This Manual has been developed as part of the Cowichan Community Kitchens Field to Table Project, sponsored by Union of British Columbia Municipalities and the City of Duncan

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Cowichan Community Kitchens

Cowichan Community Kitchens is a Non-Profit Organization servicing the Cowichan Valley Region on Vancouver Island, British Columbia.

“A community Kitchen is a safe, empowering environment where diverse groups of people can come together to learn and share skills of budgeting, planning, shopping, and cooking healthy meals to take home to their families.”

We facilitate 10 Kitchen Groups throughout the Cowichan Valley for anyone wanting to cook healthy meals in a group format. We offer a food subsidy to those on low income, and do our best to find ways for people of all abilities to participate.

We actively collaborate with and are supported by Local and Provincial Governments, Vancouver Island Health Authority, Social Service Organizations, Service Groups, individuals, local businesses and the agricultural community.

Participants from each group get together 2 times a month to plan, budget, shop and cook nutritious meals to take home to their families. Most of our Groups are 6 – 8 people. Groups are set up based on the Participants geographic area, common needs/interests and their individual fit and comfort level.

Each “Kitchen” is completed in two sessions. Participants meet first to decide as a group what meals they will prepare, create a budget for it, and share out shopping duties. They meet again two days later to cook. At the end of each Kitchen, Participants sit down and have a meal together. Each person leaves with containers of prepared meals that can be frozen. As well as food for their family, each group cooks an extra set of meals for someone in the community.

Cowichan Community Kitchens pays half the food cost for those on low income. They usually make 3-5 different recipes, and enough meals of each recipe to feed their family. Typically a Participant with a family of 4 would take home 4 servings of each recipe (20 meals) for $12.

We also run Healthiest Babies Possible, which is a group of about 30 people and operates on a slightly different format than the smaller groups.

As well as access to nutritious foods, Participants and the community benefit from a strong social network, a sharing of skills and experiences, multi-generational learning around food preparation and food security, socialization skills, math skills, work skills and opportunities, reduced isolation, and interactive community participation.
Greetings to a future Community Kitchen Leader,

We at Cowichan Community Kitchens would like to welcome you to the network of Community Kitchens. We hope that you find this Manual helpful to get you started and that you pass on what you learn to others in the same spirit of sharing and openness.

In your role as Kitchen Facilitator, your main priority is to create a safe environment where people can learn to make affordable, nutritious food they can take home to their families.

You will find that your Community Kitchens will be about much more than food. Kitchen groups will bond over time and become like family to each other. They discuss their lives and help each other out, just like any family getting together to prepare meals. It is important for you to make sure that the Kitchens are a safe place for everyone and that everyone feels included in an equal way.

Kitchens are also about encouraging a sense of responsibility on the part of the Participant, responsibility to show up, to bring their designated ingredients, work as a team, and the financial responsibility to pay for their meals. It is up to you to continue to nurture this, with the knowledge that it will benefit your Participants throughout the rest of their lives.

The Kitchens are a huge part of reducing isolation. Try to make the Kitchens fun - celebrate special events, keep it simple and a little silly and above all ensure that the Participants are treated - and treat each other - with dignity and respect.

A Community Kitchen can be a stepping stone for some to learn both socialization and work skills that can lead to employment within your organization or elsewhere. Be aware of those Participants who want to develop their skills and assist them within your Kitchens if you can. If they need other assistance, point them in the right direction or connect them with other resources in your community. Your continued support and the support they find within their Kitchen Group could be exactly what they need.

You will be helping people to independently fulfill one of their most basic human needs and learning skills that can be passed on to future generations – learning that is an essential part of the long term health of your community.

We hope you enjoy working with your Community Kitchen groups and that you find it as rewarding an experience as we have,

Lori Iannidinardo,

Program Coordinator, Cowichan Community Kitchens
Cowichan Community Kitchens in Action
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Our Mission Statement:

“A Community Kitchen is a safe, empowering environment where diverse groups of people can come together to learn and share skills of budgeting, planning, shopping, and cooking healthy meals to take home to their families.”

The Philosophies that guide us;

Give a Family food, you feed them for a day, Teach them how to cook, you feed them for generations

Go to the people; live with them; learn from them; love them; start with what they know; build on what they have; but with the best of leaders; and the task is accomplished; when the work is done; The people will say; “We have done it ourselves.”

Lao Tsu, 700BC
History of Cowichan Community Kitchens

In June of 1992, a Planning Committee began investigating the feasibility of a Community Kitchen Program in response to noticing that many seniors were not eating nutritious meals. This committee consisted of Eileen Razzo, Kay Wyckham, Melinda Gray, Deb Williams and Denise Code.

Committee and Kitchen Coordinator, Kay Wyckham, met with community members and Agencies and started setting up Kitchens. Recruitment of Participants was slow as it takes time to establish a level of trust with future Participants.

Initial funding was from Vancouver Sun Children’s Fund, Kiwanis, Valley Native Friendship Center and St. Edward’s Catholic Church.

In 1994 the group received a Grant from the Central Vancouver Island Union Board of Health (now the Vancouver Island Heath Authority).

By January of 1994, six Kitchens had been established, including a ‘Ready or Not’ parenting class’ in Lake Cowichan, ‘Healthiest Babies Possible Cooking Circle’ in Duncan a ‘Mother’s Morning Out’ at the Sí’em Lelum Gym, and a Seniors Kitchen through Seniors Advisory. Planning had started for another Seniors Kitchen at St.Peter’s Quamichan, another Lake Cowichan Kitchen with a ‘Nobody’s Perfect’ parenting class, and a ‘Young Mother’s Kitchen’ in Duncan.

By 1995 and 1996 the Program was receiving core funding from the Ministry of Social Services and was operating under the umbrella of Hiiye’yu Lelum (House of Friendship).

In 1996 Lori Iannidinardo began her role as CCK Coordinator. By this time there were 10 Kitchens operating on a regular basis and 2 on a casual basis involving 61 parents cooking 3-5 meals per month for 201 family members. All members qualified for the subsidy which paid half their grocery costs. Participants were from Growing Together, Tsewultun Mother’s Morning Out (80% off Reserve), Parents in Crisis, Community Options Society, Malaspina College Adult Basic Education, and others recruited during cook-a-thons or referred by other Agencies.

Cook-a-thons (jointly sponsored by Cowichan Community Kitchen’s and the Salvation Army) were held during 1996 with 72 Participants cooking 1105 meals at an average cost of $.50/meal.

The Program had also

- continued Community Gardening with Participants at Providence Farm
- helped found “Food Connections” in response to Participants concerns about food hampers not being readily available or adequate for families
• jointly hosted a “Nutrition & Seniors” Forum for Professionals working with seniors to identify areas of concern and need

• Helped increase the number of “Senior Friendship Lunches.” Two more area churches are now sponsoring monthly luncheons to help decrease isolation, a major risk factor for depression and malnutrition for seniors living on their own

Lori currently coordinates 12 Kitchens throughout the Cowichan Valley cooking 7,128 meals plus the Annual Christmas Bake. Average cost of meals is $3.00 per recipe (4-5 servings).

Core Funding is through the Ministry of Child and Family Development, South Cowichan Rotary, CVRD, Municipality of North Cowichan, City of Duncan, Cowichan United Way, individual Donors, and funds from Special Projects.

We have a staff of 6 Facilitators including the Program Coordinator. Our Advisory Board consists of a Public Health Nurse, Growing Together Daycare, Cowichan Women Against Violence, a Community Nutritionist, Cowichan Independent Living, Canadian Mental Health, our local MP and MLA and the City of Duncan.

We now have enough equipment to keep cupboards stocked at each Kitchen, which saves the Facilitator from packing totes to and from each Kitchen

CCK collaborates with and is supported by a wide variety of Community Agencies, Local Governments, Schools, Service Groups and small businesses.

We support Community wide Food Security and the development of the Warmland Homeless Shelter. CCK will operate a Kitchen in the homeless shelter if the clientele request one.

We now have permanent office space, a computer system, and a Community Kitchens van. We have Presentation materials such as brochures, a video, a Powerpoint Presentation to use, a Manual outlining who we are and how to start Kitchens, our own aprons, bags and recipe books for Participants use and for re-sale.

Recent Projects include a Field to Table Project which operated a Kitchen and gardens at a local organic farm for one year. This project was funded by UBCM through the City of Duncan. We also started Food For Fun – a Program for Children – in Chemainus and a Youth Kitchen in the local Community Center and have continued with smaller community gardens.

CCK actively participates in Community Events such as fundraisers, festivals, farm tours and the occasional catering event. Participants contribute a pot of chili to homeless folks once a month, an extra set of meals at each cook to a community member in need and thank you Teas and goodies to our supporters.
Code of Ethics

- Treat others with respect and dignity
- Respect that others would like to keep the information they share confidential
- Respect others’ personal boundaries
- Being a member of Cowichan Community Kitchens means you uphold the values of our philosophies in your everyday life
- Each member is to abide by the structure in place through Cowichan Community Kitchens and Hiiye’yu Lelum Society surrounding conflict resolution
- Disclose any conflict of interest
- Work in the best interests of those whom this Program serves
- Each member will adhere to the standards set out in the Cowichan Community Kitchens Terms of Reference

Code of Conduct

- All members must practice good personal hygiene
- Health and safety regulations must be adhered to when working in the kitchen or around machinery
- All members must disclose any health issues that could impact the function of a Kitchen or the health of other members
- Participate actively and constructively
- Do not speak or act on behalf of the organization without authorization
- Act honestly and in good faith and in the best interests of those we serve, of Cowichan Community Kitchens and the community
- Members will not conduct themselves in a way that threatens the life, safety, health or well being of others
- Members will not participate in any part of the Program while under the influence of alcohol or illegal drugs
- All employees shall show good judgment in selection of clothes at all times and shall dress appropriately for the occasion or work that they are performing. *For example*: revealing apparel or wrinkled or torn clothing is considered unacceptable. Personal appearance, grooming and hygiene shall not take away from the image and goals of the organization or the detriment of health and safety.
- Members will make every effort to compost and recycle and apply the concept of Reduce, Re-use and Recycle
Values and Experiences of Community Kitchen

- Access to food essentials
- Participation of all in the planning and decision making process
- The multi-dimensional character of the community members (clients?)
- People expressing their opinion

*Community Kitchens adaptation of Doctor Broken Leg’s Medicine Wheel*
Composition and Operating Procedures

Umbrella Society, Hiiye’yu Lelum (House of Friendship)

Other Programs

Cowichan Community Kitchens

CCK Program Coordinator

Advisory Committee (Community)

Steering Committee (Facilitators and coordinator)

Kitchens (Facilitators and Participants)

Kitchens (Facilitators and Participants)

Kitchens (Facilitators and Participants)

Other Programs
Hiiye’yu Lelum (House of Friendship) is the non-profit Umbrella organization Cowichan Community Kitchens operates under.

The Organization has a Board of Directors and an Executive Director to oversee all its Programs. They do our financial and legal administration and provide us with office space.

**Hiiye’yu Lelum (House of Friendship) Mission Statement**
The Hiiye’yu Lelum (House of Friendship) Society provides health, social, recreational and cultural services to promote individual, family and community self-reliance. These services address the needs and aspirations of aboriginal people and focus on well-being within a cross-cultural context.

**Cowichan Community Kitchens**
Cowichan Community Kitchens is one of many Programs under the Hiiye’yu Lelum (House of Friendship) Society

**Other Programs**
Hiiye’yu Lelum (House of Friendship) operates many other Programs such as Nobody’s Perfect, Youth Success, Families Growing Together, Healthy Children Healthy Futures and Treasure Box
The Coordinator is responsible for the overall management of the Cowichan Community Kitchens Program

Supervises staff and makes day to day decisions
May facilitate some kitchens
Reports to the Advisory Committee
Oversees financial administration
Reports to the Hiiye’yu Lelum Executive Director

The Advisory Board is responsible for providing advice, assistance and community information to Coordinator.

Roles and Responsibilities:
Meet at least twice a year
Be a connection to resources, information, ideas, skills and support
Help promote CCK in the Community
The Advisory Board is made up of a Community Nutritionist, Growing Together Daycare, Public Health Nurse from Lake Cowichan, Public Health Nurse from Duncan, Hiiye’yu Lelum House of Friendship and a representative from the City of Duncan and often local Provincial or Federal Government Representatives.

Note: with some organizations, the Board of Directors and Advisory Board are one and the same. We enjoy the benefits that both have to offer.

Decision making: by Consensus
The Steering Committee is responsible for Maintaining Values, Goals, Objectives and Philosophy, Help CCK Grow and stabilize, K.I.S. (Keep it Simple)

Steering Committee is made up of the Coordinator, the Kitchen Facilitators and the Special Projects Coordinator.

Roles and Responsibilities:
Meet at the beginning of each year to work on big picture, specific issues and Goal setting
Incorporate smaller issues in to monthly staff meetings
Strategic planning – reviewing and implementing goals, revising goals, planning funding, developing partnerships and budget strategy
Budgeting – any funds that come in get allocated by group consensus, review and implement
Budget and Scheduling
Conflict resolution – develop process and guidelines for conflict resolution follow incident report and evaluations
Outreach to organizations, participants, community and funders. Develop and implement outreach plan
Fundraising and proposal writing– plan and budget for. Outreach to proposal writers
If a Special Project is planned, and no-one is identified as being the Special Project Coordinator, the Steering Committee can nominate a person to represent that project

Decision making: By consensus

Never Doubt that a small group of thoughtful, committed citizens can change the world.
Indeed, it’s the only thing that ever had.
Margaret Mead
Core Functions of Cowichan Community Kitchens

- Operate functional community kitchens
- Provide people with the tools to realize increased self-reliant food security
- Providing an environment for personal development
- Educate members to make smart choices, in planning, budgeting, shopping, cooking, and cleaning in relation to food
- Provide opportunity to learn employment and leadership skills
- Build community relationships
- Strategic planning to meet community needs around food security
- Develop response to community needs
- Empower people with life skills to feed their family
- Promote and encourage literacy
- Promote interpersonal social skills
- Educate the general public
- Resource Development
- Consulting for other communities and organizations
- Advocate for participants
- Provide transportation for participants returning home with meals
- Give back to the community through “providing a meal to community members outside the kitchen and “Thank You” teas

Goals

- To advocate for clients
- To provide infrastructure and resources to clients to ensure self-reliant food security
- To accomplish self reliance and independence among clients and families
- That children receive proper nutrition to maximize their quality of life
- To establish life long links to positive interaction between our organization and our participants within the community
- To provide an environment for personal growth and social development.

Objectives

- Self-reliant food security
- Community cohesiveness and cooperation around food security
- Personal Growth among participants
- Reduce isolation
- Represent all social and financial variances
JOB DESCRIPTIONS

Program Coordinator

Kitchen Facilitator

Participants

Kitchen Volunteer/Helper Code of Conduct

Secretarial

Resource Facilitator
COORDINATOR JOB DESCRIPTION

The Coordinator must have a clear working knowledge of Cowichan Community Kitchens’ philosophy and mandate to maintain the Program’s sustainability, integrity and continued growth. Good interpersonal skills, the will to collaborate with other community Agencies and a passion for food and food security is essential for a successful Coordinator.

Reports to Executive Director and the Advisory Board

Coordinator Job Description:
Be the point of first contact for the community
Overall coordination of staff & program
Conduct staff interviews, evaluations, hiring and dismissals
Organize ongoing staff training
Oversee all staff member’s reports such as petty cash, mileage sheet and time sheets
Organize Staff and Advisory group meetings
Keep track of kitchen equipment
Approve any letters or information going out in respect to Cowichan Community Kitchens
Coordinate the development and implementation of a strategy for growth and sustainability
Share information and Promote Cowichan Community Kitchens within the community and with other communities
Collaborate with other Agencies in the community
Develop and maintain relationships with supporters, sponsors and owners of the Kitchen facilities
Develop new relationships in order to attain new kitchens, new members, and new contacts beneficial to Cowichan Community Kitchens
Develop and maintain relationships with Local, Provincial and Federal Government Agencies and other potential funding resources
Support community wide projects that result in increased food security

Education and requirements for Coordinator:
May be a Kitchen Facilitator
Good supervisory skills
Good multi-tasking
Good at preventing, responding to, and managing problems
A good team leader with strong organizational skills
Good Coordination Skills
Good public relations and public speaking and presentation skills
Can inspire and educate others easily
Have their own transportation and be a safe driver
Have vision, passion and the will to improve overall wellbeing of Participant group

The Coordinator is in a position of Trust and Privilege and must act accordingly
Must work within the Cowichan Community Kitchens Terms of Reference
Any medical issues must be discussed with the Executive Director and kept on file
KITCHEN FACILITATOR JOB DESCRIPTION

The Kitchen Facilitator facilitates Kitchen groups, and assists the Coordinator to maintain the Program’s sustainability, integrity and continued growth.

Reports directly to the Coordinator

Facilitator Job Description:
Facilitate one or more Kitchens per month
Develop good lines of communication between themselves and Participants as well as any kitchen volunteers / helpers
To be a source of support and advocacy for Participants
To facilitate the development of a healthy social environment for Participants
To promote, inform, and encourage Participants to make nutritious choices
To assist Participants to learn or further develop transferrable skills and healthy lifestyle choices
To encourage high self esteem among members
Maintain good relationships with those sponsors they come into contact with
Be responsible for keeping petty cash balanced at the end of each month
Hand in food subsidy reports, timesheets, travel sheets, and report Kitchen activity each month to the coordinator
Conduct verbal Participant Evaluations
Fill out Incident reports and pass these onto the coordinator
Transport equipment and food supplies to and from kitchens
Book churches and hall kitchen facilities
Ensure that the kitchen facility is left as clean if not cleaner than when arrived

Education and requirements for a Kitchen Facilitator

<table>
<thead>
<tr>
<th>Ability to work with diverse groups of people</th>
<th>Criminal record check approved by Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible with money</td>
<td>Valid Driver’s License and be a safe driver</td>
</tr>
<tr>
<td>Knowledge of Nutrition</td>
<td>Means of own transportation</td>
</tr>
<tr>
<td>Able to maintain Participant confidentiality</td>
<td>Food Safe 1</td>
</tr>
<tr>
<td>Good shopping and budgeting skills</td>
<td>Keeps hair tied back</td>
</tr>
<tr>
<td>Good communication skills</td>
<td>Behaves in a respectful way to all</td>
</tr>
<tr>
<td>Flexible, organized, team player</td>
<td>Uses appropriate language</td>
</tr>
<tr>
<td>Responsible</td>
<td>Treat the Kitchen as a gossip free zone</td>
</tr>
<tr>
<td>Good at recruiting members</td>
<td>First Aid / kitchen safety</td>
</tr>
<tr>
<td>Practices good personal hygiene</td>
<td>Good cooking skills</td>
</tr>
<tr>
<td>The ability to teach, advocate and encourage</td>
<td>Good life skills</td>
</tr>
<tr>
<td>Respect others boundaries</td>
<td>Participate in continual training</td>
</tr>
</tbody>
</table>

Facilitators are in a position of Trust and Privilege and must act accordingly
Must work within the Cowichan Community Kitchens Terms of Reference
Any medical issues must be discussed with the Coordinator and be kept on file
PARTICIPANTS
Participants are involved in all aspects of the Kitchens from planning, budgeting, shopping, cooking, making community meals and thank you initiatives. There are also opportunities for Participants to volunteer for special projects as they come along. Participants report to their Facilitator

Participant job description:

Planning meals with the group
Shopping for ingredients
Cooking meals
Use Food-Safe skills
Communicating needs and absences to the Facilitator
Paying for their share of the meals
Cleaning kitchens afterward to a standard better than you found it

Responsibilities of the Participant:

Practice personal cleanliness
Keep your hair tied back
Behave in a respectful way to other Participants and Staff
Use appropriate language
Respect others boundaries
Keep information about other participants confidential
Treat the Kitchen are a gossip free zone

Any medical issues must be discussed with the Facilitator and be kept on file

The facilitator has the right to remove any member from a kitchen at anytime at the facilitator’s discretion
KITCHEN VOLUNTEER / HELPER CODE OF CONDUCT

Volunteer / helpers are responsible to the facilitator. They are to follow the Terms of Reference for Cowichan Community Kitchens at all times. This person must be a team player, flexible and organized and must practice cleanliness and confidence.

Volunteer reports to the Kitchen Facilitator

Volunteer Helper Job Description:
Assist the Kitchen Facilitator
Assist the Participants under the direction of the Facilitator

Responsibilities of the Volunteer Helper:
Practice personal cleanliness
Keep your hair tied back
Behave in a respectful way to other Participants and Staff
Use appropriate language
Respect others boundaries
Keep information about other participants confidential
Treat the Kitchen as a gossip free zone
Work under the direction of the Facilitator
Must have a Criminal Record Check approved by the Coordinator

The Volunteer/Helper is in a position of Trust and Privilege and must act accordingly
Must work within the Cowichan Community Kitchens Terms of Reference
Any medical concerns should be discussed with the facilitator and kept on file

VOLUNTEER / HELPERS SIGNATURE     FACILITATORS SIGNATURE
__________________________________  ________________________________

DATE_____________________________     DATE_____________________________
SECRETARIAL JOB DESCRIPTION

The Secretary does the day to day administrative tasks and assists the Coordinator to maintain the Program’s sustainability, integrity and continued growth. This person must be a team player, be flexible and organized and attend all staff meetings.

Reports directly to the Coordinator

Secretary’s Job Description:

General administration such as letter writing, creating and typing the monthly newsletter
Type recipes onto Cowichan Community Kitchens templates
Maintaining the recipe book, CCK manual, brochure and other promotional items
Take minutes at meetings
Type meeting minutes and agendas
Prepare Thank You letters and other typing the coordinator requires
Prepare quarterly and annual reports, statistics and anything else requested by the coordinator
Maintain the Computer and hardware system
Type responses to mail, e-mail and web-site requests in conjunction with program coordinator
Coordinating maintenance of the web-site
Input information into computer and organize files
Assist the coordinator with financial responsibilities
Prepare information for Coordinator and Resource person upon request

Education and requirements for a Secretary:

Knowledge of and some skill in working with computers and hardware
Working knowledge of Microsoft Office programs
Organizational skills
Ability to take minutes
Good communication and letter writing skills
Good interpersonal and telephone skills
General Administration skills

Must work within the Cowichan Community Kitchens Terms of Reference
Any medical issues must be discussed with the executive director and kept on file
RESOURCE FACILITATOR JOB DESCRIPTION

The Resource Facilitator will actively assist the Coordinator to collaborate with the community and access opportunities for the sustainability and growth of Cowichan Community Kitchens. They would also research and promote food security through the promotion of the Program and its mandate within the community and to other communities.

Resource Facilitator Job Description:

Develop collaborative community initiatives
Prepare presentations and customized information packages
Assist in the promotion of the Program as an integral part of Food Security
Gather, evaluate, and analyze research statistics for presentations to potential funders
Develop material that promotes the program and Food Security
Research and access support for program sustainability, growth and special projects
Create or research opportunities for special projects
Assist the Coordinator with presentations and consulting

Education and requirements for Resource Facilitator:

Quick learner
Computer skills including visual programs
Public relations and public speaking skills
Promotional and resource development skills
Research and analysis skills
Experience in accessing resources and community collaboration
Well connected within the community

Must work within the Cowichan Community Kitchens Terms of Reference
Any medical issues must be discussed with the Coordinator and be kept on file
EVALUATIONS
Qualitative Evaluations (Verbal and/or written evaluations from Coordinator, Staff, Participants)

Participants
Evaluation done by Kitchen Facilitator
Method: Through verbal communication either one-on-one, or during Kitchens. Evaluator will write down notes and do a summary at the end of the year for CCK
Evaluation: should reflect how CCK has impacted their lives, and if there could be any improvements in the Community Kitchen Experience. It should also give an indication if we are meeting our Objectives
Facilitator will advise Coordinator of any Participants that leave the group

Staff
Evaluation done by the Program Coordinator
Method: through verbal communication and Coordinators participation at one of the Facilitators Kitchens per year. Coordinator will make a written report.
Evaluation will reflect the Facilitators job skills, if they are performing the Core Functions, if they follow Food Safe standards and how satisfied their Participants are

Coordinator
Evaluation done by the Executive Director of the Society
Method: Through verbal interview
Evaluation should reflect Job Skills, how staff feel about the Coordinator and how the Coordinator helps CCK to grow, improve, be sustainable, and achieve Goals. It should also reflect how the Coordinator communicated with the Advisory Board, interacts with community, collaborates with other Agencies and accounts for finances within their mandate

Measuring Effectiveness and Performance
- Quantitative Evaluations- Statistics from Food Subsidy Forms
- Monthly Newsletters
- Letters of support from clients and resource persons
- Increased staff
- Increased client base
- Clients obtaining employment and social skills leaving to go to jobs
Conflict Resolution Chart

**Participant** → **Facilitator**
Try to work it out with your facilitator
If the issue cannot be resolved, the Participant may contact the Program Coordinator

**Staff** → **Program Coordinator**
Try to work it out with your Coordinator
If the issue cannot be resolved, the Staff may contact the Executive Director

**Program Coordinator** → **Board**
Try to work it out with the Executive Director
If the issue cannot be resolved, the Coordinator may contact the Board of Directors
CHAPTER 2

HOW TO START A COMMUNITY KITCHEN

How to start a Community Kitchen
Initial Start-up Budget for one Kitchen
Facilitator Training
Step-by-step Facilitating a Community Kitchen
The importance of individualism
Working with Individual Needs
Dignified food and Respect for Participants
Tools, equipment and adaptive needs
Giving Back to the Community
Community Partnerships and Resources
Starting a Kitchen can be as simple as gathering a few friends together on an informal basis or as complicated as starting a non-profit organization operating many kitchens and complimentary projects. We tried to include as much information as possible and we hope you take or leave as much as you need to form a Kitchen that suits your goals and your communities needs.

How to start a Community Kitchen

1) **Identify a need.** Research who needs this, what area they live in, and how many need your Program. Is there community support for your Program?

