
Program Evaluation

A Report for Debweyendan ("believe in it") Indigenous Gardens (DIGs)

Valoree S. Gagnon
Kelly B. Kamm

Created for the Keweenaw Bay Indian
Community Natural Resources
Department. Contribution no. 80 of the
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Promoting Intergenerational Learning and Access to Healthy Foods and Medicines

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I. PROGRAM EVALUATION REPORT OVERVIEW

a. Debweyendan (“believe in it”) Indigenous Gardens (DIGs) Initiative

In the spring of 2019, the Keweenaw Bay Indian Community (KBIC) was awarded Michigan Health Endowment Foundation funds to promote intergenerational learning and access to healthy foods and medicines through the **Debweyendan (“believe in it”) Indigenous Gardens (DIGs)** initiative. DIGs aims to promote food sovereignty, strengthen wellbeing and cultural identity, and sustain knowledge for future generations. Throughout the 2019 summer and fall harvesting seasons, the KBIC Natural Resources Department (NRD), in partnership with Michigan Technological University (“Michigan Tech”) and the Western Upper Peninsula (WUP) Planning and Development Region, provided a gardening and harvesting workshop series and further developed community capacity for cultural learning and practices. Our three goals were to provide:

- 1) on-site community garden utilities upgrades, and supplies and equipment
- 2) community garden workshop experiences, from soil and seed to harvest and preparation
- 3) landscape gathering workshops focused on foraged foods and medicines of the Ojibwa people.

As part of our original intention in the spring and fall of 2019, each of the 12 workshops were facilitated by knowledge holders who shared their expertise, skills, and Ojibwa teachings on respectful plant and forest relations. Specific food and medicines of the workshops were dependent on our local/ regional teachers, input by the KBIC Traditional Clinic, and our seasonal landscape and garden productivity (e.g., temperature, precipitation, pests, and climate). To learn more about our project workshops, and its evaluation and documentation information, please be welcome to visit the DIGs [Portfolio for Community Workshops](http://nrd.kbic-nsn.gov/sites/default/files/DIGS_portfolio_Oct2020.pdf) <http://nrd.kbic-nsn.gov/sites/default/files/DIGS_portfolio_Oct2020.pdf>, developed to help other communities build capacity for similar programs that promote access to healthy foods and medicines. The Portfolio was also compiled to ensure our community maintains a resource and inventory for future planning of food sovereignty initiatives in the Keweenaw Bay Indian Community. Finally, the [Debweyendan Storymap](https://portal1-geo.sabu.mtu.edu/mtuarcgis/apps/Cascade/index.html?appid=2b0e9f5d4f7d441bbb057fb3dc9b93bc) was created for the DIGs initiative workshops, teachers, and resources so that we may share the many lessons provided by our landscape and gardens and its many teachers with feet, wings and roots. <<https://portal1-geo.sabu.mtu.edu/mtuarcgis/apps/Cascade/index.html?appid=2b0e9f5d4f7d441bbb057fb3dc9b93bc>>

Both tribal and non-tribal community members were welcome to join our harvesting workshops and community capacity events, and thus, both tribal and non-tribal members participated in the program evaluation. Because our project focus was to promote access to healthy foods in our community, participants were asked to complete a pre-survey prior to participating in the first workshop of their choice. Each participant completed the pre-survey no more than once. Participants were also asked to complete a post-workshop evaluation to provide brief feedback after each workshop. These insights were intended to help us document baseline information on community member gardening and landscape harvesting knowledge and skills, determine the impact of our project on community health and wellbeing, and support us in achieving our project goals. The results of the pre-surveys and the post-workshop evaluations are compiled in this report.

b. DIGs Program Evaluation

Participants were asked to participate in DIGs program evaluation although participation was entirely voluntary. If participants agreed, they were asked to complete a pre-survey before attending workshops, consent to multimedia documentation, as well as provide brief feedback after each workshop. Participant insights were intended to help us determine the impact of our project on community health and wellbeing, and to provide documentation to support KBIC in achieving DIGs project goals.

A post evaluation was distributed to participants after 9 of the 12 workshops (3 of the 6 garden, and 6 of the 6 landscape workshops). To solicit feedback on the effectiveness of workshop promotion, topic interests, potential workshop improvements, and ongoing learning interests, participants were asked to respond four questions at the end of each workshop:

1. Where did you hear about today's workshop?
2. What was your favorite part of the workshop today?
3. What could have made your workshop experience better today?
4. What did you hear about today that you would like to learn more about?

The post evaluation survey for Manoomin Camp was emailed as a Google Form to registered participants; it also included additional questions and responses which can be found in Appendix 4 of this report.

All evaluation materials were approved by Michigan Tech's Institutional Review Board and by the Keweenaw Bay Indian Community. As a part of these materials, a consent form was provided for each participant prior to participation in the pre-survey. Parents were required to consent for their children prior to a child completing the pre-survey and post evaluation forms. We obtained consent from the children in addition to parental consent. KBIC also asked participants to provide photo releases for themselves and their children who attended each event. A copy of these materials is located in [Appendix 1](#).

II. DIGs (Pre-project) SURVEY PARTICIPANT RESPONSES REPORT

a. Survey Methodology

The proposed plan for evaluating the impact of the DIGs project was to conduct a pre/post analysis. Individuals who attended a workshop were invited to participate in the evaluation study. Prior to the start of each workshop, participants were invited to complete a survey about their current practices, skills, knowledge, and interest level in areas related to gardening, landscape harvesting, and health and wellbeing (baseline survey). (See [Appendix 2](#) for the pre-project survey in its entirety.) Participants completed one baseline survey regardless of the number of workshops attended.

Endline surveys were sent to participants in early February 2020. The initial response was low (10%). A planned repeat mailing was delayed due to the COVID-19 mitigation procedures put in place in spring 2020. Due to the large-scale disruption of the pandemic, a pre/post data analysis to assess the impact of the workshops was no longer appropriate. Differences between baseline and endline surveys cannot be

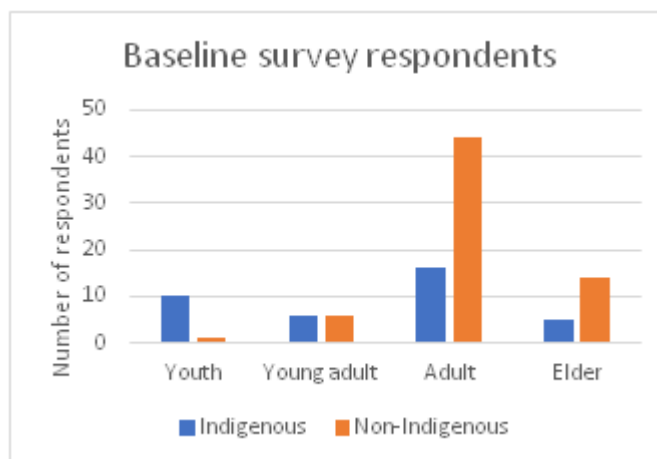
attributed to the workshops independent of the effect of the pandemic. Data from endline surveys prior to the pandemic is too sparse to result in meaningful analyses. Therefore, we present quantitative descriptive data of the baseline survey in this section of the Report and qualitative assessments of the impact of individual workshops from participants in Report sections [III](#) and [IV](#).

The evaluation study was approved by the Michigan Technological University IRB (Institutional Review Board) and the Keweenaw Bay Indian Community prior to the initiation of study activities. All respondents consented to participate; consent was obtained from a parent or legal guardian for minors who assented to participate. (See [Appendix 1](#) for Research Approvals and consent forms.)

b. Pre-survey Results

Twelve workshops were completed in 2019; six community gardening workshops and 6 landscape harvesting workshops. The number of participants at each workshop ranged widely, from 10 to over 100 participants at *Manoomin* (Wild Rice) Camp. The median attendance at each workshop was 23.

Of the 102 baseline surveys completed, 70% of respondents were female with an average age of 35 years. Nearly 25% of the respondents identified as a youth (11%) or young adult (12%), 20% identified as an elder. The youngest respondent was 4 years old and the eldest was 82 years old. Thirty-seven respondents (36%) identified as a Tribal member, Indigenous person, or Tribal descendent (classified as Indigenous for this analysis).



Health and well-being

The majority of respondents (85% or more) purchased and ate local foods, including seasonal foods and reported undertaking practices to support their physical and mental health and wellbeing. Practices to support spiritual (79%) and emotional (72%) health and well-being were also reported by a majority of respondents. These practices did not differ by gender, but Indigenous respondents were more likely to report gathering local medicines (62%) than non-Indigenous respondents (40%, $p < 0.05$). Participation in community activities was high among all respondents, stronger among Indigenous respondents than non-Indigenous respondents (97% v. 77%, $p < 0.05$). Young adults were least likely to report practices and elders being most likely to report these practices, but these differences were not statistically significant. Youth were more likely to report cultural heritage practices than all other age groups (90%) but less likely than other age groups to report mental and emotional well-being practices. As expected, respondents who reported increased knowledge of a topic were more likely to report practices related to the topic. Increased knowledge was linearly associated with increased skill level for most topics.



