

Notes from the Workshops at the Sorrento Gathering 2004: Eating At Home

Many thanks to the several volunteers who took notes from these workshops to share with us!

Fundraising: Maryanne Arcand (HEAL)

Show me the money! Power point presentation is available on request from MaryAnne
“This workshop is about salesmanship. You are selling your idea, your need and your ability to do it.”

Networking exercise: participants were given sheets of paper as either a need or a resource. They then networked until they found what they needed. The group started out as individuals seeking other individuals. As the process went on, small clusters began to form, some participants walking between groups finding connections between these smaller networks.

What did we learn? “Air Canada can partner with anyone” says a participant, to laughter.
MaryAnne: “As a crown corporation they are required to put money back into the community. So are unions. So are the military.” One participant noticed she didn’t move from her spot. The network seemed to rise around her. MA: “Yes! You became a community. Sustainability and Fund Raising isn’t only about money... it’s about building relationships.”

Networking is the key. You can work with a lot of people. We are involved with health, for example, we say we need to talk with the health people. But who isn’t affected by health – there are no limits on whom we can talk to. Who isn’t affected by health?”

We need to do the math: in an announcement that there is \$32M for a program and you say wow! but over 5 years, that’s \$6M a year. Per province, that’s \$500 000. How many regions? 10- that’s \$50 000 per region, how many communities in the region? Lets say 20 or 30. So there is about \$5000 for your project.”

- We are a visual society, learning is 83% by sight. So use pictures of kids, of people doing things. If you are going to sell a proposal, they have to see something.
- You need to lead people to a place where they can identify with the project: how does it hit home for the funders?
- Show/ talk/do: so involve the potential funder and engage them. Have them turn a pile of manure into compost... have them work in your soup kitchen for the day.
- Put a blend together of community based and business based funders because we cannot rely on government.”
- Big bureaucracies – those people are just as boxed in by their check boxes as you – build relationships, these are real people, and they will go to bat for you. The more you make people FEEL the better they are going to respond.. These funders network with each other.
- What are you selling? It is not so much the concept as your ability to do it that’s the hard sell. Skills and ability, honesty, integrity, passion, determination, creativity & resourcefulness.

- Get people to see how they tie into your program/ issue... Ask “yes” questions: ‘Would you like to see healthier children?’ Get a big mouth to lobby- not necessarily the leader, the smartest person, but someone willing to be out on a limb.
- The key is passion: you have to believe what you are doing. Sometimes we get tired and our passion burns us up from the inside rather than setting the world on fire!”
- Be proud, not conceited; be sincere; show enthusiasm; not overanxious; not knocking anyone or anything (don’t build yourself up by putting others down).

Resources: funding sources on the www.healbc.ca website, also Proposal Writing Tips. MaryAnne’s Powerpoint presentation is available on request.

Traditional Plants and Basket-Making – Mary Thomas

Mary Thomas was unable to attend so her son Harold Thomas did the workshop in her place. Stepwise video by Mary Thomas on making baskets available for \$40 from Harold Thomas, 1st Nations Road #606, Salmon Arm, BC, V1E 2Z6

Harold read an article describing Mary’s approach called The Earth’s Blanket (below). She remembers a time when the joys of Mother Earth were plentiful and identifies forest practices as a cause of severe environmental damage to all reaches of the rivers and the land. Deciduous trees have limited commercial value and are not protected but cut down to make room for valuable timber (conifers). Birch, Alder, Willow are unrecognised for their value as mothers to diversity and life within the forest ecosystems.

The Earth’s Blanket

Mary Thomas was a keynote speaker at the "Helping the Land Heal" conference on ecological restoration in British Columbia, which took place in Victoria in 1998. She shared her worries about her own lands in Secwepemc territory around Salmon Arm:

I’m one of the elders who was fortunate to grow up and experience the beautiful times, the richness of our Mother Earth. I went to my grandmother, and we did a lot of learning from the way they survived. Their connection to Mother Nature was something beautiful to learn. And I’ve seen in my eighty-one years, a big change—and I’m afraid not for the best. And I am really worried....

