

ABORIGINAL

Celebrating Children and Local Aboriginal Culture

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A Resource from the Best Start Network



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De dwa da dehs nye>s, Aboriginal Health Centre

FOR THE PAST three years, the Ontario Federation of Indian Friendship Centres (OFIFC), Metis Nation of Ontario (MNO), Ontario Native Women's Association (ONWA) and Tungasuvvingat Inuit (TI) have been working with a health research team to develop a health database for urban Aboriginal people living in Ontario. The database was designed to be accessible and culturally relevant.

The following statistical findings were generated through the "Our Health Counts" community research project. The site that was used for conducting the interviews for the study was the Aboriginal Health Centre in Hamilton, Ontario. According to the 2006 census, Hamilton has a significant Aboriginal population.

A total of 790 community members were interviewed at De dwa da dehs nye>s for this study (554 adults, as well as 236 adults that spoke on behalf of children). Although this study was conducted in Hamilton, it can be suggested that similar truths exist in Brantford, which also has a significant First Nations population and is only thirty kilometres away from Hamilton.

Here are some of the key points of "Our Health Counts" that relate specifically to children:

- 93% of parents and caregivers felt it was very or somewhat important for their children to learn an Indigenous language.
- 94% of parents and caregivers felt that traditional cultural events were very or somewhat important in their children's lives.

- Rates of asthma and allergies were the most commonly reported chronic conditions in children.
- Asthma rates were twice as high for Hamilton First Nations children compared to general Canadian rates. Chronic ear infections were also high.
- The number one barrier to receiving health care for children reported by parents and caregivers was the length of waiting lists.

Based on the findings of this study, the following policies were recommended:

- Municipal, provincial governments, as well as school boards commit long term funding and resources towards Aboriginal cultural and language programming in collaboration with urban Aboriginal organizations and agencies.
- Municipal and provincial governments work in collaboration with urban Aboriginal agencies and organizations to uplift urban

Aboriginal children's health status equities by elimination of barriers to accessing primary health care, reducing long wait lists and respond to increased prevalence of health conditions such as asthma in a culturally-appropriate way in the primary healthcare realm.

- All systems of government work in continued partnership with urban Aboriginal agencies and organizations to ensure that urban Aboriginal children are accorded their human rights to live in healthy homes and communities and attend day programs/schools in healthy environments that do not exacerbate chronic health conditions such as asthma and allergies.

The above statements have been taken directly out of the "Our Health Counts" Urban Aboriginal Health Database Research Project Community Report. If you would like to read the full version of this report please contact: Anastasia Blackey at the Aboriginal Health Centre in Brantford.



Celebrating Culture through Reading and Language

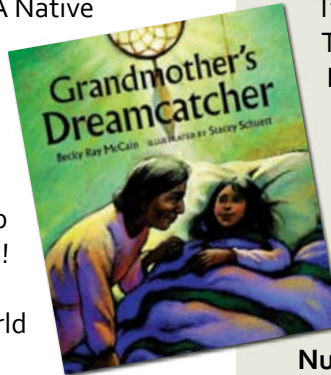
STORY TELLING is one of our many traditions that we as First Nations people still carry to this day. These stories were told to us by our grandparents and great grandparents about the history, culture and traditions of our ancestors. It is through the telling of stories and legends that we as First Nations have kept what is important to us alive, our language, our culture, our traditions and our identity.

Many First Nation communities live in poverty. This is one of the most difficult barriers that First Nation people struggle with when it comes to literacy. With the help of various educational programs, we can overcome these barriers and make it better for the next seven generations to come. By adding our native language into literacy, our children's learning will be much greater and the communities will be much stronger.

One of the biggest successes that First Nations people have done to keep the traditions of storytelling alive is transforming the stories that were told into children's books. Here is a list of some Aboriginal books to read to your children. Some of these stories are legends from various First Nations:

- Baby Learns About Seasons
- Baby Learns About Senses
- Baby Learns About Time
- Baby Learns About Weather
- Baby Learns To Count
- Carry Me Mama
- Chuck In The City

- Counting On Snow
- D Is For Drum
- Eyes, Ears, Nose and Mouth
- Fire Dancers
- Giving Thanks: A Native American Good Morning Message
- Grandmother's Dreamcatcher
- On Mother's Lap
- Hush Baby Hush! Lullabies From Around The World
- I Like To Play
- Kyle's Bath
- Learn The Alphabet With Northwest Coast Native Art
- Learn To Play With First Nations & Native Art
- Lessons From Mother Earth
- Living Safe, Playing Safe
- The Moccasins
- A Promise Is A Promise
- Ribbon Rescue
- Taking Care Of Mother Earth
- Thanks To The Animals
- Where Did You Get Your Moccasins
- I Can't Have Bannock But The Beaver Has A Dam
- Turtles Race With Beaver
- The Legend Of The Lady Slippers
- Little Bears Quest
- How The Fox Got His Crossed Legs.