2) **Find your Partners**
   - Contact an organization or Society that could act as an Umbrella Society for example:
     - Your local Health Center/Authority
     - Social Planning Organization
     - Canadian Mental Health Association
     - Native Friendship Center
     - Multicultural Society
     - Disability Resource Centers
   
   You should be able to find access to these organizations and Societies through your local newspaper, phone book or by contacting your local government representative. If you find a Society that might be interested in hosting your group, the first step would be to meet with their Executive Director and/or with their Board of Directors.

   OR

   You can bring together a group of people who can form into a Board of Directors and create your own Society. Examples of people who might want to be a part of forming this would be people from:
   - Local Health Center/Authority
   - community members who are passionate about what you want to do and have skills that complement each other
   - service groups

   A good Resource to contact at this point would be The Centre for Non Profit Management mailing address:
   c/o School of Public Administration
   University of Victoria
   PO Box 1700, Stn CSC
   Victoria, BC  V8W 2Y2
   e-mail: info@cnpm.ca
   phone: 250.472.5342, fax: 250.721.8849
   Website: [www.cnpm.ca](http://www.cnpm.ca)

Your choice of Partners is important to the success of your program. Make sure they share the same vision and philosophy.
3) **Discuss Partner Roles**

Discuss with these people you have gathered together how they can assist getting this Program up and running, what skills/connections they bring to the group, what type of commitment they are willing to give and discuss roles and responsibilities.

4) **Participants**

Establish where your Participants will come from and how many will be cooking.

- Optimum number of Participants per Kitchen is 6 to a maximum of 8.
- Ways to find Participants could be through word of mouth, connecting with local organizations, or through the media.
- Be aware that membership may start slowly as there is a level of trust that must be established between you and the new Participants.

5) **Find Kitchen Space**

When looking for Kitchen space. Things to keep in mind are:

- Cleanliness
- Location: how easy is it for your Participants to get there? Some of your Participants may be using public transit, walking or bicycling with the containers of food they have prepared
- The location should be wheelchair accessible
- If possible the Kitchen should be a “Food Safe” Kitchen
- The kitchen should have 2 stoves and preferably a separate sinks for food prep and hand-washing
- It will be easier for your facilitators if the kitchen has a locked storage cupboard for you to keep your equipment in

**Places you might find these Kitchens:**

- Community Halls
- Community Centers
  - Churches
  - Schools
6) **Budget and find Funding**
Create an initial Budget. We have included a sample of what we would consider an adequate starting Budget which can be adjusted to your needs. For finding the funds to cover this Budget – See Chapter 8: Funding

7) **Purchase Items Needed**
Purchase items needed. Equipment can come from garage sales, donations, or store bought as long as it is in good condition. Try to keep equipment similar to what your Participants would have in their own home. This is helpful for the transition from cooking in the Community Kitchen to their home.

8) **Practice recipes and filling out Forms & do a practice Kitchen (with friends/family),**
Practice with recipes- all recipes should be “tried and true” before they ever get used in the Kitchens. Keep them simple with low cost, nutritious ingredients that result in meals that can be frozen. Have your basic recipes and throughout the year(s), introduce new foods on occasion to expand peoples’ food experience and keep things interesting. Doing a practice Kitchen would be ideal – it could be distressing and discouraging to new Participants if you don’t know what you are doing the first time you get together.

9) **Participants**
Bring together participants and talk about what a Kitchen is like, introduce or develop your policies and procedures and start the process of the Participants developing what they want their Kitchen to be like. Letting the Participants develop their own style of Kitchen is critical to the success of your program.

10) **Start your Kitchens!**
Initial Start-up Budget for one Kitchen: This is intended as a general guide of what costs you might encounter when starting a Community Kitchen Program and operating one Kitchen for a year. You will find that it is more cost efficient to operate several Kitchens – you can adjust the Budget according to how many you want to start with. We expect that you will cost out items yourself to fit your needs and the resources you can access in your community. There are many creative ways to alleviate your costs through accepting (good quality) donations and in-kind assistance from the community.

<table>
<thead>
<tr>
<th>Examples of items you may want to Budget for a start-up and One Kitchen</th>
<th>Capital, one time expenses</th>
<th>New</th>
<th>What can you get donated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magic Box</td>
<td></td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Kitchen Equipment Box</td>
<td></td>
<td>$600</td>
<td></td>
</tr>
<tr>
<td>Fridge</td>
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<tr>
<td>Microwave</td>
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<td>$150</td>
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<tr>
<td>Large Table and chairs</td>
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<td>$900</td>
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</tr>
<tr>
<td>Aprons</td>
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<tr>
<td>Any Renovations needed?</td>
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<tr>
<td>Office Equipment</td>
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<td>$3,500</td>
<td></td>
</tr>
<tr>
<td>Compost bin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Annual Operating Expenses

| Insurance | Get quotes | | |
| Coordinator wages | | $27,500 | |
| Facilitator wages | | $3,000 | |
| Benefits? | | | |
| Travel Expense | | $1000 | |
| Workshops, Organizational Development | | $1,000 | |
| Food (Subsidy) | | $3,600 | |
| Administration | | $1,900 | |
| Honoraria | | $500 | |
| Special Events & supplies | | $360 | |
| Office Supplies/photocopy | | $500 | |

Expanded Budget descriptions next pages
**Magic Box** – non-perishable food staples, some of which are excess spices etc, from previous cooking sessions. We call it the Magic Box because “every time we think we are out of something, we find it in the “Magic Box.”

Includes: Flour: 1 kg. or less (for thickening sauces)
Baking powder; salt; pepper
Spices: Chili powder; curry powder; oregano; basil; Italian spice; thyme; paprika, season salt. (These are the most commonly used spices; spice box will be added to over time)
Cooking oil: 1 litre or less
Coffee; tea; sugar; coffee whitener(can be decided by kitchen members)
1 sm. or med. Storage Tote

**Kitchen Equipment** Box– is a box of all the utensils etc that your group will need. Includes:

- Roasting/baking pans: at least three
- Stock pots: at least one with lid, one lg. pot,
- Kettle
- Sauce pans: 1 sm. (for melting Butter) 1 or 2 lg. and med.
- Mixing bowls: 1 Xlg. 1-2 lg. 1-2 med. 1-2 sm. 4-6 Xsm
- Mixing spoons: 4-6 metal or wooden 1 or 2 whisks
- Measuring & misc.: 2 sets of measuring spoons and dry measuring cups. One 2 cup liquid measuring cup, 2 can openers 2 graters 4 potato peelers 1 soup ladle 2-3 various sized spatulas 1 tongs 1-2 potato mashers 8 cutting boards 2 lg. strainers 2 oven timers 1-2 Rubber or plastic spatulas 1-2 pastry blenders 2-4 rolling pins
- Knives: 4 lg. 4 med. 4 sm.
- Tinfoil etc: 1 roll each of tinfoil, parchment paper, saran wrap
- Linens: 2 prs. oven mitts 2 prs. pot holders at least 2 dish cloths 6-8 dish towels 2 hand towels
- Misc: 2pr of rubber gloves, spray bottle for diluted bleach, First Aid kit, hair-bands,
- Storage totes:
  1 lg. for linens. 1lg. for Equipment. May need more, depending on how much storage is available in the kitchen.
- Others (if possible): Food processor and/or chopper.

**Freezer** – we keep a freezer in our office to store donated foods or food bought in bulk
Large Table – is important as this is where we gather to eat after cooking, and is used by those who cannot stand during the cook

Aprons – A great way to make these is to connect with a local artist and have a fun workshop where Participants paint designs on their own aprons

Office Equipment- it is critical to the continued success and growth of this program to have a computer and fax/copy machine, storage cupboards and enough chairs for meeting space

Coordinator – wages base on $22hr starting wage

Facilitator – wages based on $18hr starting wage

Travel Expenses – Coordinator and Facilitators are reimbursed for gas and travel expenses

Workshops/Organizational Development- This is for the Staff to learn Food Safe, First Aid, Preserving Food, making baby food and for assistance in developing your Program

Food Subsidy – Cowichan Community Kitchens subsidizes the Participants food costs up to a maximum of 50% depending on their financial need. Food costs are not fully subsidized as this is an environment of a “hand up, not a hand out.” We do not require Participants to show proof of income or any other means test, but rely on them to honestly represent to what extent they require assistance. This has worked very well for all of the years we have been operating. Sometimes Participants request higher budget meals. If this is the case they make up the additional costs themselves.

Administration – this figure must be determined by each individual Program according to what professional assistance you need

Honoraria – we often find it necessary to compensate persons who help us throughout the year by way of honoraria, for example, a Workshop Facilitator, someone with expertise outside our skills, or participants who take on small jobs

Special Events – A huge part of a Community Kitchen is about reducing isolation and developing a support network for the Participants. Many Participants depend on their Kitchens for a social life and their group will become like family to them. Special events, such as celebrating birthdays or anniversaries help to develop this support network and are a critical part of any Community Kitchen.

Benefits – we encourage you to offer a benefit package to be able to retain employees and enable them to maintain their optimum physical and mental health
Facilitator Training

Choosing a Facilitator
When choosing a Facilitator, consider the following personality

- Someone who gets along well with others
- Flexible
- Patient
- Good listener
- Able to multi-task
- Loves food
- Is able to cope and remain calm in a hectic atmosphere

We find it most successful to promote Participants to being paid Facilitators. Watch your Participants during Kitchens, and look for those that show the qualities of a good Facilitator and the ambition to operate Kitchens on a consistent basis.

Facilitator Training

The best way to train a new Facilitator is to have the facilitator accompany you to, and participate in, several Kitchens. If you are just starting out, you may ask a Kitchen in a neighbouring community to let you join them for a few sessions to learn how a Kitchen could function.

Facilitators must have their Food Safe Certificate and should have some First Aid training, both of which should be available in most communities.

You could also connect with your local Mental Health Association, Disability Resource center as they may offer workshops that would be helpful for your Facilitators to attend.

The best place to find a new facilitator could be in one of your Kitchens. Pay attention to the Participants and see who has the qualities of a good facilitator. Encourage them and help them get the right training. It will be rewarding for everyone involved.
Steps for Facilitating a Community Kitchen

1. Pre-planning
2. Planning Meeting
3. Pre-Cook
4. At the Kitchen (the Cook)
5. Post Cook

PRE – PLANNING

- Cut out flyers
- Mental prep

What was the last cook like, – was there anything that needs to be done different? Do I need to call anyone? Who is in this Kitchen, what are their abilities and how will that impact this cook?

At which Kitchen will this be held?

- Prepare “back-up” in case a Participant forgets something (flyers etc)
- Contact Kitchen Leader (the person who calls Participants) to confirm that all Participants have been contacted
- Establish a contact person at the Grocery store if any of your Participants need additional assistance to shop
- Photocopy recipes
- Photocopy food subsidy forms
- Photocopy shopping list forms
- Get petty cash from the Bank (lots of small change)
- Book meeting space
- Pick up any food that has been donated so you can give it to Participants at the meeting
- Make sure you have extra paper, pens, money envelopes
- Log book
- Keys for meeting space
- Monitor car mileage
THE PLANNING MEETING

Planning meetings take about 2 hours. The purpose is to decide what to cook, cost out the meals and who will pick up the ingredients. It is also an important social part of the Community Kitchens program. When choosing items for the group to cook, personal preferences need to be taken into account as well as costs and availability of food items. Try to incorporate local, seasonal foods into your menu.

- Unload car
- Open Kitchen (lights, heat etc)
- Unload donated food
- Make coffee
- Set out recipes
- “check in” with Participants
- Work with Participants to choose the Recipes you will use (by vote, by what is on sale at the grocery store and by what fits within their financial means)
- Create shopping list

What’s on sale?
Who is going where?
Find ways to enable every person to participate (eg. Some need the item they are to purchase cut from the flyer and glued to a piece of paper and the exact change, as well as a contact person at the grocery store)
Give money to Participants to purchase their food item
- Work with participants to figure out what containers they need to bring to take their food home in
- Participants decide which community member they will cook for
- Clean up
- Close up kitchen
- Load car and drive some Participants home

PRE-COOK (The night before the Kitchen)...
- Defrost meat or get meat from one of your freezers
- Load car with Magic Box and Equipment
- Soak beans or other Pre-food preparation
AT THE KITCHEN (cooking)

The day of....

- Pick up those Participants that are not able to get to the Kitchen on their own
- Incorporate all the mental and physical preparation described above into planning the cook
- Tack recipes, shopping list and food safe responsibilities up on board
- Review housekeeping and food safe – hand-washing etc.
- Participants disperse on their own to do various jobs
- Cook!
- Divide food up into containers
- Eat lunch together from food prepared that day
- Sort out the money – money given to buy items, and how much Participants pay for their meals
- Clean up, mop floors
- Make arrangements to compost vegetable scraps
- Load up car
- Drive Participants home (if applicable)
- Participants are responsible for delivering the meals they have prepared to give to a community member

POST COOK - When you get home...

- Unload car
- Do laundry
- Organize paperwork and petty cash

There is no limit to what can be accomplished so long as it does not matter who gets the credit.
Miguel de Cervantes
The Importance of Individualism
Every group in Cowichan Community Kitchens is unique. Together they come up with their own name. For example some of our groups have named themselves “The Pot Heads,” “The Hot Tamale,” “The Honeymooners,(from Honeymoon Bay),” “The Red Hot Mamas” and “The Red Hot Chili Peppers.” Some are named after the organization that they are with such as “Spirit of Women,” and some are named for what their goal is such as “Healthiest Babies Possible.” These names often represent each kitchen’s style of humor and a glimpse of their identity.

Working with individual needs
- For a Participant who cannot read or count money: when going through the flyers, cut out the items he/she needs to buy, paste it on paper and write down the quantity of that item that is needed. Give the Participant the amount of money he/she needs in an envelope. Pre-arrange for the Participant to connect with a store employee who can assist them.
- For Participants who walk or bus everywhere, plan for them to pick up the lighter and easy to carry ingredients.
- If a participant does not have adequate refrigeration at home, plan for them to pick up the non-perishable ingredients.
- Sometimes a facilitator may have to take Participants shopping.
- For Participants with hand mobility challenges, a battery operated can opener works very well

Dignified Food and Respect for Participants
Participants of any Community Kitchen should only be using good quality food we would eat at home ourselves. Too often, low income persons are expected to be grateful for donated food that has aged or is of bad quality. This is detrimental to both the physical and mental health of the Participant. When selecting food, or accepting donations of food, ask yourself “would I eat this? Would my family eat this?” Health problems later attributed to poor food quality could also end up having legal implications for your organization.
Tools, Equipment and Adaptive Needs

When organizing your Kitchen, the Participants will soon learn what adaptations they will need to make in order to participate fully. They may have to sit, stand, share jobs, take breaks depending what is most comfortable for them. Some of the equipment we have found handy are:

- Battery or plug-in can openers
- Cutting boards with suction cups to hold them to the counter
- Cutting boards with prongs to hold fruit/vegetables while cutting it
- Different types of Vegetable peelers work for people with different abilities
- Table and chairs for those that need to sit while working

It is important to continue to teach participants how to prepare food by hand as well as using food processors or rice cookers, in case they end up in a situation without all the perks of a modern kitchen.

When deciding where to hold your Kitchens, check for wheelchair accessible bathrooms, easy accessible doorways, counter height and how a person would maneuver a chair around the room.

It would help to have someone with experience check out your kitchen facility to make sure it is accessible.
Giving Back to the Community

One of the important parts of a Community Kitchen is giving back to the community that supports them as well as helping others in need.

Participants give back by:

Preparing an extra set of meals each time they meet. The Participants then decide among themselves who to give these to. These meals usually go to someone in the community who is in need at that time, maybe a friend who has lost their job or someone who has been injured and cannot cook their own meals. Sometimes these meals are gifted to local individuals, church members or businesses that have assisted them in a meaningful way. This builds and strengthens a connection between Participant and supporters and gives the supporter a better idea of what the Program is all about.

Our Participants also host a ‘Tea’ once a year for the churches that offer us their kitchens – it is great fun and it has built a strong, personal bond between both sponsor and Kitchen Participants.

Cowichan Community Kitchens hosted an Apple Workshop for a local wellness group, teaching them how to preserve their harvest.

During the Field to Table project, Participants harvested and canned produce, some of which was later gifted to supporters.

Recently Participants made meals for our local Agricultural Society

At Christmas, Participants bake extra goodies to offer to supporters and present them on fancy plates.
Once a month Participants make a big pot of chili that is distributed to a local homeless group.

Participants, many who are used to being on the receiving end of assistance, feel good about being able to help out others. It is a great equalizer and connects Community and Participants. It also gets Participants thinking outside their own world. Learning about the issues in their community helps to develop a strong sense of community responsibility.
Following is a list of items that community partners and the interconnect we share with them. We always honour these community partners by way of media coverage, tax receipts and/or sometimes the Participants will cook a meal or put together a basket of vegetables for them. Building good relationships with these partners can help your program flourish and keep expenses for the Participants to a minimum.

Here is an example of how some of our partners and supporters assist Cowichan Community Kitchens

- True Grain Bakery in Cowichan Bay regularly donates Organic bread
- B. Dinter’s Nursery has donated seeds and seedlings for Participants
- Rotary has been a huge support both for monetary donations and fundraising events
- Community Individuals have supported us through monetary donations, large appliances, pretty kitchen items, fruit, local produce and small appliances
- Local Governments have been very supportive. They have assisted us with Grants in Aid, partnered with us special projects, assisted us in resourcing funding, printing cookbooks and purchasing personalized cloth bread bags. They have also helped us with in-kind donations such as employee hours and office supplies
- Farmers have donated produce
- 4H Club raised some beef, Central Tools and Accurate Air purchased this and donated much of it to our Program
- Mill Bay Food Bank and the Duncan Basket Society have donated food
- Our local Conservation Officer has donated 100 Lbs of Elk
- Local Butchers have butchered donated meat
- Valley Floors has let us use their photocopier
- Web Tec has updated our computer
- Cobble Hill Organics has donated the use of their farm, labour and Expertise for a year
- Churches have given us the use their Kitchens
- Community Halls and the local community center has given us the use of their Kitchens
- Jackson on the Moon Web Design has designed and maintains our Website

We have operated Kitchens with Providence Farm, Growing Together Daycare, Cowichan Intercultural Society, Horizons Women’s Employment Program, Cowichan Spirit of Women, Seniors groups and a Men’s group, Community Options Society, Local Aboriginal groups and many groups made up of mixed age, race, and gender.

**Inter-Agency collaboration**
Canadian Mental Health Association - we have assisted them by cooking food for homeless folks and supported them in their bid to establish a homeless shelter. Once the shelter is open, Cowichan Community Kitchens will be operating Kitchens on a regular basis. Our members have attended many of their Workshops as part of the Facilitator Training.

Cowichan Green Community – We have supported them in developing community wide Food Security and are currently supporting their Food Mapping project. Participants have received fruit from their Gleaning Program.

Cowichan Valley Independent Living – are currently operating a Kitchen in their center

Providence Farm – in the past we have had allotment gardens at their farm and have run Kitchens out of there as well.

Women’s Farmers Institute- our members have participated in workshops they have offered us.

Frances Kelsey School – a student from their film department made a video of how our Program operates.

Brentwood College – Their students researched our Program and did a presentation at their school. As a result of this, we became recipients of a substantial Grant from the Toskan Casale Foundations Youth Philanthropy Initiative.

The best relationships are when there is an opportunity for the Participants and the supporters to connect
CHAPTER  3

FORMS AND TEMPLATES

First Aid Incident Report
Incident Report
Subsidy Form
Requisition Form
Sample of Subsidy Form filled out
Shopping List Form
Sample of Shopping List Form filled out
First Aid Incident Report

This form is to ensure all proper procedures are followed after an incident has occurred. A copy will be given to the Program Coordinator

1. Date and time of incident
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Name of person(s) involved
   ____________________________________________________________________________
   ____________________________________________________________________________

3. Where the incident take place
   ____________________________________________________________________________
   ____________________________________________________________________________

4. How the incident happened
   ____________________________________________________________________________
   ____________________________________________________________________________

5. Describe the incident
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   Please attach a paper if more space is needed.
6. What First Aid was administered

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Please attach a paper if more space is needed.

7. Name of person(s) administering First Aid

________________________________________________________________________________________

_____________________________________________

8. Was 911 called?

________________________________________________________________________________________

_____________________________________________

9. Was hospitalization needed?

________________________________________________________________________________________

_____________________________________________

Date: ________________________________

Logged by: ______________________________________

Signature _____________________________:


Incident Report

This form is to ensure all proper procedures are followed after an incident has occurred. A copy will be given to the Program Coordinator.

1. Date and time of incident filed.
   _____________________________________________________________
   _____________________________________________________________

2. Name of person(s) involved
   _____________________________________________________________
   _____________________________________________________________

3. Date and time of incident
   _____________________________________________________________
   _____________________________________________________________

4. Where the incident took place
   _____________________________________________________________
   _____________________________________________________________

5. Describe the incident and involvement of person(s) listed
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   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   ___________________________________________________________
6. From the complainant's point of view what started the incident
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. What actions were taken to try and resolve this incident prior to filing a report?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. What, from the complainant’s perspective, is a resolution for this incident?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Read out to the person filing report       Yes _________       No ____________

Does the complainant understand and agree with the contents of the report     Yes______ No_______

Date: ________________________________

Logged by: ______________________________________

Signature ________________________________________:

Subsidy Form

Kitchen Name: __________________ Location: __________________

Meals Prepared: Month: __________________

1. ________________________

2. ________________________

3. ________________________

4. ________________________

5. ________________________

_____ members cooked _____ meals for ________ family members

Budget:

1. $4.00 x number of family members = ____________ ($2.00 per person)
2. $6.00 x number of family members = ____________ ($3.00 per person)

Members Present: #of family members Amount Paid

1. ______________  ________  ________
2. ______________  ________  ________
3. ______________  ________  ________
4. ______________  ________  ________
5. ______________  ________  ________
6. ______________  ________  ________
7. ______________  ________  ________
8. ______________  ________  ________
9. ______________  ________  ________

Children Present: ____________

Comments: How did the kitchen go? How was last month’s food?

________________________________________

Total Cost $____________ (Please attach receipts)

Paid by Members: $________

Paid by Community Kitchens $________

Submitted by __________________ Date: __________________
Subsidy Form Filled out

Kitchen Name: Red Hot Mama’s and Pappa’s
Location: Cobble Hill, St. John’s
Month: January 18, 2010

Meals Prepared:
1. Beef stroganoff
2. Hearty Turkey Soup
3. Turkey Noodle Casserole
4. Mac & Cheese with Tuna

8 members cooked 4 meals for 27 family members

Budget:
1. $4.00 x number of family members = $108.00 ($2.00 per person)
2. $6.00 x number of family members = $162.00 ($3.00 per person)

Members Present:

<table>
<thead>
<tr>
<th></th>
<th># of family members</th>
<th>Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maria and Bob</td>
<td>6</td>
<td>$10.50</td>
</tr>
<tr>
<td>2. Sharon</td>
<td>3</td>
<td>$5.25</td>
</tr>
<tr>
<td>3. Mina</td>
<td>5</td>
<td>$17.50 (no subsidy)</td>
</tr>
<tr>
<td>4. Terri &amp; Joanne</td>
<td>4</td>
<td>$7.00</td>
</tr>
<tr>
<td>5. Colleen</td>
<td>6</td>
<td>$10.50</td>
</tr>
<tr>
<td>6. Barb</td>
<td>3</td>
<td>$5.25</td>
</tr>
</tbody>
</table>

Children Present: 0

Comments: How did the kitchen go? How was last month’s food?
This Kitchen has a member who volunteers at the food bank and is able to bring some ingredients from there. Another member does not need the Subsidy, so she pays full price.
Because of the amount of food donated for this particular Kitchen, the members cooked 12 meals for other persons in the community rather than the usual 4.
The members paid $1.75 for 4 servings of each Recipe.

Total Cost $ 94.42 (Please attach receipts)
Paid by Members: $ 55.96 Paid by Community Kitchens $ 38.46
Submitted by Lori Iannidinardo Date: January, 2010
**Requisition Form**

Facilitators are given a Float to work with. They fill out a requisition form showing how much was spent and on what. They are then reimbursed for the balance.

