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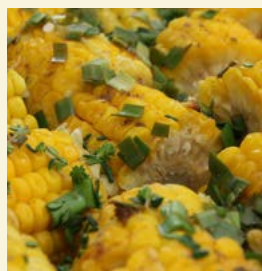
# EXPLORING LOCAL WILD FOODS: A CHANGEMAKER RESIDENCY AT THE SUSTAINABILITY INSTITUTE

November & December 2024

Bia Goll, Megan Lindow, Loubie Rusch

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## INTRODUCTION

Having the time and space to slow down and deeply embed yourself in a collaborative space for experimenting, dreaming and discovering, is a journey worth taking. A journey that awakens breakthrough thinking.

Inherently, we are emergent creative beings, and we can all change the narrative and contribute to a better future story.

Our residency programme provides space and opportunity to imagine and create in community, to in the end offer something new into the innovations and practices of the SI's dynamic learning campus. This journey will also open up space for developing actionable solutions or initiatives that contribute to a more equitable, resilient, and regenerative future.

We share here a reflection on our first pilot residency that took place towards the end of 2024, when we welcomed Bia Goll, Megan Lindow and Loubie Rusch to dream, discover and experiment together.



# COLLABORATING ON A THEME OF CAPE WILD FOODS

Local indigenous plant foods of the Cape Floristic Region are a bountifully diverse heritage of this unique region, where habitat is threatened by agriculture and urbanisation. Delicious, nutritious and naturally adapted to grow in local landscapes without chemical inputs, local wild foods could be an affordable, resilient daily option on peoples' plates. However, a lack of knowledge and familiarity with these food plants, on top of their cultural erasure through centuries of colonisation and apartheid, has meant that they are not widely available in local food systems.

The Sustainability Institute (SI) has been a laboratory for exploring innovative ideas and practices to bring local wild foods into wider cultural and community usage. The Local Wild Food Hub at the SI has been working towards this aim through a collaborative "know, grow and use" approach. With inclusive, ethical innovation and experimentation, there is potential to revive long lost food traditions, and offer delicious variety and nourishment to people. Cultivating these food plants where they grow naturally offers numerous benefits: it can help to regenerate the land and restore ecological diversity, while building local food sovereignty and resilience to climate change. Local wild foods could have transformative impacts in early childhood creches, school gardens and feeding schemes, community kitchens, small-scale farming initiatives and local enterprises.

Yet the work of creating pathways for the uptake of local wild food is slow and multi-dimensional. It involves planting and field trials, nutritional analysis, recipe development and experimentation in the kitchen. It calls for attentive listening and deep conversation to help surface the narratives of local wild food, the existing relationships between people and plants, and what the plants mean to people. It needs an attitude of collaborative exploration, with many hands and minds contributing diverse skills and knowledge. The first residents were invited to bring their thinking and creativity to these ongoing efforts. This short publication shares experiences, reflections, learnings, recommendations and recipes from that time.





# WHAT WE LEARNED – THE HIGHLIGHTS

## **Nurturing a storytelling culture:**

whether in a classroom or workshop, or gathered around the table, including simple prompts and invitations to share stories can go a long way towards building a culture of warmth, imagination and creativity.

## **Place-based experiences:**

food and storytelling are both ways of inviting people to immerse in a place and explore and imagine different possibilities together.

## **Building community through food:**

preparing and sharing a meal together, we bring our full selves into the conversation – getting to know each other beyond our work personas.

**Collaboration in the kitchen:** preparing a shared meal together can be a collaborative experience that connects us beyond words.

**Food as a sensory experience:** the tastes, textures, smells and flavours, both familiar and novel, evoke meaning and memory, making our shared experiences more vivid and memorable.



## **Sharing food stories:**

gathering around the table to share food stories is a powerful way of weaving connection and meaning together – sharing our values, memories and identity.