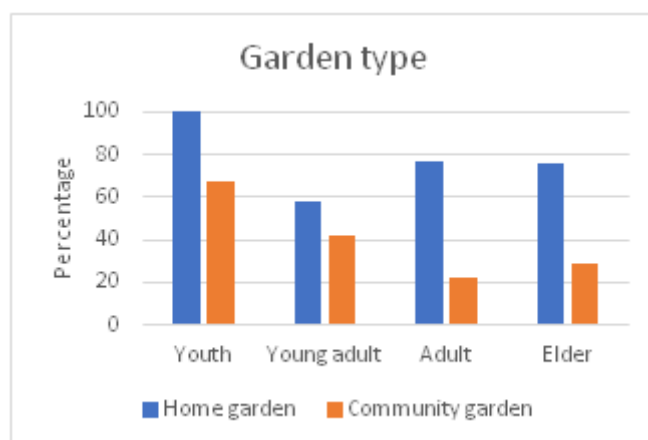
Trends for the youth varied in relation to other age groups, but the variation may be due to the small sample size in this age group and family clusters. Siblings are more likely to be similar to each other than youth not living in the same household. Therefore, if a family attended the workshops with multiple youths, the potential lack of independence between responses of the siblings may impact the results for this age group more than

other age groups. Furthermore, this survey was not designed specifically for younger age groups; results may reflect a lack of understanding of the question among the younger participants.

About 75% of respondents rated their skill level for local foods, and addressing their physical, mental, and spiritual health as moderate or high. Fewer respondents indicated a moderate or high skill level for cultural practices (54%) and that did not differ between Indigenous and non-Indigenous respondents. Topics where fewer respondents felt skilled included gathering local medicines and herbs. One-third of respondents reported no skills in these areas and an additional 40% reported low skill levels. Regardless of current practices or skill level, interest in learning more about all topics listed was extremely high (>85%).

Gardening

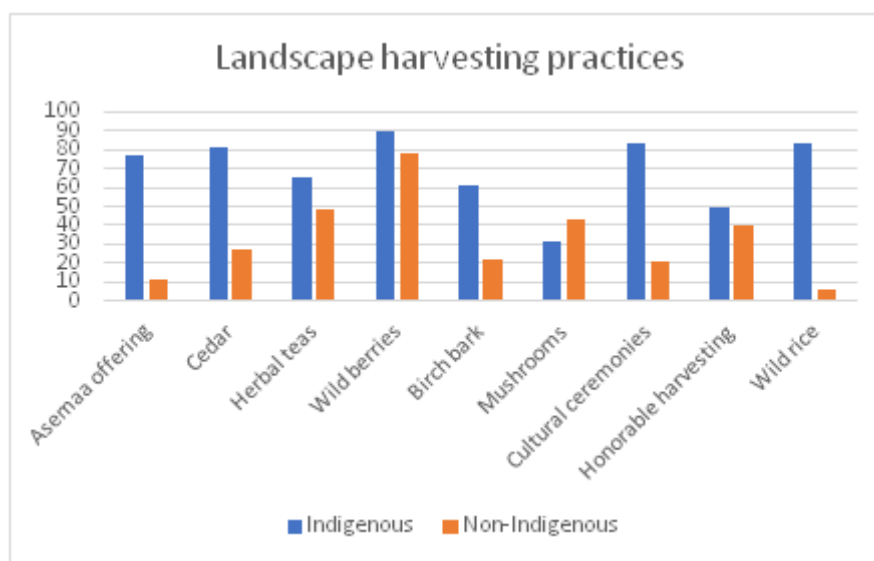
Over 80% of the respondents reported gardening in some form; 50% reported home gardens, 5% reported participating in community gardens, and 25% reported involvement in both home gardening and community gardening. The type of garden varied by age group. Younger age groups utilize the community gardens more than older age groups. Specific gardening practices differed, more respondents purchased starter plants than propagating plants on their own, and seed saving was reported by about one quarter of respondents. Nearly half the respondents indicated they had home orchards or cane fruits, 43% reported growing cultural medicines, and 68% grew herbs. Beekeeping and harvesting honey were the least reported practices, with only 10% of respondents indicating this practice. Harvesting fresh garden foods was common (80%), as was sharing garden foods (85%), but trading (49%) or selling (9%) foods were less commonly reported. In terms of garden care, few respondents reported using pesticides (15%) but composting was common (72%). Soil testing, insect management, disease management, and companion planting were reported by about 30% of respondents, but interest in these practices was strong (85-90%).



Respondents had a wide distribution of skill level for most gardening practices, with the exception of seed saving. More than 50% of respondents indicated they had no skills for seed saving (heritage or non-heritage seeds), beekeeping, or harvesting honey. Insect management, disease management, companion planting, and cultural medicines were also topics where respondents more commonly reported as low or no skills (~35-40% in each category). Similar to the health and well-being portions of the survey, self-reported level of knowledge was linearly associated with skill level. Interest in learning more about the topics was high regardless of whether the respondent was currently practicing or had knowledge or skills related to the topic. The exceptions were pesticide use and selling garden products. Overall, 30% of respondents were not interested in learning more about these topics, but those who did sell garden products or use pesticides were interested in learning more.

Landscape gathering

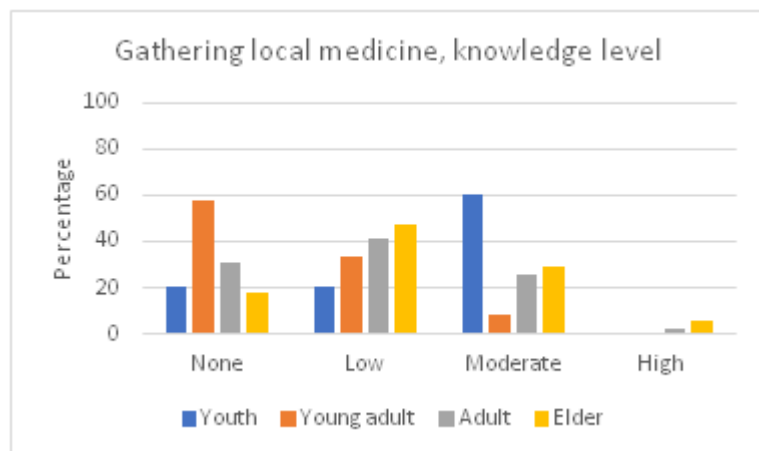
Knowledge, skills, and practices surrounding gathering from the landscape were lower than practices reported above. About a third of participants reported offering Asemaa, gathering sweetgrass, birch bark and utility items, while 25% reported gathering wild rice. Sage, cedar, and materials for herbal teas were gathered by half the respondents and 81% reported gathering wild berries. Practices important to stewardship of the landscape, such as treaty rights (32%), cultural songs (23%) and ceremonies (42%), and honorable harvest (44%) were practiced at varying levels. These practices were different between respondents who identified with a tribe or as an Indigenous person and those who did not. Asemaa was offered by 77% of Indigenous respondents while only 11% of non-Indigenous respondents reported offering Asemaa. Similar trends were seen in all landscape gathering topic areas, except gathering mushrooms and utility items where there were no differences between groups. The differences between groups were smaller for gathering wild berries and honorable harvest, but the trend remained the same.



As with other practices, respondents with a higher self-reported skill level or more knowledge were more likely to report practicing the activity. Interest remained high for these topic areas as well (>80%) and was strong regardless of skill, knowledge, or current practices. Among those few who were not interested in learning more about the topics, these individuals were more likely to report no knowledge of the topic, indicating there is a potential to increase awareness and through increasing awareness, increase interest in various landscape harvesting practices.

Trends

While in many cases, practices, knowledge and skill increased with age group, this was not universal. For example, while older age groups were less likely to report no knowledge about gathering local medicines



than young adults, a higher percentage of youth reported moderate knowledge than any other age group. Sample sizes were too small to assess trends in knowledge or skill by age groups within those who identified as Indigenous. It is important to note that these trends across age groups, particularly for the youth and elder age groups, may not represent the larger population due to small sample sizes. Additionally, for the youth, the small number of family groups may result in unstable estimates.

