

2013

# Manitoba Traditional Foods Initiative Planning and Resource Development Project

A TRADITIONAL FOODS  
RESOURCE FOR NORTHERN  
AND FIRST NATION COMMUNITIES



Food Matters Manitoba  
Unit 4, 640 Broadway  
Winnipeg, MB R3C 0X3



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## INTRODUCTION



Many northern First Nation community members are disconnected from traditional foodways and the capacity to harvest and prepare these foods is decreasing. In response to these realities, many northern communities are searching for ways to revitalize their traditional food systems and share them with others.

This is particularly important in the context of rising northern food prices. Communities are experiencing challenges as imported food is often of high cost and low quality. Many communities have also experienced rising rates of chronic disease, in large part due to diet. Traditional food activities are seen as a way to improve individual, family and community wellness by providing nutritious food and deeply connecting to culture.

Traditional food knowledge has a generational component, as the majority of community residents who still have these skills and knowledge are elders. Community elders have retained the knowledge of how to harvest resources from the land and water and have traditional knowledge, expertise, skills, and practices related to food production. As these community members age, communities need to support the transfer of this knowledge to younger generations.

Developing food skills is one important component in supporting and revitalizing traditional foodways. However, community members often face challenges even accessing traditionally harvested natural resources for a variety of reasons. These include: environmental contamination, the cost of fuel and equipment, and community resettlement far from traditional hunting grounds.

In the face of these challenges, northern community members have expressed a

desire to learn traditional food skills and revive connections with their existing natural amenities, water and land. To revive traditional food skills, some communities have undertaken traditional food initiatives in the form of culture camps, school workshops, community and family harvesting and hunting events, and commercial activities. Examples of these activities are highlighted in this resource guide, demonstrating how these different approaches have met the needs of a variety of communities and contexts.

The goal of this project is to increase Manitoba First Nation and northern communities' ability to implement traditional foods projects. Growing out of a request from many northern and First Nation communities interested in resources and initiatives to increase access to traditional food, this project provided an opportunity for communities to collectively share knowledge to assist those interested in implementing successful community-based traditional food initiatives. A preliminary traditional foods scan that identifies current and recent traditional food projects was the main objective of this project. Current programs that support restoring traditional foods are documented and listed in Table 1 along with a brief description of the initiative. People shared many exciting ideas and current projects, including gardens, culture camps, and cooking workshops. Four inspirational programs that have been operating for more than three years are highlighted in greater depth.

This does not represent the entirety of traditional foods activity in Manitoba. One of the limitations of this project is that Manitoba is a huge geographic area, so it was difficult in a one-year timeframe to do a scan that captured the diversity of traditional food initiatives. The

initiatives that have been profiled in this resource represent some of this diversity.

In addition to examples of successful traditional food initiatives across Manitoba, the guide also provides additional resources to enable community members, groups, and leaders to develop traditional food strategies and action plans. The resources available in this guide include:

- A template guide to developing a traditional food strategy
- A list of traditional foods available in Manitoba, based on interviews with harvesters
- A list of barriers experienced that limit access to traditional foods
- Results from a Sharing Our Food Stories session (February 2013) with First Nation participants from across Manitoba.

The majority of the information and suggestions contained in this resource guide have been obtained from northern community members. Participants included community health workers, elders, youth, educators and those involved in community food security projects. These existing programs are highlighted in this resource guide.

We had a very positive response from people when completing this project. People love to share and talk about the "old ways".

Our hope is that this resource guide helps empower people to reclaim their traditional foods and to strengthen their culture and communities.



# Scan of Traditional Food Initiatives

The following programs and initiatives are examples of the types of activities that northern and First Nation communities are doing to increase access to traditional foods.

