

Supermarket Tour: Delivery and Evaluation

Includes:
Final Report

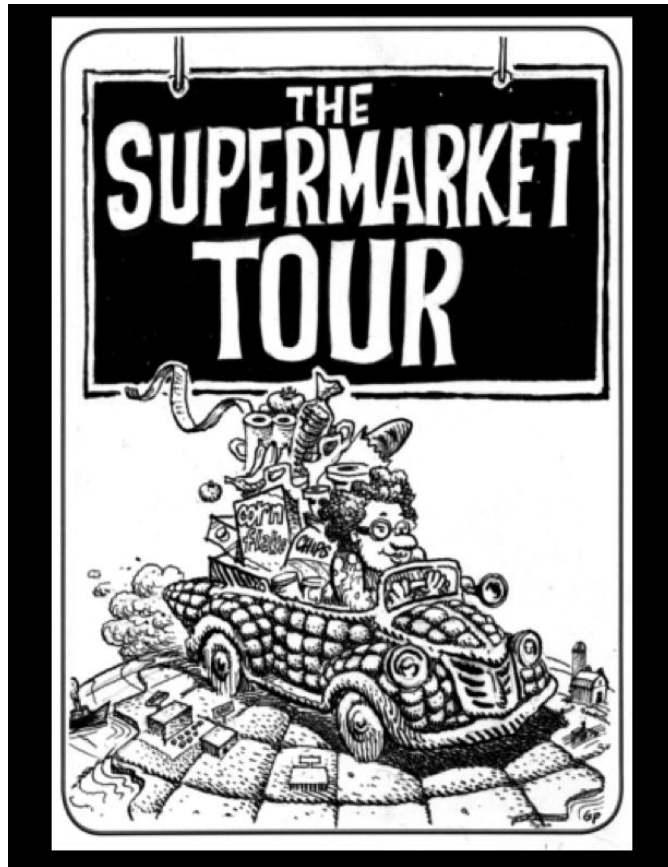
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Delivery & Evaluation of *The Supermarket Tour*

ERST 4830Y – Community-based Education Project

Project Supervisor: Dan Longboat, Project Host: Yolanda Jones, Project Coordinator:
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FINAL REPORT: SUPERMARKET TOUR DELIVERY AND EVALUATION

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Abstract

The Ontario Public Interest Research Group (OPIRG) Peterborough launched their second edition of *The Supermarket Tour* during the winter of 2012. *The Supermarket Tour* is designed as an educational manual discussing the issues within our current food system. It provides an extensive review of issues surrounding consumer manipulation, pesticides, labour, loss of biodiversity, biotechnologies and genetic engineering, animal welfare, environment impacts, and corporate control. As a Trent Centre for Community-based Education (TCCBE) research student, my role was to deliver and evaluate the effectiveness of *The Supermarket Tour*. This research was conducted as Participatory Action Research through collecting qualitative data. Group tours of the supermarket, focus group sessions, and questionnaire surveys were the methods employed to collect the data. The Supermarket Tour manual resulted in being an effective research tool in three main ways: being in a grocery store setting allowed for greater comprehension of the information discussed, activities proved to deepen the understanding of complex issues, and participants left inspired to make informed decisions and alternative choices in their dietary and consumer habits.

Key words: The Supermarket Tour, Participatory Action Research, focus group, questionnaire, surveys, food, educational tool, issues, food system, alternatives.

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Summary

The Ontario Public Interest Research Group (OPIRG) Peterborough launched the newest edition of *The Supermarket Tour* during the winter of 2012. *The Supermarket Tour* is designed as an educational manual about issues in our current food system. As a Trent Centre for Community-based Education (TCCBE) research student, my role was to deliver and evaluate the effectiveness of *The Supermarket Tour* as an educational tool. The research was conducted as Participatory Action Research (PAR), which aims to directly involve participants in the research by encouraging group activities and discussions.

Various activities were implemented during the in-store tour and focus group session. For example, the Making a Banana Split activity that is proposed in the manual was used to discuss the different layers of the production and distribution chain of produce from developing countries. Participants were given a banana cut-out and a pan and ask to divide the banana by who earns what in the process of getting the banana to the consumer (farmer/producer; export, transportation & taxes; wholesaler; and retail store) assuming that the banana costs the consumer one dollar (see the image of the banana on page 12 for the breakdown). This activity allowed the participants to take a closer at the banana and its impacts. Participants questioned the steps involved in the production and distribution, why workers receive so little, who sets the prices, and what can be done to change the situation so that workers and farmers receive a fairer share. Activities helped participants better retain the material presented. The focus group sessions followed the in-store tours, which allowed participants to ask questions and discuss some of the topics in greater depth (Cameron, 2010, 154).

Questionnaire results showed positive feedback. Each participant was given a two-part questionnaire survey to full out. The first part was presented in a quiz-like format and its goal was to evaluate how much the participants retained from the tour and focus group session. The second part of the questionnaire was to receive feedback about the quality of the tour and how it

could be improved. The activities proved to be an effective tool, which contributed to the groups retaining 84% of the material.

How can *The Supermarket Tour* manual enhance awareness about issues in the current food system? The manual is categorized into aisles— “Aisle 1: Going to Market, Aisle 2: Produce, Aisle 3: The Meat Market, Aisle 4: Dry Goods, Aisle 5: Corporate Control, and Aisle 6: The Food Donation Bin”. The format makes it easy for the reading to picture themselves walking through the store and go back for clarification. The manual delivers an extensive amount of information about current issues within our food system in a concise package. This makes it easy to read, and above all, may help readers retain a lot more information.

The Supermarket Tour manual is already used in some courses at Trent University such as Paula Anderson’s Canadian Food System, International and Indigenous Community Development. Other courses that this manual could be implemented as required reading are Haroon Akram-Lodhi’s The World Food System and Peasants, Food, and Agrarian Change, Tom Hutchinson’s Ecological Agriculture and Agriculture and Agriculture Alternatives, Anne Meneley’s Culture and Food and Anthropology of Food Politics. In addition to these, the manual could also be implemented as part of the course material in many of the courses in the Sustainable Agriculture program. The Supermarket Tour manual could also be implemented as part of the curriculum at the elementary and secondary school levels because of the simplistic way that the manual is written. Since the manual covers such a broad scope of topics, the manual can be used as a multi-disciplinary educational tool in the academic realm.

The manual suggests thinking about products and making informed decisions even in supermarkets. At the

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end of each chapter, a list of alternatives is provided. The manual emphasizes making small changes rather than being intimidated by all the issues (OPRIG Peterborough, 2011, 85). The manual helps by providing suggestions for simple life-style changes that can be made and suggests alternatives that can be adopted as a way to avoid the mainstream food system. Some small changes that are suggested include: supporting genetic diversity, buying fair trade and organic when possible, buying local and in season, growing your own food, joining a community shared agriculture organization, and supporting local farmers at farmer's markets (82).

In short, The Supermarket Tour manual resulted in being an effective research tool in three main ways: being in a grocery store setting allowed for greater comprehension of the information discussed, activities proved to deepen the understanding of complex issues, and participants left inspired to make informed decisions and alternative choices in their dietary and consumer habits.

Introduction

Research Question

The Ontario Public Interest Research Group (OPIRG) Peterborough launched the newest edition of *The Supermarket Tour* during the winter of 2012. *The Supermarket Tour* is designed as an educational manual about issues in our current food system. It provides an extensive review of issues surrounding consumer manipulation, pesticides, labour, loss of biodiversity, biotechnology and genetic engineering, animal rights, environmental impacts, and corporate control. As a Trent Centre for Community-based Education (TCCBE) research student, my role was to deliver and evaluate the effectiveness of *The Supermarket Tour* as an educational tool.

Brief History of the Supermarket Tour

In 1980, the first edition of *The Supermarket Tour* was published (OPIRG Peterborough, 2011). This first edition and the second edition published in 1990 were both written and edited by OPIRG Toronto

(2011). By 2002, OPIRG McMaster edited the third edition of the manual (2011). In 2012, OPIRG Peterborough completed the latest edition after four years of hard work, dedication, and teamwork (2011).

Methods

This research was conducted as Participatory Action Research (PAR) through collecting qualitative data. There are three methods of gathering qualitative data: oral, participatory or observational, and textual (Winchester & Rofe, 2010, 8). These methods structured the research. Each of these elements of research took different forms in order to evaluate the manual. Oral and observational or participatory took the form of the tours and focus group sessions. Tours allowed for both the research and the participants to share knowledge, but it also allowed space and time to observe, reflect on, and analyze the reactions of the participants from the *The Supermarket Tour*. Textual research was gathered through questionnaire surveys.

Rationale

PAR can be an effective tool in the process of research (Cameron, 2010, 152). This method seemed to fit *The Supermarket Tour* since PAR directly involves participants in the research (154). *The Supermarket Tour* manual proposes and encourages group tours in a supermarket setting. In order to evaluate the manual as an educational tool, the participants of the tours, focus group, and questionnaire surveys will essentially generate the data to determine the effectiveness of the manual. During PAR it is important to implement engaging activities that encourage all participants to speak (Chevalier & Buckles, 2011, 11). Participatory Action Research or the involvement of participants in the research of *The Supermarket Tour* is natural in its

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objectives. PAR also facilitates a positive atmosphere where knowledge is shared horizontally rather than hierarchally.

Methods Examined in Greater Depth and Discussion of Results

Tours

Date	Group
November 27, 2012	Canadian Food System's class (attended as a participant)
February 12, 2013	Group 1
February 26, 2013	Group 2
March 6, 2013	Group 3
April 11, 2013	Food Enthusiasts—Freestyle Tour
April 12, 2013	Lynne Davis' International & Indigenous Community Development class.

A total of five tours were lead and each group had between six to eight participants. There were originally three tours planned. A fourth tour was organized with a group of well-informed participants. This tour was not structured and its goal was to talk about the issues that they knew about the current food system and see if any important concepts were missing from the manual. The last tour was with a research class who had been assigned readings from *The Supermarket Tour* manual as part of the class curriculum.

The appendix of the manual provides a brief but helpful section about how to organize and facilitate a *Supermarket Tour* and a debriefing session. Selecting participants is an important element to consider. It is important to choose a sample size that fosters the right environment for learning (Bradshaw & Stratford, 2010, 76). In the case of *The Supermarket Tour*, a small group is important because of the space available in the aisle of the grocery store. There is also a substantial amount of noise and distractions (background music, people talking, fridges, and air circulating systems). Therefore, by keeping the group small, you can gather together closer. From experience as a participant and as a facilitator, groups of four to six are optimal; groups of over eight participants would be too large.

When organizing a *Supermarket Tour*, the first step is to read the script, highlight the themes that are most important to you, and then go back and take notes so that you can have a reference sheet with you on the tour. I prepared the script as a summary of the key points in the manual. I focused on the first five aisles because of particular interest, while weaving some of the material from aisle six in our discussions. I had the opportunity to go on a tour before leading my own, which was helpful. Prior to the first tour, I practiced my scripted in the grocery store with a friend. This helped me imagine the best places to stand with a group and how to lead the group through the grocery store.

