no nutritional value has increased because of aggressive and persuasive marketing campaigns that aim to influence consumers to buy these foods (Doyle, 2014; NHLBI, 2012).

### 2.1.3 Barriers to Healthy Eating

A barrier to healthy eating is anything that prevents one from making healthy diet choices. Multiple studies of the barriers to healthy lifestyles show the most common barriers are the cost of maintaining a healthy diet, personal food preferences, lack of resources, and lack of education.

The most commonly cited barrier to healthy eating is the cost of maintaining a healthy diet. Farahmand et al. (2015) found that most study participants prioritised price over nutritional value when choosing the foods they buy. Despite the fact that healthier foods are not necessarily more expensive than unhealthy foods, the misconception that healthy diets are expensive is popular and prevents many people from making healthy food choices (Carlson & Frazão, 2012). There are also indirect costs to healthy eating, such as the time it takes to prepare food. Most people claim to have busy schedules and do not have the time to prepare their own meals. Thus, they choose quicker options like fast food or pre-made foods (NHLBI, 2012).

Many people believe they crave foods high in fat and sugar and do not like healthy foods (Healthwise BC, 2014). Food choice links to taste, texture, and appearance of the food. Many people find that unhealthy, processed foods high in fat and sugar taste better than healthier alternatives. When choosing which foods to eat, people are more likely to pick what they expect is tastier rather than what is most nutritious (Stevenson et al., 2007).

Some communities lack the resources required to maintain a healthy diet, such as supermarkets that sell fresh produce and other healthier food options (NHLBI, 2012). These communities are food deserts. The Centers for Disease Control and Prevention defines a food desert as “areas that lack access to affordable fruits, vegetables, whole grains, low fat milk, and other foods that make up the full range of a healthy diet” (CDC, 2012b).

Another common reason many people do not make healthy food choices is they do not know how to discern what foods are healthy or their knowledge about healthy eating is wrong. One study shows that many adolescents think that a balanced diet consists of cutting out all junk food (foods high in fat and sugar) and eating only healthy foods like fruits and vegetables all of the time. The National Health Service (NHS) in the UK defines a balanced diet as eating a variety of food, which may include some junk foods in moderation (NHS Choices, 2015b). The all or nothing idea of a healthy diet is discouraging because people are less likely to find it worth it to eat healthily if they cannot eat the foods they enjoy eating (Stevenson et al., 2007). Another study reports that groups of participants think traditional meals prepared at home are better for you than processed foods or fast food (Farahmand et al., 2015). This is not always true because traditional recipes can be high in fat and have little nutritional value. This sort of misinformation is detrimental to people who want to practice healthy eating habits. Therefore, it is crucial to



spread factual information about healthy eating habits so people can make educated decisions about the foods they eat.

#### 2.1.4 Obesity in the UK

In the United Kingdom (UK), obesity is a major health issue. The Health and Social Care Information Centre of the UK estimates that obesity is the fourth largest risk factor contributing to death in England (after hypertension, smoking, and high cholesterol) (Scantlebury & Moody, 2014). The percentages of obese men and women were similar (24% of men and 27% of women) in 2014. Thus, about one in four adults in the UK is obese (Scantlebury & Moody, 2014). In addition, childhood obesity is on the rise. In 2013, 27.6% of children age 2-19 were overweight or obese, compared to 19.2% of children in 1980 (Ng et al., 2014). The groups most at risk of obesity and being overweight in the UK are those living with lower incomes or in areas with greater deprivation (Scantlebury & Moody, 2014).

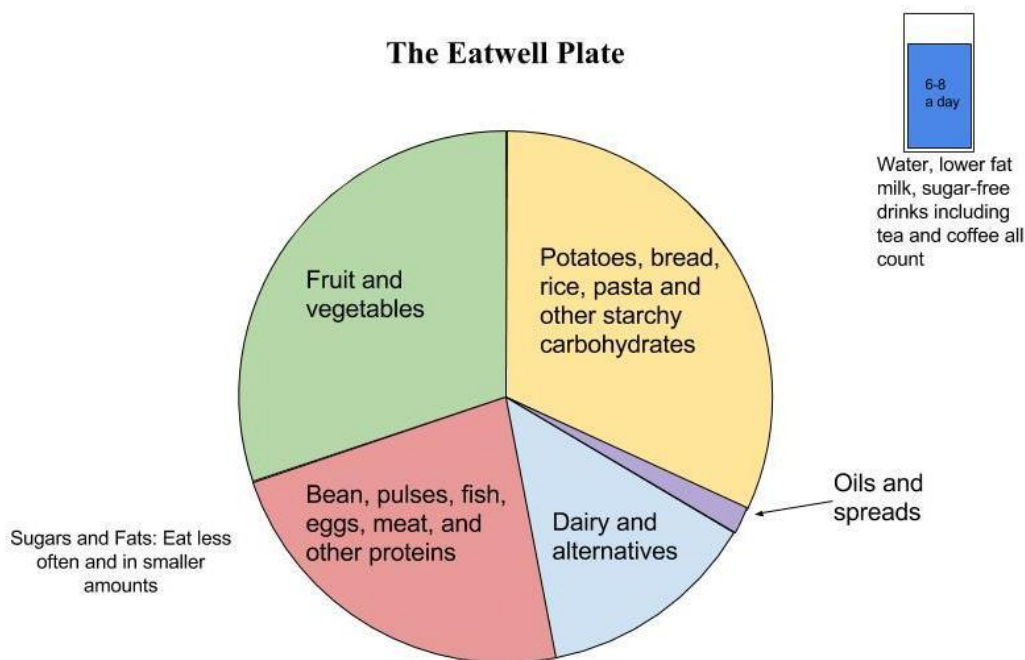
A number of government policies and initiatives are in place to address the issue of obesity. In order to ensure lower rates of overweight adults and children by 2020, the UK government declared three action areas in 2010. One is to help people make healthier decisions by encouraging people to choose healthier foods and drinks and to be more active. For this action area, the government launched Change4Life, a marketing campaign designed to encourage people, especially families, to make healthier lifestyle choices by giving advice on diets and physical activity (Change4Life, 2011; United Kingdom Department of Health & Ellison, 2015). The government also developed a consistent nutrition label for foods and drinks to make nutritional information easier to understand, and it encouraged businesses to include caloric information on their menus so people can make educated decisions on their food choices (United Kingdom Department of Health & Ellison, 2015). Another action area is encouraging responsible business through the Public Health Responsibility Deal, created in 2011. This deal is a collaborative pledge between the government and businesses to improve public health by creating an environment that promotes healthy lifestyles choices (United Kingdom Department of Health, 2011). Partners of this deal support the following core commitments:

1. “We recognise that we have a vital role to play in improving people’s health.
2. We will encourage and enable people to adopt a healthier diet.

3. We will foster a culture of responsible drinking, which will help people to drink within guidelines.
4. We will encourage and assist people to become more physically active.
5. We will actively support our workforce to lead healthier lives” (United Kingdom Department of Health & Ellison, 2015).

Finally, the British government plans to meet community needs by giving local governments budgets specifically for meeting local public health needs (United Kingdom Department of Health & Ellison, 2015).

In 1994, the NHS in the UK designed the Eatwell Guide to promote healthy eating and to make it easier for the public to understand what makes up a balanced diet in order to help combat the obesity issue (British Nutrition Foundation, n.d.). The Eatwell Guide (Figure 2.1) is a breakdown of the different food groups and the proportions of each that people should eat. The NHS has updated the Eatwell Guide multiple times, most recently in 2016 (NHS Choices, 2016). The Eatwell Guide promotes several key healthy eating behaviours.



**Figure 2.1: The Eatwell Plate representing relative portion size of each food group (NHS Choices, 2016)**

The NHS recommends five servings of fruits or vegetables per day with at most one portion per day consisting of fruit juice or dried fruit because they are high in sugar content. Another recommendation by the NHS as part of the Eatwell initiative is to “eat a rainbow,” or to consume fruits and vegetables that are a variety of colours (Carla Walsh, Personal Communication, 22 March 2016). Fruits and vegetables should make up about one-third of the kilocalories a person consumes per day (NHS Choices, 2016). The Eatwell Guide also encourages basing meals around starchy carbohydrates like potatoes or bread because starchy foods are good sources of energy and fibre. As with fruits or vegetables, carbohydrates should make up about one-third of the kilocalories of a person’s daily diet (NHS Choices, 2016). One eighth of a person’s diet should be made up of proteins, such as beans, fish, eggs, or meat. When consuming meat, the NHS recommends choosing lean meats and cutting off any visible fat to reduce fat intake. Two of these portions per week should be fish, with one of the two being an oily fish, such as salmon. Oily fish are high in omega-3 fatty acids, which are good for heart health (Carla Walsh, Personal Communication, 22 March 2016; NHS Choices, 2015a). Fifteen percent of a balanced diet includes dairy or dairy alternatives, such as milk, yoghurt, or non-dairy milk products fortified with calcium (Carla Walsh, Personal Communication, 22 March 2016). Dairy is a good source of protein and calcium (NHS Choices, 2016).

The Eatwell Guide does not include foods and drinks high in salt, sugar, or fat as part of a balanced diet. These foods and drinks are “empty calories,” because they provide no nutritional benefits. The Eatwell Guide suggests gradually reducing intake of these foods and drinks and only consuming them occasionally as a treat (Carla Walsh, Personal Communication, 22 March 2016; NHS Choices, 2016). The NHS recommended daily intake of salt is six grams per day. According to the NHS consuming more than the recommended intake of salt links to high blood pressure, increased likelihood of a stroke or heart attack, and other health risks. In accordance with the NHS guidelines, a person should consume at most 30 grams (six teaspoons or seven sugar cubes) of added sugar per day. The NHS does not include the natural sugars already present in fruits and vegetables in this measure. The NHS created an app called Sugar Smart to help people understand how much sugar is in the food they buy. Sugar Smart scans the barcode of a food and visually represents its sugar content using sugar cubes (equivalent to 4g of sugar each) (Change4Life, n.d.). According to the NHS (2016), men should consume at most 90 grams

of fat per day and women should consume at most 70 grams of fat per day. The NHS recommends limiting the intake of all fats and swapping out saturated fats for unsaturated fats. Trans fats are the exception when it comes to unsaturated fat. Trans fats are found in hydrogenated oils, such as hydrogenated vegetable oils, and have similar if not worse effects to saturated fat (Carla Walsh, Personal Communication, 22 March 2016; NHS Choices, 2016).

The NHS recommends 150 minutes of moderate physical activity per week. This physical activity is any activity that increases a body's heart rate. The NHS recommends "physical activity" over "exercise" because some people find the word "exercise" intimidating and it might prevent them from wanting to become more active (Carla Walsh, Personal Communication, 22 March 2016).

#### 2.1.5 Obesity in Sutton

In the London Borough of Sutton, nearly two-thirds (62.5%) of adults are overweight or obese, which is worse than the percentage for all of London (57.3%) but consistent with the UK average (JSNA, 2015). Nearly one in five (19.2%) children ages four to five in Sutton is overweight or obese, and nearly one in three children ages ten to eleven is overweight or obese.

### **2.2 The London Borough of Sutton:**

The London Borough of Sutton (Sutton) is located at the southern edge of Greater London (Figure 2.2). The borough consists of 18 electoral wards or sections (Figure 2.3). The borough was created in 1965 by merging the borough of Sutton and Cheam, the borough of Beddington and Wallington, and the Carshalton Urban District, a former part of the county of Surrey (Mayor of London, n.d.).



**Figure 2.2: Map of Greater London, with the borough of Sutton circled in red. (Fitzgerald, 2009)**



**Figure 2.3: London Borough of Sutton Map (Nilfanion, 2011)**

Recently, Sutton pledged to become a more environmentally sustainable borough by the year 2025 through its One Planet Sutton program. To achieve this goal, the borough promised to value the natural environment, reduce carbon emissions and waste, and support healthy communities and the local environment (London Borough of Sutton, 2014/2015).

### 2.2.1 Demographics

Sutton has a total population of 195,900 and a working age population of 126,800 (London Borough of Sutton, n.d.). About 68% of Sutton's residents are either working full-time, part-time, or self-employed (London Borough of Sutton, 2015). The unemployment level is currently at 2% (London Borough of Sutton, 2015). Over 75% of the population of Sutton is Caucasian, which is significantly higher than the 55% Caucasian population in London. About 64.1% of Sutton residents are 30 years of age or older.

### 2.2.2 Economy

The economic situation of Sutton is approximately the median of all the London boroughs. The median income of Sutton per household was £39,940 in 2013 (slightly higher than London's overall median of £39,100), and the mean income per household was £49,170 (about five percent lower than London's overall mean of £51,770) (Piggott, 2015). In 2015, the median earnings-to-price ratio of homes in Sutton was 11.40, which means the median house in Sutton would cost about £455,316 (Land Registry, 2015). The house value for Sutton is only slightly above the median for all of London, which has an earnings-to-price ratio of 11.04 (Department of Communities and Local Government, 2015).

## 2.3 Sutton Community Farm

The Sutton Community Farm is in the London Borough of Sutton. The farm was founded in 2010 on a 7.1-acre plot of land near Wallington in Sutton (History of Sutton Community Farm, 2013). Today, the farm operates with the goals of sustainably increasing the local food supply, creating an inclusive space for members of the community to cultivate skills, being community led, and helping achieve economic stability through supporting land-based employment. The programs showcased by the farm are open to the public (Sutton Community Farm, n.d. b).

### 2.3.1 The Sutton People's Kitchen

The Sutton People's Kitchen (SPK) is a recent project undertaken by the Sutton Community Farm in cooperation with the Greenwich Cooperative Development Agency

(GCDA). The GCDA is an agency that helps communities become more healthy and sustainable (GCDA, n.d.). The main goals of the SPK are to create a community around food, to encourage healthy eating habits, and to promote locally grown food. SPK aims to reach these goals through cooking clubs, community banquets, and a pop-up market stall (Sutton Community Farm, n.d. a).

### 2.3.2 The Pop-up Market Stall

The pop-up market stall project began with a pilot run in 2015 and officially launched 2 April 2016 (Sutton Community Farm, n.d. a). The pop-up market stall will operate on most Saturdays until October 2016 on Sutton High Street, which is the central commercial area of Sutton. During the trial run the SPK reported that over 682 people interacted with the stall staff members and over 590 people participated in the cooking demonstrations over the seven days that the stall was open (see Table 2.1) (Sutton Community Farm, personal communication, 23 January 2016).

**Table 2.1: Pop-up Market Stall Pilot Engagement Data**

Stall Date	Number of Staff	People Engaging with the stall	People engaging with the cooking demos	Recipe bags sold	Total Recipe Bags
23/04/2015	5	192		0	0
25/04/2015	7	124	80	17	25
09/05/2015	6	101	73	9	15
23/05/2015	5	79	99	10	10
06/06/2015	5	102	131	13	16
20/06/2015	4	30	43	Unknown	14
07/04/2015	3.5	150	68	7	10
Total		682	590		
(Sutton Community Farm, personal communication, 23 January 2016)					

The data from the pilot of the market-stall in Table 2.1 should be interpreted with caution. For example, on 23 April 2015, the staff did not distinguish between the visitors engaging with the stall and the visitors engaging with the cooking demonstrations; instead, the staff counted them as the same group. In addition, multiple staff members simultaneously counted the number of people who engaged with the stall and the cooking demonstrations. Therefore, the counts are estimates since they may have overlapped due to the multiple counters.

The cooking demonstrations included free tasters and free recipe cards for the created dishes. Sutton Community Farm found that during the cooking demonstrations, people would come and go and would not stay for a particular event (Sutton Community Farm, personal communication, 23 January 2016). The chef cooked constantly and provided samples as people passed through. The cooking demonstrations acted as an educational experience with 77.8% of visitors reporting that they had learned new skills. The samples helped to bring in more people. In a community with a total population of about 195,900, there are still many more people who could be encouraged to visit the stall.

The Great Sutton Food Quiz engaged attendees of the market stall. The report mentions that the quiz acted as an incentive for people to stay at the stall for long periods. According to Sutton Community Farm, people enjoyed the quiz for both entertainment and educational reasons. In total, 338 people (the majority of visitors at the stall) filled out the quiz. There were 15 questions on the quiz that tested people's knowledge of food, health issues related to food, and information about the local area with respect to food sources and food culture. Of the 338 people quizzed, the average score was 52% (Sutton Community Farm, personal communication, 23 January 2016). Sutton Community Farm designed the questions on the quiz to engage the participants, not to measure the education level in the area.

In addition to the cooking demonstrations and the Great Sutton Food Quiz, the stall sold recipe bags of the dishes created in the cooking demonstrations. The recipe bags contained all ingredients and instructions necessary to produce the meals advertised by the demonstrations (Sutton Community Farm, personal communication, 23 January 2016). These bags sold for £6.50. The SPK reported that these recipe bags did not sell as well as they had hoped (see Table 1). From both the difficulty of selling the bags and the amount of labour required to assemble



each bag, the SPK concluded that it would not be worth continuing the recipe bag aspect of the stall (Sutton Community Farm, personal communication, 23 January 2016).

The pilot report provided by Sutton Community Farm lists a few suggestions for the future incarnations of the pop-up market stall. These suggestions include interactive food-related activities for families and the sale of freshly prepared food; the latter, however, is dependent on obtaining licensing permissions.

Table 2.2 summarizes the important details from the different facets of the market stall during the 2015 pilot. The points listed in this table come from the pilot market stall report. Some points are based on a survey taken by visitors, and other points are based on comments received from visitors to the stall (Sutton Community Farm, personal communication, 23 January 2016). The results of the pilot market stall outlined two key areas to improve: attendance at the stall and the addition of more interactive learning experiences.

**Table 2.2: Summary of the Activities at the 2015 Pop-up Market Stall**

	Cooking demonstrations	The Great Sutton Food Quiz	Recipe bags	Free recipe cards
Points	<ol style="list-style-type: none"> <li>1. Taught visitors new cooking skills</li> <li>2. Provided incentives for people to visit the stall</li> </ol>	<ol style="list-style-type: none"> <li>1. Provided entertainment for the visitors</li> <li>2. Provided data on the level of knowledge in community of nutrition</li> </ol>	<ol style="list-style-type: none"> <li>1. Made healthy meals simple for visitors to make</li> <li>2. Too time consuming for the Farm</li> </ol>	<ol style="list-style-type: none"> <li>1. Taught visitors how to cook healthier</li> <li>2. Provided incentive for people to visit the stall</li> </ol>
(Sutton Community Farm, personal communication, 23 January 2016)				

## 2.4 Promotional Strategies

A promotional strategy is a series of efforts combining advertising methods to attract the largest portion of a target audience. Advertising reaches specific sections of the population through targeted messages to inform people about the existence of a product, service, or an event that will take place. A promotional strategy depends on planning, choosing a target audience, and selecting the right channels of promotion (D.E. Visuals, 2008).

### 2.4.1 Conventional Promotion

Conventional (non-internet based) methods of promotion can vary in style and price. In this section, we analyse various methods (posters, newspapers and magazines, press releases, and events) and point out some of their advantages and disadvantages.

Posters work as physical displays of information. Posters are very effective when located in areas that are highly transited by people (Belch & Belch, 2003). A poster must be captivating to the audience and its message should be concise for readers that are passing by. The size of the poster will also add to its production cost. Overall, this method is feasible for most organizations that are looking to promote a campaign because it will adjust to their budgets (Belch & Belch, 2003).

Flyer distribution is a low-cost method that is more effective if shared with the right audience. To share a flyer to the appropriate person, one must find a convenient point of distribution to reach the target audience. Flyers are not only distributed by people, but can also be distributed through mail correspondence and electronic versions through email (Miranda & Kónya, 2007).

Newspapers and magazines were popular distribution channels of promotion in the past century, but they are losing popularity due to newer methods of delivery and the large amount of waste these methods create. The loss of popularity has made advertising in these two channels cheaper (Gunter, 2015). They can be effective if the target audience is an older segment of the population, since readership is higher for older generations (52% of people in the United States over age 65 read newspapers in 2014) than younger generations (17% of people age 18-24 read newspapers in 2014) (Pew Research Center, 2014).

Events, such as the SPK market stall, are other conventional methods of promotion. Events of this type require promoting themselves to be successful at attracting an audience. Examples of events are fairs, conventions, 5K-runs, matinees, and concerts, as well as other events (Guldimann et al., 2007). For example, Leather Lane Market is a market that runs during weekdays from 10:00-14:00. The market, located at



Figure 2.4  
Gina and Colin visiting market stalls at  
Leather Lane for research purposes.

Leather Lane, London EC1N 7TX, hosts approximately twenty different food trucks and over ten restaurants that provide a wide variety of food options. Food trucks and restaurants that played music attracted larger crowds. Food trucks that offered free samples also attracted larger crowds (Team Observation, 15 March 2016). Figures 2.4 and 2.5 show the team's visit to Leather Lane Market.

#### 2.4.2 Internet Based Promotion Strategies

Social media can be an effective method of promotion. In order to reach a target audience, organisations must mould their initiatives around said audience (Thackeray, 2008). For example, an organization must consider the age of its target population when deciding which social media platforms to use (Duggan, 2015).

Platforms like Instagram require a higher degree of familiarity due to constant updates and an extended range of usage features. The user experience needed for these kinds of platforms (i.e. Snapchat or Vine) correlates to a younger segment of the population since they handle more social media accounts than older age groups (Deloitte, 2015). Therefore, promotional campaigns directed towards the younger population are likely to be more effective if they approach their audience through Instagram, Snapchat, or Vine. On the other hand, promotional campaigns targeting older segments of the population should use Facebook; due to Facebook's longevity, older generations feel more confident using it, since they have become accustomed to it (Duggan & Brenner, 2013).

Social media not only facilitates the communication between organizations and their audiences, but also provides valuable feedback. Organisations can use this feedback to measure the influence of their outreach and strategize how to attract more people (Evans, 2010). One example is Facebook Pages. Facebook Pages is a tool that helps manage the Facebook account for an organisation (i.e. SPK's Facebook Account). Facebook Pages facilitates posting with a feature that allows pre-scheduling posting times, which is very useful for an organisation that does not have a lot of time available for social media management. The most relevant way to



Figure 2.5  
Greek food truck from Leather Lane. Its looks and music served as promotional methods.

measure the influence of a post is the quantitative data Facebook Pages provides on a post's outreach. It gives insight on the demographics of the people who have seen the post and the level of interaction they had with it (Facebook, 2016). Facebook users show interest in Facebook pages and follow the profiles of organisations with the purpose of getting information for events and creating a relationship with the organisation through dialogue (Maurer & Wiegmann, 2011). Other quantitative ways that social media platforms provide feedback and promote community engagement are number of retweets (Twitter), number of hashtags (Instagram and Twitter), and number of followers (Instagram and Twitter).

