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BOUQUET GARNI



A Few Random Thoughts to the Start of 2017

By Brian Smith, BCCASA President

Firstly, a huge thank you to Scott Roberts for hosting us in Kamloops! I know he worried about all the small details and wishes he could have a do-over on some aspects. Rest assured Scott all your hard work paid off. All that were in attendance appreciate the lengths that you went to make the weekend memorable and fun.

The random and senseless attack on students at Abby Senior has truly been an unfortunate reminder that our schools are vulnerable to those individuals who wish to cause harm. I, like all of you, strive to provide a safe and secure environment for my students. We falsely think that something so malicious can't occur here, "it happens elsewhere, like the United States". The eye opening reality is it can happen anywhere.

On the new curriculum front, Trevor Randle and I were scheduled to attend a ADST meeting in November, but it was cancelled at the last minute. There has been little communication from the Ministry since. Please beware that there is a new posting on the curriculum website <https://curriculum.gov.bc.ca/educator-updates>. The Grade 10-12 update provides information on curriculum, assessment and the graduation program, including current status and next steps. A detailed Q&A section is also included. Drafts of the Grades 10-12 redesigned curriculum are ready for optional use in classrooms for the 2016/17 and 2017/18 school years.



**"..we will
plan and hold
an event that
is relevant to
our BCCASA
members"**

...continued on page #2

The Super Conference planned for October 20-21, 2017 in Vancouver is still moving ahead as planned by the BCTF. The details and agenda for the event are slow in forthcoming. The BCCASA Executive are doing their best to plan for the event with little to work with. Regardless, we will plan and hold an event that is relevant to our BCCASA members.

Lastly, I recently had the pleasure of having Chef Mike Austin visit from Powell River. It is always a great experience when we can host other culinary arts teachers or visit in their teaching kitchens. It's nice to be able to speak the same language and relate how we operate our kitchens and guide our students. If you have the chance, go spend a day with one of your colleagues, trust me, you will learn more in one day than you would from multiple keynote speakers.

Brian Smith

BCCASA President

~

Have something to share? Interested in joining the executive? Let me know!

It is important that we keep BCCASA current; sharing the ideas and voices of our Chef Instructors throughout BC!

Andrea Salzbrenner

andrea.salzbrenner@sd6.bc.ca

Bouquet Garni Editor

~



[@BCCASAc hefwebsite](https://twitter.com/BCCASAc hefwebsite)
www.bccasa.ca





BC Agriculture in the Classroom Foundation to Hold Spring Fling Fundraiser Dinner In Support of Agriculture Education

ABBOTSFORD, BC – BC Agriculture in the Classroom Foundation (BCAITC) will hold a Spring Fling Fundraiser Dinner on April 29, 2017 at Thomas Haney Centre in Maple Ridge. The night will feature a gourmet dinner prepared by red seal chefs from the Take a Bite of BC Culinary Arts program as well as entertainment and prizes. All proceeds will go towards BCAITC's programs that are educating teachers and their students in BC about agriculture. We hope you will join us for a wonderful evening in support of agriculture education!



SPRING FLING Fundraiser Dinner

Tickets are \$80 per person or \$600 for a table of eight. A tax receipt will be issued for 50% of the ticket cost. For more information on the event or to purchase tickets visit www.aitc.ca/bc

BC Agriculture in the Classroom Foundation (BCAITC) is a non-profit foundation working with educators through various programs to bring BC's agriculture to their students.

Contact Information:

Emma Sweeney, Communications Coordinator

BC Agriculture in the Classroom Foundation

Office: 604-556-3094

E-mail: Emma.Sweeney@gov.bc.ca

Building Community Through Food

What started as an effort to bridge the gap between seniors and high school students has now become a popular weekly community event for Maple Ridge Secondary School.

For the past five years, Chef Trevor Randle and his culinary arts students have hosted weekly dinners almost every Thursday evening throughout the school year – attracting residents from Maple Ridge, Mission, Pitt Meadows and Coquitlam.

“Members of the community get to come in and see what today’s teenagers are doing and what goes on in the building,” said Chef Randle. “On the flip side, students get to interact and have fun with the seniors and their community. It’s a real win-win.”

Due to the overwhelming interest, Chef Randle posts a new menu online each week and takes reservations for over 150 guests, often selling out. In addition, they also offer a “to-go” service to accommodate the busy schedules of single moms and young families that don’t have time to cook.

Under Chef Randle’s guidance students prepare, cook and serve a buffet-style dinner. Working in a commercial grade kitchen, the culinary arts students are able to prepare a variety of meat, fish and vegetarian entrees, fresh vegetables, salads and desserts for their guests to enjoy.