I left the reservation thirty-three years ago. I went to... see what is there out there, what is living in a city like. But I always kept calling back, calling back, to where I was born and raised. And every time I came back, I was seeing a lot of difference. That river [the Salmon River] one time used to be just full of sockeye salmon. In the fall, spring salmon went up, coho salmon went up to spawn. They were getting less and less. And I’d ask why—what is happening? I saw the water going down. My people used to go down that river to torch for fish at night and I’d spearfish. Now, you couldn’t even get a boat to go down that river. It’s getting less than ever. And not only that, it’s the Thompson River. There’s just a trickle. I was really concerned about that....

I look around in the areas I was raised and born, the bluebirds [Western bluebird, *Sialia Mexicana*] that used to be aplenty. I don't see one bluebird anymore. We used to go down to the mouth of the river with all the plants that our grandparents dug in the spring to feed on: etsmáts' [*Sium suave*, water parsnip], ckwalkwalul's [*Sagittaria latifolia*, wapato]. There's not one plant left down there, let alone a cattail [*Typha latifolia*] where the birds used to sing beautiful music. You don't hear that anymore....

Mary identified forestry practices as being responsible for severe environmental damage, with repercussions reaching right to the Salmon River estuary and Shuswap Lake:

You take the forestry. I sat in on many of their meetings. And I looked around at what they were doing—and I saw the destruction that was going on. I looked at the streams, where they'd logged right down to the streams, and it didn't hold back the water—it just eroded and filled the little rivers that feed the big rivers. It seemed like it was just a snowball of .terrible things happening....

Mary described how her deep concerns for the environment and the dwindling waters in the rivers led her to initiate, with the help of her son, Louis, and her friend Dorothy Argent, who was a city councillor at Salmon Arm, a restoration and monitoring project for the Salmon River. This project brought together people from all parts of the community and all age groups, to focus on the cleanup and monitoring of the entire stretch of the Salmon River—trying to alleviate the pollution, protect the shores from cattle trampling and restore the trees and shrubs along the banks to help filter out pollutants. Further, she determined to work with the foresters of the region to try to develop responsible timber-harvesting practices that don't deplete the springs and creeks of the mountainsides? and that don't destroy the other life forms of the forest.

*Even in her late eighties, Mary works tirelessly to share her message with anyone who will listen, about how the streams and rivers have to be protected and how the birch trees [*Betula papyrifera*] and all the berry and hazelnut [*Corylus comuta*] bushes need special attention. These valuable plants, she stresses, must not be cut down or killed with "Roundup" or other commercial herbicides, which has been a common industrial forestry practice. As basket-making artists, she and her family understand both practical and ecological values of the birch tree. She says that because of current forestry practices she can hardly find any birch trees any more. She asks, "What have we done to Mother Earth?" Earth must certainly be sorrowful to experience such deterioration of her Blanket.*

Lessons From the Birch Tree

Mary Thomas stresses the teachings of her mother, Christine Alien, and the other elders, that the birch, as well as the trembling aspen and alder, are trees that have great value to all the species of the forest. As just one example, she talks about the sapsuckers tapping rows of little holes in the birch, and how the sap oozes out and traps insects that the sapsuckers eat. The hummingbirds and ants feed on the sap, and other birds make their homes in the cavities

carved out of the trunk by the sapsuckers. When the birch trees and aspens are cut down, a whole source of nutrients and habitats disappears. Her people understood these ecological connections long before ecology was a recognized science.

Mary remembers her mother explaining to her how the leaves of the birch, falling to earth in the autumn, provide a nutritious mulch that feeds all the other trees:

I can remember listening to my Elders when the clear-cutting first started. You know, you see these big bald spots up on the mountain. The Elders questioned, "Why are they doing that?" And the effect it has on our environment is devastating. Our creeks are drying up. And they were saying that like, when they want to cut the timber out, "Why don't they just take the timber and leave the rest?" And I wondered, "Why? Why are they [the Elders] so concerned about the leafy trees?" So I asked my mother and another elderly person way up in the Kootenay, the Shuswap-speaking people. I asked them, "Why are we concerned about the leafy trees? Why should they be left there?" And my mother said, "You know, leafy trees hold a lot of sap. The sap comes up in the spring, and goes up, creates leaves, it's collecting sun's energy. The wind, the rain, the sun. In the fall it goes back down, and it feeds other plants. It adds to our streams, it's kept alive." And I thought, "God, there must be a lot of sap to fill a stream. How could that be?"

