

# MISTISSINI ANGELO PROCESS

## SUMMARY REPORT

29 September, 2011

### REPORT PURPOSE

This report summarizes the ANGELO Process workshop. The workshop took place in Mistissini, Quebec, on March 2<sup>nd</sup> and 3<sup>rd</sup>, 2010. It is one part of the research for a project titled *An ecological approach to understanding and improving the nutrition and health of Cree children*. Dr. Noreen Willows from the University of Alberta is the lead investigator of the project. The research is supported by the Cree Nation of Mistissini and the Cree Board of Health and Social Services of James Bay. The project has a steering committee called the Child Health Working Group, which includes members from the community and researchers from the University of Alberta. Funding is from the Canadian Institutes of Health Research.

### WHAT IS THE ANGELO PROCESS?

The ANGELO (Analysis Grid of Environments Linked to Obesity) Process;

- is an *action-based* workshop
- aims to develop a community-specific action plan to promote healthy living based on research and community knowledge
- has community members develop an action plan

Through facilitated group discussions, community participants:

- explore community strengths and challenges in providing services, programs, and resources to tackle the issue of obesity in their community and to promote healthy living
- *identify* and *prioritize* potential environmental areas that could promote healthy eating and physical activity
- develop an action plan for the priority areas that are identified

### MISTISSINI ANGELO PROCESS

DATE: March 2<sup>nd</sup> and 3<sup>rd</sup>, 2010

PLACE: Saabtuaan, Mistissini

NUMBER OF PARTICIPANTS: 13

PARTICIPANT DEMOGRAPHICS: Participants included directors, program managers, council members, and other department staff and community members of the Cree Nation of Mistissini

#### PURPOSE:

The purpose of the ANGELO workshop was to bring together key stakeholders from the Cree Nation of Mistissini to identify the community's concerns about child health and to identify the community's ability to support programs to prevent obesity.

#### PROCESS:

Participants came together to develop a Mistissini-specific child health action plan based on the question, What must be done in your community to promote healthy eating and physical activity for children? There were two steps to the process:

- Step 1: A) In small groups, participants talked about and listed areas for potential change in the community concerning healthy eating and physical activity for children (see appendix 1).  
B) Using a democratic process called dot-mocracy, the larger group decided which of the combined items identified by the smaller groups were the top seven priorities for the community.

- Step 2: A) Participants worked together to create a community action plan to achieve the top seven priorities.

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### OUTCOMES

#### MAIN RESULTS:

- A child health action plan was created. Seven key priorities were identified by ANGELO workshop participants. Programs to implement each priority in the community were conceived.
- The top 7 priorities identified by the group were:
  1. Create a life skills course at school that would cover topics of physical activity, nutrition, and health behaviours
  2. Develop mainstream communication tools for youth and families to find out what is going on in the community (e.g., community calendar, radio programming, etc.)
  3. Have a 'cooking' program(s) for families (focusing on healthy and traditional foods)
  4. Have programs for families and children to teach/learn about Cree culture (e.g., camps)
  5. Maintain existing exercise facilities (e.g., walking trails, ice rink)
  6. Create a Child First policy in the community
  7. Improve communication among departments concerning the community's facilities (e.g., gym use and availability)
- The programs designed for most of these 7 priorities are in appendix 2

#### OTHER INFORMATION:

- The top 7 priorities that participants identified came from a final list of 11 statements identified by community members. The 4 statements that didn't make the list to form the action plan were:
  1. Create planned programs for the year (school, parents, recreation, community)
  2. Develop physical activity programs for children at the sport complex and camps
  3. Educate parents about the importance of breakfast
  4. Have a child weight loss challenge
- The final list of 11 statements from which the group voted on the top 7 priorities for the action plan came from a long list of ideas created by participants. We provide the lists of all ideas in appendix 1, should someone want to consult the list to generate ideas on child health projects
- From the list of ideas created by participants contained in appendix 1, we noted the following:
  1. 32% of ideas were activity related
  2. 25% of ideas were education based
  3. 21% of ideas were food related
  4. 13% of ideas were cultural/traditional related
  5. 5% of ideas focused on economic issues
  6. Most ideas were focused on the family as a whole (33%), with a focus on children a close second (29%)
  7. Most ideas were focused on the community as an area to affect change (39%)
  8. More ideas were activity focused (32%) than food focused (21%)

## Appendix 1

**Small Group Ideas 1** (participants split into small groups of approximately 5 people each)  
 The totals represent all individual scores from this group added up together. The higher the score the more important the idea was for the group as a whole. That is, the more important the idea was to the group in answering the **BIG QUESTION** of the ANGELO Process, “What must be done in your community to promote healthy eating and physical activity for children?” The last column ranks all the total scores from highest to lowest priority for the group.

