“Current Food Issues”

to support
Module 27 of Food Studies 10/30
Saskatchewan Ministry of Education

A project of the Saskatchewan Organic Directorate’s Food Miles Campaign, with the financial assistance of Saskatchewan’s Ministry of Environment
Acknowledgements

These resources, part of the larger Food Miles Campaign (FMC) of the Saskatchewan Organic Directorate (SOD), would not have been possible without the financial assistance of Saskatchewan’s Ministry of Environment’s goGreen program. During the project as a whole and these resources in particular, many people have contributed their efforts: the FMC steering committee, Cathy Holtslander and Pat Godhe as chairpersons, Lynn Anderson and Marion McBride as editors, and Elaine Sukava as FMC project coordinator and resource developer, along with Tyson Fetch, Joyce Polowski, Paulette Millis and Carla Cooper.

Introduction, Modules in this Package and Foundational Objectives

- Rationale for these resources
- Current Food Issues (1 of 3)
- The Science of Nutrition (2 of 3)
- Make Mine Quick and Healthy (3 of 3)

Current Food Issues

- What are the Issues? - A warm-up webbing exercise
- The Right to Food
- The Globalization of Food
- Assuring Healthy Food Production
- Sustainable Food Choices: an exploration
- Fighting Disease with Low-cost Pulses
- The True Cost of Cheap Food!
- Action Planning

For information about the relationships among the pillars of sustainable development and local, organic foods, please refer to FMC web pages for information on the following:

- The Pillars of Sustainable Development
- The Big Picture, Localism and Food
- Food Miles and the Call for Local Food
- Principles of Local, Organic Food in Saskatchewan
- An Invitation to Explore Saskatchewan Organic Foods
Introduction and Foundational Objectives

Rationale for these resources
The Saskatchewan Organic Directorate (SOD) has produced these materials to help learners explore the challenges and advantages of local food production and the preparation of tasty dishes based on Saskatchewan local, organic products.

The following modules from the Ministry of Education Food Studies 10/30 are developed within this package.

Current Food Issues
Foundational Objectives:
- To develop the desire and ability to access knowledge about issues and obtain factual information before forming opinions about food related issues.
- To be aware of and practice environmental protection through conservation and recycling

Common Essential Learnings: Foundation Objectives
- To explore present technology and its relationship to the world’s food supply (TL)
- To explore the relationships between culture and the social and geographical influences on food customs. (PSVS)

The Science of Nutrition
Foundational Objectives
- To understand the importance of the science of nutrition
- To better understand the social and cultural aspects of food for all people.
- To develop the desire and ability to access knowledge about issues and obtain factual information before forming opinions about food related issues.

Common Essential Learnings: Foundation Objectives
- To understand and use the vocabulary related to diet, food and food preparation. (COM)
- To interpret data and tables for nutritional value of foods. (NUM)
- To apply knowledge when making independent decisions regarding food choices and preparation. (CCT, IL)

Make Mine Quick and Healthy
Foundational Objectives
- To be creative when applying knowledge about nutrition to food preparation.

Common Essential Learnings: Foundation Objectives
- To gain the knowledge and develop the skills required to make appropriate food choices and to become discriminating consumers. (CCT)

*NOTE: Corresponding modules in Food Studies 10/30 (SK Ministry of Education)
Current Food Issues—Module 27
The Science of Nutrition—Module 17
Make Mine Quick and Healthy—Module 16
Current Food Issues

Foundational Objectives:
- To develop the desire and ability to access knowledge about issues and obtain factual information before forming opinions about food related issues.
- To be aware of and practice environmental protection through conservation and recycling.

Common Essential Learning Foundational Objectives
- To explore present technology and its relationship to the world’s food supply (TL)
- To explore the relationships between culture and the social and geographical influences on food customs. (PSVS)
What are the Issues?

*a warm-up webbing exercise*

**Goal:** to create a “big picture” image of food issues

**Need:** a large surface that can remain for a period of time (e.g. bulletin board), with the term “food Issues” at the center.
- wax crayons (large, children’s size), assorted colours (wax crayons are more environmentally benign)
- computer access

1. Brainstorm examples of issues related to food (they may give answers as examples below).
2. Assign different terms to groups of 2-3 students. Ask the groups to examine their term within the bigger picture of issues, think about and discuss the connection of the term to others, and to draw lines linking related issues. The example below illustrates a sample of connections related to “food security”.
3. Be prepared to explain how these ideas are connected.

![Food Issues Diagram](image)

4. Have small groups present their assigned issue and its connections to other issues.
5. Examine the resulting web and discuss the types of information the web provides (e.g. all interconnected, global).
6. Have student groups do a computer search for more information about their particular perspective, focusing on current issues. Have them record pertinent information on the class bulletin board.

Refer to this graphic information as you explore other lesson ideas!
The Right to Food

Learning Objectives

- To explore the meaning of food security.
- To understand that diet depends, in part, on where a person lives.
- To evaluate the present food supply in Saskatchewan

Resources and Materials

- Saskatchewan Organic Directorate’s (SOD) Food Miles Campaign: http://foodmiles.saskorganic.com/
- Food Secure Saskatchewan: www.foodsecuresaskatchewan.ca
- Health Canada: Income-Related Household Food Security in Canada
  - Figures in report summarize how food security relates to factors such as age, location, and education.

Assessment:
Have students summarize their thoughts about food security, the availability of foods in Saskatchewan and how citizens can assist in ensuring the realization of the World Food Summit’s 1996 goal.

Background
Students will explore global access and right to food, the meanings attached to the concept “food security” and how these ideas compare and contrast to healthy eating in Saskatchewan.

