

# Complexity & Simplicity of Food Security Systems

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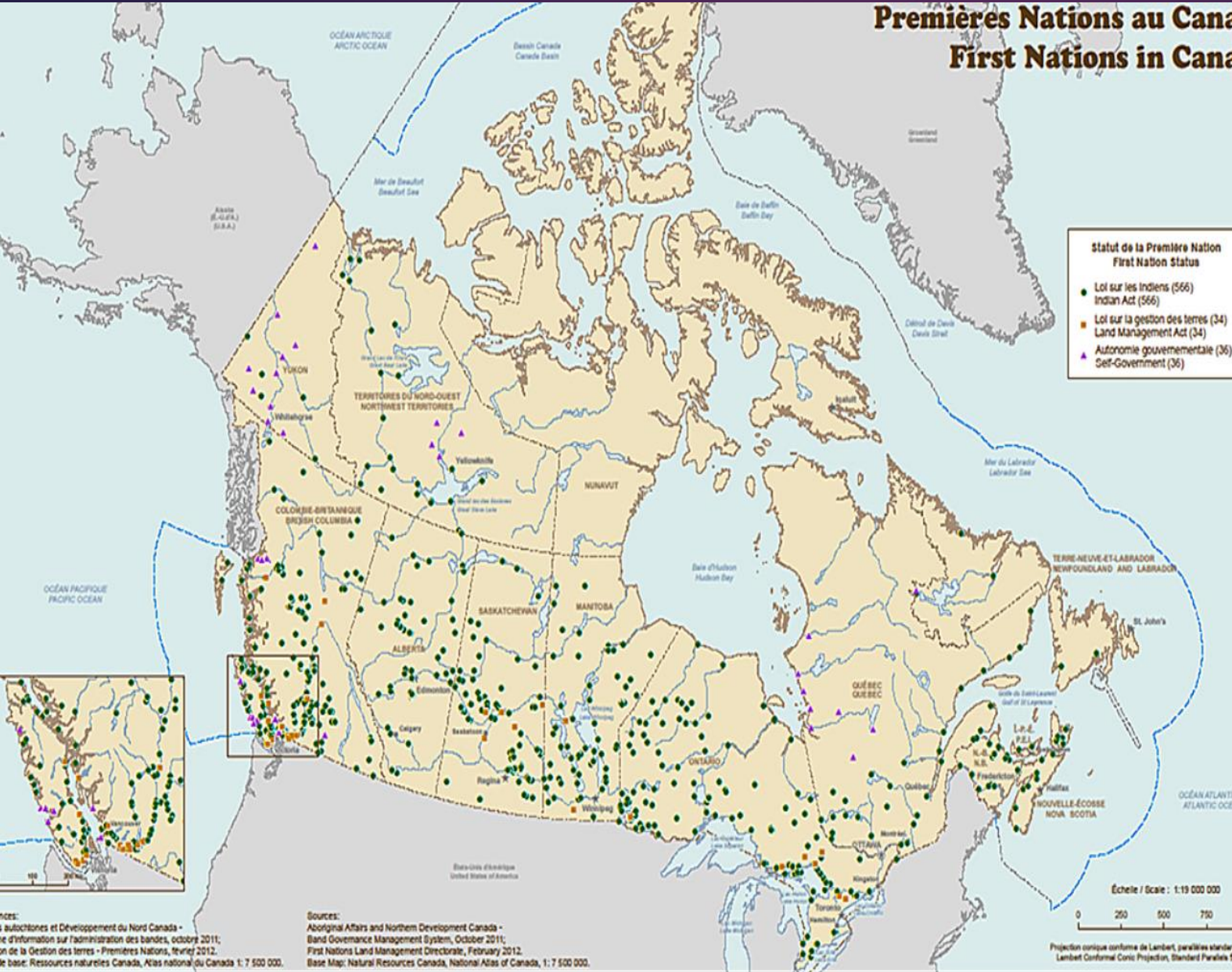
MAY 14, 2019 – TRIBAL PUBLIC HEALTH SUMMIT, ALBUQUERQUE, NM