Filled out copy below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>7710</td>
<td>2 Bears Cook</td>
<td>1</td>
<td>175.90</td>
</tr>
<tr>
<td>7730</td>
<td>&quot;Magic Box&quot;</td>
<td>1</td>
<td>8.15</td>
</tr>
<tr>
<td></td>
<td>C.O.H. #53.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>879.50</strong></td>
</tr>
</tbody>
</table>

**Note**: The form indicates a voided sample.
### SHOPPING LIST

**KITCHEN:** ______________________________

**DATE:** ________________________________

**MEALS PREPARED:**

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

<table>
<thead>
<tr>
<th>FOOD ITEM</th>
<th>AMOUNT</th>
<th>HAVE/NEED</th>
<th>BUY FROM</th>
<th>COST ($)</th>
<th>SHOPPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECIPE #</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
## SHOPPING LIST

**KITCHEN:** Red Hot Mama’s & Pappas  
**DATE:** January 10, 2010  
**MEALS PREPARED:**  
1. Mac & Cheese with tuna  
2. Turkey Soup  
3. Hearty Chicken Noodle Casserole  
4. Beef Stroganoff  

<table>
<thead>
<tr>
<th>FOOD ITEM</th>
<th>AMOUNT</th>
<th>HAVE</th>
<th>BUY FROM</th>
<th>COST $</th>
<th>SHOPPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken -beef bullion</td>
<td>1 - 1</td>
<td></td>
<td>Country Grocer</td>
<td>9.00</td>
<td>Joanne</td>
</tr>
<tr>
<td>mushrooms</td>
<td>8 cans or 2lb fresh</td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Tomato sauce</td>
<td>8, 8oz tins</td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Onions</td>
<td>8 - 3 - 8</td>
<td></td>
<td>Farm market</td>
<td>3.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Steak</td>
<td>12lb</td>
<td></td>
<td>Country Grocer</td>
<td>30.00</td>
<td>Joanne</td>
</tr>
<tr>
<td>Egg Noodles</td>
<td>6pk - 6pk - 2</td>
<td></td>
<td>MB Food Bank</td>
<td>6.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Sour cream</td>
<td>1l - 2</td>
<td></td>
<td>Superstore</td>
<td>6.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Macaroni</td>
<td>12c</td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Butter</td>
<td>1lb</td>
<td></td>
<td>Donated</td>
<td>0</td>
<td>Barb</td>
</tr>
<tr>
<td>Flour</td>
<td>1c - 1c</td>
<td></td>
<td>Magic box</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>4c - 8c</td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Cheese</td>
<td>12c - 12c</td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Tuna</td>
<td></td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Mush. Soup</td>
<td>4cans</td>
<td></td>
<td>Mill Bay Food Bank</td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Parmesan ch.</td>
<td></td>
<td></td>
<td>Superstore</td>
<td>10.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Veggies</td>
<td>2kg</td>
<td></td>
<td></td>
<td>6.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Turkey</td>
<td>16c</td>
<td></td>
<td></td>
<td>0</td>
<td>Sharon</td>
</tr>
<tr>
<td>Garlic</td>
<td>1.5 - 1.5</td>
<td></td>
<td>Farm Market</td>
<td>1.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Barley</td>
<td>6c - 6c</td>
<td></td>
<td>Country Grocer</td>
<td>3.00</td>
<td>Maria</td>
</tr>
<tr>
<td>Lentils</td>
<td>8c</td>
<td></td>
<td>Thrifty’s</td>
<td>3.00</td>
<td>Maria</td>
</tr>
<tr>
<td>Celery</td>
<td>2b</td>
<td></td>
<td>Farm market</td>
<td>4.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Carrots</td>
<td>16</td>
<td></td>
<td>Farm market</td>
<td>2.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Potatoes</td>
<td>2</td>
<td></td>
<td>Farm market</td>
<td>2.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Turnip</td>
<td>2</td>
<td></td>
<td>Farm market</td>
<td>2.00</td>
<td>Colleen</td>
</tr>
<tr>
<td>Peas</td>
<td>1kg</td>
<td></td>
<td>Farm market</td>
<td>2.00</td>
<td>Barb</td>
</tr>
</tbody>
</table>
Nutrition Information

Eating Well with Canada’s Food Guide (includes vegetarian eating)

Eating Well with Canada’s Food Guide First Nations, Inuit and Metis Health Guide

Meet Well Healthy Eating and Physical Activity Guidelines for Meetings, Conferences and Events – Act Now, BC

Hiiye’yu Lelum Food Policy

Online Resources and useful phone numbers

*It is difficult to think anything but pleasant thoughts while eating a homegrown tomato. Lewis Grizzard*
“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 lifestyle.”
(Food and Agriculture Organization of the United Nations, 1996).

One of the main purposes of Community Kitchens is to help participants increase food security for themselves and their families. The skills that participants learn in the cooking groups: menu planning, budgeting and cooking help families increase their ability to obtain and prepare healthy food.

Poor or unbalanced diets are either the primary risk factor, or a major contributing factor, to a host of chronic diseases such as heart disease, stroke, cancer, diabetes and high blood pressure (World Health Organization, 2003b)
Eating a healthy diet helps to decrease risk of developing chronic disease.

**Eating Well with Canada’s Food Guide:**

Eating Well with Canada’s Food Guide outlines how much food people need each day for health and the kinds of foods that are part of a healthy diet. A healthy eating plan includes a food from each food group at each meal.

The 4 Food Groups of Eating Well with Canada’s Food Guide are:

- Vegetables and Fruit,
- Grain Products,
- Milk and Alternates
- Meat and Alternates,
When planning meals with your Community Kitchen Group consider which food group the foods in the recipes you choose fit into. Discussion in the kitchen as you cook can include what foods people can add at home so the meal provides a variety of food from each food group and is a balanced meal.

**Vegetables and Fruit:**

This food group provides vitamins and minerals as well as fibre. Vegetables and fruit are usually low in calories and fat unless fat is added. When people eat a lot of vegetables and fruit every day they help to reduce their risk of developing heart disease and some kinds of cancer. The vegetable and fruit food group provides nutrients including carbohydrate for energy, Vitamins A and C, potassium, magnesium and some B vitamins like folate. The health benefits associated with eating foods from Eating Well with Canada’s Food Guide cannot be attributed to any one nutrient. It is more likely that the nutrients work together with other naturally occurring components in food to provide an overall health benefit.

The Vegetable and Fruit Food Group is the largest arc of the rainbow of CFG indicating the important role these foods play in staying healthy.

**Examples of foods in the Vegetable and Fruit Food Group:**

- Fresh, frozen and canned vegetables and fruit.
- 100% unsweetened juices and dried fruit.
- Canned Fruit. If buying canned fruit look for fruit packed in fruit juice or water.

Some foods may have the name of a fruit or vegetable in it but not be part of this food group. For example foods such as fruit candy, vegetable chips or ketchup.
Vegetable or fruit punches, drinks or beverages which contain only a small amount of real vegetable or fruit juice may be high in sugar and/or fat. These foods are not in the Vegetable and Fruit Food Group.

Canned vegetables are higher in sodium (an ingredient in salt that is linked with high blood pressure) than fresh or frozen vegetables. Discarding the liquid in the can and rinsing canned vegetables before cooking can decrease the amount of sodium you eat.

**Grain Products:**

Eating Well with Canada’s Food Guide encourages choosing whole grains for at least half of the grain products you eat each day. Grains are sources of fibre and also provide carbohydrate for energy, B Vitamins, iron, zinc and magnesium. The Grain Products food group includes cereals, pastas, rice, quinoa, bulgur, couscous, flat breads like pita or tortilla, breads and other grains.

**Milk and Alternates:**

This food group is especially important for the calcium and vitamin D it provides for healthy bones and teeth as well as Vitamins A, B12, riboflavin, zinc, magnesium, potassium, protein and in some items fat. The Milk and Alternates food group includes milk, fortified soy beverage, canned (evaporated) milk, powdered milk, cheese and yogurt.

**Meat and Alternates:**

The Meat and Alternates food group provides important nutrients such as protein, fat, iron, zinc, magnesium, and B vitamins. Foods in this food group include meat, fish, chicken, legumes such as chick peas or garbanzo beans, kidney beans, lentils, nuts and seeds, tofu, eggs, and shellfish. Eating Well with Canada’s Food Guide recommends eating meat alternates often and eating at least 2 Food Guide Servings of Fish each week.
Meal Planning:

Make sure all the parts of the meal are included: A visual way to do this is to divide the plate in \( \frac{1}{2} \) and then one half in \( \frac{1}{2} \) again.

In a Balanced meal:

- \( \frac{1}{4} \) of the plate contains protein such as chicken, fish, meat, tofu, egg, beans, peas or lentils from the Meat and Alternates food group.
- \( \frac{1}{4} \) of the plate contains starch such as rice, pasta, potato, bread, buns, cereal, tortilla from the Grain Food Group.
- \( \frac{1}{2} \) of the plate contains vegetables and fruit.

Drink milk or eat yogurt with a meal to include a food from the Milk and Alternates food group and to make it a balanced meal.

Plan your meals using Eating Well with Canada’s Food Guide

What is a food guide serving? See Eating Well with Canada’s Food Guide and Just the Basics from Canadian Diabetes Association for examples and Serving Sizes Poster.

Foods made from scratch are more economical than purchasing processed foods and are lower in sodium

Planning meals helps save time and money and ensure a variety of foods are offered through the day and week. Eating a variety of foods helps to ensure that people meet their needs for all nutrients as well as making meal times more interesting and enjoyable, a time to look forward to. Planning and shopping ahead saves time by decreasing the number of shopping trips to the grocery store.
Budget Suggestions

Meat/Alternates:

- When purchasing meat or chicken think about the number of servings per pound not just the price per pound. Depending on how much bone, skin and waste there is, a cheaper per pound price may actually cost more than a higher price per pound if there is a lot of waste.
- When buying meat purchase 100 grams (3 ounces) of meat/person. When it is cooked it will be about 1 Food Guide Serving = 2 ½ ounces
- Choose meat alternates frequently (at least 2 times each week) They are cheaper than meat, chicken, fish, are lower in fat and higher in fiber and are good sources of protein and vitamins.

Fish:

- Eat at least two Food Guide Servings of fish each week. Choose fish such as char, herring, salmon, mackerel, sardines and trout.
- Choose plain fish rather than battered or fish sticks which are more expensive.
- Canned fish is an economical choice.

See website for list of Advisories about mercury in fish.

The Eating Well with Canada’s Food Guide website offers these Planning Tips at www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/plan/index_e.html
Vegetarian cooking: Cooking Beans

You can buy legumes either dried or canned. The canned are more expensive and usually have added salt. The dried legumes are very inexpensive, but they take longer to cook. Here are some guidelines on how to cook them.

1. Always soak beans and whole peas before cooking. Split peas and lentils don’t need to be soaked. There are two methods of soaking:

   a) Cover beans or peas with water and let stand for 12 hours or overnight. Drain & add fresh water.

   b) For a quick soak, cover the beans or peas with water, bring them to a boil and boil for 2 minutes, then remove the pot from the heat and let the beans sit in the hot water, covered, for one hour. Drain & add fresh water.

2. Next cook the beans, simmering them in water in a covered pot. Then use them in your recipe. Different varieties of legumes need to be cooked for different lengths of time:

<table>
<thead>
<tr>
<th>Legumes</th>
<th>Cooking Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidney Beans</td>
<td>60 min</td>
</tr>
<tr>
<td>Lentils, green</td>
<td>30 min</td>
</tr>
<tr>
<td>Lentils, red</td>
<td>10 min</td>
</tr>
<tr>
<td>Lima beans, large</td>
<td>30 min</td>
</tr>
<tr>
<td>Lima beans, small</td>
<td>35 min</td>
</tr>
<tr>
<td>Navy (pea) beans</td>
<td>50-90 min</td>
</tr>
<tr>
<td>Peas, split (yellow/green)</td>
<td>50 min</td>
</tr>
<tr>
<td>Peas, whole (yellow/green)</td>
<td>40-60 min</td>
</tr>
<tr>
<td>Soybeans</td>
<td>3 ½ hours</td>
</tr>
</tbody>
</table>

from The Vegetarian Edge, a small cookbook from the Ministry of Health and Ministry Responsible for Seniors

Don’t shop on an empty stomach as any food looks good when a person is hungry
Handy portion guide

Your hands can be very useful in estimating appropriate portions. When planning a meal, use the following portion sizes as a guide:

**FRUITS*/GRAINS & STARCHES*:** Choose an amount the size of your fist for each of Grains & Starches, and Fruit.

**VEGETABLES*:** Choose as much as you can hold in both hands.

**MEAT & ALTERNATIVES*:** Choose an amount up to the size of the palm of your hand and the thickness of your little finger.

**FATS*:** Limit fat to an amount the size of the tip of your thumb.

---

*Food group names taken from Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management © Canadian Diabetes Association, 2005. Please refer to this resource for more details on meal planning.
Eating Well with
Canada’s Food Guide
### Recommended Number of Food Guide Servings per Day

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Children</th>
<th>Teens</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Girls and Boys</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>2-3</td>
<td>4</td>
<td>7</td>
<td>7-8</td>
</tr>
<tr>
<td>4-8</td>
<td>5</td>
<td>8</td>
<td>8-10</td>
</tr>
<tr>
<td>9-13</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>14-18</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>19-50</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>51+</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

#### Vegetables and Fruit
- Children: 4, 5, 6, 7, 8, 7-8, 8-10, 7, 7
- Teens: 7, 8, 7-8, 8-10, 7, 7
- Adults: 7, 7

#### Grain Products
- Children: 3, 4, 6, 6, 7, 6-7, 8, 6, 7
- Teens: 6, 7, 6-7, 8, 6, 7
- Adults: 7, 7

#### Milk and Alternatives
- Children: 2, 2, 3-4, 3-4, 3-4, 2, 2, 3, 3
- Teens: 3-4, 3-4, 3-4, 2, 2, 3, 3
- Adults: 3, 3

#### Meat and Alternatives
- Children: 1, 1, 1-2, 2, 3, 2, 3, 2, 3
- Teens: 1, 1-2, 2, 3, 2, 3, 2, 3
- Adults: 2, 3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in Canada’s Food Guide will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.
What is One Food Guide Serving?
Look at the examples below.

Fresh, frozen or canned vegetables
125 mL (½ cup)

Leafy vegetables
Cooked: 125 mL (½ cup)
Raw: 250 mL (1 cup)

Fresh, frozen or canned fruits
1 fruit or 125 mL (½ cup)

100% Juice
125 mL (½ cup)

Bread
1 slice (35 g)

Bagel
½ bagel (45 g)

Flat breads
½ pita or ½ tortilla (35 g)

Cooked rice, bulgur or quinoa
125 mL (½ cup)

Cereal
Cold: 30 g
Hot: 175 mL (½ cup)

Cooked pasta or couscous
125 mL (½ cup)

Milk or powdered milk (reconstituted)
250 mL (1 cup)

Canned milk (evaporated)
125 mL (½ cup)

Fortified soy beverage
250 mL (1 cup)

Yogurt
175 g (1 cup)

Kefir
175 g (1 cup)

Cheese
50 g (1 ½ oz.)

Cooked fish, shellfish, poultry, lean meat
75 g (2 ¼ oz./125 mL (½ cup)

Cooked legumes
175 mL (1 cup)

Tofu
150 g or 175 mL (1 cup)

Eggs
2 eggs

Peanut or nut butters
30 mL (2 Tbsp)

Shelled nuts and seeds
60 mL (4 cup)

Oils and Fats
- Include a small amount – 30 to 45 mL (1 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, bird and shortening.
Make each Food Guide Serving count...
wherever you are – at home, at school, at work or when eating out!

- Eat at least one dark green and one orange vegetable each day.
  - Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
  - Go for orange vegetables such as carrots, sweet potatoes and winter squash.
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt.
  - Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.
- Have vegetables and fruit more often than juice.

- Make at least half of your grain products whole grain each day.
  - Eat a variety of whole grains such as barley, brown rice, oat, quinoa and wild rice.
  - Enjoy whole-grain breads, oatmeal or whole wheat pasta.
- Choose grain products that are lower in fat, sugar or salt.
  - Compare the Nutrition Facts table on labels to make wise choices.
  - Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

- Drink skim, 1%, or 2% milk each day.
  - Have 500 ml (2 cups) of milk every day for adequate vitamin D.
  - Drink fortified soy beverages if you do not drink milk.
- Select lower fat milk alternatives.
  - Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

- Have meat alternatives such as beans, lentils and tofu often.
- Eat at least two Food Guide Servings of fish each week.*
  - Choose fish such as cod, herring, mackerel, salmon, sardines and trout.
- Select lean meat and alternatives prepared with little or no added fat or salt.
  - Trim the visible fat from meats. Remove the skin on poultry.
  - Use cooking methods such as roasting, baking or poaching that require little or no added fat.
  - If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.

Enjoy a variety of foods from the four food groups.

Satisfy your thirst with water!
Drink water regularly. It’s a calorie-free way to quench your thirst. Drink more water in hot weather or when you are very active.

* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.canada.ca for the latest information.
Advice for different ages and stages...

**Children**
Following Canada's Food Guide helps children grow and thrive.
Young children have small appetites and need calories for growth and development.
- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.

**Women of childbearing age**
All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing folate every day. Pregnant women need to ensure that their multivitamin also contains iron. A healthcare professional can help you find the multivitamin that's right for you.
- Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 food guide servings each day.
- Here are two examples:
  - Have fruit and yogurt for a snack, or
  - Have an extra slice of toast at breakfast or an extra glass of milk at supper.

**Men and women over 50**
The need for vitamin D increases after the age of 50.
In addition to following Canada's Food Guide, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).

---

**How do I count Food Guide Servings in a meal?**

Here is an example:

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert</td>
<td></td>
</tr>
<tr>
<td>250 mL (1 cup) mixed broccoli, carrot and sweet red pepper</td>
<td>2 Vegetables and Fruit Food Guide Servings</td>
</tr>
<tr>
<td>75 g (2 1/2 oz.) lean beef</td>
<td>1 Meat and Alternatives Food Guide Serving</td>
</tr>
<tr>
<td>250 mL (1 cup) brown rice</td>
<td>2 Grain Products Food Guide Servings</td>
</tr>
<tr>
<td>5 mL (1 tsp) canola oil</td>
<td>part of your Oils and Fats intake for the day</td>
</tr>
<tr>
<td>250 mL (1 cup) 1/4 milk</td>
<td>1 Milk and Alternatives Food Guide Serving</td>
</tr>
<tr>
<td>1 apple</td>
<td>1 Vegetables and Fruit Food Guide Serving</td>
</tr>
</tbody>
</table>
Eat well and be active today and every day!

The benefits of eating well and being active include:
- Better overall health.
- Lower risk of disease.
- More energy.
- A healthy body weight.
- Stronger muscles and bones.

Take a step today...
- Have breakfast every day. It may help control your hunger later in the day.
- Walk whenever you can – get off the bus early, use the stairs.
- Benefit from eating vegetables and fruit at all meals and as snacks.
- Spend less time being inactive, such as watching TV or playing computer games.
- Request nutrition information about menu items when eating out to help you make healthier choices.
- Enjoy eating with family and friends.
- Save time to eat and savour every bite!

Be active
To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 60 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

Start slowly and build up.

Eat well
Another important step towards better health and a healthy body weight is to follow Canada's Food Guide by:
- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar, or salt (sodium), such as cakes and pastries, chocolate and candies, cookies and granola bars, sandwiches and muffins, ice cream and other desserts, French fries, potato chips, nachos, and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sugared hot or cold drinks.

Read the label
- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients found in one medium-sized serving of food found at the top of the Nutrition Facts table.

Limit trans fat
When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

For more information, interactive tools, or additional copies visit Canada's Food Guide online at:
www.healthcanada.gc.ca/foodguide

or contact:
Publications
Health Canada
Ottawa, Ontario K1A 0G9
E-Mail: publications@hc-sc.gc.ca
Tel: 1-800-561-6607
Fax: (613) 941-5160
TTY: 1-800-267-0177

Également disponible en français sous le titre :
Bien manger avec le guide alimentaire canadien

This publication can be made available on request in Braille, large print, as a dictaphone and braille.
Eating Well with

Canada's Food Guide

First Nations, Inuit and Métis
# Canada's Food Guide

The Food Guide shows how many servings to choose from each food group every day, and how much food makes a serving.

### Recommended Number of Food Guide Servings per day

<table>
<thead>
<tr>
<th>Food Group</th>
<th>1-2 Servings</th>
<th>3-4 Servings</th>
<th>5-6 Servings</th>
<th>7-8 Servings</th>
<th>9-10 Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vegetables and Fruit</strong></td>
<td>4</td>
<td>5-6</td>
<td>7-8</td>
<td>7-10</td>
<td></td>
</tr>
<tr>
<td><strong>Grain Products</strong></td>
<td>3</td>
<td>4-6</td>
<td>6-7</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td><strong>Milk and Alternatives</strong></td>
<td>2</td>
<td>2-4</td>
<td>3-4</td>
<td>4-6</td>
<td>5-8</td>
</tr>
<tr>
<td><strong>Meat and Alternatives</strong></td>
<td>1</td>
<td>1-2</td>
<td>2-3</td>
<td>3-4</td>
<td>4-5</td>
</tr>
</tbody>
</table>

### Eating Well Every Day

Canada's Food Guide helps healthy eating for Canadians: two cups of dairy foods every day, one cup of milk, two cups of fruits and vegetables, and half a cup of grains. Choose a variety of foods from each group. Choose foods with less fat, sugar, and salt. Choose whole grain, low-fat and no-fat dairy foods. Choose fruits and vegetables that are fresh or frozen. Choose foods with more nutrients and less added sugars and fats. Choose foods that are good for your health. Choose foods that are good for your heart. Choose foods that are good for your teeth. Choose foods that are good for your body. Choose foods that are good for your brain.

*Health Canada provides advice for healthy eating in Canada: Choose a variety of foods from each group. Choose foods with less fat, sugar, and salt. Choose whole grain, low-fat and no-fat dairy foods. Choose fruits and vegetables that are fresh or frozen. Choose foods with more nutrients and less added sugars and fats. Choose foods that are good for your health. Choose foods that are good for your heart. Choose foods that are good for your teeth. Choose foods that are good for your body. Choose foods that are good for your brain.*
Respect your body... Your choices matter

Following Canada’s Food Guide and limiting foods and drinks which contain a lot of calories, fat, sugar or salt are important ways to respect your body. Examples of foods and drinks to limit are:

- pop
- fruit-flavoured drinks
- sweet drinks made from crystals
- sports and energy drinks
- candy and chocolate
- cakes, pastries, doughnuts and muffins
- granola bars and cookies
- ice cream and frozen desserts
- potato chips
- nachos and other salty snacks
- French fries
- alcohol

People who do not eat or drink milk products must plan carefully to make sure they get enough nutrients.

The traditional foods pictured here are examples of how people got and continue to get, nutrients found in milk products. Since traditional foods are not eaten as much as in the past, people may not get these nutrients in the amounts needed for health.

People who do not eat or drink milk products need more individual advice from a health care provider.

Women of childbearing age

All women who could become pregnant, and pregnant and breastfeeding women, need a multivitamin with folic acid every day. Pregnant women should make sure that their multivitamin also contains iron. A health care provider can help you find the multivitamin that is right for you.

When pregnant and breastfeeding, women need to eat a little more. They should include an extra 2 to 3 Food Guide Servings from any of the food groups each day.

For example:
- have dry meat or fish and a small piece of bannock for a snack, or
- have an extra slice of toast at breakfast and an extra piece of cheese at lunch.

Women and men over the age of 50

The need for vitamin D increases after the age of 50.

In addition to following Canada’s Food Guide, men and women over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).

For strong body, mind and spirit, be active every day.

This guide is based on Eating Well with Canada’s Food Guide.

For more information, interactive tools or additional copies visit Canada’s Food Guide at: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

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Hiiye’yu Lelum Food Policy

Recognizing that:

- Hiiye’yu Lelum’s Board staff and Programs are a role model and an agent for change in our community
- And that good nutrition is a vital part of our overall well-being

We have agreed to the following nutritional guidelines for all programs at Hiiye’yu Lelum:

- We will avoid refined flours (white) in our groups (this includes white bread and buns)
- We will avoid fried foods
- We will serve at least three fruits and three vegetables at each group or program (budget depending)
- We will provide an alternative to coffee mate (i.e. milk powder, cream, milk)
- We will serve only 100% juice
- Once pop, (including iced tea, Gatorade), is finished, we will switch over to 100% juice, or water. (This particularly for the youth center and fundraising meals, which sell the above drinks)
- We will provide water at all our groups

We will re-visit this policy in 3 months (end of January ’09) to see if we can refine it and make further healthy changes to the food we serve our participants.

*please make sure that all the cooks and shoppers for your program receive a copy of this policy*
Resources:

Online Resources and useful phone numbers:

**Eating Well with Canada’s Food Guide:** English, French or First Nations, Inuit and Metis and a Resource for Educators and Communicators  Website: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

**Toddlers First Steps:** [http://www.hls.gov.bc.ca/children/initiatives/toddler.html](http://www.hls.gov.bc.ca/children/initiatives/toddler.html)

**Healthy Eating, CHEAP AND EASY:**

**Eat Smart, Meet Smart – Act Now BC, planning healthy meetings, events and conferences:**

**Just the Basics from the Canadian Diabetes Association:**

**For more nutrition information:** [www.dietitians.ca](http://www.dietitians.ca) or **By phone:** Dial 811 and ask to speak to a registered Dietitian

**Cost of Eating in B.C. Report:**

**Canadian Food Inspection Agency:** [www.inspection.gc.ca](http://www.inspection.gc.ca) Basic Shelf: foods to have on hand

**Fight Bac:** [http://www.canfightbac.org](http://www.canfightbac.org)

**ActNowBC** [www.actnowbc.gov.bc.ca](http://www.actnowbc.gov.bc.ca)

**Food Safety information:** call toll free 1-866-503-7638
CHAPTER 5

FOOD SAFETY AND GENERAL INFORMATION FOR KITCHENS

Hand Washing
Four Simple Steps to Fight BACteria
Ten Easy Steps to Make Food Safe
Liquid Measure
When in Doubt, Throw it Out

Happy Birthday! Everyone is encouraged to sing the Happy Birthday Song while they are washing their hands with soap and water. This ensures that there is enough time for hands to be washed properly.
Hand washing is the most important thing you can do to help stop the spread of germs that cause illnesses such as colds, the flu, diarrhea, or vomiting.

Why is hand washing so important?
Washing your hands and your kids’ hands is the best thing you can do to stop the spread of germs. When you wash your hands it helps to remove the germs that cause illness. We pick up these germs on our hands from touching things around us such as people, animals, raw foods, pets and many objects in our daily lives. Wiping your child’s nose or changing his/her diaper is a common way to get germs on your hands. You can’t avoid getting germs on your hands, but you can reduce the chance of infecting yourself and others by knowing when to wash.

When should parents wash their hands?
You should wash your hands before or after you do things that have a high risk of either spreading or picking up germs.

Before you:
Prepare or eat food (especially raw foods)
Feed a baby or child (breastfeeding moms need to wash their hands too!)
Give a child medicine

After you:
Change a diaper
Help a child use the toilet
Use the toilet yourself
Blow your nose
Take care of a sick child
Touch pets or animals
Clean pet cages or litter boxes
Wipe your child’s nose

When should children wash their hands?
Before they:
Eat or handle food

After they:
Have a diaper change
Use the toilet
 Blow their nose
Play outdoors or in sand
Play with pets or animals

What is a good way to wash your hands?
1. Wet your hands under warm running water.
2. Scrub all parts of your hands with soap for at least 15 seconds.
3. Rinse under warm running water.
4. Dry hands with a clean cloth or paper towel.
5. If you are in a public restroom, use the towel to turn off the tap.
6. Use hand lotion after washing to prevent skin from getting sore.

Waterless hand rinses (alcohol-based) are an easy way to clean your hands. They are as good as a hand wash as long as your hands aren’t visibly dirty.

How can you wash your baby’s hands?
Wash with soap and a warm, wet, fresh towel (either paper or cloth).
Rinse with another fresh, warm, wet towel. Dry well.

