EXPLORING STRATEGIES AND BEST PRACTICES: LESSONS FROM THE SOUTHWEST

Native Farm to School
A Project of First Nations Development Institute
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.

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INTRODUCTIONS

George Toya
Farm Manager
Nambe Pueblo Community Farm

Mark Sorensen
Co-Founder
STAR (Service To All Relations) School

Mary Adelzadeh
Consultant
First Nations Development Institute
POLL 1

Are you planning on implementing a Native Farm to School program this spring?

A. Yes  
B. No  
C. Unsure
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NATIVE FARM TO SCHOOL MARKETING & COMMUNICATIONS
George is a self-taught artist from Jemez Pueblo, NM. His art career spans over 50 years and is noted for the bold, colorful Pueblo designs that depict his interpretations of Pueblo life. He is of Jemez Pueblo and Acoma Pueblo descent and was raised in the traditional Pueblo lifestyle. George has a Mechanical Engineering background, was a small business owner and managed the Grammy Award winning group, Black Eagle. He served on the Board of Directors for the Southwest Association for Indian Arts (SWAIA) and on various arts and development boards. George is a painter and graphic artist who specializes in oil, acrylic, watercolor, pastel and pen and ink. His art is in collections throughout the United States and Europe. George has been a lifelong farmer who is now the Farm Manager for the Nambe Pueblo Community Farm, a grantee under First Nations Development Institute.
The Pueblo of Nambé, or Nanbé Owingeh, is one of the six Tewa-speaking pueblos of the northern Rio Grande region. It is located about 15 miles north of Santa Fe, at the base of the Sangre de Cristo Mountains. The name is a Spanish interpretation of the Tewa word “nanbe’”, which roughly translates as “rounded earth”, and “owingeh”, which translates to “pueblo” or “village”. Prior to the arrival of Spanish explorers in the early 1600’s, Nanbé Owingeh served as a primary cultural and religious center for the northern New Mexican pueblo communities, and has existed at it’s current site since the 14th century.
PUEBLO OF NAMBE

FARM TO COMMUNITY
Our economy just a few generations ago was based on trade and sharing before we became dependent on a cash economy. Our behaviors and social norms in our Native lives were once defined by growing food and gathering wild plants.
TRADITIONAL KNOWLEDGE WAS PASSED DOWN FROM GENERATION TO GENERATION BY OUR ANCESTORS. OUR TRADITIONAL TEACHINGS TELL THAT FOOD PLANTS HOLD A UNIQUE PLACE WITH RESPECT TO OUR SPIRITUALITY. WE ARE TAUGHT THAT PLANT LIFE SERVES AS OUR FOOD FOR PURPOSES OF PRAYER AND HEALING.
Good health, positive blessings and wellness are sought by ingesting the crops cultivated with our hard labor and prayers. These crops allow us to make the spiritual connection to live in balance with all existence and to restore and maintain the natural cycle of life.

Picking chile in Jemez Pueblo
During the 50’s & 60’s young farming aged men and women were relocated to trade schools in cities or were drafted into the military. Some never returned home.
Planting, harvesting of crops and wild foods was guided by the seasons and the order of Nature. Our people would come together to work, plowing, planting, weeding, protecting and harvesting for the community. This community effort has all but disappeared in some communities.

Traditional farming knowledge was lost and had to be re-learned.
This is the type of teamwork and community building that helped maintain tight-knit Pueblo Native communities and concern for the well-being of each other that has dwindled today. By involving the whole community, everyone contributed and everyone benefited from the crops, ensuring that all were well fed.

Fields that were once planted were neglected and overgrown with weeds and invasive species of trees.
Water is vital to food production. Lack of access to water has been identified as a major barrier to revitalizing agriculture in Indian country. Prolonged drought conditions and climate change increase the need to secure water sources for food production. To collect and use the water that falls on our lands is an active assertion of our water rights. This also includes a revitalization of traditional agricultural practices. Most of these methods can be implemented at low cost and with few tools, but it requires people, cooperation and collective labor.
Water Has Cultural Significance
Nambe Pueblo Community Garden
Approximately 1 Acre
Nambe Community Member Volunteers
Community Garden Started in 2012
HOW & WHAT WE EAT DETERMINES OUR WORLD

First irrigation

Sweet corn

Melons

Radishes
The average person consumes around 1500 lbs. of food per year. Our Community Farm produced 9000 lbs. of vegetables and crops last year.

Peaches cleaned and weighed

Apples

Sweet cherries

Apricots

Wild plums
SUMMER YOUTH PROGRAM ASSISTS IN PICKING VEGETABLES AND FRUITS FOR DISTRIBUTION
Teaching and Learning to Respect Native Foods

Participation of Tribal Leadership

Elder Participation

Youth Participation
NAMBE PUEBLO
HOOP HOUSE
Growing Healthy Food
Year Round
Typical crops grown in Pueblo fields.

Today’s diet is vastly different among our people today than that which sustained our people for generations in the past. Today’s diet is based on an “all you can eat” approach, which is the opposite to that of the Pueblo traditional teaching of “take just what you need.”
HOW MUCH FOOD COMES FROM YOUR COMMUNITY?

