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BOUQUET GARNI



LIFE ON THE PICKET LINE

President's Message

This strike has been gruelling and, for me, mostly demoralizing. Yet, I found walking the picket line strangely therapeutic. Unlike some other school districts, in Nanaimo the picket lines were up all summer. And, yes I did take summer vacation, but financial considerations kept us close to home, camping at sites only on the island. But on the days that I was available (my wife worked most of the summer) I would pack up the lawn chair, grab the water bottle and sometimes the dog and head to either my own school or a neighbourhood school for picket duty. But instead of finding it demanding, I found being there was somewhat restorative.

For me the most gruelling and demoralizing part of this strike was having to listen to the framework which the master of public relations, our minister of education, created around our job action. When the lies, spins, innuendoes and antagonistic rhetoric got too much for me, when I felt I was slipping into some sort of a funk I found venting to my wife was not altogether ideal. Not only was she a captive audience, but because she was being continually subjected to my rants, I am sure she must have soon realized that there had to be a more productive way for me to express my discontent. In that aspect being on the picket line was ideal. There I found my fellow teachers provided a responsive venue because my beef was their beef. Not that I didn't find support on issues in this dispute from my wife, in fact it was quite the opposite. And not that the strike did not have major concerns on the front, because it certainly did. But there was a camaraderie that I found on the picket line and I found it to be soothing. It, at least temporarily, removed some of the angst I was getting whenever our minister and some of his followers in the general public poked a stick at us.



"In the past I identified myself as a chef instructor. Now I am more apt to say I am a teacher and proud of it."

(Continued on page 2)

(Continued from page 1)

The picket line also provided much insight into both the working and personal lives of my fellow teachers. In doing so it connected me with my co-workers in a more meaningful manner. During a regular school year we are all working to some degree in an isolated teaching environment. Many of these are people we see on a daily basis but are given limited opportunity to learn what it is they do in their own classrooms. After having been exposed to their own perspectives it made me aware that the issues for this strike were different while at the same time being the identical for all teachers. As culinary teachers we had our own concerns: the closing of some of our kitchens, the threat of closure of other kitchens, teacher's aid cuts and safety issues with kitchen overcrowding. Yet there were science teachers who tell me it is common to have their labs with substandard equipment or students who cannot take a particular course because there is no room in one and but another block is not available. I walked with a kindergarten teacher who was telling me that the vast majority of the supplies (toys etc.) in her room were supplied by her. There are endless examples such as the ones I just gave and I am sure you would have heard your own. All with different issues but it is easy to see the common cause: chronic underfunding for public education. The picket line provided some personal context to what this strike is all about.

Yet this strike was defined as an unsustainable education system by a government who portrayed us as greedy teachers with only their own interest at heart. They refused to see beyond their own mean spirited agenda and continually disrespected teachers, slamming them whenever the opportunity arose. Because of this continued assault I found solace on the picket line. At the time of this writing I had just finished my last picket duty. However many of the teachers who were hurt, like I was, who felt that a social contract between us and them had been destroyed, are not about to forgive and forget. What the government did with their attack on teachers created a new generation of activist teachers who are unwilling to let the government push them around. On the picket line not only did I find relief from the anxiety I was feeling from the strike I found cohesion with my fellow teachers. In the past I identified myself as a chef instructor. Now I am more apt to say I am a teacher and proud of it.

Chef Eric MacNeill, Dover Bay Secondary



@BCCASAcchef



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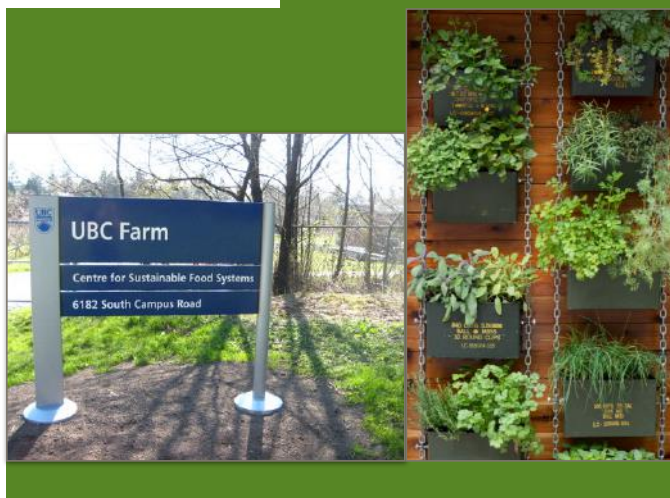
Your BCCASA executive met, Saturday, September 20, 2014 and have made some significant decisions around the PSA October 2014 Conference. Due to the financial constraints many members have experienced due to the strike, we have decided to postpone the Powell River conference to next year.