# REFLECTIONS

Loubie Rusch, Coordinator of the Local Wild Food Hub at the Sustainability Institute



“My interactions with Bia and Megan were not planned in advance. What spontaneously arose one day that I happened to be at the SI was that preparing and eating lunch together would be a fun way to share some wild foods, talk about food in general, and hear how the residency was going. What started as a once-off meal accompanied by interesting and animated conversations and sharing of perspectives, became something we wanted to repeat.

And of course, my knowledge of wild foods, being well acquainted with the grounds and food garden and what we have growing there, and with me being more familiar with the SI community, was definitely a very useful contribution I could bring.

It feels so obvious saying this in retrospect, but it was soon quite clear that building in strong points of contact, particularly during a shorter residency, is essential to the residents making deeper and quicker SI connections, especially if individual or group engagements with the SI community were integral to what they were planning.”





# REFLECTIONS

**Bia Goll, Eco-Cook and Permaculturist, Sao Paolo, Brazil**

“My experience with African plants was intense, with every day involving testing new flavour and texture combinations. We don’t have anything like these plants in Brazil, and nor have I seen anything similar in other parts of the world. The sandy terrain and dry air create a unique environment. The aromatic flavours of plants like African sage, wild rosemary and buchu are striking. I loved these flavours, but I also quickly realised that some people find their intensity unpleasant.

My greatest enchantment was with the edible succulents like ice plant, sea pumpkin, sunrose, and spekboom. Everyone spoke about the sensations and experiences with the new plants. People were not in the habit of using these leaves and herbs when cooking at home, but through the workshops with Loubie some things had changed.

One day, to celebrate the completion of a cycle of workshops that Loubie did with the SI kitchen and garden teams, we prepared and shared a special lunch in the library. The team prepared traditional boerewors – local meat sausage. There was also imifino, chakalaka, spicy watermelon marmalade, and sweet potato prepared with herbs and spices. It was wonderful because everyone cooked together, including the garden team and the kitchen team.”



“In the garden, I had the opportunity to sow with Vuyo and the children, and plant with Masi. I harvested fresh ingredients from the garden every day. I participated in an experience where Megan told stories to the children from all the different classes. It was interesting to see the reaction and involvement of each group. I had a beautiful experience picking num nums in the garden with the nine-year-old class, climbing the trees and eating various native fruits.

We prepared lunch in the garden and the children helped to chop various herbs and vegetables to cook with chicken in a potjiekos. It was beautiful to watch the children playing while the potjie was cooking over the fire.”





# REFLECTIONS

**Megan Lindow, Writer, Storyteller and Narrative Researcher,  
Cape Town, South Africa**

“The narrative lens is useful because we human beings are ‘storytelling animals’<sup>1</sup>—with brains uniquely wired to tell stories. Telling stories with one another helps us to surface and explore meaning and memory, both individually and collectively. By telling our own stories and listening to the stories of others, we deepen and enlarge our perspectives on the past, which may contribute towards shaping the future.

From the stories told by Loubie and others, I learned to see wild and natural landscapes as sources of edible diversity and abundance, where people long ago (as well as some people living in the present!) would have been intimately attuned to the plants and animals and the ever-changing seasonal rhythms and elemental cycles of fire, air, water and earth in the ways that they moved on the land and accessed food.

To celebrate the learning of different indigenous plants and food recipes, we went to the kitchen and prepared a sumptuous lunch, bringing in the traditional foods of the staff members, along with Bia’s Brazilian inspiration, jazzed up with the tart and crunchy, or in turn spicy, aromatic flavours of the local wild plants. With each person taking charge of a particular dish, we made umfino (maize meal) with dune spinach; chakalaka with spekboom; boerewors (traditional Boere sausage) with wild garlic; as well as Bia’s Brazilian-inspired contributions of watermelon chutney and a sweet potato dish that she put me in charge of.”



