

FOOD SECURITY-*into*-DRAMA HANDBOOK

Workshops for the Classroom and Community



Developed by
Bronwyn Preece



Printed on Recycled Paper

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FOOD SECURITY-into-DRAMA HANDBOOK

INTRODUCTION

The intention of the Food Security-into-Drama Handbook is to help foster and generate, as opposed to force, meaningful exploration and discussion about our food supply.

This handbook is intended to be a resource and a springboard. It is designed to be used, adapted and borrowed from. It is offered as a tool and a guide. It is designed so that it can be easily employed by people whether they have drama experience or not; designed so it can be used within the school system or out in the community.

Food Security is a topic that is increasingly on the tips of people's tongues and in the news: the security of our food supply and what assurances we have or can put in place to better guarantee our access to food. Food. It is a basic human need. Dependent on where you live, how you live, your economic bracket, your thinking, your religion, your health and a myriad of other circumstances, food has become a socially and politically significant topic.

So why use drama to explore the topic of food security? The answer is a simple one. Dating as far back as the outdoor stages of Athens, the dramatic world has allowed for a constant re-imagining of how people might live together. The use of drama offers opportunities to examine, question, mirror and reflect on our societal structure and issues with the safety net of being in role, in character. Drama is the creating of a fiction, which helps us to better understand our world. These drama workshops are designed to serve as catalysts for deeper thinking.

This booklet, targeted for children ages 9 through 13, in grades 4 through 6 living on Vancouver Island, British Columbia, Canada. Though geographically specific, it can be easily modified for other areas. The focus is to get children thinking for themselves, deriving their own thinking, their own input, their own assessments; rather than bombarding them with a barrage of facts. The opportunity is offered to think from within the drama, and as a result finding direct relevance to their lives. Through the exploratory and inclusive participatory

nature of drama, children will begin by 'simply' trying to examine where their food comes from. It will likely be discovered that this is not as 'simple' as it may seem.

Though the simplicity of the task may or may not be a moot point, this offers a point of entry to explore our food network looking first at the global food system, then in increments bringing the explorations closer to where we live.

After the first workshop that looks at our global food sourcing, the second workshop transitions to the Vancouver Island food supply, and within this framework the idea is explored whether Vancouver Island can be entirely or somewhat self-sufficient in its food generating capabilities. The examination, in the third workshop enlarges slightly to examine what the province of British Columbia grows as food crops. Workshop four focuses on issues surrounding local urban farming.

Though not contained as a structured workshop within this manual, there is a suggested extension, that the next logical step would be a workshop that goes about growing one's own food. The topic of food security is a large one, and these workshops do not set out to cover all aspects of the issue: an issue in continual flux.

The four workshops are designed to be used in sequence, however they can be offered independently of each other, as stand-alone investigations. If all four workshops are not able to be undertaken, yet time allows for two to be offered; then a suggested pairing that works complimentary is workshop 1 and 4 together, and 2 and 3 offered in combination.

These workshops are specifically designed not to scare children or to leave them with the feeling that they or their parents/guardians have been doing the wrong thing. This is a crucial point. The workshops are designed with a collective universality in mind. Care in language and scope has been made so that children do not feel singled-out. These workshops are suitable for children of varying economic-brackets, which in turn may dictate their access to particular foods.

The role of the facilitator is to generate exploration of a topic that relates to everyone, in a safe environment of inclusiveness. The language employed

throughout the workshops is that of “Let *us...*” and “Shall *we...*”, thereby encouraging group process. Within this inclusiveness, the facilitator does remain in the position of facilitator, so as to be able to assist students in their collective process. Enabling this fluidity to occur is made possible by extensive *Teacher-in-Role* work: everyone is a part of the drama, including the teacher.

These workshops employed a selection of drama-in-education conventions, with each workshop containing different approaches. The workshops are each contained by the use of *Teacher-in-Role*, a method where operating in an adopted role, the facilitator or teacher is able to guide and partake in the drama simultaneously. As a collective ensemble begins to strengthen amongst the children and they proceed further along with the workshops, there is a gradual release of the responsibility of the teacher, as the children become teachers of one another.

It is important to mention here that various studies executed in primary classrooms have demonstrated that the majority of talk employed or heard in the class is that of ‘Teacher-Talk.’ I raise this issue because the emphasis in these workshops is to have the *talk* and the *doing* be coming from the children. How one navigates each group will be dependent on many factors (i.e. the group’s maturity, their ability to focus, etc.) – but it important for the Teacher-in-Role/Facilitator to try not to dominate. The scripted passages of dialogue written for the following workshops are to serve as springboards. How much information should be allotted at one time, or what should be omitted or added will vary with each group, and this decision lies with the facilitator. This is not always so easy to gauge, especially if one is unfamiliar with the group at hand. However, the guiding principle to remember and enact is: *Less is More!*

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The layout of each workshop follows the same easy-to-follow structure:

- Lure
- Building Belief
- Into the Action
- Development/Deepening the Drama
- Reflection

The level of student dramatic involvement heightens in each workshop, making for a thoughtful and comfortable progression for students.

The workshops are designed to take approximately 1 ½ - 2 hours each, making them suitable, if mounted in the classroom to take place first thing in the morning before recess, or immediately after lunch break. Along the lines of classroom application, a list of the enacted Provincial Learning Outcomes (PLOs) that apply to these workshops is included. At the end of each workshop, there is a list of *Possible Extensions* for teachers, which offers suggestions how the work that was touched upon in the drama can be extended into other areas of study.

I invite you to further the exploration!

~ Bronwyn Preece

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The **Food Security-into-Drama Handbook** was created with the intention that it be used.

I whole-heartedly hope it is employed and disseminated and enacted by teachers and facilitators in the classroom and out in the larger community.

I request that if the material contained within is used, referenced, replicated or modified that credit be attributed to its creator:
Bronwyn Preece.

And if you end up using this **Handbook** in any way, or make modifications so that it suits your particular geographical location, please let me know.

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**THE FACTUAL INFORMATION INCLUDED IS BASED ON 2009/2010
AVAILABLE DATA.**

FOOD SECURITY-into-DRAMA HANDBOOK

- **Related 2008/2009 British Columbia Ministry of Education's Provincial Learning Outcomes •**
 - **Grades 4, 5, 6 •**

• **GRADE 4**

Fine Arts: Drama

Curriculum Sub-organizer

- Exploration and Imagination

- Drama Skills

Learning Outcome

- Demonstrate co-operative effort to develop dramatic work

- Select feelings and ideas expressed in the group to create dramatic work

- Use drama structures to tell stories

Social Studies

Curriculum Sub-organizer

- Skills and Processes of Social Studies

Learning Outcome

- Apply critical thinking skills – including comparing, imagining, inferring, identifying patterns and summarizing – to selected problems and issues

- Formulate strategies to address problems or issues

• **GRADE 5**

Fine Arts: Drama

Curriculum Sub-organizer

- Exploration and Imagination

- Drama skills

Learning Outcome

- Demonstrate individual responsibility within the group when developing dramatic work

- Interact in role

- Use drama structures to develop stories that present problems and their possible solutions

Social Studies

Curriculum Sub-organizer

- Skills and Processes of Social Studies

Learning Outcome

- Defend a position of on selected topic
- Implement a plan of action to address a selected school, community, or national problem or issue

• GRADE 6

Fine Arts: Drama

Curriculum Sub-organizer

- Exploration and Imagination

Learning Outcome

- Demonstrate social and group skills in dramatic work
- Demonstrate the ability to collaborate when combining ideas in dramatic work
- Express ideas and emotions using verbal and non-verbal communication

Social Studies

Curriculum Sub-organizer

- Skills and Processes of Social Studies

Learning Outcome

- Apply critical thinking skills – including comparing, imagining, inferring, identifying patterns and summarizing, and drawing conclusions – to selected problems and issues
- Implement a plan of action to address a selected local problem or issue

*Please Note:

At the conclusion of each *Food Security-into-Drama Workshop* there is a list ‘Possible Extensions’ that can be conducted by teachers and their students after the workshops. These suggestions of activities touch on various areas of the curriculum, including: Language Arts, Mathematics, Science and the Visual Arts.

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Whenever possible...

Please try to use recycled paper products for these workshops and please recycle any paper products employed.

Thank you!



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WORKSHOPS

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ACCOMPANYING MUSIC

****All of the Suggested Music for the Workshops
is Available through iTunes*****

The following songs are recommended for use in the workshops:

Smorgasbord, by Sharon, Lois and Bram

Seed in the Ground, by Heather Bishop

Construction Sound Effects

The Garden Song, by Fred Penner

FOOD SECURITY-into-DRAMA HANDBOOK

WORKSHOP #1

GLOBAL FOOD SYSTEMS

- **Grade Level**

Grades 4, 5, and/or 6

- **Learning Intention/Focus/Key Question**

Looking at where the food comes from that we eat and what was involved in getting it there.