I realized during my second tour that it is important to consider your audience. You may be introducing unfamiliar terms to some participants. Therefore, when you are choosing what themes you will discuss, consider what your audiences background in food related issues may be. The language that you use must be carefully chosen depending on your group's previous knowledge of the food system. Most of the

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participants on my tours were very interested in issues around food prior to the tours, therefore, I had an audience that was familiar with most of the topics discussed and the acronyms used. However, it was at the beginning of my second tour that someone asked me “what are GMOs?”. The manual introduces the term only in Aisle 4, however, I had mentioned it in passing in the produce aisle. If terms such as genetically modified organisms are mentioned in Aisle 2, then it is important to define it at that moment. In addition, before mentioning acronyms, the whole term should be used and then told the acronym for it.

It was at this time that I realized that I had to be careful about the way that I introduced concepts. If the participants of the tour are new to learning about food issues you may have to introduce key concepts and then expand on them. Thus, the language used and the facilitators approach to the tour would be different depending on the audience. If you were leading a tour with a group of dietitians, elementary or high school students, your approach would be different with each group.

Script

The following are notes that I referred to during the tours. However, before beginning the tour, I explained to the group that the grocery store managers were generous to offer us the space to do a *Supermarket Tour* and therefore it is important to be respectful. I explained that I would be speaking lightly not to disrupt the customers (especially when we talked about sensitive issues around meat consumption) and that we should keep the group close together. I gave background information on *The Supermarket Tour* manual and introduced myself as well as my research. As an icebreaker, participants introduced themselves, told us a little about their

interest, and told us about their favorite food. Then, we began the tour.

Aisle 1: Going to Market

- There have been a lot of changes in our food system in the past 50 years. These changes have had a great impact on our health, the environment, and our values.
- A shopping trip used to include many stops: the butcher, the baker, the produce grocer, and several other independent specialty shops. Nowadays, we have the option of one-stop shops that offer everything from milk, produce, TV dinners, and even non-food items and services such as pharmacies and photo development services.
- In a few generations, our relationship to food has radically changed. We have become alienated from our food, a process known as distancing. We have seen an increase in population in cities and a decrease in farmers.
- Our relationship to food has become dictated by price rather than by other values such as nutrition, sustainability, equality, or even taste.
- Distancing from field to table creates opportunities to extract money from the food system.
- There is a perception of choice, however, in Canada, 80% of the food comes from only 5 retailers: Loblaws, Sobeys, Metro, Canada Safeway, and A&P. Freshco for example is a division of Sobeys.
- Operating on such a large scale allows chains to take advantage of economies of scale by buying wholesale. This is similar to the increasing trend of buying in bulk from stores such as Costco—corporations do the same. Use example of Kellogg’s at Wal-Mart.

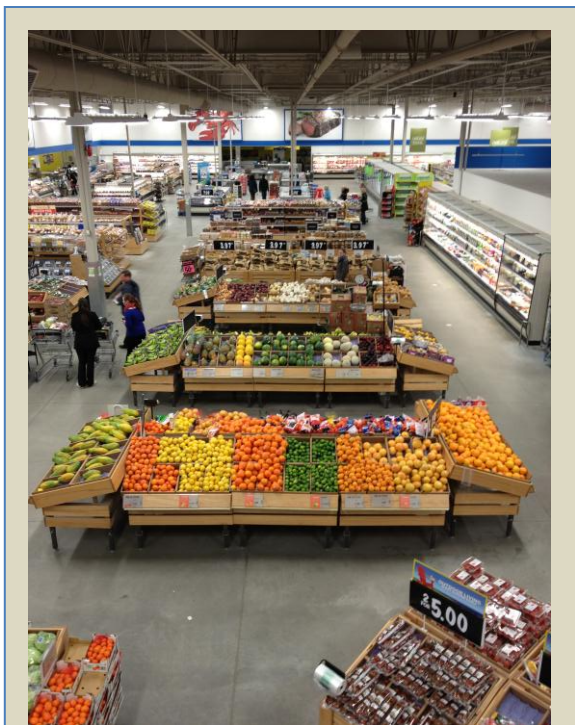
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- There is a lot of consumer manipulation. As we walk into the grocery store, listen to the music and consider the environment you will be walking into. It is definitely not a neutral space. It is designed to make it easy for you to spend money. They are set up to move customers in such a way to expose them to as many products as possible. A lot of research goes into consumer habit and a lot of time is spent thinking about ways to lure customers in. Lures such as:
 - Loyalty cards with programs such as “free” groceries, Air Miles, and Club points.
 - One-stop shops that are built on convenience: people can buy food, clothes, prescription drugs, make-up, gasoline, banking, and electronics. Think of Super Wal-Mart’s such as the remodeled one on Chemong or bulk stores such as Costco.
- Notice where the entrances are—there is only one entrance and exit. While we walk through the grocery store, pay attention to where the “staples” (bread, eggs, milk, butter) are located. This is designed in hopes that when you come in to pick up milk and bread, you may make an impulse buy on your way there and to the checkout.
- Look at the shopping carts; they are extra large and deep to encourage more spending. At some grocery stores there are small carts designed for children, so they can shop along their parents. They are little shoppers in training.
- Music, Muzak, Mood: do you notice the music play? Try actively listening to it; you may forget that it is playing. The company Mood, formally owned by Muzak, designs music in a way not to catch your attention—it is there to reduce stress and remove distractions. Mood analyses music and removes extreme dynamics and sudden key changes so it subtly carries on in your subconscious.
- Product placement: products at eye level tend to sell better. Companies pay premium “slotting fees” to have their products on the shelves.
- Advertising and Packaging: We used to choose food based on how it looked, felt, smelled, and tasted. Now the dominant values in America for food purchase is cost, appearance and convenience. The cost of marketing and advertising is built into the price of food, often amounting to more than it costs for the farmer to actually grow the product.
- Every chapter offers a list of alternatives. Try to stick to a list to reduce impulse buys. Better yet, try going to smaller shops, since they usually cannot afford the strategies to boost sales used by large supermarkets, they tend to be more transparent about their products. Join a food co-op, where everyone has a say in how the organization is run.

Aisle 2: Produce

- Produce is perishable; therefore grocery stores want to move it quickly. Consumers tend to spend more money at the beginning of their shopping trip than at the end.
- Now more than ever, the food that we consume is international: bananas from the Caribbean, tomatoes from Mexico, rice from India, beef from Brazil, and oranges from Africa. No matter what food group you are eating, there is a good chance that the food was produced thousands of miles away, and a full meal could easily contain food from several countries. The term ‘food miles’ refers

to the distance that food travels to get from where it is produced to where it is consumed. Over the past few decades, food miles have increased dramatically due to the global trade in food commodities. Thanks in large part to an abundance of cheap fuel, the average North American meal is said to travel approximately 2,400 km from field to table. These imported foods create more than their own weight in greenhouse gas emissions during transportation alone.



Oranges, bananas, and pineapples: only a few examples of food that travels far distances.

- “Before you’ve finished eating breakfast this morning, you’ve depended on half of the world”—Martin Luther King
- PLU codes can tell you how your food was produced. If the PLU code starts with an 8 and has five numbers then it is a genetically modified product, a four digit number beginning with a 3

or 4 has been conventionally grown, or a number starting with a 9 with five digits indicates that it is organic.

- *First Activity:* Walk about the produce section and pick two items. Are they in season? Where are they produced? Is it local? Is it organic or is there an organic option? Look at the PLU code.
- Pesticides kill all insects and soil microorganisms, some of which are beneficial. This leads to fewer soil organisms and less organic matter. It also leads to pollution in the air, soil, surface water, and ground water. They are linked to increased pesticide resistance in insects. There are also many health effects associated with pesticides. They have been linked to acute and chronic illnesses, including neurological problems, fertility and reproductive problems, brain and lung cancer, and immune system suppression—risks are especially high in children.
- An Apple a Day May Not Keep the Doctor Away. Hand out the dirty dozen charts and discuss it.

Rank	MOST Contaminated Foods	LEAST Contaminated Foods
1	Peaches	Onions
2	Apples	Avocados
3	Sweet Bell Peppers	Sweet Corn (frozen)
4	Celery	Pinapples
5	Nectarines	Mangos
6	Strawberries	Sweet Peas (frozen)
7	Cherries	Asparagus
8	Lettuce	Kiwi
9	Grapes (imported)	Bananas
10	Pears	Cabbage
11	Spinach	Broccoli
12	Potatoes	Eggplant

Source: Environmental Working Group. Compiled from USDA and FDA pesticide residue data 2000-2005.¹⁷

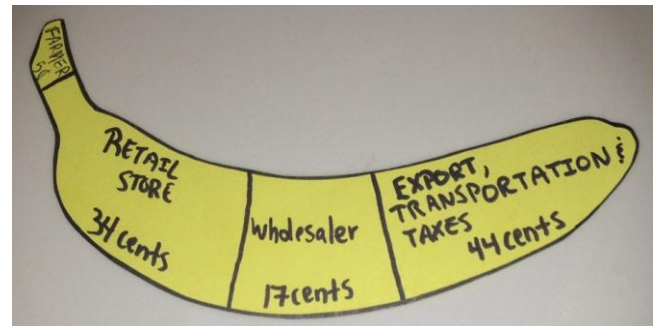
- Case study, Bananas:
- In Canada, bananas are one of the most commonly eaten fruits. They are available year-round in the same shape, size, and color. Nearly all bananas come from Latin America and five large corporations control the vast

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majority of the market. The distance between consumers in the North and the countries where bananas are grown makes it easy to keep us in the dark about the environmental and social impacts of the banana trade.

- Bananas are usually grown on huge plots of land with very little biodiversity. Tropical rainforest are naturally incredibly diverse areas; a single hectare of primary tropical forest contains 100 to 250 species of trees alone. Because of soil and pest problems that arise from monoculture land, farmers rely heavily on pesticides and synthetic fertilizers. Central American banana plantations apply more than ten times the average for intensive agriculture in industrialized countries. For each ton of bananas exported from Latin America, three tons of waste is created. Although bananas are found on the least contaminated list, it is due to their thick skin, rather than the conditions under which they are grown.
- The workers in these fields are exposed to these chemicals and are often not provided with adequate safety training and protection. This leads to a wide range of health issues. Also, residents that live nearby or downstream are also exposed to pesticides that leech into the soil and water. Despite these dangerous working conditions, plantation workers are often paid very low wages. The cost of the chemicals used in the growing process is significantly higher than the cost of wages.
- *Second Activity: Making a Banana Split:*
- This activity is used to discuss different layers of the production and chain of produce and the effects of buying produce from developing countries.

- Have participants work in pairs. We are using bananas as an example of a product exported by developing countries to better understand who earns what in the process of getting the banana to us.
- Quickly brainstorm: where do bananas come from? What steps are involved in the production and distribution of bananas? List people's suggestions. Summarize them by listing the following types of categories: farmer and plantation worker; export, transportation & taxes; wholesaler (e.g. Chiquita, Dole); retailer (Freshco, Loblaws, etc.). Make sure everyone in the group has a basic idea of the role of each of these groups.
- Ask each pair to split up the banana by the share they think each group listed above should receive (e.g. if a banana costs one dollar, how many cents should go to the farm worker, the retail store, etc.?) Have them explain their reasons behind their numbers. If possible, get the group to agree on how the banana should be split.
- Show the participants the actual breakdown of who receive what. In general out of every dollar, the worker/grower earns 5 cents, the costs of export, transportation and taxes amount to 44 cents, the wholesaler gets 17 cents and the retail store gets 34 cents.



- Ask the participants why they think the banana is cut the way it is. Why do the workers get so little? Who sets the prices?

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What can be done to change the situation so that workers and farmers receive a fairer share?