Source: Canadian Paediatric Society (www.caringforkids.cps.ca)
Adapted with permission. For more HealthLink BC File topics, visit www.HealthLinkBC.ca/healthfiles/index.stm or your local public health unit.
Click on www.HealthLinkBC.ca or call 8-1-1 for non-emergency health information and services in B.C.
For deaf and hearing-impaired assistance, call 7-1-1 in B.C.
Translation services are available in more than 130 languages on request.
Control the spread of germs... Wash your hands

1. Wet your hands with warm, running water.
2. Apply soap and lather beyond wrists.
3. Rub your soapy hands together briskly for 30 seconds or more. Clean fronts, backs, webs and fingernails.
4. Rinse under running water.
5. Dry hands with a single use paper towel or hot air dryer.
6. Turn off taps with paper towel.

Wash away germs after every possibility for contamination.

Before:
- Touching food
- Eating meals or snacks
- Touching a cut or wound
- Touching animals
- Handling money playing outside
- Coughing, sneezing, or blowing your nose
- Changing babies diapers

After:
- Using the toilet
- Touching animals
- Touching a cut or wound
Four Simple Steps to FightBAC!®

Reduce the risk of food-borne illness by following these four simple steps:

CLEAN
Wash hands, utensils and surfaces with hot soapy water before, during and after preparing foods. Sanitize countertops, cutting boards and utensils with a mild bleach and water solution. Wash all produce thoroughly before eating or cooking.

SEPARATE
Keep raw meats and poultry away from other foods during storage and preparation. Keep separate cutting boards for raw meats and vegetables. Always keep foods covered.

COOK
Cook food thoroughly -- cooking times and temperatures vary for different meats and poultry. Prepare foods quickly, and serve immediately so foods don't linger at room temperatures where bacteria can grow.

CHILL
Refrigerate or freeze perishables, prepared food and leftovers within two hours. Make sure the refrigerator is set at a temperature of 4°C (40°F), and keep the freezer at -18°C (0°F).

Food Safety: Ten Easy Steps to Make Food Safe

Why Worry?
It is estimated that hundreds of British Columbians get sick from food poisoning every day. The symptoms of food poisoning include stomach cramps, nausea, vomiting, and diarrhea. The symptoms usually go away after one to three days. However, serious cases of food poisoning can result in prolonged sickness and even death. Follow ten simple safety rules to help prevent these illnesses and deaths.

Cook It!
Many foods may contain harmful bacteria, viruses and parasites. Meats, poultry, fish and eggs are some examples. Casseroles, pies, stews and other meals made with these foods can also be dangerous. You should make sure that these types of food are properly cooked before you eat them:
- Cook steaks, fish fillets and eggs to a minimum of 63°C (145°F).
- Cook pork and ground fish or meat to 71°C (160°F).
- Cook poultry; field dressed wild game, and stuffed meats to 74°C (165°F).
- Some oven thermostats are inaccurate, so you should use a meat thermometer (put into the deepest part of the food, but do not touch a bone) to make sure the proper cooking temperature has been reached.

Cool It!
Improper cooling is one of the leading causes of food poisoning. Do not leave food to cool on the counter for longer than two hours. To save cooked foods, separate large items such as roasts or soups into portions no more than three inches thick, and place in the refrigerator or freezer within two hours.

Reheating Food
Cooking does not kill all harmful bacteria. After cooking, the remaining bacteria can grow rapidly when the food is cooling and being re-heated. Therefore, you should re-heat the food to at least 74°C (165°F).

Microwave Cooking
Although microwave cooking is fast, the heat distribution is uneven. Stir or rotate food in the microwave at least once during cooking to improve heat distribution. Heat foods in the microwave to at least 14°C (25°F) higher than that recommended for conventional heating. Food reheated in microwave ovens should reach 88°C (190°F) and be allowed to stand covered for two minutes afterwards.

Avoid the Danger Zone!
Harmful bacteria can grow rapidly between 4°C (40°F) and 60°C (140°F). Therefore, foods such as meat, poultry, dairy products, and eggs must be kept warmer than 60°C (140°F) or colder than 4°C (40°F).
Do not leave food to thaw on the counter. Always defrost foods in the refrigerator, under cold running water, or in the microwave.

Protect Your Foods
Transport and refrigerate your perishable food as quickly as possible. This helps prevent the growth of harmful bacteria. Cover or wrap ready-to-eat foods and store them in the fridge above uncooked foods. Remember, always read the label for storage instructions.
Wash Your Hands
Harmful bacteria can be found everywhere. They can be picked up, for example, by petting the dog, handling the pet turtle, changing diapers or preparing raw foods, especially meats and poultry. Even healthy people can carry harmful bacteria and viruses. It is essential to wash hands properly after you use the washroom, and before you eat or handle food, particularly ready-to-eat food. Hand washing includes scrubbing all parts of your hands with soap for at least 20 seconds and rinsing them under warm water. Dry hands with a clean cloth or paper towel.

Wash and Sanitize Surfaces
Always wash and sanitize surfaces where you prepare and place foods. Many cases of food poisoning and contamination are caused by using the same cutting board, plate or utensil to prepare raw meat and ready-to-eat foods. Cutting boards, plates and utensils must always be washed and sanitized immediately before ready-to-eat foods are placed on them. Remember, wash dishcloths as well! Warm and damp dishcloths can be ideal breeding grounds for bacteria. They are often used to wipe contaminated and other surfaces. This spreads harmful bacteria to areas where foods are placed. Dishcloths must be washed well and sanitized regularly.

You can make a sanitizing solution as follows:
Mix 1/2 ounce or 1 tablespoon of 6 per cent household bleach into 1 gallon of water; or,
Mix 1 teaspoon of 6 per cent bleach into 1 litre of water.

Prepare Food
Harmful bacteria and viruses can be spread from people to the food being prepared or handled. Some of these, such as Salmonella, Hepatitis A and E.coli are then passed on to people who eat the food and get sick. Therefore, any person who gets sick and has symptoms of diarrhea or vomiting, or who has infected cuts or sores, should not be allowed to handle food in any way.

If in Doubt, Throw it Out!
Finally, do not take chances with your food. Remember, contaminated foods may not look or smell bad so if in doubt, throw it out!

For More Information
For more information on food safety, see the following HealthLink BC Files:
#59b Food Safety for Fresh Fruits and Vegetables
http://www.healthlinkbc.ca/healthfiles/hfile59b.stm

#59c Food Safety: Instructions on Food Labels
http://www.healthlinkbc.ca/healthfiles/hfile59c.stm

#76 Foods to Avoid for People at Risk of Food-borne Illness
http://www.healthlinkbc.ca/healthfiles/hfile76.stm

For more HealthLink BC File topics, visit www.HealthLinkBC.ca/healthfiles/index.stm

or your local public health unit.

Click on www.HealthLinkBC.ca or call 8-1-1 for non-emergency health information and services in B.C.

For deaf and hearing-impaired assistance, call 7-1-1 in B.C.
## LIQUID MEASURE CONVERSION TABLE

<table>
<thead>
<tr>
<th>Gallon</th>
<th>Quart</th>
<th>Pint</th>
<th>Milliter</th>
<th>Cup</th>
<th>Fluid Ounces</th>
<th>Tablespoon</th>
<th>Teaspoon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/2 fl oz</td>
<td>1 Tbsp</td>
<td>3 tsp</td>
</tr>
<tr>
<td>30 ml</td>
<td>1/8 cup</td>
<td>1 fl oz</td>
<td>2 Tbsp</td>
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<td>4 fl oz</td>
<td>8 Tbsp</td>
<td>24 tsp</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1/4 qt</td>
<td>1/2 pt</td>
<td>250 ml</td>
<td>1 cup</td>
<td>8 fl oz</td>
<td>16 Tbsp</td>
<td>48 tsp</td>
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</tr>
<tr>
<td>1/2 qt</td>
<td>1 pt</td>
<td>500 ml</td>
<td>2 cup</td>
<td>16 fl oz</td>
<td>32 Tbsp</td>
<td>96 tsp</td>
<td></td>
</tr>
<tr>
<td>1/4 gal</td>
<td>1 qt</td>
<td>2 pt</td>
<td>1000 ml</td>
<td>4 cup</td>
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<td>64 Tbsp</td>
<td></td>
</tr>
<tr>
<td>1/2 gal</td>
<td>2 qt</td>
<td>4 pt</td>
<td>2000 ml</td>
<td>8 cup</td>
<td>64 fl oz</td>
<td>128 Tbsp</td>
<td></td>
</tr>
<tr>
<td>1 gal</td>
<td>4 qt</td>
<td>8 pt</td>
<td>4000 ml</td>
<td>16 cup</td>
<td>128 fl oz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When in Doubt Throw it Out!

By Linda Dun,
Food Safety Manager, Thrifty Foods

Have you ever been asked the question “Does this food look or smell bad?” Do you know what the correct response should be? How about “when in doubt, throw it out”? Since food that can cause illness does not necessarily look or smell bad, it is up to you to ensure food is stored safely once it has reached home. Here are some tips.

> **Refrigerate or freeze perishables right away.** Foods that require refrigeration should be put in the refrigerator as soon as you get them home. Perishable foods should be refrigerated within 2 hours.

> **Keep your refrigerator and freezer at the right temperatures.** The refrigerator temperature should be at or below 4°C. The freezer temperature should be -18°C. Appliance thermometers are the best way to check.

> **Check storage directions on labels.**
Many items other than meats, vegetables, and dairy products need to be kept cold. For instance, mayonnaise and ketchup should go in the refrigerator after opening as stated on their packaging.

> **Check best-before dates or use-by dates.** If the food is past its use-by date or best-before date, don’t chance it.

> **Use ready-to-eat foods as soon as possible.** Refrigerated ready-to-eat foods such as luncheon meats should be used as soon as possible. The longer they’re stored in the refrigerator, the more chance Listeria, a bacterium that causes food borne illness, can grow, especially if the refrigerator temperature is above 4°C.

> **Be alert for spoiled food.** Anything that looks or smells suspicious should be thrown out. Mold is a sign of spoilage and can grow even in the fridge: discard moldy food.

> **Keep meat and poultry products in the original packaging.** Double bag it or put it on a plate on a lower shelf to prevent dripping onto other foods.

> **Fruits and vegetables require different storage conditions.** Some fruits do not ripen once harvested. Other fruits (e.g., apples, tomatoes, bananas) continue to ripen after harvesting because they naturally produce a gas called ethylene. Ethylene triggers the ripening process, which, in turn, produces more ethylene. Exposure to ethylene causes vegetable deterioration; therefore, fruits and vegetables should be stored separately in the refrigerator.
> **Clean the refrigerator regularly and wipe up spills immediately.** This helps reduce the growth of bacteria and prevents drips from meat, poultry, or seafood from spreading to other foods.

> **Keep foods covered.** Store foods in covered containers or sealed storage bags in the fridge, and check leftovers daily for spoilage. Store eggs in the carton, not on the fridge door, where temperatures can be warmer than the shelves.

> **Food that is properly frozen and cooked is safe.** Food that is properly handled and stored in the freezer will remain safe. While freezing does not kill most bacteria, it does stop bacteria from growing. Though food will be safe indefinitely at -18°C, quality decreases the longer it is in the freezer. With commercially frozen foods, it’s important to follow the cooking instructions to ensure safety by cooking to the proper internal temperature. Always use a food thermometer to check.

> **Freezer burn does not mean food is unsafe.** Freezer burn is a quality issue, not a safety issue, and appears as grayish-brown leathery spots. To minimize freezer burn, wrap food tightly in plastic wrap or bags or put into containers that are made specifically for the freezer.

> **Check canned or jarred foods for damage.** Do not use food from cans or jars that have swelling, leakage, punctures, fractures, extensive rusting, crushing, or denting severe enough to prevent normal stacking or opening with a manual, wheel-type can opener.

> **Don’t store food, such as potatoes and onions, under the sink.** Leakage from the pipes can damage the food. Store potatoes and onions in a cool, dry place.

> **Keep food away from chemicals.** Don’t store food, including non-perishable food, near household cleaning products and chemicals.

> **In a power outage, keep fridge and freezer doors closed.** Your refrigerator can keep food cold for about four hours if it’s unopened. A full freezer can keep an adequate temperature for about 48 hours if the door remains closed.

For more safe food storage information, go to the Canadian Food Inspection Agency website at [www.inspection.gc.ca](http://www.inspection.gc.ca). For more information on fruit and vegetable storage, go to the Canadian Produce Marketing Association website at [www.cpma.ca/en_hea_storage.asp](http://www.cpma.ca/en_hea_storage.asp).
CHAPTER 6

RECIPES

Some of our Favourite Recipes

- Bessie’s Winter Soup
- Shepherds Pie
- Favourite Beef, Barley, Lentil Soup
- Pakistani Kima
- Mary’s Hawaiian Pork
- Amy’s Chocolate Chip Cookies
- Potato – Leek Soup
- Quiche
- Salmon Loaf
- Bean and Vegetable Burritos
- Four-Bean Salad

A complete copy of our Recipe Book can be purchased through our website
www.cowichancommunitykitchens.org
BESSIE’S WINTER SOUP

Serves 12

1 Lb Ground Beef   1–796 ml Can Diced Tomatoes
2 Medium Onions, Chopped   1–5 ½ oz can Tomato Paste
4 Stalks Celery, Chopped   4 Cubes Beef Bouillon
1 Green Pepper, Chopped   2 Tbsp Sugar
2 Tbsp Oil   1 Tsp Paprika
4 Carrots, Diced   1 Tsp Salt
3 Potatoes, Diced   ¼ Tsp Black Pepper
8 Cups of Water   1 Small Head Cabbage
5 Sprigs Fresh Parsley, Chopped   (6–7 Cups Coarsely Chopped)

2. Add oil, onions, celery, and green pepper. Cook until soft.
3. Add remaining ingredients except the cabbage.
4. Combine thoroughly and simmer uncovered 15 minutes, stirring occasionally.
5. Add chopped cabbage and simmer covered for 1 hour.
6. If soup becomes too thick, add 2–3 cups of hot water.
SHEPHERDS PIE
Serves 12

10 Lbs Potatoes     1-2 Cups Corn if Desired
1 Cup Milk          Mushrooms, green peppers op.)
4 Tbsp Butter       Thyme
3 Lbs Ground Beef    Salt and Pepper
2 Onions, Chopped    ¼ Cup Flour (Maybe more)
2 Garlic Cloves, Minced 2 Beef Bouillon Cubes
2 Carrots, Chopped   2 Cups Water, Boiling
2 Celery Stocks, Chopped
1-2 Cups Peas

1. Boil potatoes until soft when pricked with a fork.
2. While still hot drain and reserve water.
3. Add Milk and butter and mash. (Add some potato water if needed.)
4. Meanwhile brown ground beef, drain any excess fat.
5. Add onions, garlic, carrots, and celery. Cook and stir until tender.
   (carrots may need to be cooked separately first.)
6. Sprinkle the flour over the meat and vegetables. Stir in.
7. Dissolve the bouillon cubes in the boiling water. Stir in. Bring to a
   boil while stirring; stir until thickened.
8. Add peas and corn. Season to taste with thyme, salt, and pepper.
9. To assemble: Put meat and vegetable mixture in baking pan and top
   with the mashed potatoes.
10. Bake in oven at 350F for 30 Minutes.
FAVORITE BEEF, BARLEY, LENTIL SOUP

Serves 12

½ Lb Ground Beef 1 ½ Tsp Salt
3 Carrots, Chopped ½ Tsp Pepper
1 Onion, Chopped 8 Cups Water
3 Stalks Celery, Chopped ½ Cup Barley
1 Clove Garlic, Minced 1 Cup Lentils
1 Tsp Each Basil and Thyme 1- 796 ml Can Diced Tomatoes
1 Bay Leaf 2 Beef Bouillon Cubes

1. In a large soup pot brown ground beef. Drain the fat.
2. Add the onion, celery, and garlic and cook until soft.
3. Add the herbs, salt, and pepper. Mix in.
4. Add the water (to save time can boil water first).
5. Stir in barley, lentils, carrots, Tomatoes, and bouillon cubes.
6. Bring to a boil. Stir to mix up the lentils and barley.
7. Turn down heat and boil gently for about 1 hour. Adjust seasoning to taste.
PAKISTANI KIMA

Serves 4

3 Tbsp Butter
1 Onion, Chopped
1 Garlic Clove, Minced
1 Lb. Ground Beef or Chicken
1 Tbsp Curry Powder
1 ½ Tsp Salt
Dash of Pepper

2 Potatoes, Diced
2 Cups Frozen Peas or Green Beans
½ Tsp Cinnamon
2 Cups (16oz Can) Diced Tomatoes
2 Tsp Minced Ginger
1 Tsp Tumeric

1. Put butter in a skillet over medium heat add the onion and garlic. Cook until soft.

2. Meanwhile in a larger skillet cook ground beef until well browned. Add the onion and garlic mixture to the ground beef.

3. Stir in Curry powder, salt, pepper, potatoes, peas or beans, tomatoes, cinnamon, ginger, and turmeric. Cover and Simmer for 25 minutes or until cooked.

4. Serve with rice.
MARY’S HAWAIIAN PORK
serves 12

2 Lbs Pork Shoulder, Cut In 1” Cubes
2 Carrots, Sliced
3-6 Green Peppers, Cut in 1” Pieces
2-3 Onions, Cut in 1” Pieces
8 Celery Stalks, Cut Diagonally in 1” Pieces
Oil, for browning

2 Cans Pineapple Chunks in Pineapple Juice: add water to bring juice to 1 ½ Cups
¾ Cup Sugar
½ Cup Cornstarch
½ Cup Soy Sauce
1 ½ Cups Vinegar
4 Chicken Bouillon Cubes
3 Cups Hot Water, Melt Bouillon Cubes in Water First

Served with Rice
2. Add carrots, peppers, onion, and celery, plus 2 Tbsp hot water. Stir fry until vegetables are tender crisp.
3. Sauce: Combine cornstarch and sugar in a saucepan. Blend soy sauce, pineapple juice, 3 cups chicken bouillion and vinegar. Cook over medium heat, stirring constantly, until thick and clear.
4. Pour over meat and vegetable mixture.
5. Add pineapple chunks. Cover and simmer five minutes.
AMY’S CHOCOLATE CHIP COOKIES

Makes About 40 Cookies

1 Cup Butter  ½ Tsp Baking Powder
1 Cup Brown Sugar  1 Tsp Salt
1 Cup White Sugar  ¾ Cup Chocolate Chips
2 Eggs  ½ Cup Walnuts
2 Tsp Vanilla  ¼ Cup Sesame Seeds
2½ Cups Whole Wheat Flour  ½ Cup Sweet Coconut
1 Tsp Baking Soda  ½ Cup Sunflower Seeds

1. In a large bowl cream together butter, and sugars.
2. Add eggs and vanilla and beat thoroughly.
3. Sift dry ingredients together and beat into creamed mixture.
4. Mix in nuts, chocolate chips, seeds and coconut into batter.
5. Drop by spoonfuls onto ungreased cookie sheet.
6. Bake at 350F for 8 – 10 minutes.
7. These cookies are a good source of protein.
POTATO – LEEK SOUP

Serves 4-6

3 Large Potatoes, Scrubbed and Cut into 1-Inch Chunks
Optional: Snippets of fresh herbs (Thyme, Marjoram, Basil)

3 Cups Washed Chopped Leeks ¾ Tsp Salt

1 Stalk Celery, Chopped Dash Pepper

1 Large Carrot, Chopped ½ Cup Stock or Water

4 Tbsp Butter 3 Cups Milk

1. Put butter into a saucepan over medium heat. Add Potatoes, Leeks, celery, and carrots. Cook the vegetables, stirring occasionally until the butter has coated all the vegetables.

2. Add salt.

3. Add the stock or water and bring to a boil. Then cover and reduce heat to a simmer. Cook until the potatoes are soft (20 to 30 minutes). Check moisture level occasionally. You may need to add a little extra stock or water, if it gets too low.

4. When potatoes are tender, remove the pan from heat, and puree its contents in the milk (use a blender, or a food processor fitted with the steel blade). Make sure the mixture is utterly smooth. Return to saucepan.

5. Add optional herbs if using. Add salt and pepper to taste.

QUICHE
Serves 4

¾ cup Grated Cheddar Cheese  3 Eggs, Beaten
1 Tablespoon Flour  ¾ Cup Milk
1 ¼ Cups Chopped Onion  ½ Teaspoon Salt
2 Tablespoons Butter  Freshly Ground Pepper
9 inch Unbaked Pie Shell

Alternatives if desired:
1 Cup Chopped Ham  ½ Chopped Red or Green Pepper
1 Cup seeded Diced Tomatoes
1 Pkg. Frozen Chopped Spinach, Thawed, Excess Liquid Squeezed Out
1 Cup Chopped Broccoli
1 Cup Sliced Zucchini

1. Sauté onion in butter until softened.
2. Mix grated cheese with flour and speed in pie shell.
3. Spread sautéed onion mixture over cheese.
4. Combine eggs, milk, salt, and pepper.
5. Pour over cheese/onion mixture.
6. Bake at 350 degrees F (180 C) until set, approximately 30 minutes.
SALMON LOAF

Makes 1 Loaf

2 Cans Salmon  Dash Salt and Pepper
2 Eggs  Dash of Worcestershire Sauce, if desired
½ Cup Celery, Finely Chopped  1 Cup Soft Bread Crumbs (Torn From 2-3 Slices Of Bread)
½ Cup Onion, Finely Chopped

1. Mash Salmon, Liquid and bones in a bowl.
2. Add everything else and blend well.
3. Put into a lightly greased casserole or loaf pan.
4. Bake in oven at 350F for 40-45 minutes or until top is browned.
BEAN AND VEGETABLE BURRITOS
Serves 5

1 Tsp. Vegetable Oil  1 Tsp. each Dried Oregano and Cumin
2 Medium Onions, Chopped
3 Garlic Cloves, Minced  1 ½ Cups Salsa
1 Sweet Green Pepper, Chopped
1 Can (14oz.) Re-Fried Beans
1 Cup Finely Diced Zucchini  5 10” Tortillas
1 Large Carrot, Grated  2/3 Cup Shredded Cheddar
2 Tbsp. Chili Powder  Cheese

1. In nonstick skillet, heat oil over medium heat; cook onions, stirring occasionally, for 3 minutes.
2. Add garlic, green peppers, zucchini and carrot; cook, stirring often, for 5 min. Stir in chili powder, oregano and cumin.
3. Stir 2/3 cup of the salsa into refried beans. Spread about 1/3 refried bean mixture in thin layer over each tortilla, leaving about 1” border; cover with vegetable mixture. Roll up each tortilla and place seam side down in lightly oiled 13x9” baking dish.
4. Bake in 400F oven for 15 minutes. Sprinkle with cheese and bake for 5 minutes longer. Serve with remaining salsa.
FOUR-BEAN SALAD

Serves 6

1 Can (16oz) Green Beans, Drained ¾ Cup Slivered Green Pepper
1 Can 16oz) Wax Beans, Drained 8 Green Onions, Sliced
1 Can (16 oz) Garbanzo Beans, Rinsed and Drained ¾ Cup Sugar
1 Can (16oz) Kidney Beans, Rinsed and Drained Splash of White Vinegar (Optional)
½ Cup Apple Cider vinegar
½ Cup Vegetable Oil
½ Tsp Salt

1. In a large bowl, combine all of the beans, green pepper, and onions.
2. In a small bowl, combine remaining ingredients.
3. Stir until sugar dissolves.
4. Pour vinegar sauce over bean mixture.
5. Cover and refrigerate.
CHAPTER 7

ADMINISTRATION OVERVIEW

Because of the complex nature of administration and need for individuality for each organization, we will just make a brief statement about each aspect and point you in the direction of where to find information and assistance in setting up your organization. We advise you to hire someone with experience to guide you. Helpful information can be found at:

- A Social Planning Organization or other non-profit organizations in your community
- A Community Futures Organization [http://www.communityfutures.ca](http://www.communityfutures.ca)
- The Center for Non-Profit Management [www.cnpm.ca](http://www.cnpm.ca)
- Your phone book – look for Consultants who specialize in this sector

Monthly Newsletters

Annual Reports

Financial Statements and Accounting

Board Development/Lawyer

Human Resources

Tax Receipts

Statistics

Insurance
Monthly Newsletters

We recommend that you summarize how each month went in a friendly monthly newsletter. This can be sent out to your supporters, staff and be kept on file for reference.

Here is an example of one of our Newsletters

June found Community Kitchens wrapping up for the summer. We had quite a busy year, the four of us who participated in the Health Fair had a great time and were grateful to be included. Members also participated in a fundraiser for the Rotary Club, as mentioned in the last newsletter, where they debuted our new Cook Books and uniforms, these are aprons with the Community Kitchens logo. This year we also had tote bags made with our logo and a recipe on them for our members to use to take bread home in, as we are trying to reduce the use of plastic bags.

We won $5,000 from the Brentwood College Toskan Casale Foundations Youth Philanthropy Initiative (YPI), students Kristen, Alex and Michael picked our Community Kitchens as their project. They made a video for us for future fundraising, the Cobble Hill group The Red Hot Mamas and Papas were taped for the video. We haven't seen the video yet but we're sure they made us look good.

The Groups who use St. John's Church on Jubilee had their annual thank-you tea in March. 3 staff and 5 members served 60 people. This year The Red Hots also served a thank-you tea to 100 parishioners at Cobble Hill's St. John's

Anglican Church on June 7. They were very grateful and the group enjoyed them-selves so I am sure it will be an annual event. Lori also sent a thank-you card and a plate of cookies to Della from Dinters for the lovely vegetable plants they donated to our members.

Red Hot Mamas and Papas cooked chili for the Meals on the Mound in May and they wrapped up for the year with a little smorgasbord of the four meals they cooked.

Chili Peppers finished off their year with a meal of burritos and cucumber soup. They will be getting back together in August to make chili for the Meals on the Mound.
The Honeymooners and the 2 Bears each made 25 servings of chili for the June 17 Meals on the Mound. The Honeymooners had their usual drop in visitors for lunch on their last day, they served chili.

The Youth Kitchen at the Chemainus Neighborhood House ran from January to mid-June and met once a week. The participants were 11-14 year olds, and the average group size was 6. They had a lot of fun learning cooking skills and making teen favourites like pizza, burritos, and wonton soup.

Food For Thoughts wrapped up their year by cooking chili for the Meals on the Mound which will be delivered in July.