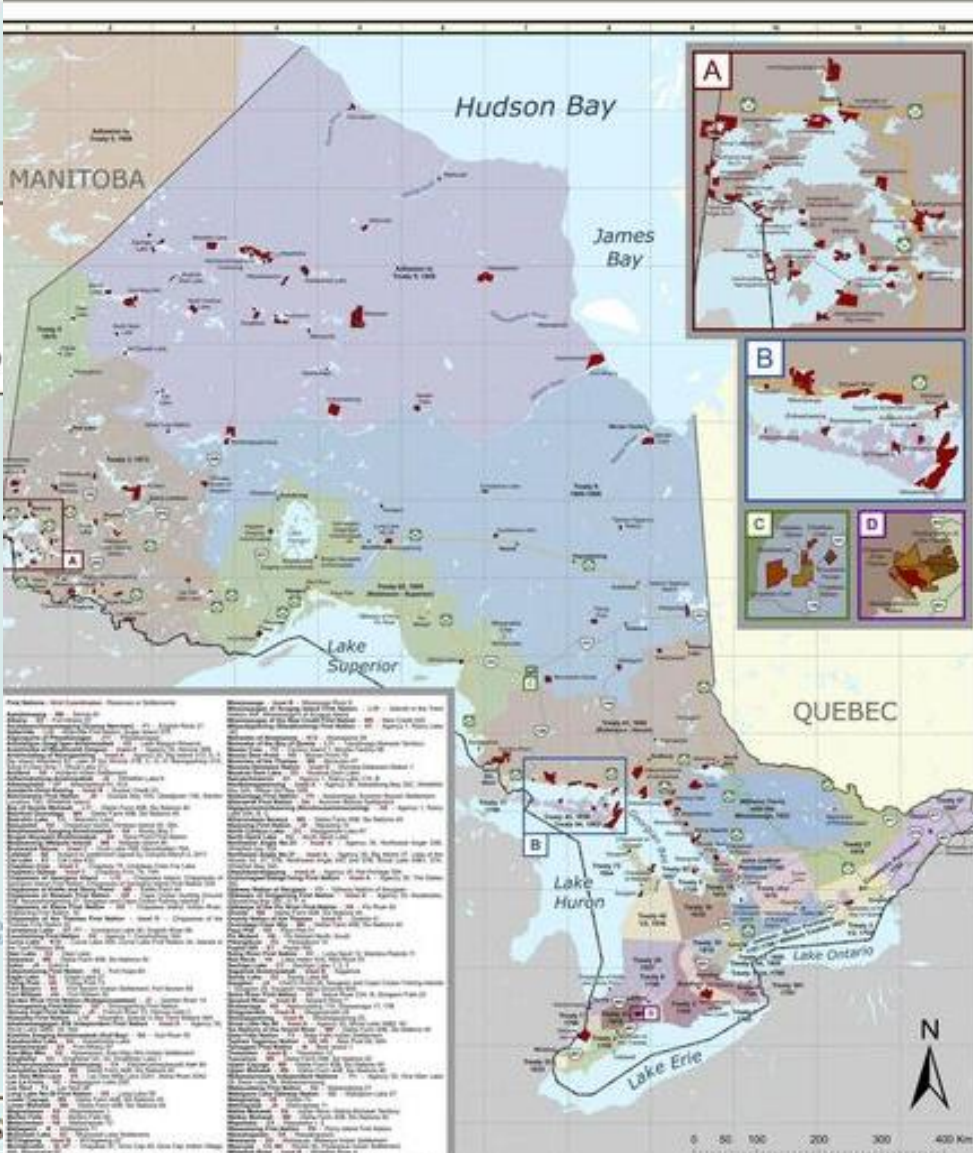
# Land Acknowledgement

- ▶ As an Algonquin (Anishinaabe) person, I want to acknowledge and thank the Pueblos of Acoma, Taos, Santa Clara, San Ildefonso, Tesuque, San Felipe, Jemez, Zuni, Zia, Nambe, Picuris, Ohkay Owingeh, Santo Domingo, Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque; the Navajo Nation, the Jicarilla Apache Nation, and the Mescalero Apache Tribe, Southern Utes, and Comanches.