Mary was convinced that her mother was right, and that the foresters who cut down birch trees as "weeds" to get rid of them and make way for the commercially valuable conifers were wrong. They didn't appreciate the valuable role in the web of life that the birch plays.-She found a neighbour who had a three-trunked birch tree, and they tapped one of the trunks, just as one would tap a sugar maple.

We chose a birch tree about... [thirty centimetres across]. We tapped it and we put a little spigot in there. I wanted to know, "How much sap does that tree hold?" We put an ice cream bucket under it. Right away, "drip, drip, drip, drip, drip." I was getting a bucket full in the morning, a bucket full at night. And it went on for a whole week. Not to mention the sap that was missing the spigot and just dripping down, making the ground underneath soaking wet. So we mud-packed it, took the spigot out and mud-packed it so it would dry up [and heal].

Mary used this experiment to prove her point to the local foresters and resource managers:

I said, "Look how much came from this one little tree; for a whole week I got a gallon in the morning, a gallon at night. How much do the other trees, that are close to it—that stand in the whole mountainside—how much do they put back in the soil?" Therefore, feeding our streams, feeding the other plants, feeding the rivers and flushing out our lakes.

And I told them about the trees, when you log,... you bulldoze everything out. And on top of that, you take what you want for lumber and the rest you bulldoze, you pile it up, and you set it on fire. You burn it. Well what happens when they do that? It'll snow in the winter, and in the spring, the first hot weather the snow will melt. There's nothing to hold it back. It'll just melt and just come down. Nothing left. It all dries up. How can you heal a mountain without water? Everything needs water. Our bodies are two-thirds fluid. We can't live without water. No life on the planet can live without water....

Mary has always talked about the sacred mountain other people, Kela7scen (Mount Ida).

For generations, Kela7scen provided the Secwepemc with a great variety of resources necessary to their physical and spiritual well-being. The people harvested and hunted plants and animals on the slopes of the mountain, they offered prayers to it, and in return? received guidance. Extensive logging on Kela7scen concerned Mary greatly, as did the disputes taking place in the Salmon Arm community over resource use on the mountain, which she regarded as ominous. Indeed, Mary was not surprised when, in the summer of 1998, a hot fire raged up the western slopes of Kela7scen, burning the trees and everything else in its path. Called the “Silver Creek Blaze”, the fire forced the evacuation of 7,000 people for a day and a night. The destruction is still visible from Salmon Arm, with vast swaths of dead, burned snags covering the slopes.

Mary sadly commented that this is what happens when people treat Nature, and each other, with disregard.

Composting – Lee McFadyen

“Everything in the natural world is composting by itself. We try to emulate nature.”

The first step is to change people’s mindset to understand what is compostable. Second, consider rural and urban situations differently. In rural areas anything goes; in urban, be concerned about rats, slow breakdown, unsightliness. In both cases, best to build bins with covers – six bins for rural, three for urban.

Third: add water, if needed, at the first turning. Add extra dry stuff, or green, or whatever needed at this stage of turning to next bin. The usual problem is compost gets waterlogged. The aim is to get fluffy friable soil which allows the oxygen to flow.

Answers to questions:

- Yes, it is okay to put in cooked vegetables. In the city do not include meat and bones
- Yes it is okay to put in newspaper (torn in strips); and to scatter moss; and grass clippings just don’t make a mat of grass
- Yes, it is okay to put in weeds, but turn the compost often; better still, use a scuffle hoe while weeds are small.
- Get a shredder and shred twigs and small branches, add them
- Can use layers of newspaper for bin covers.

Compost is food for the future, i.e. food for plants.

Policy suggestions:

- Encourage ‘blocks of human habitation’ (eg apartments) to develop a central collection for compostables to go to regional composting systems
- Get retailers, markets and wholesalers to donate vegetable waste to community gardens.
- Get the Food Policy Councils to bring up composting as an agenda item.

