

# Traditional Aboriginal Food

## Activity Information

**Grade Appropriate Level:** Grade K - 3

**Duration:** Two, 30 minute classes.

**Materials:** Chart paper, tape, markers, pencil crayons, paper, scissors, glue, copy of Canada Guide, traditional food recipes, potlatch lesson ideas (included)

## Objective

- To identify traditional foods eaten by First Nations people.

## Prescribed Learning Outcomes

It is expected that students will:

- identify foods and activities that contribute to good health
- explain why they need a variety of foods
- offer direct responses to their reading, listening, or viewing experiences supported by reasons, examples, and details
- organize information into sequenced presentations that include a beginning, middle, and end.
- demonstrate awareness of British Columbia's and Canada's diverse heritage.



## Skills

Critical analysis, researching, reading, writing, organizing, presenting material

## Suggested Instructional Strategies

1. Generate a discussion and list on the board students' favourite foods.  
Write the food source beside the food, i.e. Ice cream - cow
2. Pass out copies of Canada's food guide, and have students identify the food group that their favourite food belongs to.
3. Ask students to determine the source from which our food comes. i.e. fish/ocean.
4. Introduce traditional First Nations food. Salmon, moose, bear, seal, Berries, bannock, etc. (great list is found on the following website): <http://www.turtleisland.org/culture/culture-food.htm> (Some .pdf files with these lists are included below if you can't access the website).
5. Animate a discussion on the traditional way of securing these foods (possibly hunting, fishing, and gathering) and on their nutritional value.  
Here are some questions to guide discussion:
  - Are these foods available today?
  - What obstacles are there to obtaining them?
  - How have they been replaced?

- What is the nutritional value of some of today's purchased food?
  - How does it compare to traditional foods?
  - What would a traditional meal be composed of?
6. Hang 6 lined pieces of chart paper in different locations in the classroom. Print one of the following headings on each sheet.

Beverages & Teas  
 Plants, Fruit & Vegetables  
 From the Four Legged  
 From the Bird  
 From the Fish  
 Breads, Nuts, Seeds & Grains



7. Divide the class into 6 groups and have each group illustrate as many natural foods as they can think of that fits into their heading. Glue the pictures to the chart paper.

### Suggested Assessment Strategies

- Each group will present their chart to the class and identify the food illustrated. The teacher will question students so they have the opportunity to justify their reasons for placing a particular food under the heading.

### Extension Activity Ideas

- Host a potlatch. For ideas, see lesson 3 classroom potlatch and lesson 4 Environment and Life (included in package) from the U'mista Nation website: <http://collections.ic.gc.ca/potlatch/raven.htm>
- Make Indian Fry bread with the class.
- Invite a First Nations community member to the class to help prepare traditional food.

### Cross-Curricular Interests

Personal planning, Geography, History / Social Studies, Language Arts, Fine Arts, Technology

### Suggested Links

<http://collections.ic.gc.ca/potlatch/raven.htm>  
<http://www.turtleisland.org/culture/culture-food.htm>  
<http://www.inac.gc.ca>  
[http://www.schoolnet.ca/aboriginal/e/classroom\\_e.asp](http://www.schoolnet.ca/aboriginal/e/classroom_e.asp)  
<http://www.tourismvictoria.com/Content/EN/1304.asp>




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Lesson plan provided by: **Fored BC**

Developed by: Audrey Perun, Education Services Coordinator

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*Copies of necessary website information and extension lessons appear in pdf files below in the event the website is down or files can't be accessed on line.*

## **BACKGROUND SHEETS:**

➤ **Classroom Potlatch**

➤ **Healthy Eating Guide**

➤ **Native American Food Guide**

➤ **Environment and Life**



# POTLATCH

Then & Now

Visit **U'MISTA**

## Teacher's Corner



## Lesson 3 Classroom Potlatch

Teacher's Corner

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### Lesson Concept:

This lesson helps students to experience how a potlatch might proceed. If possible, enlist the help of members of the Aboriginal community with this project.