The Recipe Seekers have not finished yet, they will be getting together in July to make their September contribution to the Meals on the Mound and 2 salads for themselves.

Unfortunately the Spirits could not cook in June due to a scheduling problem.

They will not be cooking until September.

We would like to close the news portion with a very heartfelt thank-you to Mark for all the help he has given us with the computer. Hopefully I won’t forget what little I've learned over the summer.

I am including a short recipe that Chili Peppers prepared this month. It’s a cold soup that is quite refreshing for summer. It tastes best if eaten fresh (an hour or two in the fridge is sufficient for chilling).

**CUCUMBER YOGURT SOUP**
*Serves 4*

2 cucumbers, peeled, seeded and chopped
1/2 cup chopped onions
1 1/2 cups plain yogurt

1. In a food processor or blender, process cucumbers and onions until smooth.
2. Blend in yogurt and stock. Season with salt and pepper to taste.
3. Transfer to bowl; cover and refrigerate until chilled.
4. Sprinkle with dill and serve.
Annual Reports
Every year your organization will prepare an annual report summarizing the year, showing your financials and goals for the upcoming year. Include pictures and reports from your Facilitators.

Financial Statements and Accounting
Should be handled by someone with experience and/or an outside firm. You will need someone to do the day to day book-keeping and someone to do your Year end accounting. Usually book-keeping is done by the Coordinator or an individual hired to handle your finances. Sometimes your book-keeper and accountant can be the same person.
When hiring a book-keeper, you will want references and to check their credentials as well as a criminal record check. Ask them if they have experience with non-profits and can use computer accounting software.
When hiring an accountant, ask if they are familiar with non-profits, do they have experience with performing audits, income taxes and registered charitable status?

Board Development
When developing your Board of Directors, bring together people who are passionate about your Program, are representative of the diversity in your community and who have complimentary skill sets such as accounting, marketing and personnel experience. It is in the best interests of your organization to find ways for your Board of Directors to take courses and have facilitated group sessions to keep up to date and working together smoothly.
The Board and Organization should also be well insured.
One Resource for Non-profit information and development is:
The Centre for Non Profit Management c/o School of Public Administration
University of Victoria PO Box 1700, Stn CSC Victoria, BC  V8W 2Y2
e-mail: info@cnpm.ca, phone: 250.472.5342, fax: 250.721.8849, Website: www.cnpm.ca

Lawyer
You may want to ask for assistance with some aspects of developing a Society from a lawyer. Some good advice in the beginning can be helpful in the long run. Again, make sure they have experience with non-profit organizations.
Human Resources
Payroll, Hiring, firing and training staff should be handled sensitively, and with some knowledge around Labour Relations Standards. A helpful Canadian Link is: www.labour.gc.ca
Monthly Staff meetings are important to deal with Staff Requisition forms, to check in about how the Kitchens are going and to work on small Steering Committee items.
The Steering Committee should meet at least once a year to strategize how they will meet goals and objectives and to further discuss and develop the direction of the Program.

Tax Receipts
If you have Charitable Status, you may be able to write tax receipts for some donated items or funds. The donor can sometimes use this receipt as a deduction on their income taxes. Get them to check with their accountant before relying on this.

Statistics
Keeping good statistics of your kitchens will be helpful when requesting funding and promoting your organization. This is also provides a way to be accountable to your Sponsors.

Insurance
Make sure your Board of Directors and your organization is well insured. Meet with several insurance companies who have experience with non-profit organizations.

Check with your accountant for details of what, or if, you can write receipts for.
CHAPTER 8

FUNDING SOURCES

Local organizations, service groups, non-profits, social organizations and schools

Networking

Local Government

 Provincial Government

 Federal Government

 Corporate and other resources

 Internet Resources
**Seed Funding**
To start your Program, it is helpful to find what is called “seed funding.” This is funding to get you to the point where you can access regular or funding from larger entities.

**Local organizations, service groups, non-profits, social organizations and schools**

Connect with your local Rotary, Lions, or other service groups in your community. Ask if you can do a presentation of your Program. They may want to support you. It is helpful to research what they are all about ahead of time, to see how you fit into their mandate.

Connect with other non-profit organizations in your community. Would their clients be interested in having a Kitchen group? Would they want to be an umbrella organization or partner with your Program? If you are forming your own organization, would they be interested in having someone from their group sitting on your Board of Directors? Is there any way that they can assist you with in-kind donations such as photocopying, office space, office assistance etc?

**Networking**

Go to as many community events as you can and connect with anyone who might be interested in your organization as funders, participants, partners or people with skill sets that could assist you. Food security groups, farmers, schools, nurseries, food banks, the list is endless. Connect with them and make sure they know what you are doing and how to contact you.

**Local Government**

- Call your local Government – contact staff at City Hall, or a Councillor and ask if you can do a presentation for them. Chat with a Councillor ahead of time. How can they assist you? What information do they need to assist you? Bring information supporting the need for your Program to your meeting with them. Sometimes it is enough just to let them know what you are doing, and maybe down the road, they might find a way to support you.

- [www.civicnet.bc.ca](http://www.civicnet.bc.ca) is a good website to browse and see what resources are available to communities in British Columbia. Your local government may want to apply for one of these grants on your behalf

- Your local government can also apply for a Grant on your behalf through the Union of British Columbia Municipalities. Look up their Community Health Promotion Fund at [http://ubcm.ca/EN/main/funding/healthy-communities/community-health-promotion-fund.html](http://ubcm.ca/EN/main/funding/healthy-communities/community-health-promotion-fund.html)
Provincial Government Resources

- Contact your Community Nutritionist at your Local Health Authority – they could be your main source of support and information. Ask about the Community Food Action Initiative or BC Healthy Communities Program.
- Contact your local MLA

Federal Government

- Contact local MP and ask about funding sources and if they would support a program like yours, and if there is any Federal funding available

Corporate, and Other Resources:
The Internet is a great place to start research for corporate funding, Foundations and other resources for your Program.
Most Corporations and major businesses in your community will have some funds set aside to support non-profit community initiatives. Talk to their Community Representative and ask how they might participate or assist with your project. Ask if you can come to one of their meetings and do a presentation of your Program. Most of these businesses have a “community responsibility” section on their Websites as well.
Here are some places to start looking for funds:

Seed Grants:
BC Healthy Communities – [www.bchealthycommunities.ca](http://www.bchealthycommunities.ca)
Mailing address: 525 Government Street, Victoria BC V8V A08
Telephone (250) 356-0930  Fax : (250) 356-5119

Online Resources:

Charity Village : [www.charityvillage.com](http://www.charityvillage.com)

Vancouver Foundation:  [www.vancouverfoundation.bc.ca](http://www.vancouverfoundation.bc.ca)
Suite 1200, 555 West Hastings St., Box 12132, Harbour Centre, Vancouver,
BC Canada V6B 4N6  Tel: 604.688.2204, Fax: 604.688.4170
Email: info@vancouverfoundation.ca

For Farm/Garden type projects:
Farm Credit Canada - [www.fcc-fac.ca](http://www.fcc-fac.ca)  Corporate Office
1800 Hamilton Street, P.O. Box 4320, Regina, SK, Canada S4P 4L3
Phone: 306-780-8100  TTY Phone: 306-780-6974
Office Hours: M-F: 07h30-17h00
Community Investment:
General E-mail: cocommunity@fcc-fac.ca

One of the best things you can do is to get on many different e-mail lists connected to potential funders and other non-profits. This way you get notified as soon as new funding opportunities come available.
Proposal Writing

Some tips for writing proposals:

- Research the Grant criteria, the Foundation or sponsor
- Does your Program really fit what they are interested in?
- Find out what and who they have granted funds to before
- Call the sponsor – sometimes a chat and developing a relationship can lead to tips on what will really interest the Foundation and can go a long way to getting your application approved
- If you can, talk to other organizations that have received funds from this sponsor – what was their experience?
- Be clear in what you are asking for
- Partnership and collaboration with other agencies in your community is usually a requirement by Foundations. Cultivating good relationships with other agencies ahead of time will help you here
- Research information that supports a Program like yours (such as the quote below)
- Make sure you have included funds to do an evaluation of the project to the extent that the Funder is expecting
- How /or will the project be sustainable?
- Make your proposal neat, tidy and professional looking – it’s always good to have someone proof-read it before you send it in
- Get it in on time!

“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 lifestyle.”

(Food and Agriculture Organization of the United Nations, 1996).
CHAPTER 9

PROMOTING YOUR PROGRAM

Develop Program Identity
The Blurb
Logo
Brochure
Saleable or Promotional items
Community Events
Media
Powerpoint Presentation/Video
Presentations – what should they be like?
Website
Develop Program identity
When developing your Program and/or Organization, write down what your Program is all about. What is your philosophy? How will your program look like next year, or in 5 or 10 years? What do you want to accomplish? What are your strengths? Who do you want to attract to your Program?
Once you have developed this you can use this as a guide for making decisions and for your promotional materials. You can strengthen this identity by making sure that media coverage is consistent and your actions as an organization are consistent.

The Blurb
Write up a short blurb (no longer than ¾ of a page) about who you are and what you do. This can be used as the foundation of promotional correspondence. Just tweak it or add to it to fit whatever you want to promote at the time. Keep it up to date for those times someone wants information quickly.

Logo
Check with your local print shop or artists and see if you can come up with a logo that speaks to your organizations identity. It is helpful if it is a simple design and not too many colours. This makes it easy to reproduce and less expensive to get printed for future projects. This logo can be put on everything that leaves your office – letterhead, e-mails, brochures, recipes, and any promotional items.

Brochure
As well as a “blurb,” do up a colour Brochure to hand out. Keep them on you at all times.
Example Next Page

Saleable or Promotional Items
Recipe books
Once you are established and have a series of favourite recipes, you can put together a recipe book to raise funds. We have found it quite successful for both raising money and promoting our Program.

Aprons/grocery bags
These are two more items that could be printed with your logo, and one of your favourite recipes.
HOW DO I JOIN?

Community Kitchens operate from a number of locations throughout the Cowichan Valley. Chances are you will find a group near your home.

To find out more, or to join a group call…..

Cowichan Community Kitchens
Phone: 748-2242 ext 134
Fax: 748-2238
Email: ck.hofi@shawcable.com

Visit us on our Website
www.cowichancommunitykitchens.org

Mission Statement
A Community Kitchen is a safe, empowering environment where diverse groups of people can come together to learn and share skills of budgeting, planning, shopping, and cooking healthy meals to take home to their families.

Cowichan Community Kitchens

Telephone:
748-2242 ext 134

Serving the Cowichan Valley, BC

Give a family food, you feed them for a day
Teach a family to cook, you feed them for generations.

Short on food?
Money tight?

Save Money
Make Friends
Provide Nutritious Meals
Have Fun Cooking!
### What are Community Kitchens?

A Community Kitchen is a small group of people who gather once a month to prepare 3-5 meals for their families.

Cooking may take place in a public kitchen such as a church, fire hall, community centre, or even a home kitchen.

A group leader assists with planning meals, shopping and cooking.

Group members decide which recipes to prepare, share the costs, shop and cook together.

Each kitchen is unique. Usually 5-8 adults cook 4-5 meals to take home to everyone in their family for good healthy meals that cost approximately $3.00 per family member for each meal.

### Community Kitchen Philosophy

Community Kitchens offer participants an opportunity to save money and time in a supportive environment.

The kitchen is positive and increases confidence and empowers many participants. In addition to stretching food dollars, shopping, sharing recipes and culinary skills, participants value the bonds that form within the groups.

### How do Community Kitchens work?

Group members usually gather twice each month.

The first get together is a short planning session. During this time, the group:
- Decides on recipes
- Makes a shopping list
- Calculates the cost of the groceries
- Determines who will do the shopping

The second meeting is on the cooking day. It is usually the same day the next week after the planning session. At this time the group members:
- Share the cooking
- Divide the food to take home
- Clean the kitchen
- Set date for next session

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Call 250-748-2242 for more information

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Cowichan Community Kitchens Cookbook
Only $12.00
Call: 250-748-2242
Community Events
Participate in Community Events such as food festivals, farm tours, farm markets, and any other events where you could showcase your Program and connect with future Participants and/or supporters of your program. When you do participate make sure your logo is showing all the time, that you have information available to give out to people such as a brochure and that the message you are getting out there is consistent.

*Cowichan Community Kitchens Program Coordinator, Lori Iannidinardo hosting a booth at a local Farm Tour.*

*Funds raised at the Farm Tour event by the Rotary was used to purchase two new stoves.*

Media
A good working relationship with your local newspaper and television station is essential. They are the people who can help you get your message out at little or no cost to you. When working with local media, take a news release with you outlining the facts you want presented, the message you are trying to relay, and your contact information. Photos are great. Think ahead - appropriate clothing, take props (a basket of veggies, some meals, something to symbolize your news event) and make sure everyone who is to be in on the photo is on time. Some local media have free space where you can advertise your Program and contact information.
**PowerPoint Presentation/Video**
We recommend you develop a Powerpoint or Video presentation for potential funders/supporters or to take with you to Events. It has been our experience that people have difficulty grasping the true value of Community Kitchens until they either experience it in person or see photos or videos. You will find our presentations in the front envelope of your Cowichan Community Kitchens Manual or on our website. Make sure that you have written permission from all Participants shown in photos etc before using them in presentations.

**Presentations – what should they be like?**
When presenting to a potential funder, keep it simple, try to describe how your Program works from beginning to end. Bring “success” stories of how your Program has helped or will help Participants, and the overall benefit your Program will bring to your community. Describe how you collaborate and network with other Agencies within your Community. If you are asking for something, be clear about what you want, how the funds will be spent, and how you will account for or evaluate how the funds are spent.

**Building Relationships**
The continued success of your Program will be determined by the quality of relationships you develop with funders and other partners in your Community. You can cultivate these relationships by always looking for ways to collaborate with others and to operate your Program in a way that is open. Share what you learn with others. Above all, be honest and straightforward with everyone – your reputation will determine the success of your Program.

**Website**
We have had great success with our website – requests from new Participants, donations, getting our message out to the community and sharing what we have learned with others. Check it out! [www.cowichancommunitykitchens.org](http://www.cowichancommunitykitchens.org)

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*One of the very nicest things about life is the way we must regularly stop whatever it is we are doing and devote our attention to eating.*

*Luciano Pavarotti and William Wright, Pavarotti, My Own Story*
CHAPTER 10

PROJECTS THAT COULD ENHANCE YOUR COMMUNITY KITCHEN

Complimentary Projects such as:

- Field to Table Project
- Food For Fun
- Gardens
- Social Activities
Field to Table Project

Field to Table is an example of a project initiated by Cowichan Community Kitchens that enhanced the entire Program and was an exercise in community and local Government collaboration.

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Produce Yields
Job Description for Mentor and Driver
First Day at the Farm, February, 2007
Outline of the Project

Project Partners: The Proposal for this project was submitted by the City of Duncan to the Union of British Columbia Municipalities. We partnered with the Vancouver Island Health Authority, Cowichan Valley Independent Living Resource Center, Cobble Hill Organics, Canadian Mental Health Association, Cowichan Community Center, Master Gardener volunteers from the University, and many small businesses and individuals who supported us for the little things that added that special touch to this Project.

Time-line: 1 year

Location: Cobble Hill Organics, a local family run farm

Goals:

- Build capacity for future collaboration between local Government, Health Authorities, Agricultural community, social service agencies and individuals
- Increase Participants fruit and vegetable intake and exercise
- Assist participants in building skills and abilities in healthy eating
- Strengthen the budding relationship between the City of Duncan, Cowichan Community Kitchens, and the First Nations Community
- Develop an innovative program to attain and manage Food Security
- Increase social integration and acceptance for marginalized persons
- Increase individual abilities – social, literacy, budgeting, nutrition, exercise, cooking, self-sustainability (learning to grow their own food, and where food comes from), economic sustainability/independence, team and work building skills.
- Develop a Community Kitchens Manual that describes how to start a Community Kitchens
How it worked:

- All Community Kitchens Participants were offered the opportunity to be a part of this Project on a first come first serve basis. Once we had a group of 10, we kept a waiting list. Project partners were also asked to keep a list of persons who were interested. We found that the number of participants fluctuated, so keeping a list of people to take the place of others who could no longer participate was helpful.
- Every Tuesday at 8:30, a driver picked up volunteer Participants at a central location and drove them to the farm.
- There were approximately 10 Participants. We learned that this was a good size group to work with. Another option we discussed was that if this was too many people at once, we would adapt so that we have a group of 5 on two separate days.
- The Farm owners and Participants decided as a group what they wanted to plant.
- As participants only went out to the farm once a week, the farm owners maintained and watered the produce. We also had the expertise and assistance of several master gardeners who participated most Tuesdays.
- Each morning everyone participated in warm-up stretches. We had a physical therapist and a body ergonomics specialist come out to the farm and teach the group a series of exercises that would help prevent injury while doing farm work.
- The participants then worked in the garden or in the kitchen for 3 hours.
- At noon, everyone came into the Kitchen for a huge lunch. The food that was harvested that day was either the main lunch or incorporated into the lunch menu, depending on what was available. Lunch was a great time to discuss the day and what is going on in each others lives. Sometimes we invited guests, such as local Government representatives, people from other projects, reporters and community persons interested in the project. We offered that they could come and work with us and/or come for lunch. This was well received by both guests and Participants.
- Produce was dispersed in two ways. We started with one Participant whose job was to divide up the produce into bags for each person. Another option we tried was to put bins of produce all in a row and each Participant would pick the items that they wanted to take home.
- Food grown with the assistance of the Participants was dispersed in the following order Farm Participants and owners, other community kitchens and the food bank.
- At one time we had an abundance of beets, so one Tuesday everyone met at a local commercial kitchen and canned 30 jars of beets.
- Other times the group went to other farms and gleaned fruit or produce that was offered to them.
- We discussed the option of some Participants selling produce at the market, but did not have enough produce to do this. It is a great option for future farms to consider as it would be a good experience for some Participants. Any profit over and above Participant wages could be directed back into the Project.
- The Project Partners group met once a month for the duration of the Project.
Planting seeds, morning warm-up, Visit from the Easter Bunny, seedlings are sprouting!
Funding Source

This project was funded by the City of Duncan by way of a Grant from the Union of British Columbia Municipalities.

Resource/Support Agencies

This project was a great exercise in collaboration. We worked closely with the City of Duncan, had a Community Nutritionist come and talk with Participants, had input and participation by Cowichan Independent Living Resource Center and the Canadian Mental Health Association. The local Community Center sent one of their staff to teach Participants a warm-up routine and show ways to avoid injuries while gardening. We had local Government councilors, MP and MLA come for a lunch and tour of the Project. We hosted a luncheon for a local Eco Village organization. We had people come and volunteer as part of their Master Gardener course.

- City of Duncan
- Health Authority
- Independent Living Agencies
- Canadian Mental Health Authority
- Community centre
- First Nations centre
- Individual gardeners, farmers, agricultural groups

Participant package (verbal or written): Participants from all the Kitchens we given the opportunity to be a part of this project. When we had a group who wanted to be a part of this, we got them together at a luncheon to talk about how the project and what they wanted and what would work for them. We reviewed the following

- outline of the Project
- introduction of Partners
- code of Ethics
- Dispute resolution process
- Time commitment requested
<table>
<thead>
<tr>
<th>Sample Budget for a Farm Project for One Year</th>
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<tbody>
<tr>
<td><strong>Land and Farm Instruction</strong></td>
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<td><strong>Project Coordinator</strong></td>
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<td><strong>Adaptive Needs Modifications</strong></td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Gas</strong></td>
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**Sample Farm Budget:**

- Very dependent on what you can negotiate with the Farmer and in-kind donations
- Is based on already having a vehicle to transport Participants to the farm
- You will need to find volunteers to assist. Connect with your local nurseries or education centers. Look for people who need to do a practicum for their Master Gardener Certification or other courses
- Volunteer appreciation and a Fall Harvest are important parts of this project
- We would likely add more hours for a second part-time Coordinator
Farm Contract information

A good Farm Contract would contain

- Goals: what are the goals of the Project? How often, and by who, will evaluate whether the project is achieving these goals?
- Partners: who are the key Partners in this project? Secondary consulting/support Partners?
- Budget: is everything budgeted for? Walk yourself through the project step by step. Think of the logistics of every part of the project.
- Insurance: who is covered under every conceivable circumstance?
- Project management structure: who is the lead Agency, how will decisions be made (by consensus, by vote...).
- Roles, duties and time commitment: for example: who will look after the farm in-between sessions? Who will teach Participants? Who will guide the group in tasks for each week? Who will take over in the case of illness and holidays?
- Dispute resolution: what process is in place if there is a dispute between partners and/or Participants?
- Safety: physical terrain of the farm, handling of equipment, personal safety. Will there be education around these?
- Distribution of food: who will the food go to? How will it be divided? Will food go to any other persons eg visitors, food banks, market, community events etc.
- Incoming funds: If Participants decide to market some of the produce, how will the money be handled?
- Number or Participants: how many participants will work at the farm at any given time and is everyone in agreement about working with varying abilities of Participants?
- Recruitment: where Participants come from and who will do the recruiting
- Adaptive needs: what are the adaptive needs of your Participants? Who will supply the labour or equipment to meet these needs?
- Time: how much time per week will Participants work at the farm? Will the project stop for Holidays? How long is this project for? How much time is needed for the different roles?
- Special events: are you planning on any special events? What accommodations are needed for this?
- Visitors: what is the groups’ policy around visitors?
- Community expertise: bringing in community expertise such as a body ergonomics specialist, peer counsellor, occupational therapist, environmental experts, farm practices consultants, any other persons or Agencies that can be of benefit to the Participants
- Transportation: how will Participants get to the farm, number of vehicles that will be parked at the farm
- Equipment: what equipment is needed? Who will supply it? Who will maintain it?
• Food: (aside from what is grown). Who will shop for it? Any special needs, ethical or cultural choices that need to be respected, allergies?
• Accommodation for Cultural diversity: special times, holidays, observations that need to be accommodated?
• Facilities:
  – Washroom: do you need to bring in portable washrooms?
  – Kitchen: Where will Participants cook? Who will supply kitchenware?
  – cold storage: who will pay for electricity, maintenance
Evaluation: who will do the final evaluation of the project?

What we have learned:

• That we could have budgeted for many more hours of management and administration time.
• We could have budgeted for some training for staff who took over during holidays and for labour to water and maintain vegetables during the week while Participants were away.
• Food: the logistics of our original plan to operate as a regular Community Kitchen did not work. This meant we had to use more funds to purchase food and shop for ingredients.
• Education around Persons with disabilities – it would have been good to have some education for everyone around managing abilities and learning to be comfortable with, and understanding, another persons challenges in a farm environment.
• That the group really liked visitors and people coming in to share their expertise.
• That people will eat a lot more vegetables if they are fresh and they have had a part in growing them.
• That people took what they learned here and implemented it at home – home gardens, eating more fresh and local vegetables.
• We could have scheduled in more holiday and mental health time.
• That near the end everyone gets tired – maybe a facilitated “retreat” to re-group or a scheduled break would have helped.
• That the Participants benefited from this project so much that we’d do it all again!
On the Menu

February 13 Potato leek soup
February 20 Borscht
February 27 Sausage Lentil Soup
March 6 Cream of Carrot Soup
March 13 Bessie’s Winter Soup
March 27 Borscht
April 3 Acorn Squash Soup
April 10 Pastico/Turkey Soup with mashed potatoes and sausages
April 17 Rhubarb Crunch, Kale Stew, Fried asparagus
April 24 Frittata with fresh asparagus salad, kale stew and rhubarb crunch
May 1 Minestrone Soup
May 8 Indian Soup and Kath’s Black Bean Soup, Rhubarb Cake
May 15 Kath’s Black Bean Soup
May 22 Chili
May 29 Sausage Lentil Soup with fresh parsnips
June 5 Black Bean and Lentil
June 12 Beef and Bean Burrito on sprouted wheat tortillas & salad
June 19 Chili, Japanese cucumber salad
June 26 spicy Turkish lentil soup, gazpacho dip
July 3 artichokes, Japanese cucumber salad, vegetable bean soup, lettuce, broad beans
July 17 Greek Pita wraps with garlic & lettuce, stewed rhubarb, strawberries, edible flowers
peas, yellow zucchini, Romaine & read leaf lettuce
July 30 coleslaw, zucchini frittata, zucchini, onions, beans, cabbage, cucumber, lettuce
August 7th lazy cabbage soup, beans, onions, strawberry pie, broccoli, zucchini
August 14th strawberries, tomato, peppers, onions, beans, broccoli, cucumber & Lori O’s pizza
August 21st strawberries, broccoli, dilled beans, cucumbers, squash, zucchini loaf, parsley, basil
August 28th roasted purple potatoes, onions, parsley, tomatoes, lettuce, scarlet runner beans,
cucumbers, strawberries, apples
September 4th green salad, borscht, squash, lettuce, cucumber, strawberries
September 11th potato leek soup, green salad, Italian tomato plate, cuc’s, strawberries, squash
September 18th Harvest Festival – Minestrone, Squash curry ginger soup, potato leek soup,
strawberries, gazpacho dip, apple crisp, chocolate zucchini cake, salad, scones, corn on the cob,
Sept 25th potato leek soup, squash, corn, apple crisp, apples, pears, corn on the cob, apples
October 2nd beef stew, corn, squash, basil, potatoes, pumpkin pie
October 9th squash curry ginger pear soup, salad, pumpkin pie, vegetables
October 16th garlic, squash, onions, leeks, beets, minestrone soup, apples
Harvest
## Produce Yields
Field to Table Project 2007

### Feb. 06 - July 24

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<tr>
<th>Produce</th>
<th>Quantity</th>
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<tr>
<td>Lettuce</td>
<td>81 heads</td>
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<td>Lettuce to Cowichan Food Basket</td>
<td>44 heads</td>
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<tr>
<td>Beet greens to Cowichan Food Baskets</td>
<td>7 lbs</td>
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<tr>
<td>Gambola cucumbers</td>
<td>60 lbs</td>
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<td>Summer vegetable bedding plants</td>
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### July 31 - Oct 16

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<td>Winter vegetable bedding plants</td>
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<td>Gambola cucumbers</td>
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### Grand Totals

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<th>Quantity</th>
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<tr>
<td>Lettuce</td>
<td>166 heads</td>
</tr>
<tr>
<td>Corn</td>
<td>343 cobs</td>
</tr>
<tr>
<td>Artichokes</td>
<td>6 heads</td>
</tr>
<tr>
<td>Lettuce to Cowichan Food Basket</td>
<td>44 heads</td>
</tr>
<tr>
<td>Beet greens to Cowichan Food Baskets</td>
<td>7 lbs</td>
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<tr>
<td>Summer vegetable bedding plants</td>
<td>96</td>
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<tr>
<td>Winter vegetable bedding plants</td>
<td>80</td>
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<tr>
<td>Gambola cucumbers</td>
<td>105 lbs</td>
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Lunches
COWICHAN COMMUNITY KITCHENS SPECIAL NEEDS ADVOCATE MENTOR AND DRIVER (for Field to Table Project)

Job Description
Cowichan Community Kitchens Special Needs Advocate Mentor and Driver is responsible for reporting to the Community Kitchens Coordinator. This person must be a team player. This person must have a driver license and be able to drive our van with Cowichan Community Kitchens members in it. They must be flexible, organized and have the confidence to be a group leader.