## **2.5 Informal Learning**

According to the *Oxford English Dictionary (OED)*, learning is “the acquisition of knowledge or skills through experience, study, or by being taught” (*OED*, 2016). There are several different types of learning and, for the purposes of our project, our research focuses specifically on informal learning. Informal learning is any learning that takes place outside of a classroom setting, such as visiting museums, attending lectures, watching educational documentaries, or playing interactive games, among other activities. Informal learning activities aim to educate the public and participation in these activities is usually voluntary (Dib, 1988).

### **2.5.1 Using Games for Informal Learning**

Games, as defined by the *OED*, are “a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck” (*OED*, 2016). The games we designed have the potential to provide an active learning experience that helps teach participants important lessons about nutrition and healthy eating. In essence, they can make learning how to eat healthily more engaging and fun for both adults and children. This section investigates examples of games used in an educational sense and the learning benefits that come from using such games.

Mansour et al. (2009) describe another example of using games to educate about nutrition. In this study, they created a healthy eating trivia game called Munchcrunch, which the researchers designed to be both fun and educational. High school seniors and graduate students from Georgia Institute of Technology tested the game (Mansour et al., 2009). The game asks

questions about the nutrition of certain foods and keeps track of the points. The winner of the game is the player who gains the most points through answering questions correctly. Incorrect answers did not penalize the player, but instead offered a teaching opportunity. The formation of teams to answer the questions not only raised the excitement of the game, but also allowed the students to share knowledge (Mansour et al., 2009). The study's findings relied on qualitative data describing participants' general perspectives, not an assessment of change in knowledge.

Benek-River & Mathews (2004) used the television quiz program *Jeopardy* as an effective tool in the classroom for students reviewing for a test. In this case, the game was not used as the primary educational tool but to reinforce subjects that were previously taught. Questions asked revolved around the subject of a future exam. During the game, students were more attentive and active than students who participated in a traditional review session (Benek-Rivera & Mathews, 2004).

Another case in which educators have used games to inform students on nutrition and healthy eating habits was a study conducted by Amaro et al. (2006). This study described a successful use of games to change eating habits by looking at the effects of a board game they created called Kaledo. The game is about the nutritional knowledge and diet choices of middle school children in Naples, Italy. In the game, the player controls a character with unique dietary needs based on sex, weight, and age throughout a day of eating. Whichever player matches their food intake closest to the dietary needs of their character wins the game. This winning condition forces students to learn aspects of nutrition in order to be successful in the game. The study found the children who played the game showed an increase in nutritional knowledge and weekly vegetable intake compared to the control group of children who did not play the game (Amaro et al., 2006). The aspect of the game where the player has to match food to the dietary requirements of the character is an effective way of teaching what is healthy and what is not.

### 2.5.2 Assessment of Informal Learning

Researchers measure the effects of the informal learning activities in various ways. Mansour et al. (2009) and Benek-Rivera & Mathews (2004) obtained student testimonials using informal interviews and observation, whereas Poudel et al. (2005), Lineberger & Zajicek (2000),

and Amaro et al. (2006) used surveys and questionnaires. Interviews are advantageous for qualitative feedback while quizzes and surveys are useful to obtain quantitative data.

The comments made by participants in the Mansour et al. (2009) and Benek-Rivera & Mathews (2004) studies were more important in determining the enjoyment of the activities than the educational success. In both cases, the researchers acquired qualitative data through observation of the participants during and after the activity (Mansour et al., 2009; Benek-Rivera & Mathews, 2005). Interviews can give the specific information of what participants most liked and disliked about the activity in question because interviews allow participants to provide more personalised answers about their experience than surveys (Eraut, 2014).

Poudel et al. (2005) used activities to teach students about agriculture and the environment. Groups of students spent 25 minutes at each activity. After students completed the activities, they completed an exam on the material covered by the activities. The average score students received on the exam was 61% (Poudel et al. 2005). However, there is no data in this study giving a baseline of the students' knowledge before completing the activities. In order to measure the educational impact of the activities, the researchers needed a baseline to which they could compare the exam scores.

Lineberger & Zajicek (2000) used the hands on activity of gardening to teach children about fruits, vegetables, and nutrition. The children completed a questionnaire that asked questions about fruit and vegetable preference and general nutrition, before and after the gardening course. Children preferred vegetables more than they did before they participated in the gardening activities. Children did not like fruit more than they previously did after participating in the gardening activities due to an already existing positive attitude towards fruit. On average, there was also an increase in vegetable snack preference in children after completing the activities (Lineberger & Zajicek, 2000). The hands on activity of gardening made a difference in the knowledge of fruits and vegetables and the behaviors of the children involved. The pre-test post-test method of examination worked well in this case because it showed a change in knowledge due to educational activity. This method is more accurate than the method used by Poudel et al. (2005) because the pre-test is able to give the baseline of knowledge of the children involved.

The Amaro et al. (2006) study also used a pre-test and post-test system to evaluate the success of the activity. Amaro et al. (2006) used a 73 question multiple-choice questionnaire asking about nutrition knowledge, the dietary intake of the participants, and their physical activity habits. The researchers measured the success of the activity by the number of correct answers on the post-test compared to number of correct answers on the baseline pre-test. The group who participated in the activity did better on average in the nutritional knowledge segment of the test than the group who did not participate in the activity.

## Chapter 3. Methodology

The goal of this project was **to improve the effectiveness of the market stall experience that was pilot-tested by the Sutton People's Kitchen in the summer of 2015 by promoting it to the Sutton community and engaging visitors through interactive and educational activities.** We created the following objectives that helped us reach this goal:

1. Assess promotional strategies for the market stall.
2. Pilot test activities about healthy eating habits for the market stall experience.

### 3.1 Objective 1: Promotional Strategies

Our first objective was **to assess promotional strategies for the market stall.** In order to attain Sutton People's Kitchen's goal of encouraging healthy eating habits, we needed to attract community members to the market stall. Otherwise, we would have no one to encourage or educate at the stall.

Given Sutton People's Kitchen's (SPK) limited budget for promotion, we investigated costless or low-cost alternatives in order to design a strategy that would expand the outreach of the kitchen to more members of the Sutton community. The goal of our promotional strategy was to inform Sutton community members of the market stall's existence, location, and days of operation, and encourage them to visit. We aimed to accomplish this goal by utilizing low-cost methods including flyer distribution and social media. Section 3.1.6 discusses data analysis for each promotional strategy. Deliverables from this objective include a map of flyer distribution locations, an active Instagram account for SPK, and an analysis of our results with recommendations for the best methods of promotion to further the influence of the stall.

#### 3.1.1 Poster and Flyer Design

We took advantage of our basic but efficient design skills with Photoshop software to create a design that SPK could use for posters and flyers. Originally, our sponsor wanted us to edit the designs Sutton Community Farm already had for other SPK events. However, the designs were too complicated for us to edit with our limited skills. Thus, we created a poster and



flyer based on our sponsor's instructions and preferences. Our sponsor wanted a design that was simple and non-distracting because she felt the previous designs were too elaborate for promotional purposes. Appendix C shows the original designs and the final version designed by the team. We printed A5 (5.83 in x 8.27 in) size flyers to hand distribute and A4 (8.30 in x 11.70 in) size posters to display at locations on the high street.

### 3.1.2 Poster and Flyer Distribution

We chose locations based on suggestions by our sponsor and other locations that we believed were appropriate. In addition, we posted electronic versions of the design on all of Sutton Community Farm's social media accounts (Facebook, Instagram, and Twitter).

On 22 March 2016, we went to local businesses in or near Sutton High Street, the location of the market stall, and asked them to display our A5 size posters. At our sponsor's suggestion, we approached the Salvation Army because it is the location of the market stall on 14 May. We also went to Sutton Library and Sutton College of Learning for Adults (SCOLA) to display our posters since both are community centres that have a large amount of foot-traffic and are good for reaching many people. We approached Waterstone's Bookstore because of the store's location in relation to the stall. It is adjacent to where we set up the stall on Sutton High Street. We also approached businesses with similar goals and ideals to the ones we promote at the stall, such as The Good Life: Health Food Shop. The posters we distributed on 22 March were drafts of the final version of our design. They did not include the times of the market stall, and we printed them in black and white. On 11 April, we returned to Sutton High Street to replace these posters with the final design with the correct dates and times and in colour.

On 30 March 2016, we went to local businesses on Wallington High Street and asked them to display our posters. Our sponsor recommended we go to charity organizations. Thus, we approached three organizations: the Marie Curie Shop, Oxfam, and Community Drug Service for South London. We also approached businesses that had advertisements for other local events, such as The Oasis and First Pharmacy. We also approached businesses with similar goals and ideals to the ones we promote at the stall, such as Cladish Sports and Leisure, which is a sporting goods store that promotes active lifestyles, a key aspect of SPK. Figure 3.1 shows two members of our team distributing flyers on 30 March 2016. The posters we distributed on 30 March were

drafts of the final version of our design. They did not include the times of the market stall. We printed these posters in colour.



**Figure 3.1 Gina and Joshua distributing flyers and posters in the Wallington High Street area**

We hand-distributed A5-sized flyers to people walking in the Sutton High Street area on the Saturdays the pop-up stall was running. We positioned ourselves at different points along High Street away from the stall and targeted people walking in the direction of the stall. We believed this would be an effective strategy to increase the number of visitors, as they were more likely to see and stop at the stall.

We collected data about our poster and flyer distribution in order to provide the SPK with recommendations for their future distribution practices. Through our survey, we asked visitors how they learned about the market stall. If their answer was by flyer or poster, we asked them where they received it or viewed it. The aim was to construct a map of the most effective distribution hotspots in the local area. In order for this map to be accurate, we needed to manage the poster and flyer distribution process.

### 3.1.3 Social Media

We assessed the effectiveness of social media as part of a promotion strategy for SPK. Social media is a cost-effective technique that has the potential to reach a large segment of the community. Our sponsor was interested in this approach, and in early 2016, Sutton Community Farm hired Eva Koszorus as an intern to manage SPK’s Twitter and Facebook accounts. Eva Koszorus is also the main author of Twitter posts. Ms. Koszorus collaborated with us on the logistics of posting on social media. Together, we used multiple social media platforms to reach the community.

We created and managed an Instagram account for Sutton Community Farm and transferred the account to Sutton Community Farm at the end of our research project. We promoted the Instagram account through posts from Sutton Community Farm’s existing Facebook and Twitter accounts.

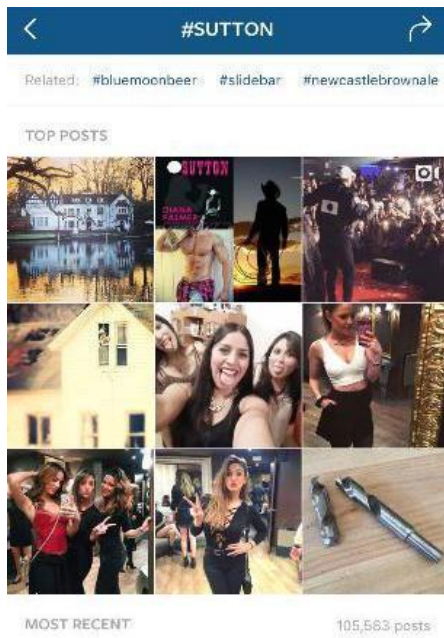


Figure 3.2  
Screenshot of pictures posted with the #sutton hashtag.

Another way we promoted our Instagram account was by following people of the Sutton community on Instagram. “Following” is subscribing to another person or organization’s account. Once a user subscribes to another person or organization’s account, posts from the recently followed account will appear on the user’s home feed along with the posts from other accounts that they previously followed. In order to find Sutton community members to follow, we chose “hashtags” that the community of Sutton used (i.e. #sutton, #surrey, #carshalton, and #wallington) and followed the accounts of the hashtag users. Figure 3.2 shows there are over 105,000 pictures posted with the #sutton hashtag that we used to find Instagram users from the Sutton community. We also followed the subscribers of existing Instagram accounts from

Sutton, UK. The tool we used to follow the subscribers of existing Instagram accounts from Sutton was Instagram’s photo location feature. The feature allows one to search for pictures taken in Sutton and follow the users who shared those photos. Figure 3.3 shows the Instagram photo location feature we used to find users from the Sutton area. When a user posts a picture on

Instagram, Instagram’s photo location feature presents the user with the option to tag the name of the location where the user took the picture. The user then inputs the name of the location where he or she took the picture. The accounts we followed on Instagram received a notification informing the account holders that we followed their accounts. This notification created the opportunity for them to engage with our account and possibly follow us.

Instagram provided us with the number of people we followed and the number of people who followed our account. We used these two numbers to calculate the follow-back ratio of following people on Instagram for promotion. In this case, success is when a user follows us back. We calculated the follow-back ratio by dividing the number of people who followed our account by the number of people we followed. This ratio gave us the number of people we had to follow in order to get followers.

When a user follows our account, he or she will receive our post on his or her homepage every time we post. This process is similar to a subscription for a newspaper or magazine. Instagram users only see the posts of people they follow. Interest in another account’s content is the main reason to follow that account. Also, in order to view a previous post, users find the account through a search engine and access the post directly without the need of scrolling through their home page.

We were aware that we needed to prove that our Instagram account was a legitimate account so that users who visited our Instagram account would not confuse it with a spam account. In social media, “social spammers” target users for phishing attacks, malware infection, and commercial spam messaging (Lee et al., 2010). Social media users constantly receive invites or messages from spam accounts that are unwanted by the users, and our following practices could have been misinterpreted as a spam attempt since we were following people who might have been unaware of Sutton Community Farm’s existence. We attempted to prove our legitimacy through three efforts: a concise account description, a set of

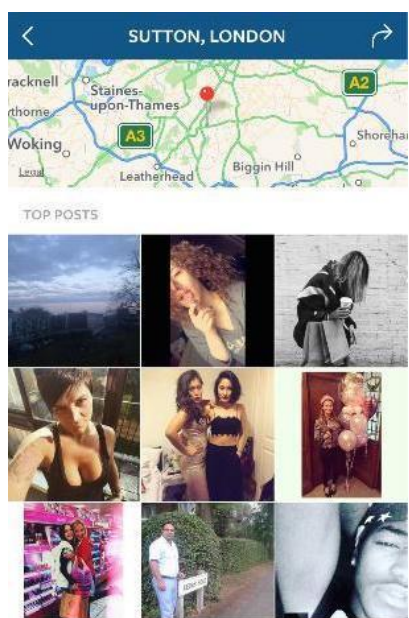


Figure 3.3  
Screenshot of Instagram’s photo location feature.

background information posts, and the creation of an existing base of followers.

We decided to adapt Sutton Community Farm's existing website description in order to maintain a common message along their internet-based promotional strategies. The account description we used was "Community-owned farm in South London. We grow veg and invite people to join. Get involved and join our Veg Box Scheme." The Social Media Law Bulletin suggests providing a website link to prove legitimacy (Sie, 2016). Thus, we also added Sutton Community Farm's website information in order to prove the legitimacy of the account.

Prior to following any accounts, we made three posts to Instagram; our first post explained the origin of Sutton Community Farm, the next post explained the Sutton People's Kitchen project, and the third post gave all the details of the market stall. We intended these posts to provide detailed information to interested visitors in our account.

We promoted our Instagram account to students from the London Project Center before we started following others in order to obtain an existing base of followers. To attract followers and persuade account holders to feel more comfortable to follow an account, Johns Hopkins University recommends having an existing follower-base because the existing foundation helps to prove that an account is authentic (Johns Hopkins University, 2016).

From the Sutton Community Farm Instagram account, we posted images and details that advertised the dates the market stall was open and the activities held there. After publishing the background post, we decided to publish two types of post with similar purposes but with different approaches. We called one type of post direct promotion because they promoted Sutton Community Farm and the market stall in a straightforward manner. We called the other type of post subtle promotion because these posts promoted the Sutton Community Farm and its events in a less obvious manner. Figure 3.4 shows a comparison between a direct promotion post and subtle promotion post.



**Figure 3.4 Comparison between subtle and direct promotion posts.**

We also used this account to post pictures and videos of the market stall once it launched. We created the hashtag #healthysutton to encourage visitors to upload pictures from their experiences in the market stall to their accounts or simply. Once they posted a picture using the hashtag, we featured their picture in our account. We used the Instagram feature called “Repost” to republish what other users have posted to their accounts on our account. Featuring members of the community on our account was an incentive for other community members to post pictures using the hashtag for a chance to feature on our account. When community members posted a picture from their market stall experience, they promoted the market stall to their followers, helping us reach more people through social media. Having community members share their experiences with other community members of Sutton created a level of community engagement.

Sutton Community Farm gave us access to manage their existing Facebook and Twitter accounts although we did not focus our efforts on Twitter because Eva Koszorus was already the primary author for Twitter posts. We provided content to Twitter by linking our Instagram account to the Twitter and Facebook accounts so that every time we posted a picture on Instagram, the image appeared on the other accounts too. Before we had access to these

accounts, Sutton Community Farm’s Facebook account had 1387 followers. We do not know how many followers Sutton Community Farm had on Twitter before we gained access. Sutton Community Farm created their Facebook account in 2012 and their Twitter account in 2010. We advertised the market stall through these two internet-based methods of promotion by posting details for upcoming market stalls and pictures of the market stalls that had already happened. We also used these platforms to advertise the Instagram account when we created it. The team took advantage of social media integration on Instagram to link the Facebook and Twitter accounts so that every post on Instagram would post to Facebook and Twitter as well. This social media integration strategy made it easier for us to spread the same message along the three social media accounts that Sutton Community Farm possesses.

#### 3.1.4 Surveys

We used surveys to measure the effectiveness of the promotional strategies we implemented. We distributed paper surveys and asked visitors to complete them when they finished interacting with the stall. Visitors filled out surveys by hand, and we transferred their answers to a master sheet. The master sheet consolidated the data collected and made the data analysis step simpler. Figure 3.5 shows market stall visitors filling out surveys distributed by the team. We used the surveys to determine how well our promotional strategies worked and which were the most effective.



Fig. 3.5  
Visitors filling out a survey handed out by Patricio after participating in our activities.

We designed our survey in collaboration with the SPK because it needed to collect specific data for the Sutton Council in order to report their success. Therefore, we had to create our survey within the constraints provided by the SPK. The specific constraints were that the survey could be no longer than fifteen questions total, considering both their questions and our questions, and that Sutton Council had to approve the questions on the survey. We decided that a short survey was better for the visitors of the market stall as visitors usually had limited time. These constraints limited the number of questions that we could ask. Thus, we attempted to make

each question as effective as possible in answering our specific research questions. We have included the survey used in Appendix A.

The specific research question for the promotional strategies assessment was: is there a relationship between the promotional method used and the number of visitors who reported they learned about the stall through that promotional method? The survey questions that answered this research question included:

- Which social media accounts do you use?
  - A. Facebook
  - B. Instagram
  - C. Twitter
  - D. I do not use any social media accounts

We asked this question to determine if the visitors to the stall were present on social media. This question refers to Facebook, Instagram, and Twitter because we were only concerned with the social media accounts that Sutton Community Farm has.

- Which of Sutton Community Farm's social media accounts do you follow?
  - A. Facebook
  - B. Instagram
  - C. Twitter
  - D. I do not follow any social media accounts

We asked this question to determine which, if any, of Sutton Community Farm's social media they follow. This question helped us determine which social media platforms were the most relevant to the visitors of the stall. We could then tailor the social media posts to the most popular platforms.

- How did you hear about the market stall?
  - A. Facebook
  - B. Instagram
  - C. Twitter
  - D. Flyer
  - E. Word of mouth
  - F. Sutton Community Farm mailing list
  - G. Sutton People's Kitchen mailing list
  - H. Sutton People's Kitchen Cook Club
  - I. Local press



- J. Passing by
- K. Other: \_\_\_\_\_

We asked this question to determine the most effective methods of promotion in attracting people to the stall.

- If you heard about the stall through flyers, where did you receive the flyer?
  - A. Sutton High Street
  - B. Wallington
  - C. Not Applicable

We designed this question to determine the most effective places to distribute flyers in Sutton.

In collaboration with our sponsor, we offered an incentive for market stall visitors to fill out our survey and quiz (see section 3.3.2). During last year's pilot test, our sponsor implemented a Vegbox raffle. A Vegbox is a month's supply of vegetables produced by Sutton Community Farm. Our sponsor expressed the Vegbox raffle was an effective and convenient incentive utilised last year to get people to fill out the survey. The farm will select a winner from the list of people who completed our survey and quiz. A secondary purpose of the Vegbox raffle for our sponsor was to acquire email addresses to include on Sutton Community Farm's mailing list.

### 3.1.5 Data Analysis

The data collected from Instagram, Twitter, and Facebook was similar. Data collected from social media included number of likes, follows, re-posts/shares, comments, and how many times an account used a particular hashtag.

We compiled the data collected from each market stall to calculate the number of surveyed market stall visitors who use each social media platforms and the number of visitors who follow our social media accounts. The options available were Facebook, Instagram, Twitter, and I do not use any social media. We used this information to determine which social media platforms are most popular with different groups of people and which social media accounts the audience of the stall already uses to target posts towards them. We examined this information by age group and by gender.

### 3.2 Objective 2: Pilot Testing Activities

The second objective was **to pilot test activities about healthy lifestyle habits for the market stall experience**. The aim of these activities was to educate people on healthy eating habits in a fun and active way. We measured the educational success of the activities by distributing surveys and quizzes to participants after they completed the activities. We informally observed participants as well, to gain insight into how much participants enjoyed the stall's activities. Deliverables from this section include pilot tested activities for the SPK to use in the future and details of what was successful and what needed further development.

#### 3.2.1 Developing the Activities

It was important to SPK that the activities were easy to understand and effective at communicating NHS's healthy lifestyle recommendations. The limited amount of time visitors would spend at the stall required the activities to be simple. The Sutton Council, a governmental organisation, funds SPK. Thus, the content of our activities had to align with government sponsored content, such as the Eatwell plate and other NHS suggestions. We chose activities that would encourage people to think about what they have been eating because in order to learn from experience it is crucial to go through a step of reflection (Richardson & Wolfe, 2001, p. 90). Therefore, activities that allow participants to reflect on their lifestyles will help them make a healthier change.

On 22 March, we had a meeting with Carla Walsh, a healthy eating tutor working with SPK, about key healthy lifestyles messages to include in our activities. She explained the Eatwell plate and other NHS healthy lifestyle recommendations to us. Carla Walsh also helped us to brainstorm possible activities for the stall. She offered us inspiration for a matching activity using the Eatwell plate and for an activity that utilizes the Sugar Smart app.