### Learning Outcome:

It is expected that students will organize information into a presentation with a main idea and supporting details.

### Lesson Plan:

First, choose a group of students to represent the family of the host, and a student to be the host of the potlatch. This student can visit Potlatch: Then and Now and build a copper in the Copper Game, and choose another student to award the copper to – this will be the purpose of the potlatch.

Assign specific responsibilities to groups of students: create the copper to transfer, create invitations, create or obtain gifts for each person attending, design ceremonial aspects (create regalia and masks, create dances), arrange entertainment, create a seating arrangement for guests (a more complete list can be made from the events listed below).

The following are notes on some of the activities, the order of some activities and how they are traditionally carried out during a potlatch. This information can be modified to suit classroom needs (ie. new dances must be created):

- seating is in order of importance, with the host's family or tribe sitting on the left hand side, toward the back of the room
- welcoming address by the speaker (the host does not speak during a potlatch)
- mourning ceremony/dance – ladies dance
- transfer or sale of copper
- the feast
- food or feast songs are sung after people have eaten
- red cedar bark ceremony
- pass out cedar bark to guests
- speeches are made while gifts are brought onto the floor
- gifts are distributed as guests leave



## Teachers Corner



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## Native American Food Guide

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The US Department of Agriculture published The Food Guide Pyramid in 1992. Instead of the old "Basic Four Food Groups" the pyramid ranks five major food categories, emphasizes eating more bread and cereals, fruits and vegetables. The following outlines examples of today's food and traditional Northwest Indian foods.

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### BREAD GROUP - choose 6 - 11 servings per day

These foods provide carbohydrate for energy, fiber for healthy digestion, plus iron and B vitamins.

- 1 slice bread
- 1 ounce ready to eat cereal
- 1/2 cup cooked cereal
- 1/2 english muffin or hamburger roll
- 1 tortilla
- 1/2 cup spaghetti, noodles, macaroni, or rice
- 1 cracker

### Traditional Grains:

- Indian biscuits (Bannock bread)
  - Dried corn
  - Lukameen
  - Mush
  - Wild oats
  - Wild rice
  - Popcorn
- 

### VEGETABLE GROUP - choose 3 - 5 servings per day

These food provide vitamins A an C, plus fiber for healthy digestion.

- 1 cup raw leafy greens
- 1/2 cup chopped raw or cooked vegetables
- 3/4 cup vegetable juice
- 1 medium potato

### Traditional Vegetables:

- Sprouts or new shoots
- Peeled stems
- Spring Greens

- Wild Rhubarb
  - Indian Celery
  - Wild Mushrooms
  - Wild roots such as bitter root, camas, and cattail
  - Seaweed
  - Black tree moss
- 

#### MEAT GROUP - choose 2 - 3 servings per day

These food provide protein for developing and maintaining strong bodies, plus iron for healthy blood.

- 2 - 3 ounces cooked meat, poultry, or fish
- 1/2 cup cooked dried beans or peas
- 1 not dog
- 1 egg
- 2 tablespoons peanut butter, nuts or seeds

#### Traditional Meats, Fish, Birds, Eggs, and Nuts:

- Deer, elk, mountain goat, rabbit, squirrel, or beaver
  - Seal or Whale
  - Salmon or other Fish
  - Oysters, clams, sea urchin, mussels, crab squid, or octopus
  - Ducks, geese, pheasant, grouse, quail, or chuckers
  - Eggs of salmon or birds
  - Acorns, hazelnuts, or pinenuts
- 

#### DAIRY GROUP - choose 2 - 3 servings per day

These foods provide calcium for strong bones and teeth, plus protein.

- 1 cup milk or lactose reduced milk
- 1 cup yogurt
- 1 1/2 ounces cheese

#### Traditional Calcium Sources:

- Breast milk for babies
  - Bone soup or broth
  - Fish head soup
  - Canned salmon with the bones
  - Cough, camas or wild carrots (in large amounts)
  - Oyster or clams
-

## FRUIT GROUP - Choose 2 - 3 servings per day

These foods provide protein for developing and maintaining strong bodies, plus iron for healthy blood.

