



Facilitation Manual
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SECTION ONE

Facilitation Guide and Workshop Introduction

The purpose of this facilitation guide is to provide information to deliver *Our Community, Our Food – Capacity Building Workshop on Food Security*. Improving food security has been identified as a priority for many First Nations and Inuit communities. Providing knowledge and skills about nutrition is important in the prevention and management of chronic disease (for example diabetes, cancer, obesity), but healthy food must also be available and affordable.

This workshop was developed and at the National Aboriginal Diabetes Association's 6th National Conference on Diabetes and Aboriginal Peoples & Professional Development Series for Community Diabetes Prevention Workers (Winnipeg, Manitoba, February 15-17, 2011). Funding was provided by the Aboriginal Diabetes Initiative, First Nations and Inuit Health Branch, Health Canada.

In this workshop, food security is used as a framework, first with the concept explored, then by sharing community based initiatives across Canada as a means for participants to walk away with knowledge, resources and ideas for implementation in their community. Many First Nations and Inuit encounter barriers to accessing healthy foods, whether from traditional or commercial sources. These are the barriers that will be discussed in this workshop with a focus on community-based solutions.

Diabetes and Food Security

Diabetes is a key public health concern for First Nations and Inuit. The risk of developing Type 2 diabetes can be significantly decreased by achieving a healthy body weight, eating a healthy diet and being physically active. For people who have been diagnosed with Type 2 diabetes, a healthy lifestyle can help to reduce the risk of developing serious complications.

What foods are available in your region? Do community members eat the kind of food a healthy body needs?

First Nations communities are found in all parts of the country, while Inuit communities are located in northern Canada. First Nations, and especially Inuit communities, are much more likely to be located in rural and remote areas, compared to Canadian communities in general.¹ Due to cost and difficulty of transportation to rural and remote areas, commercial foods are

¹ A large number of Aboriginal people in Canada also live in urban non-Aboriginal communities. However, because this workshop was created for community workers in First Nations reserves/communities and Inuit communities, this will be the primary context for information and discussions.

more costly, and less available in rural and remote communities. This is particularly true for many healthy foods like fresh fruit and vegetables. In the past, First Nations and Inuit relied on traditional food sources that were readily available where they lived. However, traditional food systems are no longer the primary method for accessing food among most First Nations and Inuit peoples.

Improving food security for First Nations and Inuit has been identified as a priority in diabetes prevention. It has been recognized that providing knowledge and skills about good nutrition has limited value, if healthy food is inaccessible. This workshop can be offered as professional development for community workers to build their knowledge and capacity to increase food security in their communities.

Acknowledgements

The promising practices in food security that are referenced in this workshop are based on case studies involving the communities mentioned. I would like to acknowledge and thank these communities for sharing their knowledge and experiences to improve food security.

The Workshop

Duration: 90 – 120 minutes

Number of participants: 8+

Resources: PowerPoint presentation with speaking notes, promising practices handouts, background documents

Requirements	Tools
<ul style="list-style-type: none"> • Computer, projector and projection screen • Access to the internet • Room for table top exercises • Room on the wall for activities • Participants sit around a table (5-8 per table) • Pink and yellow large Post-it notes • Markers, tape and paper for posting on the wall 	<ul style="list-style-type: none"> • Facilitation manual • PowerPoint Presentation (Appendix A) • Handouts (Appendix B)

Background information

The power point presentation (Appendix A) includes ready to use slides with suggested speaking notes. In addition, it is recommended that the facilitator read:

The Conceptual Model for Promoting Food Security in First Nations and Inuit Communities, *First Nations and Inuit Health, Health Canada*.

Flowers, J., Nochasak, S. and Jameson, K. (2001, April). NiKigijavut Hopedalimi: Our food in Hopedale. The Food Security Network of Newfoundland and Labrador.

Glacken, J. (2008). *Promising practices for food security*. Ottawa, ON: *First Nations and Inuit Health Branch, Health Canada*.