Cowichan Community Kitchens Special Needs Advocate Mentor and Driver’s two main jobs are:
1. Mentoring - To mentor, lead, and direct Cowichan Community Kitchen members in all aspects of the gardening jobs such as; seeding, planting, watering, harvesting, washing the produce, caring for the gardens, packing the take home bags for members, packing the vegetables requested for cooking in the kitchens by members, and encourage a fun, learning environment for the Cowichan Community Kitchen members.
2. Driving: The driver must make sure the van is at the St. John’s Duncan parking lot every Monday evening. Monday evening must make phone calls to members to arrange the pick ups. On Tuesday, pick up day, the driver is to pick up Cowichan Community Kitchens members as first priority at the designated pick up spot to take them to the garden.

Other duties:
Clean inside the van and wash the outside of the van. This is done on the last Tuesday of the month after the members have been dropped off.
Training another member to be a Special Needs Advocate Mentor and Driver. If specific maintenance is needed on the van, the trainee can take the van to get the maintenance done
Be aware of the special needs of members in the program and assist them to find ways for them to work in the garden
Getting the list of produce needed by the kitchens each week delivering them re-stock first aid box, keeping log book, track mileage, fill gas tank

Education and requirements for special needs advocate mentor and driver:
- Good leadership skills
- Confidentiality
- Good life skills
- Good teaching skills
- First Aid
- Class 4 Drivers License
- Pass interview and training process
- Criminal Record Check approved by Coordinator
- Good communication skills
- Organized, punctual, responsible
- Flexible and a team player
- Ability to work with diverse groups of people
- Continual training
- clean driving record
Come join us in an interactive kitchen.

This kitchen is designed for children ages:

6 to 18 months

18 months to 5 years

Funded by Success By Six, Coordinated by Cowichan Community Kitchens and run out of Chemainus Elementary School, Chemainus, BC April 2006
**FOOD 4 Fun** is an interactive program for children that builds social and mental development. Our focus is on good food for children and their caregivers. During each session we will be making kid friendly food. The caregiver and child both participate in all activities. We helped children understand whole foods and how to prepare them through active participation and using their senses to explore food through Colours, Smells, Textures, Feel, Shapes, Games, Activities, Food Bingo and Coloring. Mixing, Measuring, Math and Language Building

Starts Monday April 7, 2008 at Chemainus Elementary Community School
9 – 10:30 for 9 to 18 month children
11 to 12:30 for 18 months to 5 year old children

**Objectives**

- Community Relationships
- Enhancing family nutrition and increasing awareness of nutritional foods
- Educate the importance of proper nutrition, as it pertains to behavior, physical and mental development
- Literacy and Numeracy

**Community Relationships**

- Food 4 Fun worked closely with Chemainus Elementary Community School
- Food 4 Fun had Christy Thomson (VIHA) participate in a few classes
- Food 4 Fun worked with Philomina Pageduan, elder for Cowichan and Florence James, elder for Penelakut in educating the group in First Nations traditional diet
- Food 4 Fun worked with community grocers, farmers markets, stores, and independent businesses
Building relationships between

- Child and caregiver
- Child and peers
- Child, caregiver, and facilitator
- Child, caregiver, and community

Social and Emotional Development

- Food 4 Fun provided a safe place for children to explore their social development
- Each child and caregiver were treated with respect and given the freedom to be individual
- Each craft was the child’s own. There was emphasis on the child being able to create how they interpreted
- Each caregiver was given a voice to assist the child’s needs
- Through this the child is mentored on positive communication
- The child’s confidence in what he or she needs through this confirmation
- There is no right or wrong
- Within the Food 4 Fun setting there was an expectation of behaviour
- This expectation was model through the behaviour of facilitator and volunteer

Enhancing Family Nutrition

- Introduction to different foods
- Cooking together
- Providing take-home bags
- Through hands on activities

Increasing Awareness of Nutritional Foods

- Facilitated discussion surrounding nutrition
- Introduction of different grains
- Use of crushed pineapple, applesauce and fructose instead of sugar
- Samples foods using these substitutes
Introduction of nutritious food to children 18 months to 6 and caregivers

- Visual Appearance
- Texture
- Smell
- Taste
- Sound - how others react (important for caregivers to understand)

Educate the importance of proper nutrition

- Opening conversations around food and nutrition
- Addressing various modes of learning
- Repetition of the importance of nutritional foods
- Crafts
- Games

Knowledge of our bodies and the importance of a balanced diet

- Understanding our bodies
- Our Senses
- Walk through Digestive System
- Measurement of Intestines
- How our Intestine Works

Literacy and Numeracy

- Read Stories
- Measuring
- Counting
- Colour coded measuring utensils
- Communication
- Play
Anticipated Results

- Ability to offer the Food 4 Fun program throughout the Cowichan Valley
- Assist families to break out of non-beneficial eating habits and establish more beneficial diets.
- Awareness of how proper nutrition works to maintain holistic health
- Increase numeracy and literacy skills

Final Results

- Food 4 Fun remained solely at Chemainus Elementary Community School
- Offered once a week
- Two sessions each 1.5 hours
- Ability to serve 20 children
- Inquiries from other cities

Awareness of the relationship of Diet and Health

- Children made placemats with the food groups
- Walked through the digestive system
- Our senses... Why are they important?
- Talk about why fruits and vegetables are good for our bodies
- Planting an eggshell garden - Where does food come from?

Increase Numeracy and Literacy

- Colour Coded Measuring Utensils
- Counting how many
- Increasing Vocabulary through verbal interactions
- Recipe Cards with pictures and words
- Stories
- Journals
Sample Recipe

Food for Fun Initiative

List of Equipment:

Bowl, Masher, Wooden Spoon, Measuring Cups, Measuring Spoons, Spatula, Loaf Pan

List of Ingredients:

Bananas, Softened Butter, Sugar, Flour, Baking Powder, Eggs, Salt

(each item will have a picture beside it)

1. Wash Hands
2. Peel 3 bananas(picture) and place in bowl
3. Mash 3 bananas(picture)
4. Add 1 cup (picture) softened butter
5. Mash in with bananas
6. Add 2 eggs (picture)
7. Add ½ Cup (picture) sugar
8. Stir with wooden spoon (picture)
9. Add 1 teaspoon (picture) baking powder
10. Add 1 ½ cups (picture) flour
11. Add pinch salt
12. Stir with wooden spoon (picture)
13. Pour into loaf pan(picture)
14. Bake 325 50-60 minutes (time reference)

Each stage will be on a separate index card and when the recipe is completed each child can take it home.
Program Schedule

April

- During the month of April Food 4 Fun will be establishing itself within the community.
- April 7th brought us a community consultation. This is where we shared ideas and pointed out needs.
- April 14th will bring us to our senses. We will be learning our senses and why they are important to our eating habits.
- April 21st we will be planting our own herb garden in eggshells. I picked a herb garden to appeal the senses.
- April 28th we will be reading stone soup. Each child will take part in the interaction of the story.

May

- May 3rd we will be painting our aprons and learning the food groups. Each child will also be making a gift package for Banana Bread.
- May 12th we will be traveling through the digestive system, learning about the importance of fuelling ourselves properly. Mini quiches are on the menu today.
- May 19th Victoria Day Long Weekend – No Classes
- May 26th Story time – “The Gulps” a story about the relation to what we eat and how we feel. Sweet Potato Fingers a new twist on French Fries!

June

- June 2nd we will be reviewing our digestive systems. Story time – “The Gulps” a story about the relationship between what we eat and how we feel. In the kitchen we will be making sweet potato fries and carrot juice (one of Dawn’s favourite)June 9th we will be learning the Food Groups. In the kitchen Jell-O is on the menu! Made from vegetable gelatin, fruit juices and fruit.
- June 16th Creating food rainbows. In the kitchen – Salad Bar. Let’s create our individual salads from a rainbow of choices
- June 23 Recipe Books. In the kitchen let’s create fruit freezies – just take home and freeze
July
- July 3 and 4th Picnic on the Farm - join us for this hoe down!
- July 4th dress-up in your overalls
- July 7 and 8th First Nations Days – join us in learning some traditional foods
- July 8th we will partake in our own potlatch

August
- August 25 and 26th Pirates Celebration – come sink your hooks in!
- August 26th put on your pirate face
- August 28 and 29th English Tea Party – be sure to bring your manners
- August 29th wear your gloves

September
- September 8th we will be making apple cinnamon bake. As we wait for our snack to cook we will be making our own apple name tags.
- September 15th we will be busy baking Blackberry Scones. We will go on an adventure through an imaginary forest to see what foods may await us.
- September 20th let’s have lunch on a stick. Create your own lunch kebobs. Food Yum – a new twist on bingo.
- September 27th Stromboli is on the menu. As we smell our Stromboli baking we will think of foods we would like to share with 2 families in our community.

October
- October 6th we will be making a smoothie. During this session we will be preparing our thanksgiving baskets for two families whom we are thankful to share our community with.
- October 13th Happy Thanksgiving
- October 20th lets have party pitas. You will create your own party pita. Let’s open the piñata and find the proper food groups
- October 27th we will make Pumpkin Soup. While the soup is cooking let’s read the story Pumpkin Soup and find out what cat, squirrel and duck do.
November

- November 3rd we will be making fruity French toast. Rub your eyes and stretch your arms, we are going to learn about breakfast around the world.
- November 10th Pink soup. While the soup is cooking let’s read the story Delicious and find out what cat, squirrel and duck are up to now.
- November 17th let’s have sandwiches on a stick. Here you will create your own sandwich kebob. Pull out your scrapbooks and use your imagination... what are you going to put in your sandwich? Song – I like sandwiches.
- November 24th will bring us apple cartwheels. Join us in preparing this delicious snack. Packing up all our scrapbooks. Playing some of your favorite games from Food 4 Fun. We hope you have enjoyed your time with us.

“I spent some time one on one with him and he has learned it takes time to cook and is more patient when I am cooking.” Parent
FOOD FOR FUN BUDGET

Financial Investments

- Success By 6 / United Way $22,443.75
- D.A.S.H $1,000.00 (take home sets)
- Chemainus Elementary Community School donated space
- Penny Kozar-Shaw donated hours 75
- Danielle McGrath donated hours 50
- Wendy Lambert donated hours 20
- Christy Thomson (V.I.H.A) donated hours 15
- Red Balloon Toy Store 10% off supplies bought

Food for Fun Budget

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<th>Rate</th>
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<td>Kitchens Linens</td>
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<tr>
<td>Adaptive Needs</td>
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<td>Kids chairs and table</td>
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<td>Transportation:</td>
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<td>$2580.00</td>
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<tr>
<td>Maintenance</td>
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</tr>
<tr>
<td>GRAND TOTAL: $22,703.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community Gardens
We encourage you to connect with your local community gardens groups, and if possible hire a Community Kitchen Garden Facilitator. Participants can then plant the food they will be using in their meals. For example they could plant a “potato leek soup garden” as the potatoes and leeks can be harvested at the same time. Look at your recipes, and see what other combinations you can come up with.

Potted gardens
Encourage your Participants to grow their own vegetables at home. Bring seeds or seedlings and information to your cooking sessions. If they live in apartments or small yards, you could talk about how they can maximize their space by using pots and hanging baskets to grow their vegetables. A
Social Activities

Celebrating birthdays and anniversaries creates a stronger bond between Participants and adds social fun apart from the regular Kitchens.
CHAPTER 11

OTHER RESOURCES

Resources for Adaptive Gardening Needs

*Link to* DASH Cooking and Nutrition Resources

*Link to*, and Composting Information
Resources for Adaptive Gardening Needs

Books

Accessible gardening for people with physical disabilities: a guide to methods, tools, and plants / Janeen R. Adil. Call #: 635.024 at the Vancouver Island Regional Library

Gardening for people with disabilities. by Yeomans, Kathleen Call #: 635.024 at the Vancouver Island Regional Library


Note: Many rehabilitation hospitals have lending libraries with accessible gardening books and guides for building raised beds.

Web Sites
The American Horticulture Therapy Association
http://www.ahta.org

The Chicago Botanic Garden
http://www.chicago-botanic.org
Web site has numerous resources and information on enabling gardens and 22 other gardens:

Gardening with Ease
http://www.gardeningwithease.com
The founders of Life with Ease which offers very useful ergonomically-designed tools for daily living, now offers a complete line of gardening tools, plus a customer service line to answer questions or locate more gardening tools or solutions for you: 1(800) 966-5119.
Gardenscape Ltd.
http://www.gardenscape.on.ca
Fine garden tools, quality brand names, and innovative and enabling gardening products for gardeners of all ages and abilities.

Horticulture Therapy Links
http://www.hort.vt.edu/human/HTsites.html

National Gardening Association

The Standup Gardens
http://www.standupgardens.com

www.reachdisability.org

Gardener’s Supply Co.
http://www.gardeners.com
High quality gardening tools, including enabling tools.

Some suggestions for accessibility equipment:
Tools and Resources Database

This is an excellent resource Developed by the Directorate of Agencies for School Health – BC Ministry of Employment and Income Assistance Project October 2006 and maintained and expanded by fresh choice Kitchens in Vancouver.

http://www.communitykitchens.ca/main/?resourceSearch

Link to Composting information you may use in your Kitchens or gardens
Victoria Compost Education Centre www.compost.bc.ca
Composting information you may use in your Kitchens or gardens

Fact Sheet Series

Back Yard Composting

Composting is a natural, biological process resulting in the rapid decomposition of organic matter. This process is performed by bacteria, fungi, worms, and many other small organisms. In nature, decomposition results in all living things – plants, animals, insects, and bacteria – being recycled and returned to the Earth from where they originally came. This decomposition process helps provide nutrients and food to plants and soil organisms. Backyard composting is an easy way of mimicking this process. It is useful for backyard gardeners, who can use the finished compost to improve the quality of their garden soil; and for those looking to divert compostable materials from the landfill, which can reduce their landfill waste by more than one third.

Effort Scale:

<table>
<thead>
<tr>
<th>Easy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Involves weekly maintenance and monitoring including aeration and mixing. Your compost needs to be harvested one to two times each year.

What Can I Compost?

Any organic material can be composted but some materials are more appropriate for backyard bins than others. The wider the variety the better:

<table>
<thead>
<tr>
<th>OK to Compost</th>
<th>Do Not Compost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit scraps</td>
<td>Meat or bones</td>
</tr>
<tr>
<td>Vegetable scraps</td>
<td>Dairy products</td>
</tr>
<tr>
<td>Rinsed egg shells</td>
<td>Bread</td>
</tr>
<tr>
<td>Shredded newspaper</td>
<td>Cooked food</td>
</tr>
<tr>
<td>Coffee grounds/teabags</td>
<td>Weeds gone to seed</td>
</tr>
<tr>
<td>Garden debris</td>
<td>Cat and dog feces</td>
</tr>
<tr>
<td>Leaves/grass clippings</td>
<td>Diseased plants</td>
</tr>
<tr>
<td>Dryer lint and human hair</td>
<td>Weeds with rhizomes (e.g. morning glory)</td>
</tr>
</tbody>
</table>

Compost Bins

Backyard composting is best done in an enclosed bin. Bins can be home-built or are available pre-fabricated. An enclosed bin serves several purposes:

- Keeps the rain out, preventing the pile from becoming saturated with water
- Keeps rodents and other small animals out
- Makes for easy management and containment of the compost – i.e. easy to aerate and harvest
- Is attractive, easy to assemble, and easy to move
Locating Your Compost Bin
The location of your compost bin is more important than you may think. Most important is not to put the bin right up against a building, especially your house. You should also avoid having it up against shrubs, wood piles or other outdoor structures. These places provide great habitat for rodents and the compost bin makes them even more enticing.

There are several other things to consider when locating your bin:
♦ Is it on bare soil? This allows soil micro-organisms to enter the bin and assist in the composting process.
♦ Is it located in a convenient yet out-of-the-way place?
♦ Is it in sun or shade? Either is fine, but the sun creates more heat and thus accelerates the process.

How Do I Compost?
Composting simply requires adding a mixture of organic materials to an enclosed container, like the Earth Machine (see cover page), and ensuring that the conditions in the container remain optimum for the decomposition of those materials. In order to create those optimum conditions for decomposition, you should take into consideration the following elements: carbon to nitrogen ratio, surface area of materials, moisture, and air.

1. Carbon:Nitrogen (C:N) Ratio
All organic materials contain both carbon and nitrogen. However, materials have different proportions of these two elements. Materials that are high in nitrogen are called ‘Greens’ and materials that are high in carbon are called ‘Browns’.

<table>
<thead>
<tr>
<th>Greens</th>
<th>Browns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grass clippings</td>
<td>Fallen leaves</td>
</tr>
<tr>
<td>Fresh weeds and plants</td>
<td>Straw</td>
</tr>
<tr>
<td>Fresh animal manure</td>
<td>Chopped</td>
</tr>
<tr>
<td>(horse, chicken, cow)</td>
<td>woody debris</td>
</tr>
<tr>
<td>Okara (tofu by-product)</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Fruit and veggie scraps</td>
<td>Sawdust</td>
</tr>
<tr>
<td>Eggshells</td>
<td>Shredded cardboard</td>
</tr>
</tbody>
</table>

As a general rule, when making your compost, you should use equal amounts of brown and green material. When adding materials, try to alternate between adding browns and greens. Keep in mind that some materials are very high in nitrogen (grass clipping and manure) or carbon (sawdust and wood chips) so you will need to adjust your mix accordingly. In the summer, nitrogen materials are plentiful and brown materials can be hard to find. Therefore, it is a good idea to collect and stockpile leaves in the fall and winter as they fall from the trees. These can be stored in strong plastic bags or a homemade hooped bin (see Fact Sheet #6 - Urban Leaves) and accessed as needed.

2. Surface Area of Materials
Materials that are smaller in size will break down much quicker than larger pieces – the greater surface area of smaller pieces makes it easier for compost organisms to ingest the materials. You can cut up materials using many methods, including a lawnmower, machete, food processor, leaf shredder, or hand pruners. Essentially, you are starting the process of decomposition by reducing materials in size.

A well-managed bin produces compost in 3 - 12 months

3. Moisture
Moisture is important in a compost pile for two reasons:
1. It helps soften organic materials.
2. It supplies water to micro-organisms in the compost pile.

Micro-organisms do most of the decomposing in your compost pile, so their survival is very important. In fact,
making a good compost pile is all about creating optimum living conditions for micro-organisms. Without enough water, micro-organisms cannot thrive and will die or go dormant and the pile will decompose very slowly. However, too much water can slow down decomposition – it prevents air from getting into the pile and creates anaerobic (without air) conditions. Anaerobic composting is a much slower process than aerobic composting and can create a strong, unpleasant odour. A good compost pile should be as wet as a wrung-out sponge.

If you are putting a lot of kitchen scraps into your compost bin you will want to be very mindful of the moisture level. Kitchen scraps generally have very high water content and can quickly result in the presence of anaerobic bacteria.

**TIP:**
If you find that your pile is too wet, you can add more dry materials, aerate the pile, and even spread the pile out in the sun for a few days to help excess moisture evaporate.

4. **Air and Ventilation**
Air provides micro-organisms in your compost pile with the oxygen that all living things require. It is important to ensure there is an adequate amount of air in your pile at all times. This can be done in several ways:

- Do not use too much material that is prone to matting down easily, such as moist grass clippings, excessively wet kitchen scraps, or okara (tofu by-product). These materials can easily create anaerobic conditions.

- Use rough materials like sunflower stalks, small twigs, or corn cobs. Although these materials take longer to break down themselves, they help other materials break down quicker.

- Put a floor of rough materials at the bottom of your compost pile to create airspace in the bottom.

- Make sure your materials are well mixed when you build your pile. Pockets of green materials can become matted down and start to smell.

Even if you employ the above methods to keep air in your compost pile, it is still important to aerate your pile on a regular basis. An easy way to do this is with an aeration tool (pictured). Simply push the tool into the compost pile, twist and lift out (5-10 times should be adequate).

Aerating your compost pile two to four times a month will help accelerate the composting process. This not only aerates the pile, it also mixes the materials, ensuring a more even decomposition.

### Common Compost Problems

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compost pile has a bad odour</td>
<td>Not enough air; pile too wet</td>
<td>Turn it; add coarse, dry material (straw, cornstalks)</td>
</tr>
<tr>
<td>Pile is dry throughout</td>
<td>Not enough water; too much woody material</td>
<td>Turn it and moisten materials; add fresh wastes; cover pile</td>
</tr>
<tr>
<td>Compost pile is damp and warm in middle but nowhere else</td>
<td>Pile is too small</td>
<td>Collect more material and mix the old ingredients into a new pile</td>
</tr>
<tr>
<td>Pile is damp and sweet-smelling but still will not heat up</td>
<td>Lack of nitrogen</td>
<td>Mix it a nitrogen rich source like fresh grass clippings, fresh manure or bone meal</td>
</tr>
<tr>
<td>Pest infestation - rodents or birds</td>
<td>Improper food scraps added</td>
<td>Don’t add meat, fats, bones or other animal wastes Use a rodent-resistant compost bin</td>
</tr>
<tr>
<td>Flies</td>
<td>Food scraps not covered</td>
<td>Place fruit and vegetable wastes in the centre of the pile; cover with soil or other carbon-rich material</td>
</tr>
</tbody>
</table>
Harvesting Your Compost

How Do I Know When My Compost is Finished?
A backyard compost bin can take from 6-12 months to compost completely. The closer you follow the directions on this fact sheet, the quicker the process will be!

There are a few ways that you can tell if your compost is finished:

- Material is now dark and crumbly and there is little sign of food scraps.
- Material has an earthy smell.
- Volume of bin has reduced significantly.

Once your compost is finished, it is time to harvest it from the bin. A well-designed bin allows you to harvest from a door at the bottom.

Open or remove this door and use a shovel or hard rake to pull the material out of the bin. Once you have pulled the material out of the bin, it is a good idea to screen it to remove any materials that are not fully decomposed or that are too bulky or woody. This can be done using ½-inch hardware cloth mounted onto a wooden frame (as pictured left).

Once the compost is sifted, store it in a dry place so the rain will not leach the nutrients out of it. It can easily be stored under a tarp or in another compost bin.

Using Finished Compost

Finished compost is one of the backyard gardener’s best friends. How can you use it?

- Dig it into the top 15 cm (6.5”) of soil for spring or fall planting, or use it as a mulch in the summer.
- Screen it and use it with an equal volume of rough sand or perlite for a seedling mixture.
- Add it to equal parts potting soil and perlite for container gardening or house plants.
- Top dress potted plants, hanging baskets and containers.
- Sprinkle it on the lawn as a top dressing.
- Add a shovel-full of compost to a cloth bag and soak overnight (or several days for a stronger mix) in a 5 gallon bucket of water. The resulting tea can be diluted with water to the consistency of drinking tea, and used as a nutrient-rich fertilizer for your plants.

CONTACT US:
Greater Victoria Compost Education Centre
1216 North Park Street, Victoria, BC V8T 1C9
Phone: (250)386-9676 Fax: (250)386-9678
E-mail: info@compost.bc.ca
Web site: www.compost.bc.ca
Open: Wed-Sat, 10a.m. - 4p.m.
We sell composting equipment, gardening guides and more. Call, e-mail, drop by or visit our web site.

Call the Compost Hotline:
386-WORM

Base funding provided by the Capital Regional District and City of Victoria. Additional support provided by the Fernwood Community Association.

This paper contains 100% post-consumer recycled fibre and is printed with vegetable-based inks. Special thanks to Reiber Creative for their generous design support.
Vermicomposting, or worm composting, is an easy process that requires only a few simple components: some red wiggler worms, a ventilated bin, bedding for the worms to live in, food for the worms, and some time to harvest their nutrient rich castings. Once you have all the components in place, worm composting is easy! Vermicomposting is perfect for apartment and condo dwellers who do not have an area for backyard composting.

**Effort Scale:**

<table>
<thead>
<tr>
<th>Easy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Hard</th>
</tr>
</thead>
</table>

Vermicomposting is easy, with most effort coming around harvest time. Great for all ages!

## The Worms and Other Worm Bin Organisms

### Red Wigglers

Vermicomposting requires a special type of worm called a red wiggler (*Eisenia fetida*). The red wiggler is a deep red colour, unlike the common earthworm (*Lumbricus terrestris*) which is more of a pink colour and is found in your garden soil. Unlike typical garden worms, which like to travel through the soil, red wiggles prefer to live in smaller, more enclosed spaces with a concentrated food source – like worm bins! Worms are the predominant decomposing organism in your worm bin.

You will also notice other organisms that make their way into your worm bin - do not panic! These are all part of the vermicomposting process and will not harm the worms or escape into your home. A multitude of organisms is indicative of a healthy worm bin. Some organisms you may find are whiteworms, sowbugs, springtails, centipedes, and millipedes. For more information on compost organisms see Fact Sheet #8 – Compost Ecology.

## The Worm Bin

### Design

There are many different ways to make a worm bin, but all worm bins should meet certain criteria in order to ensure the bin can process food scraps and keep your worms comfortable.