“Our goal is not only to teach kids how to cook properly, but also how to present food in the right way,” said Chef Randle. “Students are learning life skills – how to cook the right way and purchase responsibly. At the end of the day they can apply what they learn to make tasty food for themselves and for others.”



For their final dinner of the year – held on May 19 – they had an astounding 180 people attend. As a special treat, and for the first time ever, students prepared cedar plank salmon with a fresh mango salsa and served it straight to the tables.

“The food is excellent and you can’t beat it,” said regular guest Sylvia Cobb. “You can go to the most expensive restaurant in this town and you won’t get a meal like you get here. Chef is an excellent teacher.”

Not only has the food made an impression on regular guests, but it is evident that Chef Randle has as well. His infectious personality has stolen the heart of many, young and old. In expressing his passion, he empowers his students with skills that give them confidence in the kitchen, and instills in them the knowledge that their decisions and actions have an impact on their community.

Submitted by Brian Smith

Conference Review

Submitted by Trevor Randle

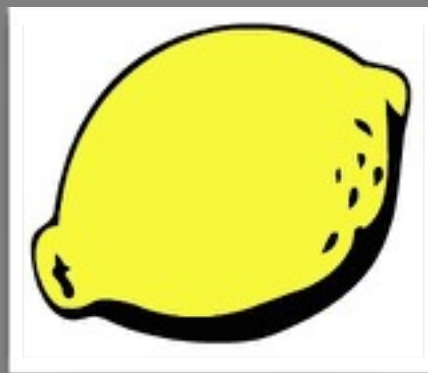
On October 21, BCCASA arrived in beautiful Kamloops for a fun and educational weekend. We were truly treated to fresh concepts and an amazing combination of traditional and modern cuisine. Chef Scott Roberts set the tone of the weekend by organizing the professional development presentations Friday morning to be in the form of rotating, mini sessions rather than the traditional large group presentations. This created a very intimate environment for the presenters and made it easy for participants to ask the questions that came to mind at the moment. We were treated to a wide variety of topics and the only difficult part of the session was stopping the great conversations when it was time to switch. Subject areas ranged from first nations in the classroom to resource sharing. The feedback of this concept was extremely positive and everyone left the session feeling as though they learned something and inspired.

Although it is difficult to top the experience that came from the chef's collaboration, Scott put the same effort into ensuring that the food that we experienced and enjoyed was equally as diverse. Our lunches ranged from being treated to a traditional first nations buffet to a sit down meal that highlighted local beer pairing. Dinners took us from a formal meal to our finale of BCCSA chefs in the kitchen of the collage cooking local ingredients that were purchased that morning from the local farmer's market.

On a personal note, I believe that this was a unique conference in a number of ways. Not only did Scott provide a platform for learning and culinary experiences, but also the opportunity to converse and collaborate with so many professionals from all over the province was to me, invaluable. From lessons, projects, classroom management concepts and recipes. Having the opportunity to learn from other's experience in an effort to improve my own practice is not something that I get to experience at other professional development days throughout the year. I would like to thank Scott for all of his efforts and to everyone who took the time to attend and contribute to another successful BCCASA conference.



The Chemistry of the Humble Lemon



Citric acid is already well known – it even has its own E number (E330). However, a couple of other acid compounds are also contributors towards the chemical makeup of a lemon.

One of these is malic acid, a compound that also has its own E number (E296). Citric acid is present in much higher quantities than malic acid and is the main contributor to the lemon's sour taste; however, malic acid is present in around 5% of the concentration of citric acid. It is also found in apples and cherries, and responsible for aspects of their flavour.

Another acid present in lemons, and one with which citric acid is occasionally confused, is ascorbic acid, or vitamin C. The vitamin C levels in a lemon, at around 50 milligrams per 100 grams, are on a par with those of an orange, and significantly higher than those in a lime. This last fact in particular is one that the British Navy discovered belatedly to their detriment in the early 1900s.

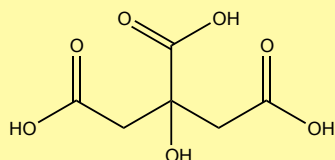
Vitamin C is required by the body to produce collagen, the main protein of connective tissues in animals. Scurvy is a disease caused by a lack of vitamin C, the symptoms of which include spots, bleeding gums, loss of teeth, jaundice, fever, and eventual death. The disease was a major problem for seafarers, who would spend months at sea, and without a supply of fresh citrus fruit to supplement their vitamin C levels often succumbed to scurvy. By the mid-1700s, physicians had, however, discovered that citrus fruits were an efficient cure for the disease, and in the late 1700s all Royal Navy ships were required to serve lemon juice in rations.