Power, E. M. (2008). Conceptualising food security of Aboriginal People in Canada. *Canadian Journal of Public Health, 99*(2), 95-97. Retrieve from: <http://journal.cpha.ca/index.php/cjph/article/view/1614/1803>

Willows, N.D. (2005). Determinants of Healthy Eating in Aboriginal Peoples in Canada: the current state of knowledge and research gaps. *Canadian Journal of Public Health, 96*, S32-S37

Facilitation

Your role as a facilitator is to encourage full participation, to promote mutual understanding and cultivate a shared responsibility to meet the objectives of the workshop. It is not essential to know everything. If you are facilitating this workshop it is because you there is a desire to discuss food security in your community.

Here are some pointers:

- Make everyone feel comfortable (one example of an ice breaker activity in this manual).
- Guide discussion but do not lead it.
- Listen to what participants are saying but move the discussion along and encourage all participants to share.
- Challenge thinking by asking “why” or “can you think of a similar situation”.
- Help the group create lists of important points.
- Summarize the issues/comments from time to time.
- Restate ideas when the individual presenting is not clear.
- This workshop includes group work so it is important to be clear about instructions and to motivate.

Participant Objectives

During the workshop and/or after participating in the workshop the participants will:

- Learn that increasing food security is essential to preventing diabetes and promoting healthy communities.
- Learn strategies that may help improve food security in your community.
- Be able to identify and access additional information for addressing food security in your community.

SECTION TWO

The presentation outline

Slide	Time* (min)	Purpose and additional information – speaking notes are in the presentation
1	3	Introduce workshop and facilitator
2	2	Review the objectives of the workshop
3	10	Introductions
4	3	Explain the link between food & diabetes and food & health
5	3	Review food security terminology
6	3	Discuss cultural food security
7	3	This slide will generate discussion about the link between food security & nutrition
8	25	Idea generating activity – Barriers and Solutions to Food Security (see below)
9	8	Participants watch a short 5 minute video: Feasting For Change. Internet access must be available to watch the video online.
10	5	Model for Promoting Food Security in First Nations and Inuit Communities
11	3	Review the points within traditional and market food systems for promoting food security
12	3	Review the points within traditional and market food systems for promoting food security
13	10	Revisit the activity from Slide 8.
14	15	Case study activity – Review and discuss promising practices for increasing food security (see below)
15	3	Discuss creating a food security plan
16	5	Review “Our food in Hopedale, Labrador”, an example of a community food assessment
17	2	Closing
	90-120	TOTAL TIME (minutes)

* Time for each slide/activity is approximate. Group activities will take more or less time, depending on number of participants in your workshop and how talkative they are!

SECTION THREE

In this section, you will find additional descriptions and background information on activities throughout the workshop.

Ice Breaker Activity – Memories of Food

The following is an ice breaker activity that can be used to create a positive environment in the room. This activity is not mentioned in the power point presentation, but can be done at the very beginning of the workshop, or on slide 3 as part of introduction.

Memories about food: In this activity, the facilitator invites participants to introduce themselves, each participant will write on the piece of paper a “favourite childhood food”. Each participant will present the memory and then collectively decide which memory to share with the larger group in the room. A spokesperson from each table will share the “memory about food”

For a smaller group and if time permitted you would ask each participant to share their “memory about food”.

Idea Generating Activity – Barriers and Solutions to Food Security [slide 8]

The purpose of this activity is to learn about and share barriers to food security in our communities, then to share solutions and activities that are overcoming these barriers and increasing food security. There are two parts to the activity – first generate the ideas and watch a video, and then come back to what has been shared collectively later in the workshop. The speaking notes in the presentation provide direction on how to explain the activity.

The facilitator should prepare spaces on the wall to post “BARRIERS” and “SOLUTIONS”. If the room is too small or not suitable for posting on the wall, groups can verbally summarize from their tables. Groups should identify who will be recording their ideas/activities, and who will be verbally debriefing to the larger group.

A general outline for the activity:

1. Introduction (2 min): Participants will share information based on experience in their community. Following this activity, you will be able to draw from the experiences.
2. Identify issues and barriers (5 min): Write down on pink (or another colour) Post-it notes, any issues and barriers that participants can think of that prevent people in their community from eating healthy food.
3. Identify solutions or things that are being done in the community to overcome these issues and barriers to food security (5 min). These are written on yellow (or another coloured) Post-it notes.

4. Debriefing (10 min): A representative from each group to go post 'work completed' on the designated wall and verbally summarize key points.

