

Food Sovereignty for Toddlers

Place-based learning and nutrition



Oregon State University
Extension Service





INTRODUCTIONS:



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WHAT IS FOOD SOVEREIGNTY?

- Many definitions, it can vary from tribe to tribe, and person to person
- Here's **one** definition:
“The right of a people to healthy and culturally appropriate food that is produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems”



Breastfeeding is Food Sovereignty

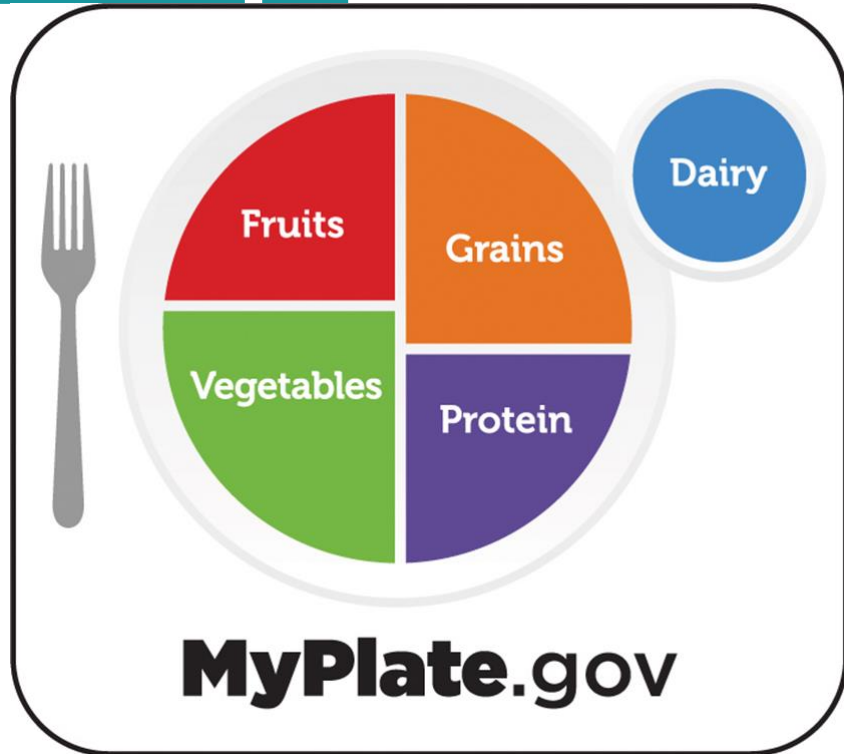


Support

- ❖ Invite elders to share stories of traditional native practices
- ❖ Fund Indigenous lactation consultants/ doulas
- ❖ Include Indigenous foods in curriculum
- ❖ Fund curriculum created by Indigenous people



My Plate vs My Native Plate



MY NATIVE PLATE

Fruit

Water

Grain/ Starch

Protein

Vegetables

Use your plate as a guide to help you eat in a healthy way!

1. Fill half of your plate with vegetables.
2. Fill the other half of your plate with a grain/starch and a protein.
3. Add a side of fruit.

Pictured here:

- Mixed berries
- Cooked spinach
- Baked squash with peppers and herbs
- Steamed wild rice
- Baked deer meat with sage
- Water

Take a picture with your cell phone. Look at the picture later as a reminder!