- 3/4 cup 100% fruit juice
- 1 medium piece fresh fruit
- 1/2 cup canned or fresh chopped fruit
- 1/2 cup canned or fresh chopped fruit
- 1/4 cup dried fruit

### Traditional Fruits and Berries:

- Wild berries such as huckleberries
- Choke cherries
- Wild crab apples
- Wild black cherries

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## EXTRAS: FATS & SWEETS - use only very small amounts!

These foods provide lots of extra calories, but few of the vitamins and minerals that our bodies need to function well.

- Butter, margarine, mayonnaise, or salad dressing
- Lard, oil, or gravy
- Fried food, chips or fry bread
- Sugar, honey, syrup, candy, jam, or jelly
- Pie, cake, cookies or desserts
- Soda pop, kool-aid, sports drinks, sweetened teas, or fruit flavored punches

### Traditional Fats and Sweets

- Animal fat
- Fish Oil
- Honey

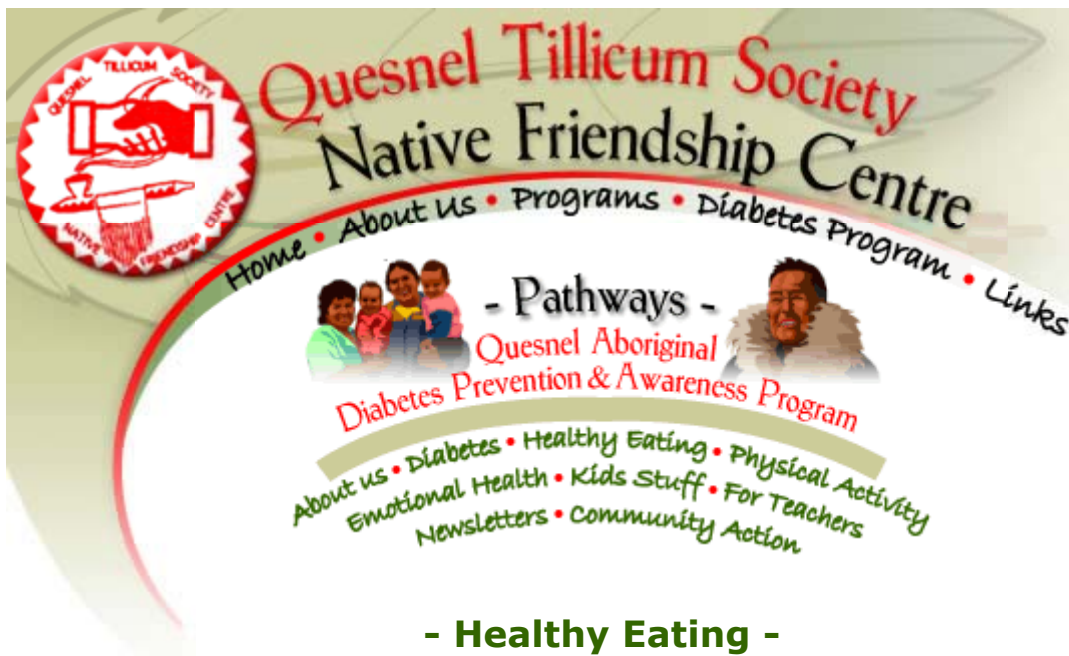
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Developed by Yakama Tribal WIC Program and Washington State Department of Health WIC Program

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## - Healthy Eating -

### Contents

- [Changes in Diet](#)
- [Meat, Birds, Fish and Substitutes](#)
- [Bannock, Breads and Cereals](#)
- [Other Foods](#)
- [Vegetables, Fruit and Berries](#)
- [Sugar](#)
- [Milk and Milk Substitutes](#)
- [Fat](#)
- [Shop Smart Tour](#)

## Changes in Diet

Many years ago, when your grandparents were young, there was no diabetes. But now, 1 out of every 7 native people, have diabetes. What has changed during this time? Both the amount of physical activity and types and amounts of food eaten have changed significantly. Compare your Grandparents diet with the food we eat today.