# Canada - Ontario



## FIRST NATIONS AND TREATIES





<http://www.dlsph.utoronto.ca/institutes/wbiih/>

The logo for the Waakebiness-Bryce Institute for Indigenous Health is circular and divided into four quadrants: red (top-left) with a white heart, black (top-right), yellow (bottom-left), and white (bottom-right) with a black feather. The text "Waakebiness-Bryce Institute" is arched across the top, and "for Indigenous Health" is arched across the bottom. The logo is set against a background of a wooden table with a woven runner and a small white bowl.

**MASTER IN  
PUBLIC HEALTH  
IN INDIGENOUS  
HEALTH**

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<http://www.dlsph.utoronto.ca/program/mpH-indigenous-health/>  
Waakebiness-Bryce Institute for Indigenous Health:  
<http://www.dlsph.utoronto.ca/institutes/wbiih/>  
Twitter: @wbiih  
Instagram: @wbiih\_  
Facebook:  
Waakebiness-Bryce Institute for Indigenous Health  
Check out our website:  
<http://www.dlsph.utoronto.ca/program/mpH-indigenous-health/>  
Applications open annually in October and close in January

# Projects related to Indigenous Health



<https://jps.library.utoronto.ca/index.php/ijih>

## The Journal

The *International Journal of Indigenous Health* (IJIH) was established to advance knowledge and understanding to improve Indigenous health. IJIH is peer-reviewed, online, and open-access.

## Learn More

- [Current and past issues](#) of the Journal

## Main Partners & Collaborators:

- ▶ First Nations Information Governance Centre (FNIGC)
- ▶ Institute for Clinical Evaluative Sciences (ICES)
- ▶ Assembly of First Nations
- ▶ Treaty 3 & Kenora Chiefs Advisory
- ▶ Native Child & Family Services Toronto
- ▶ 2 Spirited of the 1<sup>st</sup> Nation
- ▶ WBIIH Elders Advisory Council
- ▶ First Peoples Circle
- ▶ Thunderbird Foundation