- **Length of Workshop**

1 ½ - 2 hours long

- **Materials**

- One large laminated world map (*enabling it to be re-used*).

- Wipe-away markers in assorted colours

- Large pieces of craft poster paper

- Masking tape

- One of each of an assortment of fruits, vegetables and/or grain with store labels noting foreign origin, such as:

- Pineapple *from Hawaii*

- Avocado *from Mexico*

- Bananas *from Ecuador*

- Carrots *from California*

- Oranges *from Florida*

- Kiwis *from New Zealand*

- Rice *from Japan*

- etc.

****(Important note: the number of workshop participants will determine the minimum number of food items required. Participants will need to be divided into groups of 4 or 5 individuals, with each group needing its own distinct food item).*

- One straw hat

- One bell or chime

- ‘1st Annual Global Food Conference’ hung as a poster or written in board

- Music: *Smorgasbord*, by Sharon, Lois and Bram

- Optional:

- One shopping basket

- One plate and cutlery set

- Clipboard for holding script, and can be used as a prop for Teacher-in-Role.

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- Lure

- Desks are pushed to the side or out of room, to allow for the largest usable open floor space.
- In the middle of the room atop the world map sits the assortment of food items, possibly in a shopping basket and alongside it: a plate, knife and fork.
- Music: *Smorgasbord* plays in the background.
- Participants are directed to sit in a circle around the centerpiece

- Teacher-in-Role as Director of Global Food Conference:
(transition can be made with tone of voice or prop, such as putting on eyeglasses):

***Please note, the dialogue included for Teacher-in-Role is a model that contains the necessary information to further the drama along. It is not necessary that it be memorized word-for-word. Please take from it the essence, and make it your own.

“It is my great pleasure to welcome you all here to these preparations for the inaugural annual Global Food Conference, and what a delight to be surrounded by such a group of diverse people.

Many of us gathered here today might even consider ourselves to be food experts! Why? Well, because we eat throughout the day, and at this point we may feel we are experts on what foods we like, and which foods we most certainly don't! And adding even further to that feeling of being a food connoisseur, or food expert might be, that if given a choice say between which pint of strawberries to pick or which slice of pizza to choose, we will make our choice by expertly examining the options. Am I right? We all may be food-eating experts, but we may not be always so familiar with where our food has come from. I, for one, could not tell you where every item of food I've eaten today comes from...its place of origin...but even more importantly: how it got here.

(Casual interaction with students...do you know where the items in your lunch came from? How about you? And you?)

So today, we have gathered collectively to do just this: examine where some of our food comes from and the journey that it takes. The very reason we have assembled together for this Global Food Conference is to look more deeply into the journeys some of our food travels to reach our plates. But before we begin, and get right to the heart of the matter, I would like to touch base with all of you...I trust you have all found your accommodation comfortable...
(individually approach several students and ask them if their journey here was comfortable, if their room is satisfactory, and how far they traveled to get here...did you fly? drive?...”some of you have come far, as I suspect some of our food has as well...”)

We better not waste any of our precious time...let us get to it, and divide into groups, and within each group you will examine the journey of one specific food item. Let us divide into groups right now, we will number ourselves off...and then the trick, and this is an important point, is to gather quickly with your group and then focus quickly so we all know what we're about to embark on!

- Groups are formed and focus re-gained and paper and markers are distributed to each group (alternatively these items may have already been set up at various 'stations' in the room). At this point, the teacher will have to gauge the group as to the best way to distribute which food item to each group. One method may be to have a number taped to the bottom of each food item, which corresponds to the number of the group, and one member from each group can approach the pile of food and find which item they will be focusing on.

- Teacher-in-Role: "What each team will do is draw and/or write or note down, depict in which ever way suits you the best, the journey of one of these specific food items from it's start to it's end here before us...with all the stops in between. Look for possible information on the food, look at the map, think about the ways in which it traveled, do you figure it arrived by one or more transportation methods, any details you can think to add along the way...did it require inspection, if so what for and at which point or points along the journey...and try to estimate how many kilometers it traveled all together and how long you think the journey must have taken. Does that make sense? As best as you can imagine, try to recreate its journey one paper. You will have about 5 - 8 minutes to do so."

• Building Belief

- Students work in small groups to note the journey of their respective food item.

- After approximately five to eight minutes (*dependent on the progression of the groups*), bell is rung to draw attention.

- Teacher-in-Role: "I must say I cannot wait to see what was gathered...there seemed to such a fervor of activity! But before we share our discoveries and information in this Global Food Symposium, we must prepare the next segment of our program.

From where you are, each group will form three tableaux...or frozen images...much like a photograph...a snap shot of a moment...or in this case: three separate moments that illustrate a strong visual picture. Each group will choose two or three points along your food item's journey, and create a still image – an image you can hold in place for several seconds. Think of it as a 'Food Travel Photo Album'...simply the images will be created and held

by you. Pick any three elements to the journey that you came up with...they could be all from near the beginning, the middle, the end of its journey, this does not matter...what is important is the creation of two/three separate images. You can create a scene of what might have been happening at that stage of the food journey. And everyone in your group should be included. Do not feel that you all must impersonate your food item. As well as creating three still images, you will also, for each image, create a title for it, and designate someone to speak the image's title. *(A mini-demo can be offered by the teacher for clarification purposes, suggestions: waking up in the morning, brushing teeth, leaving for school, etc. This demonstration should demonstrate how to hold each tableau for a few moments, and how to then silently transition into the next).*

So, how about another five minutes to prepare those and then the presentation component of this conference may begin!"

- After approximately five minutes the bell is rung, and the groups are asked to sit down together.

• Into the Action

- Teacher-in-Role: *(addressing class as if they are the conference audience)* "So with this ringing of the food bell, I would like to officially proclaim the first annual Global Food Conference underway! Welcome one and welcome all! A round of applause does seem in order!

I appreciate you all taking the time away from your busy schedules to come learn and investigate more about just where are food comes from. In this day and age, we often do not have the time to think about such matters. But hopefully together we can collectively share and help shed some light on where some of our food comes from.

We will be starting with an exciting visual presentation. The opening ceremony, if you will. An exciting performance of a 'Food Travel Photo Album'. Our presenters take their work very seriously, and the following presentation will be predominantly silent, except for the speaking of the title of each image. Let us begin...the pineapple group...the avocado group...etc. *(The idea is to get each group to stand up, perhaps coming to front of the space, presenting their three tableaux with titles, followed by a silent transition to the next group, and so on.)*

- Each group presents.

- Teacher-in-Role: "Wonderful, wonderful...but this is not all...each group also prepared a more detailed presentation for you. One by one, I will have each group come forward, and they will tell

you about the journey they figured for their food item. This way we will get a fuller idea of the food's journey, and we'll be able to fill in the moments between their tableaux frozen images. Each group will present the information they came up with, tape their material up for all to see, and as well, will mark here on the world map (*world map should be hung on the board*) the journey of their food item. It is my great pleasure to invite the pineapple group back to the stage."

- Each group presents their information, and marks the world map. (*Dependent on the amount of time available, this might be a wonderful place for the children to ask questions of each other.*)

- Teacher-in-Role: "Thank you, thank you...as you can see, from where and how we get our food nowadays is very complex. It has been reported that the average imported food item that arrives on our Canadian tables from farm to our forks has traveled an average of **4500 kilometers...and if we calculate all the travel associated with transporting the fertilizers and growing amendments, the average amount of kilometers covered related to that one item increases to over 12, 000 kilometers.**¹

Right now, what negative *and* positive elements can we list that accompany this global food system? There are no right and wrong answers. Let us brainstorm some ideas, and we'll note them down..."

• Development/Deepening the Drama

- Children brainstorm a list of ideas, and are recorded by either the teacher or a pair of students. (*Dependent on the age and amount of related exposure of the children, the list may vary. The objective is not to get all possible elements recorded, but to highlight several factors. The teacher may want to pose questions to stimulate thought such as:*

- *An interesting fact for you all to ponder: 95% of lettuces eaten in North America are all grown in one area: the Central Valley in California. It just so happens that this area is now experiencing their third going into fourth year of drought. What impacts could that potentially have?*
- *Do you think the fresh produce was picked ripe when shipped? Yes? No? What impacts does this have on the food?*
- *What about packaging?*
- *What are the benefits? Would we otherwise have the opportunity to taste foods from China, from India, from Costa Rica? Does a global food network add to our greater understanding of the world?*
- *Can having a wide range of available foods be helpful for people with specific dietary conditions?*
- *What about the effects of gas and oil pollution?*

- *Is the food being grown by big companies or small farms?*
- *What about the food pickers working/living conditions?*
- *etc.*

- Teacher-in-Role: “There is such a great deal to think about when it comes to our food. Had anyone, before today, ever taken a moment to think about some of its complexities?”