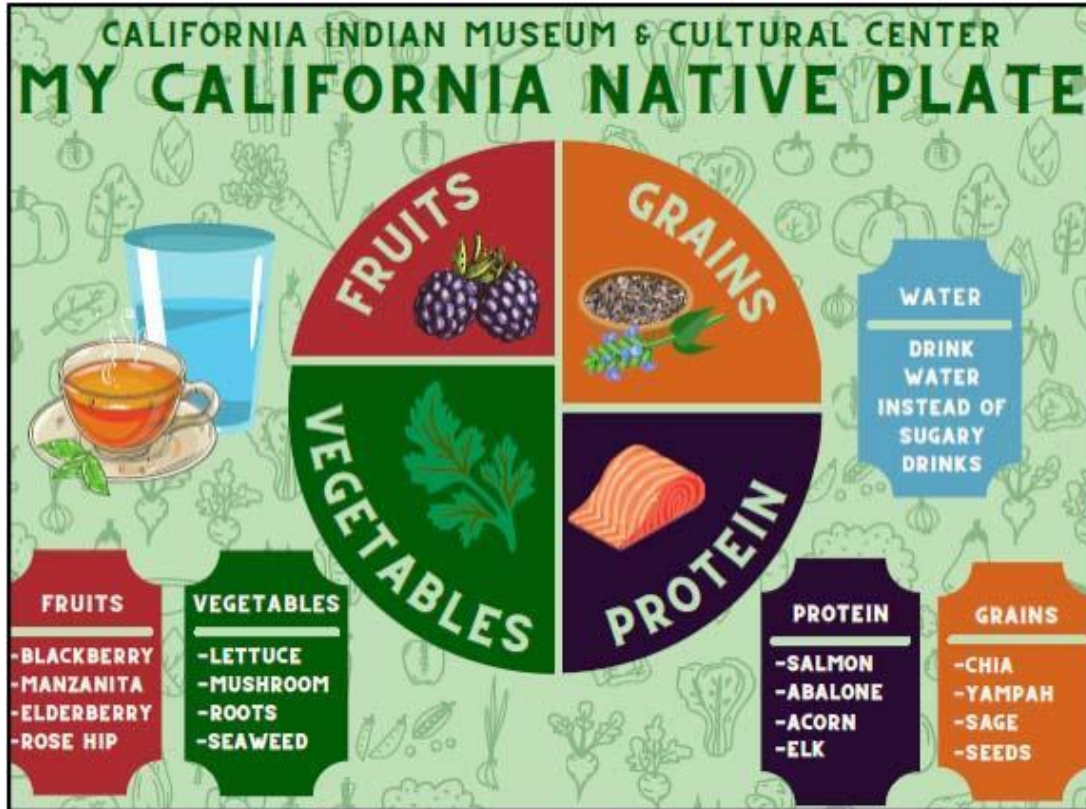
Remember:

- Stay active
- Drink water
- Use a 9-inch plate

Notes:

Produced by:
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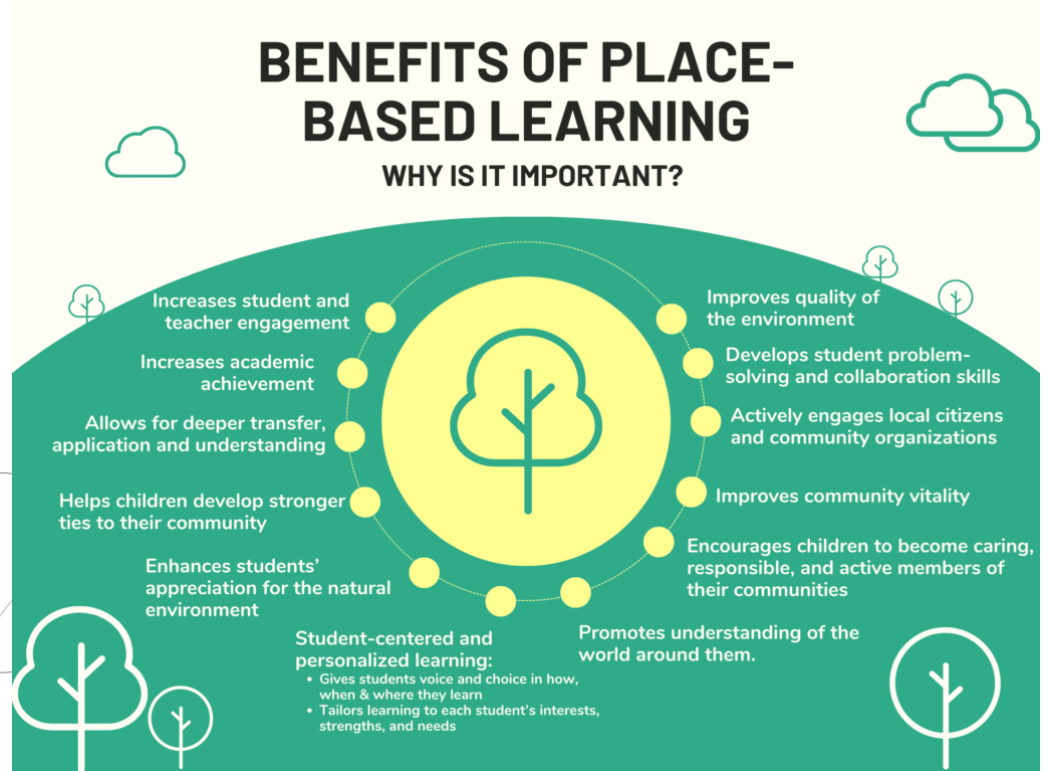
My California Plate