TABLE 1: SCAN OF INITIATIVES

TYPE OF ACTIVITY	DESCRIPTION
<b>Community Organized Hunts</b> - Land Trips - Community Harvests	<ul style="list-style-type: none"> <li>Following the seasons; spring and fall hunts.</li> <li>Many communities take youth out on the land – safety and survival on the land, various activities such as setting fish nets, picking wild berries, hunting geese and ducks.</li> </ul>
<b>Land Based Education Programs</b>	<ul style="list-style-type: none"> <li>Schools incorporating a traditional component into the school curriculum. Offers students a chance to learn the skills and knowledge of their ancestors (learning the “old ways”).</li> <li>The program allows students the opportunity to learn through experienced based learning. Some of the subjects taught are: camping, trapping, hunting, outdoor cooking, crafts, shelter building, snaring and fishing.</li> </ul>
<b>Harvester Support Programs</b>	<ul style="list-style-type: none"> <li><b>Lac Brochet:</b> Hunters and trappers get limited support from the band to go on hunting and trapping trips (mainly to cover gas expenses). The Resource Office hires people to hunt and provide meat for those in the community who can’t hunt on their own.</li> <li><b>Cross Lake:</b> Fishers are employed and fish is distributed to community members (through a Northern Flood Agreement with Manitoba Hydro).</li> </ul>
<b>Camps</b> (Culture Camps, Youth & Elder Camps, Medicine Camps, Goose Camp, Family Camps)	<ul style="list-style-type: none"> <li>Annual events held in many communities they are usually held during the summer months.</li> <li>Elders utilized to teach traditional cultural skills at cultural camps-trapping, fishing, storytelling etc.</li> </ul>
<b>Community Freezer Programs</b>	<ul style="list-style-type: none"> <li>The meat is kept in a community freezer for people to use when they need it.</li> <li>Where hunters and fishers donate extra food to a community freezer for elders and other community members who do not have access to traditional foods.</li> <li><b>Lac Brochet:</b> The Resource Office has 3 community freezers that meat is stored in and available for community members. The community freezers are also used for youth camps and community hunts. Fish from the community freezer are given out to elders and people in the community who are living with diabetes.</li> </ul>

## SCAN OF TRADITIONAL FOOD INITIATIVES

TYPE OF ACTIVITY	DESCRIPTION
<p><b>Traditional Foods Education and Nutrition School Cultural Activities</b></p>	<ul style="list-style-type: none"> <li>• Many communities are incorporating traditional culture into healthy eating and nutritional components of school and community interventions.</li> <li>• Many programs to teach youth hunting skills.</li> <li>• Nutritional displays and talks – held at various times and at different community events. Talk about traditional foods and nutrition.</li> <li>• Various workshops to teach people about traditional foods, medicines and culture.</li> </ul>
<p><b>Traditional Foods Cooking Workshops</b> - Cooking Circle (children and parents cooking together)</p>	<ul style="list-style-type: none"> <li>• Many communities are trying to teach more traditional ways of cooking, including teaching community members how to prepare local wild meats.</li> <li>• Cooking classes to make people aware of traditional foods and how to use them. Participants learn to prepare and cook traditional foods.</li> </ul>
<p><b>Individual Basis</b> – hunting, trapping, fishing, canning (fish and moose), berry picking, smoking fish</p>	<ul style="list-style-type: none"> <li>• Community members with traditional food skills harvest traditional foods throughout the year. Sometimes these community members take youth or other individuals from their community with them.</li> </ul>
<p><b>Traditional Snack Program</b></p>	<ul style="list-style-type: none"> <li>• Serving students a traditional snack program once a week.</li> </ul>
<p><b>Country Foods Program</b></p>	<ul style="list-style-type: none"> <li>• <b>Nelson House:</b> A program that supports harvesters, processors and distributors to offer traditional foods to the community.</li> <li>• Aims to increase traditional food access, create jobs and build community.</li> <li>• - Aims to teach children traditional foods skills, include elders in the school/learning environment, and strengthen children’s cultural connections.</li> </ul>



# Charles Sinclair Outdoor Education Program

## LAND BASED EDUCATION PROGRAM (REFERRED TO BY STUDENTS AS OUTDOOR EDUCATION)

### PROGRAM DETAILS

- The program is in its infancy; it began as a pilot project 4 years ago with the first year involving applying for grants to get it started.
  - Gerry Mason, an educator, saw a need for their school to incorporate a traditional component into the school curriculum. Traditional knowledge needed to be passed onto the youth. Gerry indicated that our Elders have always told us that we first must learn where we have come from to know where we are going.
  - The program allows students a chance to learn the skills and knowledge of First Nations people. It is geared towards getting the students actively involved outside of the school setting. This means curriculum enrichment and learning that takes place from and on the land.
  - The program allows students the opportunity to learn through experience based competency in camping, trapping, hunting, cooking, crafts, shelter building, snaring and fishing.
  - The program also teaches students many skills such as self-awareness, decision making, facilitation, environmental stewardship, organizational and management, and safety and risk management.
- Currently the program is offered during the school year for grades 7-12, but the program hopes to eventually include elementary grades.
  - It is a one credit course. The course has two components:
    - Outdoor Education (50% of the class)
    - Aboriginal Studies assignments (50% of the class)
  - Classes are marked on participation and completion of an activity or assignment.
  - Activities or assignments are based on a peer evaluation system.
  - Elders play a major role in the program and Gerry's teachings come from his grandparents. Gerry said, "Elders teach by the 3 L's – Look, Listen and Learn" and this is how the program is taught.