SPK was already in possession of an Eatwell plate poster and a deck of cards displaying various foods and their nutritional information. We used these items for the matching activity. At the first market stall (2 April), participants picked cards out of the deck to match on the poster. We found this was not an effective way for participants to do the activity because some cards were too easy to match (such as milk, which the poster lists in the dairy section of the plate) and it was awkward for the person administering the activity to go through the deck with the visitor

to find a challenging card to match. Thus, at the stalls after 2 April, we selected ten food cards (lean lamb, chickpeas, pumpkin/squash, mango, cheddar cheese, porridge oats, potatoes, chocolate, olive oil, and crisps) for participants to match. We chose those ten food cards because we wanted to provide a range of simple cards (pumpkin/squash, for example, which most people know belongs in the fruits and vegetables category) and challenging cards (many people are unaware that olive oil, for example, belongs in the foods high in fat and/or sugar category) to match.

We pilot-tested the *Sugar Smart* activity for the first time at the 2 April market stall. Participants matched the appropriate amount of sugar (represented by sugar cubes) to the beverage they thought contained that much sugar. At all market stalls we used Coca Cola, Tropicana orange juice, Yahzoo chocolate milk, Capri Sun, and Lucozade. At the 2 April stall, we placed the sugar cubes into plastic sandwich bags. We found the plastic bags to be cumbersome while administering the activities because they took up a lot of space. At future market stalls, we placed the sugar cubes into small plastic cups, which we thought was better because they took up less space.

Our sponsor asked us to develop children's activities with Eva Koszorus to get families to engage with the stall because families are SPK's target audience. Also, if we engage with children, then we can have their parent's complete surveys for us while they wait for their children to complete the activities. We bought two skipping ropes because they promote physical activity and are simple to have children play with. Eva Koszorus had two ideas for children's activities, *What's in the Box?* and *Draw the Rainbow*, which we helped her to finalize.

### 3.2.2 Surveys

The same survey described in section 3.1.5 contains a question asking if visitors had participated in any of the activities (Appendix A). We used the following question to determine whether the visitor had participated in the activities, and thus, whether he or she belonged in the control group or the experimental group.

- What activities did you participate in at our pop-up stall?
  - A. Eatwell Plate – food matching activity
  - B. Soft drinks sugar content game - Sugar Smart
  - C. Cooking demonstration
  - D. Physical activity (hopscotch, skipping rope)
  - E. What’s in the box?
  - F. Draw the rainbow
  - G. Pledge campaign
  - H. Other (please specify): \_\_\_\_\_
  - I. I didn’t participate in any activities

The research question used to assess activities was: Are the activities effective at educating participants? We distributed surveys to people who completed the activities and people who did not participate in the activities. We attached a separate quiz (Appendix B) to the survey based on the NHS guidelines of healthy eating. The questions in the quiz determined the knowledge of the participant regarding healthy eating and lifestyle information from the NHS. Question two on the quiz specifically tested the *Eatwell Plate* activity, and question four specifically tested the *Sugar Smart* activity. We used questions one, three, five, six, and seven as general questions about the NHS guidelines. While a pre-test and post-test of knowledge covered in the activities would be ideal (Lineberger & Zajicek, 2000), this method of testing knowledge is not practical in a market stall setting as people have little time. Thus, a control group of people who did not participate in the activities acted as the pre-test. In this case, there were three separate experimental groups: visitors who only participated in the *Eatwell Plate* activity, visitors who only participated in the *Sugar Smart* activity, and visitors who participated in both activities. The *Eatwell Plate* activity participants should score higher on question two than the control group, and the *Sugar Smart* activity participants should score higher on question four than the control group.

After the 2 April 2016 market stall, we made minor edits to the survey and quiz in response to answers and suggestions we received from visitors who completed it. We changed the survey to communicate more efficiently and gather information that is more accurate. We made changes to questions four, five, and six. We changed question four from ranking the drinks in sugar content from most to least to choosing the drink that contains the most. We changed question five from “What is the recommended salt intake per day?” to “What is the maximum

salt you should consume per day?” because the NHS believes the UK population, as a whole, consumes too much salt. Thus, the NHS recommends ingesting minimal salt. We changed question six from “Which type of fat is the least healthy for you?” to “Which type of fat is the worst for you?” because it confused multiple participants. Participants thought the question asked for the most healthy, which implied some of the options were at least somewhat healthy. Because of these changes, we reported the data from the 2 April market stall separately.

### 3.2.3 Participant Observations

We collected qualitative data on what visitors thought about the activities: what was engaging and what was boring. To collect this data, we decided to observe visitors at the stall rather than interview willing participants because visitors to the stall did not stay for very long and interviews consume too much time. To make these observations, we took notes immediately after interacting with visitors if they said something we thought was significant.

### 3.2.4 Data Analysis

We used our survey to collect data about who participated in the activities. A seven question multiple choice quiz (Appendix B) asked questions relating to NHS guidelines and topics covered in the activities to measure the amount participants learned. The people who took the quiz and did not participate in the activities were the control group, and the people who took the quiz and participated in the activities were the experimental group. We compared these two groups on their overall percentages of questions answered correctly and which questions each group answered correctly the most often. This comparison allowed us to determine if the activities had an effect on their knowledge. We created graphs to visualise these comparisons. We used Microsoft’s Excel software to analyse the data and create graphs of the data.

Data collected in the participant observations included feedback on their enjoyment of the activities. We recorded, on paper, paraphrased quotes from participants as they were participating in the activities. These quotes were evidence of the participant engagement level of the activities and the parts of the activities that may need to change to make the activities more effective. We also observed the participants while they completed the activities to make sure that they understood the instructions and the concepts associated with the activities.

### 3.3 The Market Stall

We collected data at the market stall on four Saturdays in April 2016. These Saturdays were 2, 9, 16, and 23 April. The market stall opened from 10:00 AM - 3:30 PM on 2, 9, and 23 April. On 16 April, the market stall opened from 10:00 AM - 5:00 PM. The 16 April market stall differed from the other three market stalls in that it was part of a larger Ecological farmer's market. Table 3.2 summarises the logistical information for each market stall date.

**Table 3.2 Market Stall Logistics**

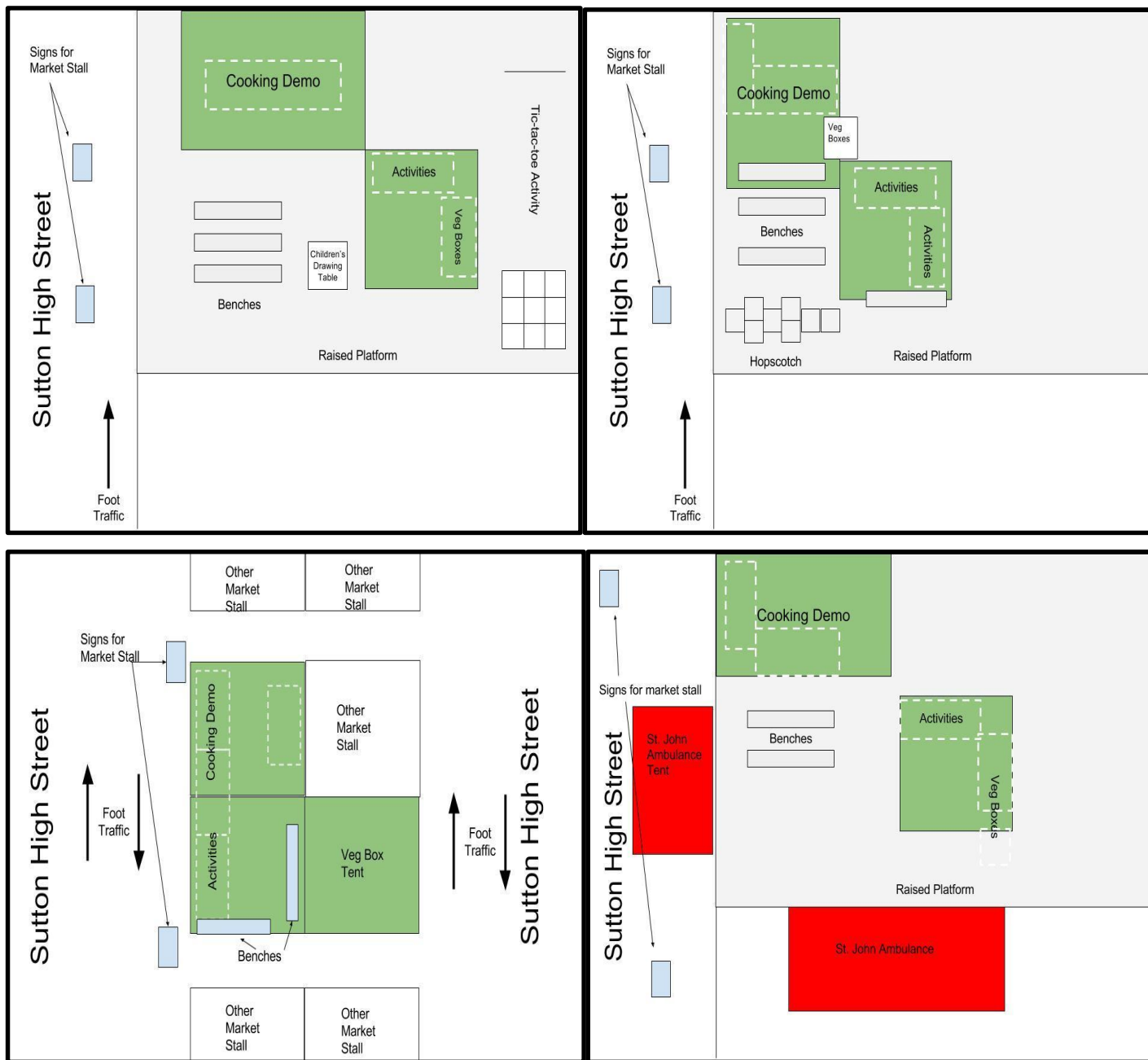
Date	2 April 2016	9 April 2016	16 April 2016	23 April 2016
Volunteers Present	3 of us (Colin, Gina, Patricio) 9 volunteers from farm 12 total	3 of us (Gina, Colin, Joshua) 6 volunteers from farm 9 total	3 of us (Colin, Patricio, Joshua) 5 volunteers from farm 8 total	3 of us (Patricio, Joshua, Gina) 6 volunteers 9 total
Setup Time	2 hours	2 hours	1.5 hours (tents were already set up and ready)	2 hours
Clean up Time	1.5 hours	1.5 hours	2.5 hours	1.5 hours
Total time spent at the stall	8:30 AM - 6:00 PM (9.5 hours total )	8:30 AM - 5:30 PM (9 hours total)	8:30 AM - 6:00 PM (9 hours total)	9:30 AM - 5:00 PM (7.5 hours total)

After the first market stall (2 April), SPK stored most of the materials needed in a nearby church crypt. On the next Saturdays, we met the other workers at the crypt and helped load the van and bring the materials to the market stall's location. At the end of the day, we helped load most of the materials back into the van and unload it into the church crypt. After this load, we helped load the remaining materials that needed to be brought back to the farm into the van.

Every week the stall featured a different chef creating different healthy recipes in cooking demonstrations. The stall offered free recipe cards of the dishes made in the cooking

demonstrations. This year's stall required new recipe cards. Our sponsor tasked us with creating these recipe cards. The recipe cards needed to be simple, easy to read, and informative. Our sponsor felt that last year's recipe cards (Appendix D) were too complicated and colourful and that this detracted from the recipe itself on the card. The creation of the new recipe cards began with creating a simple A5 sized template, including space for the title, the SPK logo, social media account information, picture of the completed dish, ingredients, and directions to create the dish. Our sponsor emailed us the recipes a few weeks in advance of each market stall. We copied the recipe and pasted it into the template. From here, we fixed the formatting of the cards and sent them to our sponsor. We made minor changes over many drafts of the recipe cards as they were emailed back and forth between our sponsor and us up to seven times. Once we agreed on a final recipe card, our sponsor sent the recipe cards to the printer.

Figure 3.6 shows the market stall set-up on 2 April 2016. We removed the tic-tac-toe activity to the right of the figure at later stalls due to a lack of interest by visitors. After the first market stall on 2 April 2016, we changed the layout of the market stall to allow more people to participate in our activities. We decided to move the activities closer to the cooking demonstrations as these cooking demonstrations were the main draw to the market stall. Figure 3.6 B shows the changes used during the 9 April 2016 market stall. The 16 April 2016 market stall was a part of the Ecolocal Farmers Market located 100m from original market stall site on Sutton High Street. Figure 3.6 C shows the layout for the 16 April 2016 market stall. On 23 April 2016 (Figure 3.6 D), we set up the stall similar to the 9 April layout. We did not include the hopscotch activity due to lack of interest by visitors and due to the weather, which was slightly rainy. The Carshalton Park Rotary Club held an event with St. John's Ambulance giving health checks to visitors on the Sutton High Street. Their set-up obscured access to the SPK market stall.



**Figure 3.6: Market stall layouts for each respective date (2 April 2016 (top left), 9 April 2016 (top right), 16 April 2016 (bottom left), and 23 April 2016 (bottom right))**

### 3.3.1 Observation

Observation helped to assess the success of the market stall in general. The simplest way to observe interactions with the stall was by counting the number of visitors, which is also a



number SPK needed for their own purposes. We noted when a new person entered the stall with a clicker counter. A drawback to this method was the person counting needed to pay close attention to the stall throughout the day. Human error likely occurred, as the counter may have double-counted or failed to notice a new visitor to the stall. Counting does not give specific data of which promotional strategies worked and which did not work. People could visit the stall without any awareness of the promotional strategies. However, we needed the total number of visitors in order to extrapolate the data we gathered from the surveys to the number that visited. Unfortunately, extrapolation is associated with some flaws we will discuss in later sections. We also noted the weather on each date of the stall to observe if it affected the number of visitors to the stall.

## **Chapter 4. Results**

This section describes the results of the methods we used to reach our goal and complete our two objectives. Our goal was to improve the effectiveness of the market stall experience that was pilot-tested by the Sutton People's Kitchen in the summer of 2015 by promoting it to the Sutton community and engaging visitors through interactive and educational activities. One of our two objectives was to assess promotional strategies for the market stall. In order to complete this objective, we designed and distributed posters and flyers and explored various social media platforms in order to provide Sutton People's Kitchen with recommendations for the best methods of promotion to further the influence of the stall. Our other objective was to pilot test activities about healthy eating habits for the market stall experience. We developed activities based on the NHS guidelines. We used surveys and observation to determine which activities worked best for the market stall in terms of engagement and education.

### **4.1 Objective 1: Promotional Strategies Results**

This section reports the data we have gathered from our methods for the promotional strategies.

#### **4.1.1 Flyer and Poster Design and Distribution**

At our liaison Veryan Wilkie-Jones's request, we created a new design for flyers and posters for the SPK pop-up stall. She wanted the design to be simple and easy to read. She had designs for other SPK events that she felt were too elaborate and not effective for promotional purposes. Figure 4.1 shows an old poster design compared to our final poster and flyer design. Our sponsor requested minor changes to the design several times before distribution because she did not have access to Photoshop software to edit the design.



**Figure 4.1 Old poster design (left) compared to our intermediate (centre) and final (right) poster/flyer designs**

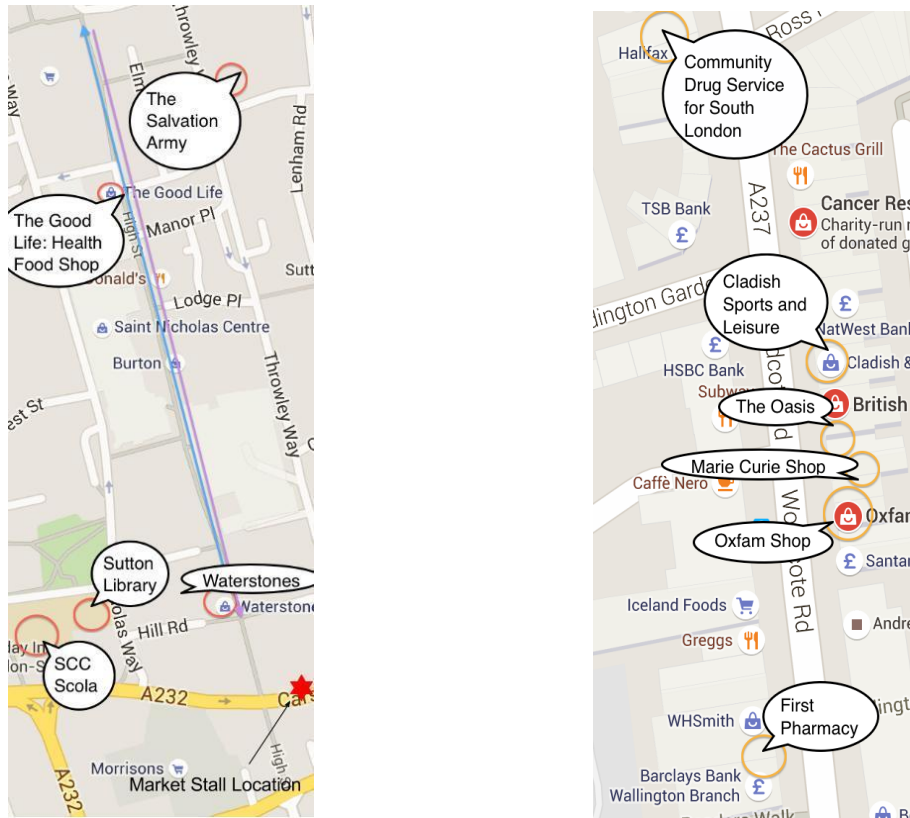
On 22 March, we visited stores and community centres on or near Sutton High Street to ask them to display our poster. Five locations agreed. They were: Sutton College of Learning for Adults (SCOLA), Sutton Library, Waterstone's Bookstore, The Good Life: Health Food Shop, and the Salvation Army. These locations each took one A4 size poster.

On 30 March, we visited locations on Wallington High Street to ask them to display our poster. Five locations agreed. The Marie Curie Shop, Cladish Sports and Leisure, Oxfam, First Pharmacy, and the Community Drug Service for South London each agreed to display one of our A4 posters. Oxfam took one of our A5 size flyers to display on their counter. First Pharmacy also took seven of our A5 size flyers to display. The Oasis, a Christian bookstore, did not display our poster, but they took one of our A5 size flyers to display on their counter. A cashier at the Oasis also took one of our A5 size flyers for herself.

In addition, we distributed flyers along Sutton High Street on the days of the market stall (2, 9, 16, and 23 April) in order to increase the likelihood the people in the immediate vicinity of the stall would visit. We distributed 20 flyers on 2 April, 18 flyers on 9 April, zero flyers on 16 April, and zero flyers on 23 April.

The maps represented by Figure 4.2 show the locations of distribution points for both flyers and posters. We distributed some posters before we completed the final version. We

replaced the posters located at Sutton Community College SCOLA, Waterstone's bookstore, and The Good Life: Health Food Shop on 11 April 2016.



**Figure 4.2 Distribution points on Sutton High Street in Sutton (Google Maps, High Street, 2016) (left) and on Woodcote Road in Wallington (Google Maps, Woodcote Road, 2016) (right)**

On 2 April, two people out of 44 reported that they came to the stall due to a flyer; on 9 April, three of 30 people reported that they came to the stall due to a flyer; on 16 April, three of 31 people reported that they came to the stall due to a flyer; and on 23 April, zero of 20 people reported receiving a flyer. Because of our poster distribution efforts, a family visited the farm and became volunteers. The family showed up to the farm without prior notice claiming that they saw our poster located in Sutton Library and wanted to be part of Sutton Community Farm.

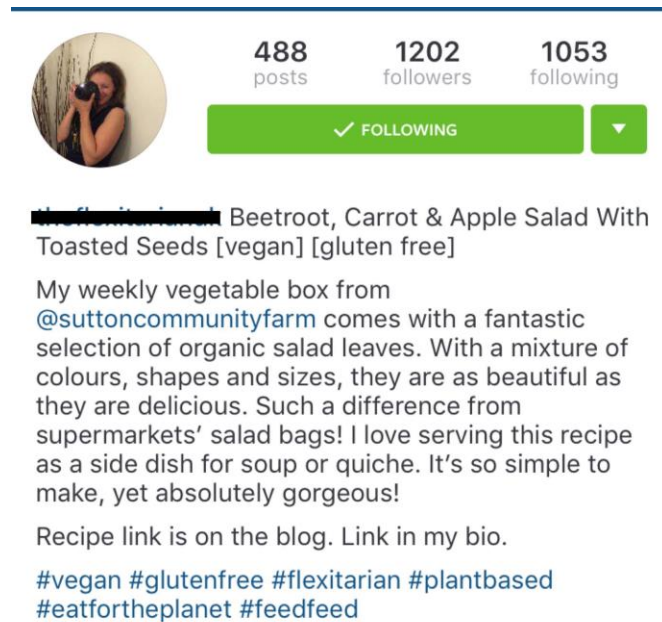
#### 4.1.2 Social Media

We created an active Instagram account for SPK to promote the market stall, as well as other Sutton Community Farm events. We followed 1100 individuals, and recorded 190 individuals who followed us in response. Thus, for every six users we followed, one of those users followed us back.



**Figure 4.3 Screenshot of a market stall visitor’s Instagram post sharing his or her experience to his or her Instagram account.**

Some Instagram users posted pictures of their market stall experiences to their accounts. Figure 4.3 shows a screenshot of the picture posted by a user who appears to have enjoyed his or her visit to the market stall. Two other users shared pictures of meals they prepared using Sutton Community Farm’s vegetables. One particular user that mentioned Sutton Community Farm on their post is a blogger who has 1202 followers on Instagram. Those followers are 1202 users who received the picture promoting Sutton Community on their Instagram home page. Figure 4.4 shows a screenshot of the account and the post of the blogger with 1202 followers on Instagram.



**Figure 4.4 Screenshot of the account of an Instagram user with 1202 followers who mentioned Sutton Community Farm on one of his or her post (1053 “following” is the number of accounts that this user follows)**

Figure 4.4 also displays the number of posts she has uploaded and the number of people she is following.

Table 4.1 shows the performance of each post created by our team. We displayed this result by individual posts rather than displaying it by social media platform because we published our posts to more than one platform. Synchronizing social media platforms to display our posts simultaneously provided us with different insights from more than one platform for each post. In this table, we show the performance of each of the posts created by the team based on the following criteria:

- Likes and comments on Instagram
- Reach, likes, and comments on Facebook

On Instagram and Facebook, a “like” is the act of expressing agreement or enjoyment of a post without the need of providing a comment. On Instagram, the “like” feature has the shape

of a heart and on Facebook, the like feature has the shape of “thumbs up.” On Facebook, “reach” is the number of people to whom Facebook presents a post. There is no equivalent to reach on Instagram. Table 4.1 presents the type of posts we explained in section 3.1.3 to categorize the purposes of our posts. This table represents data recorded from the moment we published a post until 25 April 2016. Refer to Appendix E for screenshots of all of the posts created by the team in order of post number.