- To handle food scraps from two people, the bin should be at least 3 feet (0.8m) in size. The dimensions of this size bin might be 2' (60cm) long, 1.5' (45cm) wide and 1' (30cm) deep. You can make your bin as large as you want, but a bin full of worm castings is heavy.
- The bin must have a lid. The lid keeps moisture (and the worms) in and flies and light out. It does not need to be tight fitting.
- The bin must have drainage. A few holes in the bottom of the bin will suffice. A tray beneath the bin can catch the drippings, which make a wonderful fertilizer. As well, you will need a stand to hold the bin up above the drip tray (see photo).
- The bin will need a source of air. Holes drilled in the side and fitted with soffit vents will provide the necessary aeration.
Locating Your Worm Bin
It is important to place your worm bin in a good location. Consider the following factors:

◆ Temperature
Worms prefer a temperature of about 17°C-22°C (70-80°F). Thus, it should be kept indoors in the winter and can be put outdoors in the summer if it is in the shade.

Do not place the bin too close to a heating device like a radiator or heater, which can quickly warm the bin and kill the worms.

◆ Accessibility
It is a good idea to place your bin where it can easily be accessed and monitored. Some common places for worm bins are:
- The patio
- Under the sink
- Under a shaded tree
- In the kitchen
- Garage
- Bathroom

The Bedding
Worms need a comfortable material in which to live—what we call ‘bedding’. This bedding should resemble a light, moist, fluffy soil that makes it easy for the worms to move around in. Here are a few items and tips that can help you achieve this environment:

◆ Shredded leaves make wonderful bedding for worms. They can be used on their own, or mixed 50/50 with shredded newspaper. Leaves, however, are only available at certain times of the year, so stockpile them when you get the chance!

◆ Shredded newspaper (about ¼”-1”/1-3cm wide) is a great bedding product because it is abundant and free. However, it cannot really be used on its own; it mixes well (50/50) with leaves, peat moss, or coir.

◆ Coir (coconut husks) is a by-product of the coconut industry and has a texture much like peat moss (though less acidic). It can be mixed 50/50 with newspaper for bedding.

◆ Peat moss is good bedding (50/50 with newspaper) but is not a renewable resource so should be used sparingly.

◆ The bedding should be moist but not soaked. We recommend that it be as wet as a wrung out sponge or slightly wetter.

◆ It is a good idea to mix, or turn, your bedding every few weeks to help aerate the bin. This prevents the bottom and corners from getting too wet and becoming anaerobic—creating an unpleasant smell.

The Food and Feeding
Food
Worms can eat a wide variety of food scraps such as:

◆ Fruit and vegetable scraps
◆ Coffee grounds
◆ Tea bags (string and all)
◆ Egg shells
◆ Plant prunings

Worms can also eat the following items, but your worm bin must be managed closely if you feed them:

◆ Cooked rice and pasta
◆ Breads
◆ Cooked beans
◆ Other processed foods

Do not add meat, dairy, or excessive oils to your worm bin. These items risk attracting fruit flies and houseflies, and can rot if not ingested quickly. Also, be sure to feed your worms a wide variety of materials. Limiting their diet to one or two items can slow their population growth and disrupt the pH of your bin. Adding too many items like lemons, tomatoes, coffee grounds, or other acidic foods can also alter the pH of your bin and attract fruit flies.

Feeding
Red wigglers are voracious eaters, with the ability to eat their full weight in food a day—so they are ideal for worm composting. One pound of worms can eat seven pounds of food each week, and as their population grows they can eat even more.

It is a good idea to feed your worms on a regular basis, ideally once or twice a week. When you feed your worms, dig a small hole in the bedding, place the food scraps underneath, and then re-cover them with the bedding. This prevents the food scraps from smelling and attracting
Fact Sheet Series #2

Vermicomposting

flies and other pests. Be sure to feed your worms in a different place in the bedding each time, ideally moving in a consistent direction. This ensures that you do not dig up your other food scraps when burying new ones, and that the worms are moving throughout the whole bin, consuming the bedding along with the food scraps. One idea is to put an arrow (easily made out of wood or well laminated paper) over the spot where you have just fed the worms. Point the arrow in the direction you want to feed the worms next. After feeding them the next time, move the arrow to that spot.

Harvesting Your Castings

Harvesting the worm castings is the most labour intensive part of the vermicomposting process. There are many ways that you can harvest your worm castings, but here are just a few:

1. Migration Method

The migration method is an easy but lengthy process for harvesting your castings. You will want to begin your migration method when you see the worm bin is about 90% finished. This is easy to determine if you have used some newspaper in your bedding. When the newspaper is almost all gone and most of the bedding has turned to moist, black worm castings, it is time to migrate your worms. The timing of your migration is important because the castings are toxic to worms and they will eventually die if left in their own waste for too long.

Feed your worms on one short side of the bin, and the worms will all migrate to that side to feed. After 2-4 weeks you can harvest the castings on the opposite side of the bin and replace them with new bedding. You can then start placing the food in the new bedding and the worms will migrate to it. A good way to attract the worms quickly is by using horse manure as a feed.

2. Tarp Method

The tarp method is a more labour intensive process of harvesting your castings, but it can be done much more quickly than the migration method.

1) Simply dump the contents of your finished worm bin onto a big tarp. This is best done outside.
2) Separate the castings into small piles or make a long windrow pile (a long tall mound).
3) Shine a light on top of the pile (or use the sun outside) and the worms will move to the bottom of the castings to escape the light and the heat.

4) Scoop the castings off the top of the piles and then re-heap them several times until all you have left is a bit of castings and a bunch of worms.

5) Add more bedding to your bin and return the worms to their home with a large amount of food.

The tarp method can also be used right inside the bin. Simply take off the lid and place the bin outside on a sunny day or under bright light inside. Mix up the bedding thoroughly (but gently) and then let it sit for about an hour. The worms will have worked their way downward, out of the light, and you can skim the compost from the top of the bin. Repeat this process several times until you have a thin layer of worms and castings at the bottom of your bin. You can then add new bedding directly to the bin and continue with feeding.

Troubleshooting Your Worm Bin

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worms escaping the bin</td>
<td>Compost finished, now toxic to worms; too much moisture; high pH</td>
<td>Harvest bin and add new bedding</td>
</tr>
<tr>
<td>Excessive moisture and</td>
<td>Too wet - possibly from overfeeding</td>
<td>Take lid off bin and mix bedding and castings to aerate; reduce feeding</td>
</tr>
<tr>
<td>drippings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit flies</td>
<td>Food not covered; or too much food added</td>
<td>Cover bedding with wet newspaper and bury food scraps carefully; reduce feeding; cover with dry material</td>
</tr>
<tr>
<td>Bedding is dry</td>
<td>Not enough moisture</td>
<td>Add water</td>
</tr>
</tbody>
</table>

Tarp windrow
All About Red Wiggler Worms

Red Wiggler worms are intriguing creatures that are best known for their composting abilities. Understanding more about how worms live and reproduce can help make your job as a worm steward easier and more interesting.

Worm Anatomy

Worms are part of a phylum (a specific group of organisms) of creatures called Annelida, or ringed animals. They have segmented, flexible bodies and no bones (or eyes, ears, nose or teeth!). Worms move by contracting and expanding their bodies; small ‘hairs’ along the body called setae help the worms sense its surroundings in place of eyes and ears. Worms do not have lungs so they breathe through their epidermis; or skin, which also helps them sense odours.

Worm Reproduction

To reproduce, two worms join (approaching each other head on) by secreting mucus from their clitellum. Sperm pass from each worm into sperm storage sacs in the other. The clitellum then secretes a substance, albumin, which hardens on the outside of the clitellum to form a cocoon (a lemon-shaped object the size of a small grain of rice). The worm backs out of this cocoon, pushing it over its head, depositing eggs and sperm into the cocoon as it passes over the sexual organs in a 2-3 day process. Worms can lay 2-3 cocoons a week for six months to a year. One cocoon can contain up to 20 eggs, but normal numbers are closer to 2-3.

Once the cocoon is separated from the worm it takes at least three weeks before the worms hatch. As the cocoon matures, it changes colour from a luminescent white to yellow then brown.

Worm feeding

Worms do not have teeth, so they digest their food in their gizzard, much like birds. The gizzard is found between the clitellum and the head, very close to the sexual organs. To eat, the worm pulls food into its mouth using its proctum, a piece of flesh protruding over the mouth. The food is pulled into the gizzard and ground up with sand and other debris before being moved into the intestine where it is dissolved and absorbed into the blood. Undigested material is then secreted out the rear of the worm through the anus (the posterior side), producing compost or castings. Worms can only eat small particles of food, and are greatly aided by bacteria, which soften and break down the food to make it easier for worms to ingest.

CONTACT US:
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Web site: www.compost.bc.ca
Open: Wed-Sat, 10 a.m. - 4 p.m.

We sell composting equipment, gardening guides and more. Call, e-mail, drop by or visit our web site.

Call the Compost Hotline: 386-WORM

Base funding provided by the Capital Regional District and City of Victoria. Additional support provided by the Permaculture Community Association.

Text adapted with permission from Mary Applehoff's Worms Eat My Garbage, Flower press, Kalamazoo, Michigan 1982.

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Fact Sheet Series

Back Yard Food Digesters

Digesters are the easiest way to compost any type of kitchen scraps, including hard to manage kitchen waste like meat, breads, dairy, and processed foods. Since these food scraps often attract rodents, the enclosed, half-buried digester acts as a deterrent, keeping rodents out of your compost and away from your home. Digesters can also be used to compost pet waste. Digesters work very well in small backyards when the goal of composting is waste diversion as opposed to soil building.

Effort Scale:

<table>
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<tr>
<th>Easy</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Hard</th>
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</thead>
<tbody>
<tr>
<td>Put your food scraps in the bin and walk away!</td>
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Digesters are an easy and effective way to compost in your backyard, and can be purchased ready-made or easily improvised with a metal garbage can. While other methods of composting rely on aeration or 'tuming' to keep air in the pile, this method does not, thus limiting the amount of air that reaches the compost and facilitating the growth of both aerobic (with air) and anaerobic (without air) bacteria.

An important distinction between digesters and other forms of composters is that digesters don’t need to be harvested. They can be, but they don’t need to be. If you harvest it or not, however, leachate from your digester will provide a valuable source of nutrients to all the plants surrounding it.

How Do I Use a Digester?

1. Install one or two digesters in a well-drained, sunny location in your yard. If possible, locate them away from out-buildings, shrubs, wood piles, or other rodent-friendly areas. They need not be located right beside each other. If you choose, you can encircle your digester with ornamental plantings to take advantage of the nutrient-rich leachate they generate. If you are composting pet waste, be sure to locate the digester far from your veggie garden and fruit bearing trees or plants so the leachate doesn’t reach your food crops.

2. Add all of your kitchen waste to your digester(s). While your digester can compost meats, they should not make up any more than 50% of the total volume of materials in your bin. If odours are a problem, scatter a small amount of leaf mold, sawdust, or dolomite lime over each addition. Your kitchen waste should provide more than enough moisture for the bin, but if the material does seem to get dry, give it some water.

3. If you already have some other kind of compost bin and are only using your digester for your "no-no’s", one digester should be sufficient. But if you are using digesters as your only composter and you produce a fair amount of kitchen waste, we recommend having 2 digesters since they can fill up in 6-12 months. Once you have filled up the first, let it sit while you fill up the 2nd, and by the time the 2nd is full the first will have decomposed and will be ready to use again, so harvesting necessary.

4. If you choose to harvest the finished compost it is important that you let it sit long enough before applying to your garden, to eliminate any potential pathogens. The decomposition process should be complete after one year. At this point, the material will not have a strong odour and will not be recognizable as foodstuff. If the material has a strong odour, dig it into your garden and wait 2-4 weeks for it to finish decomposing aerobically, before planting into it.

We recommend that you use two digesters if you want to harvest the finished compost, so that one can be left to decompose while you add food scraps to the other. If you are using only one digester, when it is full you can simply remove the upper layers and harvest the decomposed materials from the bottom of the bin; then put the fresh materials back in. If you are composting pet waste in your digester, do not use the finished compost anywhere you are growing edible food, due to concern with the spread of pathogens. Remember, you don’t have to harvest your digester.
**Anaerobic and Aerobic Processes**

When material is added to the digester, it will first decompose aerobically. As more material is added, the materials on the bottom get buried, run out of air, and begin to decompose anaerobically. Aerobic composting helps materials break down quickly while anaerobic composting helps materials retain more of their nutrients, especially nitrogen, because the process is occurring slower and at lower temperatures. However, anaerobic composting (fermentation process) also produces a number of byproducts that can be detrimental to plant growth: methane, alcohol, and hydrogen sulphide (this is what smells). Active anaerobic compost can be very detrimental to plants so it is important that anaerobic compost is well-decomposed before you use it.

Unlike hot composting, which utilizes high temperatures to destroy pathogens, anaerobic composting has to rely on time and environmental conditions to eliminate potential pathogens. It is recommended that anaerobic compost sit for at least six months to eliminate Ascaris eggs, a parasitic nematode that can infect humans. Ascaris are the most resilient of the fecal-borne disease parasites in waste.1

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1Washington State University document on aerobic and anaerobic composting: Compost Fundamentals (www.compost.wsu.edu/ag/compost/Fundamentals/biology_an aerobic.htm)

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**Alternative Digester Methods**

Garbage bag digesters are a simple, low-cost digestion method that can be used to compost kitchen waste, make leaf mold, or destroy noxious weeds. This technique might prove useful for an apartment dweller in the absence of a worm bin, or as a way of dealing with overflow from one.

Kitchen waste should be combined with some sort of brown material (leaves, sawdust) and a handful of healthy garden soil or compost in a heavy duty black garbage bag (you may want to double them up). If the brown material is very dry, add some water. Add materials to the bag until it is ¾ full and then tie it up and stick it in a hot, sunny spot to compost. This combination of materials should take about two to three months to break down in a sunny location. Rolling the bag weekly can accelerate the process.

Dampened leaves can be composted by themselves using this method (providing they are damp enough), to create an excellent, inexpensive soil conditioner.

The garbage bag method can also be used to kill noxious weeds such as morning glory and couch grass, and some pest organisms, such as codling moth larvae in infected apples.

Digesters are a great tool for both avid gardeners and those looking to divert waste. For gardeners, they are a source of nutrient-rich leachate and compost. For those looking to simply divert their household kitchen waste, this method is one of the easiest ways to do so. The no-maintenance system makes compost management easy. And, because the unit is buried in the ground, it is well protected from rodents, which are a concern for many families and homeowners.
Hot Composting is a process of rapid decomposition that takes place at high temperatures. This decomposition is performed mostly by bacteria, which are adapted to working at high temperatures in order to break down organic materials quickly and efficiently. Hot composting allows for fast production of compost with well-managed piles decomposing completely in 8-10 weeks!

**How Do I Hot Compost?**

Hot composting works well in a three-bin system (see photo). Simply gather your organic materials and layer them into your bin. The materials will heat up, sometimes reaching temperatures over 70°C! When the pile starts to cool down, turn the materials into the second bin to heat up a second time. When the pile cools down again, turn it into a third bin, where the process will finish.

**Why Use Hot Composting?**

Hot composting can be used to:

- Create compost quickly. Hot compost piles can be finished in as little as 2 months.
- Suppress plant diseases and kill weed seeds. The hot temperature in the pile effectively kills most plant diseases, pathogens and seeds.
- Compost large amounts of material in a small space. For example, yard and garden waste from a small farm or large backyard.
- Create a large amount of finished compost that can be used to build soil quickly in a new garden space.

**Hot Composting Bins**

The type of bin you use for hot composting is an important part of the process. The elements of an effective hot composting bin include:

- Removable front slats for easy access
- Inside lined with ¼” mesh to keep out rodents
- 3 compartments for turning piles
- Volume of at least one cubic metre (27 cubic feet)

**Volume/Critical Mass**

A hot compost pile should be no smaller than one cubic metre (27 cubic feet) in order to reach and maintain temperatures for hot composting (55°C). This size of pile, or larger, ensures that there is enough insulation on the outside of the pile to keep the inside hot. The outside 6-10” of a hot compost pile is mostly for insulation, while the main activity of decomposition takes place in the middle of the pile.
Building Your Hot Compost Pile

1. Gathering and Using Materials

Once you have your bin ready, it is time to gather materials to make your hot compost pile. The types of materials you use have a direct relation to the amount of heat generated in the pile. The diversity of materials you add to your pile also influences the quality of compost produced.

a) Carbon to Nitrogen Ratio

A good compost pile usually consists of almost equal parts of 'nitrogen' (green) and 'carbon' (brown) materials. As a general rule, this means adding equal amounts, by volume, of each. However, if you are using materials that are much higher in either carbon or nitrogen, adjust the mix accordingly. For example, if you are using a lot of sawdust or woody materials, use a higher ratio of nitrogen materials in your mix. It is the nitrogen materials that create the heat in your compost pile.

Different compostable materials have different levels of carbon (C) and nitrogen (N) known as the C:N ratio. Your finished compost pile should contain a mix of materials that result in a 25-30:1 C:N ratio. Use the table below to determine the relative amounts of different materials to add, in order to reach the desired ratio.

<table>
<thead>
<tr>
<th>Greens (C:N ratio)</th>
<th>Browns (C:N ratio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Fresh animal manure (15-25:1)</td>
<td>♦ Fallen leaves (20-100:1)</td>
</tr>
<tr>
<td>♦ Fresh grass clippings (20:1)</td>
<td>♦ Straw (80:1)</td>
</tr>
<tr>
<td>♦ Fruit and vegetable scraps (15-25:1)</td>
<td>♦ Paper products (170-500:1)</td>
</tr>
<tr>
<td>♦ Garden debris and weeds (20:1)</td>
<td>♦ Woody plant stems (700:1)</td>
</tr>
<tr>
<td>♦ Coffee grounds (30:1)</td>
<td>♦ Sawdust (500:1)</td>
</tr>
<tr>
<td>♦ Seaweed (20:1)</td>
<td>♦ Dried weeds and garden debris (30-70:1)</td>
</tr>
</tbody>
</table>

b) Surface Area

Material that is smaller in size will break down much quicker than large pieces. The greater surface area makes it easier for compost organisms to ingest the materials. You can cut materials up using many methods including a lawn mower, machete, food processor, leaf shredder, or hand pruners.

c) Diversity

Using a diversity of materials will yield compost with high nutrient qualities. Some plants, called dynamic accumulators, are very rich in specific nutrients and can be added to your compost to enrich its "fertilizer" value. These include:

- Confrey: nitrogen, potassium, magnesium, silicon, iron
- Yarrow: calcium, sulphur, phosphorous, copper, magnesium, potassium
- Plantain: potassium, magnesium, calcium, iron, copper, phosphorous, sulphur
- Nettles: sodium, potassium, calcium, iron, copper, sulphur
- Thistles: potassium, nitrogen, iron
- Garlic: phosphorous, fluorne, sulphur

2. Layering Materials

Now that you know your bin requirements and what type of materials you need for hot composting, you can build your pile – starting from the bottom up.

To start the pile, use rough materials like twigs, small branches, straw, or sunflower stalks at the bottom to allow air in from beneath the pile. When building your pile, alternate adding green and brown material in layers about 10-15 cm (4-6") thick. As you are making these layers, mix them to ensure even distribution of the materials. As you are mixing the layers, it is a good idea to add some water to the pile, unless your materials are very wet (see next page). For your final layer use a brown material to minimize odours and flies. Cover your pile with a tarp or lid to keep the rain out and the heat in.
3. Moisture

Moisture is important in a compost pile for two reasons:
1. It helps soften organic materials.
2. It supplies water to micro-organisms in the compost pile.

It is micro-organisms that do most of the decomposing, so their survival is very important. Without enough water, they cannot do their work and the pile will not heat up. However, too much water can also cause the same problem since micro-organisms cannot thrive in an environment that is too moist. A good compost pile should be as wet as a wrung out sponge.

4. Air and Ventilation

Air provides micro-organisms in your compost pile with the oxygen necessary for aerobic decomposition. To ensure your pile has adequate air flow:

- Do not use too much material that is prone to matting down easily, such as grass clippings or okara (tofu by-product).
- Use some rough materials in your compost pile, like sunflower stalks, small twigs, or corn cobs.
- Put a floor of rough materials at the bottom of your compost pile.
- Make sure your materials are well mixed when you build your pile.

Monitoring and Turning Your Compost Pile

Once you have finished building your compost pile the decomposition process will begin. The next seven days will see the compost pile rise in temperature from 20°C up to 70°C. The optimum temperature for hot composting is 55°C-60°C. Once at its peak temperature, the pile can remain there for 5 to 15 days. You can monitor the pile's temperature by using a compost thermometer (available at local garden stores) or by using your hand (but be careful, you could burn yourself). When the temperature starts to drop, it is because the micro-organisms inside your pile are running out of air. This is when you should turn or aerate the pile.

If you are really successful, the temperature of your hot compost pile could reach as high as 150°F (65°C).

Turning the pile can be physically demanding. Using a garden fork or a large manure fork, transfer the materials into the neighboring bin. As you transfer the pile, try to get the materials from the outside of the first pile into the inside of the new pile. This will ensure they are exposed to the higher temperature at the centre of the pile which kills weeds seeds and plant diseases.

Once you have turned the material into the second bin it will heat up and cool down again. Once it has cooled, you then repeat the turning process, moving the pile into a third compost bin where it will heat up and cool down one last time. With each turn, the peak temperature will reduce significantly, though the pile will still heat up. The compost will then go through a curing or finishing stage. At this point, macro-organisms like worms, beetles, and springtails, as well as micro-organisms like fungi and actinomycetes take over the process, finishing what the bacteria started. This “curing” stage should last at least 2 weeks, although the longer the compost is cured, the more finished it will be when you harvest it.

Harvesting Your Compost

How Do I Know When My Compost is Finished?

From beginning to end, a well managed hot compost pile will take 8-10 weeks to finish. In less than optimum conditions it can take 3-6 months. There are a number of things you should look for to determine that your compost is finished and ready to use:

- Visual Cues:
  - Material is dark brown to black with no discernible materials
  - Material has reduced to 60% of original size
Fact Sheet Series #4  

**Hot Composting**

**Smell Cues:**
- Pile has no trace of food scrap odours
- Material smells very earthy

**Other Cues:**
- Compost does not heat up anymore
- Material feels loose and crumbly

Finished compost is dark, crumbly, and very earthy smelling. It may have varying degrees of moisture, but is usually just slightly moist. However, you may see that most of your compost looks like this, but there are still a few bits that are not yet fully decomposed or are still quite large. In order to separate the finished compost from the unfinished materials, you can screen the material to ensure you get the best quality compost.

**Harvesting and Screening**
Screen your compost using a half inch mesh screen (available at local hardware stores). A simple screen can be constructed using the mesh and a 2X4 wood frame (see picture). Place the frame at a steep angle either against a wall or using supporting legs, and toss the compost into the screen. The small bits will fall through and the large bits will slide down to the bottom of the screen. These large bits can be added to your next compost pile or can be used as mulch in your ornamental gardens.

**A stand up screen makes sifting compost quick and easy.**

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**Troubleshooting Your Hot Compost Pile**

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pile won't heat up</td>
<td>Not enough nitrogen 'Green'; or, see next two options...</td>
<td>Rebuild pile adding more 'Green' material: manure, grass clippings, fresh nettles or comfrey</td>
</tr>
<tr>
<td>Pile dry throughout</td>
<td>Not enough water</td>
<td>Water pile thoroughly</td>
</tr>
<tr>
<td>Only warm in very middle of the pile</td>
<td>Pile too small</td>
<td>Collect more materials and build into larger pile</td>
</tr>
<tr>
<td>Pile smells like ammonia</td>
<td>Too much nitrogen</td>
<td>Rebuild pile with more brown material or just leave to decompose</td>
</tr>
<tr>
<td>Flies</td>
<td>Food scraps not properly covered</td>
<td>Keep them in the middle of pile</td>
</tr>
<tr>
<td>Takes too long to compost</td>
<td>Material not chopped up; not enough nitrogen</td>
<td>Be patient or add nitrogen</td>
</tr>
</tbody>
</table>

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We sell composting equipment, gardening guides and more. Call, e-mail, drop by or visit our web site.

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Trench Composting

Trench composting, or trenching, is a way of composting by burying food scraps directly in the garden. This method of composting is good for composting materials that attract rodents such as meat, dairy, breads, and processed foods. It is also a safe and effective way of composting pet waste. Trenching is a great way of depositing nutrients into your soil at the exact place where plants need it — at their root zones.

Effort Scale:

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Involves some deep digging and a system for remembering where you buried your scraps

Trenching is the act of burying your organic waste directly into your garden soil. The advantage of this method over conventional composting is that it enables you to compost meat, grains, dairy, and cooked leftover foods that contain oil in addition to other kitchen scraps. Because these items attract rodents and flies, we recommend you put them into your regular compost. By burying them in a trench you can avoid these problems, since neither rodents nor flies will be able to access the material if it is 45 cm (18”) underground. And all you need is a shovel!

Trenching is also a safe method for composting pet waste. Because the waste is buried in the ground, the risk of pathogen spread is very unlikely. However, you should not trench your pet waste near edible food crops.

Trenching is an excellent method to use in combination with growing annual plants, especially heavy feeding plants like cabbage, corn, and squash. It also encourages the development of deep, water conserving root systems. Trenching utilizes anaerobic (without oxygen) decomposition to create an underground band of nutrient-rich humus for your plants. This is a slower composting process than that which occurs in a well-managed backyard bin, but the trenched materials will retain more nitrogen during the process.

How to do it:

1. Dig a hole or trench in your garden 45-60cm (18-24”) deep and as wide and long as is practical — a shovel’s width is usually fine. Pile the soil up beside your trench.

2. Fill the bottom 15 cm (6”) of your trench with your nutrient-rich food waste and organic materials, and fill in the hole with the excavated soil. Make sure the materials are quite moist before you bury them.

3. Top with a layer of organic mulch material (i.e. leaves or straw). Alternatively, you can also sow a cover crop to protect the soil from the elements and suppress weeds in the time it takes for the trenched materials to decompose.

When to Trench?