Despite this recommendation, a lack of awareness of vitamin C, and the differing vitamin C content of lemons and limes, meant scurvy again became an issue in the early 1900s. When the Royal Navy began to start substituting lime juice for lemon juice, as they could source these from within the British colonies, they did so under the assumption that the acidity of lemons was what warded off scurvy, and as limes were more acidic, it followed that they would be equally effective. This had dire consequences, with several arctic expeditions succumbing to scurvy due to the failure of lime juice to provide enough vitamin C.

The confusion this caused was not fully resolved until the eventual isolation and discovery of vitamin C by the Hungarian Albert Szent-Györgyi in 1932. Vitamin C was actually named after its scurvy-preventing abilities – the name, 'ascorbic acid', comes from 'antiscorbutic', a term used to refer to substances preventing scurvy.

THE CHEMISTRY OF A LEMON

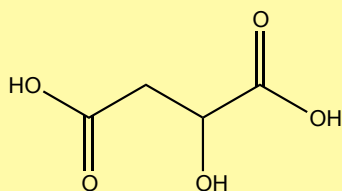
ACIDIC COMPOUNDS IN LEMONS



CITRIC ACID

The sour taste of lemons is caused by the presence of organic acids. The major acid in lemons is citric acid, which constitutes around 5 to 6% of the lemon's juice.

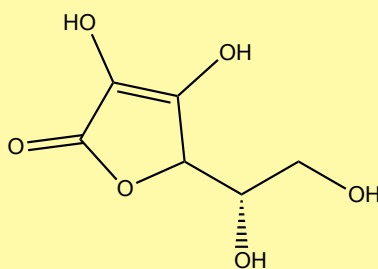
Other acids are also present, although in much lower concentrations than citric acid. Malic acid is one of these, present at around 5% of the concentration of citric acid.



MALIC ACID



VITAMIN C, LEMONS & SCURVY



VITAMIN C (ASCORBIC ACID)

Lemons contain high levels of vitamin C, also known as ascorbic acid. The levels in lemons are around 50mg per 100g, on a par with oranges and around double the amount of limes.

Vitamin C deficiency can lead to scurvy, a disease that causes loss of teeth, jaundice, and eventually death. In the 1700s, all British ships were required to provide a lemon juice ration to seamen to guard against this disease.

2014 COMPOUND INTEREST - WWW.COMPOUNDCHEM.COM



Through a Student's Eye: The Potential for Harmful Effects of Healthy Living Curriculum Changes

by Amy Pezzente, BHK, MPT

I received an email the other day about a student who came home with an assignment that appeared to be part of the new curriculum mandated by the Province of British Columbia.

Students were told to record their daily food intake, itemizing food they ate; two pieces of whole wheat toast, one spoonful of peanut butter, a slice of cheese, and so on. The list provided each student with a caloric total for each meal they consumed, with the assignment being conducted over a two week period and assessed on each student's recording efficiency, exercise expended, and the healthy versus unhealthy types of foods consumed.

It was disappointing to read this teacher's interpretation of the mandated curriculum. From my perspective, having knowledge and personal experience with eating disorders, this assignment is not consistent with what good, educational pedagogy is meant to represent: to educate, nurture, engage, and support every student.

This saddens and disheartens me, and as someone who has gone through treatment for an eating disorder, the assignment also deeply triggers me. Currently battling an eating disorder for the second time, you can imagine how frustrated I am to hear yet another school following the 'healthy ideal' perpetuated in our society and media; which, depending on how it is approached, may lead to an eating disorder.

It is true students develop eating disorders for a variety of reasons, however the pervasive and consistent messages about healthy living, especially when linked to weight, may be enough to push this already vulnerable population at risk for eating disorders over the edge.

To put it in perspective, these lessons may lead to eating disorders in the same way that chronic elevated stress may increase your susceptibility to a variety of illnesses. Stress doesn't directly make you sick, but at chronic elevated levels, it lowers your body's ability to fight viruses, and consequently makes you more prone to getting sick.

In a similar way, a numbers-focused, calorie counting-type of healthy living lesson plan renders students more vulnerable to eating disorders.