- The banana is only one example of the many products that come from developing countries; many other agricultural products (such as sugar, coffee, and even manufactured products) have a similar breakdown. Even in Canada, wheat farmers are paid relatively little for their crops.
- Alternatives: Buy organic produce, buy locally, buy in season, join a CSA, peel your fruits and vegetables, eat fewer pesticides, grow your own food, and buy fair trade products when possible.

Aisle 3: The Meat Market

- Maple Leaf story of listeria in 2008. Eight or nine people in Canada killed as a result. New certifications and standards to meet. Small-scale was not the problem. New certifications are expensive therefore this forced smaller operations to close (Ritz Deli), while it was in a large factory that the contamination happened. Owner of Sam's Place told me that you're allowed to cure your own meat, but you must sell it in a sandwich. She also stated that large-scale operations have 1 inspector for ever 400 cows slaughtered and a small operation, where she gets her meat from, has 1 inspector for every 10 cows. This increases the chances of being able to detect a problem.
- Cows release greenhouse gases; they are responsible for more emissions than all transportation combined. They are responsible for 18% of emissions and therefore are huge contributors to global warming.

- Over the last 15 years, meat consumption has more than doubled in China and grew by 70% in Brazil and by 20% in India. It has been increasing in the North as well. This is just to say that meat consumption is increasing and there are more pressures on our natural environment.
- Producing animal-based foods, including milk, the cheese that we love, and meat, uses a lot more resources and creates more waste than producing plant-based foods. On average, it takes 5 kilograms of feed to produce 1 kilogram of meat. While in that past and still today in many parts of the world, animals help in food production through their labour and by providing fertilizer. However this is rarely the case today. Livestock are an important element to sustainable farm practices and we should be re-integrating them in food production.

Aisle 4: Dry Goods

- Corn and soy are the most common agricultural products found in highly processed foods. High fructose corn syrup and/or soybean oil are found in almost all processed foods (linked to obesity, heart disease, and diabetes). Found in items other than food, such as garbage bags, matches, batteries, disposable diapers, etc. Altogether, of the roughly 45,000 items for sale in the average supermarket, a quarter contains corn. Since we are in the cereal aisle, let's look at the ingredients lists on the boxes.
- The price of a bushel of corn is about a dollar less than it costs to grow it. This is economically feasible in large part because of U.S. government subsidies, which pay farmers when the price of corn falls below the cost of

production. Since the U.S. government started directly subsidizing these crops in the mid-1970s, the amount per bushel that it pays has dropped consistently (encouraging corn farmers to plant more corn on larger acreages). The U.S. deferral treasury now spends about \$5 billion a year to subsidize corn.

- Genetic modification: Using genetic engineering techniques, scientists can manipulate an organism's DNA to create a desired trait. Genetic modification usually involves isolating a desired gene—the segment of DNA that causes a particular trait—from animals, insects, bacteria, or plants, and adding it to the DNA of an entirely different species, such as inserting an anti-frost fish gene into a tomato.
- Health risks include: allergic reactions, antibiotic resistance, and potential for toxicity.
- Environmental risks include: creation of new weeds, super-pests, and loss of diversity.
- Ethical risks include: the right of farmers' to save seeds, biopiracy, and proper labeling.
- Labeling GMO's: Roughly 30,000 different products found on grocery store shelves in Canada contains genetically modified ingredients. This includes anywhere between 60% and 70% of processed foods, in large part because they often contain corn or soy. In North American, GM foods are not labeled, thus preventing consumers from choosing whether or not to eat them. Food companies can choose to voluntary label their food, but over 90% of Canadians feel that these labels should be mandatory. Certified organic food does not contain GM ingredients. More than forty countries worldwide legislate mandatory labeling, including the U.K., France, China, and

Japan. As a result of this pressure, both Nestle U.K. and Unilever U.K. have dropped GM ingredients from their products, but their North American divisions have not.

- There are some things that you can do: My favorite is to call 1-800 numbers and ask for proof that the items do not contain GM ingredients. Ask the company to label those products that have no GM ingredients with "Does Not Contain Genetically Modified Organisms". Also avoid products that are highly suspect for containing GMOs (see the websites). Other alternatives are: talk to grocery store managers, write to the government, raise awareness in your community and through social media tools, and support genetic diversity.
- Local and Sustainable Alternatives in Peterborough: Peterborough Farmer's Market, The Main Ingredient, By the Bushel, Dreams of Beans, Food Not Bombs, The Seasoned Spoon, The Planet & The Planet North, The Earth Food Store, Jo Anne's Place Health Foods, The Silver Bean, Black Honey, numerous community garden (YWCA), and gleaning.

Aisle 5: At the Checkout—Corporate Control

- You might have walked by a thousand items going through each aisle of the grocery store. There seems to be a lot of choice right? It's only an illusion; five or six companies produce most of these items.
- Corporate profiles:
- Nestle: is the largest food company in the world. It produces products ranging from milk to frozen dinners, from soap to dog food. Breast milk is one of its most notorious products. Advocating false health claims, the

worst is probably their claim that their baby milk formula is healthier than breast milk.

- Pepsico, INC.: Second large beverage company (after Coca-Cola) and second largest food company in the world. Has been strongly criticized for operating in countries with oppressive regimes. They have pulled out of countries such as Burma due to public pressure and concerns about human rights abuses.
- Kraft: is the third largest food corporation in the world. Formerly a division of Philip Morris, the world's leading cigarette maker, it was sold off in 2007 and became a separate entity.
- Unilever: in 2009 it had \$62 billion in sales. It is one of the largest manufactures of packaged goods, including food, home and personal care products. These products are sold in over 170 countries worldwide and comprise more than 400 brands.
- Increasing concentration in organic food: It is not only the mainstream food system that is becoming more concentrated. The largest food companies worldwide are buying up more and more small organic food companies. For example Kellogg bought out Kashi in 2000. Burt's Bees is owned by Clorox, The Body Shop is owned by L'Oreal. And the Green and Blacks fair trade and organic chocolate is owned by Cadbury. 70% of our organic produce comes from California. And although we can imagine that part of this is due to our short growing seasons, it should not be as high as this.

The manual suggests doing different activities that encourages participants to interact (OPIRG Peterborough, 2011, 86). Activities help participants better retain the material presented. As seen in the script on page 9, one activity that is suggested is called The Banana Split, the activity requires the participants to divide the banana into four sections to show how much

money the grower, transportation fees, wholesaler, and retailer earns (89). It is an activity that illustrates the process from field to the checkout counter. This activity is meant to show the participants that our perception of who might make the most money is contrary to which we may believe should profit.

The manual suggests thinking about products and making informed decisions even in supermarkets. At the end of each chapter, a list of alternatives is provided. The manual emphasizes making small changes rather than being intimidated by all the issues (OPRIG Peterborough, 2011, 85). The manual helps by providing suggestions for simple life-style changes that can be made and suggests alternatives that can be adopted as a way to avoid the mainstream food system. Some small changes that are suggested include: supporting genetic diversity, buying fair trade and organic when possible, buying local and in season, growing your own food, joining a community shared agriculture organization, and supporting local farmers at farmer's markets (82).

Focus Group Sessions

The tours were followed by a debriefing session with the focus group. This allowed participants to ask questions and discuss some of the topics in greater depth (Cameron, 2010, 154). Focus groups are meetings intended to bring together a particular group in order to get a more in-depth understanding of the thoughts and opinions of the participants (152). A Statement of Informed Consent was given to each participant to fill out while we briefly went over them (see page 25 in the appendix).

We started the debriefing session with eating food. We had homemade or locally sourced organic and fair trade: soup, bread, beverages, and pastries. These foods provided an example of how to avoid preservatives and additives in heavily processed foods and enjoy morally sound, nutritious, and wholesome food on a low budget. While we ate conversations about food were rampant. There were discussions about alternative sources of food such as

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food co-ops and how to grow your own food, alternative diets such as vegetarianism and ‘locavorism’, and the ethics of organic livestock farming was debated. Knowledge sharing was non-hierarchical and open-minded.

After sharing a meal, we continued discussing aisle 5—Corporate Control. For instance, we talked about the carrots in the soup—I asked them: “Is it better to buy organic carrots from California or to buy conventional carrots from Ontario?”. Participants were divided and there was no consensus on a ‘correct’ choice. The goal from this question was to provoke participants to think about these things the next time they find themselves at the grocery store debating which option to choose. It is important to be able to make informed decisions when purchasing food.

This discussion was a good way to lead into this following table that was drawn on a flip chart. This table was meant to get participants to categorize the options of the food system and the increasing concentration of organic food. I did this activity with the original three groups and each group categorized the table as shown in the table below (1 being their favorite choice). This table has been modified from an Agrarian Change lecture given by Professor Haroon Akram-Lodhi at Trent University in 2011.

	Industrial/ Large-scale	Craft/Artisanal/ Small-scale
Organic	3	1
Non-Organic	4	2

Source: Akram-Lodhi, H. (2011). “The ‘Green Revolution’.” Agrarian Change, Peasants and Food Production in a Global Context. Trent University, Peterborough, ON. Lecture.

The next activity was meant to show how to put the above chart into practice at the grocery store. This activity—The Tomato Cans—has been adopted from Paula Anderson’s course given at Trent University—the Canadian Food System. A series of cans are given to the participants ranging from homemade and home-canned heirloom and organic tomatoes to Presidents Choice’s Organic tomatoes, to tomatoes from a food co-op, and to conventionally grown but produced and canned in Ontario. The next image shows the sequence that the participants are arranging from best to worse (left to right). This activity provoked a lot of debates and critical analysis about the different components of small-scale versus large-scale processing.



There was a fourth activity used to conclude the topic discussed in the last three discussions—corporate control—this activity is proposed in the manual (OPIRG Peterborough, 89). The manual states that there are thousands of products on supermarket shelves and this gives the impression of a lot of choice, but this is only an illusion because five or six corporations own most of these items (61). I drew five company’s logos and a range of food and home products. The participants were to classify the items

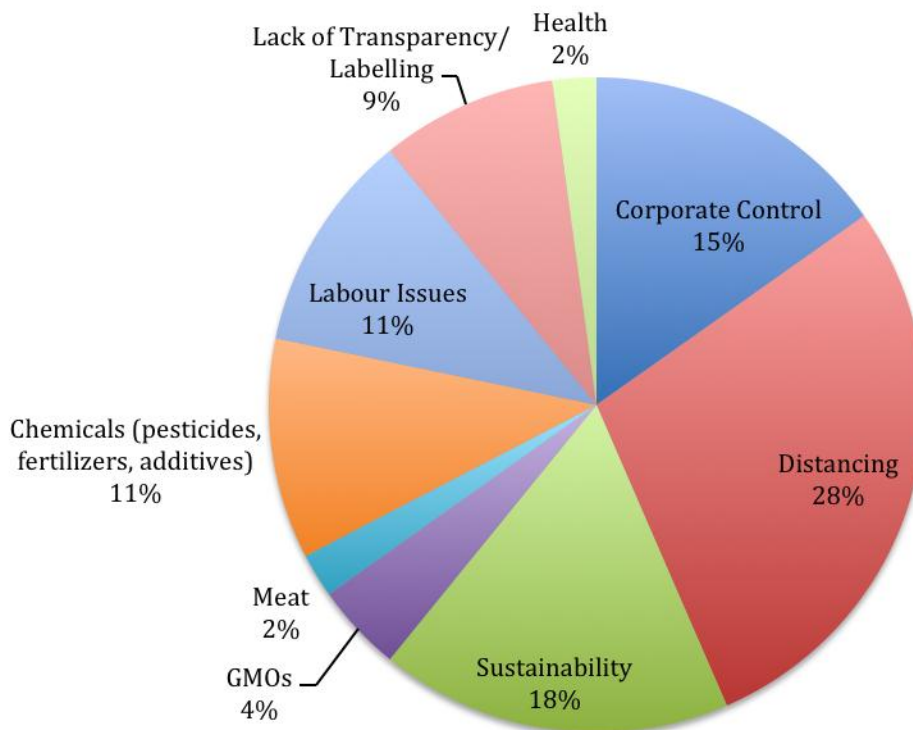
with their corporate owner. A glimpse of this activity can be seen on the left of the image above—Phillip Morris, Procter & Gamble, and Unilever grouped with their products. The goal of this activity is to show just how much power corporations have on the products that the participants may use daily.