Privatization and Traditional Land use – Dawn Morrison with Brewster Kneen

Brewster spoke very briefly: The ‘public domain’ has shrunk over the centuries. The old idea of the marketplace was a place where everyone traded, and spoke. Now it has become the shopping mall, which is private, and politics is not allowed.

The question is the question of land ownership. For example, in Costa Rica, the indigenous people are not ‘citizens’, and only citizens can get ‘title’ to the land!

Dawn Morrison, a member of the Lakes Secwepemc people, with extensive experience both within her own community and in the bureaucratic/Western society, has now concluded that solving the ownership problem, the issue of public domain vs.

privatization, can only be done by living out the solutions.

Dawn described situations where the communal ownership nature of the Native tradition was not being recognized, creating divisions within the Native communities, e.g. Sun Peaks. “There is a \$70M planned investment in one of the last remaining watersheds (in the Monashee Mountains on the Yellowhead highway toward Jasper, .5 hrs north of Kamloops). They are looking at developing the 4 mountains; there is a Japanese investor who owns quite a bit of land through the fee simple land system. Irene Billy works with the Skwelkwel'welt Protection Center (meaning Highest mountains) and she has traveled around the world speaking out on this. Our elders strongly believe we had never settled a land claim in this area.”

“One issue is non-involvement of our people, who use the land for traditional purposes – the water, trap lines, foods and medicines. Right now the Min of Forests are looking at developing non-timber forest products – to our people, these were always our cultural plants. There is a whole issue of property rights about these non-timber resources. They are not recognizing our traditional relationships with the land (non-ownership) – the title and rights terminology – we believe we don’t own the land, if anything we belong to the land. We are being forced into a situation where we have to talk about title, being forced into participating in a system we don’t believe in.”

Dawn says that the concept of Private Property rewards individualism instead of tribalism, but to survive in the mainstream society you take on these divisions. She has been heavily involved in development of the Lake Sepwemec Traditional Resource Guidelines which outline an ethical protocol for outside organizations seeking access to traditional resources – cultural property, educational process, intellectual property – and clarify who will benefit from the use of cultural knowledge. “We want a piece of the action in the ecologically sustainable development of the land. Just understanding the fee simple land process is so foreign to our Elders. English is quite limiting – words can be interpreted in different ways.”

There is also the question of DIA (Department of Indian Affairs) rules about on-Reserve/off-Reserve – many stresses about voting and funding.

Finally, Dawn reminded us “You were all ‘indigenous’ somewhere.”

Comments from McMaster (Okanagan) and Kenoras (Secwepemc) indicated both believed they must integrate the two worlds in their children’s upbringing.

Dawn noted that Art Manuel has had an amicus curiae (friend of the Court) brief accepted at WTO. The George Manuel Institute is using the Okanagan-Shuswap Declaration of 1882 (?) as a base of proceeding.

Dealing with the Media – Cathleen Kneen and Don Kossick

Cathleen presented the principles of doing a press release:

- The come-on: a first sentence that will grab the attention
- The 4 Ws: Who, What, Where, When: As succinctly as possible explain the issue, event, etc. Make sure the details are present and accurate.
- The local hook: how this is of interest to the particular readers of this journal. A quote from a local person is one way to bring the issue home.
- Controversy: “this is great but it has this problem”
- The 5th W: Why
- Another quote reinforcing the opener
- Contact information: name, phone number, email, fax
- Fax or email your press release, then phone to make sure they received it.
- then phone again
- then phone again

Don then did a mock interview with Cathleen to show the do’s and don’ts. The key message is to decide what points you want to make and then use whatever techniques you need to stick to them. Some ideas:

- Don’t respond immediately when a reporter calls. Say “I can’t talk to you right now, I’ll call you back in 10 minutes” (respecting their deadline needs) – and use the time to make notes, check with your committee, etc.
- Buy time by saying, “That’s a good question – but I think we need also to look at this aspect ...”
- Keep written notes in front of you to remind yourself of what you need to say.
- Reporters may try to lead you to saying something you don’t mean, either in a hostile or in a supportive mode, be prepared for either.
- Try to find out what the reporter’s position (or perspective) is beforehand, and if possible, what they want of you – why was it you that they called, what is the missing piece of their story?
- For radio or television, ask how long the finished item will be. This will give you an idea of how much of your talk they will use. If you come up with a quotable quote that you like, pause after it so the reporter can easily use that bit.
- For newspaper or magazine reporters, remember that they will likely only use a sentence or two of your interview, so be careful not to give them anything you don’t want printed. If you are the focus of the story, ask for a review copy before publication if possible.
- Cultivate relationships with media by ensuring that they are well informed of your issue /group. Then they’ll have the background when you have something newsworthy. Also, you will then be on their list of informed people to call when an issue related to your area comes up (eg. biotech, child hunger).

How to Make Bread – Karin Schreurs

We are making 12 loaves of bread and focaccia, using organic whole wheat and unbleached white flour. The sugar and yeast form carbon dioxide bubbles: this is what causes the bread to rise as the bubbles get trapped in the dough.

Method: Combine the sugar, milk, melted butter, unbleached flour and yeast. Stir well, then add the salt. The salt helps control the rate the bread rises. For bread it is best to use traditional yeast, since the bread goes through two rises. The quick rise (or ‘instant’) yeast is used for only one rising.

To knead dough, use the heel of your hand. Lightly flour the table top with unbleached flour and continue kneading for about 10 minutes. Add a little flour if needed. Once it stops sticking it is ready.

When your dough is ready to rise, oil a large bowl. Place your dough in the bowl and cover with a saran type wrap (not too tightly). Let rise for about an hour. A good place would be a pre-heated oven at 200 °F. Turn the oven off and let bread rise in the warm oven. After an hour, take the dough out of the bowl and knead it into a bread loaf shape and place in a greased (margarine or another hard fat) loaf pan. Bake for 30 - 45 minutes at 375 °F to 400 °F.

Tips:

- If you double your recipe, use only 1 times the yeast (or baking powder if called for).
- Check the age of your flour. The gluten may have broken down if it is too old. Store larger quantities of flour in the freezer.
- Glass bakes bread loaves more consistently.
- For recipes check out: www.epicurious.com

No notes available for the Good Food Box roundtable

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### **POP round table**

- Health Canada initiating a province-wide relationship with a grocery retailer to increase the value of vouchers/coupons received by program participants. Idea had been discussed previously by POP coordinators – those with special retailer relationships were concerned it could damage their rapport.
- Health Canada can make/enforce a law that prohibits stores a/o restaurants from discarding edible food before contacting local gleaning programs.
- Offering a Good Food Box in lieu of voucher/coupon once per month. (or twice where program exists)
- Offering a community kitchen every 2nd week in lieu of voucher/coupon. 5-10

participants, must pre-register. Other clients make a meal bag that week. Those cooking get bonus of two portions of two meals. One is split between cookers and meal bag, the other is split between cookers and snack/meal for that drop-in. Extras that are cooked are frozen for emergencies.

- Will be a future assessment of all POPs, (prov. and Health Cda. funded). Will be asking program coordinators questions regarding budget, funding, wages, meeting goals, etc.
- Look to unconventional programs/societies, etc. as food security partners. For example, one program is beginning a partnership with the Canadian Cancer Society.
- With shift to the new “public health agency” ministry as POP funders, it will be a good time to attempt increases in program budgets, as the new ministry should also receive a budget increase.
- POP require a review that will lead to a formula that a program can use to show the maximum # of clients an outreach worker should have, correlated with hours paid.
- All programs need to express to their program reps that the lack of funding prevents the proper action/reaction in regards to food security, (and every other aspect of program agendas).
- Health Canada could negotiate a provincial deal to decrease the cost of vitamins/calcium/iron supplements.
- Issue most commonly revisited was that instead of looking to expanding food security initiatives within our programs we are increasing trying to paddle up the waterfall. Many programs are between a rock and a hard place trying to maintain the basic food security initiatives which were a part of our program foundations.