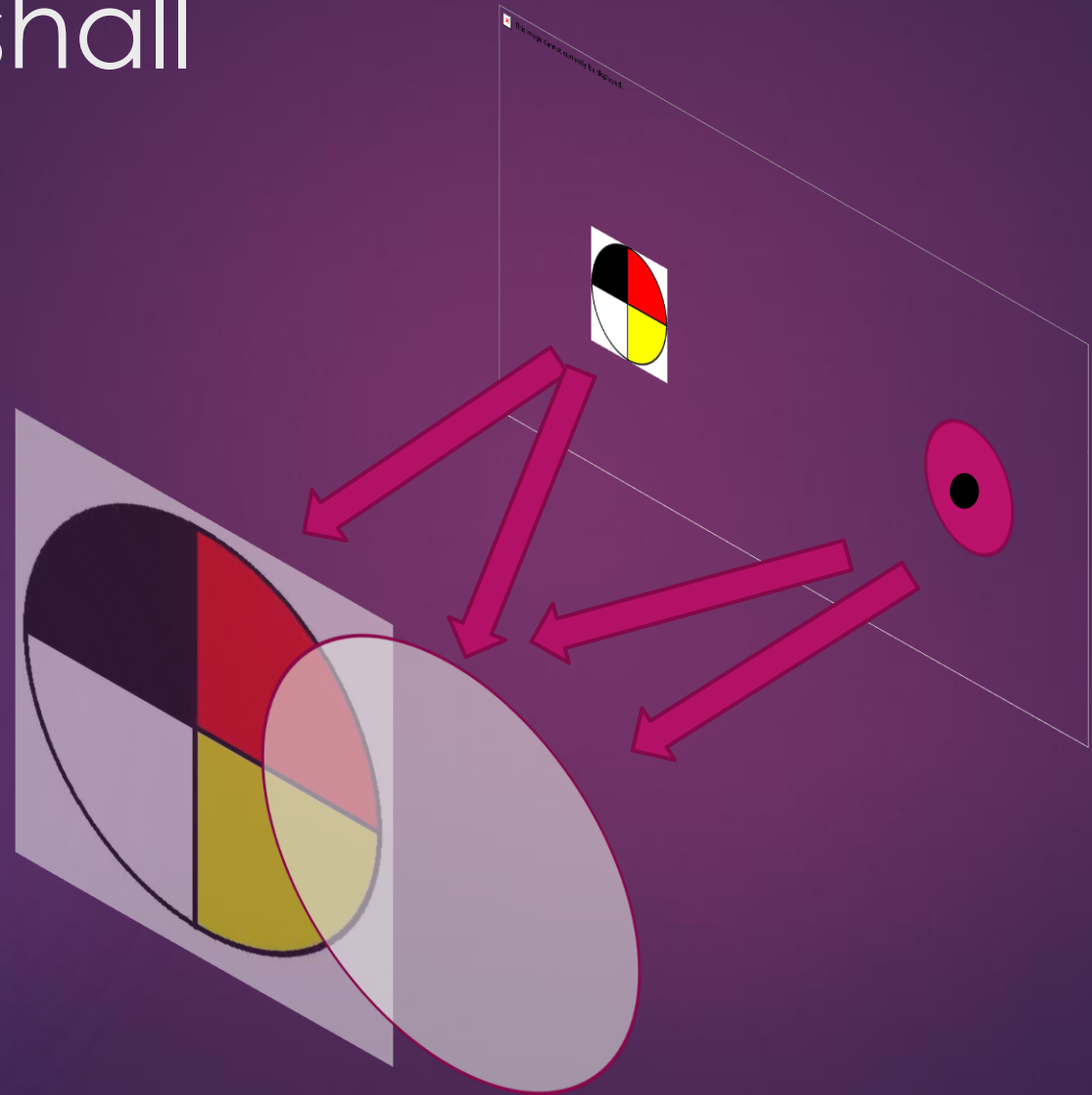
Everyone is  
part of our  
human  
community