Growing the Teaching Kitchen

2014 BCCASA Conference and AGM



UBC Farm 3461 Ross Drive, Vancouver Friday
October 24, 2014 8:30am



Come to the beautiful surroundings of the UBC research Farm and explore how you can bring the outdoors into your teaching kitchen. Aside from participating in our AGM, our hosts and special guest speakers will provide knowledge and technology that will allow any classroom to experience the benefits of growing fresh ingredients.

Space is limited. Register at www.bccasa.ca

A Tribute to My Teacher, Mentor and Friend, Alison Bell

submitted by Chef Andrea Salzbrenner, David Thompson Secondary

I first met Alison as “Ms. Bell”, 13 years ago, when I was a student in her Chef Training program at David Thompson Secondary in Invermere. She has since become my professional mentor in my career and a great friend.

When I discovered that our school had a program that introduced students to the world of culinary arts, I had to take it! Chef Training is a professional course, an introduction to the culinary arts and commercial side of cooking beyond the realm of the domestic. I was very interested in becoming a chef and I knew I would enjoy Chef Training. And as it turned out, having Alison Bell as my instructor was the “icing on the cake” of a fantastic program.



In Invermere, our Chef Training program has a very respectable reputation. People who have been to or know somebody who has been to our Rocky Mountain Café knows the quality of food produced by our students. We support the importance of ‘from scratch’ cooking, using local suppliers and we strive to instill these values in our students. As a student at the time, I had no idea of the impact of our program and the drive behind its success. And now as I step into the role of instructor myself, I am much more aware that everything this program has achieved has been in large part to its chef instructor Alison Bell.

As an eager student and aspiring chef I quickly submersed myself in Chef Training,, learning as much as I could from Ms. Bell. Alison has a true passion for what she teaches and she embodies her values surrounding food. Professional cooking has a noble and rewarding side that Alison exposed me up to, and I saw the enthusiasm that she brought to her program and shared with her students. With what I learned from Alison, and what I knew I wanted to achieve in my life, my career choice was solidified! I remember thinking that as both a chef and teacher I can teach others to cook and share that enthusiasm for good food that Alison helped to encourage in me as a student. I am now living proof of the enthusiasm that Alison instills in her students as I am now the chef instructor at DTSS.



Over her 20 years at DTSS, Alison has been at the forefront of the culinary educators in BC. With movements pursuing the removal of our high school vending machines, creating and implementing healthy food guidelines and initiatives, and working to build our community greenhouse, Alison was constantly ‘ahead of the game’!



When I first started my position this past September, many people approached me with the different initiatives and programs, networks, and events that Alison has been involved in, in addition to running the DTSS Chef Training program. I was amazed not only at the amount of Alison's involvement in the food community but at the care and respect that she brought with it; a testament to her complete belief and support in what she valued. Alison pursued new ideas and was actively involved in the newest initiatives surrounding food in BC and across Canada. Her legacy at DTSS will continue through her students and throughout the communities that she has brought so much to around BC.

I cannot speak enough to Alison's impact on good food here at DTSS, within the Columbia Valley and beyond. The work she has done creating a fantastic program cannot be detailed, and I only hope that I can make her proud as I carry on in her footsteps with the program that she worked so hard to bring success to. Alison exemplifies what great food is and can be, and she is arguably the foremost authority on food and food culture in the Columbia Valley. A tribute to Alison's successful career as a chef and educator; I am truly lucky to have her as a teacher, colleague mentor and friend.

Traveling the world, with food on the agenda, Alison and her husband Doug have spent this last year in South America and Mexico. We cannot wait to see what your next culinary adventure leads you!

Alison has touched the lives of so many students and has helped each one learn the value of healthy good food. Enjoy traveling and cooking your way through your retirement, you deserve the very best Alison, and we will miss you more than words can express.

Congratulations on a truly successful career!