### FUNDING

- Financial support from Community Places and Fisher River Cree Nation Band.
- Space for the program is supplied by the school. The school provided two out buildings. One is used as a classroom and the other for storage.
- The school board provides year round employment for two staff to deliver this program.

### CONTACT:

**Charles Sinclair School**  
Box 109  
Fisher River, MB R0C 1S0  
Phone: 204-645-2206  
Fax: 204-645-2614

Fisher River is located about 220 kilometers north of Winnipeg.



## CHARLES SINCLAIR OUTDOOR EDUCATION PROGRAM

### PARTNERSHIPS

- MFNERC (Manitoba First Nations Education Resource Center)

### SUGGESTIONS/ADVICE

- Local support is required from School Board and Chief and Council for program to be successful.
- Being a band-operated school allows the program to deliver educational outdoor experiences from a First Nations perspective.

### START SMALL

- The biggest start-up cost was equipment. Start-up funding of \$60,000 was acquired from grants the first year.
- Encourage parent participation and invite them to special events.
- Teachers need to be trained so they can incorporate this traditional component into their classrooms.

- It is necessary to utilize the knowledge of our elders as they are the keepers of the cultural lifestyle knowledge.
- This program reaches kids who are labeled “troublemakers”; they excel in this program.
- Understanding where a community is at in respect to their culture and healing is important when trying to start this type of program.



# Fox Lake Cree Nation Goose Camp

## COMMUNITY ORGANIZED HUNTS AND VARIOUS CAMPS

### PROGRAM DETAILS

- Goose Camp is an annual event that community members look forward to every year.
- The hunting camp has existed for the last seven years.
- Around 200 children, youth, and adults participate in the camp.
- It is a five-day event that takes place during the spring usually mid to late April, depending on when the geese arrive.
- Goose Camp provides youth with the opportunity to hunt geese and ducks. They also learn how to pluck, singe, clean, and process geese.
- Elders also teach about the importance of sharing.
- Each day a school bus transports children from Gillam School and Fox Lake Spiritual School out to the camp.
- Children over 12 are allowed to stay on site and camp out for the week.

### CONTACT:

**Fox Lake Cree Nation**  
PO Box 369  
Gillam, MB R0B 0L0  
Phone: 204-486-2307

Fox Lake is located about 1100 kilometers northeast of Winnipeg



## FOX LAKE CREE NATION GOOSE CAMP

- Visiting communities and schools sometimes attend. A busload of children from the Chief Sam Cook Mahmuwee Education Centre in Tataskweyak Cree Nation attended in 2013.

### FUNDING

- Equipment and financial support from Manitoba Hydro.
- Financial support from the Public Health Agency of Canada through the Our Food Our Health Our Culture project.

### PARTNERSHIPS

- Fox Lake Band
- Fox Lake Spiritual School
- Gillam School

### SUGGESTIONS/ADVICE

- Flexibility in scheduling must be built in to the camp's planning, as its success depends on the arrival of the geese.
- Communication and coordination between all partners (Fox Lake Band, Fox Lake School and Gillam School) is necessary, especially in the planning phase.
- It is important to have a mixture of planned activities and more informal times that allow children to enjoy the food, talk to elders, and play.
- Cooking and sleeping at the camp is difficult because of the lack of permanent infrastructure (only two small cabins exist for sleeping and cooking). Finding greater resources to build more buildings at the site would greatly benefit the camp.
- The organizers strive to offer honorariums for those who give extensive amounts of time to the camp, such as the cooks. However, inconsistent financial support has meant that this is not always possible.
- The annual nature of the camp allows children to learn year after year. Older children who were once taught at the camp are now able to teach the younger children hunting and processing skills.



# Nelson House Country Food Program

## COUNTRY FOOD HARVESTER AND DISTRIBUTION SUPPORT PROGRAM

### PROGRAM DETAILS

- Wild food distribution program.
- Provides community members with access to healthy foods, while creating jobs and building community.
- Program employs seven people: a program coordinator, a technician, and five workers who hunt and fish year round.
- Food brought in by the workers is distributed free among community members.
- Food program prioritizes sharing food with elders, the sick, low-income, and single-parent families.
- Provides food to the majority of people in the community: Approximately 1500 people out of the 2500 member community participate in the program.
- Program helps to maintain traditional culture and deeply connects traditional values with the school and other organizations.
- They have a country food processing centre, with facilities to cut the meat and freezers to store it.
- Workers keep track of the amount of food and weigh it to ensure all reporting requirements are observed.