- Chile Peppers & Onions
- Dried Roasted Sweet Corn
- Dried Blue Corn
- Tomatoes
Roasting pit

Sweet corn

Putting corn in pit - evening

Uncovering pit - morning

Retrieving corn

Fresh roasted corn – so good!

Pit roasting corn for Chicos
NATURAL INSECT AND RODENT CONTROL

Rattle Snake - Mouse and Gopher Control

Roadrunner - Hoop house Critter Control

Hawks - Field Mice and Gopher Control
BISON PROGRAM
SUMMER WORKSHOPS

Harvest Basket

Willow Basket Making Workshop

Jam and Pickle Canning Workshops
Hugelkultur Workshop

Old rotting cottonwood

Covering with mulch and manure

Planting seeds

Everyone participates

After School & Summer Youth Program
TO MAKE AN IMPACT IN YOUR COMMUNITY, YOU NEED TO HELP OUT WHEREEVER HELP IS NEEDED
ELDERS SHARING THEIR TRADITIONAL FARMING KNOWLEDGE
DISTRIBUTION AND TEACHING THE IMPORTANCE OF HEIRLOOM SEED PRESERVATION

White corn  Blue Corn  Sweet corn  Posole corn

Pumpkin  Watermelon  Sunflowers  Indian tobacco  Sugar cane
The average household on the reservation spent $1,500 a month on groceries (this figure was much higher on months or day of ceremony).

The average person can eat approximately 1,500 pounds of food a year

❖ How much of this food comes from within the community?
❖ How much came from the community previously?

By investing our own time and energy into growing our own foods, we instill core values that have sustained our people through many hardships in the past. It creates and maintains an appreciation for the food that has nurtured our existence and an ethic for hard work. Young people learn through observation and participation in the processes related to farming and preparation of traditional foods as well as their relation to seasonal and ceremonial concepts.

With respect for the teachings of proper interaction with crops and wild plants, the people cultivated their own food, exercising true self-sufficiency.
Nambe Pueblo looking North
1889

Nambe Pueblo looking North
2017
Nambe Pueblo looking North 1889

Nambe Pueblo looking North 2017
Nambe Plaza 1914

Nambe Plaza 2017
THANK YOU!

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POLL 2

What is your level of involvement with Native producers?

A. Lots of support and collaboration (weekly, every other week)
B. Some support and collaboration (monthly, quarterly)
C. None at the moment, but are interested in working with them
D. None, and we don’t expect to work with them
INTEGRATING NATIVE PRODUCERS INTO YOUR NATIVE FARM TO SCHOOL PROGRAM
Mark W. Sorensen has been deeply involved in community based Native American education for over 40 years, as the lead administrator of Navajo schools and Native-led non-profits serving Navajo, Hopi and Apache students and families. Dr. Sorensen is co-founder, CEO and Board President of the STAR (Service To All Relations) School, the first off-grid, solar and wind powered school in the U.S., located near the southwestern edge of the Navajo Nation in northern Arizona. For the past 10 years, STAR students have learned how to garden in the several greenhouses at the school that produce many vegetables that are served in the school cafeteria.
STAR (Service To All Relations) School, Painted Desert Demonstration Projects, Inc. is a non-profit 501 (C) 3 Organization.

- STAR School is a Pre K-8 public charter school serving Navajo families.
- The school is the first public elementary school in the United States entirely powered by solar and wind energy.
Most school kitchens are not designed to cook from scratch, but students really enjoy the opportunity to learn to cook.
STAR School established a relationship with local farmers and growers to provide the school with fresh produce.
Supplementing what we obtain from local farmers, we grow greens for our salad bar in our school greenhouses and cold frames.
Working with other community-based non-profits, STAR School assisted local growers to expand their growing season with greenhouses.
A COMMUNITY SCHOOL BECOMES A HUB FOR DEVELOPING SOLUTIONS

❖ Greenhouse grown fresh produce
❖ Fresh produce aggregation & distribution
❖ Community cold storage
❖ Food processing/commercial kitchen
❖ Farmers market/mobile market
❖ Navajo tea growing & processing
❖ Community water filtration
REGIONAL FOOD HUB CONCEPTUAL SITE PLAN CONT’D
Youth apprenticing to Hopi farmers in program sponsored by Hopi Tutskwa Permaculture
STAR students harvest greens in the school greenhouse.
Collaborating with other non-profits in our region, STAR School helps local growers develop greenhouses.
At the Annual STAR Harvest Festival, produce from local growers is gathered and techniques of cooking traditional foods are demonstrated.
AHE’HEE

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QUESTIONS AND ANSWERS
PLEASE SUBMIT YOUR QUESTIONS IN THE Q&A BOX
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The recorded webinar can be accessed on our website under the First Nations Knowledge Center at
https://www.firstnations.org/fnk
NEXT WEBINAR SERIES

Finding Educational and Funding Opportunities for Farm to School Programs
Thursday, January 28th at 12:00 pm (MST)

Webinar Series Questions?
Contact: Leiloni Begaye at lbegaye@firstnations.org
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AHE’HEE
YAW^KO
THANK YOU!