Many students are feeling overwhelmed and pressured by today's demands, and are emotionally in need of feeling control and power over their lives. Developmentally, they are:

- Not ready to voice opinions
- Not ready to make decisions
- Not ready to take initiative
- Not ready to express preferences
- Not ready to contradict or disappoint others
- Not ready to take risks or make mistakes
- Not ready to be independent

...continued on pages 9 and 10

An eating disorder can offer a positive and valuable solution to a student desirous to exert more control:

- I now have opinions: *"I want to be thin."*
- I can make decisions for myself: *"I'm cutting all fat from my diet."*
- I can take initiative: *"I will lose 1 pound this week by cutting out breakfast."*
- I am finally good at something: *"I can lose more weight than my friends."*
- I feel in control: *"All I have to do is cut out all fat in order to lose weight."*
- I feel capable: *"I am able to do something that my classmate isn't capable of doing."*
- I can make goals for myself: *"This assignment is giving me something to work towards."*

Eating disorders find ways to convince someone they are making a healthy choice, when in reality that choice is damaging and dangerous to their health.

When a teacher, someone who students look up to and trust, tells them that this is the way to become healthy, students pay attention. When part of that solution is to log food or track exercise, well, the eating disorder thrives even more.

"See," says the eating disorder, "it's healthy". "I'm being healthy."

All the while that same voice was the one which convinced you to resist lunch and told you to exercise both before and after school.

As these rigid and unhealthy food and exercise regimes begin to rise, feelings of guilt and shame appear when eating a food you were instructed was unhealthy.

Students may become preoccupied with their body, weight and exercise. They may start to obsess over healthy eating, anxious they will make a mistake and eat something unhealthy, checking and rechecking the food journal they were told to record. They might begin to use compensatory measures in an effort to offset food consumed, such as over-exercising, food restriction, fasting, purging, laxative use, and so on. Even tracking vegetables can be disastrous, feeling the need to embark on being the healthiest student in class and taking healthy living too far.

Any focus on numbers in relation to food or exercise puts students at risk, and that is when a well-intentioned healthy lifestyle lesson plan can potentially lead to outcomes that are dangerous or even deadly. Understanding eating disorders and how they are triggered students is an essential component before embarking on teaching any healthy living-type program.

As a teacher, you spend hours each week with impressionable students. This puts you in a position to greatly influence their confidence, character, and self-esteem. To ensure that your good intentions are not thwarted by unexpected negative results, the following tips can be incorporated into your lesson plan:

- Recognize that foods do not have moral value. Students should not be taught that some foods are either good or bad. Yes, some foods may offer more nutritional value than others, but all foods have a purpose. Some may offer more vitamins, but others may offer comfort or be celebratory. Nutrition is about balance, and all foods are good in moderation.
- Focus on intuitive eating, which is essentially listening and honouring fullness and hunger cues.
- Do not use an external teaching tool that is outside of the individual student. This includes food journals or an online apps. These tools lead students to not trust their bodies.
- Focus on reducing size-bias, rather than reducing weight.
- Focus on overall health by putting attention on behaviors, not on numbers.
- Re-examine the value of any school-based anti-obesity, fasting, or healthy living lesson plans.
- Consider your own beliefs you may be imposing which compromise a student's health and mental state.
- Connect with the Kelty Mental Health Resource Centre for more teaching materials, resources, and ideas that you can use with your class: keltymentalhealth.ca

... continued on page 10

As someone in recovery, I feel compelled to address the impact that a numbers and weight-focused healthy living lesson plan can have on this most vulnerable population in developing an eating disorder. So, please, be careful. Your lessons may compel that perfectionistic student, the rule follower, the pleaser, or someone like myself, into an eating disorder.

Amy Pezzente



Photo credit: Rob Lyons

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About the author: Amy Pezzente works for the Jessie's Legacy Eating Disorders Prevention & Awareness Program, where she leads the Provincial Eating Disorders Awareness (PEDAW) campaign.

Amy is a

strong advocate for prevention and presents at schools, conferences, and workplaces on disordered eating, self-esteem, and body image. She is also the Eating Disorders Project Coordinator at the Kelty Mental Health Resource Centre through BC Children's Hospital, where she implements eating disorder projects and activities throughout the Province. Finally, Amy is the Program Coordinator for the Looking Glass Foundation for Eating Disorders where she oversees the Eating Disorders Peer Online Support Groups. **The field of eating disorders holds a very precious and delicate place in her heart and she has an intense passion for it. If you'd like to get in touch with Amy, please contact her at [pedaw\[at\]familyservices.bc.ca](mailto:pedaw[at]familyservices.bc.ca).**