Learning Event

Set
Put the phrase “Food Security in a Food Insecure World” on display. Ask students what the phrase suggests about the topic for the class (e.g. some people have food and others don’t; there is a threat that food may not be available, and so on). Write these predictions down as reference points.

Method

1. Conduct the exercises in the “The Right To Food - World of 10” exercise attached.
2. Once finished with the above exercise introduce Food Security, and discuss its meaning.
3. Using the information on the web site www.foodsecuresaskatchewan.ca:
   - Ask students to do a cost comparison of eating in northern Saskatchewan vs. central and southern Saskatchewan. What does this cost comparison illustrate?
   - Why is food security an issue for some people?
   - Ask students if they know of food insecure people and what their issues might be.
   - Do families who have enough money to buy food sometimes suffer from food insecurity? Why/why not?
4. In reference to SOD’s Food Miles Campaign, discuss how organic food can help with food security (e.g. lower inputs, more transferability of skills, less need for large acreages and large equipment.).
5. Discuss ways to ensure healthy foods are readily available, such as gardening, market gardening, community gardening, having processing nearby, community and collective kitchens, education about health implications, and inexpensive healthy alternatives, and so on.
The Right to Food

World of 10

The visual activity is intended to help students see, think about and react to the inequities in the world. It can be the start of a discussion about how they feel.

Preparation
Create placards (or PowerPoint, Smart Board) for each of the statistics

How to Proceed:
1. Invite 11 volunteers to the front of the room. Ask one to act as the ‘Director’.
2. Ask the class to imagine that the 10 students represent the entire population of the world. As you ask each of the questions below, the Director will move the volunteers into groups based on the votes of the students.
3. The students will vote by:
   a. drumming two fingers on their desk if they agree with the placement.
   b. tapping their feet on the floor (lightly) if they disagree.
4. The Director will place the number that the majority of the students votes for. You can read out the right answers to the class. If needed, the Director will move the volunteers to represent the correct answer.
5. Tape the placard with the correct answer in a place that is easily seen. This is to reinforce the statistic.
6. Go on to the next question. If time is short, leave out the class voting and give the statistic and have the Director put volunteers into appropriate groupings.
7. Once the activity is completed discuss with the students what pieces of information most surprised them? Which stirred up the greatest reaction? What kind of reactions were there?

NOTE: When there is a statistic for the least-developed countries, have the volunteers represent this and hold up their placard. The least developed countries are the 49 poorest countries in the world; 11% of the world’s population. Most are located in Africa and Asia. For the most up to date statistics see www.unicef.org/sowc and look under tables.

Materials
- Placards made out of heavy paper or cardboard with statistics (or PowerPoint, Smart Board)
- Question and answer sheet with discussion questions.
World of Ten Questions

1. How many people in our world of 10 live on less than $2 US a day?
   
   5 – One half of the world’s population, or roughly 3 billion people.

2. How many do not have access to safe, clean drinking water?
   
   2- One in six people worldwide does not have access to safe water.

3. How many people do not have access to the internet?
   
   8 – Approximately 1 billion people use the internet. (of how many?)

4. If these people were all adult women, how many would not be able to read and write?
   
   3 – Worldwide: 26% of women cannot read and write; 16% of men.
   6 – Least developed nations: 58% of women; 38% men

5. If these 10 students were all the young people of high school age in the world, how many would not be in school?
   
   4- Worldwide: 38% of youth of high school age are not in school
   7 – Least developed nations: 72%

6. Crunching numbers: now imagine that each student in the group represents US$100 billion. How many hundreds of billions of dollars are spent worldwide on military expenses each year?
   
   8 – US $800 billion is spent on military expenses each year.

7. How many hundreds of billions of dollars do North Americans spend on fast food each year?
   
   1- US and Canada combined spend a total of $18 billion per year.

8. How many billions of dollars do North Americans spend on foreign aid each year?
   
   1 – US and Canada combined spend a total of $18 billion per year.

9. The World of Consumers – Group the students according to consumption. Who consumes 86% of the world’s Goods and Services?
   
   2 - The richest 20% of the population.

10. Who consumes 1% of the world’s goods and services?

   2 - The poorest 20% of the population.
Purpose
The purpose of Food Secure Saskatchewan is to improve food security in our province through coordinated, community-led action.

Food Secure Saskatchewan works to stimulate policy change and encourage the development of a comprehensive, integrated food security strategy. Our principals are:

- all citizens will have just and dignified access to food;
- the food will be safe, nutritious and culturally appropriate; and
- local food distribution and local producers will be supported.

Our primary activities are to:

- advocate for, and work towards, improved food security policies and programs for Saskatchewan citizens.
- enhance the skills and knowledge of the membership and their community partners.
- foster coordination among groups who work to improve food security in the province.
- provide support and information to groups working in the delivery of front line food security initiatives and policies.

Definition of Food Security:

Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

(World Food Summit, Rome, 1996)
The Globalization of Food

Learning Objectives
- To assess our consumer connections to the globalization of food
- To examine some of the inequities that exist in terms of rights and access to food in the world
- To assess and act on ways to address food issues in our schools, communities, regions and the world

Resources and Materials
- Download “Food Security Youth Action Kit” and Power Point: found at: [http://www.fallsbrookcentre.ca/teaching/materials.htm](http://www.fallsbrookcentre.ca/teaching/materials.htm)
  Click on “Global Issues– Grades 6-8”
- copies of booklet from above kit (one for each student)
- PowerPoint set for use,
- Internet access and PowerPoint for student use

Assessment
As students present their PowerPoints, use the attached anecdotal record sheet to note the extent to which they have realized the lesson’s objectives and been moved to act.