Each participant was given three sticky notes and asked to write down three issues that concern them the most about the current food system. This activity was intended to engage with the participants and learn about what issues are seen as most urgent. Through this question I also wanted to know if there were any important issues lacking from the manual. The raw data can be found in the appendices on page 39. The chart below depicts the most concerning issues that were expressed. The three major concerns were distancing, sustainability, and corporate control. What we learned from this as we discussed the issues with the group is that these all bleed into each other.

I asked the participants in the third group their motivations for joining *The Supermarket Tour*. The participants were asked to give a short answer on a sticky note. The following points are the participant's responses:

- “Interest in food and agriculture and learning all sorts of new things I don’t know about.”
- “To be a sustainable and ethical consumer.”
- “Learn and discuss with like-minded people about interesting topics.”
- “How to shop ethically in supermarkets when local options is not available (farmers market).”
- “Wanted to learn more about grocery store food.”
- “Interest/preview tour.”
- “To be able to better facilitate our global food system.”

Biggest Concerns with the Current Food System



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These primary motivations and goals for participating in a *Supermarket Tour* were achieved. The manual discusses a wide range of information and discloses many shocking and interesting statistics. The manual also suggests many alternatives and helps consumers make more 'ethical' and informed decisions—even in supermarkets. Since the manual covers such a wide range of topics, if someone has a general interest in food, some of their favorite topics are surely to be discussed or a least have an opportunity to discuss this issue with the group.

The manual also suggests ending the debriefing session by asking students to think about their vision of change in the food system (OPIRG Peterborough, 2010, 86). These visions of change showed that the participants were able to see that they could envision the changes that they could adopt in their dietary behaviors and contribute to a more sustainable food system. Since many negative and heavy topics are talked about during the tour and debriefing session it is important to talk about the positive aspects and recognize that there is a food movement and by making small changes in our dietary lifestyles, change can happen (87). This is also a way to ensure that participants do not leave overwhelmed. Rather, they leave inspired and eager to make some changes. As a facilitator, it was inspiring and rewarding to see the participants leave with such ambition and inspiration.

Questionnaire Surveys

Each participant was given a two-part questionnaire survey to fill out. The first part was to evaluate how much the participants retained from the tour. The second part of this questionnaire was to receive feedback about the quality of the tour and how it can be improved. This questionnaire took about ten minutes to complete and was anonymous. I received a comment that this questionnaire was a good educational tool in itself to serve as a recap of what was learned and therefore reinforcing the material. Maybe a questionnaire or quiz-like activity

could always be employed as a way to end the debriefing session. It challenges the participants to review the learned material and may help them better retain it. This can also be helpful for the facilitator to receive constructive feedback about what worked and what should be improved for the next tour.

Overall the first part of the questionnaire showed positive results. The activities proved to be an effective tool that deepened the understanding of complex issues. If you refer to the appendix on page 30, the quantitative data indicates that the group scores the question marked 1.1, 1.2, 1.3, and 1.6 decrease throughout the tours. Group four's grade is 9% lower than group three's. This is largely due to a lower average score on the corporate control activity question. The other groups succeeded significantly better in this section. With the first three groups, this activity was done during the debriefing session, while with group four, the activity was done in the store with distractions. The Banana Spilt activity was also very well understood. Even though exact numbers were not memorized, there was a general idea of who earned how much and most importantly the take home message of farmers earning very little compared to the rest of the distribution chain.

Overall, the groups had an 84% rate of retained knowledge from the tours. Even spoken information was well retained; I imagine this is due to being placed in a grocery store setting. For example, the question about the name of the company that plays ambient music—Musak or Mood—was sometimes answered with a spelling error or a name that was close but neither of the correct answers. The point of learning this information is to understand that there is a lot of thought that goes into the design of supermarkets—including physiological designs. Participants are meant to understand that

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supermarkets are not neutral environments and to be aware of the lures. This fact was well comprehended among most participants. Also, the exact number of food miles was not always remembered, but if the participants did not remember they were able to make close guestimates. This showed that they understood the take home message—food travels a far distance.

From the gathered data that can be found in the appendix on page 31, it appears that what students enjoyed the most from the tours was the discussions, activities, being in a grocery store setting, and the wide range of information shared. The script that can be found starting on page 9 gives an idea of the sorts of conversations that were had in the grocery store. What the participants felt that was lacking or that could have been done differently was provide participants with a handout at the beginning of the tour with the most important information in point form. The tour that I attended as a participant delivered by the Canadian Food System class handed out a brochure as a summary of the tour. The pamphlet that they used can be found in the appendix on page 50. This would have been a great addition, especially when it came time to play the banana split game. It would have been helpful for the participants to see the four categories that they had to divide on the banana—farmer/worker, export, wholesaler, and retail—it was difficult for them to memorize them all and they had to be repeated several time. This would have also saved time on handing out individual bananas and the most contaminated and least contaminated list (see chart on page 11).

Some expressed a desire to hear more about meat production; however, I did not feel comfortable talking about such issues in a grocery store setting. This delicate conversation could have been continued in the debriefing session; however, because of an

issue of a limited time, I chose to talk about topics that are less delicate. A popular request was to facilitate tours in different food retail areas (Farmer's Market, Kings Street Deli, etc.). If a facilitator could arrange a series of tours, this could be a neat educational experience.

We briefly discussed the difficulty of local farmers entering the supermarket; however, I was unfamiliar of exactly why it is so difficult to enter local grocery stores and the rules around this. This would be an interesting topic to further explore. We did not discuss the impacts of supermarkets felt by small local businesses in much depth other than in the meat aisle. This would have been another interesting topic to further discuss. Privatized water consumption was not discussed; this is a topic I wish I had covered because it is so important to our sovereignty. There are a lot of information covered in the manual and therefore a tour during an hour and a half is too short to cover all of its topics. Therefore, unfortunately some important topics were missed.

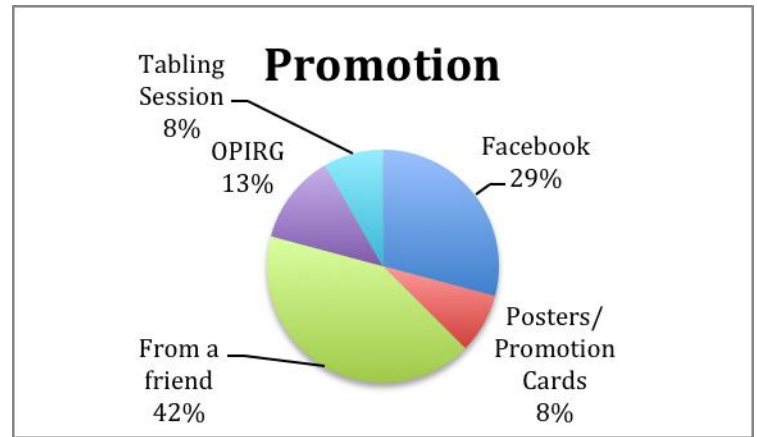
All of the participants stated that they would recommend a friend to participate in a tour or to read the manual. Many of them expressed how important it is for everyone to be informed about the issues within our food system. Many of the participants already owned a copy of *The Supermarket Tour*. For others, this was a great way to advertise the manual, many expressed that they would like to buy the manual. Many of those interested in buying a copy of the manual did not have money on them; therefore, it would be important for facilitators to remind everyone that copies would be available for sale after the tour. Some people mentioned that they could not afford the cost of the manual. Maybe there would be a way to subsidize the cost of the manuals in some cases.

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On average there was a 17% increase in knowledge gained about food issues. The students were asked to rate their knowledge from where it stood before the tour and after the tours on a scale from 1 to 10. It is difficult to rate how much you know about a topic, however, what was important here was to see if knowledge had been increased. On a scale from 1 to 10 (10 being the highest), the participants rated the effectiveness of *The Supermarket Tour* as an educational experience as a very good one—the average score was 8.3 out of 10. It seemed as though some of the lower scores—5 & 6—was because they themselves were already knowledgeable about issues within our food system, but expressed that it would be a great tool for those less knowledgeable in this field.

In order to promote the tour I advertised in several ways: posters, information cards, tabling sessions at events and at Trent University, created a Facebook event, and spoke to many friends and classes. I put posters and information cards around the school, and before I had time to advertise around town, all my groups were filled. In the questionnaire I asked where/how the participants had heard about the tour to see the most effective method for advertising. The chart below illustrates the methods people heard about the tours. The research class participants are not included in this chart since they all indicated that they heard about the tour in class. Word of mouth and the Facebook event were the most effective way to advertise to the audience that I attracted. I had mainly Trent University students or recent graduates that were already well informed and interested in food issues. Local organization such as the Peterborough Food Network and OPIRG circulated information about the tour to the broader community. It would have been interesting to contact non-food related community organization and high schools to promote *The Supermarket Tour* in order to

service the wider community and educate a population who may not as aware of the issues.



Sending information brochures or booklets could be effective methods of promoting *The Supermarket Tour* to local organizations and schools. See the 'Next Steps' on page 21 for further details about the information booklets.

The questionnaire provided space to encourage participants to express any additional comments that they had regarding their experience. In the first two tours I received comments about being more confident. I was spending more time than I had to looking at my notes. I knew the material, but I was nervous. As tours progressed I relied less and less on my notes and became more confident. Therefore, it may be beneficial for facilitators to give more than one tour to boost self-confidence and a greater sense of accomplishment.

As mentioned above, a fourth tour was organized with a group of well-informed participants. This tour was not structured and its goal was to talk about the issues that they knew about the current food system and see if any important concepts were missing from the manual. The topics of conversation can be found in the appendix on page 46, it is titled "Freestyle Supermarket Tour: Foodies Talking About

the Issues”. Most of the topics discussed during this tour were already presented in the manual. Some of the topics that you will find that are not discussed in the manual may be beyond what *The Supermarket Tour* manual wants to go. The manual’s broad range of themes but it is concise and easy to read. Too much information may result in the manual not being designed for anyone to read—which is how it is designed presently.

A term that should be introduced in the manual is food deserts. The participants of the fourth group defined it as communities or grocery stores that have less access to produce, organic food. This happens in low-income neighborhoods where the distance from the home to the grocery store is often far. Therefore marginal communities depend on fast food and convenience stores with high prices. This indicates that access to healthy and fresh food is an issue of race and class.

Other things that have been identified that are missing from the manual that could be added in the next edition are PLU codes and what they can tell you about the way your food produced. Some participants also expressed that it would be helpful to learn how to read nutritional labels.