Overall impact

Due to the pandemic, it was not feasible to determine the impact of the workshops using a pre/post design. However, it is clear from the baseline data and qualitative data collected from respondents that the project was serving a need in the community. These overall data represent a spectrum of individuals who attended the workshops, whether they attended the community garden focused or the landscape focused workshops. Interest in all the topics covered by the program was high. Respondents reported wanting more information, even when their skill level or knowledge was already high, and regardless of whether they were currently practicing the activity or not. This indicates the workshops served the community by both encouraging adoption of new activities and maintenance or improvement of current activities. The workshops also encouraged appreciation and gratitude toward the landscape in which we live.

“I have been able to witness the awakening, full vibrancy, and now the winding down of the land I live on. I have noticed so much more than before.” *Non-Indigenous adult female respondent*

“I take time to study the area and the environment around it – questioning how my activity might impact the plants, animals, native species and utilize the teachings I have learned to make better informed decisions.” *Non-Indigenous adult female respondent*

Respondents discussed new adoption of a wide spectrum of gardening and harvesting practices. One respondent indicated they altered their garden plan in order to ensure fresh garden products to make salsas that they learned how to make and preserve in one workshop. Another reported saving seeds to trade with others. Others reported starting or expanding a garden using knowledge learned both in the workshops

from the teachers, but also from other participants at the workshops. Among our respondents, younger adults were more likely to report gardening in community gardens while adults and elders reported home gardens. This may be a result of access; younger adults may be in living situations that make a home garden inaccessible. Continued expansion of community gardens and outreach to younger adults may provide an opportunity to develop skills and knowledge in this age group that can be taken forward in their lives. Changes were noted in professional practices as well. From a non-Indigenous forestry professional, “I promote and am aware of medicine gathered and account for this use when there are other uses in the forest and community.”

Critically, relationships between participants and the landscape, as well as between participants themselves, were strengthened by these workshops. One respondent indicated they not only spend more time in the woods foraging, but their relationship with the plants and other beings in the landscape has changed. Participants repeatedly cited the community meals as a highlight to strengthen our connections to each other and to the landscape that sustains us.

“Prior to harvesting/gathering or planting I have been offering Asemaa to Mother Earth along with prayer.” *Non-Indigenous adult female respondent*

These workshops encouraged formal learning from workshop teachers, but also informal learning from each other across and within generations. The shared experiences of hands-on learning increased the knowledge and skills of those who attended these workshops, and provided an opportunity for building and strengthening human and more-than-human relationships in our community.

“The Manoomin camp was quite transformational for me in that I am a member of KBIC, but grew up with very few Native teachings....The Asemaa workshop was an honor for me as I helped prepare all the medicinal tobacco for my Tribe. There were also wonderful teachings and stories told, which gives me greater connection to my ancestors and to the reasoning behind the activity.” *Indigenous adult female respondent*

III. PARTICIPANT EVALUATION RESPONSES FOR THE PEOPLES’ GARDEN WORKSHOP SERIES

a. Companion Planting – How Plants Help Each Other

On June 28, 4-7pm, at The Peoples’ Garden in L’Anse, 17 people attended our Companion Planting workshop led by Karena Schmidt (KBIC Ecologist), Kathy Smith (KBIC Habitat Specialist), and Katy Bresette (Ojibwa Educator). The activities and teachings of this workshop focused on plant communities and the ways plants are companions to each other, using each others’ strengths to help and care for one another in different ways. The following information, organized by the four questions, includes the responses gained from 11 attendees at the Companion Planting workshop.

Where did you hear about today's workshop?

The majority of participants heard about the workshop through the **project partner organizations and staff** at the KBIC Natural Resources Department and Michigan Tech's Great Lakes Research Center. Others learned about it from their **family and social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: **planting together** (7), **listening to stories and song** (5), **visiting with each other** (4), and the **good food and teas** (3). Two people specifically named the story of how Corn came to be and the story of Three Sisters garden. There were also two mentions of the good weather that day with one person saying "the cool breeze and listening to the chatter while the planters planted." One person simply articulated their favorite part of the workshop by responding, "All of it."

What could have made your workshop experience better today?

Five responses were shared in response to making the workshop experience better with responses stating "not much/nothing" and "the workshop was great." One person stated "**more time**" while another stated "**more singing**." Finally, one attendee shared a couple of valuable suggestions, 1) **include garden markers** at the Three Sister mounds, and 2) to engage in **shared garden work at each others' homes**.

What did you hear about today that you would like to learn more about?

Community participants shared many learning interests focused on **gardening skills** (5), **plant stories** (2), and **traditional gardening and harvesting activities** (2). The gardening skills interests from attendees include when to plant specific plants, managing for pests and planting catch crops for pests, and general gardening and soils information. One person suggested providing some internet resources. For interest in stories, a participant shared that they'd like to learn more stories about each plant, stating, "**you never know all the stories**." Although stories are closely related to traditional activities, two people specifically mentioned an interest in learning more about Ojibwa traditions connected to planting and harvesting, Indigenous companion planting, and companions that grow wild. An attendee wisely reminded us that "**We are more than the Three Sisters**." Finally, one participant noted that they would like to learn more about ways of learning together, stating that "**Community isn't just sitting in a meeting, it's doing things together**."

b. Appreciating Manidoonsag ("little spirits" or insects)

On July 18, 4-7pm, at The Peoples' Garden in L'Anse, 17 people attended our Appreciating Manidoonsag workshop led by Karena Schmidt (KBIC Ecologist) and Katy Bresette (Ojibwa Educator). The activities and teachings of this workshop focused on learning some of the many lives and purposes of *manidoonsag* ("little spirits" or insects), and to appreciate who they are and to be respectful of the work they do for plant and tree beings, humans, and other relatives throughout the landscape. The following information, organized by the four questions, includes the responses gained from 8 attendees at the Appreciating Manidoonsag workshop.

Where did you hear about today's workshop?

The majority of participants heard about the workshop through the **project partner organizations and staff** at the KBIC Natural Resources Department, Michigan Tech's Great Lakes Research Center, and Western UP Planning and Development Region. Others learned about it from **family members**, workshop **flyers**, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: **learning about plants and their needs** (6), **diagnosing plant health activity** (6), **sharing stories** (3), and the **beehouse building activity** (1). There were several comments that connected specific knowledge about nutrients, plant leaf color, and soil quality with Karena's diagnostic activity in the community garden. From participant feedback, it is clear that the workshop focus was strongly on the plant beings. This is in contrast to the prior workshop comments that revealed more balance between the plants and people being with each other. People also mentioned other important lessons drawn from the workshop such as the importance of "combining knowledge" and the reciprocity between plant and human communities, "**They give to us and we give to them.**" Finally, one person simply articulated their favorite part of the workshop by responding, "All of it - I loved it."

What could have made your workshop experience better today?

Five responses were shared in response to making the workshop experience better with responses stating "met my expectations," "nothing" and "this was very good." One person stated that they really liked hearing about the trefoil and dronia. Finally, one attendee shared that the workshop experience could have been better if they would **remember their feast bundle**. To learn more about feast bundles, please visit the following website, <<http://anishinabeknews.ca/2015/03/16/creating-our-feast-bundles/>>.

What did you hear about today that you would like to learn more about?

Community participants shared learning interests focused on **general and specific gardening skills and growing techniques** (6), **other manidoonsag** (1), and **KBIC garden [volunteer opportunities](http://nrd.kbic-nsn.gov/get-involved)** (1) <<http://nrd.kbic-nsn.gov/get-involved>>. The gardening interests from attendees include nutrient treatments, companion planting, in-garden compost holes, tomato plant diagnosis, fruit trees, and more information in general for new gardeners. For interest in manidoonsag, one participant indicated interest in "some of the other bugs that need our love and that get ignored." Finally, one participant asked how they may contribute their time to KBIC garden projects.

c. Making Healthy Salsas with Garden Fresh Ingredients

On September 7, 10am-2pm, at KBIC Senior's Center and Commercial Kitchen in Baraga, 14 people attended our Making Healthy Salsas with Garden Fresh Ingredients workshop led by Amy Sikkila (Commercial Kitchen, certified), Karen Runvik (Commercial Kitchen, certified), and Karena Schmidt (KBIC Ecologist). The salsa workshop activities and teachings focused on making fresh salsas, food preservation, and health and safety measures associated with processing and canning fresh vegetables and fruits. The following information, organized by the four questions, includes the responses gained from 10 attendees at the Salsas workshop.

Where did you hear about today's workshop?