Background
Falls Brook Centre (FBC) of New Brunswick has developed many resources for classroom use, and for most grade levels; the range of the resource sets focuses on many facets of education for sustainable development. This lesson uses two key resources developed by FBC. These help students to connect food to the global picture and also to begin to understand the complexity of the global food system and its connection to social, economic and environmental justice issues.

In the previous lesson (if it was done) the class looked at food security within their own communities and in the province, and they had an opportunity to compare their life experiences and lifestyles with that of people in other parts of the world. In this lesson students are presented with more specific ideas about food on a global scale.

Learning Event
Set
1. Have the PowerPoint noted above ready to review as the class begins, on the first slide, “Discussing Food with a Hunger for Social Justice”.

Method
1. View the slides and ask students to record notes about the issues surrounding the globalization of food, using the chart attached on the next page (or students can create their own).
2. Debrief, creating a master list for the class.
3. Have students list questions they have that arise from the PowerPoint. Place students in small groups and have them read through the booklet and add to and clarify ideas already presented in this lesson and the previous lesson “The Right to Food”.
4. Compare and contrast Saskatchewan with New Brunswick. What are the similarities and differences? Would suggested solutions work in Saskatchewan?
5. Assign each group to focus on one food-related global issue and to find 4-5 valid (e.g. university study, government document, United Nations document, respected researcher, news article or newscast) sources of information that provide more in-depth assessment of the issue.
6. Have them prepare and present a PowerPoint to help achieve a deeper understanding of the issue.
Data Collection from PowerPoint

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<tr>
<th>Name current food issues</th>
<th>Describe the issue.</th>
<th>What can be done?</th>
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Anecdotal Record Template

**Instructions:** Record the names of students in the sections, and comment on their movement towards the intended outcomes.

If needed, create a legend to rate progress:

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Assuring Healthy Food Production

Learning Objectives

- Students will examine the principles of organic production in Saskatchewan and assess the usefulness of these principles for consumers.
- Students will assess the relationships between industrial and conventional agriculture and local, organic food production.
- Students will practice active listening in the discussion and weigh points of discussion to draw tentative conclusions.

Resources and Materials

- documentary short films about Elmer Laird –leader of organic farming in Saskatchewan: provides more information about Mr. Laird, 2008 inductee into Saskatchewan Agricultural Hall of fame.
- Guiding Principles (attached) of the Saskatchewan Organic Directorate (SOD) [www.saskorganic.com]
- Beyond Factory Farming, "Industrial vs. Family Farms Comparison" [http://beyondfactoryfarming.org](http://beyondfactoryfarming.org)
- chart paper and pens for group work
- Active Listening chart (attached, copied to poster, on computer or multi-media projector or Smart Board)- May be best to re-create the chart on poster board for easy reference in all classes before discussions.
- prepared list of questions concerning healthy food production
- Internet access

Assessment

- As students are discussing the questions, assess the participation and evidence of active listening demonstrated. Use a anecdotal record to record comments (attached).
- At the end of class, have students complete the attached self-assessment.

Learning Event

Prior Preparation

- To provide a good background for the case for local, organic food, watch the documentary film “Good Food– Harvesting Earth’s Garden”, originally screened on the Saskatchewan Communication Network (SCN). Have students list the reasons given to seek organic foods and by whom?

Set
1. Have a master copy of the Guiding Principles of SOD on display for easy reference and review these.
2. Explain that SOD is an umbrella group for many organic producers in the province, and that it's primary objective is provide support to its members by educating about and promoting organic production and consumption.
3. Introduce the guest

Method

1. Ask the guest to talk to the students about why she or he has chosen to become an organic producer, how she or he views the relationship of organic agriculture to the natural world, and how the foods compare and contrast to foods that are produced in far away places.
2. Have students take notes of the speaker’s viewpoints and to form two questions to ask of her or him.
3. After the speaker has answered any questions, place the students in groups of 4-5, each group with a chart paper and marking pens. Ask them to:
   - examine SOD’s guiding principles and recall the speaker’s viewpoints
   - imagine that the region in which they live has developed according to these principles, and then,
   - create a description of their region’s environment, economy and people, using a visual such as that attached on the next page.
4. Have students review the information from Beyond Factory Farming, compare and contrast mass production with small scale, family farm methods of raising animals.
5. Debrief as a class and compare and contrast the various group descriptions of organic productions with industrial farming.
6. Review the Active Listening chart (attached) with students. Explain that this and all classes and interactions with people, to be effective require the development of listening skills to advance learning and inter-personal relationships. Tell students that they will practice the art of active listening in this class and self-assess their progress at the end of class.
7. Have students sit in a circle and discuss questions such as the following:
   - What is the best deal environmentally and nutritionally for the population?
   - What might be some long term health implications of focusing on local foods that are grown and raised without the use of chemicals, and by using natural inputs such as compost?
   - How can we best feed a growing population?
   - What are some environmental costs of a mass produced bulk meat supply versus raising organic animals?
   - Does the ethical treatment of animals, land and resources matter? Why? Why not?
   - and others which might arise from earlier discussion
5. When finished discussing, have students recap the class as a large group, with the teacher or a volunteer recording the important perspectives/point/ideas that they have learned throughout.
6. Have students conclude with thinking of immediate steps that can be taken to improve the food system in their

Our region, based on principles of organic food production

- environment
- economy
- people
Guiding Principles of the Saskatchewan Organic Directorate

What we believe in
1. **Producing healthy food and fibre** without the use of:
   - synthetic fertilizers,
   - herbicides,
   - pesticides,
   - fungicides,
   - antibiotics,
   - growth hormones,
   - irradiation,
   - sewage sludge, and
   - genetically altered materials.