Conclusion

How can *The Supermarket Tour* manual enhance awareness about issues in the current food system? The manual is categorized into aisles— “Aisle 1: Going to Market, Aisle 2: Produce, Aisle 3: The Meat Market, Aisle 4: Dry Goods, Aisle 5: Corporate Control, and Aisle 6: The Food Donation Bin”. The format makes it easy for the reading to picture themselves walking through the store and go back for clarification. The manual delivers an extensive amount of information about current issues within our food system in a concise package. This makes it easy to read, and above all, may

help readers retain a lot more information.

As a facilitator I found that reading the manual and choosing topics to discuss during tours was very easy. There is so much choice and the order that the information is presented in makes it easy to organize the way you explain the concepts. All of the information ties together nicely. The questionnaire surveys indicated that the tours and the debriefing sessions were an effective educational method. *The Supermarket Tour* manual is an effective educational tool.

One participant stated: “I never thought about food this way, I thought about it as just food, stuff we eat”. The most rewarding aspect of facilitating *Supermarket Tours* is seeing participants taking such a passionate interest in learning and talking about food issues. It was especially inspiring when I could see peoples face light up in shock about the some of the topics we discussed, especially in the participants who were not as familiar with food issues.

Summary of Recommendations

- Try promoting the tour to various organization and schools to reach the greater community.
- In-store tours are a great setting for learning about the food system. Grocery store managers are generous to allow us to do such tours, therefore, we must be respectful. Calling the manager prior to the tour for permission is a good idea as well as sending a thank you card to show your appreciation and maintain a good relationship. Remember to set a good impression in grocery stores because it would be unfortunate if we lost the ability to do in-store tours.
- Keep your group under eight participants. If you have eight or more participants and more

than one facilitator, divide your group. The optimal group size is between 4 and 6.

- Consider your audience, the approach that you take, and the language that you use.
- Practice your script several times so that you do not rely on it too heavily.
- Provide the participants with a pamphlet of the key points that you will be discussing as well as other visuals.
- There can be a lot of distractions at a grocery store; therefore, activities are a good way to engage participants. Activities also allow for information to be better retained.
- Ask question that engage participants in thinking critically about the issues. For example, is organic always the best answer?
- A debriefing session after a tour is a good way to offer space to talk about some topics more in depth.
- Quizzes are an effective tool for the participants to recap what they learned.
- Questionnaire survey can be a helpful tool for the facilitator to improve on future tours. The results of a survey can indicate what worked and what should be done differently.
- Writing a reflection within the first 24-hours may be helpful to read before your next tour to reflect on what worked and what could be improved.
- There have been a lot of comments stating that it would be interesting to have tours in other locations such as the farmers market. Perhaps this could happen in a series of tours starting at lower-end grocery stores, one-stop supermarkets, farmer's markets, etc.).
- The Supermarket Tour manuals are already used in some courses at Trent such as Paula Anderson's Canadian Food System, International and Indigenous Community

Development. Other courses that this manual could be implemented as required reading are Haroon Akram-Lodhi's *The World Food System and Peasants, Food, and Agrarian Change*, Tom Hutchinson's *Ecological Agriculture and Agriculture and Agriculture Alternatives*, Anne Meneley's *Culture and Food and Anthropology of Food Politics*. In addition to these, the manual could also be implemented as part of the course material in many of the courses in the Sustainable Agriculture program. The Supermarket Tour manual could also be implemented as part of the curriculum at the elementary and secondary school levels. Since the manual covers such a broad scope of topics, the manual can be used as a multi-disciplinary educational tool in the academic realm.

Next Steps

After a conversation with OPRIG Peterborough's Coordinator, Matthew Davidson, I identified how to turn my research into a practical and tangible educational tool to guide prospective *Supermarket Tour* facilitators. A facilitator's information booklet will be created as an additional piece to this research project. Through this yearlong project, I have participated in a Supermarket Tour, which had given me clearer image of how to organize a tour, but I still had to:

- Recruit participants
- Advertise
- Network with grocery store managers and community organizations
- Table and promote my project at various events
- Figure out what to say during the tours and how to present this information

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- How to host a debriefing session
- Create props

Therefore, I will put together a short booklet on how I organized and facilitated a *Supermarket Tour*. Matthew explained to me that when the Public Interest Research group arrived to Ontario, at which time became the Ontario Public Interest Research Group, alternative education publications designed through OPIRG were distributed to all the schools in the province. Some pieces, such as OPIRG's Nuclear Free campaign became a significant piece worldwide. He expressed that this is something that he had been thinking about recently. Thus, this manual will be made into a low-cost educational guide about organizing and facilitating *Supermarket Tours* that could be distributed to local school in and around Peterborough. This could give momentum to this campaign—providing an educational experience about issues within the current food system— by promoting the manual and encouraging people to lead tours. This booklet will include:

- Templates of various methods of advertising: promotion flyers, posters, information cards, Facebook events, etc.
- A list of Friends of *The Supermarket Tour*, community organizations that may be willing to offer assistance to *The Supermarket Tour* in various ways.
- The names of grocery store managers with contact information to ask permission to host a tour in their store.
- A list of places to suggest to participants about where to find local alternative sources for food.
- Tips of how to promote the tour at tabling sessions.
- A description of how you create your script, i.e. read manual and identify key points that

interest you and offer an example of a tour script.

- An example of the sort of things a debriefing session can include:
 - discussion questions,
 - thought provoking activities,
 - visual props (various business cards, decorating tips to create a food-themed space, flip charts, and hand-outs), and
 - low-cost recipes.

These are only meant as suggestions and to give a prospective facilitator an idea of how to organize a *Supermarket Tour*. *The Supermarket Tour* manual is designed to give facilitators the freedom to express what is important to them and to be creative when presenting the material through various techniques and activities.

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Appendices

A. Statement of Informed Consent

The Ontario Public Interest Research Group (OPIRG) Peterborough launched their second addition of *The Supermarket Tour* during the winter of 2012. *The Supermarket Tour* is designed as an educational manual about issues in our current food system. As a research student, I am evaluating the effectiveness of this manual as an educational tool. *The Supermarket Tour* manual explores issues surrounding consumer manipulation, pesticides, labour, loss of biodiversity, biotechnology and genetic engineering, animal rights, environmental impacts, and corporate control.

- Your name will remain anonymous and your answers will remain confidential.
- You may chose not to answer questions or take part in any activity or discussion that make you feel uneasy or uncomfortable.
- All raw data or information that could be identified with individuals will be kept in a safe zone and destroyed at the end of the research period.
- The study will be made transparent and you are encouraged to ask questions at any point.
- Information and quotes from our interactions during the tour, focus group, or questionnaire may be used in final report.
- Photos may be taken during the tour and focus group session for publication, promotional and other media by the researcher, the Trent Centre for Community-based Education, and Ontario Public Interest Research Group.

Participants Name: _____

Signature: _____

Date: _____

Participant agrees to photo release? (circle your answer) Yes No

Researchers signature: _____

Date: _____

Faculty Supervisor

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Name: Dr. Dan Longboat

Telephone Number: 705-748-1011 x 7844

Host Organization Supervisor

Name: Matthew Davidson, OPIRG

Telephone Number: 705-741-1208

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B. The Supermarket Tour Questionnaire

The Ontario Public Interest Research Group (OPIRG) Peterborough launched their second addition of *The Supermarket Tour* during the winter of 2012. *The Supermarket Tour* is designed as an educational manual about issues in our current food system. As a research student, I am evaluating the effectiveness of this manual as an educational tool. *The Supermarket Tour* manual explores issues surrounding consumer manipulation, pesticides, labour, loss of biodiversity, biotechnology and genetic engineering, animal rights, environmental impacts, and corporate control.

In this questionnaire, your honest opinions and comments are appreciated. There are two sections to this questionnaire. The first part of the questionnaire is to evaluate how much information you have retained from the tour. The second part of this questionnaire is to receive feedback about the quality of the tour. This questionnaire will take about 10 minutes to fill out. Note that this questionnaire is anonymous.

Part 1

1.1 Match the items with their correct corporate owners.

1 Smarties _____ Philip Morris

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- 2 Tampax Tampons ___ Unilever
- 3 Dove Soap ___ General Mills
- 4 Nature Valley Bars ___ Procter & Gamble
- 5 Philadelphia Cream Cheese ___ Nestle

*Correct answers: Smarties-Nestle, Tampax Tampons-Procter & Gamble, Dove Soap-Unilever, Nature Valley Bars-General Mills, Philadelphia Cream Cheese-Philip Morris (Kraft).

1.2 Name the company that we discussed that plays the ambient music.

*Correct answer: Muzak or Mood.

1.3 Roughly estimated, what are the “food miles” of a typical Canadian meal? (These are in km.)

*Correct answer: 2,400 km’s.

1.4 List two aspects of the tour that was most interesting to you.

1.5 Briefly describe the purpose of the banana split. On this banana, draw a line that roughly estimates how much the farmer earns, cost of export & transport, the wholesaler’s portion, and finally how much a retail store would receive out of every dollar.

*Correct answer:

DRAW THE BANANA HERE

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1.6 PLU codes can tell you how your food was produced. On the line beside the number, indicate if the number indicates if it is a GMO product, conventionally, or organically grown.

95674 _____

3786 _____

86743 _____

4913 _____

*Correct answer: 95674-organic, 3786 & 4913-conventional, and 86743-genetically modified.

Part 2

2.1. Name two things that you liked about the tour.

2.2. Name two things that you disliked or would have done differently in the tour.

2.3. In your opinion, is there an important food issue that was absent in the tour? (Check the appropriate box and explain if your answer if yes.)

Yes

No

2.4. Would you recommend a friend to participate on a tour or to read the manual? (Check the appropriate box.)

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Yes

No

2.5 Now that you have taken the tour, would you be interested in buying a copy of the manual? (Check the appropriate box.)

Yes

No

Already own a copy

2.6 On the first line, on a scale from 1-10 (10 being very knowledgeable), circle where your food knowledge stood previous to the tour and on the second line, circle where your food knowledge stands after the tour.

Before: 1 2 3 4 5 6 7 8 9 10

After: 1 2 3 4 5 6 7 8 9 10

2.7 On a scale from 1-10 (10 being the highest), rate the effectiveness of *The Supermarket Tour* as an education experience.

1 2 3 4 5 6 7 8 9 10

2.7 How did you hear about today's tour? (Check the box that applies to you.)

Facebook

Posters or information cards

From a friend

Other: _____

2.7 Addition comments:

C. Questionnaire Results

*Note: This data is in its raw form and has been divided by groups. Groups 1, 2, and 3 were the three original scheduled tours and group 4 was Lynne Davis' International and Indigenous Community Development class.

Part 1

Only questions 1.1, 1.2, 1.3, and 1.6 were marks.