Your forever student, and friend,

Andrea



“Alison was creating ripples before they were waves!”

Andrea Salzbrenner, David Thompson Secondary

14th Annual Chili Cook-Off

submitted by Chef Renee Thomas, Queen Elizabeth Secondary

Chef Instructor John Buist of Lord Tweedsmuir Secondary School hosted the 14th Annual Chili Competition on May 8th. The competition took place undercover at the Alice McKay Building on the Cloverdale Exhibition Grounds.

This year's event saw eight schools represented, with a total of twenty teams participating. Teams came from Langley, Port Coquitlam, Surrey, and Vancouver.

A big thank you to the five "brave" chili judges:

- Chef Instructor, Thompson Tran
- Surrey School Trustees, Terry Allen and Laurae McNalley
- Northview Golf & Country Club professional cooks, Ryan Galincao and Kyle Smith



Special note: Ryan and Kyle won the competition 3 years ago

Most importantly, thank you to Chef Buist who spends countless hours planning and preparing this excellent event!

Team "Skidmore Chili" (Cheyenna Reynk and Brian Swartz) Semiahmoo Secondary won gold in **Best Overall** and **Best Meat Chili**, silver in **Best Presentation** and are the proud winners of the beautiful Wusthof Chef knives. Well Done!

Maddie Ferris of Lord Tweedsmuir Secondary, took home the prize **Most Original/Creative Recipe** with her "Early Risers" (Coffee in Chili)

"It's chili – everybody's mother and everybody's grandmother has a recipe, so it's not daunting,"
Chef John Buist, Lord Tweedsmuir Secondary



Team “Marrakesh Express” Tamanawis Secondary School (Brittney Lygo, Charnpreet Bamrah, and Tessa Nunis) won gold for **Best Presentation** and silver for **Best Meat Chili**.

Sean Donaghy, Tristen Bunkowski, and Graeme Smith “Chilero & the Boys” from Tamanawis Secondary were awarded the gold in both the **Best Sportsmanship** and **Best Seafood** categories. Well done boys!

“Duck Dynasty” consisting of Colton Eccles, Kelvin Babcock, and Jeff Rasmussen from Brookwood Secondary School took gold for **Best Team Spirit** and bronze for **Best Poultry Chili**

“Britannia Beetniks” Britannia Secondary in Vancouver won double golds in the **Best Kitchen Management** and **Best Vegetarian**



Irwin Sargent, Rosa Chau, and Gerald Angus

Malvin Namboozee from L.A. Matheson Secondary School was the gold medal winner with the **Best Theme**.

Silver medal for **Most Original** “Make You Go Coconuts” North Surrey Secondary School (Jenny Kim, Sarah Gu, and Sandra To) to go along with their bronze for **Best Meat Chili**.

Best Poultry Chili

- 1st** “Smokie Banditos”
Semiahmoo Secondary
1) Nicholas Swartz
2) Justus Freed
- 2nd** “Matoya”
L.A. Matheson Secondary
1) Peter Mate
2) Karan Kaloya

Best Vegetarian Chili

- 1st** “Britannia Beetniks”
Britannia Secondary,
Vancouver
- 2nd** “Jamaica Me Crazy”
North Surrey Secondary
1) Lanessa Lewis
2) Sabrina Schoenfelder
- 3rd** “Team Pride”
L.A. Matheson Secondary
1) Danniele Roberston
2) Kendra Johnson

Best Seafood Chili

- 1st** “Chilero & the Boys”
Tamanawis Secondary
- 2nd** “The Alantice”
Tamanawis Secondary School
1) Abigail Presnillo
2) Christy Mae Tabasan
3) Kerwin Timbang
- 3rd** “Pineapple Express”
Riverside Secondary School,
Port Coquitlam
1) Vivian Wu
2) Alex Pedersen
3) Donald McIver

submitted by Chef Brian Smith, Thomas Haney Secondary

[illegible]A square icon with a light green background and a blue border. It features a large, stylized blue letter 't' with a white outline. A wooden whisk is positioned diagonally across the bottom right corner of the square, overlapping the 't' and the background.

Chef Gerald Worobetz at South Delta Secondary, in cooperation with the technology class, has produced an iPhone app for their daily specials. SDSS students can quickly find what is being served in the teaching kitchen at any given moment. Gerald reports that the app has been a huge success and downloaded by a large number of staff and students.