### FUNDING

- Financial support from the Nelson House Trust Office through the Northern Flood Implementation Agreement

### PARTNERSHIPS

- Otetiskiwin  
Kiskinwamahtowekamik School
- Nisichawaysihk Neyo  
Ohtinwak Collegiate

### SUGGESTIONS/ADVICE

- While country food harvesting occurs in most northern First Nation communities, this program is unique in that it provides infrastructure and funding to support an organized distribution system.
- It is also unique in its commitment to provide ongoing consistent employment to members of the community.
- This program was created by the community for the community. It is modeled off of the culture of sharing and giving that is already prevalent in the community.

### CONTACT:

#### **Nelson House Country Food Program**

25 Bay Road Drive  
Nelson House, MB  
R0B 1A0  
P: 204-484-2407

Nelson House is located about 860 kilometers north of Winnipeg.



# Northlands Community Freezer Program

## COMMUNITY ORGANIZED HUNTS, HARVESTER SUPPORT AND COMMUNITY FREEZER PROGRAM

### CONTACT:

#### Resource Office

Northlands First Nation  
Lac Brochet, MB  
R0B 2E0  
P: 204-337-2276

Northlands First Nation  
is located about 1000 kilometers  
northwest of Winnipeg.



### PROGRAM DETAILS

- Both local leadership and community are committed to supporting a variety of initiatives that increase community's access to traditional foods.
- The resource office/ health centre houses three community freezers.
- The food from these freezers goes to those in need and is used for community workshops, traditional cook outs, elders' gatherings, youth camps, and summer camps.
- There is a community smokehouse and warehouse where foods are smoked and dried before freezing to keep them fresh.
- There are community harvests during the spring. When funding allows, the Resource Office hires people (a couple of hunters and processors) to stock the community freezers for the summer and fall.
- The school also teaches youth skills around hunting, trapping, fishing, drying fish and meat, processing, using hide and fur to make art, and traditional cooking classes.
- The school has a program called Junior Rangers, where youth go out for annual hunting trips on the land each spring.

### FUNDING

- Northlands Health Centre (First Nations Inuit Health Branch)
- Northlands First Nation

### PARTNERSHIPS

- Petit Casimir Memorial School
- Northern Store (provides some discounts for hunting items)

### SUGGESTIONS/ADVICE

- New skills are taught by showing and doing.
- The main barrier to accessing traditional foods in Northlands is not having access to a snowmobile and the high price of gas. Hunters and trappers used to go by dogsled and would go for much longer periods of time because they were not affected by these constraints.
- Every activity around traditional foods is an opportunity for youth to be taught skills and values about their culture and connection to the land.
- The Aboriginal Diabetes Initiative worker in Northlands hosts cooking demonstrations at the Northern Store to show people how to cook and eat traditional foods in healthy ways, for example, caribou taco salad.
- It takes 10 caribou to fill one of the freezers. There are limited community resources available to subsidize the hunters and processors. In order to meet the need and demand of the community, Northlands is in the process of looking to external funders who can help support additional hunts and larger equipment expenses, such as a community meat grinder.

# Strategies to Increase Access to Traditional Foods

Received permission to reprint the activities from SARS Press for Chapter 5, "Decolonizing Indigenous Diets," from *For Indigenous Eyes Only: A Decolonization Handbook*.

## ACTIVITY 1: WHAT KINDS OF FOODS WERE TRADITIONALLY AVAILABLE IN YOUR COMMUNITY?

### PROTEIN SOURCES (MEAT, BEANS, LEGUMES):


### HARVESTED (WILD) AND PLANTED VEGETABLE SOURCES:


### FRUIT SOURCES:




### Traditional Healthy Eating

<p><b>Before:</b></p> <ul style="list-style-type: none"> <li>People grew their own food</li> <li>People were healthy &amp; strong</li> <li>There was little diabetes &amp; heart disease.</li> </ul>	<p><b>Now:</b></p> <ul style="list-style-type: none"> <li>People eat fast foods with lots of fat, salt &amp; sugar</li> <li>People buy processed food</li> <li>Many people have diabetes &amp; heart disease (even kids!)</li> </ul>
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Eat these traditional foods **MORE** often