Group 1: 95%

Group 2: 86%

Group 3: 82%

Group 4: 73%

Overall grade: 84%

Part 2

1.4 List two aspects of the tour that was most interesting to you.

Group 1:

- That shelves have different pricing; that community networking is very integral to help solve personal/collective needs e.g. NFC involvement
- Looking at the cereal boxes in the aisles; group discussion over the meal
- Discussion of marketing techniques in stores; discussion of which companies own items & how much they can control
- Other peoples aspects; grocery shelves different prices
- Being in the supermarket and discussing; getting to learn not only from the facilitator but also the other members of the group

Group 2:

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- The big 5 corporations—most food we found in the grocery store; meat: closing of local shop because of pricey inspections
- Monopolistic powers; misleading labeling
- Banana game; tomato cans
- Corporations; produce

Group 3:

- Discussion; banana split
- Labour problems; GMOs
- The number on vegetables/fruit (organic, conventional); banana game
- The food matching/learning about corporate control; the focus group
- The small companies owned by large corporations; the marketing of goods to children
- Impacts of the global food system; unpacking supermarket

Group 4:

- Looking at numbers on produce; finding out which product belong to which corporation
- Produce tour, exploring organic and GMOs (PLUs); cereals
- Cereal ratings for nutrition; product numbers
- Product #s (4, 8, 9) that meant conventional, GMO, organic; labeling as grown local but only distributed locally
- How things can be labeled 'product of Canada' but just distributed

2.1. Name two things that you liked about the tour.

Group 1:

- Discussions; activities
- Actually going to the grocery store; pointing out things
- Having food while discussing food; sharing information with others
- Conducting it all in a grocery store to observe; the diverse information and new stuff learned
- Discussion on everything; looking at product
- The discussions; the walking through the aisles for observation

Group 2:

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- The wealth of knowledge—very informative; learning about local initiatives and alternatives to the supermarket
- A lot of information; games
- Discussion; activities
- Very educational; the activities

Group 3:

- The focus group at the end; reflecting & discussing
- The activities that broke down distance of produce
- Discussion; corporation activity
- I enjoyed discussing the ethics of large-scale organic vs. conventional small-scale local; it's interesting to hear peoples perspectives on issues; also questions
- In-store context
- In-store interaction; focus group discussion
- Food—soup and snacks; focus group games (can game, brand game)

Group 4:

- Looking at produce labeling; product-manufacturing matching
- Participatory nature; hands-on/visual understanding
- Informative; shocking; thought provoking
- How it was done in the environment of the supermarket; how we had 'off-topic' discussions about different products or labeling we noticed
- Discussion about making decisions (cans of tomato); produce

2.2. Name two things that you disliked or would have done differently in the tour.

Group 1:

- Maybe talk about the food system before going into the store; doing to focus group session before the store walk through
- Hand-out or overview at the beginning that goes over what we'll be talking about—bullet list of the main take-away points
- Maybe access to resources for personal use; availability—perhaps conducting on weekends
- More time in the aisles; monitoring time as we went along
- None
- None

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Group 2:

- Tour of another local supplier (ex: King Street Butcher or Farmers Market); talk more about meat
- More detail about meat production but I understand why at the time
- Discuss local options more
- You could have used our notes a little less—you know the information for be confident about it.

Group 3:

- Talk about alternatives (i.e. Brookdale Market, Main Ingredient)
- Maybe gone to a different grocery store where didn't have to be so "secretive"
- None x2
- More time in the store in different aisles
- More time for discussing and analysis; activities seemed oriented towards the 'right' answer rather than provoking discussion
- Would like a little more on labour & health problems with food we consume

Group 4:

- More about Monsanto; GMOs in Canada
- Basket exercise
- A little more concise/intentional with facts; more opportunities for participation—ask us questions
- Studied more food items; investigate different sections such as pharmacy, make-up aisle, and baby aisle.
- None x2

2.3. In your opinion, is there an important food issue that was absent in the tour? (Check the appropriate box and explain if your answer if yes.)

Group 1:

- No
- Yes x4; the aspect of uniformity of produce on display in the store and how it creates in consumers the expectations of perfection (which has many trickle-down effects on farmers and in the industry—distribution & waste); difficulty for small local organic farmers to get into grocery stores, and their challenges

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in making a living; nature of the free market, further knowledge on hardships business face; we didn't have time to talk about labour issues and social impacts.

Group 2:

- No x2; it's hard to fit it all in, it provoked a lot of critical thought which is great.
- Yes x2; water consumption and grocery store name brands (compliments); parts of the store were missed but the important parts were covered

Group 3:

- Yes x5; maybe more talk on climate change & global poverty due to food regimes; health issues for buying things/costs: factory farming ethical issues for workers and animals, there is a lot to talk about; intersections of poverty and food access—food security; maybe things to look out for on ingredients lists.
- No

Group 4:

- Yes x4; more about Monsanto; there is so much to cover, perhaps fair trade/more about workers and also low-income folks lack of access to good food; discuss more about the human connection (e.i. maybe local but what are the working conditions); the whole ideal of 'meatification'—how so much of grain that's being produced is going to feed animals and into other sources such as gas instead of going to those living in poverty. I've heard once the amount of grain (corn) that goes into filling an SUV can feed an individual who relies on that grain to get nutrient intake for a year.

2.4. Would you recommend a friend to participate in a tour or to read the manual? (Check the appropriate box.)

Group 1:

- Yes x6; I think everyone should have to go through this tour or something like it; very informative for some if not most people.

Group 2:

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- Yes x4; I think people should be more aware

Group 3:

- Yes x6; especially people who don't really know much about food issues but want to learn

Group 4:

- Yes x6; good foundation for understanding our food system—changes your perspective of the food system

2.5 Now that you have taken the tour, would you be interested in buying a copy of the manual? (Check the appropriate box.)

Group 1:

- Already own a copy x2
- Yes x4; mostly for my family to look over; but issue of finance.

Group 2:

- Maybe; who do the proceeds go to?
- Yes x2
- Already own a copy

Group 3:

- Yes x4; for work purposes at KWIC's youth program; the book sounds awesome.
- No x3; buying things is expensive; just because I feel well informed as it is.

Group 4:

- Already own one x3
- Yes x3

2.6 On the first line, on a scale from 1-10 (10 being very knowledgeable), circle where your food knowledge stood previous to the tour and on the second line, circle where your food knowledge stands after the tour.

Group 1:

- 5:7

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- 3:5
- 8:10
- 9:9
- 9:9
- 6:7

Group 2:

- 7:9
- 8:9
- 8:10
- 2:7

Group 3:

- 6:7
- 3:7
- 9:10
- 8:9
- 6:7
- 8:8.5
- 7:8

Group 4:

- 7:8
- 8:9
- 10:10
- 5:6
- 7:8
- 7:8

2.7 On a scale from 1-10 (10 being the highest), rate the effectiveness of The Supermarket Tour as an education experience.

Group 1:

- 8
- 8
- 9
- 8

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- 6; bring in the unconverted
- 8

Group 2:

- 8
- 10; because it provoked more questions
- 8
- 9

Group 3:

- 5; it's great for people interested in learning about informed & 'responsible' consumption
- 9; especially for those with no knowledge on food system
- 6
- 8
- 10
- 8
- 9

Group 4:

- 9
- 9
- 10; should be mandatory
- 10
- 8

2.7 How did you hear about today's tour? (Check the box that applies to you.)

Group 1:

- Facebook x1
- From a friend x3
- OPIRG
- I saw the tabling presentation at OC cafeteria

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Group 2:

- Facebook x2
- From a friend x2
- OPIRG x1

Group 3:

- Facebook x4
- Posters or information cards x2
- From a friend x4
- OPIRG
- The table at OC

Group 4:

- From a friend x1
- Class INDG

2.7 Addition comments:

Group 1:

- Just a general tip for facilitating: speak a bit louder, clearer, and with confidence. Also time management could be a bit more effective. It was an excellent tour, and I am very glad I came along. Thank you!
- It'd be nice for people to pick out their own personal grocery choices and discuss the origins and environmental/social impacts of them.
- It was very interesting and knowledgeable. I enjoyed it a lot.
- Good luck—very important to personally engage with individuals.

Group 2:

- There should be more tours or workshops on how to do the tours
- Very passionate presenter

Group 3:

- It was amazing! You did a great job.
- Hurray! Thank you!
- Fun, very well done & informative!

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- Lots of fun. Engaging and thoughtful information. Would be super awesome for public to be involved.

Group 4:

- I like this questionnaire as an educational tool.
- Thanks.
- Great job x2

D. Biggest Concerns with the Current Food System

Group 1:

- The control of food by corporations
- Free trade (where are food comes from & ethics of it)
- Large scale corporations controlling
- Global/local power relations and food systems
- Food/trade justice in a globalizing world
- Sustainability
- Lack of informative labeling
- Labour issues
- GMOs
- Lack of education to all consumers
- The additives in foods: soy, corn, ect.

Group 2:

- Chemicals
- Pesticides/fertilizers
- Freshness
- Varieties/nutrition
- Lack of diversity
- Location
- Travel miles
- Food miles
- Location
- Underpaid/exploited workers/farmers
- Proper labeling
- Large-scale/monocrop farming
- Branding
- Monopolistic powers

Group 3:

- Corporations
- Work conditions for the laborers of our food supply
- The land, our connection to it, and sustainable use for the future
- Corporatization: local and consumer culture
- Environmental impacts: transportation, pesticides and fertilizers, meat
- Distribution of wealth (more for CEO's, less for workers and farmers)
- Travel of our food and its impact on climate change
- Environmental impacts (fertilizers, globalization, CO2 emissions)
- GMOs (health, messing with nature, ownership)
- Food sovereignty (folks having access to land, food security)

E. Visions of Change

Group 1:

- Decentralized, regionalized food governance/sovereignty. Buying from local growers all year (create a bigger demand for more farmers, local preservation stations, community root cellars, etc).
 - Produce only organic food without GMOs.
 - Convert my own family to shop better and encourage more local foods, etc.
 - Local grocery stores buy local eggs and produce.
 - Carbon foot-print incorporated into retail price.
 - Want strong localized organic food economy with fair \$ for farmers.
- Need: people to value food and provide our people with access to affordable land

Group 2:

- To have more education on the present food system in schools with younger people. For example, have classes on native species, gardens on school groups, cooking classes, nutrition classes, CSA tours, focusing on locality.
- Grow my own food and shop local and trade locally.
- Grow as much as possible in the summer to can and store for winter time.
- Promote local, educate others, learn how to grow yourself.

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- Having a connection with where our food comes from. Through this people will become more aware and support farmers locally and globally will increase.

Group 3:

- Increasing awareness among the general public about the current food system. Also increasing accessibility to local foods.
- Food movement needs to link up with social justice movement. Integrate critical thinking around class, race issues, gender, north and south. Connect local issues with broad policy structures and justice. Focus on community versus individual action.
- Sustainable food consumption and production. As well as education about food, what it is, where it is from, and how it's grown.
- Encourage organic/local food purchases. Less processed foods. Encourage patronage of markets/local food providers. Close-to-home eating.
- As a society be more engaged and informed on the decisions we make. Move away from apathy and look for answers.
- Society changes: increase community gardens, increase education on food issues, more talk on alternatives versus problems.
- Connect to the land: grow my own food. Built relationships to farmers, buy locally, and know where my food is coming from. Food sovereignty: reclaim land and traditional ways of growing and understand the intersectionality of the food system.

F. Supermarket Tour Reflections

F.1 Tuesday, November 27, 2013—Reflections as a Participant

As mentioned above, I participated in a *Supermarket Tour* delivered by Paula Anderson's Food System class. I went to the tour with a set of questions. Their tour was very well done and I modeled my tours similar to theirs. The following questions cover how they delivered the content to a large group, the ways in which they used to evaluate the effectiveness of *The Supermarket Tour* manual as an educational tool, and general reflections from their tour.