2. **Building soil, enhancing crops, managing weeds, insects and disease**, by using methods like:
   - cultural practices,
   - crop rotations,
   - naturally occurring organisms,
   - green-manuring, tree-planting,
   - livestock, and composting

3. **Practicing humane livestock management techniques**

4. **Maintaining a system of standards**, annual inspection/certification and record-keeping to ensure integrity of the product.

5. **Making the connection between food production and consumption** and keeping that distance as short as possible.

6. **Building an equitable food system**, with good food and fair compensation.

"Food for Life"
Degrees of Active Listening

- Repeating
  - Perceiving
  - Paying Attention
  - Remembering
  - Repeating the message using **exactly the same** words used by the speaker

- Paraphrasing
  - Perceiving
  - Paying Attention
  - Remembering
  - Thinking and Reasoning
  - Rendering the message using **similar** words and similar phrase arrangement to the ones used by the speaker

- Reflecting
  - Perceiving
  - Paying Attention
  - Remembering
  - Thinking and Reasoning
  - Rendering the message using **your own** words and sentence structure

*source*– Wikimedia Commons
### Active Listening – Self Assessment

**Instructions:** After the activity in which you are required to listen carefully to ideas presented by others, assess yourself by placing a check mark in the appropriate box below.

<table>
<thead>
<tr>
<th>STUDENT SELF-ASSESSMENT</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>NEED TO IMPROVE</th>
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<tbody>
<tr>
<td>1. I try not to think of other things when listening to another sharing their views in class.</td>
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<td>2. When I am speaking, I look about the room and make eye contact with others, to indicate that I am communicating directly with them.</td>
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<td>3. When another is speaking, I can separate my thoughts from hers or his.</td>
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<td>4. When I am speaking in class I observe others’ verbal and non-verbal behaviours.</td>
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<td>5. I let others finish speaking before I begin to talk.</td>
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<td>6. I listen carefully when others are speaking and do not assume that I know what they are going to say or how they feel.</td>
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<td>7. I respectfully ask a person to repeat something if I did not understand what she or he said.</td>
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<td>8. I can remember the important details of what people said during a class discussion.</td>
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<td>9. I restate information to make sure I have understood correctly.</td>
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<td>10. I make sure that my physical presence (e.g. posture, eye contact, quietness, and so on) when others are speaking are respectful and do not distract others.</td>
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Examine the Active Listening chart and determine, for this class, the level at which you listened actively.

1. Describe your effort to be an active listener.
2. What differences were there, in terms of your listening behaviours, between listening to the guest speaker and the group activity compared to the circle discussion?
**Anecdotal Record Template**

Class ______________________ date __________________________

**Instructions:** Record the names of students in the sections, and comment on their movement towards the intended outcomes.

If needed, create a legend to rate progress:

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Sustainable Food Choices:
An exploration

Learning Objectives
- To understand the link between organic Saskatchewan agriculture and the consumer.
- To develop a local perspective regarding food production and consumption.

Resources and Materials
- computer access
- Royal Saskatchewan Museum
- Earthday Network: Every Day For Everybody
  [http://www.earthday.net/footprint/index.html](http://www.earthday.net/footprint/index.html)
- Saskatchewan Organic Directorate: [www.saskorganic.com](http://www.saskorganic.com)
- Organic Information Website [http://organic.usask.ca/buyers.htm](http://organic.usask.ca/buyers.htm)
- Falls Brook Centre, New Brunswick- learning resources: [http://www.fallsbrookcentre.ca/agriculture/docs/FOOD-MILES-MODULE.pdf](http://www.fallsbrookcentre.ca/agriculture/docs/FOOD-MILES-MODULE.pdf)
- “Meanings Attached to Common Agricultural Terms”- by Dr, Brenda Frick (attached at the end of this lesson)
- chart paper, markers
- selection of imported foods on display (pre-packaged foods are easiest to use)

Assessment

Review students’ reflections regarding key concepts explored in the lesson (step #9)

Background

This lesson:
- introduces students to key descriptors and concepts, related to food production. Some are used to attract consumers to products. Students will have an opportunity to examine these descriptors for their meanings and evaluate their usefulness to the consumer. Some terms are described by Dr, Brenda Frick.
- explores the argument for local, organic foods
Learning Event

Set
1. Have imported foods on display.
2. Have students brainstorm ideas that describes a healthy diet, using a large visual as below.

3. Probe their answers (exemplified in green), so that the class arrives at a collective picture of a healthy diet.
4. Then, ask them to keep this graphic in mind as you continue, and to note other ideas that you may have missed.

Method
1. Assign one of the following terms to each of eight groups and have students research its meaning, creating a written definition on chart paper, and noting whether the term is used to attract consumers and why/why not.
   - natural
   - free range
   - grass fed
   - certified organic
   - labeled “organic”
   - genetically modified organism (GMO)
   - non-GMO
   - pesticide-free

2. Assess which terms are most reliable in terms of ensuring quality food products for our healthy diet and why.
3. Have students examine the principles of organic agriculture as laid out by the International Federation of Organic Agriculture (IFOAM—see next page). How do these principles compare and contrast with what students determined were indicators of a healthy diet?
4. Discuss the benefits of and rationale behind certified organic where the process is certified and the traceability is guaranteed. Use these ideas to arrive at a working definition of ‘organic food’. Then, visit www.saskorganic.com, website of the SK Organic Directorate (SOD), and provide a description of “organic” from the perspective of organic producers. Check definitions of other organizations such as the Organic Agriculture Center of Canada, located at the University of Saskatchewan. How do these compare and contrast with the class’s earlier definition? What are some areas about which we need more information/What don’t we know? What are the possible benefits and downfalls if people were to change their eating habits to include more (if not replace entirely) Saskatchewan organic and other local foods in their daily diets?
5. Refer students to the examples of imported foods. Next ask students to calculate the miles that food has to travel, and the greenhouse gases (GHG) produced, using the calculation on the next page.
The Principles of Organic Agriculture
created by the International Federation of Organic Agriculture (IFOAM)

Agriculture is one of humankind’s most basic activities because all people need to nourish themselves daily. History, culture and community values are embedded in agriculture. The Principles apply to agriculture in the broadest sense, including the way people tend soils, water, plants and animals in order to produce, prepare and distribute food and other goods. They concern the way people interact with living landscapes, relate to one another and shape the legacy of future generations.