We are fortunate today to have a very special guest with us here today. His name is José Rodríguez, and he is a farmer from Mexico. We flew him up for the purposes to speak to you all. He is quite shy, but he agreed to come...and he has graciously agreed to answer any questions you may have. I believe he is just waiting in the wings, I will go fetch him...*(teacher exits, and re-enters room wearing a straw hat, designating character change to José, and sits in front of group)*...

Hello, my name is José Rodríguez and I come from the village of Vallecitos in Mexico. I am a farmer. My whole family are farmers...my mother and father were farmers, my grandmother and grandfather, my aunts and uncles...it has been our way of life for many generations. But now things are changing. I do not farm just for my family anymore. I do not grow food simply to sustain my family and my community. I do help grow a lot of food...but this food is all for foreign markets. I must work to survive, so I work at picking unripe avocados that are shipped to far-away countries. I cannot imagine how they taste when they get there? How can they ripen if they are not on the plant? One thing I learned from my father was the healthiest food, is the food that is picked when it's ripe. These people who get the food I pick, I guess that is people like you, must be getting the food in an unripe shape and not full of its...how do you say...nutritional benefits. Do you think you may have eaten some of the food I picked? How does it taste? Etc.

- Teacher-in-Role as José Rodríguez interacts with students.

- Teacher-in-Role as José Rodríguez: *I taste very little of the food that the company grows. I still try to grow corn for my family to eat to make our tortillas...but even that is becoming threatened. As the big food companies are moving in, the land that once sustained our small communities is being depleted by these big commercial farms: the available space and the quality of the soil. And all the pesticides they use are running into our once-clean drinking water. People are becoming sick. And some of our ancient strains of corn, the different, very old varieties are disappearing. It is becoming harder for me to feed to my family...I do not know what I will do if I cannot supply enough food for them. It seems so strange to me, since on the one hand, I work so hard supplying food for people in the rest of the world, and on the other my local supply of food is becoming more scarce. As I look out at all of you I want to ask you*

all, do you know where did you get the food that you ate or will eat today?

- Teacher-in-Role as José Rodríguez fields several answers from students.

- Teacher-in-Role as José Rodríguez interjects: *You know, I really do not have that much time...I must run...but I would really like to know if you have an idea where some of the food you've eaten today or will eat today has come from...I will ask the Director of this Food Conference to let me know what you come up with.*

- Teacher-in-Role as José Haberno stands up and exits room, and Teacher-in-Role re-enters as director of the Global Food Conference.

- Teacher-in-Role: "A round of applause to thank José. What a bit a luck that we were able to get him up here to share with us. So, as we heard, José shared a lot of information with us in just a short amount of time, and let us in on some of the pressing issues affecting him and his family's access to food. Importantly, José asked a question of us: *Do we know where the food we've eaten today or will eat has come from?* Let us turn to the person who is sitting right beside us, and we will take a turn completing the following two sentences:

- One food item I've eaten today that I know where it comes from is: _____ and say where it came from. *and*

- One item that I've eaten today that I am completely unsure of where it comes from is: _____.

Now there is the chance that you may be unsure of where your food came from, in that case, you can take a guess, and maybe what we covered today may help you.

I will make sure that José is informed of our findings. Alright away we go.

- Children have conversations for several minutes, and then food bell is rung.

- Teacher-in Role: "And once again, I heard many rich, wonderful exchanges. I think we may be interested in hearing some of these conversations, or at the very least a synopsis of what was discussed. Who would like to share what they came up with?"

- Several exchanges are shared with the class as a whole.

- Teacher-in-Role: "We have been given much to think about, many considerations to ponder, and I know at least for me, even perhaps a more overwhelming view of just a *few* of the factors – not *all* of the factors – that are involved when it comes to the global sourcing of our food. I wish to thank you all for coming...until we gather again for next year's Second Global Food Conference!"

- End of Teacher-in-Role.

• Reflection

- "Let's gather around."
- This is the opportunity to address reflect on issue that were touched upon during the workshop, but more importantly to gauge the childrens' thinking on the topic.
- Possible questions to pose:
 - *Had any of you considered before now where your food comes from?*
 - *Do you feel that where your food comes from affects you?*
 - *What are your thoughts?*
 - The important thing I would like you all to take away from this workshop is not a feeling of doing the right thing or doing the wrong thing...but feeling more informed about what may seem like a simple action of buying a bunch of bananas in the supermarket, is actually near the end of the line of a very complex network to get it there. The very last step in the chain, of course, is when that food item is eaten and in your belly!

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• Possible Extensions

- *Mathematics/Graph work:*
 - Have each student chart the food they consume in a day and where each item/element/ingredient comes from. This information can be incorporated into a graph of the 'food miles' of food-for-a-day for the class as a whole.
- *Writing:*
 - Dependent on the information gathered and focus and direction of the group, students could compose letters to the person/group/company/supermarket/government/organization of their choosing.
- *Visual Arts/Computer work:*
 - The class could re-create and document and produce a 'Food Travel Photo Album'.

- *Science:*
 - Students could do comparative experiments comparing for the differences between two similar items, one of foreign origin, and one of local origin. For example: taking two tomatoes, two carrots, etc. Taste differences could be measured. Decay rates could be measured. Difference in food miles could be hypothesized, etc.

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WORKSHOP #2

VANCOUVER ISLAND-BASED FOOD NETWORK

- **Grade Level**

Grades 4, 5, and/or 6

- **Learning Intention/Focus/Key Question**

Learning about Vancouver Island, British Columbia's food supply status and the effects of the local geography in relation to food sources.

- **Workshop Length**

1 ½ - 2 hours long

- **Materials**

- Sign (or written on board): 'Community Hall'
- Music: *Seed in the Ground* by Heather Bishop
- Masking tape
- Thin tipped felt markers
- Bell or chime
- One nametag/descriptor card prepared as example.
- One addressed, sealed envelope and letter inside (*Appendix I*)
- Ball of yarn

Dependent on Option Chosen:

- Nametag Stickers

OR

- Large Index Cards (one per student) with Safety pin to attach

-Optional:

- Clipboard for holding script, and can be used as a prop for Teacher-in-Role.
- Map of Global Food Networks from Workshop #1 (*if workshop took place*)
- Map of Vancouver Island

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- **Lure**

- Desks are pushed to the side or out of room, to allow for the largest usable open floor space.
- On the board hangs the sign 'Community Hall'
- Beneath sign are affixed the two maps.
- Music plays as children enter classroom.
- Teacher-in-Role as Community Meeting Facilitator: ushers students in, and guides them to take a seat, with comments such as "Thank you for coming, the meeting will begin soon, please take a seat, I know you must be very concerned..."etc.
- Students sit down on floor.

- **Building Belief**

***Please note, the dialogue included for Teacher-in-Role is a model that contains the necessary information to further the drama along. It is not necessary that it be memorized word-for-word. Please take from it the essence, and make it your own.

- Teacher-in Role as Community Meeting Facilitator: (rings bell)
"Inquiring residents of Vancouver Island, I thank you for coming. My name is Elaine Hipplegust, and due to widespread interest amongst you all, this meeting has been convened. I thank you, and we can all thank each other for taking the time to come and explore and take a look at what we think our current food situation is on Vancouver Island. As I look out at you all, I am inspired to see such an eclectic gathering of people...people from all walks of life...some of you may be doctors, others teachers, maybe some of you are restaurant workers...I look forward to finding out a bit more about you all in just a few moments, when we will meet and greet each other.

One thing that is for certain is that we are a group of people who all share some common ground. The common ground of all being residents of Vancouver Island; plus we all eat food that we source from stores on the island and maybe even some of us here get food from our own gardens or nearby farms. Some of you are from these parts of the island, and others have traveled for many hours. I feel safe to assume that since we have all gathered here, that we are all committed and willing to look into this? (*Garner student agreement. If there is reluctance on the part of the students, engage students with comments that support the necessity of their participation.*)

But to all of you, I must ask: why do you feel it is important to look at the question of what our current food situation is on Vancouver Island?"