1. What methods did the students of the Canadian Food Systems class use to deliver the content of The Supermarket Tour?

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They divided the material into four sections, produce, meat, dry goods, and finally corporate control. There were about 20 participants and 4 presenters. Since there were so many students, they divided the class into 4 groups. Each group visited each “station” for approximately 10 minute to listen to a presented talk about the issues found in these aisles.

2. What methods did the students of the Canadian Food Systems class use to evaluate The Supermarket Tour manual as an educational tool?

- Observational
- Questionnaire survey
- Each student submitted a reflection to the instructor, Paula Anderson.
- The presenters submitted a final report with their findings.

3. What did they highlight as the most positive aspect of The Supermarket Tour manual?

- Easy to read and short
- Very informative
- Good suggestions to alternatives

4. Did they have any critiques of The Supermarket Tour manual?

They critiqued the meat section as bias and a touchy subject to talk about. They mentioned that it suggested that vegetarianism is the only way since they don't mention any alternatives. In fact, I check the manual about this statement and they do offer alternative ways to access sustainable meat. A good way to introduce this section is to say something like the issue is not consuming meat; it's the way it is produced, sold to us, and the large quantity that we consume. A good way to conclude this section is to say that animals are a key element to a sustainable farm and there are alternatives to the industrial grain-livestock complex.

5. Did they have suggestions/recommendations on the most effective way to present The Supermarket Tour?

Three out of the four presenters read from a script, however one presenter turned her station into a game. Playing games and doing activities is a great tool to get everyone participating and facilitates the absorption of the material. It would have been great if all stations had done some force of interactive activity.

6. Additional Notes & Comments:

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- They had pamphlets, which is a great idea.
- They handed out a table of the dirty dozen and the ‘cleaner’ dozen, I will hand these out during the tour as well when I talk about pesticides. Great idea to have visuals.
- They also had a questionnaire at the end.
- Should be more interactive activities that encourage participant engagement.
- Group sizes were good (4-5).
- There are a lot of distractions at the grocery store, must make it interactive to keep participants interested.
- It got the students thinking. There was some time to spare between sections and there was conversation about other food on the shelves and their concerns about them. There was a lot of discussion within the groups about issues in the current food system.
- I attended this tour with Yolanda Jones, OPIRGs ex-coordinator. We were both very impressed with the tour. I think its great that they broke up the class into smaller groups.

F.2 Tuesday, February 12, 2013—Reflection of the First *Supermarket Tour*

The first *Supermarket Tour* was a success! All six participants who signed up arrived on time. We met at the entrance of the grocery store and introduced ourselves by name and by interest. Everyone shared a passion for food: there were two aspiring farmers and everyone else held a general interest in food issues. This food enthusiasm brought great conversation to the tour and the focus group session—everyone had really informative things to add to the conversation. Unfortunately, I realized half way through my introduction aisle: “Going to Market” that I forgot to properly explain what *The Supermarket Tour* is about and talk about how the manual is designed. I that point I got nervous and decided to skip that part until the focus group session, which should not have happened. I will work on my introduction for the next tour.

We did several activities throughout the tour and a few during the focus group session. These activities were well received and helped to bring perspective to issues and deepen the participants understanding. We did both activities suggested in the book: The Banana Split and Let’s Go Shopping. In addition to these, I instructed different things for people to look at while scanning the aisles. A topic that we widely discussed as a group was the issues around corporations buying out small organic companies. We played the Tomato Can activity that Paula Anderson uses in her Canadian Food Systems class. The tomato can activity fit really well in this conservation. There are six cans of tomatoes, some are grown locally and canned at home, others are affordable but conventional, and then there is the large-scale organic canned tomatoes; the participants are asked to classify them from best to worst.

I have been feeling uncomfortable with the fact that I would have to discuss the aisle: “Meat Market”. It is a very important issue that must be addressed in the food system because it has many unethical dimensions—social, environmental, health, cruelty, etc. As stated in the

Canadian Food Systems reflection, I found that section of the tour to be very uncomfortable. I think aisle, I made it clear that there are many issues and that one should do research to educate themselves about the facts of the impacts of our meat consumption. I expressed this discomfort with Matthew Davidson, OPIRGs new coordinator and he suggested that I do a case study and to speak to Sam from Sam's Deli on Hunter Street. The night before this tour, I went for supper at Sam's and asked her to tell me about the local impacts of the Maple Leaf listeria outbreak in 2008. So I talked about the health and safety concerns and the impacts of these outbreaks in large-scale industries on the small meat producers. I also covered the environmental impacts of the grain-livestock complex. For this section, I actually stood on the bread aisle that divides us from the other shoppers who are purchasing meat in order to reduce making them feel uncomfortable from our presence.

I got a comment on the questionnaire survey that I spoke too softly. I should have explained why I was doing so. I wanted everyone to stand closely and not talk so loud not to draw attention to us. The security guard walked by us a few times and I was afraid to run into a confrontation. During the next tours, I will explain this to everyone to stay close because I will be talking softly.

I was really happy with the turn out of this tour. I feel much more confident for my next ones and I look forward to trying to talk more naturally rather than rely on reading the script so much. I was impressed with everyone interest in food issues and the great conversations we were having, especially when we were sharing a home cooked meal together. The idea of serving a meal was my volunteer Hannah's idea. It was a great idea, what better way is there to talk about food while enjoy some. I was originally hoping for only four participants, however, Matthew asked me at the last minute if I could take two more, since I had enough food I agreed. Six people actually turned out to be a great number. I will accept the same number of people in the next ones.

F.3 Tuesday, February 26, 2013—Reflection of the Second *Supermarket Tour*

"I never thought about food this way, I thought about it as just food, stuff we eat."—Second *Supermarket Tour Participant*.

I knew all of the participants going into the tour—some quite well. Speaking to them with an education tone felt awkward and unnatural. Rather than reading the script as I did during the first tour, I had decided to only use the words on my page as an aid. After the first aisle: "Going to Market", I took a more casual approach to the delivery. Both the first and second tours were very conversational. However, since I knew at least something about everyone's life experiences and interest I could relate issues and make comparisons that they could better relate to. I also took a less structured approach eventually. I spoke about the topics as they came naturally in conversation. The tour was still structured by isle, but if there was a better time to mention a certain issue in conversation I would not hesitate. For example,

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while standing in the cereal aisle and examining the characters eyes on the boxes, I asked everyone to turn around and look at the baby formula. At this point I explained something about the next aisle: “Corporate Control”, how Nestle has made false claims that their baby milk formula is better than breast milk. Talking about processed foods and the amount of corn and soy in products it seemed to be a great segue to show the participants how corporations try to manipulate our consumption.

Although I knew everyone, I do not think it was necessarily a bad thing. The nature of *The Supermarket Tour* manual appeals to a crowd that are interested in food related issues, especially the way that I advertised. As stated above, some of my friends are very interested in food issues, however, one of my friends wanted to support me in my project. The manual is designed for anyone to be able to give a *Supermarket Tour*, if that person did not advertise; I imagine that they would bring their friends and family on their tour. I think that by doing this you are encouraging friends and family who may not be aware of issues around food. I believe that it was more likely for me to education someone who was not previously aware of the issues than if it is simply advertised.

Unfortunately, during the meal, we did not talk about food issues like I had planned. It was not until I made a joke and steered our conversation back to food. Despite this, the session ran thirty minutes past the scheduled time because everyone was still in deep conversation about food issues.

This tour was also different than the first one because unlike the first tour where everyone was very interested and knowledgeable about the issues within the current food system, the second group had a mix of people with different knowledge levels and interests. In this group I had: a food politics enthusiast, a farmer, a girl interested in food issue in general, an environmental studies student with great interest in agricultural impacts on water quality, a first-year nursing student interested in health and nutrition, and finally a girl with a very minimal knowledge or previous interest in food issues. The first three participants mentioned all had similar experiences dealing with food safety and sovereignty issues in Ecuador.

This mix made it challenging to communicate food issues with. I realized that in the in the produce aisle when one of the participants asked me, “What are GMOs?” GMOs are only defined and talked about in the fourth aisle: “Dry Goods”. However, I have been doing an activity that I thought was in the book, but now I cannot find it. I have been playing a PLU code game, asking students to choose two foods and notice their PLU codes. These codes can tell you how your produce has been grown—conventional, organic, or genetically modified. We have not found anything that has been genetically modified yet, and the conclusion that we have come to is that a lot of the produce that has been put on the shelves have not been well received because they have lacked in flavor, but only most GMO foods are used in

processed foods. I assumed that everyone would know what GMOs are, but the fact that someone did not know in my group and then left knowing a brief science behind it and its issues was a success I believe. Since it is not mentioned in the manual in the produce aisle, I will be careful of that next time. Maybe the PLU codes can be discussed after the tour at the focus group session next time. During a casual talk after the session, she mentioned that she was nervous to come to the tour because she did not really that much about food issues. She commented that she learned a lot, but she did not know the acronyms that I was using in the beginning. Therefore, what I learned from this, is the key terms should be defined when introducing them, and being careful when acronyms are used.

F.4 Wednesday, March 6, 2013—Reflections of the Third *Supermarket Tour*

This was the last scheduled *Supermarket Tour*. Thinking back to the first tour, they were all relatively the same. However by the last one, I was much more confident and relied on my notes a lot less. Unlike the second tour, I did not know everyone on the tour. Everyone who signed up was interested in food issues, and looking to meet like-minded people. This group was great; everyone was interested and knowledgeable in food issues. The conversations were very rich in quality. In order to get to know each other we played icebreaker game. At the beginning we introduced ourselves by name and favorite food. During the meal, we went around the table and introduced our names again and this time had to explain our favorite fruit or vegetable and explain the significance of this item to your life. These games were very effective and we were having great conversations on first name basis during the focus group session.

One of the activities proposed in the manual, the Banana Split, was very well received. The participants were astonished about the way money is distributed between the farmer/producer, transportation and taxes, the wholesaler, and the retailer. As I have mentioned in a previous reflection, during the Produce Aisle, I also talked about PLU codes because you can tell about how the food was produced by looking at the number. If the PLU number on the sticker begins with a 3 or 4 and has four digits it means that it has been grown conventionally, if the number begins with an 9 and has five digits it means that it was produced organically, and if the number begins with an 8 and has five digits it is a GMO product. Despite everyone knowing about the topics that I was talking about, they were happy with these two activities because they stated that they learned something new.

Unfortunately, the grocery store manager was strict on his six people maximum policy. I allowed seven people to join the last tour, however, there were many more interested. I plan to host a least one more tour with people who have showed interest but may be as knowledgeable and probably even more than me on food issues. Therefore, since *The Supermarket Tour* is so preliminary, I thought it would be

interesting to lead the group around the grocery store and allow people to talk about issues of the food they see. I will write down the topics and compare the topics in the manual to see if there are any important topics missing in the manual. It would be great for everyone to share knowledge about food issues.

OPIRG has also requested hosting additional tours. I hope to have time to do this. I would, however, be interested in hosting a workshop about how to lead a *Supermarket Tour*. The way someone may want to do this is very flexible, however, I could share my experience with organizing tours. In addition to these extra tours, I have been asked to give a one-hour workshop during KWIC's Global Youth Day on Youth in Action: Food, Climate and Sustainability on May 17, 2013. Since my time slot is only one hour, I will have to condense *The Supermarket Tour* while covering all of the important parts.