### Your Grandparents Diet



## Your Diet



Native traditions teach that different parts of our lives should be in balance. This is also true for the food we eat. So it is important that we eat a variety of foods from each of the food groups every day.

Also, drinking lots of water each day keeps your body clean inside and working properly. Most adults should drink at least six glasses of water a day.

Let's look at the four Food Groups. They include:

1. [Bannock, Breads and Cereal](#)
2. [Vegetables, Fruits and Berries](#)
3. [Milk and Milk Substitutes](#)
4. [Meat, Birds, Fish and Substitutes](#)

Each food group has important things that our bodies needs in order to stay healthy.

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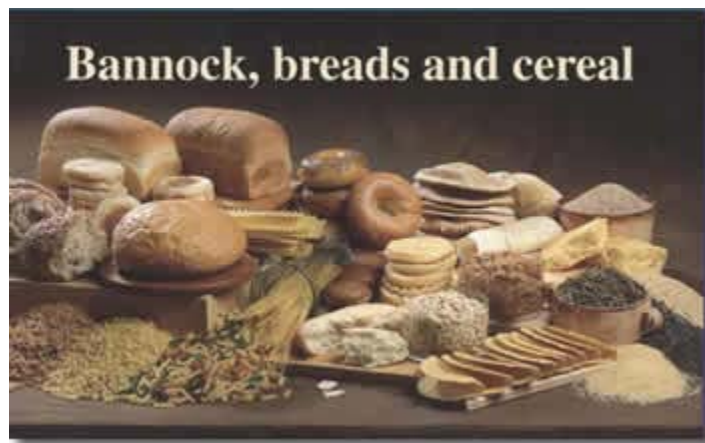
## Bannock, Breads & Cereal

Whole grains such as wheat or oats give us three important things:

- **Vitamins and minerals** – keep our bodies running well
- **Fibre** – keeps our digestive tract healthy
- **Energy** – so we can think and work hard

We need 5-12 servings each day. One serving could be:

- 1 slice of bread
- 1 small piece of bannock
- 1 small homemade muffin
- ½ cup cooked rice or pasta
- ¾ cup cold or hot cereal



- Choose baked bread or bannock rather than fried.
- Choose bread or bannock made with whole wheat flour or oatmeal rather than white flour.

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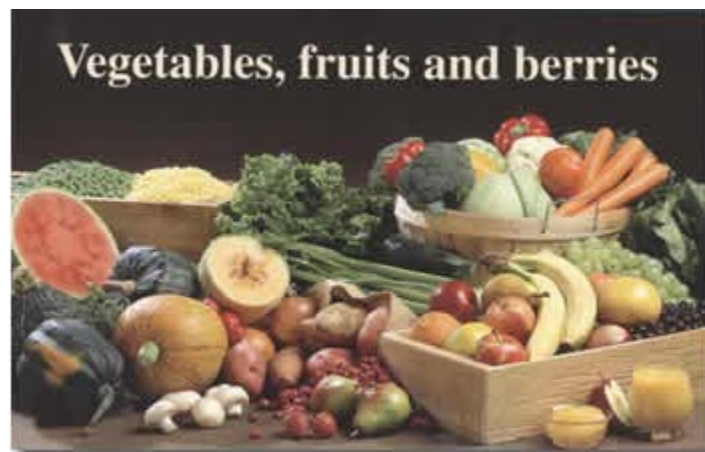
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## Vegetables, Fruits & Berries

These foods also give us **vitamins** and **fibre**. Different colours of fruit and vegetables have different vitamins. To make sure you get enough of all the vitamins your body needs to stay healthy, make sure your fruits and vegetables are a variety of different colours.

We need 5-10 servings each day. One serving could be:

- ½ cup vegetables
- ½ cup berries
- 1 medium size vegetable or fruit
- ½ cup fruit juice



- ✚ Go for lots of colour when choosing fruits and vegetables.
- ✚ Keep the skin on fruits and vegetables instead of peeling because this is where you find much of the fibre and vitamins.