- Teacher-in-Role gathers responses from the children for about 5 minutes. If needed, the following can be raised to probe and further their thinking:

- *What are some of the factors that could force us to become self-reliant on Vancouver Island, due to a disruption in our access to food coming from off island, either for a short period of time or for longer?*

- *Earthquake*

- *Oil and gas prices rising/Peak Oil = transportation limitations:*

- *Disruption to ferry/vehicle/air traffic*

- *Does Vancouver Island have enough arable land to be able to produce enough food for its current population (approx. 750, 000) and/or for its growing population?*

- *As the population grows, where do they move?*

- *Is there valid reasons to protect our farmland?*

- *What about Vancouver Island's water supply?*

- Teacher-in-Role: "So let us try to put all of those considerations together, and we will each come up with a personal estimate – we will each guess a number – that answers the question:

'If Vancouver Island had to all of a sudden, starting today, rely completely on the food that we have on island – that which we have in stores, and that which is being grown – and given the number of people that live on the island – HOW LONG DO YOU THINK OUR FOOD SUPPLY WOULD LAST?'

Perhaps we have an ample supply of food on island, if we had to rely completely on ourselves, perhaps we don't...we will try and find out.

And to do so, we had first better get acquainted and figure out who we all are and how we can group together to best work on the matter at hand. If we are going to work together on this, we should get to know each other a bit more. I know many of you live extraordinary lives...some of you, I am assuming might work directly with the food industry, perhaps we have some farmers or orchardists with us, some of you may be concerned parents, teachers, business people, doctors, nurses, professional athletes – but it would interest me and I am sure all of you, is if we had the opportunity to find out a bit more about who has gathered here today. Don't you agree?

*** There are two options here as to how to proceed. The first is likely the most suitable and streamlined method, allowing both room for creativity but is less likely to become a chaotic scene of ridiculousness. The first option is best used with a group with little drama experience and a diversified group of students.

Option Two is more suitable for a mature, focused group with more drama experience.

Option 1:

- Teacher-Out-of-Role: "So the way we will do this, is I have prepared a bunch of nametags of different professions. And they are all in this box. Each nametag looks like this (show example), with each job

being different:

My Name is: _____ . I am a: _____ . If, as of today, Vancouver Island had to become reliant on the food it has and produces on island...I estimate that there would be: _____ days / months / years (<i>circle one</i>) worth of food.

(The job portion of the card would already be filled in, allowing the children to invent a name and to come up with an estimate).

We will break into groups of three, and will bring the box to each group, and each of you will randomly draw a nametag from the box and can fill it out and introduce yourself to the other member of your group. And then another one of your partners will introduce themselves to the two of you, and so on.

- Groups of three are formed, nametags drawn from box and pens distributed at the same time.

Option 2:

We will form little groups of three, and will introduce ourselves something like this:

Hello, my name is Elaine Hipplegust.

I will just stop-time for a moment (steps out of role for a moment)... a wonderful trick we can do in drama...we can stop time. I encourage you to develop a character who you will take on, a character with a life on Vancouver Island. A character that may lead a life like yours or you can choose to become someone you invent, such as I have done. So, I would introduce myself to my partners like (slipping back into role):

My name is Elaine Hipplegust.

I operate a lunch program for homeless people in Courtenay and in my spare time I am a trapeze artist and juggler.

And I estimate that Vancouver Island's has a food supply that would last for _____ long. I would suggest a number of days, weeks, months, years, decades, etc. worth of food I feel we have on the island, if we did not depend on imports from the mainland that would be able to feed all 750, 000 people.

And I came up with this figure because...

And then another one of your partners will introduce themselves to the two of you, and so on. I will circulate nametags and descriptor cards. After you have all introduced yourselves. You will write down your name and job and the number you came up with regards to the length of our food supply, if all of a sudden we had to do so starting *today*. (*Show an enlarged example*). I will now pass around the nametags and pens as you

talk. We will spend no more than five minutes doing this, and then we shall mingle as a group. All right, let's get into it!" (*Teacher opts how best and effectively to break group into workable trios.*)

- Students interact with partners, developing their characters for up to 5 minutes.
- Nametag stickers and pens distributed.

• Into the Action

- Teacher-in-Role: (*rings bell*) "My, my, my, when I was just circulating around and eavesdropping, I realized truly what diversity of people we have gathered here today. Do we all have our nametags on? Do we all have the number figure underneath our names? Yes? If not, quickly add that on..."

It is now time that we all meet and greet each other. We will get up on our feet, mingle around and introduce ourselves, elaborate about our lives, perhaps share what brings you here today, and discuss your thoughts about Vancouver Island's food situation. Let's see if we can find people who share similar views as us...and others who hold very differing views. Debate and discuss. Let this be a hothouse of ideas! So up we get...let's mingle! Meet as many people as you can in the next few minutes!"

- (*Alternative Option, depending on focus and maturity of group: have groups come together in a circle and have them introduce themselves and their estimates to the whole group, instead of a mix-and-mingle. If mix-and-mingle portion skipped, then this can transition nicely into the time-line formation that follows.*)

- Children mingle around, as well as Teacher-in-Role for approximately 8 - 10 minutes. (*During this time, the teacher-in-role mills around amongst the students, gauging the smattering of ideas provided by the children and if needed, instigating interactions, with lines such as "You know, you have a similar idea as so-and-so who I just met...have you met them?...let me take you over so you can meet them...etc.)*)

- Teacher-in-Role: (*rings bell and gathers attention of group*). "Wonderful...wonderful. Let us in one moment, quickly arrange ourselves in a line extending from one end of the room to the other. You will arrange yourselves according to the length of time of your original food supply estimations – the number written on your card. I say this because some of you may or may not have been influenced by others while you were mix and mingling...and we will get to that in one moment. On this end, the person with the shortest estimate will stand, and you will place yourselves in a line, placing yourselves in order of estimated amounts, until the person with the longest estimation at the end. Ah! But there's a catch! It must be done in silence!"

- Students arrange themselves in time-line.

- Teacher-in-Role: “So let’s take a look at the range...is the small or wide gap between the numbers? Let’s one-by-one just quickly, in order down the line, say out-loud what our estimate was.”
- Students voice their figure estimate.
- Teacher-in-Role: “Now, my question is to you, while you were walking around and meeting with others...did any of you feel like you want to change your original guess...perhaps you met Mr. *so-and-so* (refer directly to some of the created characters) or Ms. *so-and-so*...if you feel like perhaps you would like to alter your guess, let’s do so now...again in silence...change your placing in the line...or if you are still happy with your original estimate, then just stay put.”
- Children potentially re-arrange themselves.
- If there was no change, Teacher-in-Role comments on such, and continues on, but if there was some changes, Teacher-in-Role asks those specific students (*or a handful of them, if there we many*) as to why they changed their minds.

• **Development/Deepening the Drama**

- Teacher-in-Role: “This is so very interesting. Residents of Vancouver Island, do we think that this is valuable information to know or is it not? Why might it be or not be of interest? What influence could this information have?” (*etc.*)
- A discussion ensues.
- Teacher-in-Role: “Well, since I knew that we were going to be gathering here today to discuss this very issue, I told some local food researchers of our meeting, and asked them if they would be able to give us any indication of a possible answer and highlight some information. Unfortunately, they were unable to attend today, but I did receive a letter, which hopefully contains the information...but I thought it best to open it and share it with you all. Shall we see what it says?”
- Letter opened, displayed, and read aloud (*Appendix I*). Teacher-in-Role interacts with looks up and engages students frequently with the reading of the letter’s contents (*this Teacher-in-Role commentary inserted in green. Contents of letter are written in bold*):

(Oh! Look, it came on their official stationary [displays letter]...the Vancouver Island Food Research Group)

To Elaine Hipplegust and Interested Residents of Vancouver Island: (*that’s us!*)

We understand that you are gathering to discuss the status and duration of Vancouver Island’s food supply. (*We have, and we’ve been busy...*)

We can tell you this:

The number of farms on Vancouver Island is roughly 4000.

And yet, many, if not most of the farms, in the more populated areas such as around Victoria are quite small farms. Even as small of a few school fields or less.

According to our research, the estimated amount of Vancouver Island's food supply is approximately 3 days worth in total, with a possibility of as much as 2 weeks worth of food during the summer months. *(So that is what the actual, real-life scientists and researchers are supposing...roughly 3 days worth of food on island, with a brief window of possibly upwards to two weeks. Were our estimates close?) [Compares estimates with students]*

Vancouver Island produces less than 10% of the food it eats. Fifty years ago the island produced approximately 85% of its own food.ⁱⁱ The rest of the food is imported from off-island. *(10% of the food we eat on Vancouver Island originated from here...let's quickly have 10 of you stand in front of the rest of us...if the 10 of you represent ALL the food that is eaten on Vancouver Island...then how many of you represent the amount of food that is produced on island? [Children answer or are aided in finding the answer] Yes... so let's have nine of you sit down, and just leave one of you standing. Together these 10 people represent the food that Vancouver Islanders eat, and are showing us how much food we generate ourselves. Now, just stay where you are for a moment, and I'll finish the letter...)*

We, at *The Vancouver Island Food Research Group*, would be interested in hearing your responses to these findings. Thank you.