Eat these modern-day foods **LESS** often





# Resources

TYPE OF RESOURCE	INFORMATION
<b>Seed Catalogues</b>	<ol style="list-style-type: none"> <li>Heritage Harvest Seed. 2012. <i>Catalogue of Garden Seeds</i>. Contact: <b>Heritage Harvest Seed</b> Carman, MB R0G 0J0 P: 204-745-6489 F: 204-745-6723 W: www.heritageharvestseed.com</li> <li>Horizon Herbs. Spring/Summer 2012. <i>Seeds of Medicine</i>. Contact: <b>Horizon Herbs, LLC</b> PO Box 69 Williams, OR 97544-0069 P: 541-846-6704 W: www.horizonherbs.com</li> </ol>
<b>Recipe Books</b>	<ol style="list-style-type: none"> <li><b>Annie &amp; Dolly Watts</b>. 2007. <i>Where the People Feast: An Indigenous People's Cookbook</i>. Vancouver, BC: Arsenal Pulp Press.</li> <li><i>Metis cookbook and guide to healthy living</i>. 2008. Ottawa, ON: Metis Centre, National Aboriginal Health Organization</li> <li><i>Traditional Methods of Canning and Preserving: Recipes and Tips from Alberta's First Nations People</i>. (n.d.). Contact: <b>Yellowhead Tribal Council</b> Box 150 Enoch, Alberta T7X 3Y3 P: 780-470-3454 F: 780-470-3541</li> <li><i>Wild Rice Naturally Yours</i> Contact: W: shoallakewildrice.com P: 1-866-989-7696</li> <li><b>Fernando and Marlene Divina</b>. 2004. <i>Foods of the Americas: Native Recipes and Traditions</i>. United States: Ten Speed Press.</li> </ol>
<b>Books for Children/ Youth</b>	<ol style="list-style-type: none"> <li><b>Priscilla Buffalohead</b>. 1987. <i>Plants and their uses by the Chippewa Indian people</i>. Anoka-Hennepin Independent School District No.11 American Indian Language and Culture Project.</li> </ol>

TYPE OF RESOURCE	INFORMATION
<b>Brochures &amp; Fact Sheets</b>	<ol style="list-style-type: none"> <li>1. <b>Shawna Henderson. (n.d.)</b> <i>Wild Meats Fast Facts</i>. Fox Lake, MB: Our Food, Our Health, Our Culture. Contact: W: ourfoodhealthculture.com</li> <li>2. <i>Mushrooms: An Introduction to Familiar North American Species</i>. 2012. United States: Waterford Press. Contact: <b>Waterford Press</b> P: 1-800-434-2555 E: info@waterfordpress.com</li> <li>3. <i>Eating Well with Canada's Food Guide: First Nations, Inuit and Metis</i>. 2011. Health Canada. Contact: W: <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php</a> (copies can be ordered from this site in English, Cree, Ojibwe, Plains Cree and Woods Cree)</li> <li>4. <i>Traditional Foods Fact Sheets BC</i>. First Nations Health Council. Contact: <b>Suzanne Johnson (Nutritionist)</b> P: 604-913-2080 E: sjohnson@fnhc.ca</li> <li>5. <i>Carol's Medicinal Plants</i>. Bayline Regional Roundtable. Contact: <b>Carol Sanoffsky</b> P: 204-689-2362 Ext 4</li> </ol>
<b>General Books</b>	<ol style="list-style-type: none"> <li>1. <b>Marian Sebastiano</b>. 1998. <i>15 Herbs for Tea</i>. United States: Storey Publishing.</li> <li>2. <b>Winona LaDuke</b> with <b>Sarah Alexander</b>. (n.d.) <i>Food is Medicine: Recovering Traditional Foods to Heal the People</i>. Minnesota: Honor the Earth &amp; White Earth Land Recovery Project. Contact: P: 1-800-EARTH-07 W: <a href="http://www.honorearth.org">www.honorearth.org</a></li> <li>3. <b>Beverley Gray</b>. 2011. <i>The Boreal Herbal: Wild Food and Medicine Plants of the North</i>. Whitehorse: Yukon: Aroma Borealis Press.</li> <li>4. <b>Waziyatawin Angela Wilson &amp; Michael Yellow Bird</b>. 2005. <i>For Indigenous Eyes Only: A Decolonization Handbook</i>. Santa Fe, NM: Sars Press.</li> <li>5. <b>Ed Hall</b>, Northwest Territories Government. (1986). <i>A Way of Life</i>. Yellowknife, NWT: Government of the Northwest Territories: Department of Renewable Resources.</li> </ol>