Chef Mark Kilner at Gulf Islands Secondary created a FaceBook page to showcase his program's *Garden to Market Initiative*. By using FaceBook, Mark is able to share his story through pictures and posts chronologically updating the amazing work he and his students are doing both inside and outside of his teaching kitchen. This social media tool also provides the public with the celebrations of student work, experiential learning activities, and the unique culture of the GISS culinary arts program.



These are just a few examples of how chef instructors across the province are realizing the potential of professional social media sites to promote and inform others about their culinary arts programs.

It is important to exercise caution, sound judgment, and common sense when using professional social media presence. The professional account you create for your class, must be completely separate from any personal social media site. You should treat professional social media space and communication like your classroom. The same high standards and conduct that you already employ in your teaching kitchen, is to be expected on any professional social media site that you create.

Social media's presence in the classroom is growing, with no appearance of slowing down. It's important to realize that social media is the means in which our students are communicating. Social media can be used productively and effectively, not something to be feared.

The reality of education today, is we need to be promoting our culinary programs by any means as possible. We have seen recently what happens when school boards and administrators look beyond the educational value of our programs, and see only dollar signs (Walnut Grove and Delta Secondary). Making as many people aware of the amazing and creative things happening in our culinary arts programs, is the new norm.

Lastly, it's important that we look for relevant ways to connect and engage our students. Integrating social media into our teaching kitchens has the ability to expand our culinary programs far beyond our stainless steel workstations and push out our kitchen walls farther then we can ever imagine.



TOP 10

RECENT CULINARY TRENDS



The culinary world is constantly evolving, and chefs are always on the lookout for that new innovative dish or additional technique to bring their craft to the next level. These latest trends have been on the minds of some of the world's premier chefs in recent months.

TEN

1 LOCALLY RAISED

Meats from nearby farms are on 81% of chefs' "hot trends" lists for 2014.



2 RETHINKING FRUIT

Traditionally reserved for the dessert course, fruits are making a more frequent appearance in savory dishes, such as the chilled apricot soup with fennel served up at Bar Tartine in San Francisco.

3 DESSERT VEGGIES

Conversely, vegetables are the star attraction in a new wave of sweet-and-savory desserts—Jerusalem artichokes in licorice syrup, for example.



4 NOSE-TO-TAIL

71% of chefs report that using the entire animal is a top trend this year, so top-notch butchering skills are a key asset.

5 ASIAN INFLUENCE

Fusion cuisine has been around for decades, but it's begun to penetrate American culinary staples—think Sriracha-spiked mayonnaise and fried chicken with Thai spices.





6 NO SHARING

The shared tapas model went mainstream a few years ago, but small plates meant for single-person consumption are gaining popularity.



7 PUCKER UP

Sour flavors such as pickled vegetables, fermented fruit juices and vinegars are beginning to round out the sweet-and-salty American palate.





8 AMERICAN ARTISANS

While Europe is the classical source for top-notch artisanal products, American producers of olive oil, charcuterie and cheese have been adopting Old World techniques with great success.

9 INTERNATIONAL BRUNCH

Breakfast foods with Asian or Latin American influences are the No. 1 brunch trend for 2014.




10 COCKTAIL AS COURSE

Some inventive chefs are looking to the traditions of mixology for new ways to present their ideas.

locally sourced farm-to-table locally grown veggies
sustainable seafood environmental sustainability
gluten free non-wheat noodles kimchi fermented
ramen sriracha artisanal bread umami charcuterie

Growing Under the Midnight Sun

Four years ago I became the Foods teacher at East Three Secondary School in Inuvik, Northwest Territories. Our town is located a few degrees above the Arctic Circle, currently the northernmost town reachable by road in Canada. As such, winters are long, cold (often below -40°C) and dark, while warm summers see 57 consecutive days of sunlight. Spring and fall are short and their onset is difficult to predict.



Once a hockey arena, the Inuvik Community Greenhouse provides roughly 100 garden plots for Community Members and Organizations, and also runs a small commercial growing operation. Each summer my classes grow produce under the midnight sun. Despite unpredictable weather, we are often able to plant our crops by the end of May, harvesting in September. In 2011, Foods classes started with one small 5'x7' plot. Our gardens expand every year, and 2014 classes are tending six indoor plots plus 14 outdoor planters. We grow several dozen crops, from herbs, heirloom tomatoes and First Nations beans, lentils, rye, along with Einkorn and other heritage grains. A senior high elective Gardening and Agriculture course has been added to my schedule, running September to November and April to June. This class is popular with students and a joy to teach.



