

Sustaining Our Culture: Management and Access to Traditional Plants on Public Lands

Tulalip-Marysville, WA

October 12-13, 2011

Notes from Small Group Discussion

“Reconnecting Tribal Families/Tribal Youth to the Natural World”

Student Leader – Sheila McCoy; Co-Facilitator – Rose James

Attendants: Nellie Williams (Quileut, Tribal lawyer), Anita Cleveland (Quileut, former or current Tribal Chair), Vicky Carrol (Jamestown S’Klallam, Cultural coordinator), Robin Slate (Tlingit, rep. Agency Natural Resources and Conservation), Lori Erikson (Portland OR Museum Science and Industry-runs program “Generations of Knowledge”), Susan Given-Seymour (Northwest Indian College Traditional Plants program), Roberta Basch (Puyallup, interest in new journey and community medicinal gardens), Meghan ? (State Forest Services), Bonita ?, Laura Potash Martin (Puyallup?? National Parks??)

- At institutions (including tribal colleges) “native science” is not considered “real” science, still takes back seat to Western epistemologies and teachings
- Tons of \$\$ has been spent to validate what we already know or have observed to be true, while people with knowledge of the natural world and culturally grounded are not recognized for that knowledge
- Would like to see more of the kids involved, learning by doing and being there.
- Some people [in Quileut] are book smart while others have lived experience. We tend to hear from the book smart people when we ask for help with a problem, they are the ones that are recognized as experts, but their learning and teaching is not the same. Some of our tribal members carry cultural knowledge and understanding of the land, but they are quiet and are not asked to share.
- Would like to know how we can bring intergenerational knowledge sharing models that have worked elsewhere to reservation communities. It can be a challenge to host events, but would like to find a way
- Meghan – State Forest has a program for tribal kids. Challenge getting people out to the places where the program takes place, and consistent participation. We have bussing resources that go around and pick up kids. Would like more teachings from the cultural knowledge holders, we

have learned a lot from working with [Snohomish? Didn't catch which tribe] and the kids that finish the program become very enthusiastic about being outside and learning.

- Bonita – TANF funds support honorariums, buses, etc
- Partnerships between State programs and TANF tribal programs might be a good way to support those things that are difficult to fund for a comprehensive program
- Could invite TANF programs to a workshop, to discuss collaborative funding of intergenerational program; AISES chapters at all of the college campuses (American Indian Science & Engineering Society) – a good network for activating, supporting, or facilitating activities
- TANF focuses on life skills and goal is to get people off of TANF funds. Need suggestions and models that work with these aspects
- Final circle thoughts
 - Service learning projects could get word out for intergenerational program, college student support
 - Share what we are all doing, what is working and how you did it
 - Partnerships are key – train the trainers in State parks
 - Have outreach programs come out to our community. We have Evergreen and UW students. Keep the youth as center of the work. University can bring youth to campus and continue serving in the communities – both experiences are important
 - College and youth together for knowledge sharing events
 - Robin – our agency benefits from partnerships – forest, prairie, watershed restoration projects, internships
 - Lori – Partnering with Portland public schools to help with Native youth program. Federally funded, based on Education Enrichment program
 - Laura – We have a large medicinal garden that could be used for youth and intergenerational learning and teaching