## RESOURCES

TYPE OF RESOURCE	INFORMATION
<p><b>DVDs</b></p>	<ol style="list-style-type: none"> <li>1. <i>Mother Nature's Pantry: Food from the Forest.</i>            Contact: <b>Brenda Guadry</b>, Creative Spirit            P: 204-545-6215            E: gaubl@mts.net</li> <li>2. <i>Open your eyes.</i>            Contact: <b>Manitoba Agriculture, Food and Rural Initiatives.</b>            P: 204-734-3417</li> <li>3. <i>My Big, Fat Diet.</i>            Contact: <b>Mystique Films</b>            W: <a href="http://www.mybigfatdiet.net/">http://www.mybigfatdiet.net/</a>            P: 604-913-0062            E: <a href="mailto:info@mystiquefilms.com">info@mystiquefilms.com</a></li> </ol>
<p><b>Reports</b></p>	<ol style="list-style-type: none"> <li>1. <b>Laurie Chan, Olivier Receveur, Donald Sharp, Harold Schwartz, Amy Ing, Karen Fediuk, Andrew Black and Constantine Tikhonov.</b> <i>First Nations Food, Nutrition and Environment Study (FNFNES): Results from Manitoba (2010).</i> Prince George: University of Northern British Columbia, 2012. Print.            Contact: <b>Judy Mitchell</b>, First Nations Food, Nutrition, and Environment Study Coordinator            P: 250-960-6708            E: <a href="mailto:fnfnes@unbc.ca">fnfnes@unbc.ca</a>            W: <a href="http://www.fnfnes.ca">www.fnfnes.ca</a>            * <i>A summary of the Manitoba Report Results can also be found on the website.</i></li> <li>2. <i>Fur Institute of Canada.</i> 2003. Trappers: Stewards of the Land. Fur Institute of Canada: Ottawa, Canada.            Contact: W: <a href="http://www.fur.ca/files/trappers_stewards_eng.pdf">http://www.fur.ca/files/trappers_stewards_eng.pdf</a></li> </ol>
<p><b>Field Guides</b></p>	<ol style="list-style-type: none"> <li>1. <b>Kenneth Stewart &amp; Douglas Watkinson.</b> (2004). <i>The Freshwater Fishes of Manitoba.</i> Winnipeg, MB: University of Manitoba Press.</li> </ol>

TYPE OF RESOURCE	INFORMATION
<b>Curricula</b>	<ol style="list-style-type: none"> <li>1. Fur Institute of Canada. <i>Reconnecting with the Land School-Initiated Course (Fishing)</i>.</li> <li>2. Fur Institute of Canada. <i>Reconnecting with the Land School-Initiated Course (Hunting)</i>.</li> <li>3. Fur Institute of Canada. <i>Reconnecting with the Land School-Initiated Course (Trapping)</i>.</li> <li>4. Fur Institute of Canada. <i>Reconnecting with the Land School-Initiated Course (Community Studies)</i>.  Contact: <b>Fur Institute of Canada</b>  P: 613.231.7099  W: <a href="http://fur.ca/YE_youth_at_risk.php?id=about_program">http://fur.ca/YE_youth_at_risk.php?id=about_program</a></li> <li>5. Cree Trappers Association &amp; Sabtuan Continuing Education. (2004). <i>Cree Science &amp; Technology Program</i>.  Contact: <b>Cree Trappers Association</b>  W: <a href="http://www.creetrappers.ca/trapperstrain.php">http://www.creetrappers.ca/trapperstrain.php</a></li> <li>6. Manitoba Wildlife Federation. Step Outdoors Manual.  Contact: T: 204-633-5967; toll free 1-877-633-4868  E: <a href="mailto:info@mwf.mb.ca">info@mwf.mb.ca</a>  W: <a href="http://mwf.mb.ca/wp/programs-3/step-outdoors-program/table-of-contents/">http://mwf.mb.ca/wp/programs-3/step-outdoors-program/table-of-contents/</a></li> </ol>
<b>Websites</b>	<ol style="list-style-type: none"> <li>1. <i>Indigenous Food First</i>. Site continues recipes and digital stories about Indigenous foods found in communities in Canada.  Contact: W: <a href="http://iffculture.ca">http://iffculture.ca</a></li> <li>2. <i>Alaska Native Knowledge Network</i>. Site contains an extensive list of books, e-books, cultural standards &amp; guidelines, DVDs, interactive CDs, and posters that help spread access to the knowledge base that Alaskan Natives have acquired through cumulative experience over millennia.  Contact: W: <a href="http://www.ankn.uaf.edu/">http://www.ankn.uaf.edu/</a></li> </ol>
<b>Power Point Presentations</b>	<ol style="list-style-type: none"> <li>1. <i>Eating Well With Canada's Food Guide: First Nations, Inuit and Metis</i>. Health Canada  Contact: W: <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/_fnim_pnim/ppt-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/_fnim_pnim/ppt-eng.php</a></li> </ol>