Last fall, students grew, harvested, processed, prepared, and consumed over \$1000 worth of produce. What we grow has been used in foods classes, in our Healthy Lunch Program (a mini cafeteria providing nutritious lunches to students at below cost), and in a "Local Dinner" fundraiser meal which was attended by 80 community members. In addition to produce grown by students, we featured delicious wild and local foods such as char, muskox, reindeer, cloudberry, and cranberries in our menu. High school students also regularly work with elementary classes in the gardens;

digging for potatoes, harvesting tomatoes and beans, tending beds, or doing fun activities such as scavenger hunts. The high school students then prepare healthy snacks for the elementary class, such as kale smoothies.

Foods and agriculture students also participate in other service learning projects. Students use some of the produce they have harvested as ingredients in meals they prepare and donate to the local Soup Kitchen. Classes also log hundreds of volunteer hours working in the commercial greenhouse or tending planter boxes around town.

Gardening programs compliment traditional foods activities beautifully. Various high school and elementary classes harvest wild animals and plants throughout the year as part of our Aboriginal culture and language programs. Students participate in hunts for moose and caribou and harvest berries and medicinal plants in the autumn, set fish nets under the ice in the winter, and pluck ducks and geese in the spring. In the fall of 2012, the grade 4 class was successful on a moose hunt and we



worked with several classes to butcher the moose, donating choice cuts of the meat to local elders and other families. Much of the food harvested by students is also used in the foods program.

When the weather outdoors is not yet conducive to gardening, students start seeds and grow greens and herbs indoors using grow lights. Even in the dead of winter, classes have access to a little fresh produce grown by students. We've also tried our hands at chocolate making, grinding our own organic grains for flour, flaking oats for granola and baking, and making yogurt. We are piloting a cheese making program this year in hopes of fresh mozzarella, ricotta, and crème fraiche.

Gardening has been a great way to increase student interest and buy in. When I arrived, many students were not familiar with common vegetables. Having tended to the plants from seeds, students are more interested in experimenting with and eating the vegetables that they grow. Gardening has also helped improve attendance for some students. After planting several trays of seeds, two students (with attendance issues) arrived early to class the next morning to see what had grown. Obviously, nothing had happened yet, but they continued to show up to class every day to tend to their plants, and several weeks later, they were keen to try their lettuces and herbs. I love watching my students grow along with our gardens.



Arctic Pizza

For more information, our class maintains a small gardening blog:

<http://inuvikgarden.blogspot.ca/>

Submitted by Patrick Gauley-Gale

BCCASA member

Foods and gardening/agriculture teacher

East Three Secondary, Inuvik, NWT



Six Minute Safety Talk For Culinary Arts

Instructor Guide

Slips, Trips & Falls

Spilled water or oils, spilled food, and large containers of food are all potential causes of injury in commercial kitchens. Water or oil spills close to stove tops are especially hazardous. When the kitchen is not kept clean, the risk of slips, trips and falls is higher. These types of accidents are especially dangerous for culinary arts workers because of the risk of falling against a sharp tool or hot surface, or knocking over a container of boiling water or fat.



Demonstration and Discussion Topics

- Discuss housekeeping hazards in the kitchen, including water, oil and food spills, cluttered walkways, and the areas of the kitchen that have particular slipping and tripping hazards.
- Tour the kitchen with the students, pointing out these hazards.
- Distribute the student handout.
- Use the student handout as your discussion guide.
- Discuss how slips, trips and falls can occur.
- Remind students that they are required to wear appropriate non-skid
- Emphasize that good housekeeping is mandatory. Make sure all students are trained in how to keep their work areas clean.

Make it real. Tell at least two true stories of injuries from your experience or use the following examples:

1. A student was standing on a chair trying to reach items on a high shelf. She slipped and fell, fracturing her skull on the concrete floor.
2. A young student in a teaching kitchen was transferring hot oil back into a deep fryer. A second young worker slipped on liquid on the floor, slid into the first worker, and overturned the hot oil container, causing the oil to contact both students. One student suffered burns to the head, body and leg, and the other had burns on the face and arm.