When it comes to choosing a grocery store downtown, No Frills may be a better place because here is more space. One of the tour participants mentioned that the New Canadian's Centre on Sherbrooke Street, which is not a far walk, has space that may be available for debriefing sessions. It would be really interested to lead a tour in Wal-Mart's new grocery area. The other day I went to see it and noticed that they market a lot of their products as natural, organic, and artisanal. These are issues that we discuss during the tour and it seems like talking about these issues would be really neat in a store like Wal-Mart.

I believe that sharing a home cooked meal with the group is very constructive. I also think that a focus group session after a tour is important to clarify information learned during the tour as well as expand on important topics. It allows a space for everyone to share his or her thoughts and knowledge on the food system. In general, the people who have participated in the tour have had some kind of previous knowledge on the food system. Sharing information is a great way to learn. Also, this additional time really reinforces the information learned. Also, if the participants leave right after the tour, they may leave upset about the state of our food system. This focus group really helps because envision a change in the food system.

G. Freestyle Supermarket Tour: Foodies Talking About the Issues

Conversation Topics:

- Grading produce
- Labeling—is it actually from where it says? Sometimes the sign above the produce says one place and the sticker says another.
- Pesticides: do they penetrate the skin and how much pesticide residues can be found under the skin?

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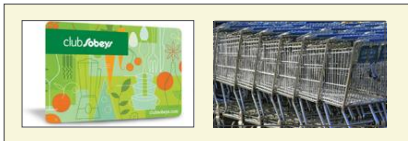
- Does the mist that sprays the produce contain chemicals to preserve or make the produce look better?
- Wax on produce. How much of these pesticides transfer to your hands and that you ingest while peeling?
- Standardized food, everything is the same and you can always depend on the same things to be there; this has become expected by consumers.
- Local farmers having a hard time entering the grocery stores.
- Lack of choice. Bread for example, there's Dempster's but not much else. Huge lack of diversity in produce as well.
- How the Canadian Food Guide started.
- Food deserts: less produce, organic food, and even far access to grocery stores in low-income neighborhoods (difficult to take public transit with young children and your hands full of groceries). Therefore marginal communities depend on fast food and convenience stores with high prices. Racialized and poor, creating bad cycles and bad health. Often no time to cook or prepare food. Often busy single-moms.
- How much shopping carts cost.
- Packaged meat lasts longer because of chemicals. Oldest meat becomes the cheapest.
- There is food coloring in meat to give it the appearance of being fresh by keeping it red. Meat normally brown.
- People are so used to brands or a specific product.
- Names are often misleading and there isn't any accountability. 1L bottles of olive oil for 5 dollars states that it's 100% pure on their label. They get fined but it is still more profitable to just pay the fine. Because it says natural on a label, doesn't mean that it is organic and any different than other products. Free-range eggs are not always what we imagine as free-range. Sometimes they'll use misleading terminology. Maple syrup isn't always pure either.
- Local greenhouses and hydroponic systems producing local food. This creates jobs but they are energy-intensive. Intent is not to do good, but rather make money so they aren't designed as efficient and sustainable as possible. Hydroponics also produce less nutritious food because it is lacking many nutrients. It is only fed the nutrients it needs to grow big and fast.
- The more pesticides that are used on soil makes the food less nutritional because pesticides kill important microorganisms.
- Large banana plantains owned by Chiquita or Dole sprayed their fields with a very potent chemicals. This was a human rights abuse because they

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felt their workers in the field as they sprayed because it would have costs them too much to ask them to step away for an hour. 100% of the workers became infertile. Only small monetary compensation.

- Mitsubishi: largest seafood company.
- Allergies from the cereal bad lining. They still put it in and pay the lawsuits. Now they label it (look in the ingredients list for BHT).
- Eggs do not normally have to be refrigerated. And the yolks are breaking easier. That is normally a sign of an egg going bad.
- BPA lining in cans.
- Organic isn't all it's set out to be. Can still spray a certain amount and get certified. Monocultures still exist. Animals sometimes suffer because they are denied antibiotics when sick.
- So many pesticides on almonds in California that there are no pollinators that go there naturally. Therefore they dump bees on the crops. Should buy Italian almonds.
- Food waste, the food is normally still good or just slightly bruised and it goes to waste.
- Our food system emerged from a militarized industry. Pesticides also came out of warfare. Bees are also being disturbed and used in warfare.
- We found Stickling's bread, from a local bakery, at No Frills, how did they get in a local grocery store and how do we get other producers in the grocery stores.
- Problems with Fair Trade
- Not a good environment for community building.

K. Supermarket Tour Pamphlet Produced and Used by the Canadian Food System's Class



Introduction: "Going to Market"

Who's the Boss?

-80% of our food comes from only 5 different retailers: Loblaws, Sobeyes, Metro, Canada Safeway and A&P

Vertical Integration

-When companies control several levels of production such as: food production, sale of farm inputs, processing, distribution, marketing, and sales.

-Creates the perception of choice, but without the benefits of true competition

The Lure

-Promotions and rewards for shopping there e.g. Air Miles, "Clubs", partnered credit cards with incentives

Entrances

-Notice there is only one entrance, to be able to guide you through the store. Where are the "staples" (bread, eggs, milk, butter) located?

Shopping Carts

-Extra large and deep carts to encourage more spending, and small carts designed for children, so they can shop along with their parents (notice where the sugary snacks are on the shelves)

Music or Muzak

Do you notice the music playing? Try actively listening to it, it might be hard not to forget that its there after a while. Muzak is designed to not catch your attention, it's there to reduce stress and remove distractions. Muzak Holdings LLC analyses music and removes extreme dynamics and sudden key changes so it subtly carries on in your sub-conscious

Product Placement

-Products at eye level tend to sell better, companies pay premium "slotting fees" to have their product on the shelves

Advertising and Packaging

-We used to choose food based on how it looked, felt, smelled, and tasted. Now the dominant values in America for food purchase is cost, appearance and convenience.

-The cost of marketing and advertising is built into the price of food, often amounting to more than it costs for the farmer to actually grow the product.

Alternatives

-Try to stick to a list to reduce impulse buys, try going to smaller shops, since they usually can't afford the strategies to boost sales used by large supermarkets, they tend to be more transparent about their products, or join a food co-op, where everyone has a say in how the organization is run



Station 4: Corporate Control

Through your tour, you've likely passed thousands of different products on the shelves. It may surprise you to learn that most of these products are made by only about 5 or 6 different companies.

The Big 7

-Nestle: \$109.9 billion (USD) in 2009, the largest food company in the world, produces beverages, cereals, coffee, coffee creamers, cosmetics, culinary products, chocolate and confectionary, dairy, food services, frozen foods, ice cream, infant foods, water, and pet care supplies

-Pepsico: \$43 billion (USD) in 2009, the world's #2 soft drink maker, owns Frito-Lays, Pepsi-Cola, Quaker Oats, and Tropicana

-Kraft: \$40 billion (USD) in 2009, the third largest food corporation in the world, produces beverages, cereals, cheeses, coffee, condiments and sauces, cookies and crackers, desserts and snacks, main/side dishes, and meats

-Unilever: \$62 billion (USD) in 2009, one of the world's largest manufacturers of packaged goods including butter/margarine, cosmetics and fragrances, personal hygiene products, diet foods, frozen foods, ice cream, household cleaning supplies, tea/coffee, culinary products, desserts, dressings, pasta and sauces, and spreads

-Proctor & Gamble: \$76.7 billion (USD) in 2009, the top maker of household products worldwide, makers of coffee and tea, cosmetics, personal and feminine hygiene products, diapers, fragrances, hair care, health care products, household cleaning products, oil and fat substitutes, pet care products, snacks, tissues and towels, and water filtration

-Kellogg: \$12.6 billion (USD) in 2009, competing directly with General Mills for the top ready-to-eat cereal business, makers of cereals, meat alternatives and vegetarian foods, and other assorted products

-General Mills: \$14.7 billion (USD) in 2009, makers of cereals, desserts, meals and side dishes and snacks and beverages

MERRYN LUSH, AMANDA BRUMPTON, QIQING MEI AND ZHI DENG

THE SUPERMARKET TOUR
OPIRG PETERBOROUGH



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This pamphlet is a supplement to the OPIRG Supermarket Tour Publication. The Supermarket Tour is a guide through the supermarket, from produce to meats to processed foods and corporate control. The Tour promotes questions and discussions on a wide variety of food issues.





Station 1: Produce

As you walk through the produce section try and consider the following:

- Is most produce imported or local?
- What's in season?
- Are there organic options?

Pesticides:

- Indiscriminately kill all insects and soil micro-organisms, some of which are beneficial.
- Lead to fewer soil organisms and less organic matter
- Lead to pollution in the air, soil, surface water, and ground water.
- Are linked to increased pesticide resistant insects

Health Effects:

- pesticides and post harvest treatment chemicals have been linked to acute and chronic illnesses, including neurological problems, fertility and reproductive problems, brain and lung cancer, and immune system suppression (risks are especially high in children)

Alternatives:

- Buy organic produce
- Buy locally
- Buy in season
- Join a CSA (Community Supported Agriculture)
- Peel your fruits and vegetables
- Eat fewer foods with high amounts of pesticides
- Buy fair-trade products
- Grow your own vegetables



Eaten Anything Lately?

Station 2: Meats

Crowding

- Animals are packed tightly together to increase efficiency without room to move around
- Stress can reduce egg production in hens but "chickens are cheap and cages are expensive"

Sickness

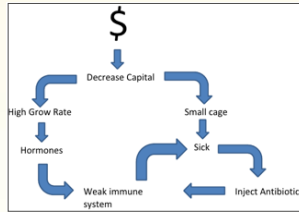
- Factory farm conditions reduce the animal's welfare, making them more prone to illnesses
- Genetic variability is reduced due to breeding for animals who do well in tight living conditions and straying away from dual-purpose animals

Slaughter House

- Animals are transported long distances because of the centralization of the food system
- Sometimes there can be very inhuman treatment at the slaughter houses

Antibiotics and Hormones

- Antibiotics are used to combat illness as well as for promoting growth
- Emerging issue of antibiotic resistant bacteria
- Hormones are also used to increase growth as well as factors such as milk production



Animal Waste

- Farming animals indoors creates the problem of waste disposal, because the natural nutrient manure cycle changes
- Waste spilling can be toxic enough to kill people, for example, the Walkerton tragedy.

Global Warming

- Cows release greenhouse gases, responsible for 18% of emissions

Station 3: Processed Foods

Corn and Soy

- The most common agricultural products found in highly processed foods are corn and soy
- High fructose corn syrup and/or soybean oil are found in almost all processed foods (linked to obesity, heart disease, and diabetes)
- Found in items other than food, such as garbage bags, matches, batteries, disposable diapers, etc.

Genetic Modification

Using genetic engineering techniques, scientists can manipulate and organism's DNA to create a desired trait

- Health risks include: allergic reactions, antibiotic resistance, and potential for toxicity
- Environmental risks include: creation of new weeds, super-pests, and loss of diversity
- Ethical risks include: the right of farmers' to save seeds, biopiracy, and proper labeling

Alternatives

- Go to the manager
- Call 1-800 numbers
- Write to the Government
- Raise awareness
- Avoid GMOs
- Support Genetic Diversity

Local and Sustainable Alternatives in Peterborough	
Peterborough Farmer's Market	The Main Ingredient
By the Bushel	Dreams of Beans
Food not Bombs	The Seasoned Spoon
The Earth Food Store	The Planet & The Planet North
Jo Anne's Place Health Foods	Black Honey