The majority of participants heard about the workshop through the **project partner organizations and staff** at the KBIC Tribal Center and Natural Resources Department, Michigan Tech's Great Lakes Research Center, as well as attending prior landscape workshops. Others learned about it from **community and family members**, workshop flyers, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: the **hands-on activities** of chopping, preparing, and cooking of fresh vegetables, and canning and tasting salsas (8), **shared stories, happy voices, laughter, and cooperative work among community members** (8), **learning about food preservation** (5), **the variety of salsas and recipes** (4), the **teas and lunch** (3), and the **teachers** (1). There were several comments that connected shared work and community. People described these connections as "a gathering of women and children excited about canning and food preservation," "everybody helping," "mingling with others while we worked together," and "the hands on sense of community and wonderful teachers." Finally, one person responded that their favorite part of the workshop was simply, "Great workshop."

What could have made your workshop experience better today?

Eight responses were shared in response to making the workshop experience better with *two* responses stating "It was perfect." Three responses referred to the need for **more advance planning and preparation time**, including the Weck jars that had not yet been delivered prior to the workshop; Weck jars were intended for the fresh salsa. (Some workshop organizers attended so perhaps that's where this feedback came from.) One person stated that **more attendees** could have made the experience better but also commented that the workshop was wonderful with the people who did attend. Another participant noted that they would have liked **more hands on with the cooking process**. Finally, one attendee shared that the workshop experience made them "very happy."

What did you hear about today that you would like to learn more about?

Community workshop participants shared many learning interests, including **different types of preservation techniques and additional foods** (9), **general vegetable gardening and growing information** (2), **nutritional value and health benefits** of salsa workshop vegetables (1), and interest in **more food workshops** (1). The food preservation interests include general canning, canning other produce, cranberry harvests, and vegetables, canning meats and fish, as well as interest in a kimchi workshop and food fermentation processes and techniques.

IV. PARTICIPANT EVALUATION RESPONSES FOR THE LANDSCAPE HARVESTING WORKSHOP SERIES

a. Preparing for Foraging Foods & Harvesting Medicines

On June 15, 10am-3pm, at KBIC Natural Resources Department in Pequaming, 45 people attended our workshop on Preparing for Foraging Foods and Harvesting Medicines led by Howard Kimewon

(Ojibwemowin educator), Doreen Blaker (KBIC leadership), Katy Bresette (Ojibwa educator) and Lisa Denomie (KBIC educator). The activities and teachings of the first landscape workshop focused on preparing our minds, hearts, and bodies for the foraging season, centering the harvest for foods and medicines in a good way, and also, acknowledging that every individual has roles and responsibilities associated with the harvest and harvesting – all ages, genders, skills, and abilities participate in unique and needed ways. Much of the activities focused on *wiigwaas* (“birch bark”) and *wiigwaasan* (pieces of birch bark), a critical component for / of gratitude as birch bark is a primary material for creating carrying containers and baskets for harvesting an assortment of foods and medicines in all seasons. The following information, organized by the four questions, includes the responses gained from 23 attendees at the Preparation workshop. (Note: Some participants left before we remembered the post workshop evaluation so the low response was not due to participants declining to evaluate the workshop.)

Where did you hear about today’s workshop?

The majority of participants learned about the workshop through the **project partner organizations and staff** at the KBIC and KBIC’s Natural Resources Department, Michigan Tech, and the WUP Planning and Development Region as well as the **workshop teachers**. Others learned about it from **community and family members**, workshop flyers, **Indigenous Insights**, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: the **hands-on, creative nature of activities**, including the birch bark and basswood thread activity, and porcupine quill art (13), **learning content from the teachers about culture, heritage, and stories** (11), **being a part of a community of learners, new and old friends** (9), **the luncheon** (4), and the fact that the workshop was **free** (1). Many participants engaged in the hands-on activities to create birch bark baskets of different kinds and sewed them together with basswood thread. Some stripped natural and dyed basswood into thinner and thinner strips and others made quill art. People commented on Katy’s description of societal roles and Mr. Kimewon’s stories on Native American culture and ways of life. There were also comments that highlighted the unique learning opportunity provided by this workshop, particularly about something “so simple in our backyards,” and alongside others who are “mindful” and “who share an interest and love in birch.” Finally, one person responded that their favorite part of the workshop was simply, “A great turnout.”

What could have made your workshop experience better today?

In response to making the workshop experience better, ten participants provided comments with similar statements such as “nothing,” “This was great, thank you for the lunch” and “It was perfect.” Three responses referred to the need for **more guidance and assistance** for the event and with the activity and tools, two referred to the weather (the cold morning and the hot afternoon), and two comments were focused on the participant themselves, one needing to pay more attention and another had forgotten their lawn chair. Others commented on the workshop content and activity expressing interest in **more time (multiple days)**, **more forest time**, **meeting with Birch trees** and **more on the natural history of the woods**. Finally, three attendees shared comments on the tools, that **more tools were needed** and to **have the tools prepared** for the workshop experience.

What did you hear about today that you would like to learn more about?

Community workshop participants shared many learning interests, including **harvesting birch bark** (10) with an emphasis on **respectful, sustainable and honorable harvesting** (7), **cultural teachings** (6), **the birch tree and bark** (5), and interest in the **herbal teas and harvesting local herbs** (2). The components of cultural teachings expressed by participants included teachings on plants, traditional medicines, Anishinaabe ceremony, and roles for different people within communities. The focus on the birch tree and bark interests included making baskets and other things from birch, including birch medicines. To learn more about herbal teas and plants, please visit the [KBIC NRD website](http://nrd.kbic-nsn.gov/sites/default/files/fs-karenas-teas.pdf): <<http://nrd.kbic-nsn.gov/sites/default/files/fs-karenas-teas.pdf>> and <<http://nrd.kbic-nsn.gov/food-sovereignty>>

b. Everyday Medicines

On June 22, 10am-3pm, at KBIC Natural Resources Department in Pequaming, 36 people attended our workshop on Everyday Medicines led by Howard Kimewon (Ojibwemowin educator), Jerry Jondreau (Forester and Educator), Katy Bresette (Ojibwa educator), Karen Schmidt (KBIC Ecologist), and Lisa Denomie (KBIC educator). The activities and teachings of the second landscape workshop focused on learning to see the renewal and growth across the early summer landscape as an abundant source of Everyday Medicines. Much of the focus was on the importance of diverse medicines throughout the landscape with each individual teacher having various interests and skills about different medicines and the landscapes they call home. The following information, organized by the four questions, includes the responses gained from 12 attendees at the Preparation workshop. (Note: Some participants left before we remembered the post workshop evaluation so the low response was not due to participants declining to evaluate the workshop.)

Where did you hear about today's workshop?

The majority of participants learned about the workshop through the **project partner organizations and staff** at the KBIC and KBIC's Natural Resources Department, and Michigan Tech as well as the **workshop teachers**. Others learned about it from **friends**, and **community and family members**, **workshop flyers**, **Keweenaw Land Trust**, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: **learning with Howard** (6), **learning about the different teas** (5), **learning about different wood types and uses** (2), **visiting** with others (1), the **warm up exercise** (1), and **lunch** (1). Participants described their favorite parts of learning with Howard specifically as Howard's stories and teachings on different wood, including cedar in conjunction with the sweat lodge, medicine teachings and learning about Native medicines, and also tasting prepared medicines by Howard. Finally, one person indicated that the full belly provided by lunch helped them think better and learn more.

What could have made your workshop experience better today?

In response to making the workshop experience better, seven participants provided comments with similar statements such as "nothing," and statements that included the word "great." Three responses referred to the desire to have **more activities** such as making medicines from woods. Another suggested that having a **handout with Ojibwe words for the different trees and medicines** would have added to their

experience. Others commented on the workshop more generally expressing interest in **more workshop time and more sun!**

What did you hear about today that you would like to learn more about?

Community workshop participants shared many learning interests, including **medicines (6), tree ID, different wood, and harvesting bark (3), plant names in different languages (1), local foods and food sources (1)** and interest in **honorable harvesting from trees**. The components of medicines expressed by participants for further learning included more about forest sources of medicine, gathering and preparing different medicines, and various uses of medicines for human needs.

c. Manoomin (Wild Rice) Camp

From August 30-September 1, at the Ford Center and Forest in Alberta, more than 100 total people attended Manoomin Camp, in whole and in part, led by Roger LaBine (manoomin expert and educator), Scott Herron (manoomin expert, ethnobotanist and educator), Kathleen Smith (KBIC Natural Resources), Steve Perry (cultural educator), Donnie Dowd (Ojibwa educator and storyteller), and Cortney Collia (manoomin and cultural educator). The activities and teachings of the annual Manoomin (wild rice) Camp focused on learning to appreciate, harvest and process manoomin. Every year, the Camp is rich with teachings and stories, constructing ricing tools (paddles, sticks & poles), Canoomin (canoe safety for harvesting), making various craft items such as tobacco pouches and baby moccasins, seeding a nearby lake for next year's harvest, and the time intensive manoomin processing. The following information, organized by the four questions, includes the responses gained from 23 attendees at Manoomin Camp. (The post evaluation survey for Manoomin Camp was emailed as a Google Form to registered participants; it also included additional questions and responses which can be found in Appendix 4 of this report.)