- principle of health
- principle of fairness
- principle of ecology
- principle of care
6. Once students have calculated the GHG emissions, have them calculate the same if the products were available within 100 kilometers and transported by truck. Put the calculations for all to see.

7. Then, create and fill in the following chart.

<table>
<thead>
<tr>
<th></th>
<th>imported</th>
<th>locally grown</th>
</tr>
</thead>
<tbody>
<tr>
<td>advantages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Once the above chart is complete, have students create a similar chart, comparing and contrasting:

   **locally grown** compared to **local, organic foods**.

9. Conclude with having students reflect on and write about:
   - what the information about organic agriculture, local foods, food miles, and concepts such as “natural”, “GMO” and so on mean for them as consumers.
   - how the information connects to the environment, economy and community (the pillars of sustainable development).
   - what our choices ought to be regarding food procurement and consumption.
   - the long term implications of making these choices today.

10. Assess students’ readiness to further explore food issues, noting areas that may require more in-depth study.
Food Miles Calculator
(with permission from Falls Brook Centre, New Brunswick)

Transporting food long distances guzzles fossil fuels and emits greenhouse gases that contribute to climate change. We challenge you to do the math and figure approximately how many greenhouse gas emissions are produced as your food travels to make it to your plate.

Here are four simple steps to calculate the environmental impact of your food miles.
1. Check the label - where did your product come from, according to the label? (see * below)
2. How many kilometers did your food travel from its origin to your community house?
3. Which method of transportation did your food likely use to get here? Plane, boat, train, truck? If you cannot decide ask the store manager if she or he knows, and arrive at a “best guess”.
4. Now you are ready to do the calculations:

   Km travelled multiplied by Green House Gas (GHG) emissions (see table below)

<table>
<thead>
<tr>
<th>Method</th>
<th>GHG emissions per km</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANE</td>
<td>1.1010</td>
</tr>
<tr>
<td>BOAT</td>
<td>0.1303</td>
</tr>
<tr>
<td>TRAIN</td>
<td>0.0212</td>
</tr>
<tr>
<td>TRUCK</td>
<td>0.2699</td>
</tr>
</tbody>
</table>

(Environment Canada 2002) For example:

If a kilogram of tomatoes from Mexico travels 4200 km to reach the consumer and it travels by truck we multiply the distance traveled by 0.2699.

\[
1 \text{ kg} \times 4200 \text{ km} \times 0.2699 = 1129.8 \text{ grams of GHG emissions}
\]

That means that 1.1298 kg of GHGs are emitted to the atmosphere, more than the weight of the product itself.

* Items, such as coffee, may say they are a product of Canada but they are only processed further and/ or packaged in Canada.
Meanings Attached to Common Agricultural Terms

Prepared by Dr. Brenda Frick
Organic Agriculture Centre of Canada (OACC)

**Certified Organic** – Inspected and verified as following organic production, processing and handling regulations.

**Organic** – A holistic system of production based on principles that support healthy food, land and communities. Organic products are produced using biological and ecological approaches instead of synthetic herbicides or pesticides, fertilizers, antibiotics or hormones.

**Pesticide-free** – An unregulated term meaning that no pesticides are used while the crops are growing. They may be used before seeding or after harvest. Fertilizers and GMOs are not necessarily banned. Neither organic or pesticide free guarantees that products are free from pesticides, only that pesticides are not intentionally introduced. Pesticides are frequent contaminants in rainwater and cannot be entirely eliminated.

**Natural** – An unregulated term that often refers to meat that is raised without growth hormones and is minimally processed.

**Free Range** – An unregulated term that generally means that animals are not battery caged, but allowed to move around. They may or may not have access to the outdoors.

**Pasture Fed** – An unregulated term that generally means that animals roam freely outdoors, eating pasture plants. Animals such as poultry and pigs need supplemental feed. Cattle and bison are routinely grown on pasture for a major part of their lives.

**Grain Finished** – Beef animals are usually finished on grain, which allows them to gain weight rapidly, and put on fat which makes more tender meat.

**Pasture Finished** – Pasture finished beef animals are reared entirely on pasture. This results in leaner beef, with higher levels of healthy CLAs. Even animals that need some grain have healthier fat levels if they also have the opportunity to graze on pasture.
Fighting Disease with Low Cost Pulses

Learning Objectives
- To address the need for low-cost, healthy and tasty alternatives
- To assess the value of pulses for health
- To develop food palate for pulses
- Students will work collaboratively in research and kitchen assignments

Resources and Materials
- Millis, Paulette. (2007) *Cook your way to health* Soul Food Publication p. 79
- Millis, Paulette. – *Eat Away Illness* p.32 (National Library of Canada Cataloguing in Publication)
- selection of pulse products to be used for cooking
- Internet access

Assessment
1. Have students assess their prepared dishes using the attached data collection sheet.
2. Assess student participation in class activities, using the rubric at the end of this lesson

Learning event

Set
1. Have a selection of pulse products on display for class. Identify them and explain to students that pulses, also known as legumes, are available in Saskatchewan stores.
2. Ask students to list some of the biggest health concerns (e.g. heart disease, diabetes).
3. Discuss the health benefits of pulses related to these and other health concerns, cited in the Pulse Canada document (attached)
4. Consider the following quote and ask students why we do not consume a healthy product already available: “Canada is the world’s leading exporter of lentils, followed by Turkey, Australia and India. Saskatchewan produces 99% of the lentils grown in Canada. In 2007, Canada produced 673,000 tonnes of lentils.” [http://www.saskpulse.com/producer/industry/index.php?page=10](http://www.saskpulse.com/producer/industry/index.php?page=10)
5. Ask students to search the Internet for examples of recipes for the pulses on display. Ask each person to copy one recipe that looks/sounds tasty and bring it to class.