1. Instruct students to identify and report any safety concerns about lifting and handling items.
2. Discuss the attitude that **"it won't happen to me"**
3. Remind them that an injury can and will happen if they take shortcuts or are careless.
4. Answer any questions or concerns they might have.
5. Set a good example by working safely at all times.

Resources:

Prevention of slips, trips and falls http://www.ccohs.ca/oshanswers/safety_haz/falls.html



Take a Bite of BC Program Brings Local Endive to Student Chefs

Submitted by Emma Sweeney, AITC BC

You wouldn't expect to see Belgian endive take centre stage in a high school cafeteria, but that's exactly what student chefs served come lunchtime at Rick Hansen Secondary School in Abbotsford. Although more often seen in upscale restaurants than a local high school, 28 secondary school teaching kitchens received the delivery of Belgian endive as part of the Take a Bite of BC program developed by the BC Agriculture in the Classroom Foundation.

Students on *Take a Bite of BC* are introduced to a wide range of BC product, like endive, that they ordinarily would not have access to. They gain experience working with fresh products and begin to develop an appreciation for farmers in their community as they connect with the foods that are grown around them and learn about the benefits of eating healthy, fresh and local products. BC grown products are donated to the program and delivered to participating school teaching kitchens during select months of the school year.

A relative of the dandelion family, endive has gained a reputation as being somewhat bitter, but fresh off the farm straight to the teaching kitchens, they remain sweet, with more flavour than lettuce. Abbotsford endive grower, Ria Van Eekelen, of Van Eekelen Enterprises, donates her locally grown product to the 28 teaching kitchens on Take a Bite of BC. "The reason endive can sometimes have a bitter taste, is because they aren't stored properly," said Van Eekelen. "If they are eaten fresh they will retain their sweetness." To keep them fresh, Van Eekelen recommends storing endive in the fridge, since they prefer a cool, dark environment.

As the owner of Van Eekelen Enterprises in Abbotsford, Van Eekelen has been growing endive in the valley since 1978. Although more of a rarity in North America, endive is a staple in Europe, being boiled or braised with weekday meals. "North Americans have still not caught on to the benefits of using endive in everyday cooking," said Van Eekelen. "What a lot of people don't realize is that we grow this year round, which means that in February you can have a fresh salad using endive grown right here in the valley."

As well as serving endive to students in the cafeteria, Culinary Arts students at Rick Hansen used it to spice up the menu for a school banquet of 200 people. They prepared a dish of endive and herb roasted chicken and a spring salad featuring endive as the main attraction. "The Braised Endive was a big hit," said Chef Instructor David Jones, "both students and banquet guests gave rave reviews. Having the opportunity to cook with endive is just another great way the (Take a Bite of BC) program is showing students the wonderful abundance and variety of what is grown right here in our community.



"They connect with the foods that are grown around them and learn about the benefits of eating healthy, fresh and local products."



Submitted by Chef Brian Smith, Thomas Haney Secondary

BCCASA in partnership with The **BC Agriculture in the Classroom Foundation** and **Take a Bite of BC** have enjoyed a successful 2013/14 school year. I would think that any Chef Instructor that has had the opportunity be involved would agree the types, variety, and volume of products supplied to our schools has been incredible. Please remember that *Take a Bite of BC* would not exist, were it not for the generous donations made by the BC agriculture industry.

The program model has expanded over the last couple of years, increasing the number of school enrolled and extended the provincial reach. Eligible school alternate years depending on their location. The 2014-15 school year *Take a Bite of BC* will welcome back schools from the areas of Surrey, Delta, Richmond, Vancouver, Kamloops and the Okanagan. The Program is very excited to welcome the new schools from Victoria, Saanich, Sooke, Nanaimo and Invermere.

As Chefs, we all know the importance of having to produce a positive bottom line. We must remember that industry donors to the program must do this as well. Through our feedback, pictures, student highlights, and event participation, donors see first hand the value *Take a Bite of BC* brings to our culinary arts students. Your commitment to the program objectives and ongoing feedback is all that is needed to help ensure *Take a Bite of BC* continues to be funded.