<sup>1</sup> Jonathan Gottschall, 2013. *The Storytelling Animal: How Storytelling Makes us Human*



“There was laughter as we danced around one another brandishing our steaming pots and kitchen knives, the focused rhythms of slicing and dicing playing like a soundtrack in the background. The colourful heaps of garden vegetables steadily diminished under the knife into expanding piles of chopped veggies that were cast into sizzling, rattling, steaming pots and pans. The ancient battered gas stove working full tilt, we all choreographed our weavings in and out and around all the hot pans. In this focused and relaxed atmosphere, taking part in the flow of assembling this multi-coloured, multiflavoured, multi-cultural Afro-Brazilian fusion feast together, a feeling of intimacy and familiarity grew that was beyond what conversation alone had allowed.

Further reflections and questions emerged from the long, debriefing conversations that Bia, Loubie and I held together. If the SI is wanting to present itself as an innovative, imaginative place where people come to explore, how could we work with staff to help create an environment that reflects this spirit of exploration in an open and authentic way?

How can the environment and interactions between people facilitate more genuine sharing of the different cultures, identities and perspectives we all come with that make for a deeper, richer experience of people and place?”



“My approach throughout the residency was to listen and observe through all the different interactions and situations. The week after I spent a morning observing in the classrooms, I took the children out to the garden to explore the plants and share traditional oral stories with them. With this approach, I could engage the children with stories and then we could speak about them, and I could listen to what thoughts and questions the stories raised for the children.

The stories explored themes of intergenerational knowledge sharing and collaboration, as well as using your imagination to envision and bring about positive change. The stories also evoked a time when peoples’ lives depended on their knowledge and ability to productively use local resources from the land and sea.”





# RECIPES

## SOUTH AFRICAN-BRAZILIAN FUSION WITH INDIGENOUS INGREDIENTS

**Bia Goll**





# WATERMELON RELISH

Brought by Bia Goll

This is a fusion recipe brought by Bia, in which watermelon rather than chilli is the main ingredient of more traditional hot sauce, a condiment of the Americas that has many variations. Makataan shares distant roots with the red fleshed watermelon, and while it was not seasonal at the time of the residency, is the inspiration for trying out a green chilli and makataan sauce as a local innovation once the Sustainability Institute's garden has ripe fruit available.

## INGREDIENTS

One whole watermelon

Dark sugar

A variety of pepper and spices to taste

## METHOD

Peel the green rind from a large watermelon, and then blend the red and white rind, including the seeds, in a blender to yield about 3 litres of juice.

Cook with 300 grams of dark sugar and add to taste some combination of the following: cayenne pepper, allspice, black and white pepper, arabian pepper, paprika, red and green chili, and salt. Simmer until the liquid reduces to a syrup.

Add the juice of two lemons.

Serve as a spicy sauce for a variety of dishes.



# WILD CHAKALAKA

Inspired by generations of South Africans

This popular South African sauce comfortably accommodates variations and additions. The inclusion of succulent and leafy greens not only adds to the nutritional value, it also adds a Cape flavour dimension. The spekboom brings its flavour-enhancing sourness and lots of Vit C. While the sea pumpkin adds a lemony saltiness, and dune spinach adds umami flavours, both are higher in zinc, calcium, magnesium and iron than either cabbage, chard or lettuce.



## INGREDIENTS

- 2 tbsp oil
- 1 onion, chopped
- 1 red bell pepper, chopped
- 2/3 tbsp chilli powder or fresh chilli, chopped
- 1 tbsp fresh ginger, chopped (optional)
- 1 tsp curry powder
- 4 fresh tomatoes, chopped
- 5 tsp tomato puree
- 2/3 cup cooked beans (optional)
- 1 carrot, thinly sliced (optional)
- 2/3 cup spekboom leaves pulled off the stem
- 1 cup sea pumpkin, or dune spinach leaves pulled off the stem
- Salt and pepper to taste

## METHOD

Heat the oil in a large saucepan over medium flame. Add the onions, braise for 5 minutes. Add the sliced carrots (if using), bell peppers, red chilli, garlic and ginger (if using). Continue to fry, stirring frequently, until the onions, carrots and peppers are wilted, about another 4 to 5 minutes.