Materials Required:

- Q-card sized post it notes, pink and yellow
- Markers

Case Study Activity - Promising practices for increasing food security [slide 14]

First Nations and Inuit communities are working in many ways to improve food security which may have already been demonstrated in the first activity. The Promising Practices for Food Security Project (Glacken, 2008) undertaken by First Nations and Inuit Health found common enabling factors, implementation challenges, strengths and weaknesses, resources and supports needed to implement the initiative based on 12 programs and initiatives that were taking places across Canada.

Background for Facilitator:

- The FSRG (described above) selected projects that they knew to be positively impacting food security in First Nation and Inuit communities.
- These projects were studied to learn what makes them positive projects and to examine the challenges and opportunities experienced by the people who participated in them.
- The projects were studied to learn about the characteristics or practices that make them positive examples. These characteristics are called *Promising Practices* and are described for each project in the case studies that participants will review.
- The programs and initiatives that were presented represent a small sample of those currently offered in First Nations and Inuit communities across Canada.
- 6 of these programs were included into this workshop and 2 programs were recommended to be included in the development of the workshop as a basis for participant discussion.

These programs vary greatly from household gardens in southern Vancouver Island, to a retail-based food initiative in the north, to a salmon restoration project in Atlantic Canada. They vary, not only in the way in which they address the issue of food security, but the extent to which the issue is addressed. Regardless of their differences, the programs and initiatives help facilitate access to sufficient, safe, and nutritious food that meet the dietary needs and food preferences of First Nations and Inuit (Glacken, 2008).

The following promising practices were identified:

- Increased availability of nutritious food – All projects increased access to traditional and/or nutritious store food.
- Capacity Building – Programs build capacity in individuals or participating communities.
- Strong Partnerships – Programs have established strong partnerships for assisting in development, implementation and/ or management of food security projects.
- Benefits of initiatives are evident - improved physical, economic or cultural benefits through aspects of food security are evident.
- Creative approach – using novel strategies with existing program resources
- Secure, adequate funding - Successful program rely on secure and adequate funding to sustain efforts.

The Promising Practices handout is found in **Appendix B**; assign one case study to each group.

1. Allow 5 minutes for participants to read over their case studies.
2. As a group, they should discuss the following questions for their case study (also shown on slide):
 - What point within the traditional and market food system does the initiative or program address?
 - Would it work within their community (why or why not)?
 - How could it be adapted to their community?
3. After the discussion a representative from each group will share with the broader group the consensus of the discussion at their table.

Note: Each of the promising practices community examples can be used as handouts by printing double sided.

Community Food Assessment [slide 16]

So far in the workshop we have been learning about points of intervention within traditional and market food systems, factors influencing traditional and market food systems, and the broader context (programs, services, regulation, and policies) that can influence food security. Participants have discussed the barriers and issues that prevent individuals in the community from eating healthy food for good health and also shared some solutions to these barriers.

Participants reviewed examples from communities across Canada that are improving food

security through a point (or many) of intervention in the traditional and market food system. Further, participants discussed the feasibility of starting a similar program in their community.

An overarching activity that includes some of these steps is a *community food assessment*. In this section of the workshop, the idea of undertaking a community food assessment will be presented to give participants idea and resources to start this process when returning to their community.

A community food assessment is a participatory and collaborative process that examines a broad range of food related issues and resources in order to inform actions to improve community food security (Ross & Simces, 2008).

The resource and example that is used in the presentation on slide 16 is found in **Appendix C:**

Flowers, J., Nochasak, S. and Jameson, K. (2001, April). NiKigijavut Hopedalimi: Our food in Hopedale. The Food Security Network of Newfoundland and Labrador.

The facilitator should be familiar with this document before facilitating this workshop. “Our Food in Hopedale” is an example of a community food assessment process, used to develop a comprehensive food security plan. It was developed by a project co-ordinator, with support from a regional food security organization, and with funding from PHAC and FNIHB. Slide 16 focuses on four general steps in a food security plan and uses the process that Hopedale took as an example.

Have enough copies of “Our food in Hopedale” to distribute to participants. Summarize the activities that were undertaken throughout the project, corresponding with the 4 phases that are identified on the slide. Group discussion could be encouraged at this point, depending on time available at the end of the workshop.

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