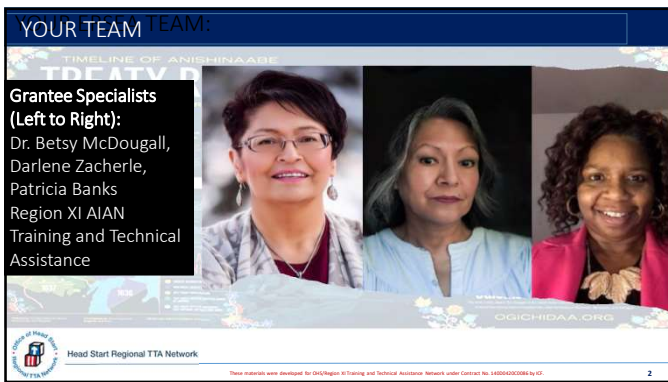




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2024 Office of Head Start Priorities

Office of Head Start

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Learning Objectives

Indigenous Foods:

- To develop an understanding of importance of nutrition in the lives of children and families in the head start program.
- To identify individual indigenous food systems that are unique to each sovereign seasonal harvesting, gathering, processing, preserving, and disseminating, and licensing requirements.
- To create innovative strategies that are responsive to the needs of the communities', children, and families to develop cultural indigenous food awareness.
- To develop strategic approaches that will create six week menus to include indigenous foods that include local partnerships as well as family service opportunities for learning about healthy foods.
- To create an action plan that will result in a years worth of indigenous food and family activities learning about indigenous foods.

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1302.44 Child nutrition.

(a) *Nutrition service requirements.* (1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in § 1302.31 (e)(2).

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Nutrition: Health, Education, & Family Services

LET'S TALK

WHY HEALTH

WHY EDUCATION

WHY FAMILY SERVICES

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Child Obesity Outcomes

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Health Conditions

Obesity in children and adults increases the risk for the following health conditions.¹⁷⁻²

High blood pressure and high cholesterol which are risk factors for heart disease.

Type 2 diabetes.

Breathing problems, such as asthma and sleep apnea.

Joint problems such as osteoarthritis and musculoskeletal discomfort.

Gallstones and gallbladder disease.

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Purpose

NATIVE AMERICAN HERITAGE MONTH

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2024 Advancing Equity/Discussion

TIMELINE OF ANISHINAABE

IDENTIFY IDENTIFY AND DECONSTRUCT BIASED SYSTEMS

INCLUDE INCLUDE COMMUNITY, FAMILY, AND CHILD VOICES

PARTNER PARTNER TO CREATE INNOVATIVE PRACTICE

What foods are foreign to your original food systems today?
 Who would you include in building your menu?
 What partners would you include to make your indigenous food systems a reality?

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Developing a Seasonal Food Menu

When are your seasonal community gatherings?

When do families gather?

What are your main community gathering places?

What community partners can help you build your food system efforts?

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Design with Your Nation in Mind

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Creating Innovative Responsive Strategies

Culturally Responsive Inclusive Planning Systems Let's Chat!	CHILDREN Make a list of considerations, pros, cons, and challenges, in making indigenous food menus for children.	FAMILY How can you include families in your planning and what activities can you have to help make them more informed about indigenous foods?	COMMUNITY Create a list of community partners. How can they help inform your menu, your family activities, and your indigenous food efforts?	PARTNERS What partnerships do you need to create to start having indigenous foods become a reality for your program options?
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Creating Processes

Culturally Responsive Inclusive Planning Systems

INCLUSIVE PLANNING
Let's make a list of everyone you can write to help you make a draft of six-week menus to include indigenous food recipes!
Let's Get Started!

FAMILY ENGAGEMENT
List ways in which to build an indigenous food awareness initiative to help families become informed and partners to work with on this project.

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Creating a Public Awareness Indigenous Food Campaign

Planning

Rollout

Kickoff

Monitoring

Self-Assess

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Nutrition Systems Check

SYSTEMS CHECK

FISCAL SYSTEM

Policy & Procedure
Does your vision align with your policy and procedure?

TRIBAL, CACFP & USDA
How do you work with regulatory bodies to make your vision become a reality?

CULTURAL CONSIDERATIONS
What do you do to make sure you are sensitive to your tribal nation?

ALLERGIES
How do you ensure that allergy indications are considered?