Where did you hear about Manoomin Camp?

The majority of participants learned about Manoomin Camp through the **project partner organizations and staff** at the KBIC and KBIC's Natural Resources Department, Michigan Tech, and WUP Planning and Development Region as well as the **workshop teachers**. Others learned about it by attending **prior workshops** in the KBIC series or by attending **prior Manoomin Camps**, and from **friends, colleagues, and community and family members**, workshop flyers, **Great Lakes Indian Fish and Wildlife Commission (GLIFWC)**, the **Wild Rice Initiative**, and many also learned about Camp through **social media**.

What was your favorite part of Manoomin Camp?

Participants commented on their favorite part of the workshop as two or more of the following: **the teachers and teachings (15)**, the **people and interacting with others (12)**, **manoomin processing** including all of the processing as well as parching, dancing, and winnowing (9), **the feast and ceremony honoring Roger (5)**, **restoration work at Net River and Eagle Staff ceremony, including seeing manoomin successfully seeded the year prior by Camp participants (5)**, and **making ricing tools** including the knocking sticks and push poles (4). Five participants expressed holistic camp statements such as "Everything," "the entire immersed experience," and "There was my favorite-favorite and my favorite," noting that every activity was well planned and the challenge of choosing one part. Participants

shared many comments about our manoomin teachers, from their hands-on help to their cultural teachings and stories on manoomin and its importance to traditions, heritage, and Indigenous culture. The teachers and teachings were noted as inspiring, enriching, moving, special, and amazing. Others shared their favorite parts of camp in terms related to being with others, openness and welcome expressed by others, developing relationships, connecting with others, comradery, laughter, common experiences to grow together, and spirituality with like minded people. Finally, one person responded that their favorite part of Manoomin Camp was “coming home.”

What could have made your workshop experience better today?

Many responses were shared in regard to making the workshop experience better with 13 participants stating similar comments such as “Nothing,” “I loved it,” “a great experience,” and wanting more time to spend at camp. Others noted wanting **more time dedicated to specific activities related to manoomin** (4), such as going to harvest rice, jigging in the pit, and cleaning rice together, and teachings on how to prepare the wild rice, **incorporate more Anishinaabemowin** into the event, and more specifically, learning wild ricing terminology (knockers, push poles, parching, etc.) in Anishinaabemowin (2), **staying overnight** at the camp (1) and **taking more walks in the woods** (1). One person noted that their experience could have been better if they were not having feelings of concern for offending people at camp due to the company they are employed by. Finally, six attendees shared **suggestions related to information and communication**, specifically, creating and sharing a general agenda for every day of the camp, sharing and ensuring registration information is easy to find online, a brief welcome and summary overview for the start of each day (especially for those who cannot attend every day of the camp), a teacher or camp organizer to help attendees with information and activities that they missed on other days, and, recommended readings and resources for activities and teachings taking place at camp which would support manoomin and cultural learning for tribal members and non-members alike.

What did you hear about today that you would like to learn more about?

Community workshop participants shared many learning interests, including a range of information about **cultural history, stories, and teachings** (11), **harvesting manoomin** (4), **manoomin restoration** (4), **ways to support and be better manoomin stewards** (4), including volunteer opportunities, making **ricing tools** (3) such as paddles, sticks, moccasins and winnow baskets, and **the manoomin documentary** shared by Roger (2). Four participants also expressed interest in learning about “All of it,” and “any lessons” about manoomin. Interests in culture and tradition included learning more about Ojibwe origins and stories, Anishinaabe cultural traditions, songs, water ceremonies, the Little Boy and Grandfather drums, traditional foods in the region, and gifts of personal sharing from the teachers. For KBIC [volunteer opportunities](http://nrd.kbic-nsn.gov/get-involved), please visit <<http://nrd.kbic-nsn.gov/get-involved>>.

d. Mushroom Exploration

On September 14, 10am-3pm, at the KBIC Natural Resources Department in Pequaming and the Pinery Ski Trail in L’Anse, 25 people attended our Mushroom Exploration workshop led by Dana Richter (Forestry Professor), Karena Schmidt (KBIC ecologist), and Lisa Denomie (KBIC educator). The workshop focused on teachings of mushroom ecology, shared resources for mushroom lovers and explorers, and also had a field mushroom exploration component at the Ski Trail in the afternoon. Dr. Richter provided an overview of mushrooms in the world of organisms in the morning session. He also

led a question and answer session throughout his discussion, providing many resources for further learning and instructions on things like how to do a spore print. The following information, organized by the four questions, includes the responses gained from 20 attendees at the Mushroom Exploration workshop.

Where did you hear about today's workshop?

The majority of participants learned about the workshop through the **project partner organizations and staff** at the KBIC Natural Resources Department and Michigan Tech as well as the **workshop teachers**. Others learned about it from **friends**, and **community and family members**, workshop flyers, **Keweenaw Co-op**, **Tech Today**, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: **the mushroom exploration activity** (12), **learning and sharing stories about mushrooms and fungi** (6), **Dr. Richter sharing his expertise** (5), **gathering together and enthusiasm of others** (4), the mushroom soup and **lunch** (3), and the **warm up exercise**. Participants described their favorite parts of the mushroom exploration activity specifically as enjoying the walk in the woods and the gathering and foraging of mushrooms as well as the mushroom identification including the gathering of all the mushrooms at the end of the exploration. Finally, four different people indicated that their favorite part of the workshop was “everything” and “all of it,” while one person said “being outside” was their favorite.

What could have made your workshop experience better today?

In response to making the workshop experience better, two participants provided compliments, “It was great,” and “Well done, good number of people.” One person noted that they wished more KBIC people had attended. comments such as “nothing,” and statements that included the word “great.” Someone responded about the desire to **find more chanterelles**, and having a **picnic table at the teaching site** would have added to their experience. Other specific suggestions included, having some **one on one assistance**, **recipes**, and perhaps having the workshop **limit to a few species for focused learning on edibles**. Others commented on the workshop more generally expressing interest in a **3 days long mushroom workshop time and less wind**.

What did you hear about today that you would like to learn more about?

Community workshop participants shared many learning interests, including a range of specific information about **mushrooms** (10), **landscape harvesting opportunities** in general (4), and **ecosystem relationships** (3). While one person indicated that mushrooms are not their forte, others shared their interests in local edible mushrooms and seasons, general mushroom knowledge, traditional Ojibwe mushroom uses, medicinal mushrooms (i.e., turkey tail), and different types of and identification of mushrooms. The ecosystem relationships of interest were Indigenous women's knowledge related to natural resources, symbiotic relationships, and ecosystem functions and connections. Specific harvesting interests included more natural and environmental workshops, food and nature's garden, recipes, and interest in having study groups focused on landscape harvests.

e. American Sweet Crabapples – Applesauce, Vinegar & Cider

On September 26, 10am-3pm, at the Zeba Community Hall in Zeba, 40 people attended our American Sweet Crabapples workshop led by Martin Reinhardt (Native American Studies Professor), Tina Moses (educator), and Lisa Denomie (KBIC educator). Our fifth landscape workshop focused on Indigenous foods and food systems, and many years of food sovereignty research and practices concerning decolonizing Indigenous diets, food provisions in Treaties, and traditional ecological knowledge within Indigenous food systems. Following an interactive presentation and dialogue with Dr. Martin Reinhardt and Tina Moses, workshop activities centered on preparing foods from the American Sweet Crabapple (*Malus coronaria*), the only native apple to North America. Participants prepared the crabapples for making applesauce, learned how to make apple cider vinegar and also made apple cider from a variety of local wild apples using a cider press. The following information, organized by the four questions, includes the responses gained from 14 attendees at the American Sweet Crabapples workshop.

Where did you hear about today's workshop?

The majority of participants learned about the workshop through the **project partner organizations and staff** at the KBIC and KBIC's Natural Resources Department, Michigan Tech, and WUP Planning and Development Region as well as the **workshop teachers**. Others learned about it from **friends**, and **community and family members**, workshop flyers, **Northern Michigan University**, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: **the hands-on, interactive activities** (10), including, cutting apples, making cider and using the cider press, vinegar, and applesauce, as well as tasting and sharing apple recipes and products, **the teachers' presentation and shared information** (6), **being with others** (3), **the "delicious chili and cornbread,"** (1), and the **warm-up exercise** (1). Many participants also described their favorite parts of the workshop as "Everything," "All good," "lovely setting," and "loved learning everything." Participants shared comments about the teachers and their presentation as "inspiring and informative," "well done," and "excellent;" a particular favorite was hearing about all the knowledge holders and the work they're doing on food sovereignty. In noting that the favorite part was being with others, participants stated, "Great participants, "Community feeling" while working alongside others, and "Good work, good friends, good times. Nothing can be better."