Community is important to well-being, which is important for the environment



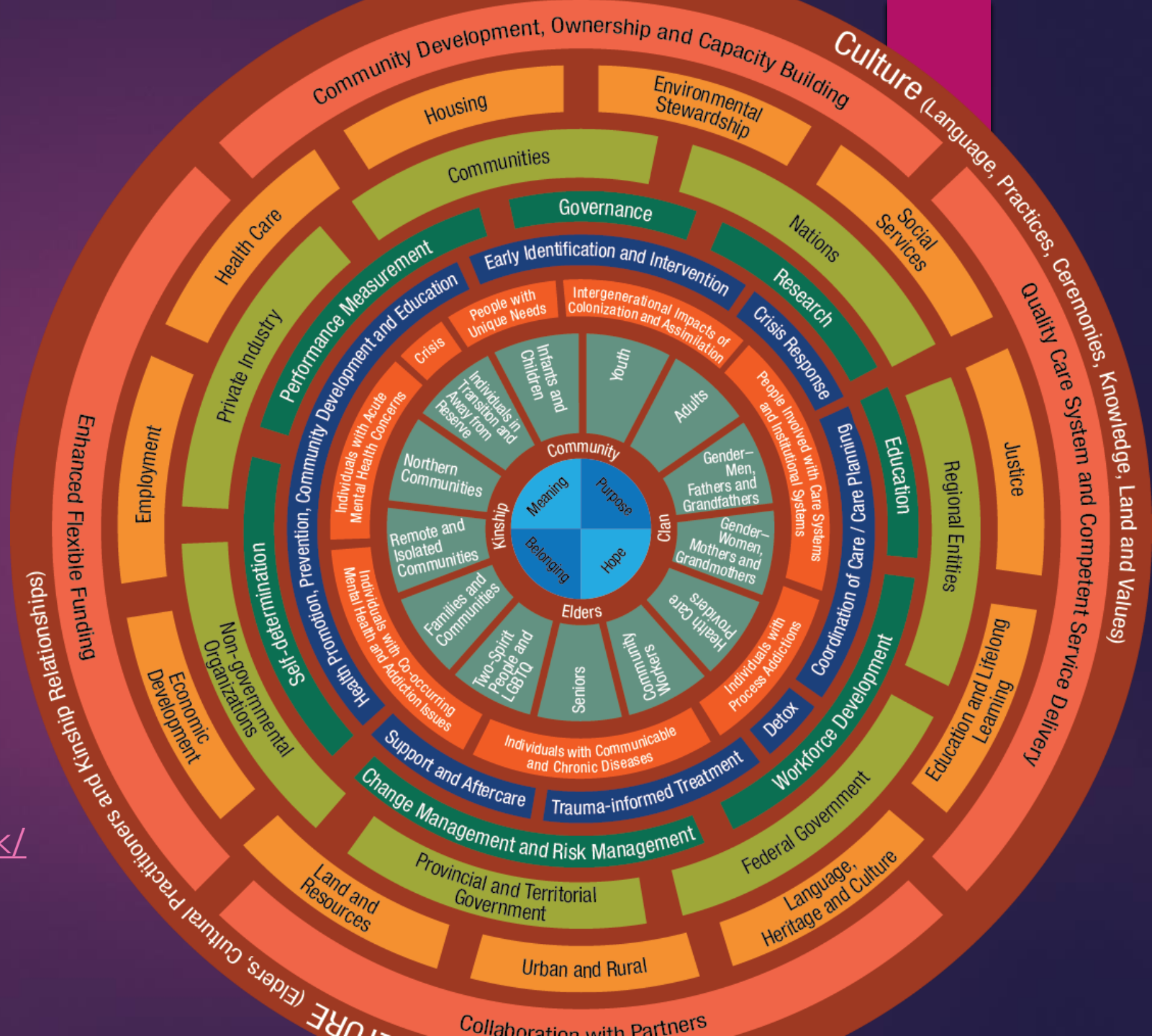


# Two Eyed Seeing – Mi'kmaq Elder Albert Marshall



# A Possible Framework for Public Health

<https://thunderbirdpf.org/first-nations-mental-wellness-continuum-framework/>  
 THUNDERBIRD PARTNERSHIP  
 FOUNDATION/ASSEMBLY OF FIRST  
 NATIONS/HEALTH CANADA