Method
1. Have students share their recipes. As they share, categorize them according to type. When finished, assess the recipes and decide on three to prepare for taste tests. Alternately, use recipes from books by Paulette Millis.
2. Prepare the chosen recipes and have students do:
   - a taste test
   - a nutritional assessment of the dishes, by researching the values of key ingredients
3. Have students summarize the role of pulses for low-cost, healthy eating and their food preparation experience.
The Health Benefits of Pulses
Clinical Trial Findings

From 2006 to 2008, the Canadian pulse industry initiated seven human clinical trials to look at the connection between eating pulses and the prevention of chronic diseases. The studies revealed a number of positive health benefits in relation to eating pulses and the management of diabetes, heart disease and obesity as summarized below. The seven studies were supported with funding from Agriculture and Agri-Food Canada (AAFC). Three of the studies were co-funded by the Saskatchewan Pulse Growers.

Health benefits of pulses identified in clinical trials:

- **Pulses & Cardiovascular Health**
  - Reduce total and LDL cholesterol levels (in some studies)
  - Help restore blood flow in patients with fatty plaques in their arteries
  - Reduce blood pressure (in some studies)

- **Pulses & Weight Management**
  - Decrease appetite
  - Decrease in body weight or body mass index (in some studies)
  - Decrease waist circumference or abdominal obesity

- **Pulses & Diabetes**
  - Decrease spikes in blood sugar and insulin levels after eating
  - Improve insulin resistance

- **Pulses & Gut Health**
  - Serve as prebiotic material
  - Increase levels of healthy gut bacteria
  - Lower levels of putrefactive and pathogenic gut bacteria

Exploring the health benefits associated with daily pulse consumption in individuals with peripheral arterial disease

**Principal Investigator:** Peter Zahradka, PhD, Canadian Centre for Agri-Food Research in Health and Medicine, University of Manitoba

**Co-Investigators:** Carla Taylor, PhD, Department of Human Nutritional Sciences, University of Manitoba; Randy Guzman, MD, Department of Surgery, St. Boniface General Hospital, University of Manitoba

Researchers from the University of Manitoba found that daily pulse consumption leads to major improvements in blood vessel function in participants with peripheral arterial disease (PAD), a condition in which blood flow (perfusion) to the limbs is reduced. Patients with PAD had hardened and narrowed arteries due to atherosclerotic plaque buildup in the blood vessels of the legs. They experience pain, cramping or numbness when walking.

Pulse consumption (1/2 cup mixed pulses/day for 12 weeks) resulted in significant improvements in arterial function (increased limb perfusion and decreased arterial stiffness). There were no changes in fat hormones or blood pressure. Regular pulse consumption also significantly reduced circulating total and LDL cholesterol levels and the body mass index of study participants (n=26). Study findings also showed that regular pulse consumption increased the intake of dietary fibre, folate, vitamin C, iron, zinc, potassium and protein over pre-study consumption levels.

Pulse consumption and the regulation of food intake, blood glucose and cholesterol levels

**Principal Investigator:** G. Harvey Anderson, PhD, Department of Nutritional Sciences, University of Toronto

**Co-Investigators:** Franco Cho, PhD, Anthony Hanley, PhD, Rebecca Mallard, PhD and Boldan Lukovszky, PhD, Department of Nutritional Sciences, University of Toronto

Dr. Anderson’s research demonstrates that eating pulses helps reduce hunger and improves blood sugar (glucose) control when consumed alone or as part of a meal, and that the effects of pulse consumption extend beyond one meal. Normal weight individuals (n=15) eating pulses had lower blood sugar and hunger levels following a 12 meal. Dr. Anderson also demonstrated that regular consumption of pulses (5 cups per week for 8 weeks) without further dietary advice improved long-term blood sugar control, reduced the amount of food and calories eaten and decreased the waist line and blood pressure of overweight and obese individuals (n=40). Reductions were similar to those seen on an energy-restricted diet achieved through dietary counselling. However, the pulse diet did not have any effect on levels of lipids or markers of inflammation in the blood. The researchers conclude that regular consumption of pulses could lead to reduced risk of diseases associated with excess body weight.

The effects of whole and fractionated yellow peas on indices of cardiovascular disease, diabetes and gut health

**Principal Investigator:** Peter Jones, PhD, Richardson Centre for Functional Foods and Nutraceuticals, University of Manitoba

**Co-Investigators:** Dennis Krause, PhD, Department of Animal Science, University of Manitoba; Linda Malcolmson, PhD, Canadian International Grains Institute; Trust Beta, PhD, Department of Food Science, University of Manitoba; Curtis Rempel, PhD, MBA, Richardson Centre for Functional Foods and Nutraceuticals

Researchers at the Richardson Centre for Functional Foods and Nutraceuticals at the University of Manitoba found that the dietary fibre-rich content of peas helped to regulate insulin management in overweight adults with elevated cholesterol levels (n=23). Participants consuming muffins made with whole pea flour or pea flour (equivalent to fibre in 1/3 cup dry yellow peas for 4 weeks) had fasting insulin levels 15% lower than participants consuming control muffins made with wheat flour. They also found that consuming pea flour significantly decreases insulin resistance by up to 20% compared to control. Insulin resistance, a condition where the body no longer properly uses the insulin it produces, increases (Continued next page)
the risk of elevated blood glucose levels and the development of diabetes. Consuming whole pea flour was also shown to result in a shift in the microbiome of the gut, suggesting that pulses help reduce obesity in the abdominal area. However, consuming 1/2 cup of pulses in the form of flour, in an energetically-controlled environment, does not improve some chronic disease risk factors, including total cholesterol, LDL cholesterol and triglyceride levels, post-prandial glucose responses or percent total fat mass.