What could have made your workshop experience better today?

Five responses were shared in response to making the workshop experience better with one response stating "Nothing, it was fabulous/all good." Another participant noted that **bringing their children** with them to the workshop would have made the experience better. One person needed more guidance and **instructions when the activities began**, as they were unsure which activity they could participate in, the applesauce, vinegar or apple cider. A suggestion provided by a participant was to **bring additional fruits to combine flavors of the different juices**. Finally, one attendee shared that "the presentation could have been more interactive."

What did you hear about today that you would like to learn more about?

Community participants shared learning interests focused on **Great Lakes histories, treaties and cultural relationships** (8), **the decolonizing diet project**, including recipes and taste testing (3), **vinegar recipes** and ways to use vinegar (1), and more about **making apple ciders** (1). More specific Great Lakes learning interests included Indigenous relationships with trees and plants, native foods in the region, and Woodlands culture and foodways. Finally, one participant commented that they recognized the whole spiritual mood of the day and offered their gratitude.

f. Asemaa (Tobacco) Teachings and Processing

On November 9, 10am-3pm, at the Zeba Community Hall in Zeba, 31 people attended our Asemaa workshop led by Biskakone Greg Johnson (Ojibwe medicines educator) and Wasanodae Ann Johnson (Ojibwe medicines educator) from Lac du Flambeau. Our final landscape workshop focused on Indigenous medicines, with the most sacred gift of asemaa. The workshop began with an introduction by our teacher Biskakone Greg Johnson, who spoke of his lifelong learning with many community teachers and throughout Ojibwa territory. He shared stories about teaching his daughter, Wasanodae, and how much he continues to learn about medicines from her as well. Wasanodae worked forest medicines - *Makomin* (bear berry), *Aajidamoo-ozo* (white yarrow), *Wezaa-wanuk* (wild licorice), and *Miskwaabiimizh* (red osier dogwood) - sharing teachings and preparing them to be added to asemaa as appropriate. Throughout our workshop, Biskakone emphasized how fortunate we all were to have such a wonderful, abundant asemaa harvest to process and share with each other this year. The following information, organized by the four questions, includes the responses gained from 14 attendees at the workshop.

Where did you hear about today's workshop?

The majority of participants learned about the workshop through the **project partner organizations and staff** at the KBIC and KBIC's Natural Resources Department and Michigan Tech as well as **prior workshops**. Others learned about it from **friends**, and **community and family members**, workshop **flyers**, **New Day at KBIC**, and through **social media**.

What was your favorite part of the workshop today?

Most participants commented on their favorite part of the workshop as two or more of the following activities: **learning about asemaa** including asemaa teachings, stories, and values (7), the **hands-on activities of asemaa processing** (6), **learning in general** (3), **the company of others** (2), and **lunch** (2), specifically the carrot cake. Participants shared their favorite parts of the workshop as learning about and with asemaa, specifically, teachings about growing, mixing with other medicines, cultural uses, and how to care for asemaa, as well as how to process asemaa in our northern climate and learning about the strength of our asemaa. Finally, two people responded with statements of gratitude, "Thank you for the opportunity to learn," and "Appreciate what you do."

What could have made your workshop experience better today?

Three responses were shared in response to making the workshop experience better with one response stating "It was good all the way around, nothing," and a comment noting "Arriving earlier," would have made the experience better. The third response simply stated, "More food," although it's unclear if they had wanted to eat more or wanted more food available.

What did you hear about today that you would like to learn more about?

Community workshop participants shared many learning interests, with the majority focused on learning more about **asemaa and other medicines** (9), with other interests focused on **traditions and culture** (4). The learning interests about asemaa and other medicines expressed by participants included asemaa origins, growing and caring for tobacco plants, asemaa offerings, asemaa medicinal uses, and using and mixing other medicines with asemaa.

V. APPENDICES

Appendix 1: Research Approval (MTU & KBIC) and Consent Forms

The Michigan Technological University Institutional Review Board (IRB) and the Keweenaw Bay Indian Community have approved of this DIGs project research. Specific information about the research project at Michigan Tech is listed below. Information about the research review process at Michigan Tech can be found on the University's [Research website](https://www.mtu.edu/research/integrity/human-subjects/). <<https://www.mtu.edu/research/integrity/human-subjects/>>. The following pages in Appendix 1 include the consent forms that were used for adult and for children participation in DIGs program evaluation research as well as documentation of KBIC approval.

Research Institution	Michigan Technological University, Houghton, MI
IRB Reference #	M1888
Active IRB Dates	5/31/19-5/31/2021
Title	Debweyendan Indigenous Gardens (DIGs)
Principal Investigator	Gagnon, Valoree
Co-Investigator	Kamm, Kelly
Sponsor	Keweenaw Bay Indian Community Natural Resources Department

KEWEENAW BAY INDIAN COMMUNITY

2019 TRIBAL COUNCIL

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Keweenaw Bay Tribal Center
16429 Beartown Road
Barega, Michigan 49908
Phone (906) 353-8623
Fax (906) 353-7540

ROBERT "J.D." CURTIS, JR.
DALE F. GOODREAU
RANDALL R. HAATAJA
KIM KLOPSTEIN
MICHAEL F. LAFERNIER, SR.
RODNEY LOONSFOT
ELIZABETH D. MAYO

June 6, 2019

Christina Lehmann
Coordinator of Regulatory Review Boards
Michigan Technological University
1400 Townsend Dr.
Houghton MI 49931

RE: Approval of Research - Debweyendan ("believe in it") Indigenous Gardens (DIGs):
Promoting Intergenerational Learning and Access to Healthy Foods and Medicines

Dear Ms. Lehmann:

I am writing to inform Michigan Tech Internal Review Board that the Keweenaw Bay Indian Community (KBIC) is aware of and approves of the project entitled, "Debweyendan ("believe in it") Indigenous Gardens (DIGs): Promoting Intergenerational Learning and Access to Healthy Foods and Medicines." The KBIC was awarded funds by the Michigan Health Endowment Fund for this project, and this work will be done in partnership with Michigan Tech researchers, Valoree Gagnon and Kelly Kamm.

Drs. Gagnon and Kamm are responsible for evaluating the impacts of our program on community health and cultural wellbeing. This includes implementing a pre-and post-survey and other documentation of participants (all ages) that engage in our KBIC Natural Resources Department's gardening and harvesting workshop series through the 2019 summer and fall seasons. The evaluation report is very important and will be used to improve our program and help other communities develop similar initiatives to promote access to healthy foods and medicines in their communities.

Please let me know if further information is needed.

Kindly,



Warren ("Chris") Swartz, Tribal Council President

LAKE SUPERIOR BAND OF CHIPPEWA INDIANS

"Home of the Midnight Two-Step Championship"

**DEBWEYENDAN INDIGENOUS GARDENS (DIGs)
ADULT INFORMED CONSENT SCRIPT**

The Keweenaw Bay Indian Community (KBIC) has been awarded funds to promote intergenerational learning and access to healthy foods and medicines through the Debweyendan Indigenous Gardens (DIGs) initiative. DIGs aims to promote food sovereignty, strengthen wellbeing and cultural identity, and sustain knowledge for future generations. The Natural Resources Department is providing a gardening and harvesting workshop series throughout the 2019 summer and fall harvesting seasons. You may ask me questions at any time and talk about things you think I should know about, even if I don't ask.

For the first part of the study, we are interested in the impact of these workshops on knowledge, skills, and interest in gardening, foraged foods, and medicines of the Ojibwa people. If you choose to participate in this part, you will be asked to complete a short survey today and then a similar survey in November. [Present a copy of the survey to the potential participant.] You can choose to not answer any question or stop at any point, for any reason. For the second part of the study, we will be documenting the workshop activities. This may include photographs, video, and other media. You may be asked to provide your insights on the workshops to a researcher who will take written notes of your conversation. [A parent or guardian must be present during an interview of a minor.]

You may participate in both parts, one part, or neither. If you change your mind about participating at some point, you will need to notify a member of the DIGs MHEF team.

The data collected will be anonymous and all data will be stored in a secured manner at the KBNRD in a locked cabinet located in a locked office. Your feedback is very important to us; your responses will be used to improve our program and help others develop similar initiatives to promote access to healthy foods and medicines in their communities.

I am asking if you agree to participate in this study. I am going to read two statements. After each, please tell me if you agree or not.