Add the curry or chilli powder, stir to combine completely, and add the fresh or canned tomatoes. Once the fresh tomatoes have collapsed, add the tomato puree, and boil with the lid off so the sauce thickens a little.

Add the beans (if using), spekboom and sea pumpkin or dune spinach leaves, reduce the heat, cover the pot and cook for a further 4 minutes so that all the flavours combine well and the leaves wilt. Taste and adjust the seasoning, including adding a little vinegar or lemon juice if the chakalaka tastes too sweet.



# WILD FOXGLOVE PESTO

Inspired by Khanyi Wem

At a time when indigenous foods were being introduced and experimented with in workshops with the Sustainability Institute's kitchen and garden teams, Khanyi tried out this recipe. Though not as aromatic as basil, creeping foxglove produces a delicious and nutritious pesto which brings much more calcium, zinc and iron than either basil, chard, spinach, goosefoot or lambsquarters do. The flavour punch that wild garlic contributes adds even more to the very high levels of calcium zinc, iron and Vit C it contains. And sea parsley with its punchy parsley and celery flavour, is much higher in most micronutrients than celery, and much higher in Vit C than parsley.



## INGREDIENTS

- 2 cups creeping foxglove leaves
- 1 cup parsley or sea parsley leaves
- 2 blades wild garlic, roughly chopped
- ½ tsp (2.5 ml) sea salt
- ½ cup olive oil, the best you can afford
- 2 tsp (60 ml) pumpkin or sunflower seeds
- Juice of ½ lemon (optional)

## METHOD

Combine all the ingredients other than the oil into the bowl of a processor and blend. You might start with the seeds first, and pulse blend them before adding the leaves.

You can keep your pesto quite chunky or textured by not over-processing, or you can continue blending until it becomes very smooth. You can also add a generous amount of olive oil so that it is runny enough to pour.

You can put a dollop of pesto onto a plate, add some fermented vinegar instead of the more traditional balsamic, and pour some wild infused olive oil over. This becomes a real aromatic flavour bomb experience when you dip good crusty bread into it.

# DUNE SPINACH IMFINO

Inspired by Loubie Rusch and Masilakhe Nyaniso

Umfino is a well known traditional South African dish in which leafy greens are added to mielie meal porridge. It has many variations, with cabbage, chard and onion being the most common additions. Dune spinach makes an excellent leafy green substitute, not only for the umami flavours it brings. It is also much higher in zinc, calcium, magnesium and iron than either cabbage or chard, making it a useful way in which to add nutritional diversity to a popular dish.

## INGREDIENTS

2 cups mielie meal, preferably non-genetically modified

6 cups water

1 tsp salt

4 tbsp oil

2 onions, chopped fine

1 green chilli deseeded and finely sliced

4 cups veldkool leaves and cabbage or kale, shredded

4 cups swiss chard or dune spinach leaves, shredded



## METHOD

Bring water to a boil, add the salt and pour in the mielie meal stirring rapidly to combine evenly and avoid lumps forming. Cook on medium low heat, stirring hard and often until creamy and thickened, about 15 minutes, adding extra water as needed while ensuring the porridge remains thick.

Add the oil to a heavy bottomed pot over medium heat. Add the chopped onion, stirring often until translucent. Add the chili and fry for a minute or two, then add the mix of conventional and wild indigenous greens. Fry together on a high heat until the greens are well wilted and tender but not overcooked. Add a generous squeeze of lemon juice and some salt and black pepper.

Combine the greens into the pot of thick porridge and stir well, adjusting the seasoning as needed.