**Sincerely,
*The V.I.F.R.G.(And they've signed it.)***

• Reflection

- **Teacher-in-Role:** *(kicking into gear, by grabbing a ball of yarn, and requesting the help of two students to pull it taught across the room).* "Yes, let us respond to these findings! Let's create a 'Spectrum of Difference'. Let us imagine that this end of the line represents Total Shock...and this end *(goes to the other end)* represents the other extreme of Not Surprised in Any Way. The very middle is Neutral. In one moment I am going to ask you to go hold onto the yarn where your reaction falls. For example if were just a little bit surprised, but not too much, you might place yourself here or if you figured this was the state of affairs pretty much, and aren't surprised you might place yourselves here. We'll ask the

two of you who are holding this line to stay there and you will place yourselves at the end. Let's give it a go!" (*This exercise has the option to be carried out twice, once with children in role and once as the children themselves*).

- Spectrum of Difference with the yarn is created by students.
- Dependent on student's response, options include, but are not limited to:
 - Have students gather around and collectively debrief out-of role or by 'Shoulder Tap' convention, where teacher lightly taps various students on the shoulder while still standing in the 'Spectrum of Difference', asking for their response to the question:
Can you suggest some ways that if we wanted to produce more of our own food on Vancouver Island, what we could do?
- Ideas shared.
- Teacher-out-of-Role: "I would like to thank you all for your participation. And would just like to emphasize that there are no right or wrong answers to the issue, and it was wonderful to explore along with you today!"

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• Possible Extensions

- *Social Studies/Writing/Music:*
 - Students could research the main agricultural crops of Vancouver Island and could create, write and create lyrics for songs related to Vancouver Island and its food.
- *Visual Arts:*
 - Students could create a classroom mural depicting Vancouver Island's agricultural, geographic and social landscape.
- *Science:*
 - Experiments could be conducted to determine certain variables that affect plants growth, i.e. exposure to light, water: amounts and pH balance, etc.

FOOD SECURITY-into-DRAMA HANDBOOK

WORKSHOP #3

BRITISH COLUMBIA-BASED FOOD NETWORK

- **Grade Level**

Grades 4, 5, and/or 6

- **Learning Intention/Focus/Key Question**

Learning about the crops and local food products of British Columbia.

- **Length of Workshop**

1 ½ hours long.

- **Materials**

- Craft poster paper (minimum of 26 sheets)

- Masking tape

- One felt pen per participant

- ‘British Columbia Ministry of Agriculture and Lands’ sign with official provincial emblem if possible (hand-made or computer generated)

- Bell or chime

- Calculator

- 8 Flash Cards, with one of the following headings written on each:

- Fairy Tale

- Fairy Tale

- Television / Radio / Podcast News Show

- Television / Radio / Podcast News Show

- Cooking Show

- Cooking Show

- Commercial

- Commercial

- Optional:

- Clipboard for holding script, and can be used as a prop for Teacher-in-Role.

- Costume props for Teacher-in-Role as Deputy Minister of Agriculture: such as a tie, dress shirt and name tag that says ‘Deputy Minister of Agriculture and Lands, Province of British Columbia’

****Note: Appendix II contains a list of British Columbia’s agricultural commodities for reference use with this workshop.*

* * *

• Lure

- Desks are pushed to the side or out of room, to allow for the largest usable open floor space.
- 26 craft poster paper sheets taped to the floor of the room, forming a large square: with one letter of the alphabet written at the top of each paper.
- 'British Columbia Ministry of Agriculture and Lands' sign hung on board.
- Participants enter and are directed to gather within the alphabet.
- In the middle of the circle sits a container with enough felt pens for each student.

• Building Belief

***Please note, the dialogue included for Teacher-in-Role is a model that contains the necessary information to further the drama along. It is not necessary that it be memorized word-for-word. Please take from it the essence, and make it your own.

- Teacher-in-Role as BC Deputy Minister of Agriculture and Lands:
“Thank you, thank you all for coming...now, I must apologize on behalf of the Minister of Agriculture and Lands, he was suddenly called away today quite unexpectedly, and sent me as his replacement. Since I have been just appointed to this position of British Columbia Deputy Minister of Agriculture and Lands, this is really my first time of meeting all of you. My name is Gareth Rodgers (*or other appropriate name*) and I look forward to working with you, and I suspect that you all must love working in the Ministry of Agriculture...it seems like an area with so much growing potential shall we say! Yes, well, the Minister told me that the focus of today's meeting was about recording the agricultural crops grown in British Columbia...this wonderfully diverse province we live in. What has prompted this meeting, is in fact other meetings: other meetings and gatherings that are being held around the province, in cities, in small towns, all over, by people, everyday people, who are asking questions about their food supply and ways of ensuring their continued access to a safe, available food supply. As, perhaps you are aware, there is a growing momentum around the province, the country and the world about food: not just eating it, but also talking about who and how it affects us. In fact, I am told that there was a gathering on Vancouver Island of interested residents about a week or two ago...let me see (*refers to clipboard*)...ah, yes, it was facilitated by a certain Elaine Hipplegust. (*reference to workshop #2*). So, if people are talking and asking

questions, then we at the Ministry of Agriculture should be there to help answer some of their questions to the best of our ability, and foster further dialogue among the people of the province. Sounds like our job description, does it not? (*Seeks agreement from students.*)

Now, I must say, I have heard through the rumour mill that this Ministry has a reputation for lengthy, sit-down meetings. Well, as the new Deputy Minister, I will endeavor to do my best to liven things up a bit. So, as you have likely noticed, we are sitting here surrounded by the alphabet! You see, I felt we could try to better familiarize ourselves and then others by making as long of a list as possible of list of the agricultural products... meaning the fruits, vegetables, legumes, grains, nuts: the food we grow here in British Columbia. The Minister told me that the province of British Columbia produces more than 225 agricultural products!ⁱⁱⁱ But, I know that I cannot begin to even think of what all might be on that list...more than 225 products...and what really interests me is to find out how many of those products included on that list are ones that are grown...so I thought, why don't we see how many different foods we, as a group, could come up with. Now, part of the items on this list of BC agricultural products are livestock, in other words, animals that are raised on farms in BC for food. You can write them down too...and of course there are seafood products along the coast BC too, even though I'm told they are not included as part of this list, you can write them down too if you like – but let's really focus on what products are grown here. I am sure the people of the province would like to know as well, especially now that people are wanting to know more about the food potential and situation within our province. So let us discover together! In one moment, I will ask you to grab a felt pen, and you will walk around and write down all the food items that you think we grow here in BC, under the appropriate letter...so for example, what's a product I could write under A? (*Receive a couple suggestions*). Perfect... and then I can go to another letter as I think of something else. If you notice the product you thought of is already written down, move on to another letter or another item. And we don't all have to start with the letter A! Now, you may be unsure about if we can grow them here or not...you think it does but you're not sure...mark it down too...you don't need to know for-sure, for-sure...just write that down with a question mark beside it. Because we must remember, with greenhouses, there are several crops grown here that we might not expect. (*Optional insertion for a joint group mime activity*: So, let's first get this rather large and ostentatious board room desk out of the way...can we all grab a bit and let's take it out to the hallway, and hopefully we can leave it there...maybe one of the other Ministries will have use for it. Everyone stand up...have we got it... it's pretty heavy on this end...how about your end? Are you managing? We might have to set it down and flip it on it's side to get it through the door...but let's give it a go!) We must first stand up...have a stretch... stretching will increase our thinking and doing power, we'll grab a pen and see what we come up with in about 5 minutes. Let's go!

- Students move about the room for approximately 5 minutes, filling in the products in Agriculture-on-the-Wall.
- Ring bell to gain students' attention.

• Into the Action

- Teacher-in-Role: "My, my...now at least from my point-of-view that seemed a lot more exciting than the an old boring sit-down meeting...do you think that's why they call them *board* meetings...because they're *boring*? (*Chuckles at one's own joke*). Oh, I'm so sorry...I do love to make a joke or two once in awhile! But would you not agree? Seems like we've got many foods listed alphabetically. (*Joking commentary can be inserted about the lack of food items listed under certain specific letters such as X, etc. For example: "Poor lonely X...X often marks the spot, but not in our B.C. Agricultural Food lists.."*) Should we see how many we came up with? Why don't each one of you stand in front of one of the sheets...if we need to double up, then two people go to one of the sheets that has more foods listed on it."

- Students each stand in front of one of the papers.

- Teacher-in-Role: "Now, count up how many different foods there are listed on the sheet in front of you, and write it up top and circle it... include those with and without question marks...so a grand total of all the foods listed on that sheet. Let's take a few moments to do that."

- Students tabulate the number of items on their list.

