



students
r_build

HUNGER CHALLENGE

ROBERT AND EMILY'S STORY

HOOPA VALLEY RESERVATION, CALIFORNIA

2019-2020 UPPER ELEMENTARY AND MIDDLE SCHOOL
DISCUSSION GUIDE



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GETTING STARTED

EDUCATOR NOTE:

Below is an introduction to Robert and Emily's Story, as well as discussion questions to use with your class. You may utilize all or some of the provided questions as you guide your class in discussion.

Standards Alignment:

- Asia Society Global Competencies
- 21st Century Skills
- United Nations Sustainable Development Goals

Video Length: 3.41 minutes

Estimated Time to Complete: 1-3 Class Periods

We recommend that ahead of showing the video to your students you (a) pre-watch the video or read the transcript below, noting any vocabulary or concepts that may be unfamiliar to your students and (b) review the unfamiliar words with your students before showing the video.



Robert and Emily's Story
3.41 minutes

ROBERT AND EMILY'S STORY

FRAMING

The Hoopa Valley Reservation is located in the Humboldt County region of Northern California and is home to the Native American Hoopa Tribe, one of the few Native American tribes in California that was not forcibly removed from their land. Stories and ecological knowledge of fishing, hunting, and gathering are passed down from generation to generation in order to maintain Hoopa cultural food traditions, long-held connections to nature, and the overall health of the Hoopa Valley people. Many Native American communities like the Hoopa Valley Tribe are also exposed to the highly processed, high sugar foods available at most convenience stores. By preserving and spreading ancestral knowledge about food production and community health, members of the Hoopa Tribe are able to combat unhealthy food consumption, provide awareness and access to healthy foods produced through ecologically sound and sustainable methods, and maintain the cultural history and ways of living core to their Native American roots.

In *Robert and Emily's Story*, we meet siblings who work closely with their Native American community and the Intertribal Agriculture Council to provide awareness and access to healthy foods as a means to support their community's health and preserve their cultural heritage.

Robert and Emily's Story will inspire students to reflect on food sovereignty and how their own cultural food traditions affect the health of their families and communities.

DISCUSSION QUESTIONS

Please Note: You may utilize all or some of the provided questions as you guide your class in discussion. Many of the questions below can be used as a jumping off point for deeper engagement or projects.

1. Emily and Robert live on the Hoopa Valley Reservation, located in Humboldt County, California. Find the area where they live on a map.
2. How are the images you saw in the video similar to or different from the images of where you live?
3. Robert says, “What it means to be Native American is you’re kind of closely connected to nature” and his mom says “As Indian people we believe that our identity is in our natural resources.” What is your connection to nature? How is that similar or different from Robert, Emily, and their mom’s connection to nature?
4. The Hoopa Valley Tribe is one of the few Native American tribes in California that was not forcibly removed from their land. What effect do you think having such strong connections to their homeland have on the way Emily and Robert interact with their surroundings?
5. Robert says that in his community garden job, they grow food to sell to their community at a low price. Why does he say they want to keep the prices low for the community?
6. Robert and his mom say that it’s important to know where your food comes from--how it is grown, how it was treated, how it is cut up and how it is transported. Why do they think this is important? What do you know about how your food is grown and transported?

DISCUSSION QUESTIONS

7. Emily talks about a time before her community was “colonized,” meaning before a group of settlers moved into the area and claimed political control over it. What did she say life was like before and after her community was colonized? Why might colonization lead to health problems for native peoples?
8. Robert and Emily’s mom is concerned about certain types of food being available on the reservation. What types of food is she concerned about and why?
9. Robert and Emily’s mom talks about “traditional ecological knowledge” being passed down from generation to generation. What does she mean by “traditional ecological knowledge”? What is the specific knowledge she is proud that her children know and pass on to others in their family and community?
10. After watching the video, what do you think Emily and Robert learned from the generations before them about hunting and gathering?
11. How does the Hoopa’s traditional ecological knowledge affect their access to healthy food?
12. Robert mentions the importance of keeping his tribal traditions alive in order to keep his people alive. What do you think would happen if the traditions related to hunting and gathering were not passed down between generations of Hoopa Valley Tribe members?