# CREEPING FOXGLOVE RELISH

Inspired by Loubie Rusch

This type of dish is very typical of East and Southern African leafy green relishes that are thickened with peanut butter to accompany pap or sadza. They are traditionally made with whatever local potherbs you can find or buy locally (for example goosefoot, lambsquarters, spiderplant, pumpkin leaves or other nutritious wild weeds). This creeping foxglove version has even more calcium, zinc and iron than the usual leafy greens that are all already considered very nutritious.

## INGREDIENTS

1 onion quartered and finely sliced

Optional - 1 inch ginger, 1 green chilli deseeded, rind of 1/4 lemon all sliced into fine matchsticks

Optional - 2 small courgettes finely sliced on diagonal

2 tomatoes finely chopped

4 cups de-stemmed creeping foxglove leaves

1 tbsp peanut butter

Juice of 1/2 lemon

## METHOD

Cook the onion with the ginger, chilli and lemon rind in a little oil.

If adding courgette, add it to the onion after a minute of cooking.

Add the tomato once the onions are translucent and cook down until reduced and smooth.

Add washed and de-stemmed creeping foxglove leaves and stir until they just start to wilt

Add peanut butter and stir through, add a generous squeeze of lemon juice and a few drops of water to loosen the relish.

Add salt to taste.



# BEETROOT SALAD WITH INDIGENOUS VEG AND PEANUT BUTTER

Inspired by Bia Goll

While this is not a traditional Brazilian recipe, with beetroots originating from Europe, Bia took any opportunity to experiment with adding the unique wild herb flavours from this part of the world into the recipes she prepared while here. It proved an easy way to substitute new flavours for the ones she would routinely use at home.



## INGREDIENTS

4 beets, peeled and boiled until tender

Juice of 3 lemons

5 tablespoons soya sauce

2 heaping tablespoons peanut butter

Olive oil and black pepper to taste

Finely chopped fresh herbs, including wild and indigenous herbs, i.e. wild garlic, parsley and chives

## METHOD

Cut the 4 cooked beets into medium cubes. Mix together the lemon juice, soya sauce, peanut butter, black pepper, olive oil and chopped herbs. Combine the cubed beets with this mixture and enjoy!



# SWEET POTATOES WITH ONIONS, HERBS, LEMON AND OLIVE OIL

Inspired by Bia Goll

Sweet potatoes originate from Central and South America. This recipe is one of Bia's traditional Brazilian comfort foods that she experimented with, infusing the dish with local flavours and aromas instead of the herbs she would normally use at home. She made use of substituting in this way often while here, as a way of discovering and blending the Cape's local foods and flavours with those traditional to her culture.



## INGREDIENTS

- 4 brown onions, diced
- 2 cooked sweet potatoes, diced
- One leek, finely chopped
- 2 large handfuls finely chopped cabbage
- Calabrian chili to taste
- Black pepper to taste
- Grated turmeric to taste
- Grated ginger to taste
- Juice of 3 lemons
- Finely chopped fresh herbs, including wild and indigenous herbs, i.e. wild garlic, mint, fennel, thyme

## METHOD

Dice 4 onions and saute until golden brown with a little salt and sunflower oil. At this point, add 2 cooked sweet potatoes, also diced. Add finely chopped leek, 2 large bunches of finely chopped cabbage, and salt to taste. Add dried Calabrian chili, freshly ground black pepper, grated turmeric, grated ginger. Combine everything well and cook over a medium heat until well browned. Place in a bowl and mix with the juice of 3 lemons. Finish with lots of finely chopped fresh herbs on top.



## CONCLUSION

Through sharing and exploring wild food with the SI community during this residency, our imaginations were opened, and we sensed our way into new possibilities of living in relation to food and landscape. Working with wild food in community, harvesting daily from the garden for our bodily nourishment, we could experience the gifts of natural abundance and connection to the landscape, in a very visceral embodied way.