### **Community Kitchen Round Table – Lorie Gillard, facilitator**

Several participants described their Community Kitchen programs: Penticton (Family Outreach Program, wages funded through Health Canada CAP, 60% of food costs by local businesses); Courtenay (for people with mental illnesses, funded through United Way, Mental Health and Addiction Services); Surrey (partnership with Immigrant Services and the Food Bank, funding from United Way), Duncan (funded through churches). There are 72 kitchens in Vancouver and good information on the website [www.communitykitchens.ca](http://www.communitykitchens.ca).

Note that in BC Community Kitchens are participant driven, not incubator kitchens as in Ontario.

Several cookbooks: Vancouver’s Many Hands Community Kitchen Cookbook, The Healthy Time Saver from Abbotsford Best for Babies, and 100 Meals Under a Loonie from Nanaimo.

Coordinators are moving from running the kitchens into educational work – training leaders, sharing lessons learned, equipment room that is centralized where there are

donations of high quality kitchen equipment.

Some canning workshops have a sliding scale from \$40 to \$0. Community kitchens are a social vehicle, a tool – not necessarily a solution to food security. It is not always about taking food home in bulk but about learning (eg. adapting recipes for folks with diabetes) Volunteer burn out an issue with non-paid coordinated kitchens.

Wendy Vogels: Wachiay Friendship Centre cooks meals once a week, also an elders' dinner. Challenge to get people involved, low participation when they tried to do a community kitchen, but also more and more people coming for meals and Christmas hampers.

Challenges for Rural Kitchens: Longer days, meal bags along with fresh foods... transportation an issue. Meal in a Bag program from Manitoba (all the ingredients in a brown bag) was used as a model in Kelowna. Kitchens that build off existing programs may work since a group is already formed and used to meeting. One idea is to offer a food co-op as well, like a buying club but the kitchen "owns" the stuff and sells it to the participants.

Question about evaluation: Lorie's group did a formal written evaluation (contact: [lgillard@boysandgirlsclubs.ca](mailto:lgillard@boysandgirlsclubs.ca)) There are evaluation documents on the Vancouver website, much of it qualitative.

### **Community Gardens roundtable**

- Community gardens can be allotments, one big space or small plots. They offer: information and tool sharing
- community living
- a safe environment for women
- horticultural therapy
- composting
- raised beds can make it wheelchair accessible

School gardens:

- Queen Alexandra
- Queen Victoria
- Grandview/Woodlands

Resources:

- [www.edibleschoolyard.org](http://www.edibleschoolyard.org)
- [www.evergreen.ca](http://www.evergreen.ca).
- [www.organiclandcare.org/public/organic\\_landscapers.htm](http://www.organiclandcare.org/public/organic_landscapers.htm) (edible landscapes)
- Heifer International: [www.heifer.org](http://www.heifer.org) – funder: seeds, tools etc., looks for sustainability, self reliance, community building

#### Funding:

- community association
- church
- get seeds donated
- Sell seeds (Environmental Youth Alliance), transplants (Nanaimo)
- Plant a row/grow a row partnership

#### Roof top gardens:

- on top of hotels, renovations <http://www.organiclandcare.org/public>
- co-housing in North Vancouver
- roof top at Manhattan on Robson in Vancouver

Vertical gardening: in Cuba, planning to avoid rural /urban migration of food and people  
caution: older buildings may not be able to take the weight

Hazelton: community garden and orchard at the hospital. Note: they just went ahead and did it, easier to get forgiveness than permission

Challenge: to get people out into the garden, particularly people with few resources  
Can small scale urban container gardens affect food security? learn to grow own food, gain self-esteem, nurture, connection, horticultural therapy

#### Different approaches:

- sharing watering (schedule watering days)
- some one on site
- partner with other organizations /services, eg. food store (Nanaimo)
- fencing is important
- kids need to be supervised
- UBC Farm
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Minnie is the Community Garden guru, consulting in Williams Lake, Whispering Pines, Salmon Arm, other communities: this is all about sharing, bringing back to the community. Minnie's potato beetle remedy: boil down rhubarb leaves, top with ash, pick bug off.