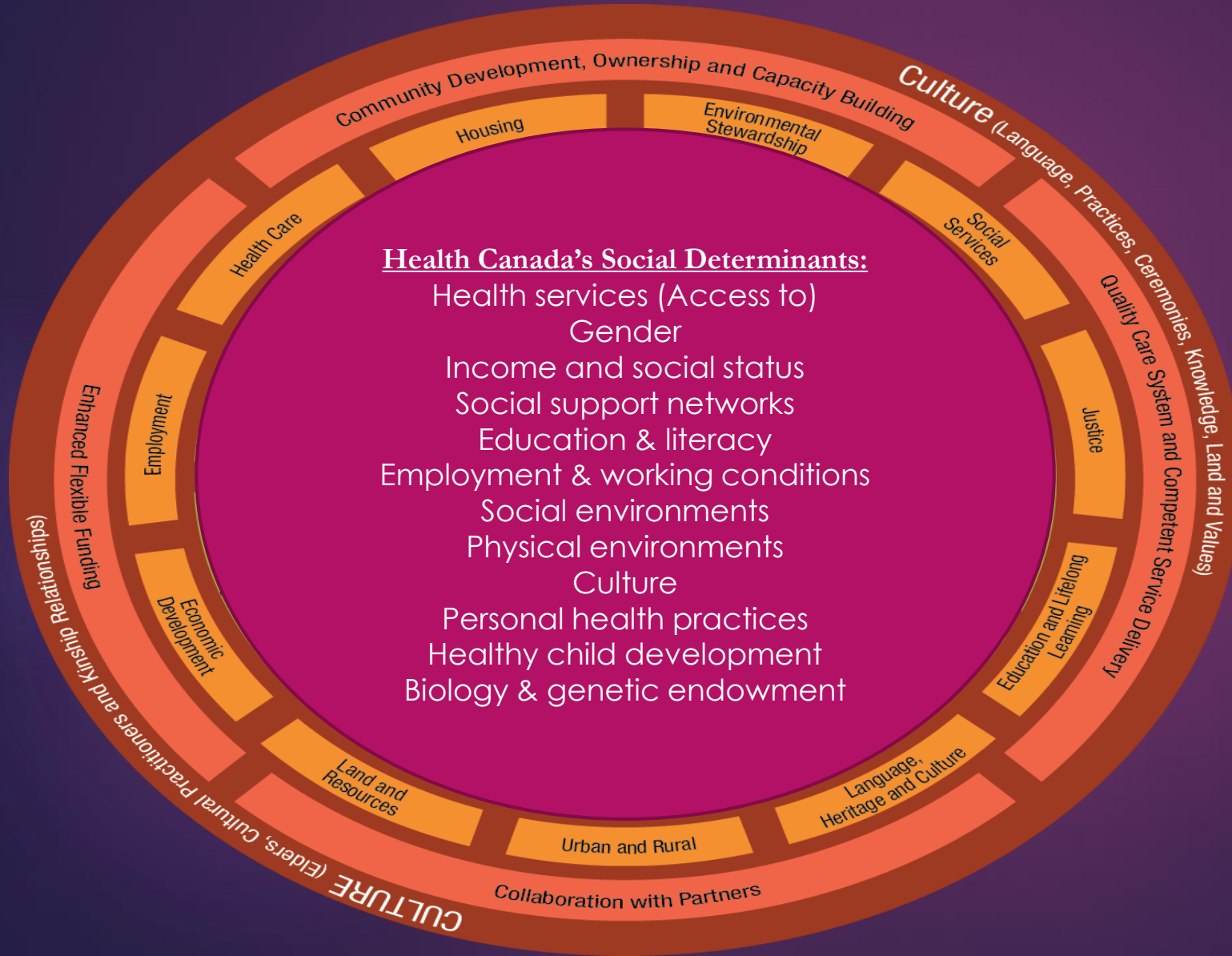


# Culture as Foundation

- ▶ Engagement means engaging different life stages in different kinships and clans in FN communities, but must remember to have Elders & knowledge keepers
- ▶ Engagement should have MEANING, PURPOSE, BELONGING & HOPE
- ▶ It must be a partnership and lead toward self-determination
- ▶ Indicators should be co-developed



