NURTURING INDIGENOUS YOUTH AND FAMILIES IN AND BEYOND THE CLASSROOM
OUR MISSION

First Nations Development Institute **invests** in and creates innovative institutions and models that strengthen **asset control** and support **economic development** for American Indian people and their communities.
All attendees will be muted throughout this webinar.

If you have questions, please use the Q&A button and enter your question(s) in the box.

Audio Settings: Change your audio settings. You can also click the upward arrow (^) next to change your speaker.
Chat: Send a message to the panelists or everyone (All Panelists and Attendees) in the webinar.
Q&A: Ask questions to the host and panelists or request technical help.
INTRODUCTIONS

Augusta Ahlm
Agriculture Teacher
Newcomb School

Chuck Charleston
Director of Community Relations & Enrollment
Native American Community Academy

Mary Adelzadeh, Diné
Consultant
First Nations Development Institute
POLL 1

Who do you involve in your Native Farm to School program?

A. Parents  B. Farmers  C. Teachers  D. Elders  
E. Tribal Programs  F. Community Groups  
G. Just starting out, so no involvement yet
ENGAGING YOUTH AND FAMILIES IN NATIVE FARM TO SCHOOL PROGRAMS
Augusta Ahlm, is the founding agriculture teacher of the Newcomb School’s Agricultural program. In her time on the Navajo Nation, Augusta has supported the school and community in building a farm-to-school program that includes a greenhouse, indoor aquaponics system, livestock farm, and soon to be an outdoor classroom. Augusta’s passion for agriculture started at home but was nourished through the educational programs of 4-H and FFA as a youth. Augusta followed this passion when attending New Mexico State University where she received her BS in Agriculture Extension Education, specializing in International Community Development. Augusta followed her education to Colorado State University to receive a Masters of Agriculture, where she did her thesis research with agriculture youth in a small farming and fishing community in Baja Sur, Mexico. Augusta is an advocate for inclusivity and equity for youth and education. In her spare time, Augusta rides reining horses, travels, and spends time with her beautiful niece and nephew.
NEWCOMB SCHOOL, NAVAJO NATION
NEWCOMB SCHOOL

Mission
To teach life skills and agriculture education through culturally competent curriculum that engages and empowers youth.

Vision
A community of youth agriculture leaders working with collaboration with their community to support education and development.
OVERVIEW

❖ Program Background
❖ Community Mapping
❖ Needs Assessment
❖ Ownership and Empowerment
❖ Curriculum
❖ Community Engagement and Leadership
❖ Giving Back and Appreciation
LETS DIG IN

Engaging Youth and Families in Native Farm to School Programming
COMMUNITY MAPPING: WHAT YOU NEED TO KNOW BEFORE YOU START

Who can affect or be affected?

- Stakeholders
  - Facilitates stakeholders to accomplish community vision

- Change Agents
  - The “go to” for connections to information, people, and resources

- Gate Keepers
  - A community member who is trusted as a leader to set examples for new ideas and change.

- Innovators
NOTES AND HELPFUL HINTS

Having stakeholders draw a physical map locating community resources and partners gives a better idea of community access to resources.
ENGAGING COMMUNITY BASED CHANGE

Community Needs Assessment

- What does the community care about?
- What community-identified needs match your organization’s mission and vision?
- How can your organization support community stakeholders and resources to engage in achieving this goal?
NOTES AND HELPFUL HINTS

With Stakeholders:
Use an anchor chart to organize community concerns, categories of needs and root causes
OWNERSHIP AND EMPOWERMENT

Why is it important?

When a community comes together to share efforts, ideas, and resources towards a common goal it creates social capital for program.

A leader creates change. A true leader empowers others to create change in the absence of the leader.

Ownership + Empowerment = Sustainable Change
COMMUNITY BASED + COMMUNITY DRIVEN = COMMUNITY OWNED = COMMUNITY EMPOWERED

❖ Empowering - The community is the most important player in finding and building the solution.
❖ Ownership - If the solution is a result of the communities hard work or from a person from within the community, then it is valued.
❖ Sustainable - Can the chair to the right stand on anything less than three legs?