<b>LISTED ACTIONS (Brainstorming session, pre-scoring)</b>	<b>TOTAL</b>	<b>TOP 5 ACTIONS (based on top 5 highest scores)</b>	<b>ORDER (highest to lowest score)</b>
<b>PHYSICAL ENVIRONMENT TYPE: What is or is not available in the community?</b>			
Increasing education of healthy foods to children (and exposure)	66		17
Analyze/improve school snack program	82		6
Serving healthy breakfast at school	70		15
Get more qualified instructors or coaches for specific sports (soccer, basketball, etc.)	77		10
Incorporate more physical activity/movement during classroom time (30 min./day)	80		8
Train teachers on how to incorporate more physical activity/movement during class time	78		9
Create structured phys ed. program that addresses children’s development	81		7
Summer canoe lesson program (boat safety) for children and youth	64		18
Improve communication concerning the community’s facilities (i.e., community calendar)	91	<b>Improve communication concerning the community’s facilities (i.e., community calendar)</b>	1
Parental education concerning phys. ed. and nutrition	80		8
Utilize our communication tools (radio, newsletter, internet, bill boards) to get message out	76		11
Get parents involved in healthy breakfast program (jobs)	73		14
Create a campaign to buy local foods at fair prices	58		20
Mini-Olympics events (track and field) other Cree traditional events (canoe race, portaging, etc.). All treats should be healthy	68		16
Community workshops on healthy eating	81		7
Increase free after school activities in school gym (utilize parent volunteer)	66		17
High school playground program (older kids help design/create playground and program activities for younger kids)	76		11
<b>ECONOMIC ENVIRONMENT TYPE: What are the financial factors in the community?</b>			

## Appendix 1

Make more physical activities available other than just hockey (hockey equip. & travel is expensive)	75		12
<b>POLICY ENVIRONMENT TYPE: What are the rules in the community?</b>			
Healthy foods policy at school (no junk food)	80		8
Create healthy menu options at restaurants	60		19
More workshops on traditional cooking	85	<b>More workshops on traditional cooking</b>	4
Children first policy	83	<b>Children first policy</b>	5
Increase human resources in school (elders, psychologists, visitors, policemen to discuss healthy envir.)	74		13
<b>SOCIO-CULTURAL ENVIRONMENT TYPE: What are the attitudes, beliefs, perceptions, values, and practices in the community?</b>			
Create a life skills course at school (phys. ed., nutrition, health promoting activities, etc.)	87	<b>Create a life skills course at school (phys. ed., nutr., health promoting activities, etc.)</b>	3
Year around calendar involving school, parents, recreation, community	90	<b>Year around calendar involving school, parents, recreation, community</b>	2
School day moose lunch with activities	68		16
Get school involved in the blueberry festival and other Cree traditional activities (wellness week, honoring our youth week, carnival week with recreation group)	77		10

## Appendix 1

### Small Group Ideas 2 (participants split into small groups of approximately 5 people each)

The totals represent all individual scores from this group added up together. The higher the score the more important the idea was for the group as a whole. That is, the more important the idea was to the group in answering the **BIG QUESTION** of the **ANGELO Process**, What must be done in your community to promote healthy eating and physical activity for children? The last column ranks all the total scores from highest to lowest priority for the group.

<b>LISTED ACTIONS (Brainstorming session, pre-scoring)</b>	<b>TOTAL</b>	<b>TOP 5 ACTIONS (based on top 5 highest scores)</b>	<b>ORDER (highest to lowest score)</b>
<b>PHYSICAL ENVIRONMENT TYPE: What is or is not available in the community?</b>			
Provide people with coach training clinics for various sports (hockey, basketball, volleyball)	48		11
Have personal trainers available at the fitness centre	48		11
Form parent groups to encourage children's activities (leadership)	31		15
Develop parent leadership training	31		15
Develop parental workshops to improve parent's emotional involvement with children (parents, family, inner child)	31		15
Mainstream communication tools for youth and families to find out what's going on (e.g., webook, face book, flat-screen T.V. showcasing Comm. events)	58	<b>Mainstream communication tools for youth and families to find out what's going on (e.g., webook, face book, flat-screen T.V. showcasing Comm. events)</b>	4
Elder's Point could host traditional cooking classes for children and their families on Saturday	56		7
Child weight loss challenge	65	<b>Child weight loss challenge</b>	1
Educate parents about the importance of breakfast	62	<b>Educate parents about the importance of breakfast</b>	2
Make parents aware of good nutrition	57		6
Develop a healthy snack program for elementary and high school (not a meal program)	57		6
<b>ECONOMIC ENVIRONMENT TYPE: What are the financial factors in the community?</b>			
Purchase software so that individuals can find out if they have healthy weights and nutrition	31		15
<b>POLICY ENVIRONMENT TYPE: What are the rules in the community?</b>			
Community wellness develops policies communicating about healthy lifestyles being a priority	55		8
Departments involved in health need to focus on the family unit not individual	34		14
Better coordination across departments to improve delivery of care and information about health and well being	43		13
Cree Trappers Association to develop a policy to teach children Cree cultural values	53		9