The residency drew us into the excitement of collaboration, and also at times raised the discomfort of being in an emergent space, grappling with how to bring ourselves to the kitchen, garden, school and other learning spaces in a meaningful and generative way. As Loubie observed, this uncomfortable place of uncertainty is also the place of opportunity, where anything is possible and nothing is yet constrained or bounded. Finding ourselves in this situation challenged us to embrace the discomfort and encouraged us to keep leaning into the feelings of possibility and uncertainty, believing that navigating this fine edge is ultimately what enables change.

What was particularly inspiring for Megan was the playfulness and improvisation of engaging the children in the themes of the stories, bringing up questions about the stories for the children to respond to: Why do people invent myths and make up stories? What have you learned from your Granny or from an elder? What would you want to learn from them? What kinds of things would you want to do to make your community a better place? What seasons of the year do you like most, and how do you experience the differences of each season?





What was particularly inspiring for Bia was the experimental and collaborative environment of the SI. Throughout our interactions, the energy of being in a practical laboratory for innovative ideas could be felt. “It was exciting to find such a rich field to practice,” Bia reflects. “I believe it is possible to develop projects thinking about a healthier relationship with food production in a place like SI and spread this to other places.”

Having a free field to create is fundamental to the complex issues we grapple with: organic food production, respectful relationships between people, social justice, quality education for all, healthcare for all, decent housing. Creativity is central to finding new paths to develop these ideas and ideals into reality. For all three of us, the conversational lunches at the SI provided an important space for exploring these possibilities.

**A celebratory plate meal marking the end of the workshop series in which the Nourish and garden teams were becoming more familiar with the indigenous edibles on campus.**



“Without a doubt, the entire eco village complex helps us to think of sustainable and humanized solutions. And since the world is not at all ecological, even in the Eco-village there are always improvements to be made. The fact that there are children of all ages and visitors interested is a great incentive. As a foreigner to South Africa who works with food, the possibilities of creating situations of healthy eating, especially without meat, were important.

Whenever I talked to a teacher, I was inspired to create something with the children. With Loubie, I was encouraged to create more situations with plants and food. With Megan, the way of exploring situations through story, with more poetry and imagination. With Vanessa, the openness to new ideas for projects and groups. Vuyo created many practical situations in the garden with planting and cooking.

All of this was essential since I was a foreigner; nothing would make sense without the opinion of all the collaborators and friends of the SI. Everyone was patient and excited to test my ideas. Now we have to see if these have any continuity.”

Bia Goll





# BIA'S SUGGESTIONS

## PRACTICAL TIPS FOR THE SI

### SUGGESTION 1: SNACKS FROM THE GARDEN

Every day a group of children goes to the garden to get their snack of the day, which could be carrots, cabbage, cucumber, turnips, beets, seasonal fruits, and whatever else is fresh in the garden that can be eaten raw. Only 1 vegetable per day, to have a constant variety. Once the snack has been collected, take it to the kitchen, wash it and distribute it into 4 large bowls and take it to the classrooms where all children will always have the opportunity to snack on something fresh and organic when they feel hungry. Over time, they will get used to the presence and flavors of the garden.

### SUGGESTION 2: POTS WITH HERBS

Every week, 4 sets of 6 fresh herb bouquets will be made (garlic leaves, mint, rosemary, wild rosemary, sage, buchu), 1 set for each classroom.

The idea is for children and adults to always have fresh herbs in their environment so they can experiment with dishes, unusual combinations or even flavors they are already accustomed to.

Every day when lunch is served, everyone will have these herbs nearby, on the table, so they can season their own dish and suggest flavors to their colleagues that they have already tested and liked. (for this experience, teachers need a class with Loubie to learn about plants)

### SUGGESTION 3: RECIPE FOR THE GREEN CAFÉ MENU

Anyone who has a really tasty suggestion using plants and vegetables from the garden can have their recipe on the green café menu with their name on it! Vanessa's sandwich, Vuyo's wrap, Masake's toast, Sne's pancake, for example. It can be an adult or a child but the focus is on children. The criteria is to have a varied filling, tasty, meatless, beautiful and easy to prepare and eat.