A)

Post #	Post I.D.	Post Type	Likes on Instagram	Comments on Instagram	Reach on Facebook	Likes on Facebook	Comments on Facebook
1	Background #1	Background	12	1)This is great 2) Amazing	N/A	N/A	N/A
2	Background #2	Background	10	no comments	N/A	N/A	N/A
3	Background #3	Background	16	no comments	N/A	N/A	N/A
4	Promotion #1	Direct promotion	19	no comments	N/A	N/A	N/A
5	Week w/ a smile	Subtle promotion	19	no comments	681	6	Hi , what exactly is going to be there ? do you have any more info on this ? I might come .
6	Gay McDonagh	Subtle promotion	20	no comments	767	17	1) Wish I had time to join you Gay. Fabulous effort, great place and idea to be part of. 2) I miss you Gay
7	Promotion #2	Direct promotion	9	no comments	583	8	Is this a regular farmers' market, or is it just you. If it is, what are the dates please?
8	Spring is here	Subtle promotion	18	1)Looks like a group of productive volunteers	617	10	no comments
9	Chef RF	Direct promotion	10	no comments	599	5	no comments
10	Amazing Day	Direct promotion	19	no comments	741	18	no comments
11	Repost #1	Subtle promotion	18	no comments	624	8	no comments
12	Repost #2	Subtle promotion	20	Health is wealth	N/A	N/A	N/A
13	Pledge #1	Direct promotion	22	Nice	337	0	no comments
14	Veg Box	Direct promotion	19	no comments	498	6	no comments
15	Chef Jennie	Direct promotion	10	no comments	N/A	N/A	N/A
16	Recipe Card	Subtle promotion	8	no comments	346	1	no comments
17	9 April photos 1/2	Subtle promotion	7	no comments	334	3	no comments
18	9 April photos 2/2	Subtle promotion	7	no comments	386	1	no comments
19	Repost #3	Subtle promotion	16	no comments	326	1	no comments
20	Repost #4	Subtle promotion	10	no comments	N/A	N/A	N/A
21	16 April photo	Subtle promotion	7	no comments	403	1	no comments
22	Purple carrots	Subtle promotion	14	no comments	825	15	1) who knew?
23	Sweet potato stew	Direct promotion	5	no comments	320	1	1) Recipe please! Looks amazing
24	23 April photo	Subtle promotion	5	no comments	331	5	no comments

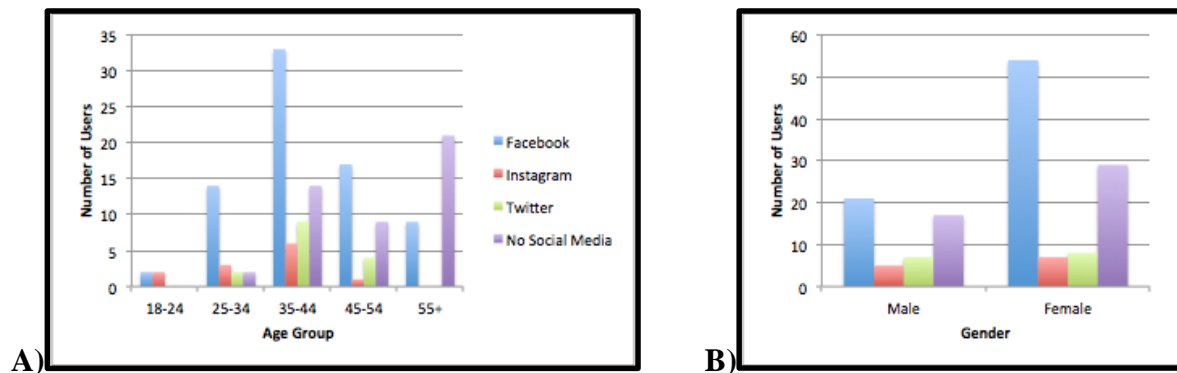
B)

	Subtle Promotion			Direct Promotion		
	Likes on Instagram	Reach on Facebook	Likes on Facebook	Likes on Instagram	Reach on Facebook	Likes on Facebook
Average	13.0	512.7	6.2	14.1	513.0	6.3
Standard Deviaton	5.8	192.2	5.8	6.3	162.9	6.5

**Table 4.1 A) Performance of all social media posts published by the team: The table provides the type of post (refer to section 3.1.3), “likes” and comments received on Instagram, and Facebook, and each of the post’s “reach” on Facebook. Refer to Appendix E for screenshots of all posts mentioned in this table. B) Average and standard deviation of likes on Instagram, reach on Facebook, and like on Facebook for subtle promotion posts and direct promotion posts.**

As presented in Table 4.1, the comments we received on both direct and subtle promotion posts were positive and show that the public was interested in visiting the market stall.

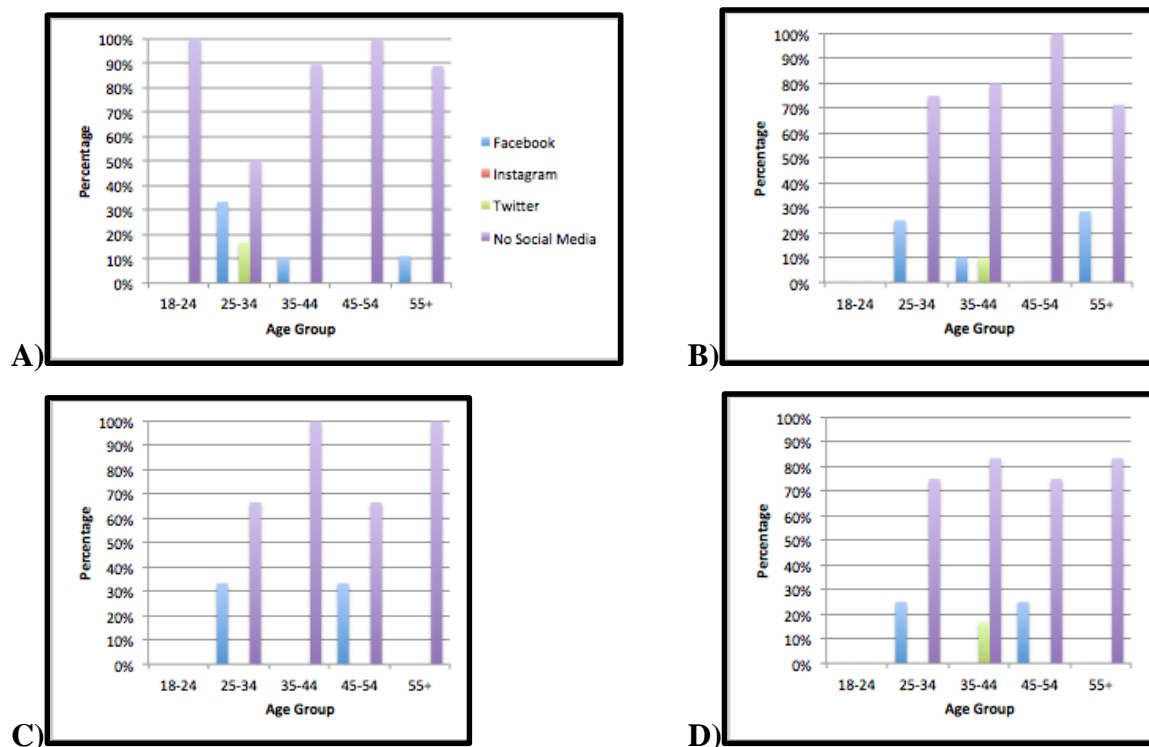
Figure 4.5A shows the number of surveyed visitors who use each social media platform by age group. Figure 4.5B shows the number of surveyed female and male visitors who use each social media platform. Facebook appears to be the dominant social media platform for each group. There seem to be more visitors reporting no social media use as the age groups increase.



**Figure 4.5 Number of surveyed market stall visitors that reported their social media use by age (A) and gender (B) for all four market stalls combined.**

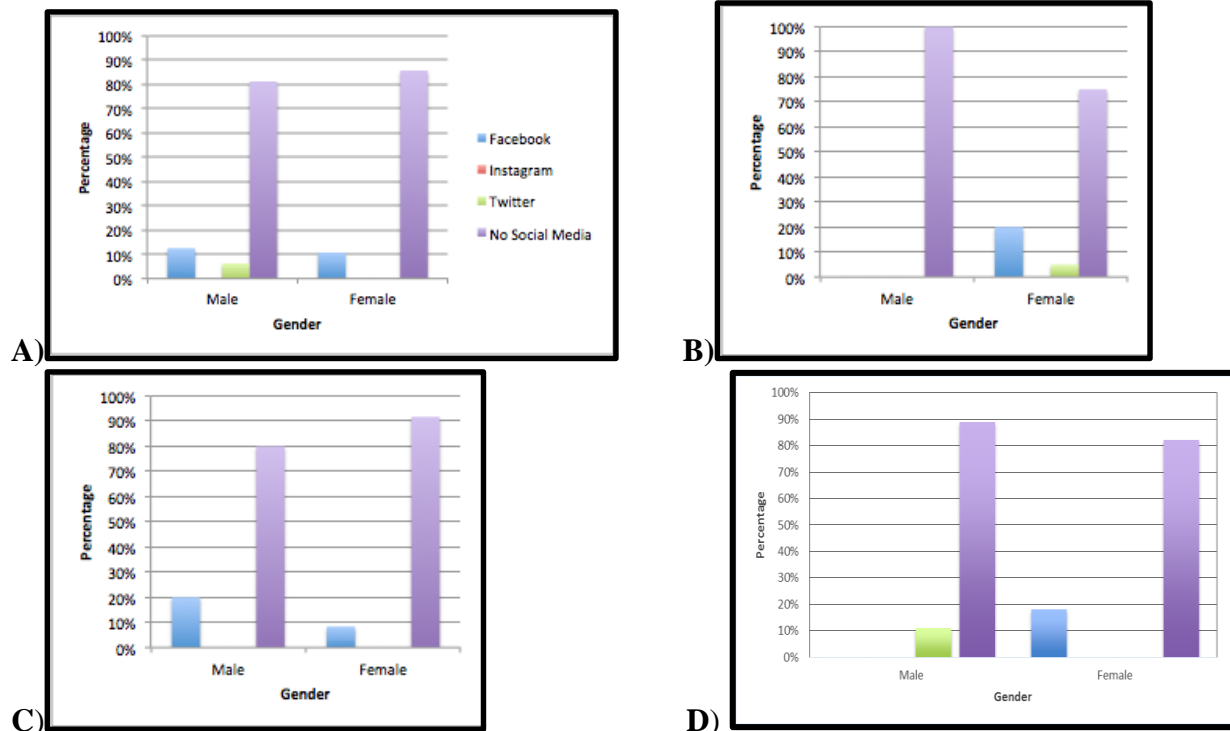
Figure 4.6 shows the percentage of surveyed visitors that follow Sutton Community Farm on social media for each market stall date by age group. For each date, the majority of surveyed visitors reported that they did not follow Sutton Community Farm on any social media platform. The few visitors who reported to follow a Sutton Community Farm account reported to follow the Facebook or Twitter account and not the Instagram account.





**Figure 4.6 Percentage of market stall visitors surveyed who follow Sutton Community Farm's social media by age group for each market stall date (A. 2 April, B. 9 April, C. 16 April, and D. 23 April)**

Figure 4.7 shows the percentage of female and male market stall visitors that follow Sutton Community Farm on social media. Figure 4.7 shows that the majority of visitors did not follow any of the Sutton Community Farm social media accounts. Of the visitors who reported following a Sutton Community Farm account, they reported following the Facebook or Twitter accounts and not the Instagram account.



**Figure 4.7 Percentage of female and male market stall visitors surveyed who follow Sutton Community Farm’s social media for each market stall date (A. 2 April, B. 9 April, C. 16 April, and D. 23 April)**

#### 4.1.3 Demographics Results

Figure 4.8 shows the number of surveyed visitors from each postcode district of Sutton during the market stalls we attended. The red dot in the SM1 postcode district represents the approximate location of Sutton High Street and the market stall. Figure 4.8 A shows the number of surveyed visitors from each postcode district of Sutton on 2 April 2016. On 2 April 2016, people visited from the CR0, CR8, and RH4 districts outside of Sutton. Figure 4.8 B shows the number of surveyed visitors from each postcode district of Sutton who visited the 9 April 2016 market stall. The KT17 and CR0 districts outside of Sutton had one visitor each. Figure 4.8 C shows the number of surveyed visitors from each postcode district of Sutton who visited the 16 April 2016 market stall. The CR0 postcode had one visitor on this date as well. Figure 4.8 D shows the number of surveyed visitors from each postcode district of Sutton who visited the 23

April 2016 market stall. One visitor from the BR3 and KT4 districts each visited the stall on this date.

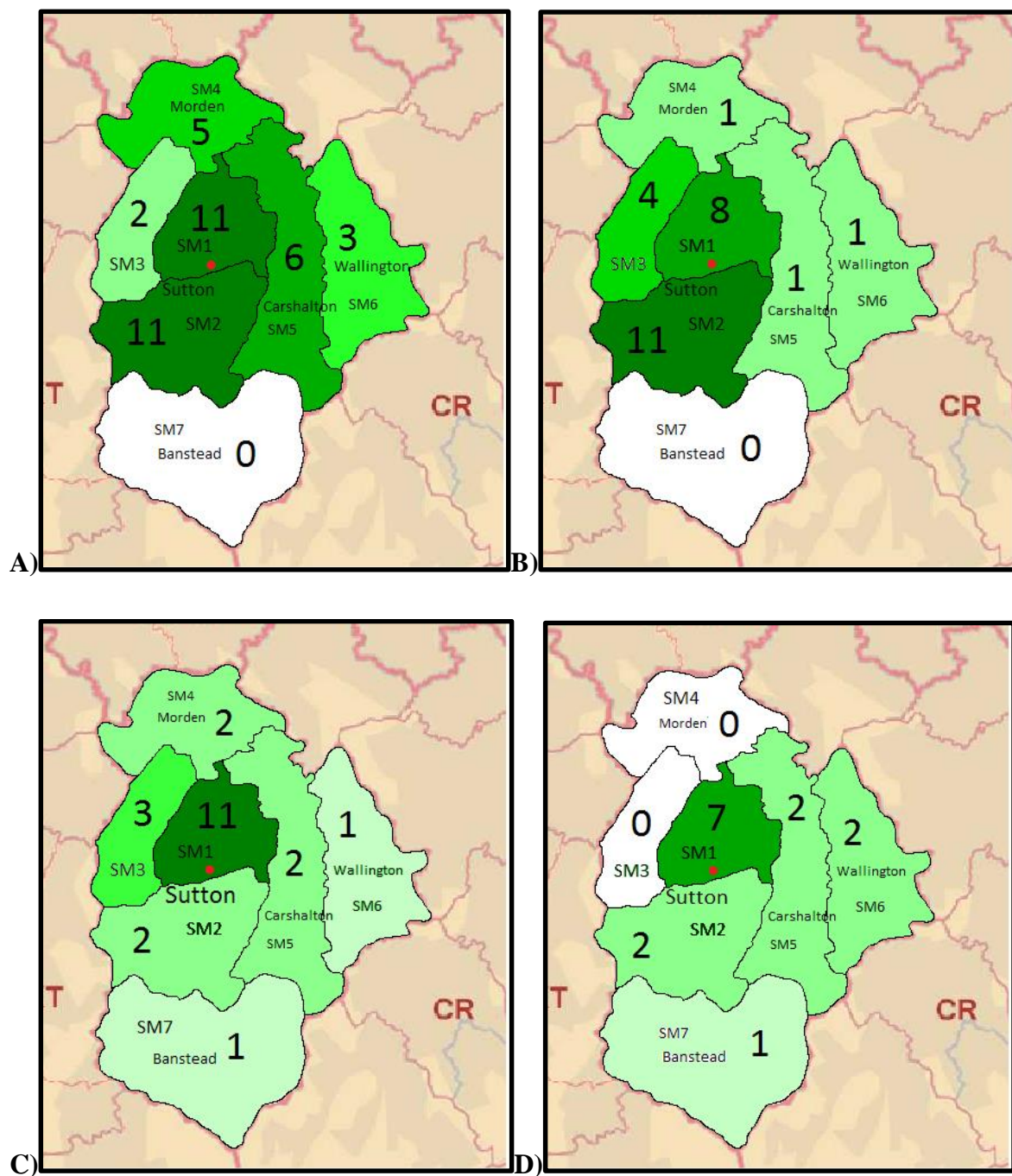


Figure 4.8 Market stall visitor postcode maps in clockwise order of market stall dates (A. 2 April, B. 9 April, C. 16 April, D. 23 April)

## 4.2 Objective 2: Pilot Testing Activities Results

We pilot-tested several activities for the market stall. We designed our activities to be engaging and educational for visitors to the stall, especially families. One game was the *Eatwell Plate* activity. The resources necessary for this activity are a mat depicting the NHS Eatwell Plate and selected cards displaying different foods and their nutritional information (Figure 4.9). Participants matched the food on the cards to the food group they belong to on the Eatwell Plate mat. The participants matched lean lamb, chickpeas, pumpkin/squash, mango, cheddar cheese, porridge oats, potatoes, chocolate, olive oil, and crisps. Lean lamb and chickpeas belong in the protein section. Pumpkin/squash and mango belong in fruits/vegetables. Cheddar cheese belongs in the dairy section. Porridge oats and potatoes belong in the carbohydrate section. Chocolate, olive oil, and crisps belong in the foods and drinks high in fats and sugars section. This activity teaches participants about the NHS Eatwell Plate and the five food groups.



**Figure 4.9 Eatwell Plate activity set-up on 9 April. For details of the Eatwell Plate, see figure 2.1**

Another activity we designed is the *Sugar Smart* activity. The resources necessary for this activity are sugar cubes, paper cups, five types of drinks, and a smartphone. The five types of drinks we used were Coca Cola, Tropicana orange juice, Yahzoo chocolate milk, Capri Sun, and Lucozade. Sugar Smart is a smartphone app that scans the barcode of a food or drink and shows

the sugar content (represented in sugar cubes) of that food or drink. Tropicana orange juice has 7.5 sugar cubes worth of sugar, Coca Cola has 8.7 sugar cubes worth of sugar, Lucozade sports drink has 16 sugar cubes worth of sugar, Yazoo chocolate milk has 10 sugar cubes worth of sugar, and Capri Sun juice has four sugar cubes worth of sugar. We placed the appropriate number of sugar cubes for each drink into paper cups (Figure 4.10). The participants matched the sugar cubes to the drinks they believed contain that much sugar. Once they finished guessing, we revealed the actual amount of sugar per drink and compared the actual amount of sugar to the participant's estimates. The intention of this activity was to make people more aware of the contents in the food they eat regularly and make recommendations for alternatives, factoring in both preparation time and price. This activity also teaches participants about the Sugar Smart app and about how to be more aware of the contents of the foods they eat regularly by reading nutrition labels.



**Figure 4.10 Sugar Smart activity set-up**

*Draw the Rainbow* is a children's activity. The resources needed for this activity are paper and felt tip pens. We invited children to draw their favourite fruits and vegetables. This activity engages with children and reinforces the NHS's recommendation to "eat a rainbow," or eat fruits and vegetables that are a variety of colours.

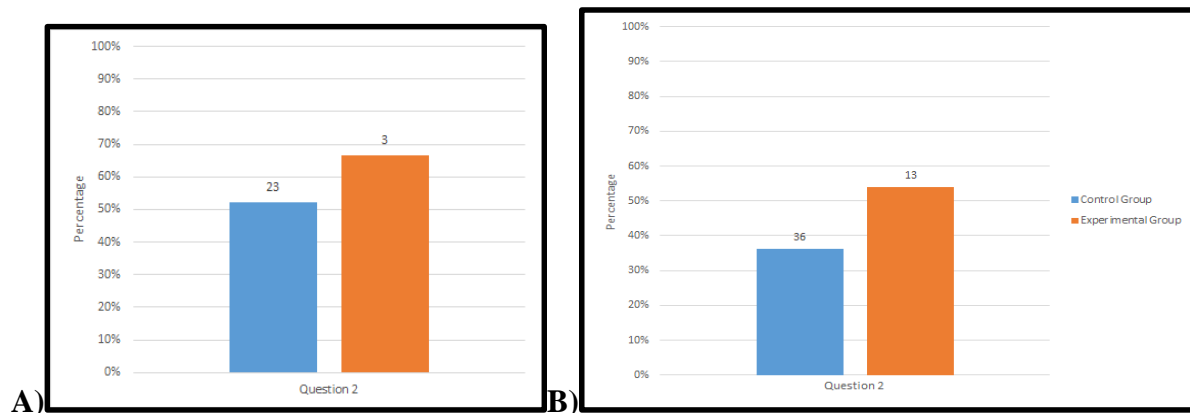
*What's in the Box?* is a children's activity. The resources necessary for this activity are an empty box with a hole cut into it and different types of fruits and vegetables. We used a carrot, a potato, an orange, an avocado, a mooli (Japanese radish), a beetroot, and an apple. Participating children insert their hand into the box, feel the fruits or vegetables, and guess what kind of fruit or vegetable it is. It is a simple game designed to engage children and encourage them to eat more fruits and vegetables.

We had two skipping ropes (or jump ropes) for children to play with at the stall. This activity promotes physical activity and attracts children and their families to engage with the stall. However, only one family with three children participated in this activity.