# Traditional Food Resources

## APPENDIX A: LIST OF TRADITIONAL FOODS IDENTIFIED AT GROW NORTH 2012

TRADITIONAL FOODS		
GAME	FISH	BERRIES AND NUTS
Caribou	Sturgeon	Strawberries
Deer	Whitefish	Raspberries
Elk	Pickereel	Cranberries
Beaver	Pike	Saskatoon
Rabbit	Sauger	Chokecherries
Ducks	Suckers	Pincherries
Geese	Jackfish	Gooseberries
Muskrat	Perch	Rosehips
Bear		Soapberries
Bison	GREENS AND ROOTS	Hazelnuts
Otter	Red willow	Acorns
Grouse	Seneca root	Walnuts
Partridge	Wild carrot	Blueberries
Ptarmigan	Wild turnip	
Moose	Wild onion	OTHER
	Wild horseradish	Wild rice
BIRD EGGS	Wild ginger	Mushrooms
Duck eggs	Jerusalem artichoke	Birch syrup
Geese eggs	Fiddleheads	Maple syrup
Seagull eggs	Cattails	
	Lamb's quarters	



## APPENDIX B: BARRIERS TO ACCESSING TRADITIONAL FOODS

### TRADITIONAL FOOD ACCESSIBILITY AND AVAILABILITY

- There is a decline in hunting/trapping
- Time
- Technology -video games, VLT's etc.

### HUNTING COSTS

- Too expensive for many families
- Lack of equipment for hunting and fishing (i.e. boat, skidoo)
- High gas prices - have to travel greater distances to hunt
- Licensing costs, require -firearm license, fishing license to hunt
- Cost of ammunition

### CONTAMINANTS AND HEALTH

### CLIMATE CHANGE

### DEVELOPMENT PROJECTS

### DECLINING HERDS/SPECIES DYING OUT I.E. CARIBOU AND MOOSE

### FOOD PREFERENCES/CHOICES

- Attitude change towards eating traditional foods
- Too many fast foods – high sugar, fat, salt
- High consumption of convenience and processed foods
- Easier to purchase food at the store
- Time consuming to prepare traditional foods

### FOOD STORAGE

- Freezer space

### ELIMINATION OF FUNDED PROGRAMS OR INSUFFICIENT FUNDED PROGRAMS TO MEET COMMUNITY NEEDS

- Elimination of Outdoor Education Program
- Community Hunts usually take place once a year, not adequate

### SOCIAL PROBLEMS

- Addictions - drugs and alcohol

### EDUCATION/SKILL

- Loss of traditional hunting knowledge
- People do not know how to cook traditional foods
- Lost culture
- Less elders involved
- Younger generation losing skills
- Skills of preserving traditional foods are being lost with the Elders

### LIFESTYLE CHANGES

- Younger generation losing interest –want modern conveniences



## APPENDIX C: SHARING OUR FOOD STORIES 2013 GROUP QUESTIONNAIRE

**QUESTION 1: WHAT KINDS OF TRADITIONAL FOOD ARE AVAILABLE IN YOUR COMMUNITY (IDENTIFY/ LIST YOUR NATION'S TRADITIONAL FOOD SOURCES. ASSESS IF THEY ARE CURRENTLY ACCESSIBLE)?**

- Moose meat, rabbit, beaver, muskrat, lynx, caribou, geese, ducks, partridge, berries, wild rice, fiddleheads, wild teas, roots, wild mushrooms, nuts, seagull eggs, bear meat
- Deer, elk, fish (whitefish, trout, mariah, red sucker, pickerel, jack), mink, otter, lynx, rose hips, squirrels, prairie chickens, bison, raising chickens
- Beef, pigs, wild turkey, morels, blueberries, Saskatoon berries, raspberries, chokecherries, rhubarb, hazelnuts, cranberries, corn, smalls bird, eggs, goose eggs, swan, caribou, elk, whitefish, mariah, northern pike, red sucker, trout, sunfish, lake sturgeon
- Vegetables, wild raspberries, Saskatoon berries, strawberries, chokecherries, pinch berries, gooseberries, small cherries, squash, wild horseradish, wild rhubarb, leaf lettuce, cherry tomatoes, carrots, onions
- Meat – fish, sucker heads, moose, rabbits, geese, caribou, lynx, swans, beaver, muskrat, bear, frogs, ducks, wild chicken
- Nuts – pine nuts