_____ I agree to participate in the MHEF DIGs project evaluation pre- and post- surveys. I understand that my responses will be used to evaluate the project and my identity will remain anonymous.

Record response with a checkmark if consent is granted, leave blank if not granted. If consent is given, read: "The second part of the evaluation is a survey that will be sent in November. Do you prefer to fill out this survey electronically or on paper?" Ask the participant to provide their mailing address or email address, as appropriate. Record the study ID on the contact record and the pre-survey given to the participant.

_____ I agree to participate in the MHEF DIGs project documentation; I understand that photos, videos, and other media will be used to document and share information about the project in our community with our funders, and to the wider public.

Record response with a checkmark if consent is granted, leave blank if not granted.

DEBWEYENDAN INDIGENOUS GARDENS (DIGs)
CHILD INFORMED CONSENT SCRIPT

The Keweenaw Bay Indian Community (KBIC) has been given money to teach about healthy foods and medicines from gardens and the landscape. The program is called Debweyendan Indigenous Gardens (or DIGs for short). The Natural Resources Department is providing gardening and harvesting workshops this summer and fall. If you have any questions or want to tell me something you think I should know, even if I don't ask, please let me know. If you think of a question later, you can ask me then.

In the first part of the study, we will ask you some questions about gardening, foraged foods and medicines of the Ojibwa people. *[Present a copy of the survey to the potential participant.]* We'll ask you similar questions in November. If there is ever a question you don't want to answer, you can skip it. In the second part of the study, we will be taking some photos, videos or other records of the activities during the workshop. A researcher may also talk to you about what you think about gardening or foraging. *[A parent or guardian must be present during an interview of a minor.]*

Your answers are anonymous. No one will be able to tell what you answered to any question. Your feedback is very important to us and your responses will be used to improve our program and help other communities develop similar programs to promote access to healthy food.

You don't have to participate if you don't want to. You will be able to do everything at the workshop whether or not you participate in this study. I am going to ask you if you want to participate in each part of this study. You may say yes to both parts, yes to only one part, or no to both parts.

_____ I agree to participate in the MHEF DIGs project evaluation pre- and post- surveys. I understand that my answers will be used to evaluate the project and my identity will remain anonymous.

Record response with a checkmark if consent is granted, leave blank if not granted. If consent is given, read: "The second part of the evaluation is a survey that will be sent in November. Do you prefer to fill out this survey electronically or on paper?" Ask the participant to provide their mailing address or email address, as appropriate. Record the study ID on the contact record and the pre-survey given to the participant.

_____ I agree to participate in the MHEF DIGs project documentation; I understand that photos, videos, and other media will be used to document and share information about the project in our community with our funders, and to the wider public.

Record response with a checkmark if consent is granted, leave blank if not granted.

Appendix 2: Pre-project Survey

Debweyendan ("believe in it") Indigenous Gardens (DIGs)



DIGs Pre-project Survey

May 2019



Project Overview: The Keweenaw Bay Indian Community (KBIC) has been awarded funds to promote intergenerational learning and access to healthy foods and medicines through the *Debweyendan* ("believe in it") Indigenous Gardens (DIGs) initiative. DIGs aims to promote food sovereignty, strengthen wellbeing and cultural identity, and sustain knowledge for future generations. Throughout the 2019 summer and fall harvesting seasons, the Natural Resources Department will provide a gardening and harvesting workshop series. Each workshop will be facilitated by knowledge holders who will share their expertise, skills, and Ojibwa teachings on respectful food and medicine relations. Our goals are to provide:

- 1) on-site community garden utilities upgrades, and supplies and equipment
- 2) community garden workshop experiences, from soil and seed to harvest and preparation
- 3) landscape gathering workshops focused on foraged foods and medicines of the Ojibwa people.

Because our project is focused on promoting access to healthy foods in our community, participants will be asked to complete a pre- and post-survey of the project, consent to multimedia documentation, as well as provide brief feedback after each workshop. Your insights will help us determine the impact of our project on community health, and its documentation supports KBIC in achieving our project goals. Additionally, our project workshops and its evaluation and documentation information will be used to help other communities develop similar programs to promote access to healthy foods.

Contact Information:

For questions about the project, please contact KBIC Natural Resources Department program coordinators: (906) 524-5757
Kathy Smith (ext. 19) ksmith@kbic-nsn.gov
Karena Schmidt (ext. 21) kschmidt@kbic-nsn.gov

For questions about the research study conducted by Michigan Tech, please feel free to contact:
Valoree Gagnon vsgagnon@mtu.edu
(906) 487-2180
Kelly Kamm kbkamm@mtu.edu
(906) 487-1039

PARTICIPANT NUMBER:

A. This first section is about YOU – please tell us about yourself!

1. I am a community member in _____ (village, township, or other).
2. I am *(please circle ALL that apply and provide the additional information if known)*:
 - a. a tribal member of the _____ tribal nation.
 - b. a tribal descendant of the _____ tribal nation.
 - c. an Indigenous person of _____.
 - d. an ally of Indigenous /Native American nations.
3. I am *(please circle your response and fill in the blank as needed)*:
 - a. female.
 - b. male.
 - c. _____.
 - d. I'd rather not say.
4. I am in the following age group *(please circle your response and fill in the blank if desired)*:
 - a. youth age _____.
 - b. young adult age _____.
 - c. adult age _____.
 - d. elder age _____.
5. In the space below, please share **why you choose to be a part of the DIGs workshop initiative** and **what you hope to gain** from the experience:

PARTICIPANT NUMBER:

B. This section is about HEALTH & WELLBEING.

Please circle your responses for each item listed below.

HEALTH & WELLBEING	Do you practice?	Rate your skill level	Do you have knowledge?	Rate your knowledge level	I am interested in learning more
1. Shop for local foods	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
2. Eat local foods	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
3. Eat foods that are in season	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
4. Gather local medicines	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
5. Gather local herbs	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
6. Physical health & wellbeing	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
7. Mental health & wellbeing	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
8. Emotional health & wellbeing	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
9. Spiritual health & wellbeing	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
10. Cultural heritage	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
11. Community activities	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes

PARTICIPANT NUMBER:

C. This section is about your GARDENING SKILLS, KNOWLEDGE, & INTERESTS.

Please circle your responses for each item listed below.

GARDENING	Do you practice?	Rate your skill level	Do you have knowledge?	Rate your knowledge level	I am interested in learning more
1. At-home gardening	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
2. Community gardening	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
3. Plant propagation	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
4. Purchase starter plants	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
5. Seed saving	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
6. Seed sharing	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
7. Heritage seed saving	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
8. Soil testing	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
9. Composting	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
10. Garden/lawn pesticides use	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
11. Harvest fresh garden foods	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
12. Long-term garden foods storage	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes

PARTICIPANT NUMBER:

GARDENING	Do you practice?	Rate your skill level	Do you have knowledge?	Rate your knowledge level	I am interested in learning more
13. Garden foods preservation	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
14. At-home fruit orchards	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
15. At-home cane fruits (raspberries)	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
16. Share foods with others	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
17. Trade foods with others	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
18. Sell garden foods	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
19. Insect management	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
20. Disease management	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
21. Companion planting	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
22. Bee keeping	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
23. Harvest honey	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
24. Cultural medicines	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
25. Herb gardening	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes

PARTICIPANT NUMBER:

D. This section is about your LANDSCAPE GATHERING SKILLS, KNOWLEDGE, & INTERESTS.

Please circle your responses for each item listed below.

LANDSCAPE GATHERING	Do you practice?	Rate your skill level	Do you have knowledge?	Rate your knowledge level	I am interested in learning more
1. Asemaa offering	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
2. Sage	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
3. Cedar	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
4. Sweetgrass	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
5. Gathering for herbal teas	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
6. Gathering wild berries	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
7. Birch bark	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
8. Mushrooms	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
9. Treaty rights	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
10. Cultural songs	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
11. Cultural ceremonies	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes

PARTICIPANT NUMBER:

LANDSCAPE GATHERING	Do you practice?	Rate your skill level	Do you have knowledge?	Rate your knowledge level	I am interested in learning more
12. Honorable harvesting	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
13. Wild rice	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
14. Other medicines	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes
15. Utility items	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes	0. none 1. low 2. medium 3. high	0. No 1. Yes

E. Please use this **FINAL Section** for *any* additional comments, suggestions, thoughts, and/or questions – *please share freely!*

Appendix 3: Post-workshop Evaluation Form

Debweyendan (“believe in it”) Indigenous Gardens (DIGs)

WORKSHOP POST EVALUATION

(if needed, please feel free to use the back of this paper)

1. Where did you hear about today's workshop?
2. What was your favorite part of the workshop today?
3. What could have made your workshop experience better today?
4. What did you hear about today that you would like to learn more about?