Dr. Jones also collaborated with Dr. Denis Krause of the University of Manitoba to investigate the effects of these dietary treatments on gut microbiota. They found that eating pea hulls or whole peas regularly results in an increased Lactobacillus and Bifidobacteria bacterial species, both of which are considered important in gut health.

4. Impact of pulse consumption on intestinal microbiota, serum lipids and gastrointestinal response

Principal Investigators: Amanda Wright, PhD and Alison Duncan, PhD, Department of Human Health and Nutritional Sciences, University of Guelph

Co-investigators: Edward Farmworth, PhD, Joyce Boyce, PhD and Susan Tech, PhD, Food Research and Development Centre, Agriculture and Agri-Food Canada.

Researchers from the University of Guelph and AAFC in Saint Hyacinthe and Guelph found that regular pulse consumption (1/2 cup per day for 4 weeks) is well tolerated and may improve gut health in healthy males with a mean age of 28.1 years (n = 21). This research shows promising effects on gastrointestinal bacterial populations that have been linked to other studies with improved health. The observed changes in intestinal bacterial population and metabolic activity suggest that pulses have prebiotic activity in humans. Results of the biomarkers of heart disease risk did not indicate any significant effects of the pulse treatments, possibly because the subjects were healthy young individuals at low risk of heart disease. Results of the gastrointestinal response indicated a minor, but statistically significant, increase in flatulence severity with consumption of chickpeas and lentils. Incidence of flatulence, abdominal discomfort, bowel function and overall gastrointestinal function were not significantly affected by pulse consumption.

5. Pulse consumption, weight loss success and chronic disease risk

Principal Investigators: Megan McCrory, PhD, Departments of Foods and Nutrition and Psychological Sciences, Purdue University

Co-investigators: Jennifer Lowery, PhD, Erika Oberly, ND and Petra Eichhölder, MS, ND, School of Nutrition and Exercise Science, Easton University.

Researchers at Easton University in Washington and Purdue University in Indiana conducted a study on overweight or obese individuals (n = 43) to find out if consuming pulses while intentionally restricting caloric intake can increase weight loss, potentially reducing the risk for chronic diseases such as heart disease and diabetes. They found that consuming 1/2 cup of pulses improves initial weight loss success. Participants consuming larger servings of pulses daily (~2 cups/day for 6 weeks) had a smaller waist size and lower diastolic blood pressure by the end of the study. These participants had improved fasting insulin levels compared to those consuming less or no pulses. In addition, consuming more than 1/2 cup a day of pulses offers further benefits on insulin resistance. In total, HDL and LDL cholesterol levels and a circulating marker for inflammation (CRP) and total weight loss were observed in all groups, thus no significant difference was observed. The researchers conclude that consuming at least three cups of pulses a week, as recommended by the USDA improves weight loss success and helps to reduce chronic disease risk.

6. Prebiotic effects of chickpeas

Principal Investigator: Wendy Dahl, PhD, Food Science and Human Nutrition Department, University of Florida

Co-investigators: Ursula Fernando, PhD, Janet Hill, PhD, Andrew Van Kessel, PhD and Robert Tyler, PhD, College of Agriculture and Bioreources, University of Saskatchewan Gordon Zehr, PhD, College of Pharmacy and Nutrition, University of Saskatchewan

Researchers from the University of Saskatchewan and the University of Florida found that eating canned chickpeas daily beneficially modulates gut bacteria of subjects in healthy individuals (n = 12 with a mean age of 23.6 years). Individuals consuming chickpeas (290 gms/day for 3 weeks) had reduced levels of harmful bacteria (potentially and pathogenic bacteria), whereas individuals consuming raffinose (5 gms), a common oligosaccharide in pulses, every day had elevated levels of putatively beneficial gut bacteria. Study participants consuming the chickpea diet reported a small but significant increase in flatulence, however, bloating, bowel movement frequency and abdominal pain were not significantly affected by pulse consumption. The researchers conclude that avoidance of pulses due to potential gastrointestinal side effects appears to be unfounded.

7. Effects of pulse incorporation into the diet on components of the metabolic syndrome, body fatness and food habits in women

Principal Investigator: Sylvia Dodds, MD, MSc, Faculty of Medicine, Laval University

Co-investigators: Simone Lamarre, PhD, Nutraceuticals and Functional Foods Institute, Laval University Gail West, PhD, Centre for Research on Agri-food Economics, Laval University Jean-Claude Forest, MD, PhD and André Lemay, MD, PhD, St-François d’Assise Hospital Research Centre, CHUQ.

Researchers from Laval University investigated how eating 3 cups of pulses weekly for 16 weeks affected components of metabolic syndrome, percentage of body fat and food habits in women (n = 134). Metabolic syndrome is a clustering of metabolic risks factors for cardiovascular disease and type 2 diabetes, including obesity, high blood pressure, insulin resistance, elevated fasting glucose levels, elevated lipids and low HDL, the “healthy” cholesterol. The pulse diet provided higher levels of energy, carbohydrates and soluble, insoluble and total fibre as compared to the control diet containing no pulses. The researchers found that weekly incorporation of 3 cups of pulses in the diet produced a favourable effect on anthropometric variables, but the magnitude of the change achieved during the study period was too modest to modify metabolic risk factors.