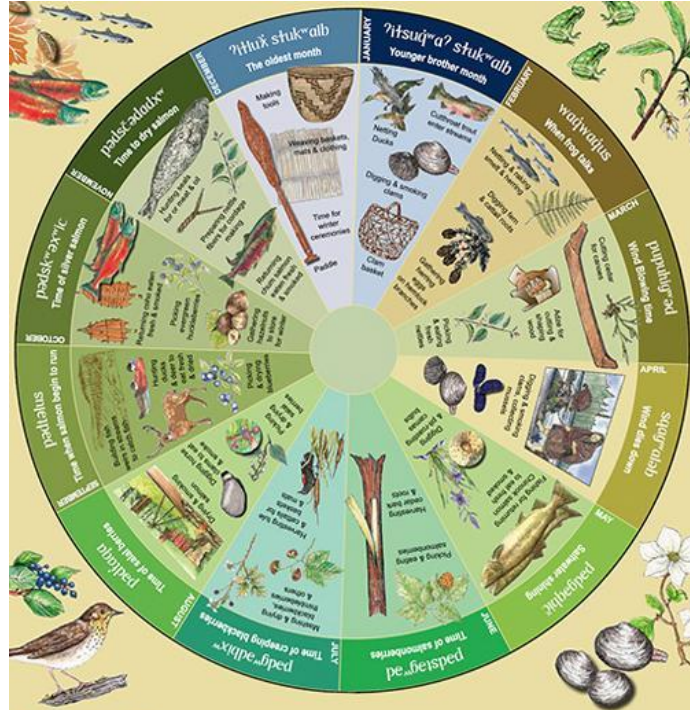


Place-based learning

- An instructional approach that focuses on developing students' sense of place and learning through exploring their environment.



Seasonal Round



the Coast Salish culture it was understood that everything was alive and had a gift to give: Deer, Otter, Salmonberry, even untain and Wind. Wise elders taught young people how to give ʔhɬuq'aʔ (thanks) to every being with correct songs and rituals and never waste any part of an animal hunted for food. With expressions of ʔhɬuq'aʔ (respect) they cultivated food plants by burning undergrowth and loosening soil so Bracken Fern, Camas, and other roots would thrive.

Seasonal round started when the blooming of Indian Plum and the singing of Chorus Frog signaled the ebbing of the cold season.