### SUGGESTION 4: GREEN LEAF OF THE DAY!

Every day the lunch dishes will have one leaf or more.

Loubie suggested analyzing the entire week's menu and tasting each dish with different leaves. The children will choose which leaves taste best in each dish and this will be made official in the routine.

### SUGGESTION 5: POTJIEKOS DAY

Once a month a different group will make a potjiekos in the backyard, the game here is to also introduce indigenous plants in addition to the conventional ones known.

### SUGGESTION 6: PLANET CLEANING DAY

For the youth group: Have one day a month to clean and maintain a garden at the Zetlers crossing and around the train station. Make videos of these actions for tiktok and SI's Instagram.

Month 1: clean again and place a trash can, as well as a nice sign asking people to keep the space clean.

Month 2: maintain cleanliness and create a flower bed with indigenous plants and flowers. Video tiktok and instagram

Month 3: maintain cleanliness and take care of the site. Video tiktok and Instagram

And so on month 4, month 5, month 6, month 7, month 8, month 9, month 10, month 11, month 12.

These videos will be wonderful records to encourage other young people and bring pride to young SI

# MEGAN'S SUGGESTIONS

## INCORPORATING STORYTELLING INTO THE SI

### SUGGESTION 1: TELL TRADITIONAL MYTHS AND FOLKTALES WITH THE CHILDREN AND THE YOUTH

Whether in the classroom, the gardens or the youth space, telling stories in an interactive circle can be a fun and powerful way to learn and explore ideas and questions about the world we live in. Why do we have seasons? How do old and young people learn from one another? What happens if we exploit nature? How do we discover our natural gifts and share these with our families and communities? Telling stories and inviting children and youth to explore the themes and questions they raise is a good way to stimulate curiosity and support them in developing their language skills, critical thinking and creativity.

### SUGGESTION 3: STIMULATE CREATIVITY WITH STORIES

Telling stories with children, youth and adults can be a springboard for imagination and creativity. After telling a story, invite the listeners to explore the themes of the story and the meaning that it holds for them by drawing, painting, journaling, writing a poem or shaping a piece of clay. Then invite each person to speak about what they have created from their experience of the story.

### SUGGESTION 2: ASK NARRATIVE QUESTIONS

In meetings, workshops or informal gatherings around the lunch table, posing thoughtfully crafted narrative questions to participants can help to stimulate the flow of meaningful conversation, building shared understanding and connection around important themes such as food identity, culture and heritage. A narrative question is a question asked in such a way that it elicits a story as a response. What is your most powerful or most cherished food memory? When did you face a challenging moment? What is your most vivid memory of your mother's garden?

Unlike more general questions that people can answer by stating opinions or generalisations, narrative questions ask people to narrate their experience of a specific moment or event. When people share their stories in conversation, it brings a vivid, experiential quality to the conversation, inviting others to share in the meaning and emotion of the story, and to contribute their own stories in turn.

### SUGGESTION 4: EXPLORE IMPORTANT THEMES

People are natural born storytellers. Not only do we all tell stories, but most of us also like to talk about what the stories mean and how our own lives relate to them. Because of this, when a story is told, it raises the opportunity to stimulate dialogue about important themes. In the Maui story, for example, the little boy sought his grandmother's help so he could learn how to make a rope to catch the sun. After telling a story, ask questions that invite the listeners (children or adults) to reflect on how the story relates to important themes in their own lives, or in their families or communities. *What skills would you like to learn from a grandparent or an elder? What questions would you like to ask a grandparent or an elder in your community?*





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[info@sustainabilityinstitute.net](mailto:info@sustainabilityinstitute.net) | 021 881 3500 | [www.sustainabilityinstitute.net](http://www.sustainabilityinstitute.net)

NPO No: 051-245-NPO | PBO No: 930020419 |  
Trust No: IT3011/99 Vat No: 4110198795



# LOCAL WILD FOOD HUB