#### 4.2.1 Quiz Results

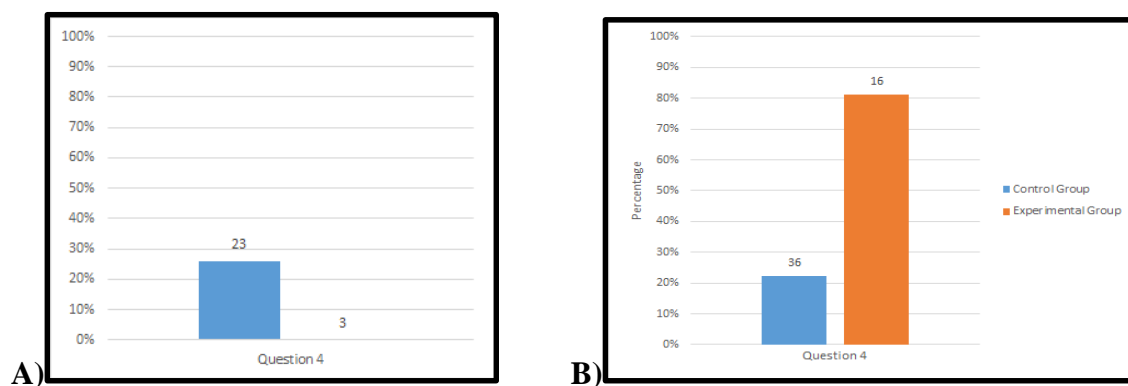
We used the quiz to measure the effectiveness of our activities. The experimental groups represent the visitors who participated in at least one of the two activities we assessed (*Eatwell Plate* and *Sugar Smart*) and completed the quiz while the control group represents the visitors who did not participate in either of the activities but completed the survey. Table 4.2 shows the experimental group's quiz results for the 2 April 2016 market stall and the combined results of the 9, 16, and 23 April 2016 market stalls. We analysed the 2 April 2016 market stall data separately because after that date we modified the quiz questions. The raw quiz answers are located in Appendix F. Table 4.2 shows the average quiz scores and the standard deviation of the quiz scores.

Figure 4.11 compares the percentage of the experimental group who only participated in the *Eatwell Plate* activity that answered question two correctly with the percentage of the control group that answered question two correctly. The experimental group outperformed the control group at each market stall.



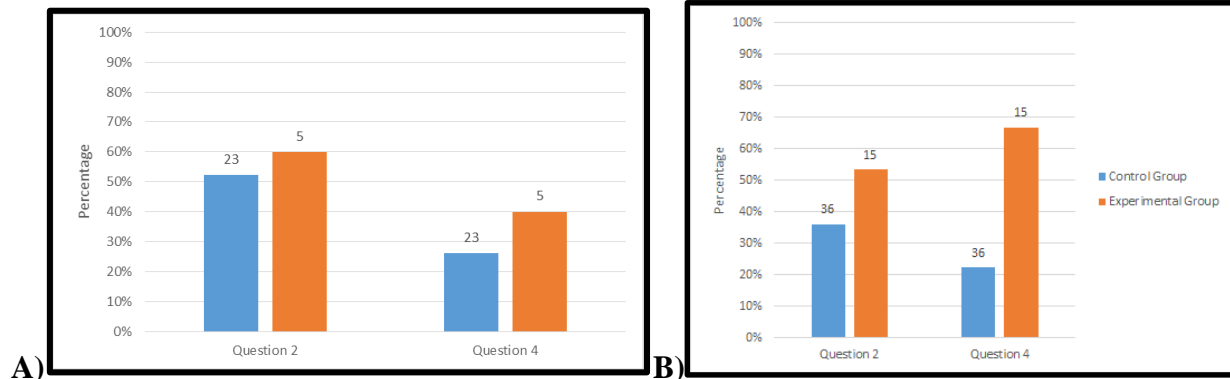
**Figure 4.11 Question two percentages correct for the experimental group that participated only in the *Eatwell Plate* activity versus the control group (A. 2 April and B. 9, 16, and 23 April). The numbers above the bars represent the sample sizes.**

Figure 4.12 compares the percentage of the experimental group who participated only in the *Sugar Smart* activity that answered question four correctly with the percentage of the control group that answered question four correctly. On 2 April, the control group outperformed the experimental group as no one in the experimental group answered correctly. On 9, 16, and 23 April, the experimental group far outperformed the control group.



**Figure 4.12 Question four percentages correct for the experimental group that participated only in the *Sugar Smart* activity versus the control group (A. 2 April and B. 9, 16, and 23 April). The numbers above the bars represent the sample sizes.**

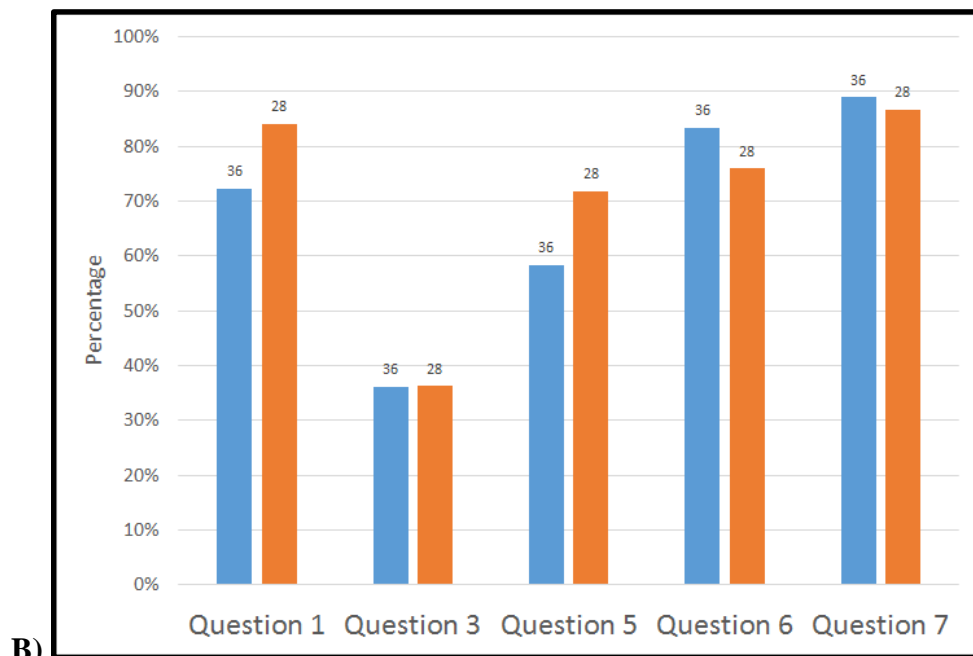
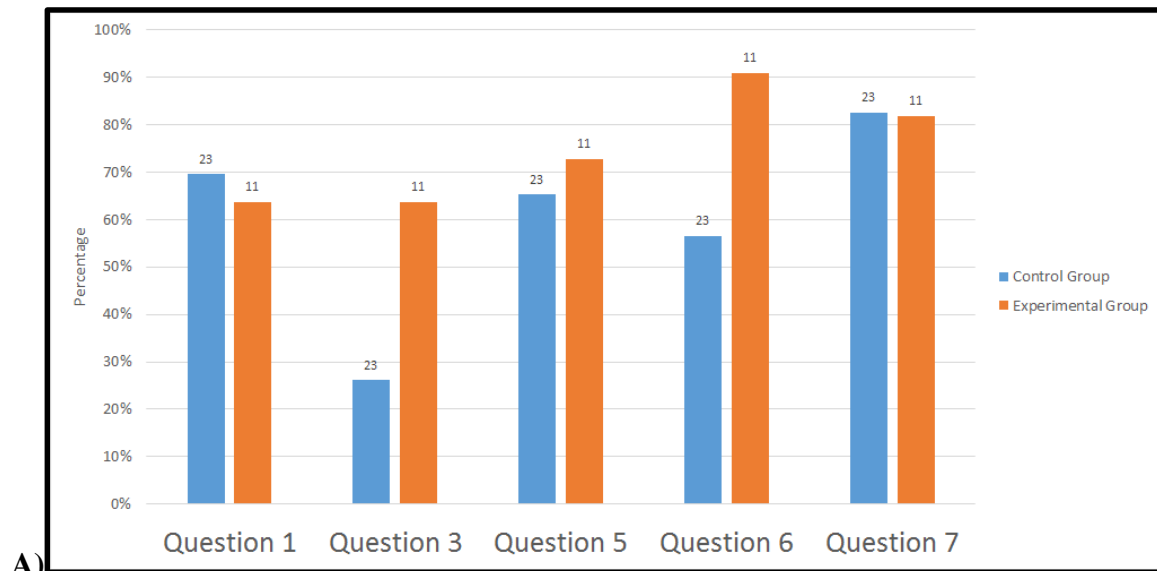
Figure 4.13 compares the percentage of the experimental group who participated in both activities that answered questions two and four correctly with the percentage of the control group that answered questions two and four correctly. On both dates, the experimental group outperformed the control group for both questions.



**Figure 4.13 Question two and four percentages correct for the experimental group that participated in both activities versus the control group (A. 2 April and B. 9, 16, and 23 April). The numbers above the bars represent the sample sizes.**

Figure 4.14 compares the percentage of the experimental group that answered all questions excluding two and four correctly with the percentage of the control group that answered questions two and four correctly. We pooled all three experimental groups in this figure as none of the questions related directly to any of the activities. On 2 April, the percentage of correct answers for each question was similar between the two groups on all questions except for three and six. On three and six, the experimental group outperformed the control group substantially. On 9, 16, and 23 April, the percentage of correct answers for each question was similar (within 10%) for the experimental and control group on all questions. Both groups performed relatively poorly on question three on both dates.





**Figure 4.14 Percentage of correct answers by question for the experimental group compared to the control group excluding questions two and four (A. 2 April and B. 9, 16, and 23 April)**

#### 4.2.2 Activity Observations

We spoke with participants while they were participating in our activities in order to gauge their enjoyment and engagement. Due to a lack of time, we did not observe on 2 April

2016. Most people who participated in the 9 April 2016 activities seemed to have fun. The majority of the participants of the activities were parents with young children and whole families. A few single adults also participated. Quotations from this date include:

9 April 2016

- “Wow, there’s a lot of sugar in those!” (referring to the *Sugar Smart activity*),
- “You would think that the Coke would have the most sugar,” (a teenager referring to answers of the *Sugar Smart activity*),
- “Isn’t orange juice supposed to be good for you?” (a parent referring to the sugar content of orange juice)

16 April 2016

- “I’m surprised the chocolate milk has so much sugar”
- Question: “Which one surprised you?”
  - Answer: “The orange juice, it has a lot more sugar than I thought.”

Upon observation, we believe that *What’s in the Box?* and *Draw the Rainbow* were successful in bringing in a large number of children to the stall and keeping their parent(s) there for a longer period. Children really enjoyed *What’s in the Box?* with quotations including, “That was great, thank you!”

Activities seemed to be more engaging on 9 April 2016 than on 2 April 2016. Visitors stayed longer at the activities and we had more engaging conversations with them on 9 April 2016. The activities are fast and easy to run and take approximately 3-5 minutes to complete. The activities on 9 April 2016 started conversations with the participants and seemed to make people think about the information presented in the activities.

### **4.3 Other Results**

This section describes the results of our work put into designing the recipe cards for the stall and counting the number of visitors to the stall. These results do not directly relate to either of our two objectives.

### 4.3.1 Final Recipe Cards

Figure 4.15 shows the final recipe cards we gave out at the market stalls. Appendix D contains the past recipe cards as well as the recipe cards shown here.

#### Alo Palak (Potatoes and Spinach)

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Servings: 4  
Prep time: 15 minutes  
Total time: 30 minutes



**Ingredients**

- 1 kg spinach
- 500g potatoes
- 2 medium size onions
- 1 tsp fenugreek
- 1/2 tsp salt (optional)
- 2 cloves pressed garlic
- 1/2 tsp red chilli powder
- 1 tsp cumin
- 1 tbs or spray olive oil


**Directions**

- Thoroughly wash and shred the spinach finely.
- Wash and peel potatoes. Cut into 4 or 8 pieces depending on the size of the potatoes.
- Peel and finely dice the onions
- In a pot spray some olive oil (about a tablespoon) and heat till fairly hot.
- Sprinkle cumin seeds into the pan to temper the oil.
- Stir the cumin making sure it does not burn, add the chopped onions and pressed garlic and fry until the onions are translucent.
- Add the potatoes and keep frying for a few minutes.
- Add the spinach and lower the heat. Cover the pot and leave till the spinach wilts and the potatoes cook.
- Mix the fenugreek and red chilli powder in about a 1/2 cup of water and add to the spinach.
- Once again cover the pot and leave to cook the potatoes if needed, stirring occasionally to even out the heat.
- (Optional) Add salt carefully when the dish is done as the very last ingredient.
- Once again lower the flame and leave for a few minutes.
- Serve

#### Cucumber Raita (Yoghurt)

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Servings: 4  
Prep time: 10 minutes  
Total time: 10 minutes



**Ingredients**

- 1 pot yoghurt
- 1 small cucumber
- pinch of cumin
- 1/2 tsp salt (optional)


**Directions**

- Finely grate the cucumber and keep aside
- In a bowl empty the yoghurt pot, whip gently to smooth out
- Add the cucumber and a pinch of cumin
- (Optional) Add salt
- Gently mix
- Serve

#### Chappattis (Roti)

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Servings: 4-6 | Prep time: 15 minutes | Total time: 30 minutes



**Ingredients**

- 300g wholemeal flour or chapatti flour
- 1/2 tsp salt (optional)
- 1/2 tsp oil
- 1/2 pint/275 ml lukewarm water
- A small amount of flour kept aside to roll the chappattis

**Directions**


- Sift the flour and salt into large bowl.
- Add the oil and water and mix to a soft dough.
- Cover with a damp tea towel and leave aside for 10-15 minutes.
- Divide into 12 balls and roll out into thin rounds (using extra flour if necessary to stop sticking).
- Heat a tawa or frying pan until very hot.
- Cook one chapatti at a time for half a minute on each side.

#### B)

#### Moroccan Chickpea Stew

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Servings: 2-4



**Ingredients**

- 1 tbs vegetable / sunflower oil
- 1 red onion, roughly chopped
- 1 red pepper, seeded and roughly chopped
- 1 carrot, roughly chopped
- 2 garlic cloves, finely chopped
- 1 aubergine, cubed
- 4 large tomatoes, chopped
- 1 tsp each of ground cumin and paprika
- 1/2 tsp each of ground coriander and ground cinnamon
- 1 tbs tomato puree
- 1 x 400g can chickpeas - drained and rinsed
- 5 medjool dates, chopped

**Directions**

- Sauté onion, pepper and carrot for a few minutes in half the oil.
- Stir in garlic, aubergine and remaining oil and let soften for 5-10 minutes, stirring occasionally.
- Sprinkle spices over the veg and allow to infuse for a few minutes.
- Then add tomatoes and cook to break them up.
- Add puree, cover and simmer until veg are soft, adding a small amount of water if necessary.
- Add chickpeas and dates and cook for a further 10 minutes.


**SERVING SUGGESTION**

Serve with couscous or brown rice and green vegetables.

#### Coleslaw

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Servings: 10



**Ingredients**

- 1 red or white cabbage, finely shredded
- 5 carrots, coarsely grated or cut on a mandolin
- 1 red onion, finely sliced
- Handful raisins

**Dressing**

- Juice of 1 lemon
- 2 tbs olive oil
- Chopped fresh herbs (eg parsley, dill or mint)
- 300 ml natural yoghurt
- 2 tbs mild mustard of your choice

**Directions**

- Mix dressing ingredients together and pour over mixed veg and raisins.
- Mix and serve.

**Serving Suggestions**

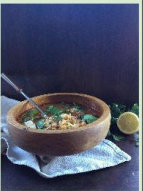
You could also add coarsely grated celeriac, beetroot or fennel. Delicious side with homemade burger or chicken drumsticks and sweet potato or potato wedges.

#### C)

#### Warming Tunisian Stew with Smoked Fish

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Servings: 4  
Prep time: 10 mins  
Cook time: 25 mins



**Ingredients**

- 2 x 400g tins of chickpeas or 100g dried chickpeas soaked overnight, and then boiled until tender
- 2 tbs rapeseed or olive oil
- 2 onions, finely chopped
- 1/2 tsp sea salt (optional) and freshly ground pepper
- 3 garlic cloves, finely chopped
- 2 tbs tomato puree
- 1/2 - 1 tbs harissa (to taste)
- 1 tbs cumin seeds
- 1 lemon (zest and juice)
- 2 litres veg, chicken or fish stock
- 75g broken spaghetti or vermicelli rice noodles
- 200-300g smoked white fish (optional)
- 4 handfuls seasonal greens (kale, spinach, chard, wild garlic, nettles), roughly chopped
- Fresh parsley, to garnish (optional)


**Directions**

- Heat a large pot and add the oil. Sizzle the onions until soft.
- Swirl in 1/2 tsp salt (optional) and pepper. Fold the garlic and cumin through. Cook for a moment, then add the tomato paste.
- Swirl in a little of the harissa. Add chickpeas and grate in the lemon zest and half the juice.
- Top the stew up with your stock. Bring to the boil and reduce heat to a simmer. Fold the noodles in.
- If adding fish, perch it on top of the stew. Pop a lid on. Steam for 5-10 minutes, or until your fish is cooked through. To test, get a knife and fork and pierce it in the centre. If the flesh flakes away all the way through, it's done.
- Remove any skin and bones from the stew with a slotted spoon, trying to keep the flesh in big hunks.
- Fold your greens through the stew and cook until just wilted. Adjust seasoning, adding more lemon, harissa, etc. to suit your taste.
- Return the fish to the pot, or divide between bowls and perch your fish on top. Garnish with parsley.
- Delicious with the cauliflower couscous recipe overleaf, plain couscous, or hunks of bread.

#### Cauliflower Couscous with Orange, Coriander & Honeyed Seeds

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Servings: 4  
Prep time: 15 mins  
Cook time: 5 mins



**Ingredients**

- 1 small head of cauliflower
- 1/2 tsp sea salt (optional) and freshly ground pepper
- A pinch of chilli powder (optional)
- A glass of olive oil
- 4 oranges
- Large handful fresh coriander or parsley leaves, chopped
- 1 tsp coriander seeds, toasted if possible
- 6 tbs mix of seeds (sunflower, pumpkin) + 2 tsp honey


**Directions**

- Carve the leaves and thick stalks from your cauliflower
- Pulse the cauliflower florets into a food processor until finely chopped
- Scrape the cauliflower into a bowl, or the dish you wish to serve it in. Grate the zest of your oranges over the couscous. Season with 1/2 tsp of salt (optional), pepper and chilli powder.
- Cut a slice off the tops and bottoms of the oranges and carve off the peel. Cut the segments out of the oranges, avoiding the fleshy membrane on the edge of each segment and squeeze on any juice.
- Tumble the orange segments onto the couscous, along with the coriander or parsley, and the coriander seeds (toast them first, if you can).
- Heat a frying pan and toast seeds over a medium heat until just golden. Take off the heat and add the honey. Sprinkle the coated seeds on top of the couscous.

#### Garden Greens Aioli (dip)

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Servings: 4-6 | Prep time: 15 mins



**Ingredients**

- 1 egg yolk
- 1 tsp Dijon mustard
- 1 small garlic clove
- 1/2 tsp sea salt (optional) and freshly ground pepper
- 2 tbs rapeseed oil (or walnut, almond, or pistachio oil)
- 2 tbs olive oil
- 80g watercress
- 40g fresh basil
- 40g fresh mint
- 1 tsp honey (optional)

**Directions**

- Put the egg yolk, mustard, garlic and 1/2 tsp salt (optional) and pepper in a food processor or blender. Whizz until fully mixed and creamy.
- Keep the motor running as you trickle in the oil, 1 tbs at a time until thick.
- Put in the watercress and blitz until mixed in. Add the herbs. Again, blend until they're fully whipped up into the mix and the dip is creamy, quite thick and a little bit frothy.
- Taste. Whizz in a little honey (optional), add more salt (optional) and pepper to taste.



**Figure 4.15 Final Recipe Cards: A. 2 April 2016 Aloo Palak, Cucumber Raita and Chapattis, B. 9 April 2016 Moroccan Chickpea Stew and Coleslaw, C. 16 April 2016 Warming Tunisian Stew, Cauliflower Couscous, and Garden Greens Aioli, D.23 April 2016 Sweet Potato, Spinach, and Butter Bean Stew & Beetroot, Carrot, and Apple Salad with Toasted Seeds.**

#### 4.3.2 Observation Results

Table 4.4 shows the number of visitors on each day of the market stall that we attended.

**Table 4.4 Attendance Number of the Market Stall**

Market Stall Date	Number of Visitors
2 April 2016	225
9 April 2016	210
16 April 2016	230
23 April 2016	163

16 April 2016 had the highest attendance at 230 visitors, while 23 April 2016 had the lowest attendance at 163 visitors.

On 2 April 2016, the weather was sunny with a temperature of 12°C (55°F). On 9 April 2016, it rained in the morning and the late afternoon, but cleared up during the peak hours of the stall. The temperature on 9 April 2016 was approximately 10°C (50°F). On 16 April 2016, the

weather was cold and cloudy with occasional rain. The temperature on 16 April 2016 was approximately 4°C (40°F). On 23 April 2016, the weather was windy and cloudy with occasional rain. The temperature on 23 April 2016 was 10°C (50°F).

## **Chapter 5. Discussion**

The following chapter discusses our recommendations for the market stall based on the results of our methodology. We assessed promotional methods for the market stall by gathering data on how visitors heard about the market stall in order to determine the most effective way to promote it. We pilot-tested educational and interactive activities for the market stall. We used a quiz to determine the educational value of our activities.

### **5.1 Market Stall Affairs**

The number of visitors to the market stall varied among the four dates we attended. We believe this was due to the weather, the layout of the market stall, and the number of volunteers during the event. In our opinion, if the weather is nice and there are enough staff members with which to engage, then more people are likely to interact with the stall.

The weather differed greatly among the different market stall days, which probably affected the numbers of people who visited the stall on each day. The Sutton High Street was busy and full of people on the two warmer days (2 and 9 April). There were noticeably fewer people walking along the Sutton High Street on 16 and 23 April 2016. Despite fewer people being out on the High Street, we recorded a record high number of visitors to the stall. On a colder day such as 16 April, the offer of free, hot food may have been an incentive for people to stop by the market stall. However, the low number of visitors to the 23 April market stall provides a counterexample. On 23 April, the weather was similar to the weather on 16 April, though fewer people visited the stall even with the offer of free, hot food. The location of the market stall on 16 April was also different (see Figure 3.6) which may also explain the higher number of visitors. Finally, the stall was a part of a larger gathering of market stalls called the Sutton Farmers' and Artisans' market organized by EcoLocal (an organisation dedicated to environmental sustainability), which may have attracted more people. On 23 April, the Carshalton Park Rotary Club and St. John's Ambulance event obscured access to and view of the stall. We mainly attribute low attendance at the stall to this unexpected complication.

The layout of the stall on 16 April seemed to be the most effective at drawing in the most people despite the poor weather on this date. This layout was centrally located on the Sutton High Street and allowed people to visit the stall without deviating from their walking path. The

layout of this market stall also allowed visitors to move easily from the cooking demonstrations to the activities and vice versa. This is distinct from the location of the other three market stalls, where the market stall was located on a raised platform off to the side of the Sutton High Street (Figure 3.6).