You can trench compost at any time of the year. Trenching in late fall ensures that your soil is ready for your heavy feeding spring and summer plants. Summer trenches are also effective, building up the soil’s nutrient and organic matter content.

Can I Plant Into a Fresh Trench?

In well-drained, humus-rich soil where micro-organisms abound, trenched materials will break down over the course of 2-3 growing season months. In poorly drained mineral soils, the process could take a year or longer.

There is much debate about how long you must wait before planting an edible crop into an area that has been trenched. Conventional literature states that you should wait several months before planting into a trench. This is because the anaerobic composting process that takes place in a trench is actually a fermentation process that produces alcohol, which is toxic to plant roots in extremely small amounts.

This trench was planted with a cover crop of winter peas and radishes. They were cut down two months later and left to mulch on top of the soil's surface. The next crop can be planted once the cover crop decomposes.
However, some organic gardening methods involve deeply burying active organic waste like hay, manure, okara (tofu by-product), or other organic materials and planting into them immediately. This method is particularly effective for growing heavy feeding crops like squash and pumpkins.

Plant roots tend to be quite ‘clever’ in finding adequate nutrients and avoiding detrimental growing conditions. It is unusual for plant roots to grow into a fermenting pile of organic matter, if that organic matter would harm the plant. That said, it takes most plant roots at least a month or more to reach a soil depth of 45cm (18’), at which point the materials will be less active. In a microbially active soil, soil organisms and worms would easily consume a small amount of trenched materials, leaving the area rich with humus and worm castings. If the material is still active, plant roots are more likely to encircle the active area and penetrate into the materials when they become more stable. Thus, careful monitoring of your own garden and growing conditions will be the best teacher for you. The composting process will be different depending on varying soil types and climates, so your keen eye will tell you how the trenched materials are working for your plants.

**Trenching Pet Waste**

If you are composting pet waste, you should not plant food crops above your trench. Instead, plant ornamentals or dig your trench in landscaped areas. It can be a good idea to transplant trees or shrubs above a trench containing pet waste, as this ensures that it remains buried and inaccessible by children or animals, virtually eliminating any chance of potential pathogen spread. Though pathogen spread from pet feces is very rare, taking these precautions makes pathogen spread even less likely.

**Post Hole Digger/Spot Trenching Method**

Another method of trenching is to use a post-hole digger to dig a row of pits in a garden bed, or even just outside the drip line of a fruit tree (this is the ring underneath a tree’s outermost branches where feeder roots are concentrated). This is called spot trenching, and can eliminate the trouble of saving up large enough amounts of food waste at a time to make it worthwhile to dig a trench. Spot trenching is also a good method to use for individual plants like squash and tomatoes, or when planting perennials.

> These holes were made amongst already growing plants – the post-hole digger makes it easy to work among plants.

**Trenching Summary:**

Trench composting offers some great advantages:

- It virtually eliminates all smell and rodent problems if materials are buried at least 45cm (18”) deep and well covered with garden soil.
- The anaerobic process will retain more nutrients than hot composting which loses much of its nitrogen in the decomposition process.
- It requires no investment in containers or materials, all you need is a shovel!

**Trenching Tips:**

- Monitor your plants well to ensure they are not being detrimentally affected by anaerobic composting.
- Use a system to mask where you have buried your scraps so you do not dig them up accidentally.

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Open: Wed-Sat, 10 a.m. - 4 p.m.

We sell composting equipment, gardening guides and more. Call, e-mail, drop by or visit our web site.

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Fact Sheet Series

Urban Leaves

Leaves are truly one of the urban gardener’s greatest resources. According to *The Rodale Book of Composting*: “…the leaves of most trees contain twice the mineral content of manure.” This is because the extensive root system of trees allows them to draw minerals from deep in the soil. They are also high in fibre which “slices and improves the aeration and crumb structure of most soils.” Leaves, along with other yard and garden waste, are banned from going into the Hartland Landfill. They cannot be put out with the garbage and in many municipalities leaf burning is prohibited. However, leaves have many uses for the home gardener and when used properly can greatly improve a garden’s soil. Leaves can be used for composting, mulch, soil building, worm bedding, and chicken coop bedding. In most cities leaves are plentiful in the autumn and can easily be collected from yards, parks, and streets.

Collection and storage of urban leaves

Autumn is the best time for urban gardeners to stock up on valuable leaves. Leaves can be easily collected and stored, to ensure gardeners have a supply that will last them the full year.

Leaves are best collected from yards and parks, where they are less likely to contain contaminants such as litter, oils, or other vehicle fluids. Leaves can also be collected from streets, but these leaves should be composted to break down potential liquid contaminants. When collecting leaves, you can use a wheelbarrow, a tarp, or even a truck if you would like a larger volume.

When storing the leaves, try to compact them so they take up less space. Wet leaves can be difficult to work with; spreading them out and fluffing them up to allow them to dry makes them more user friendly. Leaves can be stored in strong plastic garbage bags. Larger amounts of leaves can be stored in a hoop bin (see picture).

This simple hoop bin is made with ½” (1.2cm) hardware cloth held together by 2 1x4 pieces of cedar and four wing nuts. It has a simple plywood lid. A four foot (1.2m) diameter bin will hold almost one cubic yard (0.76 cubic meters) of leaves. Most materials can be purchased at your local hardware store. See Fact Sheet #7 for how to build your own hoop bin.

What to do with leaves

Composting

Composting is a great way of utilizing the nutrients and qualities of leaves. The composting process neutralizes the acidic nature of leaves. Some common leaves found here in the CRD are: maple, alder, oak, birch, poplar, and those from fruit trees.

Composting with leaves is easy and quick. However, they cannot be composted on their own as they do not have quite enough nitrogen. Therefore, they should be mixed with a high nitrogen material like fresh manure, grass clippings, or food scraps. Shredding the leaves will accelerate the process. This can be done with a leaf shredder or a common rotary lawn mower.

To compost leaves, use 1 to 3 parts (by volume) of high nitrogen materials for every five parts of leaves. If you are not composting the leaves, in order to break them down quicker, make sure your compost pile is at least one cubic metre (3 cubic feet). If you are composting in a backyard bin, be sure to mix the leaves thoroughly with food scraps and other materials in the bin.

See Fact Sheet #1 (Back Yard Composting) and #4 (Hot Composting) for more detailed information on how to effectively compost your leaves and other materials.

Mulching

As a mulch, leaves help keep the soil cool and moist in summer and protected from the rain in winter. As the leaves break down they also add nutrients to the soil and provide a perfect environment for earthworms to thrive.

However, most leaves are slightly acidic so keep this in mind when using them. Your soil pH may need to be raised by applying dolomitic lime. For plants that prefer acidic soil, pine needles and oak leaves work well as a mulch.
Because leaves are so small, they are easy to work with and can easily be shaped to fit around the trunks of trees and stems of perennial plants. Remember to keep the leaves a few inches away from trunks and stems as continued contact with leaves could cause stems and trunks to rot. See Fact Sheet #7 for more information on mulching.

**Leaf Mold**

For the busy gardener, leaf mold can be a very handy resource. By simply keeping leaves in a plastic bag, a covered pile, or a hoop bin, they will slowly break down over the course of a year or two, resulting in leaf mold.

One of leaf mold’s best qualities is its ability to hold water. According to The Rodale Book of Composting: “Leaf mold’s ability to retain moisture is amazing… leaf mold can retain 300 to 500 percent of its weight (in water).” Compare that to “rich topsoil, [which holds] 60 percent.” Thus, applications of leaf mold will significantly help reduce the likelihood of plant stress in drought situations.

Leaf mold is also a great soil amendment, decomposing slowly to release nutrients to the soil over time. You can use leaf mold wherever you would use compost or use as a fine mulch.

**Other Uses for Leaves**

For gardeners who do worm composting, leaves can be mixed 50/50 with finely shredded newspaper to make a perfect bedding for the worms. See Fact Sheet #2 for more information on worm composting.

Leaves can also be used as bedding for urban chickens. They can be used alone or mixed with hay, straw, or sawdust. Once the bedding is well-soiled with chicken manure, it can be used directly in the garden or added to a compost pile to further decompose.

**Common leaves and their properties**

- **Maple:** Maple leaves are high in calcium and potassium and their whole leaf is a great mulch that breaks down quickly.
- **Oak:** Oak leaves are abundant in the CRD. Though many people believe they should not be used, oak leaves are beneficial for the garden. Very acidic in nature, they are good for acid loving plants like strawberries and native plants. As a mulch they are long-lasting and thus require less work to maintain.
- **Pine Needles:** Pine needles and other conifer leaves and needles are very acidic. With the exception of cedar leaves (which inhibit growth) conifer leaves can be used to mulch acid-loving plants such as strawberries, blueberries, or rhododendrons.
- **Cherry:** Though not very high in nutrients, cherry leaves are abundant in some areas of the CRD. They make long-lasting, effective mulch.

**More Leaf Advice…**

Though most leaves are fine for use in the home garden, there are a few that should be avoided. Through a unique process called allelopathy, these plants, through their roots and their leaves, suppress the growth of other plants.

**Cedar leaves** are known to prevent the germination and growth of plants around them. And although much of this inability of plants to grow under cedar comes from the lack of light available under these massive trees, cedar leaves should not be used as mulch.

**Black Walnut** is one of the best known allelopathic plants. The tree’s roots produce a substance called juglone, which is also found in the leaves. Although juglone levels decrease significantly when leaves decompose, they are best left out of the garden and the compost.

Some other tree leaves to avoid include pecan, eucalyptus, arbutus, and kolly.

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We sell composting equipment, gardening guides and more. Call, e-mail, drop by or visit our web site.

**Call the Compost Hotline:**  
386-WORM

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This paper contains 100% post-consumer recycled fibre and is printed with vegetable-based inks. Special thanks to Reber Creative for their generous design support and to Alan Holf for the artwork.
Mulching is the process of adding a material, organic or inorganic, to the surface of your garden soil. Whether you grow fruits and vegetables, flowers, or perennial ornamentals, mulching is an important way of protecting and improving your soil. Soil is fragile, and without protection from either living plants or mulch it is vulnerable to erosion, dehydration, loss of structure, and compaction.

**Effort Scale:**

<table>
<thead>
<tr>
<th>Easy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Hard</th>
</tr>
</thead>
</table>

Mulching can be an easy to intermediate task depending on your application. Much of the work comes in simply collecting the mulch materials.

**Why Mulch?**

Mulching helps protect your soil from environmental factors like wind, rain, sun, and human agricultural practices which cause compaction, erosion, and nutrient loss. In nature, soil is almost always covered by either plants, such as in the prairie grasslands, or mulch, such as the debris on a forest floor. As mulch slowly decomposes, it returns many nutrients to the soil.

**What Can I Use for Mulch?**

There are a great variety of materials that can be used as garden mulch. Most mulch materials are organic in nature and have some particular applications:

- Leaf mold (decomposed leaves) and leaves: (except black walnut) (add nitrogen to your soil and retain water)
- Grass clippings: (add nitrogen to your soil and great for young plants)
- Compost and aged manure: (great all-around nutrient source)
- Wood chips, bark mulch, and sawdust: (great for acid loving crops, ornamentals and pathways)
- Pine needles: (for acid loving plants like berry crops and native plants)
- Straw: (long lasting and effective for water retention)

There are also a number of synthetic and manufactured mulches:

- Newspaper and cardboard: (good for controlling weed problems)
- Plastic and biodegradable plastic: (good for hot weather crops like tomatoes but do not supply nutrient)
- Woven landscape fabric: (good for long term mulching of perennials like grapes, allows water penetration)

Sawdust is a popular mulch for berry crops.

This gardener has used newspaper to help conserve water and control weeds.
How Does Mulch Work?

1. Protection from Rain Impact
   Rain has a significant impact upon soil structure and quality. The impact of the rain (and irrigation sprinklers) upon the soil's surface can break up soil aggregates leaving the soil compacted and difficult to work with, often resulting in crusts at the surface. Mulch acts as a blanket to protect the soil from the impact of rain – especially important in the wet winter months. The mulch also slows down the rain’s entry into the soil, reducing its moment leaching effects.

2. Protection from Erosion
   Top soil can easily be blown away from a garden or farm by high winds. It is estimated that the amount of top soil lost to erosion each year in the United States actually outweighs the amount of food harvested from the land. Erosion can also be caused by rain (especially on sloped land), wind (especially on dry soil) and human activity (from excessive tilling or disturbing of the soil). Keeping the soil covered with mulch will help prevent erosion. As the mulch decomposes it releases humic acids into the soil that help to effectively bind soil particles together.

3. Supplying Nutrients and Energy to Plants and Micro-organisms
   At the same time that mulch is protecting the soil, it is slowly decomposing and adding nutrients to the soil. As the mulch materials decompose, the nutrients stored within the mulch are released for the use of both plants and micro-organisms. This slow release fertilizer helps sustain plants in adverse conditions. The increased organic matter being added to the soil also helps improve soil structure.

4. Evaporation Reduction
   In the summer, the sun can draw moisture out of the soil at the rate of almost 3 cm (one inch) each day. Mulch acts as a sort of sunscreen, which not only prevents water from evaporating but also helps regulate the soil temperature. When it gets too hot, plants stop growing. Mulch will act as a buffer to keep plants more comfortable.

5. Weed Control
   Many common garden weeds need light to germinate. Mulching your soil helps prevent weeds from getting access to light. The weeds will have a very difficult time penetrating thick layers of mulch, and those that do are generally very easy to pull out since they are rooted into the loose mulch. Newspaper and cardboard make great mulches for weed control.

How Do I Mulch?

The act of mulching itself is one of gardening’s easiest activities. Some general rules:
- An 8 cm (3 inch) layer of mulch is good for veggies or woody perennials like ornamental shrubs.
- Up to 30 cm (8 – 12 inches) of mulch can be used for larger trees.
- Mulch can be applied over entire garden beds, or in a concentrated ring around individual plants.
- Woody plant stems or trunks may rot if they are covered with mulch, so it is important to leave a space of 5-10 cm (2-3 inches) around the plant’s base.

Veggie Garden Mulching

When mulching in your veggie garden, light mulches such as leaves, grass clippings, crop residues, compost or aged manure are ideal. These mulches make it easy to shape the mulch around your plants. They also decompose quickly, thus providing more nutrients to your fast growing edible crops. Annual veggies will often send new feeder roots into fresh mulch.

If you have been mulching your veggie garden over the winter, it is important to remove the mulch for a short period in spring to...
allow the soil to warm up. This will also help reduce slug damage as they can thrive in spring under a layer of thick mulch. Once the soil is warmed up, you can return the mulch to the soil to help prevent the soil from getting too hot (especially with delicate plants like lettuce and spinach), and to prevent evaporation in the hot summer sun.

This cover crop has been cut down and is mulched with the cutting to help accelerate decomposition. Another crop will follow it in a few weeks.

Perennial and Tree Mulching

For mulching perennials and trees, rough mulches such as uncomposted compost, straw, bark mulch and wood chips work very well. These mulches decompose slowly - acting as a slow release fertilizer - and thus can also be applied very thickly, ensuring they last a long time. It is particularly important with woody plants to keep the mulch away from the stem or trunk as this could cause the bark to rot as the mulch decomposes.

Sheet Mulching

Sheet mulching is a technique designed for restoring poor, depleted or compacted soil to a state where it can be productive. It is effective in areas where the soil is infested with pernicious weeds or where the topsoil has been removed. If you plan to convert your lawn to garden, this is a good technique. The basic principle is creating a sheet mulch in order to mimic the way in which forests continuously preserve and enrich their own soils.

- Lay down a thick, heavy base layer of overlapping newspaper, cardboard, old natural fabric clothing or carpet to smother weeds and provide a layer of carbon. Moisten.
- Alternate thinner layers of nitrogen rich materials like food scraps, yard trimmings, seaweed, manure and animal bedding, with brown layers of newspaper, cardboard, fall leaves, chipped waste. Moisten as needed.
- Build up to about 4-10” deep (the materials will break down to about half this height). Top off with a brown layer.
- These layers of decaying matter attract beneficial soil organisms that will break up the underlying soil. Tubers, large seeds and transplants can be planted into small pockets of topsoil amongst this new weed free, rich soil. When planting, make a hole in the base layer for your plant to put it’s roots through.

By sheet mulching, you save yourself the work and time it takes to dig out weeds and turn soil, and the existing soil ecology remains intact rather than being turned upside down!

Mulching Tips

Careful management of mulch applications can reduce any detrimental side effects.

High carbon mulches like sawdust, cardboard, or straw can absorb nitrogen from your soil, robbing this vital nutrient from your plants. Mixing these high carbon mulches with grass clippings, aged manure, or compost will help reduce their nitrogen draw from the soil. Watering with comfrey or nettle tea will also help.

Slugs and rodents love mulch and can thus become a problem in your garden. Keeping your mulch at only a few inches thick will help prevent rodents, and using rough mulches like straw can help prevent slugs. Periodically disturbing the mulch can also deter garden pests.

Mulching is an extremely important technique for effective organic gardening. While you may find a few problems and hurdles your first few times using mulch, it will quickly become an intuitive and energy saving tool that will greatly increase the health of your garden soil, and thus the health of your plants and family.

For more detailed information on mulching try these books: The Mulch Book by Su Ty Campbell; and The Organic Way to Mulching from Rodale Press. Or call the Compost Education Centre’s hotline at 386-WORM.
How To Build Your Own Hoop Bin

This wire mesh hoop bin can be used to store large amounts of leaves throughout the season. It can be easily built using the following materials:

**Materials:**
- 1⁄2" Wire mesh / Hardware cloth  
  1 piece @ 7' X 3'
- Plywood Lids  27" diameter  
  (As an alternative to plywood, a made to measure piece of sheet metal, wire mesh or recycled plastic will do.)
- Hardware  
  20 mesh staples (1" galvanized)
  2 carriage bolts (3⁄8" x 2 1⁄2")
  2 wing nuts (3⁄8")
  2 washers (1⁄2")
- Wood  1" X 4" rough cedar  
  2 boards @ 3'

**Construction:**

Step 1:  
Cut wire and wood to desired length.  
Wire: length 7' x width 3'  
Wood: length 3'

Step 2:  
Attach wire to wood.

Step 3:  
Form a cylinder with wire.

Step 4:  
Insert carriage bolts through holes from inside of cylinder to the outside.

Step 5:  
Place the lid on your hoop bin.

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Composting is a biological process resulting in the rapid decomposition of organic matter. This process is carried out by the many organisms that exist within a compost pile. Bacteria are the primary decomposing organisms, but many other organisms, including actinomycetes, fungi, worms, and beetles all contribute to the process.

In a compost pile, our goal is to create optimum conditions for these organisms to thrive and do their work, enabling them to decompose organic material at a pace much quicker than in nature.

Compost Organisms

Three levels of decomposers work in a compost pile. Organisms at each level of the food web help keep populations of the other levels in balance.

First level decomposers eat only organic matter. These include:
- Bacteria, mold, fungi, earthworms, and sow bugs.

Second level decomposers eat organic matter and first level decomposers. These include:
- Springtails, mold mites, roundworms, beetle mites, and protozoa.

Third level decomposers are flesh eating predators that eat other organisms:
- Centipedes, rove beetles, ants, and predatory mites.

The process of decomposition is both chemical and physical. Microscopic organisms such as bacteria, fungi, and actinomycetes decompose organic material through a process of chemical decomposition. Macro-level organisms, those we can see with our naked eyes such as centipedes, worms, beetles, and springtails, decompose organic matter through physical processes.

Micro-level Decomposers – Chemical Decomposition

Bacteria

Bacteria are the most important micro-organisms in your compost pile. They require both carbon and nitrogen, which come from organic materials, in order to flourish. They use carbon as a source of protein and nitrogen as their main source of energy. Bacteria can eat almost anything - living or dead. However, the greater the variety of materials you put in your compost, the greater the likelihood that bacteria will find an optimum blend of essential nutrients.

To eat, bacteria secrete an enzyme that softens materials, allowing them to engulf, ingest, and metabolize organic matter. This process not only softens and breaks down material in your compost, it also produces heat. Different bacteria work at different temperatures, and so as the temperature of your compost pile increases other bacteria become active.

Psychrophiles go to work first, working at temperatures between 0°C and 18°C. They help generate heat to allow the next level of bacteria to go to work.

Mesophiles work between 15°C and 40°C, but thrive between 21°C and 32°C. They raise the temperature of the compost pile for the thermophiles.

Thermophiles work at temperatures from 40°C to 70°C. These are the most efficient decomposing bacteria in a hot composting pile.

Bacteria reproduce quickly in favorable conditions, by a process called binary fission.
Some bacteria exist in aerobic conditions (with air), while others prefer anaerobic conditions (without air). Aerobic bacteria decompose materials much quicker than anaerobic bacteria, and do not produce an unattractive smell. The anaerobic process, called *fermentation*, results in the formation of ammonia-like substances (hydrogen sulfide and methane) which smell like rotten eggs. However, anaerobic composting retains more nutrients than aerobic composting.

**Actinomycetes**

After bacteria, actinomycetes are the second most abundant micro-organism in your compost pile. They do not respond well to acidic conditions (below pH 5.5) or high moisture conditions. They operate best at medium temperature areas of the compost (the edges of the pile and at the end of the process).

Actinomycetes take over during the final stages of decomposition, often producing antibiotics that inhibit bacterial growth. They work on tough-to-break-down organic material (avocado shells, seeds, glossy leaves) and they give compost its pleasant earthy smell. They are especially important in the formation of humus - organic matter that has reached the final state of decomposition. As well, actinomycetes liberate carbon and nitrogen, making these important nutrients available to plants.

**Fungi**

Fungi are smaller in number than bacteria or actinomycetes, but larger in body mass. Fungi are simple organisms that lack a photosynthetic pigment. Their simple individual cells may be linked together in long filaments. In natural forest ecosystems, single fungi organisms have been found to spread over several square kilometers. Fungi live on dead or dying material and obtain energy by ‘ingesting’ organic material.

Like actinomycetes, fungi are present during the final stages of composting, when the organic material has been converted (by bacteria) to a more digestible form. Fungi are also the only organisms that can break down lignin, the gluey substance found in woody materials. Therefore, in a compost pile with lots of woody twigs, the fungal component will be higher than one with just green garden and food waste. Of the three mentioned major microorganisms, fungi function the best under acidic conditions.

Fungi reproduce by releasing spores from a fruiting body. The fruit, called a mushroom, releases spores into the air, and the wind carries the spores off to start the next generation.
Macro-level Decomposers

Macro-organisms are the visible organisms involved in transforming organic material into compost. They are more active in the later, mature stages of the composting process, when temperatures are dropping but decomposition is not yet complete. Macro-decomposers ingest food physically, by grinding, chewing, sucking, digesting, and churning.

Worms

Worms are the most easily recognizable and most important macro-organisms in a compost pile. You can find two types of worms in the compost: earthworms (Lumbricus terrestris) and red wigglers (Eisenia fetida). Earthworms prefer to move through the open soil, while red wigglers prefer enclosed spaces. Worms consume bacteria, fungi, protozoa, and organic matter. As they digest organic materials, they leave nutrient-rich castings in their path. Unlike other large decomposers, they break down material both physically and chemically. See our Fact Sheet #2 for more information on using worms for indoor composting.

Nematodes

Nematodes (round worms) are the most abundant invertebrates in the soil. Some nematodes live on decaying organic matter, while others are predators on other nematodes, bacteria, algae, and fungal spores. There are also pest forms of nematodes that attack plant roots.

Whiteworns

Whiteworms (or potworms) are about an inch long. They help finish compost by breaking particles of material down into smaller pieces.

Centipedes

Centipedes are flattened and segmented with one pair of legs in each segment. They have 15 or more pairs of legs. They are third-level consumers that feed on soil invertebrates, their size or larger. This means that they are unwelcome in a worm bin as they may attack and kill the worms.

Keeping Organisms Alive

The conditions required to keep all these compost organisms alive are essentially the conditions that are needed to create good compost:

- **Adequate moisture.** Keep the compost about as wet as a damp sponge. Too much moisture can drown organisms, while too little causes dormancy.

- **Air.** Without air organisms die quickly. Aerating your compost pile ensures they will remain populous. When constructing your compost pile, use woody and fibrous branches to create air pockets throughout the pile.

- **Diversity.** Diversifying the types of materials added to the compost will improve the diet for compost organisms.

- **Surface area of materials.** Smaller materials are easier for compost organisms to ingest.

It is important to remember that without these compost organisms there would be no compost. So take a good look inside your compost pile the next time you visit it and see how many of these organisms you can find. You’ll be surprised how many there are when you look closely!
Compost Organisms in Your Soil

It is important to remember that the reason we are trying to create such microbiologically diverse compost is that it will ultimately benefit our soil. Just as we carefully maintain compost conditions, we also need to support microbial life in our soil. Soil organisms still need water, air, and food. A good soil structure will provide air, so be careful not to over-till or over-dig your soil. And continually adding organic matter to your soil will feed the organisms.

What is the Role of Organisms in the Soil?

Organisms play many roles in our soil, and are a major factor in ensuring plant health. Here are just a few of their many important roles:

1. Create symbiotic relationships with plants

Fungi and bacteria form important relationships with plants. The organisms attach themselves to plant roots and help the plant take up water and nutrients. Some fungi help to extract valuable nitrogen from the air to feed to plants through their roots. In return, the plants provide carbohydrates (energy) to the fungi, allowing them to thrive.

2. Decompose organic matter

Soil organisms continually consume plant material and other organic matter. As these materials are broken down, their stored nutrients are released and made available to plants.

3. Build soil structure

As organisms move through the soil, ingesting plant and organic matter, they help improve soil structure. As earthworms move up and down through the soil (they come to the surface to mate), they help mix and aerate the soil, aiding plants in their growth. When organisms ingest, metabolize and then excrete matter, they are adding nutrients, especially nitrogen, to the soil. Fungi help bind soil aggregates through their networks of hyphae (root-like strands that extend from fungi to permit feeding and vegetative propagation), that improve soil structure by promoting better water and nutrient retention.

4. Fight disease

The greater the diversity of organisms that exist in your soil, the more difficult it is for pathogens to get out of control. Microbe-rich compost tea can be used for disease suppression and prevention.

Compost is essential for maintaining healthy, microbial life in the soil. (Images of snail, worm and sow bug from www.nyccompost.org)

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