- Teacher-in-Role: "Have we got that done? Great. Now, I need a volunteer – someone to be for the next minute or so, the Deputy-Deputy Minister...a Mini-Me to me, if you will...someone who's good at pushing buttons! Anyone willing to fit this description?"

- Volunteer is chosen.

- Teacher-in-Role: "Thank you, thank you. Now firstly, what is your name? (*Learns student's name*). Now that is a most distinguished name...one very suited to being a Deputy-Deputy Minister of Agriculture. Perhaps more aptly, however, it is an appropriate name for you as being the Deputy-Deputy Minister of Mathematics...or maybe even Minister Math...of course, we don't have such a ministry in BC, but if we did I think we should appoint you as its head. Now, now, you must not get worried... I know that some of us cringe when we hear the word math...but no need...it is really rather simple...especially when you're as lucky as me and with your new job you are given one of these...a calculator! We, here gathered, ordain you Minister Math and I personally grant you the short use, because I want it back, of my calculator! (*Presents calculator to student*).

Now Minister Math, it will be your job to calculate the grand, grand total of how many food items we as Ministry of Agriculture workers came up with in total. Are you ready? Alright one by one, starting from A,

announce the figure on your sheet, and Minister Math will add them up. So, let's see what we came up with."

- Grand total of listed agricultural food items is found.
- Teacher-in-Role: (*reacts positively and encouragingly to the students' findings regardless of the actual number*) Now we are a clever bunch...I knew I came into working with a great team. We came up with quite a substantial number of agricultural foods. Now, granted, some of those foods had question marks beside them...so while we are lucky enough to have Minister Math still with us for a moment, why don't we each calculate how many of those foods listed on your letter's sheet have question marks beside them. Take a moment to count those ones up, and come up with a number under the not-quite-sure heading."
- Students tabulate food items with question marks.
- Teacher-in-Role: "So let us each announce that number that we came up with before we move on...let's start with Z this time, and we'll move in reverse through the Agricultural Alphabet and Minister Math will add them up once again."
- Grand total of listed agricultural food items with question marks is found.
- Teacher-in-Role: "So all together we came up with ___ items and out of those we have question marks beside ___ of them. That must mean we are more or less sure about how many of these of the foods we've listed? How would we figure that out? (*Receives suggestions from students*). Right, we would have to find the difference between the two numbers...so Minister Math, please subtract ___ from our grand total and what do we have? ___ products we are pretty darn sure grow in the province, and maybe all of these foods can grow in the province. I would say these are pretty impressive numbers of foods we've come up with! And the fact that we're sure about some of the foods, and less sure about the others doesn't really matter at this point, because we're about to break down into smaller groups and you'll be able to work with the information in front of you more closely and you can try to sort out some of the question mark together. But really way to go! I am proud to working with you all! Truly it is an honour. A true bunch of brilliant, intelligent people and we're about to share how creative we can be too, here at the Ministry! But first we must do is retire the Minister of Math, and thank her/him for a job well done and have the ceremonial return of my calculator!"

• Development/Deepening the Drama

- Teacher-in-Role: "Now, the reason we were gathering all of these lists of foods is because people want to know...they both want to know what is growing here, what can be grown here, and what they can grow themselves. People are asking, and we will help inform them. Now just like I enjoy exciting meetings, I also like receiving information in fun and

exciting ways. So, there are many people in the province of BC... approximately 4 million...people of all ages, and from different places... and we will try to find a way of reaching out to all of them in one way or another and share our findings. I will tell you what we'll be doing...but first we will break into 8 separate groups (*dependent on number of students of class, this will likely result in approximately 8 groups of 3. The ideal grouping size is groups of 3 and 4 students*), and you will go sit down with your group and then I'll share with you what we'll do.

- Groups are formed, either by students self-selecting groups or by numbering off students 1 through 8, 1 through 8, etc. This choice can be made dependent on the specific group.
- Bell/Chime might need to be rung to gather the attention of students after they have formed their groups.
- Students are motioned to sit down with their groups.
- Teacher-in-Role lays face down on the floor, so that lettering is not visible, the eight individual flash cards that have one of the following headings written on them:
 - Fairy Tale
 - Fairy Tale
 - Television / Radio / Podcast News Show
 - Television / Radio / Podcast News Show
 - Cooking Show
 - Cooking Show
 - Commercial
 - Commercial

Cards are laid down in somewhat mysterious air, so as to generate the intrigue of the students, to cause them to wonder what is beneath the cards *or an alternative exists to have these cards in envelopes dangling from the Ministry of Agriculture sign, adding to the element of lure, from the get-go.* If necessary, Teacher-in-Role can say: "What is beneath the cards, you want to know...and you will...you're about to find out...in just one moment...but there is one step first"

- After laying cards down, Teacher-in-Role proceeds to detach from the wall, the alphabetical poster paper, in groups of three letters (A, B and C together, D, E, and F together, etc. except for the final 4 letters W, X, Y, Z which are amassed as a group of four) giving each of the eight groups one of the sets.
- Teacher-in-Role: "Now what we are about to do is each group will create a mini theatrical presentations, lasting up to about roughly 3 minutes in length. The thing your group will do, is create your scene based on the food products that are on your specific lists...so if I was in the A, B, and C group...we would create our presentation based on a select few or several or all of the items listed...it's up to you...the idea is that you will focus on BC food items that start with A, B, or C...this group with D, E, and F foods and so on and so far. But, yes, there is one catch. A fun catch, I must say. I mean would you suspect anything less, from the

newly appointed Deputy Minister of Agriculture? Each presentation will be done in the specific style that written on one of these cards. So, for example let's have one person from this group come and choose one of these cards. *(One student approaches and selects a card)*. What does it say? *(The following dialogue presumes the Fairy Tale card was chosen)* Fairy Tale. Wonderful. So, your group will develop a scene in the manner of a fairy tale that incorporates these food items – some or all of them – in fairy tale fashion...it's up to you how you do it, you may want to start in classic fairy tale fashion, such as 'Once upon a time there was a...' and go from there'. Understand? *(Make sure group members have a clear understanding of their directive. Clarifying for this group, will aid groups in getting a better understanding of the task at hand.)*

So, let's have one person, one at a time, from each group come and select a card. Once each group has their style, each group will have about seven to ten minutes to develop their scene and then we will present them after. I will mill about and assist groups if you need any help or have questions to ask. Oh! Oh! Oh! And let me stress an important point, I as Deputy Minister am not expecting polished theatrical masterpieces in such a limited amount of time, but I do believe that this amount of time will allow you to sink your teeth into...ha! ha! Sink your teeth into, just like we sink our teeth into our food! *(chuckles at one's own joke)*...um, sorry, yes but this amount of time will allow us the opportunity to create something. Let's all apply ourselves fully and we'll share what we come up with. And one last thing to consider, let us be mindful of the fact that there are a lot of us in this room...so let's try and keep our noise down. So off we go!"

- Students work in their individual groups developing their scenes for up to about 10 minutes, with the bell/chime being rung approximately two minutes before needing to wrap up this portion, to offer the students the chance to finish up what they are preparing.

- Bell/Chime is rung to gather students' attention.

- Teacher-in-Role: "I don't know about you, but I sure want to see what's been going on up 'til now. What should we call this next portion? British Columbia's Crops meet Broadway? Ladies and Gentlemen...may I present you...any ideas...help me out...BC's Agricultural ABCs? Any other ideas? *(solicit some ideas)*. Wonderful. So who wants to go first? *(with luck there will be a group who volunteers, and an order can be established, otherwise an order will have to selected by teacher)*. So, one by one we will come up and share your piece, and we will be your encouraging and supportive audience! So let's get the show on the road...Ladies and Gentleman, it is my great pleasure to introduce the...."

- Groups present their work.

- Teacher-in-Role: "What a fabulous bunch of people we have working in this Ministry...those presentations were terrific and suggest great things to come, and I think they will help convey a lot of much needed information in a fun way to the people of BC. I thank you all for

making my first day as deputy Minister of Agriculture a truly sensational one! I look forward to our next “meeting!”. Thank you.”

- Teacher-in-Role removes nametag or tie or costume piece to signify stepping out of character.

• Reflection

- Teacher-out-of-Role: “Let’s gather round.”
- Teacher and students debrief about the workshop, and any questions that might have arisen as a direct result of it. This is the opportunity to post and discuss the actual 225 agricultural crops in British Columbia (*Appendix II*) as well to address some of the students’ questions in regards to specific crops (this can possibly take the shape of directly focusing on crops that were listed on the alphabetical sheets with question marks).