CHILD RECORDS

ONGOING MONITORING

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Strategic Planning

The Importance of Planning Ensures Success

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Indigenous Food Systems Timeline Example

What can you do to make this happen in your program?

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Indigenous Foods/Nutrition Partnerships

TIMELINE OF ANISHINAABE

HS/EHS Program	Nutrition	Classroom	Family
Tribal			
CACFP			
Local/State/Government			

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Using Media to Share Out

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Pregnant Moms and Infants

What do we need to consider?

How do we work to include Pregnant Moms in our Indigenous Food Efforts?

How do we remember to keep infants in our circle or nutritional efforts?

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Indigenous Foods Action Plan

First Phase	Task	Criteria	Time frame	Resources

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Measuring Progress

How do we measure progress?
Let's Chat!

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Sources:

TIMELINE OF ANISHINAABE

- <https://www.fns.usda.gov/f2s/tribal-foods>
- <https://www.fns.usda.gov/cn/crediting-traditional-indigenous-foods>
- <https://www.fns.usda.gov/fdpir/fdpir-sharing-gallery>
- <https://www.fns.usda.gov/fdpir/sharing-gallery-recipes-and-cookbooks>
- <https://www.youtube.com/watch?v=MYNDdN5UFy4>

TREATY LANDS

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Thank You!

TIMELINE OF ANISHINAABE

TREATY RIGHTS

IN THE NORTHERN GREAT LAKES

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TREATY LANDS

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MANAGEMENT SYSTEMS PLANNING - NUTRITION



NOTES:

Indigenous Foods Action Plan



First Phase



Task



Criteria



Time frame



Resources



Indigenous Foods/Nutrition Partnerships

HS/EHS Program	Nutrition	Classroom	Family
Tribal			
CACFP			
Local/State/Government			



CACFP Weekly Menu

MEAL	COMPONENT	AGES 1-2	AGES 3-5	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST	Milk	1/2 cup	3/4 cup					
	Fruit/Vegetable	1/4 cup	1/2 cup					
	Grain/Meat ⁺	1/2 oz eq	1/2 oz eq					
LUNCH	Milk	1/2 cup	3/4 cup					
	Fruit*	1/8 cup	1/4 cup					
	Vegetable	1/8 cup	1/4 cup					
	Grain	1/2 oz eq	1/2 oz eq					
	Meat/Meat Alternate	1 oz	1 1/2 oz					
SNACK	Milk	1/2 cup	1/2 cup					
	Vegetable	1/2 cup	1/2 cup					
	Fruit	1/2 cup	1/2 cup					
	Grain	1/2 oz eq	1/2 oz eq					
	Meat/Meat Alternate	1/2 oz	1/2 oz					

⁺ Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week. * The fruit component at lunch may be substituted by a second vegetable.
oz eq = ounce equivalents



Age 1 serve whole milk
Ages 2-18 serve 1% or fat-free



At least one serving of grains per day
must be whole grain-rich.



One 8 oz. glass of water per year of
age until 8 years old.



CACFP Weekly Menu

		AGES 1-2	AGES 3-5	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH	Milk	1/2 cup	3/4 cup					
	Fruit*	1/8 cup	1/4 cup					
	Vegetable	1/8 cup	1/4 cup					
	Grain	1/2 oz eq	1/2 oz eq					
	Meat/Meat Alternate	1 oz	1 1/2 oz					
SNACK	Milk	1/2 cup	1/2 cup					
	Vegetable	1/2 cup	1/2 cup					
	Fruit	1/2 cup	1/2 cup					
	Grain	1/2 oz eq	1/2 oz eq					
	Meat/Meat Alternate	1/2 oz	1/2 oz					
SUPPER	Milk	1/2 cup	3/4 cup					
	Fruit*	1/8 cup	1/4 cup					
	Vegetable	1/8 cup	1/4 cup					
	Grain	1/2 oz eq	1/2 oz eq					
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	Grain	1/2 oz eq	1/2 oz eq					
	Meat/Meat Alternate	1 oz	1 1/2 oz					
PM SNACK	Milk	1/2 cup	1/2 cup					
	Fruit	1/2 cup	1/2 cup					
	Vegetable	1/2 cup	1/2 cup					
	Grain	1/2 oz eq	1/2 oz eq					
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8 yrs old + | 6-8 8 oz. glasses per day.



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