

Indigenous Food Sovereignty & Health

Hupa, Yurok, Tolowa

History; Cultural Strengths; Relationship to Place

Grade 9-12

Subject Standard(s):

Health Education Content Standards

Nutrition and Physical Activity Standard 2: Analyzing Influences 2.1.N; 2.2.N. Standard 8: Health Promotion 2.5.N Standard 7: Practicing Health-Enhancing Behaviors 7.4.N; 7.5.N.

Slide Deck Script

SLIDE 1:

Read the following:

“In today’s lesson, we will learn about Indigenous food sovereignty and the concept of food futures, emphasizing the importance of traditional food systems in maintaining cultural identity. Through a focus on seaweed, acorns, and salmon, we will explore how these foods are integral to Indigenous cultures, health, and sustainable practices. We will also examine the impact of colonization on Indigenous food systems and the ongoing efforts to restore food sovereignty in communities.”

SLIDE 2: Read slide.

SLIDE #3:

Review the questions that will be explored during this lesson with the students.

- What is food sovereignty, and why is it important for the health and culture of Indigenous communities?
- How do traditional foods like seaweed, acorns, and salmon reflect sustainable food practices and cultural traditions?
- How has the loss of traditional food systems impacted Indigenous communities, and why is it important to restore food sovereignty today?
- In what ways can Indigenous food sovereignty inform modern approaches to food sustainability and environmental stewardship?

SLIDE #4:

Review the key terms that will be introduced during this lesson.

- Food Sovereignty
- Food Apartheid
- Colonialism
- Food Justice
- Food Security

Content Slides:

1. SLIDE #5: Introduction to Food Sovereignty (15 mins)

- a. Activity: (think-pair-share) or individual reflection (3 mins)
 - i. Where does the food you eat come from?
 - ii. What does it mean to have control over the food you eat and grow?
- b. Mini-Lecture (20 mins)
 - i. SLIDE #6: Definition of Food Sovereignty
 1. Watch "Native American Food Sovereignty Explained." (9:16) <https://www.youtube.com/watch?v=6LQD90ELcjl>
 2. "Yurok Food Sovereignty" (9:46) <https://www.youtube.com/watch?v=TTdG2qnjkNY>
 - ii. SLIDE #7: Why Food Sovereignty Matters

From what we learned in the previous video let's talk a bit about why Food Sovereignty matters. According to the video: why does food sovereignty matter regarding the following areas? Are there any other reasons you can think of why food sovereignty would matter for people?

 1. Health
 2. Cultural and Traditional practices
 3. Colonial Disruption

2. Exploring Traditional Foods: Seaweed, Acorns, and Salmon (15 mins)

- a. SLIDE #8: We will be reading articles from the "Rou Dalagurr: Food Futures Magazine" about foods that are Indigenous to the state of California and have particular importance to Native American peoples (in California and beyond). Can you think of any foods that you would consider "staple" foods for your family? How about for particular regions of the world? What would a "staple" food be for American culture?
 - i. Rou Dalagurr means "Everyone Works or Everyone Works Together" in the Wiyot Language. The Wiyot are a tribe from Northern California on the coast in Humboldt County.
 - ii. This magazine is published by the "Rou Dalagurr: Food Sovereignty Lab & Traditional Ecological Knowledges Institute" at Cal Poly Humboldt.
 - iii. There are many articles in the magazine which you can read for free. <https://digitalcommons.humboldt.edu/foodfutures/>
- b. SLIDE #9: Have students get into groups of three, each one reading a different FSL article (one reads the acorn article, another the one on seaweed, and the other the one on salmon).
 - i. You can download the articles and print them ahead of time or you can ask students to access the articles digitally.
 1. Article #1: Baldy, Dr. Cutcha Risling (2024) **"We Are Acorn Eaters: Indigenous Foods Futures & Cultural Resurgence,"** *Rou Dalagurr Food Futures*: Vol. 1: Iss. 1, Article 5. Available at: <https://digitalcommons.humboldt.edu/foodfutures/vol1/iss1/5>

2. Article #2: Reed, Dr. Kaitlin (2024) **"Salmon Is Everything: Controlling Rivers & Commodifying Kin,"** *Rou Dalagurr Food Futures*: Vol. 1: Iss. 1, Article 6. Available at: <https://digitalcommons.humboldt.edu/foodfutures/vol1/iss1/6>
 3. Article #3: Schroeder-Echavarria, Delaney (2024) **"Kelp Can Save the World,"** *Rou Dalagurr Food Futures*: Vol. 1: Iss. 1, Article 7. Available at: <https://digitalcommons.humboldt.edu/foodfutures/vol1/iss1/7>
- ii. Ask students to annotate the article for finding information about the questions we will be exploring in the group discussion.
 - c. Group Discussion:
 - i. How are these foods tied to Indigenous knowledge and the health and identity of Indigenous communities?
 - ii. How do these foods relate to larger ecological systems (e.g., the ocean, forests, rivers)?
 - iii. How did colonization disrupt Indigenous food systems?
 - iv. What are some consequences of this disruption on health, culture, and the environment?
3. **Reflection and Wrap-Up (10 minutes)**
- a. SLIDE #10: Watch Short Video: "What is an Indigenous Kitchen?" (PBS Voices) <https://www.youtube.com/watch?v=TQw5e5yA-ek> (9:42)
 - b. SLIDE #11: Reflect on prompt with the class:
 - i. In what ways can the principles of food sovereignty help us address modern issues like climate change, health disparities, and food insecurity? What are some steps we can take to support sustainable, culturally appropriate food systems in our communities?
 - c. SLIDE #12: Activity: Reflection Essay. Students will complete a short personal reflection essay about the topics explored during the class. This can be done as a homework assignment or can be done in an additional class period with time for in class writing and reflection. Students should be able to use the notes they have taken throughout the lesson to help write their reflective essay.