More volunteers at the market stall led to a more engaged audience. In addition, preparation and dismantling was faster with more people helping. The market stall event required more volunteers to engage the visitors, instruct the activities, and arrange the market stall. We recommend a minimum of eight volunteers to work at the market stall.

It was crucial to have volunteers engaging with people passing by the market stall, especially those who showed interest in order to convert those strangers passing by into visitors and participants of the activities. The layout on 16 April made it easier for us to engage with people passing by because of the size of the pathway. The location of the stall was in the middle of Sutton High Street, leaving narrower paths on either side of the stall for people to walk. These narrower paths made it difficult for people to avoid the volunteers asking people to visit. On the other three dates of the market stall, the location of the stall was off the high street, making it easier for passers by to avoid being approached by volunteers.

## **5.2 Objective 1: Promotional Strategies**

Overall, social media was not an effective promotional strategy for the market stall because the majority of visitors were people passing by the stall on Sutton High Street. However, we see a lot of potential for social media in reaching a large number of community members. Based on comments made by users who expressed interest in the farm, it is important for Sutton Community Farm to inform the community of its existence and purposes. We recommend the farm maintain their Instagram account as a way to communicate with the community because it is a user friendly application that allows multiple volunteers to post relevant content. In addition, Instagram's social media integration feature makes it easier for Sutton Community Farm to supply content to other social media platforms. Instagram seems to be effective for community engagement purposes as we received various mentions from users who posted pictures of their meals or market stall experiences to their followers. We recommend Sutton Community Farm to keep encouraging users to share pictures of their meals cooked with vegetables from the farm

and pictures of their market stall experiences. This practice acts as a chain reaction in which Sutton Community Farm is able to reach a user's followers with minimal effort. In this case, the user who shares the picture does most of the effort.

As shown in Figure 4.5, the majority of market stall visitors surveyed use Facebook. Therefore, to reach the largest audience, we recommend Sutton Community Farm use Facebook as its primary method of promotion on social media. However, the age group 55+ has more people who do not use social media than do. Thus, using an alternative method to promote to this demographic may be beneficial. There is no discernible difference between the male and female groups with respect to the specific social media platform use.

On 24 March 2016, Instagram suspended our account due to excessive user following. The team followed over 200 accounts in less than an hour. We recovered the account by proving that humans managed our account and that it was not a computer program designed to spam users. We recovered the account by following the Instagram support team's instructions of sending a picture of us holding a piece of paper containing a code they provided. Figure 5.1 shows the picture sent to the Instagram support team in order to recover the account. Instagram returned our account to us on 28 March 2016.



**Figure 5.1 Patricio recovering Sutton Community Farm's Instagram account after a brief suspension due to excessive user following**

We created our own flyer and poster design. The process involved creating many drafts. As such, we distributed flyers and posters before we completed the final version. The first five



posters we distributed along Sutton High Street were in black and white and did not show the time of the event. The next five posters and ten flyers distributed around Wallington did not include the time of the event. Most likely, our mistakes cost us possible visitors due to the first not attracting much attention without colour and the second not showing the time of the event to interested viewers.

The results of direct promotion posts, in terms of reach and the number of likes, was less variable than that of subtle promotion posts. We believe this is because the message in every direct promotion post (the date, location, and time of the market stall) was consistent. Subtle promotion has the potential to reach more users in comparison to direct promotion because the message can interest a larger audience depending on the content of the post. For example, our best performing post was about the origin of purple carrots; refer to Appendix E: Post #22 to see a screenshot of this post. This fact about the origin of carrots was apparently interesting for the followers of Sutton Community Farm social media account and one of them shared it on their Facebook homepage with the caption: “Who knew?”. We recommend that the volunteers of Sutton Community Farm dedicate time to research interesting facts similar to the one previously mentioned and design subtle promotion posts around them. Viewers who find the post interesting can discover the author of the post to be Sutton Community Farm and find more information about the farm when they visit the account with the intent of finding similar content.

We recommend Sutton Community Farm ask visitors to follow all of the farm’s social media accounts as a requirement to participate in the same raffle that was offered to the people who took the quiz. This practice would work as an incentive for visitors to follow Sutton Community Farm on social media and consequently increase the number of social media followers.

### **5.3 Objective 2: Pilot Testing Activities**

In order to test the educational effects of the activities, we compared the quiz data of people who did not participate in the activities with people who did participate in the activities. Only questions 2 and 4 directly tested on the educational material provided in the activities. We included the other questions for baseline knowledge of participants on healthy eating. We can

use the data from these other questions to determine areas where people are lacking knowledge, and suggest topics where new activities would be useful.

### 5.3.1 Logistics of Activities

We found that more people participated in the activities when the activities were closest to the cooking demonstrations. The cooking demonstrations and the free food associated with them are the main draw to the stall and the activities were secondary. We suggest continuing to locate the activities near the cooking demonstrations to draw in the maximum number of people.

From week to week, we became better at setting up the activities. This practice allowed us to set up the games quickly and efficiently. Practice in setting up the activities is important for a streamlined set-up of the market stall. Practice in cleaning up the activities and having an organised system for storing the activity materials is important for a fast clean up of the market stall.

### 5.3.2 Obstacles

The main draw to the stall was the cooking demonstrations, not the activities. In order to get people to participate in the activities, it was often necessary to convince people by asking them to help us with our university project or asking them to play a fun game. Many people were more interested in our accents and talking to us about the United States than they were in talking about healthy eating. Yet, some children and adults were interested without needing to be convinced. Nevertheless, we recommend setting up the activities close to the cooking demonstrations. We also recommend the continued use of incentives, such as pea plants or seed packets, as rewards for completing the activities. For engaging with families, we recommend the continued use of the children's activities, *Draw the Rainbow* and *What's in the Box?* If SPK is not above stretching the truth, then we recommend they ask visitors to help them with their university project by completing their survey.

### 5.3.3 *Eatwell Plate* Activity

We used the *Eatwell Plate* activity to introduce the Eatwell Plate concept and to teach which foods belong in each food group. Question two specifically tested the *Eatwell Plate* activity. Question two asked, “Which food groups should you eat the most of?” If a participant played the game and paid attention to the Eatwell plate, this question should have been easy. The fruits and vegetable portion and the carbohydrate portion take up more than two-thirds of the Eatwell plate. Observation of the Eatwell Plate therefore would give away the answer. However, the average of the experimental group who participated only in the *Eatwell Plate* activity for question two was only 67% on 2 April and 54% on 9, 16, and 23 April, even though the answer should have been obvious. Both of these percentages were higher than the average for the control group on each of these dates (44% on 2 April and 36% on 9, 16, and 23 April). Many more data points make up the 9, 16, and 23 April data, so it is more accurate than the 2 April data. The low scores on this question for the experimental group could be due to a slightly confusing question. The confusion may have come from having to pick sets of two food groups rather than choosing the food groups individually.

According to our research, the *Eatwell Plate* activity was effective at educating participants. For these reasons, we recommend the continued use of this activity at future market stalls. The *Eatwell Plate* activity was also simple to set up and run, and it seemed to be effective at educating and starting conversations with participants. We suggest having a volunteer stand by the game in order to run it and explain the rules.

### 5.3.4 *Sugar Smart* Activity

We used the *Sugar Smart* activity to educate people about how much sugar is in popular drinks. A secondary use for the game was teaching people that the nutrition label only lists the sugar per 100 mL and is therefore misleading about the amount of sugar that people typically consume when they drink a beverage. We tested the effects of the *Sugar Smart* activity in question four of our quiz. The completion of the activity gives away the correct answer to question four.

On 2 April, question four read, “Rank which drink has the most sugar per serving (100 mL), in which 1 contains the most sugar per serving and 5 contains the least sugar per serving.”

We believe this question format may have caused confusion because it may have been difficult for participants to remember the exact order of all five drinks in the activity. The experimental group on 2 April answered the question correctly 0% of the time, while the control group answered it correctly 26% of the time. On 2 April, we counted the question correct if they ranked the sports drink as having the most sugar. For the 9, 16, and 23 April market stalls, question four asked, “Which drink has the most sugar per serving (100 mL)?” which we think is clearer because the participant only needed to remember which drink had the most sugar per serving. The 9, 16, and 23 April experimental group that participated only in the *Sugar Smart* activity answered our revised question correctly at a much higher percent with 81% correct answers. The control group on this date answered correctly 22% of the time. The second question format seemed to work better than the first. The experimental group outperformed the control group by quite a lot, so the game did seem to have some effect on the answers.

We recommend that the *Sugar Smart* activity continue at future market stalls. The activity was effective educationally, simple to set up, and simple to run. We recommend having a volunteer stand by the game in order to explain the rules to participants.

### 5.3.5 Future Activities

If SPK develops a new activity for the stall, we recommend basing the activity on the NHS’s recommendation of 150 minutes of physical activity per week. Question three on the quiz asked, “How many minutes of physical activity should you have per week?” Both the control group and the experimental group performed poorly on this question with 26% of the control group and 64% of the experimental group answering correctly on 2 April and 36% of the control group and 36% of the experimental group answer correctly on 9, 16, and 23 April. The activity does not have to be physical, but it should reinforce the 150 minutes of physical activity per week recommendation.

## 5.4 Conclusion

Our goal for this project was to improve the effectiveness of the market stall experience that was pilot-tested by the Sutton People's Kitchen in the summer of 2015 by promoting it to the Sutton community and engaging visitors through interactive and educational activities. We accomplished this goal through two objectives:

1. Assess promotional strategies for the market stall.
2. Pilot test activities about healthy eating habits for the market stall experience.

After analysing the data from the results of our methodology, we have several recommendations for future SPK market stalls. We recommend Sutton Community Farm to continue to utilize social media to promote itself and its message as well as the market stall. On the Saturdays of the market stall, we recommend tasking one of the stall volunteers with distributing flyers to passers-by on the High Street and attracting visitors to the stall. In addition to these promotional recommendations, we recommend SPK continue to use the *Eatwell Plate* activity and the *Sugar Smart* activity. We suggest having a volunteer dedicated to running each activity at the stall. We also recommend SPK develop a new activity based on the NHS's recommendation of 150 minutes of physical activity.

These changes should help SPK increase the effectiveness of the market stall in terms of setting and packing of the market stall, promotional strategies, data analysis, community engagement, and educational activities. Implementing these recommendations will contribute to the achievement the goals of Sutton People's Kitchen and Sutton Community Farm of educating the community on healthy eating habits through organic and sustainable practices.

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## Appendix A: Visitor Survey

Thank you for stopping by at SPK's pop-up stall! Please answer the following questions to help us make our pop-up stalls even better!

**1. Age Group**

- A. Under 18
- B. 18-24 years old
- C. 25-34 years old
- D. 35-44 years old
- E. 45-54 years old
- F. 55+

**2. Gender**

- A. Male
- B. Female
- C. I prefer not to answer

**3. First three digits of postcode \_\_\_\_\_**

**4. Which social media accounts do you use?**

- A. Facebook
- B. Instagram
- C. Twitter
- D. I do not use any social media accounts

**5. Which of Sutton Community Farm's social media accounts do you follow?**

- A. Facebook
- B. Instagram
- C. Twitter
- D. I do not follow any social media accounts

**6. How did you hear about the market stall?**

- A. Facebook
- B. Instagram
- C. Twitter
- D. Flyer
- E. Word of mouth
- F. Sutton Community Farm mailing list
- G. Sutton People's Kitchen mailing list
- H. Sutton People's Kitchen Cook Club
- I. Local press
- J. Passing by
- K. Other: \_\_\_\_\_

**7. If you heard about the market stall through flyers, where did you receive the flyer?**

- A. Sutton High Street
- B. Wallington
- C. Not Applicable

**8. Did you learn something new at our stall?**

- A. Yes
- B. No

**9. As a result of this cooking demo/pop-up stall, I will: (tick all that apply)**

- A. Try a new ingredient
- B. Try out a new recipe
- C. Try to eat more healthily
- D. Cook from scratch
- E. Reduce sugar in my diet
- F. Reduce saturated fat in my diet
- G. Reduce salt in my diet
- H. Buy fresh, local, seasonal food
- I. Do more physical activity
- J. Not make any changes
- K. Other: \_\_\_\_\_

**10. Would you recommend our stall to a friend?**

- A. Definitely
- B. Probably
- C. Possibly
- D. Probably Not
- E. Definitely Not

**11. What activities did you participate in at our pop-up stall**

- A. Eatwell Plate – food matching activity
- B. Soft drinks sugar content game - Sugar Smart
- C. Cooking demonstration
- D. Physical activity (hopscotch, skipping rope)
- E. What's in the box?
- F. Draw the rainbow
- G. Pledge campaign
- H. Other (please specify): \_\_\_\_\_
- I. I didn't participate in any activities

**12. Would you like to attend more cooking demonstrations?**

- A. Yes
- B. No
- C. Maybe

## Appendix B: Quiz

Quiz (Final Version, distributed 9, 16, and 23 April):

1. How many servings of fruit and vegetables should you have a day?
  - A. 0
  - B. 3
  - C. 5
  - D. 7
  - E. 9
  
2. Which food groups should you eat the most of?
  - A. Sugars and fat
  - B. Protein and Dairy
  - C. Dairy and Carbohydrates
  - D. Fruits/Vegetables and Carbohydrates
  - E. Protein and Fruits/Vegetables
  
3. About how many minutes of physical activity should you have per week?
  - A. 60 minutes
  - B. 90 minutes
  - C. 120 minutes
  - D. 150 minutes
  - E. 1000 minutes
  
4. Which drink has the most sugar per serving (100 mL)?
  - A. Coca Cola
  - B. Orange juice (Tropicana)
  - C. Chocolate milk (Yahzoo)
  - D. Capri-Sun
  - E. Sports drink (Lucozade)
  
5. What is the maximum amount of salt you should consume per day?
  - A. 0 g
  - B. 1 g
  - C. 6 g
  - D. 10 g
  - E. 15 g
  
6. Which type of fat is the worst for you?
  - A. Trans fat (fried foods, vegetable shortening)
  - B. Saturated fat (Dairy, meat)
  - C. Monounsaturated fat (avocados, olive oil)
  - D. Polyunsaturated fat (fish, walnuts)
  - E. Omega-3 fat (fish, walnuts, canola oil)
  
7. What is a good source of healthy fat?
  - A. Donuts
  - B. Bagels
  - C. Strawberries
  - D. Avocados
  - E. Hamburgers

**Quiz (First Version, distributed 2 April)**

**1. How many servings of fruit and vegetables should you have a day?**

- F. 0
- G. 3
- H. 5
- I. 7
- J. 9

**2. Which food groups should you eat the most of?**

- F. Sugars and fat
- G. Protein and Dairy
- H. Dairy and Carbohydrates
- I. Fruits/Vegetables and Carbohydrates
- J. Protein and Fruits/Vegetables

**3. About how many minutes of physical activity should you have per week?**

- F. 60 minutes
- G. 90 minutes
- H. 120 minutes
- I. 150 minutes
- J. 1000 minutes

**4. Which drink has the most sugar per serving (100 mL)? Please rank the below items.**

- F. Coca Cola
- G. Orange juice (Tropicana)
- H. Chocolate milk (Yahzoo)
- I. Capri-Sun
- J. Sports drink (Lucozade)

**5. What is the maximum amount of salt you should consume per day?**

- A. 0 g
- B. 1 g
- C. 6 g
- D. 10 g
- E. 15 g

**6. Which type of fat is the least healthy for you?**

- A. Trans fat (fried foods, vegetable shortening)
- B. Saturated fat (Dairy, meat)
- C. Monounsaturated fat (avocados, olive oil)
- D. Polyunsaturated fat (fish, walnuts)
- E. Omega-3 fat (fish, walnuts, canola oil)

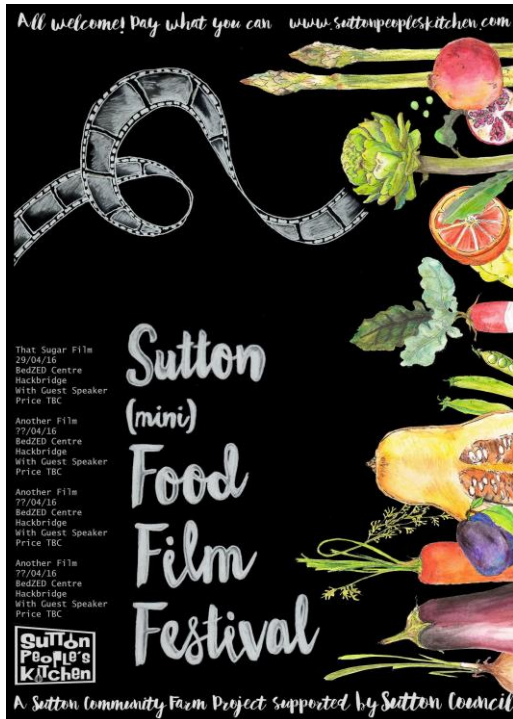
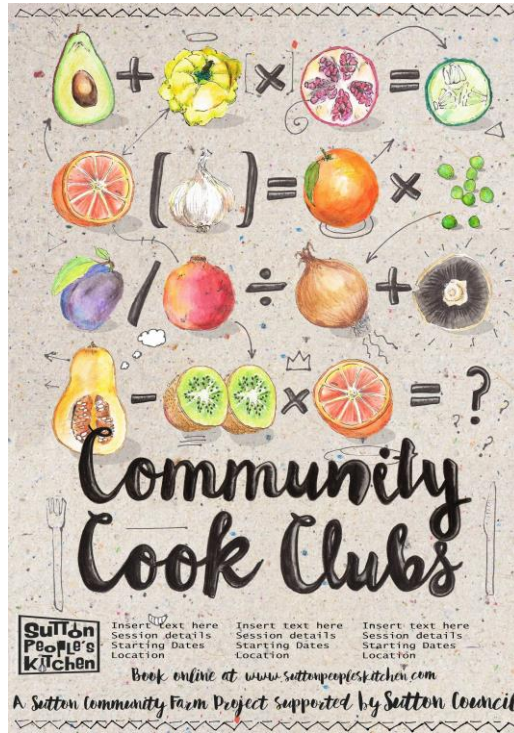
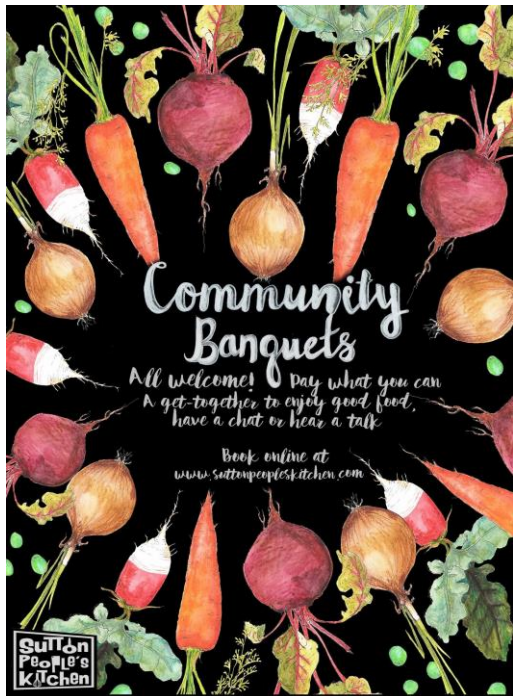
**7. What is a good source of healthy fat?**

- A. Donuts
- B. Bagels
- C. Strawberries
- D. Avocados
- E. Hamburgers



**Appendix C: Poster and Flyer Designs**

Original SPK designs:



Our design:

## Sutton People's Kitchen Pop-Up!

**Free tasters**  
**Games and activities**  
**Cooking demos**  
**Healthy eating information**  
**Free recipes**  
**Salads and healthy cakes available to buy**



**For more info visit [www.suttonpeopleskitchen.com](http://www.suttonpeopleskitchen.com)**

Dates: Saturdays 2,9,16 & 23 April  
/18 & 25 June/2,9,16 & 30 July 2016

Time: 10:00 AM - 3:30 PM

Location: Sutton High St, next to Waterstone's



@suttoncommunityfarm



@suttonfarm



Sutton Community Farm



# Appendix D: Recipe Cards

## Previous Recipe Cards



**SUTTON COMMUNITY FARM**  
**Gary's Leek & Potato Soup**  
 SUTTON PEOPLE'S KITCHEN  
 Serves: 4  
 Prep & Cook: 40 mins  
 VEGETARIAN

**INGREDIENTS**

- 1 tsp oil
- 500ml water or 500ml water and 150ml skimmed milk
- 225g potato, chopped into small cubes
- 225g leeks, white part only (finely sliced (freeze green part for stock))
- 1 small onion
- Small bunch of thyme leaves
- Small bunch of parsley
- Small bunch of chives
- Half a low-salt stock cube

**FROM YOUR CUPBOARD...**

- 1 cup/225g bulgur wheat
- 1 small onion, diced
- 2 tomatoes, diced
- 1 clove garlic, chopped
- 1 small cucumber, sliced
- 3 spring onions, chopped
- 1 small red pepper, sliced
- large handful of fresh parsley

**1** In a small pan sweat the leek, potatoes, onion, thyme, some parsley and stock on a low to medium heat for about 5 mins.

**2** When the leeks are soft add in half the water and your half a stock cube.

**3** Increase the heat to medium and boil for about 15 mins.

**4** Make sure the potatoes are cooked, and then add the rest of the parsley and blend to a smooth soup, adding more liquid if required for your desired consistency.

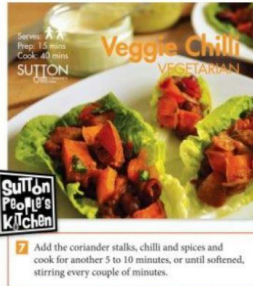
**5** Lastly, stir through the finely chopped chives (remembering to keep some to garnish the top).

**6** Season to taste and serve.

**SUTTON COMMUNITY FARM**

**COOKED THIS RECIPE?**  
 Tweet us a pic! #suttoncooking @suttonfarm

SUTTONCOMMUNITYFARM.ORG.UK



**SUTTON COMMUNITY FARM**  
**Veggie Chili**  
 SUTTON PEOPLE'S KITCHEN  
 Serves: 4  
 Prep & Cook: 45 mins  
 VEGETARIAN

**INGREDIENTS**

- 3 medium-sized sweet potatoes, approx. 250g, peeled if preferred
- 1/2 level tsp cayenne pepper
- 1/2 level tsp ground cumin
- 1/2 level tsp ground cinnamon
- 1 small onion
- 1 red or yellow pepper
- 1 clove garlic
- small bunch fresh coriander (approx. 15g)
- 2 fresh chillies, 1 red, 1 green
- 400g tinned beans (such as kidney, chickpeas, pinto and cannellini)
- 400g tomatoes, chopped

**FROM YOUR CUPBOARD...**

- sea salt & black pepper
- 1-2 tbsp olive oil
- soured cream (optional)
- guacamole (optional)
- either rice or tortillas, or, for a healthier option, baby gem lettuce leaves to serve (all optional)

**1** Preheat the oven to 200°C/400°F/gas 6.

**2** Cut the sweet potatoes into bite-size chunks. Sprinkle each with a pinch of the spices, salt and pepper. Drizzle with olive oil and toss to coat, then spread out on a baking tray and set aside.

