



# Culturally Specific Innovations Related to Food Sovereignty and Access

Tribal SNAP-Ed Programs in Minnesota

**The right to govern oneself**

- An inherent right to govern
- Affirmed in court cases
- Over 500 Tribal Nations in the United States
- 11 Tribal Nations in Minnesota

“**Food sovereignty** is the right of peoples to healthy and culturally appropriate **food** produced through ecologically sound and sustainable methods, and their right to **define** their own **food** and agriculture systems.

“Tribal Self-Determination is autonomous rule, which aligns the tribe’s culture (values, traditions, and customs) with its purpose”

Richard McGee “A Guide to Tribal Employment”

# Food Security and Food Sovereignty

- Food Security [is] “a situation that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life,”<sup>1</sup> while hunger is the “physiological condition that may result from food insecurity.”<sup>2</sup>
- “Tribal food sovereignty means being able to provide traditional foods that our grandparents have eaten, to future generations.” – A-dae Romero Briones, First Nations Development Institute.
- Traditional and/or indigenous foods are those that participants have historically grown, harvested, and prepared. Examples vary by community. For the Objibwe in northern Minnesota this includes wild rice, berries, walleye, venison, and, maple syrup.
- Nutrition education that teaches how traditional foods are a vital part of a healthy diet uses culturally appropriate curricula and activities is important because it is respectful, elevates traditional knowledge, and is more effective.

## **SNAP-Ed's Goal:**

To improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA food guidance.

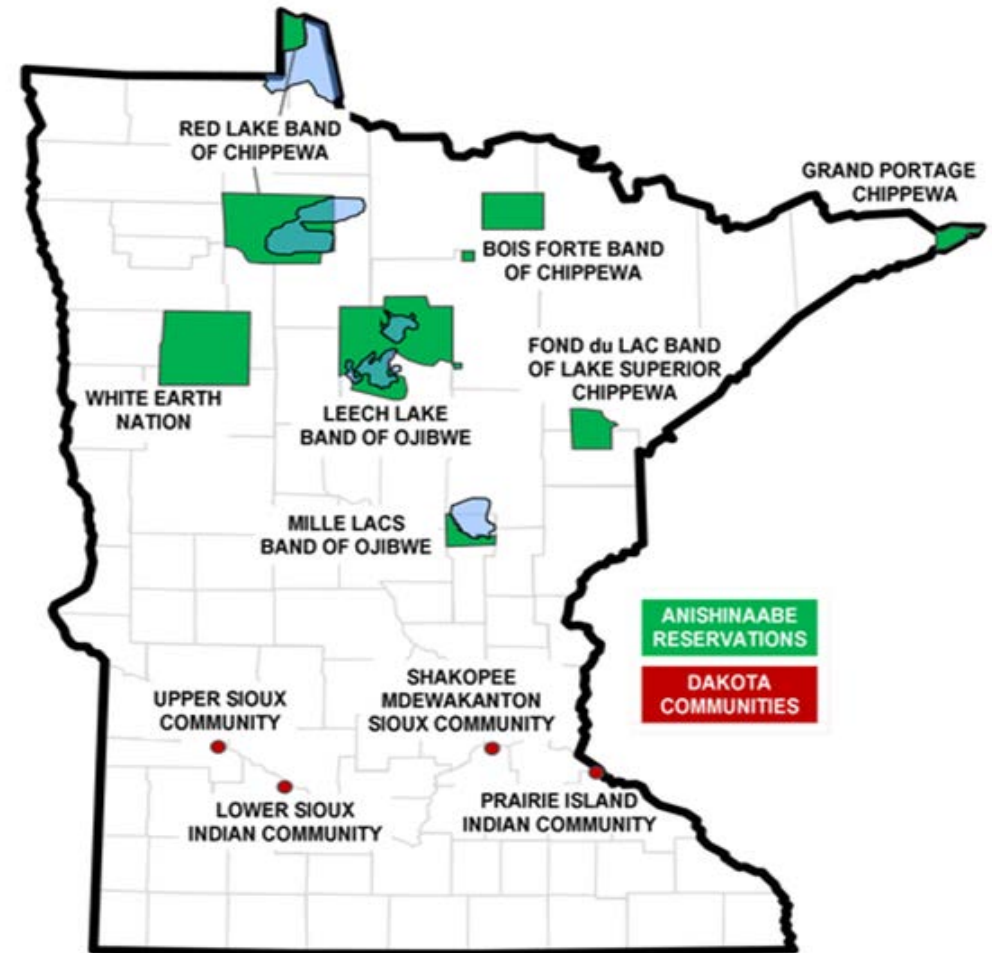
## HOW?

- Implementing strategies or interventions, among other health promotion efforts, to help the SNAP-Ed target audience **establish healthy eating habits and a physically active lifestyle**
- Primary prevention of diseases: Help the SNAP-Ed target audience that has risk factors for nutrition-related chronic disease, such as obesity, prevent or postpone the onset of disease by establishing healthier eating habits and being more physically active.