Sustainability must have three legs to stand on.
   1 - Environmental: Is it good for the environment?
   2 - Social: Do people trust and believe in it?
   3 - Economical: Can it make profit or at least financially support itself?
CULTURALLY COMPETENT CURRICULUM

- Native American Narrative of Agriculture History
- Inviting Elders to teach state mandated standards that cross the line of cultural taboos.
- Indigenous/ Traditional Knowledge
- Go Cross Curricular
  - Math: Mapping Out Garden
  - New Mexico History: Three Sisters
  - Cooking Classes: Harvest and prepare traditional foods

CULTURAL COMPETENCY: BEING AWARE OF A CULTURE’S WORLDVIEW, ALLOWING FOR EFFECTIVE AND POLITE COMMUNICATION AND INTERACTIONS
NOTES AND HELPFUL HINTS

- How am I involved in agriculture?
- How is my family involved in agriculture?
- What do I know about agriculture?
- Who can I ask about agricultural questions?
- Why should I care?
- What traditions effect how I experience food?
- What do I know about my ancestor’s food?

A great place to start is with a personal knowledge inventory of participants.
COMMUNITY ENGAGEMENT AND LEADERSHIP IN ACTION

Create an Inclusive Environment

Things to Consider:

❖ Culturally Relevant
❖ Language Proficiencies
❖ Handicap Accessibility
❖ Childcare Needs
❖ Potential Participants Work Schedule
❖ Community and Program Norms
Community engagement and leadership in action

- Empower Students to be Community Leaders
- Continual Reflection of Community Needs Assessment
- Utilize Resources from Community Mapping
- Create and Inclusive Environment
NOTES AND HELPFUL HINTS

- Invite elders to teach
- ALWAYS buy program supplies LOCAL if possible
- Attend community gatherings
- Host family/community night
- Say YES to opportunities
- Help other youth organizations
GIVING BACK AND APPRECIATION

“Trade your expectations for appreciation and the world changes for you.”
- Anthony Robbins
HOW TO ENGAGE YOUTH AND FAMILIES IN FARM TO SCHOOL WHEN KIDS CAN’T COME TO SCHOOL
CONTINUED ENGAGEMENT DURING COVID

Play is the highest form of research

Albert Einstein
AG ACTIVITIES FOR THE WHOLE FAMILY

❖ Self-assessment and family survey
❖ Scavenger hunts
❖ Field guides
❖ Plant/insect collections
❖ Meal nutrition logs
❖ Storytelling and mapping
❖ Educational novels
❖ Family cookbook
❖ ‘Upcycle’ challenge
❖ Learn a skill for a family tradition

SCIENCE AT HOME

❖ DIY hydroponics
❖ DIY seed germination
❖ Flower dissection
❖ Kitchen scrap garden
❖ Cabbage Ph testing
❖ Asexual propagation of cactus
❖ Soil types and testing
❖ Worm farm
HELPFUL EXAMPLES
ENDING THOUGHTS

“Failing gives you the chance to do better than before.”
- Chris Shorty, NHS Graduate and Participant in NHS Ag Program
RECOMMENDED TEXT

❖ Switch “How to Change Things When Change is Hard”
  ➢ Chip Heath & Dan Heath
❖ Among Cultures “The Challenge of Communication”
  ➢ Bradford ‘J’ Hall
❖ Grit “The Power of Passion and Perseverance”
  ➢ Angela Duckworth
❖ Pedagogy of the Oppressed
  ➢ Paulo Freire
❖ An Indigenous Peoples’ History of the United States
WE CALL IT AGRI-CULTURE BECAUSE IT MAKES US WHO WE ARE.
THANK YOU!

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POLL 2

How do community members serve your program?

A. Share knowledge (traditional, environmental, etc.)
B. Provide unique skills (grantwriting, administration)
C. Help get the work done (manual labor)
D. Financial Support
E. Provide local foods
F. Mentorship
G. Support after school activities
Native Farm to School
A Project of First Nations Development Institute

SHOWCASING NEW MEXICO ENVIRONMENTAL EDUCATION PROJECT: NATIVE AMERICAN COMMUNITY ACADEMY
Chuck, is an enrolled member of the Diné Nation and calls Sweetwater, AZ home. He has been with the Native American Community Academy (NACA) since 2006 as a cofounding team member. Chuck, currently serves as the Director of Community Relations and Enrollment, managing community partner relationships and communications. Prior to his community relations role, Chuck served as the Indigenous languages department head as a language teacher and team facilitator. His responsibilities involved the alignment of instructional practices for all five Indigenous languages offered at NACA. This work is closely tied to his personal interest in language acquisition and songs. Chuck has a strong interest in travel and respectfully exploring diverse cultures. In his spare time, he likes to be outdoors, he also enjoys running and working with his horses.
The Native American Community Academy (NACA) is a tuition-free public charter school serving students in elementary, middle and high school (grades K-12th), originally located in the Southeast Heights of Albuquerque, New Mexico.