RESOURCES

 **A longitudinal study of the dietary practices of black and white girls 9 and 10 years old at enrollment: the NHLBI Growth and Health Study**

www.ncbi.nlm.nih.gov/pubmed/9007656

 **BC Dairy Foundation: Healthy Attitudes, Healthy Bodies, Healthy Schools**

bcdairy.ca/nutritioneducation/workshops/healthy-attitudes-healthy-bodies-healthy-schools

 **Dangers with Fitbits**

www.eatingdisorderhope.com/blog/potential-dangers-with-fitbits-when-diet-trends-go-too-far

 **Eating Disorder Resources for Educators**

keltymentalhealth.ca/sites/default/files/eating_disorders_-_resources_for_educators.pdf

 **Health at Every Size for Schools**

lindabacon.org/HAESbook/pdf_files/HAES_Message%20for%20Schools.pdf

 **Healthy Bodies: A Comprehensive Curriculum to Address Body Image, Eating, Fitness, and Weight Concerns in Today's Challenging Environment**

bodyimagehealth.org/healthy-bodies-curriculum

 **Lesson Plans for Promoting Positive Body Image**

www.vch.ca/media/Promoting-Positive-Body-Image-April-2014.pdf

 **National Eating Disorders Association Educator Toolkit**

www.nationaleatingdisorders.org/sites/default/files/Toolkits/EducatorToolkit.pdf

 **Negative Energy Balance: A Biological Trap for People Prone to Anorexia Nervosa**

uncexchanges.org/2014/12/01/negative-energy-balance-a-biological-trap-for-people-prone-to-anorexia-nervosa/

 **Nutrition Education Resources**

www.vch.ca/media/Nutrition_Education_Resources_North_Shore_December_2015.pdf

 **Trading Health for a Healthy Weight: The Uncharted Side of Healthy Weights Initiatives**

www.tandfonline.com/doi/full/10.1080/10640266.2013.761082

 **Understanding Eating Disorders in Schools**

keltyeatingdisorders.ca/wp-content/uploads/2016/06/Understanding-Eating-Disorders-in-Schools.pdf

 **Unhealthy Weight-control Behaviours, Dieting and Weight Status: A Cross-cultural Comparison between North American and Spanish Adolescents**

www.ncbi.nlm.nih.gov/pmc/articles/PMC3756811/

Cook It

Fernie Secondary Cook It 1&2 PPT

Submitted by:

Linda Christenson

Principal

Fernie Secondary School

Box 370, 102 Fairway

Drive

Fernie BC V0B 1M0

COOK IT. TRY IT. LIKE IT!

Grade 7 FSS (5)

Grade 6 IDES (15)

Quesadillas, Fresh Salsa & Planting Cilantro Seeds



Food Safety, Mini Pizzas & Canada Food Guide



Granola, Fruit Parfaits & Food Geography



Roasted Vegetables, Fruit Smoothies & Sugar Sense



Grocery Store Nutrition Tour



Student Sheet

Recipe	Lesson	What was the most interesting thing you learned?	Did you try it?	Did you like the recipe?
1. Hot Chili	Food Safety	Food safety is important to keep food safe.	YES	YES
2. Grilled Pork Chop	Where is the World Food Center?	It's a place where you can get food from all over the world.	YES	YES
3. Grilled Vegetables	Signs	Signs are important to let people know what's going on.	YES	YES
4. Grilled Pork Chop	Where is the World Food Center?	It's a place where you can get food from all over the world.	YES	YES
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Student Evaluations

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Parent Evaluations

Recipe	Lesson	What was the most interesting thing you learned?	Did you try it?	Did you like the recipe?
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Funding for this Project has been provided by the Community Food Action Initiative, in cooperation with Interior Health.

Thank you

OCTOBER
19 - 20
2017



I ♥
VANCOUVER

BCCASA

Conference and AGM

This year, the BCTF is hosting the super conference at the Vancouver Trade and Convention Centre. After a morning session, BCCASA will break out and organize our AGM which will include an executive election. Afterwards, the group will continue the professional development weekend with tours and sights that showcase the award winning food culture of Vancouver. Specific information will be printed in the Spring Bouquet Garni and sent out through a What's Cooking email.

THE EXECUTIVE

President: Brian Smith

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2nd Director: Scott Roberts

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NorKam Secondary School,

Kamloops (250) 376-1272

BCCASA Financial Report

Submitted by Paul Richardson
As of December 30th 2016

The BCTF Account (in BCCASA name):
\$18,803.34

BCCASA (in house bank account) and
(outside bank account):
\$4, 215.48

Total Balance: \$23, 018.82



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