Seeds: our future: resources include Stellar Seeds (Patrick), West Coast (Mary), EYA (Environmental Youth Alliance), Seedy Saturdays.



Patrick Steiner of Stellar Seeds conducts a seed saving workshop with Sorrento 2004 attendees.

### **Living off the Land – Minnie Kenoras**

Minnie is a dedicated, determined and capable educator of her people and clearly willing to be burdened by others of us as well – witness also her participation in the roundtable on Community Gardens earlier.

“People don’t have the land connection any more; they are getting weak. Welfare has crippled the people.” Poverty now is in their faces.

For her part, she is obviously keeping the connection in her own life – hunts, fishes, does traditional cooking and preserving, etc. etc. She also educates others in all this, and more – teaches mother/daughter classes, classes in basketry, camping, and helps various nation groups to start gardening, build greenhouses, etc.

Answers to questions:

- Soapberries are good for many uses. Boil up leaves for a ‘wash’ against potato bugs. Boil up berries for a tea. Froth up for ‘Soapalallie’ dessert.
- Recommends Mary Thomas and Nancy Turner, Plants as Food for Interior People.
- Roses:

- Rosebush chopped up and boiled for a soothing wash. Used in funeral practices for ‘disinfecting’ everything.
- Rosehips: (1) Stem, boil up, make tea; (2) make jelly with crab or other apples, (3) pancake syrup.
- Cedar: Rub on cedar boughs as repellent, and for health. Don’t drink tea from cedar, it might be harmful.

### **Cooking with Kids – Alison Bell**

Under Alison Bell’s leadership, the group of adults and children made fettucini with sauce from scratch. They had a lot of fun and the point was certainly made that good food is not all that hard. No notes available from the workshop.

### **Motivation for Change**

No notes available from the workshop.

### **School Food Policy – Cathy Richards, Rose Soneff, Kristi Estergaard, Erin Moen**

A group comprised of PACS, Community Nutritionists, Ministry of Health, and others met in May, and identified the needs:

- awareness: School meal programs are now responsibility of Ministry of Education, and there is no more money for school meal programs. Meeting with Min of Education, and Min of Children and Families (who didn’t show up to the meeting): the Minister was told that if you want to improve the health of school children, you need a comprehensive program
- tools: BC School Food list has its limitations: Cathy Richards: “we had put out a list of foods to serve, and how frequently.. .then the vendors were coming to the schools and saying, well Fruitopia has juice... the PAC would believe the vendor. We are working on a brand name list to provide a more objective guide, and we are debating our scoring system (trans fat, sugar, calcium, and how to score them)... Ultimately the choice of what is offered will rest with the school – elementary can’t have “serve least” foods, for example.”

Rose Soneff: “Food policy for schools doesn’t mean being food police.” Rose added, “If you can tie this into their other curriculum (the teachers) will buy into the nutrition curriculum.”

Suggestion that nutrition issues be presented in terms of student behaviour, making the connection between nutrition and learning.

The Knowledge Network is creating a few vignettes to communicate the importance of this connection; also information and resources at [www.dashbc.org](http://www.dashbc.org) (This site will be

linked on our website)

Kristi Estergaard: Creating “buy-in”: we were part of a pilot project. First we had to define which schools would want to be part of our Food Policy project, there was some money available. We found a Champion, Osoyoos Secondary School, and we identified a few key students and the school store clerk. There were lots of ideas but we decided to talk about vending machines and the school store. We worked on portion sizes (no 750 ml bottles), choices and prices (water is less expensive). One machine is 100% pure juice.

Rose: No school district is going to jump on board, but they will look at a pilot of small, doable things that don't cost money or time. Look for the early adopters – the keeners in other areas may be keeners in this area. Incentives: for teachers it may be curriculum, for a principal it may be reduced litter. Find a champion who will help create a policy that outlasts the champion's tenure at the school. Student participation is key.

Erin Moen described the Healthy Eating and ideas Student Forum in Kamloops on October 15<sup>th</sup> which she will attend. Students are to write a 2 paragraph vision of what they would like to see happen and make a school report card to grade their schools on food issues such as vending machine contents, prices of healthy choices, food at events, etc.