NACA’s student body is diverse with many cultural and ethnic backgrounds represented, including students from more than 60 different tribes.

NACA is a small school that focuses on identity through culture & language, holistic wellness, community & family, and academic preparation. Our philosophy is grounded in both the Indigenous thought and a rigorous approach to career-preparatory education. We require excellence from our students, dedication from our teachers, and commitment from our parents.
NACA’S LAND!
LAND-BASED HEALING & LEARNING
PROFESSIONAL DEVELOPMENT
NATIVE AMERICAN COMMUNITY ACADEMY’S LAND-BASED HEALING & LEARNING PROFESSIONAL DEVELOPMENT
<table>
<thead>
<tr>
<th>COLONIZATION</th>
<th>DECOLONIZATION</th>
<th>INDIGENIZATION</th>
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<tbody>
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<td>Western education uses colonial stories, structures and ways of thinking to keep students disconnected from land and community, in order to undermine transmission of knowledge and belonging that traditionally arise from them.</td>
<td>Using education to heal, develop and recover our communities from the harm done by colonization</td>
<td>Re-embedding ourselves back into land and local community in ways that restore Indigenous ways of learning, transmission of knowledge and sense of belonging.</td>
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PLACE/LAND BASED LEARNING

Using our local lands, community and people as the foundation for learning.
PROJECT OBJECTIVES

➢ Support teachers and students at NACA to explore, implement, and practice environmental awareness.
➢ Provide exposure and awareness of environmental education to teachers and students so that they can explore, create, and develop the ways in which people can participate in finding ways to actively address environmental challenges.
HOW?
BY IMMERSING OURSELVES WITHIN LOCAL....

Environments, landscapes, cultures, languages, heritage, histories, teachings, practices, sacred sites, ecology, stories, literature, experiences, etc.
INTERGENERATIONAL LEARNING: INCORPORATE INDIGENOUS KNOWLEDGE/CULTURE INTO STUDENT LEARNING & DEVELOPMENT

- Make NACA a space where family, elders and knowledge keepers are deemed equally/more valuable than ‘academic’ information.
- Create a counsel of elders we consult for guidance on cultural/spiritual appropriateness of activities, curriculums, outings, etc
- Seek and involve family knowledge/teachings/histories/participation.
- Be in relationship with/learn from elders, community members, local knowledge keepers, regional experts.
- Collaborative planning, co-creation with family, elders, community members, knowledge keepers to teach or co-teach.
NACA HOOP HOUSE GARDEN

Project Timeline

❖ September 26th - October 2nd

Project Work Plan

❖ Soil Amendment

❖ Hoop House Construction

❖ Irrigation/Dripline Installation

❖ Transplant Winter Crop Starters & Seeds

Community Partners

❖ NACA Students/Parents/Staff & Alumni

❖ La Plazita Institute & IPCC
THANK YOU!

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QUESTIONS AND ANSWERS
PLEASE SUBMIT YOUR QUESTIONS IN THE Q&A BOX
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https://www.firstnations.org/fnk

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NEXT WEBINAR

**Title:** Harvesting and Collaborating with Native Community Partners

**Presenter:** Aaron Lowden, Ancestral Lands

**Presenter:** Brian Giles, Indian Township

**Date:** Tuesday, December 15th 2020 at 12 pm MST

**Where to Register:**
[https://us02web.zoom.us/webinar/register/WN_MeQ22BIYSO6WSBabO1S7Gw](https://us02web.zoom.us/webinar/register/WN_MeQ22BIYSO6WSBabO1S7Gw)

**Webinar Series Questions?**
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AHE’HEE
YAW^KO
THANK YOU!