BASIC VOCABULARY

Numbers in Ojibwe:

- One – Behzig
- Two – Niizh
- Three – Nnswi
- Four – Niiwin
- Five – Naanan
- Six – Ngodwaaswi
- Seven – Niizhwaaswi
- Eight – Nshwaaswi
- Nine – Zhaangswi
- Ten – Mdaaswi

Numbers in Mohawk:

- One – Enska
- Two – Tekeni
- Three – Ahsen
- Four – Kaieri
- Five – Wisk
- Six – Iaia:k
- Seven – Tsia:ta
- Eight – Sha'te:kon
- Nine – Tiohton
- Ten – Oie:ri

Basic Commands in Mohawk:

- Hello – She:kon
- Good-bye – O:nen
- Sit down – Satien
- Stand up – Testa'n
- Please - Takitare
- Thank you – Nia:wen

Basic Commands in Ojibwe:

- Hello – Boojoo/Aanii
- Good-bye - Baamapi
- Sit down - Maudibin
- Stand up - Naanibewin
- Please - Daga
- Thank you – Miigwetch

Three Sister Soup and Homemade Fry Bread

BEFORE EUROPEAN contact, the Haudenosaunee people were excellent farmers, and hunters. The main crops that were planted were corn, beans, and squash and were considered special gifts from the Creator. These three foods, grown together, made up a large portion of the Haudenosaunee diet. The Haudenosaunee people called them the “Three Sisters.”

Three Sisters Soup

- 1 bag of white corn
- 1 butternut squash – cut into bite size chunks
- Green and/or yellow string beans.
- Dry black beans
- Dry navy beans (to thicken the soup)
- 1 box of chicken or vegetable broth
- Use salt pork, cottage roll, or ham

Soak black beans and navy beans in water. Hard boil the white corn in the broth and water for 2-3 hours. Cut meat into bite size chunks. Add to corn, and cook for another 30 min. or so. Add squash and string beans and cook until veggies are done. Add beans and cook for 20 min. on med/low heat.

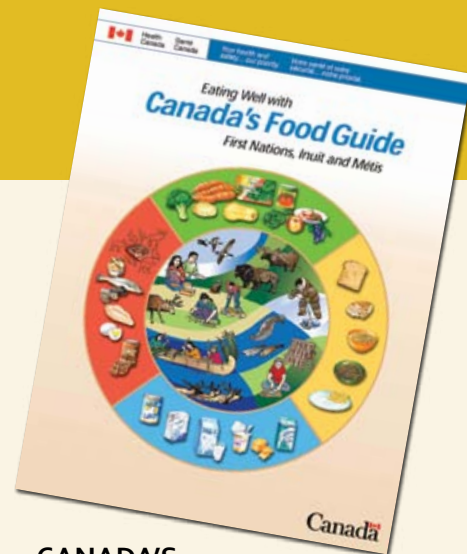
And what is soup without home-made scones/fry bread?

- 2 cup of flour
- 2 teaspoons (not level) of baking powder
- ¼ teaspoon salt
- 1½ cups of milk

If baking in the oven, preheat oven to 400°F. Roll out dough onto floured surface into 1 inch thickness and cut with cookie cutter. (remember not to knead the dough too much or it will get very hard when baking.) Grease baking pan and place in the oven, and bake for 15-20 minutes. Using a toothpick, check the centre of the scones to see if they are fully cooked.

If you're making fry bread, preheat vegetable oil on stove at medium high heat. Roll dough onto floured surface into ½ inch thickness and cut with a cookie cutter. Place dough into frying pan, and cook for 5-7 min. on each side. You may need to cook a little bit longer to make sure the middle is fully cooked. If bread starts to burn, turn heat down to medium.

These recipes were provided by Dawn Martin.



CANADA'S FOOD GUIDE FOR FIRST NATIONS, INUIT AND MÉTIS PEOPLES

This food guide is tailored to reflect values, traditions, and food choices of First Nations, Inuit and Métis. It recognizes the importance of traditional and store-bought foods for First Nations, Inuit and Métis today. It is available in print or online in different Aboriginal languages.

For more information or to request a copy, please visit:

www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php