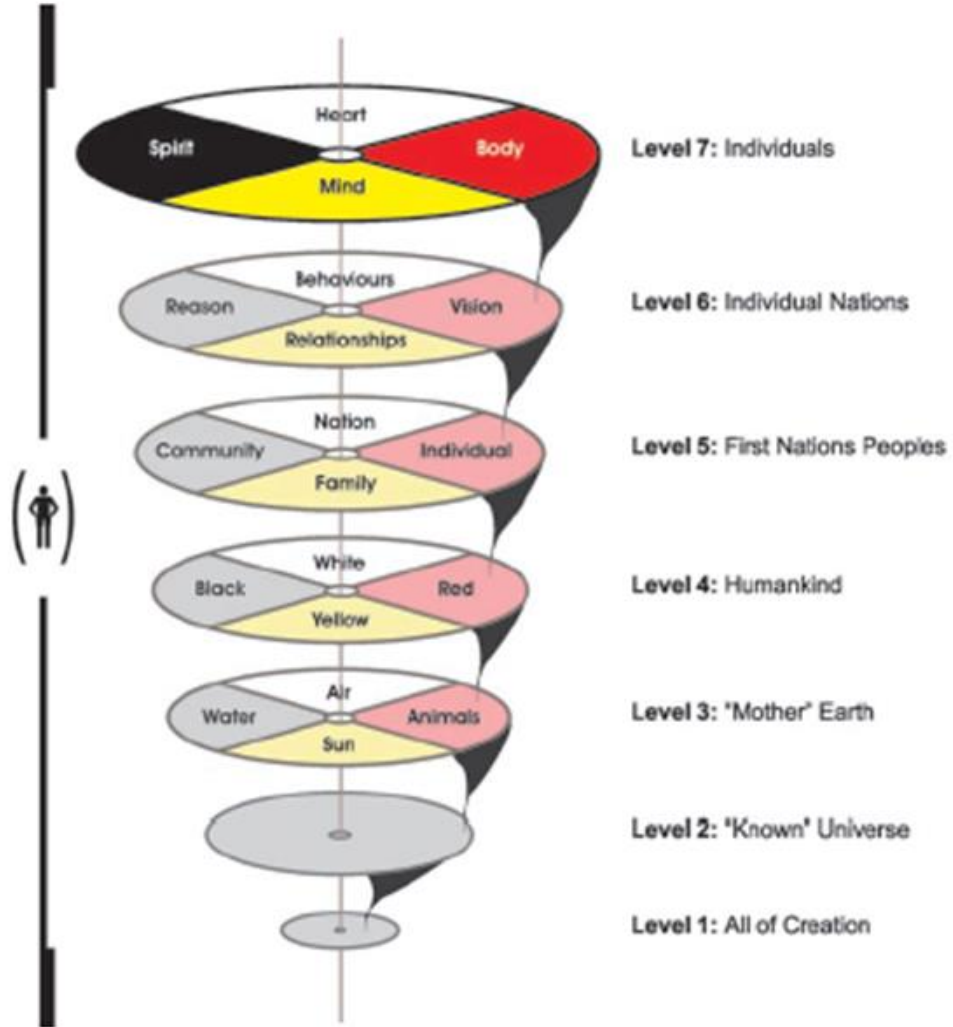
# Determinants of Health



► All the SDOH outlined by Health Canada are similar to FNMWC (orange ring) plus these determinants:

- A. Racism/discrimination
- B. Culture(s) and language(s)
- C. Colonization
- D. Dislocation/Social exclusion
- E. Self-reliance/ Self-Determination

**Figure 4: RHS Wellness Model**



National Aboriginal Health Organization. (2007). Understanding Health Indicators: Report.  
\*Note: Regional Health Survey – on reserve communities only



# Meaning of Land for Indigenous People



Land as source



Land as natural  
resources



Land as  
property



Land as capital

# Land-based learning

- ▶ Land-based learning is... learning new ideas, concepts, and knowledge from being with the land
- ▶ Place-based learning is... using existing curriculum in a different place like outside
- ▶ Difference: land-based learning uses the environment for teaching holistically whereas place-based learning is a 'western' curriculum transposed from one space to outside not necessarily using the environment as a teaching tool



# Ways of being

- ▶ Tell a story...
- ▶ Make a plan...
- ▶ Think and do...
- ▶ Draw it...
- ▶ Take it outside...
- ▶ Try a new way...
- ▶ Watch first, then do...
- ▶ Share it with others...
- ▶ Indigenous perspectives are found in Indigenous processes not in content.