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• Possible Extensions

- *Social Studies:*
 - Students could research the history, current and prospective future agriculture situation in British Columbia.
 - Students could research specific British Columbia crops: where and how it grows, and other factors and threats related to the specific crop.
 - Students could compare British Columbia’s agricultural situation in relation to the rest of the country’s.
 - Students could research and discover if British Columbia has any specialty crops specific to British Columbia.
- *Visual Arts/Geography:*
 - Students could paint a mural depicting the main areas in the province where specific crops are grown.
- *Writing/Visual Arts:*
 - Students could create an ABC book based on what they came up with in the Agricultural Alphabet-on-the-Floor exercise, each being responsible for an element of its creation, illustration and overall design.

**FOOD SECURITY-into-DRAMA
HANDBOOK**

WORKSHOP #4

LOCAL FOOD NETWORK

- **Grade Level**
Grades 4, 5 and/or 6
- **Learning Intention/Focus/Key Question**
Factors that surround local urban food growing opportunities.
- **Workshop Length**
1 ½ - 2 hours long
- **Materials**
 - Music: *Construction Sound Effects* and
The Garden Song, by Fred Penner
 - Roll of brown craft paper
 - Sheets of poster paper
 - Felt markers, enough to supply class
 - Masking Tape
 - Bell/Chime

 - Ideal Option:*
Additional person to take on the role of the Developer.

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- **Lure**

- Desks are pushed to the side or out of room, to allow for the largest usable open floor space.
- Brown craft paper is taped to the ground forming as large of a square or rectangular space possible on the floor of paper (desired minimum size 10 x 10 feet, larger if possible).
- Music: Loud *Construction Sounds* play as students enter the classroom. The volume should be intrusive and overbearing.
- Students are directed to come and stand around the edges of the papered floor area.

- **Building Belief**

- Teacher-in-Role as Concerned Citizen: “Thank you all for coming – I know, I know it is terribly loud around here -- be careful of the rubble, take care where you step...in this lot full of rubble there are many sharp objects, pieces of glass and other bits and pieces from the old building that was recently leveled...leveled in order for a new slew of condominiums can be erected. So I ask that you all be mindful of where you step! There is a lot of new building happening around here. New condominiums to the one side, a new health care facility on the other...so I will try and speak up...can you all hear me? I sure hope so, because I can't get much louder than this. Oh! I do wish they would all go on a coffee break, just so we can have a moment or two of peace. Let us all see if we can try to imagine the workers spontaneously stopping...let's call out for them to take a coffee break. On the count of three...altogether.”
- Coffee break requested and music is turned off. (*By having the children request a coffee break of the workers, this offers an opportunity to turn of the construction sound effects so that the workshop may proceed*).
- Teacher-in-Role as Concerned Citizen: “Amazing...let's take full advantage of this moment to gather our thoughts. My name is _____ and I am a member of the Vancouver Island Food Research Group, the one who provided the data about the length of Vancouver Island's food supply. Who can tell me what those numbers are? And how did that make you feel? (*This re-capping of the material dealt with in Workshop #2 helps thread each workshop together and offers the students further opportunity for reflection*). I will tell you that I joined the Food Research Group because I was quite shocked by the numbers, and at first I wondered how I could help, but I quickly became discouraged as I looked around and all I saw was buildings – not open land, but more and more buildings. I didn't think there was anything that could be done until I learned of this: *two of the world's largest cities, Hong Kong, China and*

*Havana, Cuba produce approximately 50%, that's half, of the food consumed by its citizens through urban agricultural initiatives. In fact Hong Kong is considered the world's largest city, with approximately the same population of Canada living in the one city. I suddenly felt if they can do it, so can we! And so when I thought of this rubble-filled lot, I thought *What if...?* Yes, what if we were able to come up with some plans to present to the Developer that might put forward the idea of turning this space into an urban community garden? Do you think we could do that? (*Garner agreement from students*). Well let us waste no time, let us divide into groups and see if we can come up with a series of plans. Of course we must bear in mind that this Developer stands to make a lot of money off of his planned condominiums, so what will these plans include that we might be able to persuade the Developer, and how can we incorporate? So let us set to making some impressive plans that we may be able to present to the Developer. We do not have much time, building is slated to begin in the near future, so let us get to it! Each group will have about 10 minutes or so to work on developing their proposal...and then your group will take us for a tour of your proposed garden, presenting it to us as you *carefully* walk us through the lot. Now before you start, you may be asking 'exactly how big is this lot?' and this is where I say (*transitioning to Teacher-out-of-Role*) How big should it be? Just to stop time for one moment...we will be using this paper-covered area to represent our garden...and we lead our tours on it...but how large or how small should we imagine this lot to be? (*Students and Teacher agree on the imagined size and teacher transitions back to Teacher-in-Role*)."*

- Teacher decides how best to break group into groups of three.
- Each group is provided with a sheet of poster paper and several felt markers.
- Groups are given approximately 10 – 15 minutes to develop their plans, while Teacher circulates and engages with each group.
- Students work in groups for approximately 10 - 15 minutes. While they work the Teacher-in-Role circulates posing questions to consider:
 - *Where would the tools be stored?*
 - *Would there need to be public washrooms?*
 - *Who would get to garden here? How would that be determined?*
 - *Would the area need to be fenced?*
 - *Where would you enter the garden? Would there be more than one entrance?*
 - *Who would take care of the garden? A person or a community group?*
 - *Who might have concerns about having a garden here? How would you deal with opposition? And what might some of those concerns be?*
 - *How would prevent vandalism or discourage it?*
 - *Who would get to garden here? And how would that*

be determined?

- *Would a person in a wheelchair be able to get around?*
- *Would there be paths? If so, what would they be made of?*
- *What about access to water?*
- *Is there enough sun?*
- *Would you try to encourage birds and butterflies? How? Why?*
- *Would there be a place for kids?*
- *Should it be all organically grown or would pesticides be permitted?*
- *Have reasons for deciding to place things where you have decided they should be.*
- *Are there any special features that make your garden unique?*
- *What do you think the main desire(s) of the Developer is/are? Can you account for that/these in plan, can you find a way to present this so that it appears to worth the while of the Developer.*

- Bell/Chime rung to gather students' attention, after approximately 10 – 15 minutes.

• **Into the Action**

- Teacher-in-Role: “And so now we must share our ideas with each other, learn what each group has come up with. So let us have each group take us for a tour...*(an example may be useful here, using perhaps giving a mock tour of a bedroom, i.e. over here is the bed, and here the desk...)* And I'm going to say what might feel like the impossible from an old rubble-filled lot...but make it come alive! And I am fairly certain that we may just be dazzled by some really innovative ideas...So, I figure this is the best way to proceed: we will have each group come forward, one after the other, and take us on their tour. So who would like to start? *(Pick a group who volunteers or in the absence of a volunteer, select a group).*
- Groups present their garden tours as Teacher-in-Role highlights and reiterates some of the ideas generated from the tour and/or the on-paper garden layout. *(These highlights may also be written down on the board or a large piece of paper for future reference material).*
- Students are able and encouraged to ask questions of each presenting group.

• Development/Deepening the Drama

- After each group has presented, the Developer unexpectedly arrives. Ideally this role could be played by another person, either one who enters from outside the classroom, making an abrupt entrance from outside the classroom, gruffly demanding to know what these people were doing on his/her *private* lot...Or by a has been quietly observing the unfolding of the workshop from the back of the classroom, who abruptly stands up with:

“I’ve had enough...I can stand it no more...you are telling me that you want me to build a garden here...is that right?...do I have the word ‘idiot’ tattooed on my forehead? You’ve got to be kidding me! Do any of you know how much I paid for this property? 1.6 million dollars. And do you know what I plan on doing with it? Building 18 condos, which I plan on selling for 750, 000 dollars each. I am talking about money, not melons...”

- In the case that another person is not able to occupy this role, the sole facilitating teacher will have to find a way to exit the classroom post garden tours, and re-enter as the Developer.

- The Developer continues in an aggressive manner challenging the children, trying to incite them. If the role of Developer is being played by another person, this offers the opportunity for the Teacher-in-Role as Concerned Citizen to encourage the children to respond to the Developer and to argue their case. The idea is to create a lively debate between the Developer and the students. In the end, the Developer reveals that he/she is unwilling to let go of his/her plans for the 18 condominiums, but after hearing what this group has had to say, he/she has been quite possibly convinced of the merits of incorporating a large roof-top garden on the condos...in fact it could even be a good marketing ploy, an attractive selling feature....Very good.”

- *Either **In-Role** work ends here, and the group is assembled for Reflection....OR....If time is not an issue, there is the opportunity for the students to then work in collaboration with the Developer in developing a plan for a roof-top garden. The Developer would then take over much of the facilitating role, and can highlight many of student-generated ideas that he/she would like to see incorporated in the roof-top garden. As a group, the class can try to amalgamate their ideas into one final plan.*

• Reflection:

- Students are gathered around and sit in a circle.
- Possible topics of reflection facilitated by Teacher-out-of-Role:
 - reflect on what would be the next stages of progress that may be undertaken between the ‘garden advocacy group’ and the

developer.