Appendix 4: Additional Manoomin Camp evaluation questions & participant responses

If you'd like, please share your thoughts on our teachers.

- Very sincere and knowledgeable
- Exceptional! Kath is a miracle.
- Heart. They have heart. The gift of heart to share the teachings.
- Thank you for your time! I greatly enjoyed your lessons!
- Wonderful. Welcoming. Addressed white fragility and guilt, which emerged as self consciousness, with kindness making it OK to make mistakes or missteps when intent is good and action is being explored.
- I thought our teachers were incredible. They were all very invested in the camp and have such passion for the topic. Such an endeavor requires they take a great deal of time from home and family, and I am very appreciative of their commitment.
- They were fantastic!
- Everyone was excellent. Knowledgeable, friendly and very sharing.
- The woman from the Sault Saint Marie (Courtney?) who talked about winnowing gave both technical and cultural perspective. She was excellent. When we pulled Roger aside to ask about the baskets and the sinew he was very helpful explaining where you could get supplies, etc.
- All are well informed, humorous ,and accessible.
- Cortney was great in all activities, Scott was a wonder in the seeding, Donnie was excellent in all the activities he conducted, Steve was his marvelous and entertaining teacher, GLIFWC CO's were great in the canoomin class
- All wonderful, generous, and passionate humans.
- Great and personable!
- Awesome!
- Thank you to the teachers!
- I don't have words that are adequate to express myself because each teacher had something very special to offer as did others who were not part of the teaching team.
- Full of heart and care - engagement and fun! I was continuously moved by their openness and attentiveness in supporting the lessons.
- They were all fine and very knowledgeable, very passionate about their topic of wild rice. They conveyed that is it just more than the rice, it is heritage, tradition, spiritual, for health, social, etc.
- So good and generous with their time. So grateful for this experience.
- Roger is a true treasure, although sometimes the talking is too much -- I noticed a mother with young children leaving because they could not sit still for so long. His kindness and generosity and good natured humor coupled with that deep love for manoomin makes him an amazing individual. Scott Herron also has so much good to give and does it well.

If you'd like, please share your thoughts on the KBIC Natural Resources Dept staff and Camp partners.

- Great people to work with

- Met most (I think) - since you're not glaringly ID'ed by tshirts, etc, I'm certain I missed people. Just the nature of me-being-focused/oblivious
- Everyone was wonderfully welcoming and wanted to share the experience.
- I don't have knowledge of Camp partners, so I can't comment there other than to share appreciation for their contributions. KBIC NRD has really inspired me. There are so many teachings and activities being offered now. I wish I could be at each and every one.
- They were fantastic!
- I can't believe everything that was done behind the scenes just to put that together and pull off one of the best camps ever. Congrats to you and Miigwech
- Always a joy to get to their events.
- Friendly, helpful and well informed
- I'm very grateful to all the KBIC NRD and supporting partners who planned and developed the agenda and catering for the event.
- Incredibly helpful and generous.
- Amazing staff, friendly and informative.
- Awesome!
- They are awesome!
- EVERYONE GAVE POSITIVE ENERGY! Who could ask for anything more.
- Very kind and helpful - always providing guidance throughout the activities.
- They were all fine and very knowledgeable.
- superb
- the KBIC staff is amazing!
- The NRD staff I encountered at the camp were helpful and hardworking

If you'd like, please share your thoughts on the Ford Center & Forest as the host facility.

- great facility
- I was disappointed that there wasn't staff participating in the camp
- It works. We (me, my husband Wil) stayed in the dorms and that was fine. We're not coming for a glitz resort (not that I would know from my life!)
- Ford Center seemed like a good place for this. I was personally pleased that some of the Rice Camp participants wandered over to the Forest Art Walk (which I designed and built with a team).
- The Ford Center seems like a wonderful facility. I have passed by hundreds of times and this was the first time I entered the grounds. It has such an interesting history.
- Great facility - definitely met the needs of the group as far as I could tell.
- It was nice I liked it.
- Works well as a site for this workshop.
- I felt the center worked quite well. Could be a problem in camp grows too much
- The MTU Ford Center staff and facility were just awesome, supportive, and helpful. They provided any and all requests
- Nice facility. Worked well for our needs.
- The facility is really fantastic. I can't believe I didn't know it was there. Snuck away for a nature walk and saw a beaver and enjoyed the beautiful trail across the highway.
- Great place! Was happy to learn there is housing there as well.

- I love it! And the Art in the woods was a special treat.
- Facility seemed to meet the needs, however, if there were many more people might be hard to accommodate (thinking during the moccasin session)
- I like the convenience of the outdoor teaching area/ canopy, supplies for tool making in such close proximity to indoor teaching area and kitchen. Also, Plumbago Lake has manoomin growing strong, so one could easily see results from KBIC efforts at restoration
- beautiful facility, clean and welcoming

If you'd like, please share your thoughts on the refreshments, meals, and caterers.

- Food was wonderful, thank you
- Good to have so few sugar-y "things". Being a caffeine person (but not "en-snobulated" about coffee), it was good to have Karena's herb teas. I think I tried all.
- Food we had was wonderful!!!
- The foods offered were delicious and appropriate for the event. It was nice to have snacks available throughout the day. The teas were definitely my favorite and drew a lot of interest from all participants. Rez Robins was fantastic!
- It was all so good! Loved the feast and serving each other rather than ourselves.
- That was awesome. Miigwech to everyone who helped bring such good wholesome food for everyone. PS I loved the feast.....yummy
- Didn't have meals there. But was great to arrive early Sunday and have coffee already there.
- Excellent and mostly very healthy, as well as plentiful
- The meals were healthy, filling, and delicious. the caterer was very pleasant
- Food was great. Caterers were also great. It was nice to have options for people with dietary restrictions.
- I loved the foraged teas and harvested goods. If you want help sourcing more local snacks in the future please reach out.
- It would be helpful to know in advance what days will have lunch/food.
- Perfect for me. I enjoyed the tradition of food on the floor and feeding the Spirit first. I would like to suggest that other Elders be treated with the same respect as was I and is tradition. To be served by a younger person. It's not easy for me to be served or to go first, but I understand that it is necessary so the young people can learn. Waba's Johnny brought me water and gave me a stick that I will treasure. And I have made the decision to let others help me when they offer. Thinking that it is probably much easier for them to help me, than watching me struggle a bit. (it ain't gona' be easy, but I'm gona' try to stick to my decision. LOL)
- All was delicious and there was plenty!
- It was good. Really liked having the wild rice w/ fruit in the AM. I really appreciated the different teas that were brought out every day. Maybe a little presentation on that too, however that is hard for those who come in this day and that day.
- So good! Thanks to everyone to who helped put that together.
- I wish the catered meals were a bit healthier -- like the sandwiches had processed cheese instead of real cheese. The carrots in the baggies quickly spoiled. The wild rice soup was delicious. I was grateful we had funds to supply healthy snacks -- very generous!
- Food was delicious

NOTES - anything else we need to know?

- Would like to have the camp later in the year, when wild rice is ready
- Looking forward to next year. Will try to get a # of other Allies (and maybe some UM Tribal Students, even if from other parts of the continent) to come. That's how we got Veronica Passfield there (we covered her Ford Center room with the agreement some year she'll pay it forward in another context.)
- Please know that your efforts are making a difference in the lives of many. The things you share and teach ripple outward to touch more. Keep it going.
- Many thanks. Many, many thanks for your example of generosity
- Just thank you!
- Thank you! It was a great event.
- Love to come back and help more.
- Keep up the good work!!!
- It was a great camp and can not wait until next year
- Can't wait for next year's camp!
- Great job, thank you so much for having me!
- I cannot express enough how positively impactful the sessions I was able to attend were to me. Hoping I am able to attend again - and for the entire duration. I was "moved" in many ways...and have a greater understanding of many things; and I have so much more to learn. Thank you.
- I talked to some people afterwards who didn't know you could go for part (but not all) of the camp. I think this was clear in the registration, because you could check which days you wanted to attend, but maybe these people never made it that far and didn't even try to register.
- All your hard work was dearly appreciated. I hope that I can be more helpful with the preparation for camp, next year. Miigwetch Most sincerely, Marsha
- I'm very fortunate to have attended and experienced the whole process from beginning to end. It was a long time for me to be away that long, but well worth it. So it could have been a little bit more compact, but that said, I honestly don't see how it could be shorter given all the important topics covered. I really enjoyed the moccasin crafting, but think perhaps the birch bark winnowing basket might be more of a related craft, since we can't really wear the moccasins.
- Thank you, Val. What you do makes magnificent things happen!