As you may know, funding at this time is limited. BCAITC is working towards a committed group of 30 chefs. This group will be those Chef Instructors that have: (1) promoted Take a Bite of BC's objectives within their school (2) reported their success stories to BCAITC (3) submitted a report for each delivery (4) attended the annual conference call. The reporting process is easy. Simply complete a log sheet after each delivery stating what you taught about the product, your students' reaction to the delivery, and stories illustrating the value of *Take a Bite of BC*. This process is a requirement to remain on the program. Since BCAITC is trying to make this reporting process as simple as possible, in the new year this log sheet will be available on their online platform. Those chefs who can not commit to submitting reports will have their spot on the Program given up to someone else on the wait list.

The reporting mechanism for next year will be different as well. A framework and timeline will be provided for feedback and class experiences. This simple process will be a requirement to remain on the program. Again, commitment to this process will provide the tools required to communicate with donors, going a long way for BC agriculture donors to see a positive return on their investment.

Please send your pictures, stories, recipes, experiences, etc to Michelle michelle@aitc.ca

The staff at Agriculture in the Classroom work tirelessly and are passionate about *Take a Bite of BC*. We should be grateful as Chefs to have the opportunity to be involved.

For more information and recipes, please visit <http://aitc.ca/bc/programs/take-a-bite-of-bc/>



Take a Bite of BC was developed by BC Agriculture in the Classroom Foundation in partnership with the BC Culinary Arts Association, BC agricultural commodity groups and BC producers. The program started in 2009 with 14 schools participating.



Lesnes' Brain Teaser

Let me introduce myself, I am a member of the rose family. My babies taste better than I do but they melt if you ship them. Romans valued me for my reputed therapeutic powers for everything from loose teeth to gastritis. I have grown wild for centuries and was not cultivated until the late 13th century.

It was not until the 18th century, however, when my cultivation began to be pursued in earnest. Like many other perishable fruits at that time, I remained a luxury item only enjoyed by the wealthy until the mid-19th century. Once railways were built and more rapid means of transportation established, I was shipped to longer distances and was able to be enjoyed by more people. I am now one of the most popular commodity close behind bananas. Not too bad for something of my size!

I said I was a fruit but from a botanical point of view I am a false fruit, some even classify me as a nuts! not sure about this. Technically, I am an aggregate accessory fruit, meaning that my fleshy part is derived not from my plant's ovaries but from my receptacle that holds my ovaries. Each of my apparent "seed" on the outside of the "fruit" is actually one of my ovaries of the flower, with a seed inside it. Pretty complicated isn't it.

My cultivars vary widely in size, colour, flavour, shape, degree of fertility, season of ripening, liability to disease and constitution of my plant. For purposes of commercial production, my plants are propagated from runners. Life is difficult for everyone, around 200 species of pests are known to attack me both directly and indirectly. These pests include slugs, moths, fruit flies, mites, aphids and many others, the worst been caterpillars of a number of species of Lepidoptera feeding on my plants. I can fall victim to a number of diseases too. My leaves may be infected by powdery mildew, leaf spot, leaf blight, and by a variety of slime mould. My crown and roots may fall victim to red stele, verticillium wilt, Black root rot and nematode.

My "fruits" are subject to damage from grey mold rhizomes rot, and leather rot. To prevent most of this, I should be planted every four to five years in a new bed, at a different site. On average, studies show 2 days as the maximal time for my storage without major loss of vitamin C and polyphenol antioxidants. It's not that I become dangerous to eat or invaluable after 2 days. On the contrary, limited research indicates that my consumption may be associated with a decreased cardiovascular disease risk and that phytochemicals present in me have anti-inflammatory or anticancer properties in laboratory studies.

You can find me canned, frozen, dried, a liqueur, a jelly, and an ice cream, just to name a few. Maybe I will meet you around a milkshake very soon!

find the answer on our website: bccasa.ca

PROFESSIONAL COOK 1 - THE BACKBONE OF THE INDUSTRY

A Professional Cook 1 (PC1) certification can be the first step towards a Professional Cook 3 or Red Seal qualification, but the PC1 is also a respected credential in its own right, opening doors across the culinary world from restaurants, hotels and resorts to institutions and catering operations.

Earls, for example, is a major employer of PC1s. The premium casual restaurant chain has a detailed training program that immerses apprentices in every aspect of running a restaurant, from knife skills to food quality, organization and costs. “They learn what it takes to run a busy restaurant,” says Simon Zanotto, Head Chef at Earls on Shaughnessy in Port Coquitlam.