VIDEO TRANSCRIPT

ROBERT AND EMILY'S STORY

Time	Speaker	Dialogue
00:00:09	Emily	I'm Emily, and I'm 17.
00:00:11	Robert	I'm Robert, I'm 19, and we live in Hoopa, California.
00:00:15		We live in the Valley, so we're surrounded by nature everywhere.
00:00:20	Emily	We live with our parents and there's seven kids that live in this house -- with one girl.
00:00:27	Robert	Around our house, we have... It's an acre of land that we have all our animals on.
00:00:35		What it means to be Native American is you're kind of closely connected to nature in some way. And it's always been like that for Native Americans.
00:00:43	Meagen	As Indian people, we believe that our identity is in our natural resources. We believe they're in our acorns. We believe they're in our fish.
00:00:52		My name is Meagan Baldy. I am the district coordinator for the Klamath Trinity Resource Conservation District. We're a tribal nonprofit. And I am also Robert and Emily's mom.
00:01:05	Robert	So, the community garden, I've been working at since I was still in elementary school. Now it's actually a job for me to take care of the garden. The produce, typically, we'll take it to our farmers' market that we have every week on Mondays. And we'll sell it to the community for a pretty cheap price. We want to make sure that they are fed well and fed healthily instead of eating all kinds of junk food.
00:01:34		Our community garden, we want people to come in there and pick produce. We want people to come in there and help out. We want people to come in there because it's for them. It's really important that they know where their food comes from and they know that their ancestors used to be able to go hunt and fish and provide for themselves and they can do that as well.

VIDEO TRANSCRIPT

ROBERT AND EMILY'S STORY

Time	Speaker	Dialogue
00:01:52	Emily	Before we started getting colonized, we had to get all of our own food and go and hunt it, gather it. And we had way better health than we do now. Like right now, so many people are having heart problems, diabetes, all these different diseases.
00:02:12	Meagen	Processed, high processed, high fat, high sugar foods on the reservation are really, really detrimental to the native people. I'm hoping that we don't lose that connection to food by just picking up something at the market that we don't know where the animal was, the quality of life of that animal, who cut it up or what happened or even how it was transported to us.
00:02:35		Robert and Emily, they really are taking on a good leadership role in our family and making sure that not only their brothers know exactly how to process food, and they teach them about their traditional foods. But they're also making sure that their community and other kids across the nation are learning about a lot of the stuff that they know.
00:02:57	Emily	We've been gathering for a long time and we go hunting, we go fishing. So we supplied a lot of our own food.
00:03:05	Meagen	That traditional ecological knowledge is passed down from generation to generation and there is a scare that it might go away.
00:03:13	Robert	My grandma tells us if the fish and the deer die, our people die, our traditions die with us, because so much of our traditions involve hunting and fishing and stories about all of that. All of our food ties into our stories.

CHALLENGE OVERVIEW

OVERVIEW

Hunger has many faces. Sometimes hunger is heartbreakingly obvious. Other times, it's less visible but no less destructive. With 821 million people (or one in nine) suffering from hunger globally (one in five in the United States), the faces of hunger are all around us.

With the Hunger Challenge, we're gathering around a global table to learn about hunger in all its guises—malnutrition, food insecurity, “food deserts,” and more—and to investigate how hunger interferes with education and development to prevent too many young people from living full, healthy lives.

GLOBAL NOMADS GROUP

Global Nomads Group (GNG) is an international non-profit organization that fosters dialogue and understanding among the world's youth. Since its founding in 1998, GNG has conducted programs in 60 countries on all seven continents, reaching one million young people. By providing opportunities to interact and engage with different perspectives, GNG helps youth break down stereotypes, address community challenges, develop 21st century skills, and explore what it means to be a global citizen.

Since 2010, GNG and Students Rebuild have partnered on each annual Challenge, bringing awareness to critical global issues and youth stories of taking action.

STUDENTS REBUILD

Students Rebuild, a program of the Bezos Family Foundation, is a free, ready-made adventure in global learning that asks students to put their creativity and compassion to work in support of other young people in need.

Students Rebuild issues an annual Challenge that invites students to respond to global problems affecting young people somewhere in the world. Teachers and students explore the issue in class and, in the process, connect with students around the globe. Then students create art based on what they learn and send it to Students Rebuild. For every piece of artwork they submit, the Bezos Family Foundation makes a financial donation to a respected community-based organization serving youth.

TAKE ACTION

TAKE ACTION

Thank you for participating in the 2019-20 Students Rebuild Hunger Challenge, which invites teachers and students worldwide to help end world hunger and celebrate healthy and sustainable food traditions around the world.

CREATE AN ARTFUL RECIPE

Students will create artfully illustrated recipes—both literal and imaginative.

With these two unique approaches you can find countless ways to bring your recipes to life. Each artful recipe will generate a \$3 donation from the Bezos Family Foundation to support organizations that address hunger and nutrition

Register a team, learn about building an artful recipe, and submit your artwork at studentsrebuild.org/hunger

JOIN THE CONVERSATION

As part of the Hunger Challenge, Global Nomads Group will be hosting three virtual webcast discussions (dates to be announced). The webcasts will be live-streamed events that feature conversations around food, culture, and hunger. Your class/team can submit questions and/or answers to the on-air participants through a facilitated chat room. All you need to join is an Internet connection.

Register for webcasts at gng.org/studentsrebuild

Learn More about Intertribal Agriculture Council: indianag.org