08/14/20



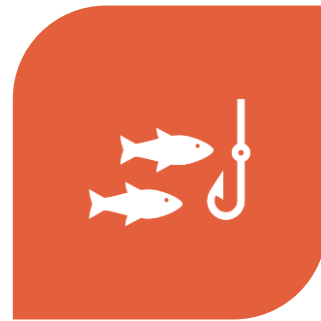
Relatehedron / Wigwam Arts-Informed Teaching/Well-being tool

So how does  
Relatedhedron relate to  
food security or  
sovereignty?

# Moving toward Indigenous food sovereignty & climate action



MOTHER EARTH AND TURTLE ISLAND ARE SPOKEN ABOUT IN CREATION STORIES ACROSS NORTH AMERICA – MUST LISTEN TO HOW THESE STORIES EXPLAIN COMMUNITY, INTERACTIONS, AND ENVIRONMENT



CONTINUING TO USE INDIGENOUS FOOD SYSTEMS, OR RECLAIMING THIS IN AREAS ACROSS TURTLE ISLAND – NEED TO HAVE HUNTING, FISHING, GATHERING & FARMING AS OFTEN AS POSSIBLE



STAND UNITED AGAINST CORPORATIONS HOARDING NATURAL RESOURCES LIKE WATER, LAND, MINERALS, PLANTS, ANIMALS, TREES, ETC.



CREATE INDIGENOUS POLICY THAT IS IN COMMUNITIES (URBAN, RURAL OR RESERVATION) AND CAN BE PROVIDED TO NON-INDIGENOUS COMMUNITIES THROUGH PUBLIC HEALTH PROFESSIONALS (INDIGENOUS AND NON-INDIGENOUS) TO MOVE TOWARD INDIGENOUS WAYS OF KNOWING

# Southern Ontario Medicines



# TRADITIONAL PLANT FOODS OF CANADIAN INDIGENOUS PEOPLES

Nutrition, Botany and Use



Food and Nutrition in  
History and Anthropology  
Volume 3

## Plants and Trees

- ▶ Many plants and trees are used for different healing or nutritional purposes
- ▶ Harriet Kuhnlein & Nancy Turner (1991) have published a book: *Traditional Plant Foods of Canadian Indigenous Peoples: Nutrition, Botany and Use*

# Use of Plants

- ▶ Traditionally, use what is needed and ALWAYS leave some behind.
- ▶ Speak with the plants before harvest/use.
- ▶ Treat plants and the environment with respect as it sustains people.
- ▶ Diverse use of plants – some research suggests that the cures for many illnesses come from the plants.





Cultural Knowledge (IK/TEK) is the key to food security and sovereignty

# Let's try Relatehedron out...

- ▶ There are small triangles
- ▶ There are crayons and/or markers
- ▶ While you talk with those around you, spend time to think about Indigenous health, environment and food sovereignty
- ▶ Using the crayons and/or markers, draw what you think of about Indigenous health, environment and/or food sovereignty as it is today
- ▶ On the reverse side, write a short paragraph of what you have created



# Results?

- ▶ The drawings make a shape that looks like a wigwam
- ▶ The pictures provide data about how food systems, food security or food sovereignty is at the moment
- ▶ Different people will elicit different pictures and different analysis
- ▶ It connects humans to thinking about the issues of food, food security, and food systems
- ▶ Can provide possible actions (policy, programs, initiatives)
- ▶ Can be a point of discussion for those not willing to see climate change as an issue



# Does anyone want to share?

► Birch bark baskets made by CHL5520  
Indigenous Health students who worked with  
Knowledge Keepers Luanna Harper-Shirt & Scott  
Debassige at Hart House Farm on May 2, 2019





Questions?  
Chi-miigwetch  
for coming &  
being a part of  
the workshop

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