- reflect on the process of trying to co-create a project with so many factors to consider.
- reflect on examples of local urban agricultural initiatives that you've seen or are involved in.
- Inform them of groups involved and other initiatives in facilitating local rural and urban agriculture, if students are interested (Appendix III).
- End by playing *The Garden Song* with everyone joining in for a sing-a-long!

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- **Possible Extensions:**

- *Multi-subject project: Social Studies, Language Arts, Visual Arts:*
 - Take a look at the community:
Creatively document and research local farming and gardening initiatives within the immediate area and share the compiled findings with the community.
 - Develop and create a plan for a school garden or an existing vacant lot, and present it for consideration.
- *Social Studies:*
 - Study urban agriculture initiatives in other cities.
 - Field Trip possibilities:
Visit a local farm or farmer's market.
- *Mathematics:*
 - Transfer the large garden plan designed on the floor and make a to scale blue-print plan of it.
 - Design and build a window garden and/or small greenhouse for the classroom.

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**HIGHLY RECOMMENDED EXTENSION
WORKSHOP #5**

GROWING YOUR OWN FOOD

- *Host this session as a **Child--Parent/Guardian--Facilitator** workshop.*
- *Conduct a workshop where children and their parents/guardians learn some low-cost, low-maintenance at home container growing methods.*
- *As part of the session, containers can be fashioned out of recycled home-brought materials and/or donated materials; containers filled with soil and seeds planted. The end result will be a take-home planter full of planted food-producing seeds.*
- * *This workshop offers a wonderful opportunity for community involvement: seeking input/help/donations from local farmers and/or building supply stores/recycling depots.*

HAPPY FOOD GROWING!

**FOOD SECURITY-*into*-DRAMA
HANDBOOK**

APPENDIXES

APPENDIX I

SAMPLE LETTER FOR WORKSHOP #2



Vancouver Island Food Research Group

To Elaine Hipplugust and Interested Residents of Vancouver Island:

We understand that you are gathering to discuss the status and duration of Vancouver Island's food supply.

We can tell you this:

The number of farms on Vancouver Island is roughly 4000.

And yet, many, if not most of the farms, in the more populated areas such as around Victoria are quite small farms. Even as small of a few school fields or less.

Vancouver Island produces less than 10% of the food it eats. The rest of the food is imported from off-island.

According to our research, the estimated amount of Vancouver Island's food supply is approximately 3 days worth in total, with a possibility of as much as 2 weeks worth of food during the summer months.

Vancouver Island produces less than 10% of the food it eats. Fifty years ago the island produced approximately 85 % of its own food. The rest of the food is imported from off-island.

We, at *The Vancouver Island Food Research Group*, would be interested in hearing your responses to these findings. Thank you.

Sincerely,

The V.I.F.R.G.

APPENDIX II

LIST OF BRITISH COLUMBIA AGRICULTURAL COMMODITIES

as provided by the British Columbia Ministry of Agriculture and Lands in 2009.

The following list contains 218 listed products, but it was acknowledged by Ministry officials that over 225 products are currently produced in the province.

List Compiled in 1999.

COMMODITY LIST

GRAINS, OILSEEDS & FORAGE CROPS

Alfalfa (seed)
Annual Rye Grass
Barley (grain)
Barley (silage)
Beans (Dry edible)
Brome Grass (meadow)
Brome Grass (smooth)
Buckwheat
Canary Seed
Canola
Chewing Fescue
Clover (seed)
Corn (seed)
Corn (feed)
Creeping Red Fescue
Fall Rye
Field Peas
Flaxseed
Lentils
Millet
Mustard Seed
Oats (grain)
Oats (silage)
Oilseed Radish
Perennial Rye Grass
Rice, (wild)
Safflower
Sheep's Fescue
Straw
Sugar Beets
Sunflowers
Tall Fescue
Timothy
Triticale

Vegetable Seed (seed production only)
Wheat (seed)
Wheat (feed)

**TREE FRUITS, BERRIES
and NUTS**

Apples
Black Currants
Red Currants
Blackberries
Blueberries
Cranberries
Gooseberries
Hazelnuts
Loganberries
Raspberries
Saskatoon Berries
Strawberries
Grapes
Kiwi Fruit
Apricots
Cherries (Sweet)
Cherries (Sour)
Nectarines
Peaches
Pears
Plums
Prunes

HERBS & SPECIAL CROPS

Alfalfa
Anise
Astragalus
Basil
Black Cohosh
Burdock
Calendula
Caraway Seed
Catnip
Chamomile
Chives
Cilantro
Comfrey
Coriander
Dandelion

Dill
Echinacea
Evening Primrose
Fennel
Fenugreek
Feverfew
Garlic
Gingko
Ginseng
Goldenseal
Hemp
Lavender
Lemon Balm
Licorice
Marjoram
Milk Thistle
Mint
Monarada
Mullein & (wildcrafted)
Oregano
Oregon Grape Root & (wildcrafted)
Parsley
Red Clover
Rosemary
Sage
St. Johns Wort
Sea buckthorn
Summer Savory
Tarragon
Thymol
Thyme
Valerian
Wormwood
Yarrow

VEGETABLES - FRESH

Artichokes
Asparagus
Beans (green)
Beans (wax)
Beets Bunched
Beets Topped
Broccoli
Brussel Sprouts
Cabbage (green)
Cabbage (Chinese)

Cabbage (red)
Cabbage (savoy)
Cantaloupe
Carrots (topped)
Carrots (bunched)
Cauliflower
Celery
Chinese Cabbage
Chinese Vegetables
Corn (sweet)
Cucumbers (slicing)
Cucumbers (pickling)
Egg Plant
Leeks
Lettuce (head)
Lettuce (leaf)
Melons
Marrow
Mushrooms
Onions (Spanish)
Onions (yellow seeded)
Onions (green bunch)
Parsley
Parsnip
Peas (pod)
Peas (shelled)
Potatoes (table)
Potatoes (seed)
Peppers (red, green or yellow)
Pumpkins
Radish
Rhubarb
Rutabagas
Shallots
Spinach
Squash
Tomatoes
Turnips
Walnuts
Water Cress
Wax Beans Weeds (edible)
Witloof Chicory
Zucchini

VEGETABLES - GREENHOUSE

Cherry Tomatoes

POULTRY

Chickens
Pullets for meat production
Broilers
Pullets for egg production
Game Birds (Commercial)
Ducks (including eggs)
Geese (including eggs)
Turkeys

CATTLE AND CALVES

Steers
Bulls
Cows
Heifers
Calves

SHEEP AND LAMBS

Ewes
Rams
Lambs

SWINE

Boars
Sows
Wieners

OTHER RED MEAT

Buffalo/Bison
Deer
Elk
Goats (meat)
Alpacas
Llamas
Rabbits
Horses
Donkeys
Mules
Reindeer

OTHER COMMODITIES

Bees
Honey
Pheasants (including eggs)

Milk
Cream
Ostriches
Semen Products

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*•This list of **218 commodities** is the latest inventory on record in the Ministry of Agriculture and Lands, and was compiled in 1999. The list has since expanded. •*

To note:

The list categorizes certain products under catch-all headings (such as ‘Chinese Vegetables’ and ‘Squash’), highlighting the difficulty in generating an accurate tabulation of all the agricultural commodities of British Columbia.

The list does not include aquaculture products, such as farmed salmon and oysters.

APPENDIX III

RELATED GROUPS/LINKS

- **Victoria**

LifeCycles Project Society.
<http://lifecyclesproject.ca/>

- **Nanaimo**

Nanaimo Food Share Network Society
www.nanaimofoodshare.ca

- **Vancouver**

City Farmer
<http://www.cityfarmer.org/>

- **British Columbia Provincial Government Document:**

A Seat at The Table: a resource guide for local governments to promote food secure communities.
www.phsa.ca/NR/rdonlyres/.../PHSAreportaseatthetable4.pdf

ENDNOTES

ⁱ Based on the research of Rich Pirog of the Leopold Center for Sustainable Agriculture and the research of Christopher Weber and H. Scott Matthews of the Carnegie Melton University as qtd. by the Worldwatch Institute: www.worldwatch.org/node/6064emc=el&m=227941&1+ef3e63d865

ⁱⁱ “The Island Diet”, By Katherine Dedyne. Times Colonist. Sunday, December 09, 2007.

ⁱⁱⁱ British Columbia Ministry of Agriculture website: www.a.gov.bc.ca/farmdirect/index.html

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Please let me know about your and your group's explorations with these workshops!

I would love to hear from you!