Name _____

Salmon

Salmon Bake



I like salmon because _____



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NW TRIBAL FOOD SOVEREIGNTY COALITION



- Comprised of people from or working for tribes of the Pacific Northwest
- Each year we host a gathering: 2023 was at Coeur d'Alene Tribe
- Youth portion for place-based learning
 - Fish Print
 - Gaffing hook
 - Indigenized waffles
 - Aviary tour



HIGHLIGHTED SUCCESSES & PROMISING PRACTICES



13 Moons Curriculum

- 13 Moon Project Swinomish
 - Videos available on YouTube
 - <https://www.youtube.com/playlist?list=PLcywCAP1SQNVXoN3Snk6BgKiUOBYAranb>



Bill family at Northwest Indian College making tree medicine with elders, youth, and students
Photo: Myk Heidt



Activity 2: Clams, Moons, and Tides Workshop

Participants learn how to identify clam species and why clams are important to the Swinomish people in this activity. It includes a trip to a local beach with clam habitat where participants learn about tides and harvest practices. Youth will also find and choose empty clam shells to take with them and paint designs on. Participants may then present a painted shell to an elder as a gift and ask if the elder would share a story. The clam art project is from the Mother's Roots Curriculum created by Tanisha Gobert in partial fulfillment of her master's degree in Environmental Education at Western Washington University (2017). The full activity is described by Tanisha on the next page.

Time: 2-3 hours
Audience: 4th-12th grade
Setting: Outdoors (field trip);
Indoors (clam painting)

Teaching Objectives
In this activity, participants will learn:

- The different types of shellfish harvested by Coast Salish people
- The lifecycle of shellfish
- The importance of shellfish to Swinomish health

Lushootseed Words

- Moon of the Salmonberry: *podstog'ad*
- Summer: *padh'adob*
- Clam: *s7a'k' u7*
- Little neck steamer clam: *s7a7a7*
- Butter clam: *stx'ub*
- Cockle clam: *s7apab*
- Horse clam: *ha7oc*
- Oyster: *7ux'7ux'*

Materials

- Paint
- Paintbrushes
- Coast Salish stencils
- Clam shells

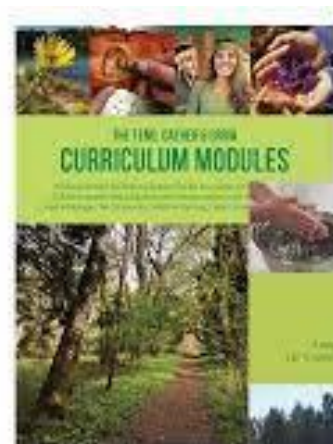


Preparing clams for the Moons and Tides Workshop on Kikot Island
Photo: Tanisha Gobert



Tend, Gather, Grow

- K-12 Place-based curriculum about plants, local landscapes, and rich uplifting cultural traditions
- Over 60 lessons Science Tech, Engineering Art Math (STEAM)
- Traditional foods lessons & NUTRITION
- <https://www.goodgrub.org/tend-gather-grow>

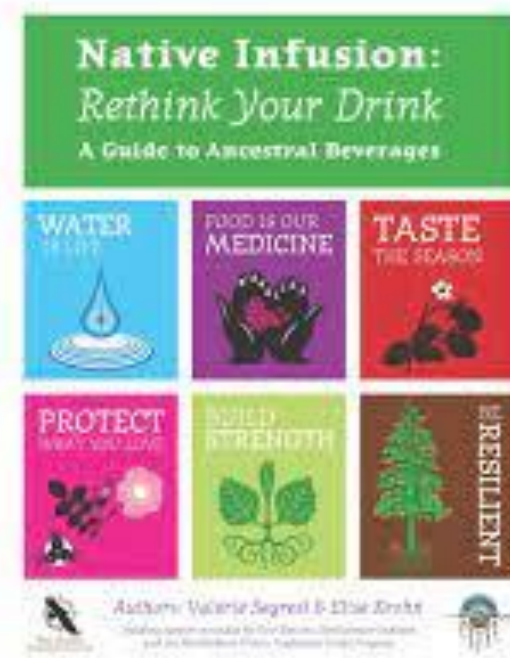




Native Infusion: Rethink Your Native Drink

Indigenized version of Rethink Your Drink

- **Food is our Medicine**
- **Water is life**
- **Taste the Season**





Supporting Food Sovereignty families/youth



THANK YOU



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