Comment: “The message is not going to be heard if it is coming from adults, it has to be from the youth, in their words, in their own way.”

Cathy Richards: We were the first district in the province to get District-wide guidelines – I was initially turned down by the School Board. We had a parent, a former teacher, talk at a School Board meeting about pop machines in the schools, which got in the papers – at the time the city was embroiled in the same discussion – and I got a call from a trustee who asked if I was interested. She was able to get a local pediatrician, a dental pediatrician, and me to report to the Board. An Ad Hoc committee was formed (CUPE, PAC, COTA, Principals' Association, 2 students – though they didn't get involved – Healthy Choices committee presented to the Board. Soft Drink Association flew in a nutritionist from Vancouver and a pop rep from Nova Scotia to address the committee as well). One of our road blocks was setting up the mandate: we could only come up with guidelines for vending machines and school stores, to which we agreed. Now our next issue is the amount of time kids have for lunch, and we have not addressed cafeterias or events.

Comment: focus on positive media, timely issues, gradual changes.

Erin Moen: “You need to consider the reality of times at school – 4 minutes for a ‘nutrition break’ between classes, 35 to 40 minutes for lunch. Elementary schools get 15 minutes for recess... I think it is kind of insane because when I get home I'm exhausted and starving.”

A major issue is fundraising. There are reports about how to deal with these issues: eg.

the School Nutrition Handbook is available on the web from Calgary Feeding the Future [www.calgaryhealthregion.ca/hecomm/nal/SchoolHandbook/FeedTheFuturePart1.pdf](http://www.calgaryhealthregion.ca/hecomm/nal/SchoolHandbook/FeedTheFuturePart1.pdf). A Chef Training Program coordinator suggested to contact the BC Culinary Arts Specialists Association.

### **Deconstructing Propaganda – Brewster Kneen**

Brewster presented examples of ads and documents, mostly related to biotechnology, and discussed how can we read between the lines. Watch:

- source
- by-line
- sponsor
- audience

Use common sense when reading. Note if the wording is “promising” this or that; note the conditional language “may...” etc.

Be suspicious of the internal content, or over-simplification, or reference to ‘science-based’ conclusions. Generalizations should arouse your suspicion factor. Watch for the persons and articles referenced. Check if somewhere to go for further information, or the information’s source, and its independence.

Consider the externals also. Who is the target audience for the piece? What is the function of the literature? Will it be riding on mass assumptions, eg. technology = progress?

Watch name changes of proponents (a job in itself!). Corporations are always trying to screen their basic business, eg. chemicals and major profit source, while being consumer friendly, ‘green’, and otherwise touchy-feely. Look for the linkages – many of the ‘scientific’ or ‘public interest’ groups in Africa for instance are set up by the same corporations, and the same names will pop up again and again.

How do we tell the difference between ads/ lies/ propaganda/ information? We have to ask if there is anything such as pure information. The information itself is cultural – do we have a bias, or are we actually engaged in propaganda on behalf of our culture? It would be interesting to set up some criteria for looking at information, then using a different cultural lens to examine the same information and see how different the information appears.

Discussion:

Refreshments Canada used to be the Soft Drink Association, and broadened their range of support and now claim to represent “good” options as well.

In our local community centre, we had an Osteoporosis testing clinic, I asked the operator who was behind it and when pushed she acknowledged it was a pharmaceutical company.

I attended a Critical Thinking Skills and Biotechnology workshop full of teachers sponsored by the Canola Council – I was appalled! There are good resources – PBS website, the Knowledge Network. If you are wondering about an organization, Google the company name plus “scandal”.

The Agricultural industry is providing propaganda to the schools.

We need to advocate for critical thinking to be a core subject from kindergarten on, as these skills are lost.

As a teacher I am being constantly bombarded by this kind of propaganda – our daycare model of education is pushing us (to be) more and more accountable through standardized tests... in social studies the opportunities for in depth critical thinking is lost as we need to prepare our students for standardized exams. If you know about brain development, grade 10, grade 11, this is when students are first really capable of deep critical thinking.

A good resource on biotechnology is [www.biotech-info.net](http://www.biotech-info.net)