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## Milk and Milk Substitutes

These foods give us **Calcium** which helps keep our bones and teeth strong. Milk and milk products are the best source of calcium but you can also get some calcium from dark green vegetables and canned fish with bones.

We need 2-4 servings each day. One serving could be:

- 1 cup milk
- 1 cup fish head soup
- 1/3 cup skim milk powder
- 1 piece cheese
- ¾ cup yogurt



- ✚ Choose lower fat milk such as 1% or skim
- ✚ Choose lower fat or fat free milk products such as fat free yogurt, light cheese (less than 20% M.F.) and 1% cottage cheese.

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## Meat and Meat Substitutes

These foods give us **Protein** as well as **Vitamins and Minerals**. Our bodies use protein to build and repair muscles. **Iron**, a mineral found in red meat, helps build healthy blood.

It is a good idea to cut the fat off meat and birds before you cook

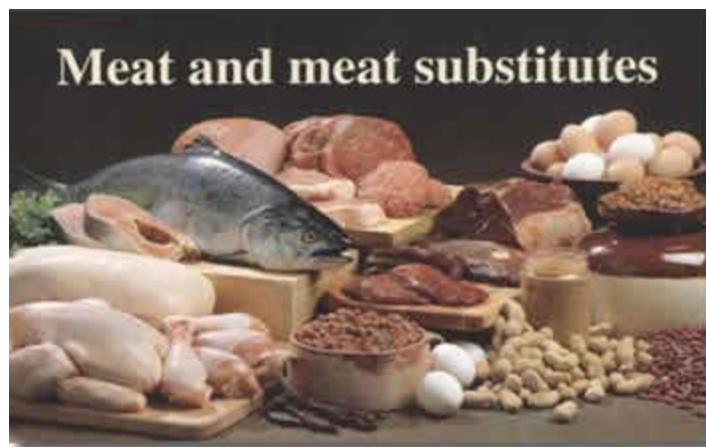
them. Wild meat like deer and moose are much lower in fat than the meat you buy at the grocery store.

**Meat Substitutes** are also a good source of protein. They include:

- Nuts and Seeds
- Cheese and Eggs  
(These are higher in fat)
- Beans (such as kidney beans and baked beans)
- Lentils and dry split peas  
(These are low in fat and are high in fibre)

We need 2-3 servings each day. One serving could be:

- A piece of meat, bird or fish the size of a deck of playing cards
- 2/3 can fish
- 1-2 Eggs
- ½ cup cooked beans
- 2 tablespoons peanut butter



- Trim the fat off all meat
- Eat less high fat sandwich meats such as bologna
- If available, choose wild game more often

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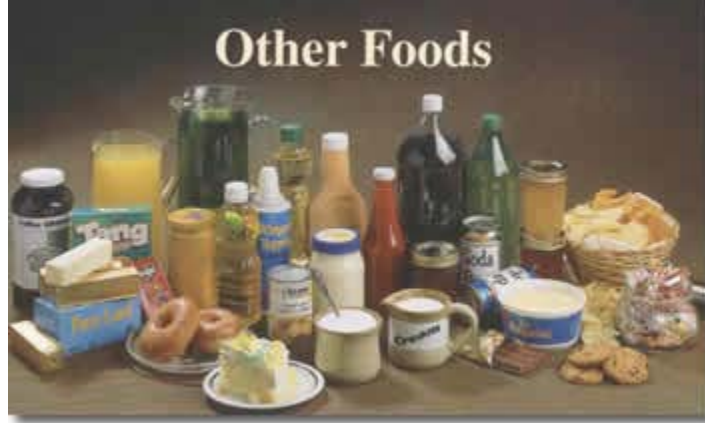
## Other Foods

These foods are called other foods because they are not part of the four food groups. These foods give us very few vitamins and minerals and are usually high in fat or sugar.