Among those apprentices was Evan Leggett, a student at Tamanawis Secondary in Surrey who achieved his PC1. Through the ACE IT (Accelerated Credit Enrolment in Industry Training) program he was able to attend classes taught by a certified cook instructor during the day and work at Earls after school and on weekends.



Evan Leggett

Passionate about cooking from an early age, Leggett joined Earls when he was just 15. “The people are great and the environment is amazing,” he says. “The night coaches (the supervisors at Earls) are great. They stay on you, make sure you get things right and show you what you can accomplish.” Leggett’s long term career plan shows just how far a professional cook can go: he’s aiming for a job cooking on a coast guard arctic ice breaker.

Career opportunities also abound in institutions, such as hospitals and care homes, where three meals a day, plus fresh baking, help create a homey environment for residents. Seniors’ homes in particular are putting a greater focus on quality food than ever before and, thanks to an aging population, the need for cooks appears set to grow.

For example at Tabor Village, a care facility in Abbotsford, a team of Red Seal chefs and PC1 apprentices provide homemade meals for a community of about 400 clients. “It’s a great place to learn a wide range of culinary skills, as virtually everything, from fresh bread to perogies, is made in-house; cooks also learn to adapt meals for clients with special diets and health concerns.

There’s plenty of room for creativity too, as menus are created in house and the staff do their best to cater to special requests,” says Joanne Jasienczyk, the Director of Nutrition and Food Service at Tabor Village.

Pathway	Prerequisites	Training Details	Workplace Hours Required	Completion Requirements	Certificates Achieved
Institution Entry (Post - Secondary)	FOODSAFE Level 1 Professional Cook 1 (PC1) Certification	420 hours or 14 weeks (includes 240 hours credit)	1,000 hours (2,000 hours total) (760 hours of work-based training outside of the program)	70% at school Pass Practical Assessment 70% on ITA Written Exam RFC sign off	Certificate of Qualification Certificate of Apprenticeship
Workplace Entry	FOODSAFE Level 1 Professional Cook 1 (PC1) Certification	180 hours or 6 weeks	1,000 hours (2,000 hours total)	70% at school Pass Practical Assessment 70% on ITA Written Exam RFC sign off	Certificate of Qualification Certificate of Apprenticeship
High School (ACE IT and/or SSA)	FOODSAFE Level 1 Professional Cook 1 (PC1) Certification	Workplace Entry or Institution Entry Training at Partner Post-Secondary Institution	1,000 hours (2,000 hours total)	70% at school Pass Practical Assessment 70% on ITA Written Exam RFC sign off	Certificate of Qualification Certificate of Apprenticeship
Challenge	FOODSAFE Level 1	Verification of work experience by employer	2,000 hours	70% on ITA Written Exam Pass Practical Assessment	Certificate of Qualification

A care home, where kitchens are open up to 14 hours a day, is a good choice for people who want steady work and regular, set hours. It can also be very rewarding on a personal level, says Jasienczyk: “Our residents are so appreciative and family members are grateful that we’re taking such good care of their loved ones. Nourishing and delicious food can really make a difference in the lives of seniors.”

Of course, great food makes a difference to just about everyone, and whether you’re working in a seniors’ home, a restaurant, a hotel, a resort, or even an arctic icebreaker, as a PC1, you’ll be a key part of that business’ success!



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Financial Report

submitted by Chef Paul Richardson, Gladstone Secondary

Y750 BC Culinary Arts
For the Year Ending June 30, 2014

Balance July 1, 2014	18,462.02
<u>Receipts</u>	
4099930 Membership fees	1,700.63
4099934 Interest income	149.52
4099940 Conference fees	1,064.50
4099941 Conference grants	3000.00
Total Income	<u>9,083.65</u>
<u>Disbursements</u>	
4099950 Meeting-executive	2135.19
4099952 Meeting-council	198.51
4099961 Publication-newsletter	154.94
4099970 Operating	283.87
4099979 Equipment purchase	4,027.94
4099979 Miscellaneous	42.49
4099980 Conference-operating	8000.00
Total Expenses	<u>14842.94</u>
Balance	<u>12,702.73</u>
Outside Account	7476.63
Total Balance	20,179.39



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