References


This material has been made possible through Canada’s Agricultural Policy Framework (APF), a federal-provincial territorial initiative.
<table>
<thead>
<tr>
<th>dish</th>
<th>dish 1</th>
<th>dish 2</th>
<th>dish 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>taste</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>texture</td>
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<td></td>
<td></td>
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<tr>
<td>distinctive flavour</td>
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<td></td>
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<tr>
<td>appearance</td>
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<td></td>
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<tr>
<td>Criteria</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Readiness for class</td>
<td>• late more than half of the occasions</td>
<td>• usually ready to participate on time</td>
<td>• regularly ready to participate in time</td>
</tr>
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<td>In class participation</td>
<td>• infrequently participates in class activities • experiences difficulty participating as an individual or in a group setting</td>
<td>• sometimes participates in a variety of activities • sometimes participates positively as an individual or in a group setting</td>
<td>• regularly participates in all activities, independently • frequently participates positively as an individual and in a group setting</td>
</tr>
<tr>
<td>Initiative</td>
<td>• infrequently tries new activities • infrequently takes on a leadership role • relies on others to begin activities</td>
<td>• sometimes attempts new activities with encouragement • sometimes with encouragement leads the class in activities • sometimes begins activities with some teacher intervention</td>
<td>• regularly attempts new activities • regularly takes on a leadership role in class • frequently begins new activities independently</td>
</tr>
<tr>
<td>Effort</td>
<td>• infrequently works hard (e.g. goes through the motions) • easily distracted from task and often distracts others</td>
<td>• sometimes works hard with encouragement • sometimes easily distracted from task and sometimes distracts others</td>
<td>• regularly demonstrates a determined effort • regularly stays on task</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>• infrequently demonstrates enjoyment from participation activities</td>
<td>• sometimes demonstrates enjoyment from participation in activities</td>
<td>• regularly demonstrates enjoyment from participation in activities</td>
</tr>
<tr>
<td>Respect and support for others</td>
<td>• infrequently interacts with other students • infrequently accepts others with different ability, culture and gender • infrequently offers positive comments to others</td>
<td>• sometimes will partner with other students • sometimes accepts others with different ability, culture and gender • sometimes offers positive comments to others</td>
<td>• regularly participates with anyone in class • regularly accepts others, including those of different ability, culture and gender • regularly encourages others with positive comments (e.g. fabulous, great work, you're getting better)</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
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</tbody>
</table>
The True Cost of Cheap Food

Learning Objectives

- To identify costs associated with food mass-production, processing and transportation
- To assess the validity of the following statement:
  
  "Cheap food causes hunger….On its face, it makes no sense. If food is cheaper it’s more affordable and more people should be able to get an adequate diet. That is true for people who buy food, such as those living in cities. But it is quite obviously not true if you’re the one growing the food.”
  
  by Timothy Wise of Tufts University, March, 2010

- To draw tentative conclusions about the true cost of food grown organically and close to home in comparison to foods of the global marketplace.

Resource and Materials

- The True Cost of Cheap Food— by Timothy Wise, Tufts University, March 2010
- film- True Cost of Food by Sierra Club
- Discussion guide for film True Cost of Food
- “Getting Real About the High Cost of Cheap Food”: by Brian Walsh, August 21, 2009, Time
- Internet access for students

Assessment

- Use the participation rubric on page 28 to assess student involvement in the class discussions and small group research.
- Have students self-assess their involvement and learning by answering the question: “How has my thinking developed or changed concerning the food that I eat?”

Background

- The suggested resources focus on the costs associated with food production, processing and transportation. Wise’ article discusses the how the globalised cheapening of foods and production has led to hunger and poverty among food producers. Wise and others talk about the untallied environmental, economic and social costs of cheapening foods in a global marketplace. This lesson is intended to have students research the phrases “true cost of food” or “true cost of cheap food”, and then to document (in a choice of formats) what the true cost of food is when people develop and support local and regional organic markets.

Prior Preparation:

- Review the discussion guide and prepare questions and activities that are appropriate for the class. As well, the other noted resources provide a good background to issues of food security and sovereignty.

Learning Event

Set

1. Watch the 15 minute film “True Cost of Food”.
2. Using the discussion guide and pre-determined questions, debrief the film.

Method

1. Have students generate further questions that can help them to better understand the true cost of food, focusing on: imported foods, conventionally grown or raised products, and local, organic products. To assist in this, it may help to record these in chart form as on the next page.
2. Have small groups of students decide on one of the three broad topics and research to find answers to their questions. Have them to present their findings in a creative format or combination of formats.
<table>
<thead>
<tr>
<th>questions regarding</th>
<th>possible sources of information and key words for searching</th>
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<tbody>
<tr>
<td><strong>imported mass produced foods</strong></td>
<td></td>
</tr>
<tr>
<td><strong>conventionally grown or raised products</strong></td>
<td></td>
</tr>
<tr>
<td><strong>local and regional organic products</strong></td>
<td></td>
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</tbody>
</table>
ACTION PLANNING

Have students take their learning into the community.

• What types of action can they take to address Current Food Issues?
• What can they do to help ensure health and well being in their communities, economies and environment?
• What can they do to support local and regional producers?
• What actions can they take to educate others?
• How can they become individually and collectively involved in growing food and nourishing selves and others?

“We are thankful for these and all the good things of life. We recognize that they are a part of our common heritage and come to us through the efforts of our brothers and sisters the world over. What we desire for ourselves, we wish for all. To this end, may we take our share in the world’s work and the world’s struggles.”
J.G. Woodworth