These foods include:

- Tang & Kool-Aid
- Chocolate

- Coffee Whitener
- Butter
- Donuts
- Lard
- Cheez Whiz
- Candy
- Cream
- Potato Chips
- Pop
- Salad Dressing
- Jam, syrup, honey & sugar
- Mayonnaise
- Cake



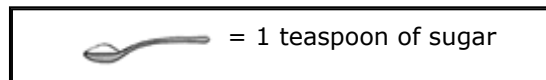
✚ It is best to have these foods less often. Once in a while is okay, especially as a treat.



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## Sugar



As mentioned above, many foods in the Other Foods group are high in sugar. Eating too much sugar can make us gain weight and this excess weight puts us at higher risk for developing **Diabetes**.



Check out how much sugar is in the foods below.


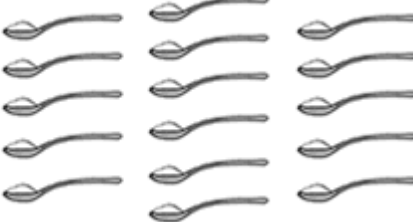


**Ice Tea:**  

**Fruitopia:**  

**Mars Bar:**  

**Cake:**  

**Milkshake:**  

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## Fat

As mentioned above, many foods in the Other Foods group are high in fat. Eating too much fat can make us gain weight and this excess weight puts us at higher risk for developing **Diabetes**.

Some foods are 100% fat. Examples include:

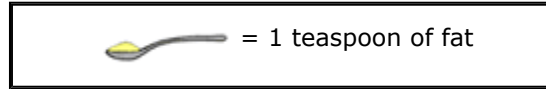
- lard
- vegetable oil
- butter
- margarine


















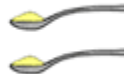


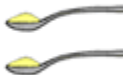





- mayonnaise
- shortening

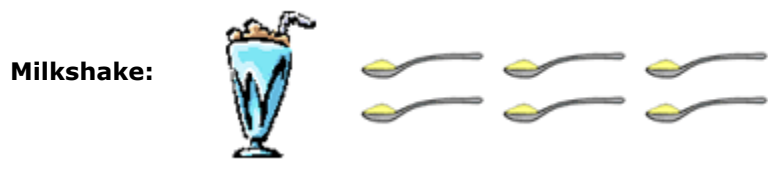
It is important to use these foods in moderation.

Check out how much fat is in the following foods.



<b>Donut:</b>				
<b>Cheese Whiz: (2 tbsp.)</b>				
<b>Chips: (3 oz.)</b>				
<b>French Fries:</b>				
<b>Big Mac:</b>				
<b>Muffin: (not low fat)</b>				
<b>Hotdog:</b>				





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## Shop Smart Tour, a Free Field Trip for Adults

A hands-on, common sense way to get more out of your food dollar and make the healthiest choices.

But where to start? A grocery store has so many choices and labels its hard to know what to buy. Fresh or frozen? Low fat or cholesterol free? And what about hydrogenated fats, sugars, calcium, beta carotene and fiber? A Shop Smart tour can help you sort through the choices and options.



This is an hour long tour, through the store. A Nutritionist will lead the group and show you what to look for on labels and how to read the fine print. We'll help you with suggestions if you have special dietary requirements. Learn how to reduce your risk of diabetes, heart disease, cancer and obesity.



**To Sign up for a tour contact the customer service desk at your local Save-On Foods or Overwaitea grocery store.**

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# POTLATCH

Then & Now

Teacher's Corner

Lesson 4  
Environment and Life

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**U'MISTA**

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**Lesson Concept:**

This lesson outlines how our environment effects our culture, customs, food, etc.

**Learning Outcome:**

It is expected that students will describe how peoples' basic needs are met in a variety of cultures.

**Lesson Plan:**

Ask students to research and compare the lifestyles, customs, and food of a west coast of BC aboriginal group, and another from a different region of Canada (plains, east coast). Have them present their findings in a diptych collage – each side with a picture of the region and showing various aspects of the traditional culture and life of the First Nations who live there. If materials for a collage are limited, have the students present their findings in another way.

Discuss the differences discovered by the students and how the peoples' environments would have been responsible for these differences.

## Teachers Corner

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