- Rats, geese, ducks, deer, fish, elk, beavers, rabbits, wild turkey, partridge grouse, bison, caribou, wild hogs, chokecherries, blueberries, Saskatoon berries, wild strawberries, gooseberries, cranberries, raspberries, wild mint, ginger, rhubarb, mushrooms, syrup, fiddleheads, wild onions, dandelions, pinch cherries
- Moose, goose, duck, fish, chickens, elk, muskrat, caribou, beaver tail, deer, bear, rabbit, seagull eggs, duck eggs, morels, fiddleheads, blueberries, raspberries, strawberries, gooseberries, cranberries, chokecherries, moss berries, Saskatoon berries, wild ginger, swamp tea
- Moose, deer, elk, rabbits, muskrats, duck, goose, pickerel, jacks, whitefish, red suckers, trout, prairie chicken, bison, beaver, lynx, bear, caribou, duck eggs, Saskatoon berries, blueberries, raspberries, strawberries, chokecherries, pinch berries, cranberries, gooseberries, dandelions, crab apples, wild rice, teas, mint, rosehips, muskeg, fiddleheads, mushrooms, maple syrup, hazelnuts, bear nuts
- Moose, deer, elk, duck, goose, muskrat, beaver, partridge, grouse, prairie chicken, fish, jack, pickerel, whitefish, mullet, perch, mule deer, bison, wild turkey, squirrel, gopher, wild hog, caribou, bear, all kinds of vegetables, blueberries, Saskatoon berries, wild turnip, mushrooms
- Plants – spruce tips, wild mint, labrador tea, birch sap, willow, juniper, wild strawberries, lily, wild rice, dandelion, bull rushes, birch bark, burdock
- Fruit – blueberries, high bush cranberries, gooseberries, strawberries, raspberries, Saskatoon berries, chokecherries, juniper berries, wild rose hips, thorn berries, bunch berries
- Moose, prairie chickens, caribou, rabbit, beaver, geese, ducks, muskrats, fish (pickerel, jack, whitefish), berries (blueberries, raspberries, cranberries, moss berries), dandelion greens, wild rice, roots, wild mushrooms

**QUESTION 2: IS YOUR COMMUNITY/FAMILY CURRENTLY ACCESSING TRADITIONAL FOODS? IF SO, HOW?**

- Yes, hunting, harvesting, fishing, gardening, trapping, gnarling, walk, boat, canoe, quad, skidoo
- Trying to get more going, not a project people just do it – part of the lifestyle
- 85 gardens in Wabowden
- 2 poultry producers
- Boats, ringer washers, make great gardens – northern style
- Fish – nets, angling, scooping, snare net, ice fishing, land based education
- Moose/deer – hunting, land based education
- Beaver, rabbits, muskrat, lynx, partridge – trapping
- Hunting, trapping, raising bison, fishing, gathering, harvesting
- Not everyone, but we are still accessing these foods – all accessible!
- People are there that have the knowledge and skills. Biggest barrier is laziness!
- Seasonal hunting/gathering
- Family and community sharing
- Traditional teachings
- Cultural camp/school curriculum
- Country food store – free for Elders
- Fisheries/commercial
- All traditional meat get from husband that is a trapper
- Fish, moose, duck, rabbit, get from parents/grandparents

- Berries (pick yourself) to make jams, put in baking, freeze
- School also picks berries and gives them to Elders
- Wild meat from community freezers
- Hunting
- Fishing
- Snaring
- Trapping
- Local farmer/rancher
- Picking
- Purchasing
- Growing
- Sharing
- Migration as per availability
- We harvest and hunt them ourselves or someone gives them to us. We could also buy some

**QUESTION 3: HOW CAN WE OVERCOME THESE BARRIERS?**

- Teach youth to hunt
- Lobby government reduce use of pesticides
- Hunting restrictions
- Moratorium on land clearing (trees)
- A barrier to going hunting/trapping is the high cost of the plane ride
- How to overcome? Getting a subsidy for plane fare, 2 families split the cost
- In the past, all parts of the animal were used. Now they only take the good parts and leave the rest
- Traditional food camps: teach kids to hunt and prepare the foods
- Start with youth
- Biggest barrier is laziness

- Another barrier is modernization/industry
- Knowledge is disappearing – need more teachings
- Finances – use existing resources
- Interest younger people – make teachings user friendly, start early
- Pool resources – everyone works together
- Teach in school traditional hunting and harvesting
- Open hunting grounds
- Get rid of the over populated wolves
- Control burning
- Plant fruit trees, develop markets
- Planting berries so they can be shared with others
- Five year no hunting moose – go to Saskatchewan and bring back signed form from Resources
- Wild plums – land clearing, bulldozed
- Spotlighting
- Wild rice – replant? No control of nature!
- Hawthorns – killed off due to chemicals/bulldozing
- Barriers depend on modern technology (quads, boats, g.p.s.)
- People aren't interesting in harvesting, hunting and trapping anymore because it's easier to buy it – hard work
- Storing, processing, canning etc. are becoming a lost skill
- Time – too many things to do/ too many distractions
- Knowledge – don't know how anymore



Food Matters Manitoba  
Unit 4, 640 Broadway  
Winnipeg, MB R3C 0X3