- Statewide, SNAP-Ed served over 15,000 people in 2018.
- MN programming is driven by community involvement. It emphasizes and recognizes the importance of culturally driven and community designed experiential learning across all grantees. This philosophy can be seen in action in all interventions in the statewide work plan – most powerfully in the Tribal SNAP-Ed work plans.

MN Dept. of Human Services contracts with 7 Tribal Nations and the University of MN Extension.



## Partnerships & Programming

- Elder Wellness- includes nutrition and exercise
- Head Start & Early Head Start
- Boys and Girls Club
- Cooking Classes

## Social Marketing Campaign

- Traditional Foods First.
- Native artwork bus wraps and inside buses themed for each season
- Includes ancestral plants along with the nutritional benefits and harvesting notes for each plant



# Bois Forte



## Collaborative Funding

- Fond du Lac received additional funding through a Community Service Block Grant (CSBG). The funds are designed to supplement SNAP-Ed efforts.
- The collaboration will utilize the culturally specific 13 MOONS curriculum for direct education classes and fund a Mindful Eating speaker to train staff and community members.
- Other activities include:
  - Drive-In Movie Night, showing documentary about food and American Indian Culture
  - Outdoor cooking classes at the Fond du Lac farm
  - Nutrition Education at the Fond du Lac Farmer's Market



### Weight Management Committee:

SNAP-Ed collaborates with departments in the Min no Aya Win Clinic to educate patients on exercise, nutrition, mental health and behavior changes. The goal of this committee is to decrease the number of overweight and obese patients at Fond du Lac and to teach people how to lead a healthier, traditional life style.

## **Social Marketing Campaign**

- Key messages: Increase fruits and vegetables, increase water (reduce sugar sweetened beverages), traditional foods and increase physical activity.
- The social marketing campaign will be comprehensive in scope using multiple communication channels to reach target audience with sufficient frequency and reach on the reservation.





SNAP-Ed has partnered with SHIP and other Grand Portage departments and programs to move together toward Food Sovereignty, out of a shared interest in improving community health by improving access to locally produced healthy foods.

The C.A.C.H.E. Project (Community Agriculture through Culture, Health, and Education)

is the result.

# Grand Portage



## Has.....

Ongoing monthly community food education nights open to all ages (Food for Thought). Topics include: gardening, seed starting, beekeeping, backyard chickens, pickling and kraut making, jam and jelly making, processing wild game and smoking fish.

Expanded local food production from the school and community gardens, and 3 hoop houses, adding an orchard in the village, and supporting the construction of raised bed gardens at the employee housing center.

Used produce the Grand Portage band members grew to feed each other – distributing food to the Elderly Nutrition, Summer Food, Child Care Center, and School Lunch programs, and creating a donation based farm market.

## SNAP-Ed works with the school to.....



Teach gardening and harvesting of local and wild foods



Teach and encourage using fresh foods and cooking skills in the classroom



Support outdoor cooking and cultural foods at sugar camp

# What does food sovereignty look like to Leech Lake Band of Ojibwe SNAP-Ed?

- <https://www.youtube.com/watch?v=lpHPsbjxi4&feature=youtu.be&fbclid=IwAR3AbLWDazlCghQqq5FxQ4McOFiRBMxbzA1wednxuppu8MZDVlaAtge2HzM>



Video by Vince Johnson

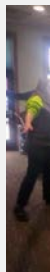
# Leech Lake Band of Ojibwe

Early Childhood  
Centers

Leech Lake Area  
Boys & Girls  
Club

Leech Lake  
Wellness  
Committee

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Early Childhood's 7  
outer Centers