**3** Peel and roughly chop the onion. Halve, deseed and roughly chop the peppers. Peel and finely chop the garlic.

**4** Pick the coriander leaves and put aside, then finely chop the stalks. Deseed and finely chop the chillies.

**5** Place the sweet potatoes in the hot oven for 40 minutes, or until soft and golden.

**6** Meanwhile, put a large pan over a medium heat and add roughly a tablespoon of olive oil. Add the onion, peppers and garlic and cook for 5 minutes.

**7** Add the coriander stalks, chilli and spices and cook for another 5 to 10 minutes, or until softened, stirring every couple of minutes.

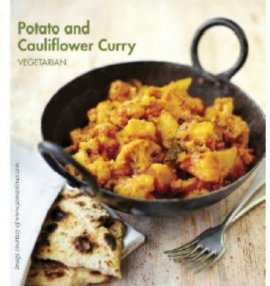
**8** Drain the beans, then tip them into the pan with the chopped tomatoes. Stir well and bring to the boil, then reduce to a medium-low heat and leave to tick away for 25 to 30 minutes, or until thickened and reduced. Keep an eye on it, and add a splash of water if it gets a bit thick.

**9** Stir the roasted sweet potato through your chili with most of the coriander leaves. Taste and season with salt and pepper if required.

**10** Scatter the remaining leaves over the top, and serve with some soured cream, guacamole, baby gem lettuce, rice or tortilla chips, or any combination.

**COOKED THIS RECIPE?**  
 Tweet us a pic of your chili! #suttoncooking @suttonfarm Facebook/suttonfarm

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**SUTTON COMMUNITY FARM**  
**Potato and Cauliflower Curry**  
 SUTTON PEOPLE'S KITCHEN  
 Serves: 4  
 Prep & Cook: 35 mins  
 VEGETARIAN

**INGREDIENTS**

- 1 onion
- 2 cloves of garlic
- 2cm piece of fresh ginger, peeled and chopped
- 1/2 tsp mustard seeds
- 1/2 tsp cumin seeds
- 1 tomato, finely chopped
- 2 curry leaves
- 1/2 tsp ground coriander
- 1/2 tsp ground cumin
- 1/4 tsp cayenne pepper (optional)
- 300g or 2 medium potatoes (optional)
- 1/2 or 1 small chili (optional)
- 1/3 large or 1 small cauliflower, cut into florets just larger than the potato

**FROM YOUR CUPBOARD...**

- 1 tbsp oil
- salt & pepper
- water (right to serve (optional))

**1** Heat half the oil in pan over medium heat and sauté the onion, garlic and ginger, stirring for 6-8 mins until softening. Remove to a bowl and set aside.

**2** Toast mustard and cumin seeds in a dry pan over medium heat for 30 secs, stirring constantly with wooden spoon until fragrant.

**3** Transfer seeds to large saucepan with the rest of the oil, tomatoes, curry leaves and remaining spices. Cook for further 5 mins over medium heat.

**4** Add the reserved onion mixture, potatoes and chillies and season with salt and pepper.

**5** Pour in about a cup of water or just enough to cover the mixture. Bring to a simmer over a low heat, cover with lid and continue to simmer for 8-10 mins.

**6** Add the cauliflower and cook for another 8-10 mins, or until the sauce has thickened and the potatoes and cauliflower are tender.

**7** Knead flour, oil and water in a bowl until soft

**8** Tear off chunks and roll flat into circles (using extra flour if necessary to stop sticking)

**9** Heat a non-stick frying pan until very hot (no oil required) and cook one chappatti at a time for half a minute on each side, or until the bread begins to blacken and blister.

**COOKED THIS RECIPE? Tweet us a photo!**  
 #suttoncooking @suttonfarm Facebook/suttonfarm SUTTONCOMMUNITYFARM.ORG.UK



**SUTTON COMMUNITY FARM**  
**Gary's Bulgur Wheat Salad**  
 SUTTON PEOPLE'S KITCHEN  
 Serves: 4  
 Prep & Cook: 25 mins  
 VEGETARIAN

**INGREDIENTS**

- 1 cup/225g bulgur wheat
- 1 small onion, diced
- 2 tomatoes, diced
- 1 clove garlic, chopped
- 1 small cucumber, sliced
- 3 spring onions, chopped
- 1 small red pepper, sliced
- large handful of fresh parsley

**FROM YOUR CUPBOARD...**

- 1 tbsp oil

**COOKED THIS RECIPE?**  
 Tweet us a pic! #suttoncooking @suttonfarm

**1** Start by preparing the bulgur wheat. In a bowl add the cup of bulgur wheat with a pinch of salt and two cups of boiling water. Cover with clingfilm and leave to rest for 15 mins. The bulgur wheat will absorb the water and plump up nicely.

**2** Heat the oil in a frying pan. Sweat the onion, garlic and one of the tomatoes until they are soft.

**3** Chop up all the veg into small cubes and finely chop the parsley.

**4** When the bulgur wheat has had 15 mins to rest check that it is soft to touch and light and fluffy. If it's too wet pour off the excess and leave it to drain.

**5** Stir the onion mix and all the fresh veg together with the bulgur wheat and season to taste.

SUTTONCOMMUNITYFARM.ORG.UK

## Our Recipe Cards

### Aloo Palak (Potatoes and Spinach)

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Instagram (@suttoncommunityfarm) suttoncommunityfarm.org.uk  
suttonpeopleskitchen.com.



Servings: 4  
Prep time: 15 minutes  
Total time: 30 minutes



#### Ingredients

- 1 kg spinach
- 500g potatoes
- 2 medium size onions
- 1 tsp fenugreek
- ¼ tsp salt (optional)
- 2 cloves pressed garlic
- ½ tsp red chilli powder
- 1 tsp cumin
- 1 tbs or spray olive oil

#### Directions

1. Thoroughly wash and shred the spinach finely.
2. Wash and peel potatoes. Cut into 4 or 8 pieces depending on the size of the potatoes.
3. Peel and finely dice the onions
4. In a pot spray some olive oil (about a tablespoon) and heat till fairly hot.
5. Sprinkle cumin seeds into the pan to temper the oil.
6. Stir the cumin making sure it does not burn, add the chopped onions and pressed garlic and fry until the onions are translucent.
7. Add the potatoes and keep frying for a few minutes.
8. Add the spinach and lower the heat. Cover the pot and leave till the spinach wilts and the potatoes cook.
9. Mix the fenugreek and red chilli powder in about a ¼ cup of water and add to the spinach.
10. Once again cover the pot and leave to cook the potatoes if needed, stirring occasionally to even out the heat.
11. (Optional) Add salt carefully when the dish is done as the very last ingredient.
12. Once again lower the flame and leave for a few minutes.
13. Serve



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Instagram (@suttoncommunityfarm) suttoncommunityfarm.org.uk  
suttonpeopleskitchen.com.



### Cucumber Raita (Yoghurt)

#### Ingredients

- 1 pot yoghurt
- 1 small cucumber
- pinch of cumin
- ¼ tsp salt (optional)

Servings: 4  
Prep time: 10 minutes  
Total time: 10 minutes

#### Directions

1. Finely grate the cucumber and keep aside
2. In a bowl empty the yoghurt pot, whip gently to smooth out
3. Add the cucumber and a pinch of cumin
4. (Optional) Add salt
5. Gently mix
6. Serve

### Chappattis (Roti)



#### Ingredients

- 300g wholemeal flour or chapatti flour
- ¼ tsp salt (optional)
- ½ tsp oil
- ½ pint/275 ml lukewarm water
- A small amount of flour kept aside to roll the chapattis

Servings: 4-6 | Prep time: 15 minutes |  
Total time: 30 minutes

#### Directions

1. Sift the flour and salt into large bowl.
2. Add the oil and water and mix to a soft dough.
3. Cover with a damp tea towel and leave aside for 10-15 minutes.
4. Divide into 12 balls and roll out into thin rounds (using extra flour if necessary to stop sticking).
5. Heat a tawa or frying pan until very hot.
6. Cook one chapatti at a time for half a minute on each side.

# Moroccan Chickpea Stew

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Instagram (@suttoncommunityfarm) suttoncommunityfarm.org.uk  
suttonpeopleskitchen.com.



Servings: 2-4



## Ingredients

- 1 tbsp vegetable / sunflower oil
- 1 red onion, roughly chopped
- 1 red pepper, seeded and roughly chopped
- 1 carrot, roughly chopped
- 2 garlic cloves, finely chopped
- 1 aubergine, cubed
- 4 large tomatoes, chopped
- 1 tsp each of ground cumin and paprika
- ½ tsp each of ground coriander and ground cinnamon
- 1 tbsp tomato puree
- 1 x 400g can chickpeas – drained and rinsed
- 5 medjool dates, chopped

## Directions

1. Sauté onion, pepper and carrot for a few minutes in half the oil.
2. Stir in garlic, aubergine and remaining oil and let soften for 5-10 minutes, stirring occasionally.
3. Sprinkle spices over the veg and allow to infuse for a few minutes.
4. Then add tomatoes and cook to break them up.
5. Add puree, cover and simmer until veg are soft, adding a small amount of water if necessary.
6. Add chickpeas and dates and cook for a further 10 minutes.

## SERVING SUGGESTION

Serve with couscous or brown rice and green vegetables.

# Coleslaw

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Instagram (@suttoncommunityfarm) suttoncommunityfarm.org.uk  
suttonpeopleskitchen.com.



Servings: 10



## Ingredients

- 1 red or white cabbage, finely shredded
- 5 carrots, coarsely grated or cut on a mandolin
- 1 red onion, finely sliced
- Handful raisins

## Dressing

- Juice of 1 lemon
- 2 tbsp olive oil
- Chopped fresh herbs (eg parsley, dill or mint)
- 300 ml natural yogurt
- 2 tbsp mild mustard of your choice

## Directions

1. Mix dressing ingredients together and pour over mixed veg and raisins.
2. Mix and serve.

## Serving Suggestions

You could also add coarsely grated celeriac, beetroot or fennel. Delicious side with homemade burger or chicken drumsticks and sweet potato or potato wedges.

# Warming Tunisian Stew with Smoked Fish

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 suttoncommunityfarm.org.uk  
 suttonpeopleskitchen.com



Servings: 4  
 Prep. time: 10 mins  
 Cook time: 25 mins



## Ingredients

- 2 x 400g tins of chickpeas or 100g dried chickpeas soaked overnight, and then boiled until tender
- ½ tbsp of rapeseed or olive oil
- 2 onions, finely chopped
- ¼ tsp sea salt (optional) and freshly ground pepper
- 3 garlic cloves, finely chopped
- 2 tbsp tomato puree
- ½ - 1 tbsp harissa (to taste)
- 1 tbsp cumin seeds
- 1 lemon (zest and juice)
- 2 litres veg, chicken or fish stock
- 75g broken spaghetti or vermicelli rice noodles
- 200-300g smoked white fish (optional)
- 4 handfuls seasonal greens (kale, spinach, chard, wild garlic, nettles), roughly chopped
- Fresh parsley, to garnish (optional)

## Directions

1. Heat a large pot and add the oil. Sizzle the onions until soft.

2. Swirl in ¼ tsp salt (optional) and pepper. Fold the garlic and cumin through. Cook for a moment, then add the tomato paste.

3. Swirl in a little of the harissa. Add chickpeas and grate in the lemon zest and half the juice.

4. Top the stew up with your stock. Bring to the boil and reduce heat to a simmer. Fold the noodles in.

5. If adding fish, perch it on top of the stew. Pop a lid on. Steam for 5-10 minutes, or until your fish is cooked through. To test, get a knife and fork and pierce it in the centre. If the flesh flakes away all the way through, it's done.

6. Remove any skin and bones from the stew with a slotted spoon, trying to keep the flesh in big hunks.

7. Fold your greens through the stew and cook until just wilted. Adjust seasoning, adding more lemon, harissa, etc. to suit your taste.

8. Return the fish to the pot, or divide between bowls and perch your fish on top. Garnish with parsley.

Delicious with the cauliflower couscous recipe overleaf, plain couscous, or hunks of bread.



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## Cauliflower Couscous with Orange, Coriander & Honeyed Seeds

### Directions

1. Carve the leaves and thick stalks from your cauliflower
2. Pulse the cauliflower florets into a food processor until finely chopped
3. Scrape the cauli-couscous in a bowl, or the dish you wish to serve it in. Grate the zest of your oranges over the couscous. Season with ¼ tsp of salt (optional), pepper and chilli powder.
4. Cut a slice off the tops and bottoms of the oranges and carve off the peel. Cut the segments out of the oranges, avoiding the fleshy membrane on the edge of each segment and squeeze on any juice.
5. Tumble the orange segments onto the couscous, along with the coriander or parsley, and the coriander seeds (toast them first, if you can).
6. Heat a frying pan and toast seeds over a medium heat until just golden. Take off the heat and add the honey. Sprinkle the coated seeds on top of the couscous.

### Ingredients

- 1 small head of cauliflower
- ¼ tsp sea salt (optional) and freshly ground pepper
- A pinch of chilli powder (optional)
- A gloss of olive oil
- 4 oranges
- Large handful fresh coriander or parsley leaves, chopped
- 1 tsp coriander seeds, toasted if possible
- 6 tbsp mix of seeds (sunflower, pumpkin)
- 2 tsp honey

Servings: 4  
 Prep time: 15 mins  
 Cook time: 5 mins

## Garden Greens Aioli (dip)

### Directions

1. Put the egg yolk, mustard, garlic and ¼ tsp salt (optional) and pepper in a food processor or blender. Whizz until fully mixed and creamy.
2. Keep the motor running as you trickle in the oil, 1 tbsp at a time until thick.
3. Put in the watercress and blitz until mixed in. Add the herbs. Again, blend until they're fully whipped up into the mix and the dip is creamy, quite thick and a little bit frothy.
4. Taste. Whizz in a little honey (optional), add more salt (optional) and pepper to taste.



### Ingredients

- 1 egg yolk
- 1 tsp Dijon mustard
- 1 small garlic clove
- ¼ tsp sea salt (optional) and freshly ground pepper
- 3 tbsp rapeseed oil (or walnut, almond, or pistachio oil)
- 2 tbsp olive oil
- 80g watercress
- 40g fresh basil
- 40g fresh mint
- 1 tsp honey (optional)

Servings: 4-6 | Prep time: 15 mins

# Sweet Potato, Spinach and Butter Bean Stew

Find us at: Facebook (/suttonfarm) Twitter (@suttonfarm)  
Instagram (@suttoncommunityfarm)  
suttoncommunityfarm.org.uk suttonpeopleskitchen.com  
40a Telegraph Track, Wallington, SM6 0SH  
Tel: 077 2215 6097



Vegan Gluten Free

Servings: 6 | Prep Time: 20 Minutes |  
Cook Time: 25 Minutes



## Ingredients

- 600g sweet potatoes
- 125g young leaf spinach
- 2x 400g can chopped tomatoes
- 400g can butter beans
- 2 garlic cloves (crushed)
- 1 medium onion (finely chopped)
- 1 tbsp olive oil
- 1 tsp ground cumin
- 1 tsp ground coriander
- 1 1/2 tsp smoked paprika
- 250ml vegetable stock
- juice of 1 lemon
- large bunch of fresh coriander
- ¼ tsp salt (optional)
- pepper

## Directions

1. Peel sweet potatoes and cut in 1 cm dice (0.40 inch).
2. Heat olive oil in a large casserole pan.
3. Add finely chopped onion, crushed garlic, ground cumin, ground coriander and smoked paprika. Cook until onion is soft.
4. Add diced sweet potatoes, chopped tomatoes and stock.
5. Bring to the boil, then cook half covered until sweet potatoes are tender (they should still have a bite).
6. Stir in spinach. Cook for 2 minutes. Add rinsed and drained butter beans. Cook for another 2 minutes to warm them through.
7. Season to taste with lemon juice, salt (optional) & pepper.
8. Serve with plenty of chopped fresh coriander leaves sprinkled over.

# Beetroot, Carrot, & Apple Salad with Toasted Seeds

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Tel: 077 2215 6097



Vegan Gluten Free

Serving: 4-6 | Prep Time: 12 Minutes |  
Cook Time: 3 Minutes



## Ingredients

- Bunch of mixed salad leaves
- 1 beetroot
- 1 carrot
- 1 apple
- ½ red onion
- 2 tsp Dijon mustard
- 2 tbsp red wine vinegar
- 6 tbsp light olive oil
- ¼ tsp salt (optional)
- Pepper
- 2 tbsp sunflower seeds
- 2 tbsp pumpkin seeds

## Directions

1. Make vinaigrette by mixing together dijon mustard, vinegar and olive oil. Set aside.
2. Place mixed leaves in a salad bowl.
3. Peel beetroot and carrot. Grate both on the coarse side of a cheese grater.
4. Cut red onion in very thin wedges.
5. Dry toast sunflower and pumpkin seeds in a saucepan.
6. Slice apple thinly.
7. Add apple, red onion, grated carrot and beetroot to salad leaves.
8. Pour dressing on top of salad. Add toasted seeds. Toss well together.

## Appendix E: Social Media Posts



 **suttoncommuni...** Sutton, London FOLLOWING

12 likes 4w

**suttoncommunityfarm** Sutton Community Farm is a community-owned farm. We started in 2010 in response to a community need, with the purpose to increase access to fresh, healthy, sustainable food and provide a shared space for people to cultivate skills, get exercise and make friends.

**messy\_jojo** This is great 🍷

**francine\_english** Amazing x

♡ Add a comment... ⋮

Post # 1: Background #1



 **suttoncommuni...** FOLLOWING

**suttoncommunityfarm, evaturbo, reedmaxim, sidiasuarez, gabyjanson, anna\_stroud2003x, manferris, messy\_jojo** and **bethalicebewick** like this

**suttoncommunityfarm** Sutton People's Kitchen is a project developed by Sutton Community Farm which brings people together to celebrate food, encourage healthy eating and promote local food growing. The project involves cook clubs, banquets, film screenings and a pop-up stall running cooking demonstrations.

♡ Add a comment... ⋮

Post # 2: Background #2



 **suttoncommuni...** FOLLOWING

16 likes 4w

**suttoncommunityfarm** From 2 April 2016, we will be on Sutton High Street almost every week. We will have a stall with activities, cooking demos, healthy eating information, free recipes and sign-posting to all the great things happening in local food.

♡ Add a comment... ⋮

Post # 3: Background #3






suttoncommuni... Sutton, London
FOLLOWING

19 likes 4w

suttoncommunityfarm We invite you to come by Sutton People's Kitchen Pop-Up and get free food tasters! We will have games and activities for all ages. There will be live cooking demonstrations to promote healthy eating habits. We invite you to come from 10:00 AM to 3:00 PM. Come visit the first market stall Saturday 2 April


Add a comment...
...

**Post #4: Promotion #1**




suttoncommuni... London Boroug...
FOLLOWING

19 likes 2w

suttoncommunityfarm Start your week with a smile! We are only 5 days away from our first Pop-up event! We will be waiting for you this Saturday 2 April at Sutton High St., next to Waterstone's from 10:00 AM to 3:00 PM.


Add a comment...
...

**Post #5: Week w/ a smile**




suttoncommuni... Sutton Commu...
FOLLOWING

20 likes 2w

suttoncommunityfarm Gay McDonagh is a frequent volunteer of Sutton Community Farm. She started volunteering six years ago when the farm started to operate. "I'm planting some parsley and I really enjoy being part of the farm". Visit our website to become a volunteer like Gay.


Add a comment...
...

**Post #6: Gay McDonagh**

**Sutton People's Kitchen Pop-Up!**

Free tasters  
Games and activities  
Cooking demos  
Healthy eating information  
Free recipes  
Salads and healthy cakes available to buy



For more info visit [www.suttonpeopleskitchen.com](http://www.suttonpeopleskitchen.com)

Dates: Saturdays 2,9,16 & 23 April  
/18 & 25 June/2,9,16 & 30 July 2016  
Time: 10:00 AM - 3:30 PM  
Location: Sutton High St, next to Waterstone's

[@suttoncommunityfarm](#) [@suttonfarm](#) Sutton Community Farm



Post #7: Promotion #2

 **suttoncommuni...**  
Sutton Commu... FOLLOWING

sidasuarez, ayyhiggy, rew\_wpl, shelbymcq\_, meghanaprakash, pimuelier9, kelly\_rios, ginarioss and miguelgalmeida like this

suttoncommunityfarm Come by our first pop-up of the year this Saturday from 10:00 AM to 3:00 PM at Sutton High St., next to Waterstone's so that you can have a bite of fresh food! There will be live cooking demonstrations and fun activities for all ages.

♡ Add a comment... ○○○



 **suttoncommuni...**  
Sutton Commu... FOLLOWING

18 likes 2w


suttoncommunityfarm Spring is here! Our team of volunteers met outdoors to determine the logistics of market pop-up activities.

ayyhiggy Looks like a great group of productive volunteers!

♡ Add a comment... ○○○

Post #8: Spring is here



 **suttoncommuni...**  
Sutton High Str... FOLLOWING

sidasuarez, wilkiejones, evaturbo, sunnylexi21, kelly\_rios, bitofafangirl, ginarioss, miguelgalmeida, pimuelier9 and moorefitness401 like this

suttoncommunityfarm Chef RF is getting ready to prepare Aloo Palak for our pop-up visitors. Come visit our pop up on Sutton High St. next to Waterstone's. We will be here from 10:00 AM to 3:30 PM for the next three Saturdays too.

♡ Add a comment... ○○○

Post #9: Chef RF



Post #10: Amazing Day

 **suttoncommuni...**  
London Boroug... FOLLOWING

19 likes 2w

**suttoncommunityfarm** It was an amazing first day. We will wait for you next Saturday with new recipes and fun new activities. #healthysutton #sutton #fresh

 Add a comment... ⋮



Post #11: Repost #1

 **suttoncommuni...**  
London Boroug... FOLLOWING

18 likes 2w

**suttoncommunityfarm** Thanks @sharp\_fitness for all your fitness advice. It was very helpful to have a fitness professional educating stall visitors on the importance of physical activity in your lifestyle.



Post #12: Repost #2

 **suttoncommuni...** FOLLOWING

20 likes 1w

**suttoncommunityfarm** Thanks for visiting the stall! We will be in Sutton High St. Next Saturday from 10:00 AM to 3:30 PM with more information and new recipes. #Repost @fork\_in\_good\_food with @repostapp.

#88 Great nutritional information, healthy eating tips and food demos @suttoncommunityfarm...even the sun came out for it! 😊 #healthyeating #freshfood #supportlocalproducts #farming #forkingoodfood #366daysoffood weheartliving Health is wealth :)



Post #13: Pledge #1

suttoncommuni...  
London Boroug... FOLLOWING

22 likes 1w

suttoncommunityfarm Jenny made a pledge! You can too. Share your photo with us to be featured on our account. Tag us on your picture and use the hashtag #healthysutton.

#sutton #freshfood  
wrextermusic Nice!



Post #14: Veg Box

suttoncommuni...  
Sutton, London FOLLOWING

19 likes 1w

suttoncommunityfarm Have a chance to win a month worth of free veggies by visiting our second market pop-up this Saturday 9 April. We will be located on Sutton High St. next to Waterstone's from 10:00 AM to 3:30 PM. #healthyteating #freshfood #healthysutton



Post #15: Chef Jennie

suttoncommuni... FOLLOWING

carpfishing\_club, bitofafangirl, alexczamara, miguelgalmeida, ginarioss, rew\_wpi, soffiaa.x and shelbymcq\_ like this

suttoncommunityfarm Free tasters are on the way, Jennie's cooking demonstration just started on Sutton High Street. We're here til 3:30pm

♡ Add a comment... ○○○

**Aloo Palak**  
(Potatoes and Spinach)

Find us at: Facebook (/suttonfarm)  
Twitter (@suttonfarm)  
Instagram (@suttoncommunityfarm) suttoncommunityfarm.org.uk  
suttonpeopleskitchen.com.

Sutton People's Kitchen


Servings: 4  
Prep time: 15 minutes  
Total time: 30 minutes

**Ingredients**

- 1 kg spinach
- 500g potatoes
- 2 medium size onions
- 1 tsp fenugreek
- ½ tsp salt (optional)
- 2 cloves pressed garlic
- ½ tsp red chilli powder
- 1 tsp cumin
- 1 tbs or spray olive oil

**Directions**

1. Thoroughly wash and shred the spinach finely.
2. Wash and peel potatoes. Cut into 4 or 8 pieces depending on the size of the potatoes.
3. Peel and finely dice the onions.
4. In a pot spray some olive oil (about a tablespoon) and heat till fairly hot.
5. Sprinkle cumin seeds into the pan to temper the oil. Stir the cumin making sure it does not burn, add the chopped onions and pressed garlic and fry until the onions are translucent.
6. Add the potatoes and keep frying for a few minutes.
7. Add the spinach and lower the heat. Cover the pot and leave till the spinach wilts and the potatoes cook.
8. Mix the fenugreek and red chilli powder in about a ¼ cup of water and add to the spinach.
9. Once again cover the pot and leave to cook the potatoes if needed, stirring occasionally to even out the heat.
10. (Optional) Add salt carefully when the dish is done as the very last ingredient.
11. Once again lower the flame and leave for a few minutes.
12. Serve.
13. Serve.



suttoncommuni...  
London Boroug... FOLLOWING

sidiasuarez, ayyhiggy, shelbymcq\_, 5d  
pimuell9, mariferriis,  
miguelgalmeida, ginarioss and  
fork\_in\_good\_food like this

suttoncommunityfarm This recipe was developed by the charismatic Chef RF. You can find more recipe cards like this and taste free samples at our pop-up this Saturday on Sutton High St. next to Waterstone's from 10:00 AM to 3:00 PM. For more information about our pop-ups visit [suttonpeopleskitchen.com/gallery](http://suttonpeopleskitchen.com/gallery)

♥ Add a comment... ○○○

**Post #16: Recipe Card**



suttoncommuni... FOLLOWING

sidiasuarez, evaturbo, ayyhiggy, 5d  
cocaine\_cowboys\_unitedkingdom,  
miguelgalmeida,  
obsessed\_with\_sunnieis and ginarioss  
like this

suttoncommunityfarm Take a look at some images from our last pop-up event on Saturday 9 April. 1/2 #healthysutton #sutton #london

♥ Add a comment... ○○○

**Post #17: 9 April photos 1/2**



suttoncommuni... FOLLOWING

sidiasuarez, evaturbo, priyapremial, 5d  
ayyhiggy, miguelgalmeida and  
ginarioss like this

suttoncommunityfarm Take a look at some images from our last pop-up event on Saturday 9 April. 2/2 #healthysutton #fresh #organic

♥ Add a comment... ○○○

**Post #18: 9 April photos 2/2**



 **suttoncommuni...**  
London Boroug... FOLLOWING

15 likes 4d

**suttoncommunityfarm** We are glad you enjoyed our Vegbox! Send us pictures of your creations for a chance to be featured on our social media accounts. Make sure you tag @suttoncommunityfarm on your pictures.

#Repost @theflexitarianuk with @repostapp.

Beetroot, Carrot & Apple Salad With Toasted Seeds [vegan] [gluten free]

My weekly vegetable box from @suttoncommunityfarm comes with a fantastic selection of organic salad leaves. With a mixture of colours, shapes and sizes, they are as beautiful as they are delicious. Such a difference from supermarkets' salad bags! I love serving this recipe as a side dish for soup or quiche. It's so simple to make, yet absolutely gorgeous!

♡ Add a comment... ...

**Post #19: Repost #3**



 **suttoncommuni...**  
London Boroug... FOLLOWING

rew\_wpi, charlottelovesblog, ginarioss, 4h themummysonniac, yasminabach and billetandblade like this

**suttoncommunityfarm** We would like to see what you cook with our products. Share a picture of your meal and tag @suttoncommunityfarm to be featured on our account! #repost @shemakesmoments with @repostapp.

Fresh vegetables collected from pick up point. Great to support local and buy fresh. Can't wait to get cooking! Plastic bags seen in photo 100% degradable. @suttoncommunityfarm #vegbox #buylocal #eatfresh #healthyfood #mumlife

**Post #20: Repost #4**



 **suttoncommuni...**  
London Boroug... FOLLOWING

sidasuarez, stayathomeartist, 3d ayyhiggy, rew\_wpi, miguelgalmeida, ginarioss and priyapremial like this

**suttoncommunityfarm** This past Saturday, market stall visitors of all ages had the chance to participate in fun activities and taste healthy food cooked by Chef Rachel. For more pictures from our market stall events visit [suttonpeopleskitchen.com/gallery](http://suttonpeopleskitchen.com/gallery) #healthysutton #freshfood

**Post #21: 16 April photo**



suttoncommuni...  
Sutton Commu...

FOLLOWING

14 likes

2d

suttoncommunityfarm Did you know that before the 17th century all carrots were purple? Wild carrots were purple until Dutch growers developed them into the orange variety we have today. The carrots in this picture were grown in Sutton Community Farm and served as tasters on our last market stall event on April 16. #healthysutton #carrots #food #organic

Post #22: Purple Carrots



suttoncommuni...  
London Boroug...

FOLLOWING

sidiasuarez, miguelgalmeida, evaturbo, priyapremial and ginarioss like this

suttoncommunityfarm This sweet potato, spinach & butter bean stew will be served on our market stall this Saturday 23 April. We will be in Sutton High St from 10:30 AM to 3:30 PM next to Waterstone's. Hope to see you there!

Post #23: Sweet potato stew



suttoncommuni...  
Sutton, London

FOLLOWING

sidiasuarez, miguelgalmeida, evaturbo, macdonaldsm and ayyhiggy like this

20h

suttoncommunityfarm The young are having fun participating in our the Eatwell Plate game, What's in the Box?, and the Sugar Smart game.

Post #24: 23 April photos

**Appendix F: Quiz Raw Data**

		Question Number						
		1	2	3	4	5	6	7
	Correct Answers	C	D	D	E	C	A	D
2 April	Group							
	Eatwell Activity Participant	B	D	A	A	C	A	D
	Eatwell Activity Participant	C	D	D	C	E	A	D
	Eatwell Activity Participant	C	E	D	A	B	A	C
	Sugar Smart Activity	C	D	C	A	C	A	D
	Sugar Smart Activity	C	E	D	C	C	A	D
	Sugar Smart Activity	C	D	D	C	C	A	D
	Both	E	D	D	E	C	A	D
	Both	E	D	D	C	C	A	D
	Both	C	D	D	A	C	A	D
	Both	C	E	A	E	B	E	C
	Both	D	E	C	A	C	A	D
2 April								



	Control	C	D	B	E	C	A	D
	Control	C	D	B	A	C	A	D
	Control	C	D	B	A	C	B	D
	Control	C	D	D	B	C	A	D
	Control	C	E	D	E	B	B	D
	Control	B	E	C	E	B	E	D
	Control	B	C	B	A	C	B	C
	Control	C	D	D	A	C	A	D
	Control	C	D	A	D	C	A	D
	Control	C	E	D	A	B	A	D
	Control	A	A	A	B	C	A	D
	Control	C	D	D	E	C	A	C
	Control	C	B	C	E	C	A	B
	Control	B	D	C	A	B	A	D
	Control	C	E	C	B	B	B	D
	Control	B	D	B	E	C	A	D
	Control	C	E	D	A	C	B	D
	Control	C	C	B	A	B	A	D
	Control	C	E	C	C	C	E	C
	Control	C	D	E	A	C	A	D
	Control	C	C	C	A	B	E	D
	Control	D	D	B	A	C	B	D
	Control	B	D	B	A	B	E	D

9 April								
	Control	C	E	D	C	C	A	D
	Control	D	E	B	A	C	A	D
	Control	C	D	C	A	B	A	D
	Control	C	E	C	E	C	A	D
	Control	C	D	D	E	C	A	D
	Control	C	B	D	D	A	A	D
	Control	C	E	B	A	B	A	D
	Control	D	E	C	A	B	A	D
	Control	E	E	C	B	B	A	D
16 April								
	Control	C	D	E	A	B	A	D
	Control	C	A	E	D	A	A	A
	Control	C	E	C	D	C	A	D
	Control	B	D	C	A	C	A	D
	Control	E	D	C	E	C	A	D
	Control	B	D	B	A	C	A	D
	Control	C	E	D	A	C	A	D
	Control	C	E	D	E	D	B	D
	Control	C	E	D	A	C	A	D
	Control	C	E	C	A	C	A	D
	Control	C	E	B	D	C	A	D
	Control	C	D	D	E	C	B	D

	Control	C	E	D	A	B	B	D
	Control	C	E	A	E	B	A	D
	Control	B	E	C	C	C	A	C
	Control	B	E	C	A	B	A	D
	Control	C	D	C	A	C	A	D
	Control	B	E	C	A	C	A	E
	Control	C	D	E	A	A	A	D
	Control	C	D	C	E	C	A	D
	Control	B	B	D	A	D	B	D
	Control	C	D	D	C	C	A	D
	Control	C	D	D	C	C	A	D
23 April								
	Control	C	E	B	A	C	A	C
	Control	C	D	D	A	C	A	D
	Control	C	E	C	E	A	B	D
	Control	C	E	D	D	B	B	D
9 April								
	Eatwell Plate Participant	C	D	A	A	B	A	D
	Eatwell Plate Participant	C	E	B	A	A	A	D
16 April								
	Eatwell Plate Participant	C	D	D	D	C	A	D

	Eatwell Plate Participant	C	E	D	A	C	A	D
	Eatwell Plate Participant	C	E	C	A	C	A	D
	Eatwell Plate Participant	D	D	E	C	D	A	D
	Eatwell Plate Participant	C	E	D	E	B	A	D
	Eatwell Plate Participant	C	E	A	A	B	B	D
23 April								
	Eatwell Plate Participant	C	D	D	E	C	A	D
	Eatwell Plate Participant	D	E	E	B	C	A	D
	Eatwell Plate Participant	C	D	E	A	B	A	C
	Eatwell Plate Participant	C	D	B	A	C	A	D
	Eatwell Plate Participant	C	D	C	A	C	A	D
9 April								
	Drink Game Participant	C	D	D	E	C	B	D
	Drink Game Participant	B	D	D	E	C	A	D
	Drink Game Participant	C	D	C	A	C	A	C

	Drink Game Participant	C	D	B	E	B	B	D
16 April								
	Drink Game Participant	C	D	C	E	B	A	D
	Drink Game Participant	C	E	C	E	C	A	D
	Drink Game Participant	C	D	C	E	C	B	D
	Drink Game Participant	C	D	D	E	C	A	D
	Drink Game Participant	C	E	B	A	C	B	C
	Drink Game Participant	C	B	B	A	C	A	D
	Drink Game Participant	C	E	C	E	B	A	D
	Drink Game Participant	C	E	A	E	C	A	E
23 April								
	Drink Game Participant	C	E	C	E	C	A	D
	Drink Game Participant	C	D	D	E	C	A	D
	Drink Game Participant	B	D	B	E	D	B	D
	Drink Game Participant	C	D	D	E	C	A	D

9 April								
	Both	B	D	D	E	C	A	C
	Both	C	E	D	E	C	B	D
16 April								
	Both	C	D	C	E	B	A	D
	Both	C	E	E	E	C	A	D
	Both	C	D	D	C	B	B	D
	Both	C	D	D	A	C	A	D
	Both	C	D	B	A	C	A	D
	Both	C	E	C	C	C	B	D
23 April								
	Both	C	D	B	E	C	A	D
	Both	C	D	D	E	C	B	D
	Both	C	E	A	B	C	A	C
	Both	E	E	C	E	C	A	D
	Both	C	E	A	E	C	A	D
	Both	C	E	D	E	C	A	D
	Both	B	D	D	E	C	B	D

## Appendix G: Survey Data

2 April												
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1	C	A	SM1	C	D	J	C	A	J	9	E: Quiz	A
2	B	B	SM2	A, B	D	J	A	A	A, B, C, E	10	B	A
3	D	B	CR0	A, B, C	A	A	C	B				
4	E	B	SM1	D	D	J	C	B				
5	C	A	SM5	A, C	D	J	C	A	A, B	7	E: Quiz	A
6	E	B		A	D	J	C	B	B	9	E: Food	C
7	F	A	SM6	D	D	E	C	A				
8	D	B		A	D	J	C	B	D, G	10	F	A
9	D	A	SM1	A	D	J	C	A	G	8	A	A
10	D	B	SM3	A	D	J	C	B	A, C	8	D	A
11	C	B	SM4	A	D	H	C	B	A, C	9	F	C
12	E	B	SM6	A	D	E	C	A	B, D, H	8	E: Shop	C
13	C	A	SM6	A,B	A	E	C	A	B, E, H	9	A, B	A
14	F	A	SM1	D	D	J	C	A	E, F, G	10	F	A
15	F	B	SM2	A	D	J	C	A	B, H	10		A
16	E	A	SM4	D	D	J	C	B	E	4	F	C
17	F	B	SM5	A	A	J	C	A	B	8	F	C
18	D	B	SM1	A	D	J	C	A	A, B, D	7	F	A

19	C	A	SM4	A	C	J	C	A	E	4	F	A
20	F	A	SM1	D	D	J	C	B	C	8	A, B	A
21	D	B	SM2	D	D	J	C	B	B	5		C
22	D	A	RH4	D	D	J	C	A	A	6	B	C
23	D	A	SM2	A	D	J	C	A	C	8	E	C
24	D	B	SM3	D	D	J	C	B	D, G	7	E	C
25	E	B	SM1	A	D	D	A	B	A, G, H	10	A	A
26	D	B	SM1	D	D	J	C	A	B	10	F	A
27	E	A	SM2	C	D	J	C	A	C, F, G, H	7	F	C
28	F	B	SM2	D	D	J	C	A	E, F, G, H	6	F	B
29	D	A	SM2	A	D	J	C	A	B	5	B	C
30	F	B	SM5	D	D	J	C	A	D, G	10	F	A
31	C	A	SM5	A	A	J	A	A	A, B, D, H, I	9	D	A
32	E	B	SM2	A	D	J	C	A	B	5	B	C
33	D	B	SM5	A	D	J	A	A	B, F	10	A	C
34	D	B	SM4	D	D	J	A	C	J	10	F	A
35	E	B	SM4	D	D	D	A	A	A, B, C, E, F, G, I	10	A, B	C
36	D	B	SM5	A	D	J	C	A	C, E, G, H	5	A	A
37	F	B		D	D	J	C	A	A, B, C, I		A	C
38	D	B	SM1	A	A	H	A	A	A	10	F	C
39	D	B	SM2	A	D	J	A	A	C, D, H	9	A, B	C
40	F	B	SM1	D	D	J	C	A	B	10	B	A



41	D	B	SM2	A, C	D	J	C	B	B	10	F	A
42	E	A	SM1	A, C	D	J	C	B	A	9	F	A
43	D	B	SM2	A	D	J	C	A	A	8	B	A
44	D	A	CR8	A, B	D	E	C	B	C	10	F	A
9 April												
1	F	B	SM3	A	A	D	A	A	E	A	A	A
2	D	B		A	D	D	A	A	B	A	C	B
3	C	A	SM1	A, B	D	E	C	B	J	C	H	C
4	F	B	SM2	D	D	E	C	A	I	A	B, H	A
5	D	A	SM1	A	D	E	C	A	E, F, H, I	A	B, H	C
6	E	B	SM2	A	D	E	C	A	H	A	I	A
7	D	A	SM2	D	D	E	C	A	A, E, H	A	B, C	A
8	E	B	SM2	A	D	E	C	A	H	A	I	A
9	C	B	SM2	A	A	E	C	A	B	A	C	A
10	D	B	SM1	D	D	E	C	A	H	B	E	C
11	C	B		A	D	E, F	C	A				
12	D	A	SM3	D	D	E	C	A	B	B	I	C
13	F	B	SM2	D	D	E	C	A				
14	E	B	SM1	A	D	E	C	A	B, C, E, G, H, I	B	A	C
15	D	B	SM3	A, B, C	A	E	C	A	B, C, D, H, I	A	I	C
16	F	A	SM6	D	D	E	C	A	A, B, G, H	A	C	C
17	D	B	SM1	A	D	E	C	A	B, I	A	A, B, E	A

18	C	B	SM5	D	D	E	C	A	B	A	B, C, E	A
19	D	B	SM2	A, B, C	C	F	C			B		C
20	E	B	SM2	A, C	D	E	C	A		A		
21	E	B	SM3	A	D	E	C	A	B, C	A	A, B, C, E, F	A
22	E	A	SM2	D	D	D	A	A	C	A	I	C
23	F	A	SM2	A	D	E	C	B				
24	A	B	SM2	B	D	E	C	A				
25	B	A	SM4	D	D	E	C	A				
26	F	B	CR0	A	A	E	C	A	B	A	C	C
27	F	B	KT17	D	D	E	C	A	B, H	A	C	A
28	D	A	SM1	A	D	E	C	A				
29	E	B	SM1	A	D	E	C	A	B	B	C	A
30	E	A	SM1	A, B, C	D	E	C	A	B, H	C	C	A
16 April												
1	F	B		D	D	E	C	A			B	
2	F	B	SM3	A	D	E	C	A		A	A, B	C
3	F	B	SM1	D	D	E	C	A	C, E, F, H, I	A	B	
4	F	B		D	D	E	C	A	B	A	C	A
5	D	B		A	D	E	C	A	I	C	B	C
6	E	B	SM1	D	D	D	A	A	B, E	C	B, C	A
7	F	B	SM5	D	D	E	C	A				

8	D	A	SM1	A	D	E	C	A	G	A	A, B, E	A
9	C	A	SM2	A	A	E	C	A	B	A	B, E	C
10	D	A	SM1	D	D	E	C	A	J	A	A, B	C
11	C	B	SM3	A	D	E	C	A	E	B	B	A
12	F	A		D	D	E	C	B	B	A	A	C
13	E	B	CR0	D	D	J	C	A	C	A	I	C
14	D	A	SM5	A, C	D	E	C	A	C	A	A, B, E	A
15	D	B	SM1	A, B	D	E	C	A			A	
16	D	B		D	D	D	A	A	H	A	A	A
17	F	B	SM1	A	D	E	C	A	B, C, E, F, H	A	C	C
18	F	B	SM3	D	D	E	C	B	B	B	I	B
19	D	B	SM6	A	D	E	C	A	B	A	C	A
20	E	B	SM4	A	A	E	C	A	C	A	C	A
21											A	
22	D	B	SM7	A, B, C	D	E	C	A				
23	D	B	SM1	A	D	E	C	A	B, H	A	C	A
24	E	B	SM4	A	D	E	C	B	G, H	B	A	C
25	F	B	SM1	A	D	J	C	A	B, H	A	C	A
26	D	B	SM1	A, C	D	E	C	A	D,	A	I	C
27	C	C		D	D	E	C	A	A, B, H	A	A, B, C	A
28	E	B	SM1	A	D	E	C	A	A, B, C, D, E, F, G, H, I	A	B	C
29	D	B		D	D	E	C	A			B	

30	E	B	SM2	A	A	E	C	A	A	A	A	B
31	D	B	SM1	A	D	D	C	A	B	A	A, B, C	A
23 April												
1	C	A		A,B	D	E	C	A	E,H	A	B	C
2	D	A	SM6	A,C	C	C	C	A	E,I	A	B,C,E	A
3	D	A	SM1	D	D	E	A	A	A,G	A	A	C
4	C	B	SM1	A	D	E	C	A	F	A	B,C	A
5	C	B	SM1	A	D	E	C	A	C	A	A,B	A
6	F	B	SM1	D	D	E	C	A	G	A	B	A
7	F	A	SM2	D	D	E	C	A	B	C	A	C
8	F	A		D	D				B		A	
9	D	B	KT4	D	D	E	C	B	B	B	C,E	C
10	E	A	SM5	D	D	F	C	A	A,B,C,F,H,I	A	A,C	A
11	E	A	SM2	A	D	E	C	A	B,H	A	A,C	A
12	F	B	SM1	D	D	E	C	A	E	B	C	B
13	C	B	SM6	A	A	E,F	C	A	B	A	A,B	C
14	F	B		A	D	E	C	A	B	A	I	C
15	F	A	SM1	A	D	E	C	A	A,F,G,H,I	B	E	A
16	E	B	SM2	A,C	A	E	C	A	C,E,G,H	A	A,B,E,F	A
17	D	B	BR3	D	D	E	C	A	A,B,C,H	A	A,B	A
18	D	B	SM7	A	D	E	C	A	B	A	A	C
19	E	B	SM5	D	D	F	C	A	A,B,C,E,F,G,H	A	A,B,C,E	A

									,I			
20	D	A	SM1	D	D	E	C	A	C	A	A,B	C