Leech Lake Area Boys  
& Girls Club



Licensed Child Care  
Programs



Leech Lake Wellness  
Committee



# Indigenous Foods Advisory Group

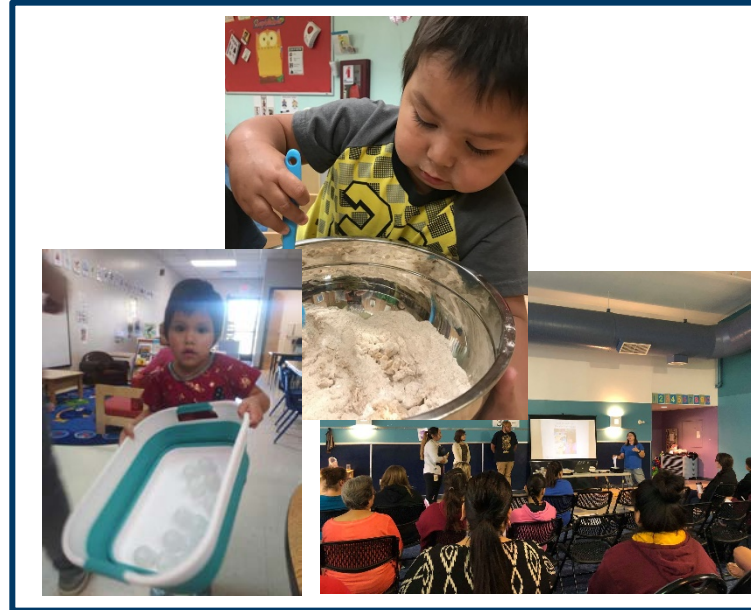


# Leech Lake Early Childhood Key Components



## Procurement

- \*menu
- \*purchasing
- \*recipes



## Curricula

- \*focus
- \*activities
- \*trainings



## Family & Community Events

- \*cultural relevancy
- \*healthy food choices
- \*physical activity opportunities



## The birth of Megwayaak

- \*CRSDP
- \*CURA



## Grad Students

- \*Research
- \*Curricula
- \*Landscaping



## Usage

- \*Cultural Revitalization
- \*Food Access
- \*Demonstrations
- \*Physical Activity

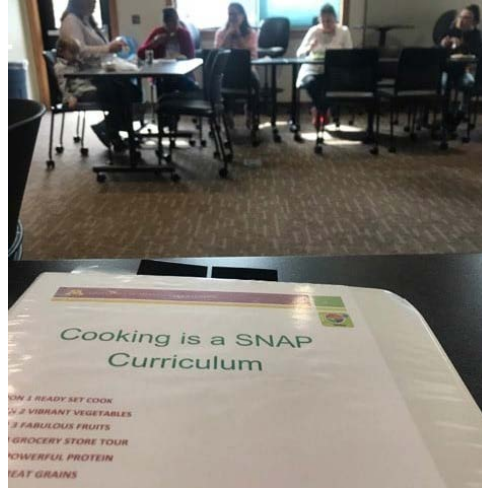


# Community Impact



## Youth (k-12)

- \*elementary - 13 moons
- \*summer school & gardening
- \*T.R.A.I.L. grant with BGC
- \*Bike Club



## Adults & Elders

- \*LLTC Language Table
- \*LLTC Anishinabee Studies
- \*Heritage sites



## Gardens

- \*community gardens
- \*plant give-away
- \*free farmers market
- \*elders gardens
- \*medicine gardens

## Eagle Adventure

Wise animal characters; Mr. Eagle, Miss Rabbit and a clever trickster, Coyote, engage in the joy of being physically active, eating healthy foods and learning from their elders about traditional ways of being healthy.



## Learning about Nutrition through Activities (LANA) Preschool Program

- Classes take place in Head Start classrooms across all three districts on the Mille Lacs Band of Ojibwe Reservation.
- LANA's mascot is vegetarian iguana named Lana who loves to share her fruits and vegetables. Lana encourages children to try new fruits and vegetables.



**PRE-SCHOOL PROGRAM**

Learning About Nutrition through Activities

# Red Lake Band of Chippewa Indians

## Red Lake Nation Pathways to a Healthier Community

Our goal is to provide eligible members access to education on healthy food choices and the importance of physical activity while ensuring that it is culturally relevant.



We will network with tribal programs and the school district to host sessions at several locations to ensure that all members have the opportunity to improve their quality of life where as they may not have access normally.

This is a great opportunity for the tribe to focus on members health ensuring that we are reducing obesity, diabetes and chronic disease that arise from lack of proper nutrition and physical activity.

#HealthIsWealth

# White Earth



**White Earth Nutrition Education makes a difference for its community because it shows that good nutrition includes traditional foods, flavorings and a wide variety of food types. Educators show participants that their way of life is as important to us as it is to them.**



**Our goal is to combine Indigenous foods with our modern food systems; working together to better the health of our people.**

## Partnerships with:

- Boys and Girls Club
- Public Health
- Harm Reduction Program
- Elder Wellness Program.

# Thank you



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# Thank You

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Thank you

**Questions?**

Thank you

**Questions for the panel.....**

What do you see as the biggest impact of your SNAP-Ed work within your community?

What tips or tricks can you share that you have used with including indigenous foods in your teaching?

What are the challenges you have come across with culturally specific programming? How have you adjusted?

As we have shared within this presentation, many traditional ways are being reintroduced into your communities, how are you getting your partners and community to share in the buy-in?

How do adapt programming to work with a shorter season of growing?



Share an example of how you work across programs effectively

How do you incorporate physical activity into you lessons? Do you adapt physical activity to reflect the American Indian culture?

What is a social marketing campaign? Why did you choose to do yours? What have you seen as the benefits of it so far?

The Eagle Adventure curriculum was written for the the Chicksaw Nation Tribe of Oklahoma. Were there adaptations you made to make it culturally relevant to the Annishinabe Tribe in MN?