## Appendix 1

Create a community vision for the long term future (not just short term)	30		16
<b>SOCIO-CULTURAL ENVIRONMENT TYPE: What are the attitudes, beliefs, perceptions, values, and practices in the community?</b>			
Have people in the community value excellence	49		10
Have programs for children in the summer that teach Cree traditional values	62	<b>Have programs for children in the summer that teach Cree traditional values</b>	3
Cree Trappers Association should include membership for children	44		12

## Appendix 1

**Small Group Ideas 3** (participants split into small groups of approximately 5 people each)  
 The totals represent all individual scores from this group added up together. The higher the score the more important the idea was for the group as a whole. That is, the more important the idea was to the group in answering the **BIG QUESTION** of the ANGELO Process, What must be done in your community to promote healthy eating and physical activity for children? The last column ranks all the total scores from highest to lowest priority for the group.

<b>LISTED ACTIONS (Brainstorming session, pre-scoring)</b>	<b>TOTAL</b>	<b>TOP 5 ACTIONS (based on top 5 highest scores)</b>	<b>ORDER (highest to lowest score)</b>
<b>PHYSICAL ENVIRONMENT TYPE: What is or is not available in the community?</b>			
Develop P.A. programs at sports complex	82		6
Create more structured programs (levels, advance)	77		10
Have someone available at fitness centre to answer questions & design programs	74		13
Train people from here to be coaches and trainers	75		12
Maintain the walking trail	Combined with next item		5
Maintain existing facilities (walking trail, rinks)	83	<b>Maintain existing facilities (walking trail, rinks)</b>	5
Create bike paths	76		11
Indoor playground	66		16
Parks and green space to promote walking	76		11
<b>ECONOMIC ENVIRONEMNT TYPE: What are the financial factors in the community?</b>			
Find subsidies for children who are less fortunate (both)	64		18
'Collective kitchen' people who have been trained – use program	74		13
<b>POLICY ENVIRONMENT TYPE: What are the rules in the community?</b>			
Ask children what they want (i.e., skate parks or moto-cross track)	52		25
Healthy snacks in public places (vending machines; cheese & crackers)	68		15
School healthy lunch	57		24
School policy on no junk food	61		20
Create band policy to encourage healthy lives	51		26
Policy of time off to do P.A.	41		28
Extended lunch breaks	24		29
Have a school program that combines school and sports	75		12
Develop a community calendar	91	<b>Develop a community calendar</b>	1
More food/nutrition in school curriculum	81		7
Use all/other gyms when complex isn't available	82		6
Have a 'healthy breakfast' at school	62		19

## Appendix 1

<b>SOCIO-CULTURAL ENVIRONMENT TYPE: What are the attitudes, beliefs, perceptions, values, and practices in the community?</b>			
Place emphasis on traditional food	74		13
Offer incentives to volunteers (volunteer award, recognition)	43		27
Make a program for children about traditional activities	83	<b>Make a program for children about traditional activities</b>	4
Re-include all culture in schools	79		8
Support hunters, trappers, fishermen to improve access to traditional foods	59		22
Have program to learn about Cree history	86	<b>Have program to learn about Cree history</b>	2
Youth mentor program (traditional foods and activities)	58		23
More trips/camps for children	65		17
Community priority to ensure P.A. and food policies are carried out (30 min. of P.A. and food groups)	75		12
Have more kids participate in 'healthy cooking program'	64		18
Encourage healthy families (let parents have time to exercise & have a program at sometime for kids)	78		9
Have 'healthy cooking' for families	84	<b>Have 'healthy cooking' for families</b>	3
Target families with healthy foods at home	70		14
Create family support programs (P.A., food, parenting skills)	60		21
Target parents with young children (0-5) for parenting workshops	74		13



## Appendix 2

### MISTISSINI ANGELO PROCESS

#### Day Two Data - Program Planning

#### Priority 1. Have programs to teach and learn about Cree culture

##### Traditional Activities:

- Fish net making
- Carving wooden spoons
- Making paddle
- Making canoe
- Tepee making/tent making/decorate

##### Nutrition: Prepare and taste traditional food

- Fish
- Goose
- Caribou
- Moose (all parts)

Time: Summer, daily

Age: 9 to 13 years

Number of Children: 50

Place: Elder Point

Who: CTA (Cree Trappers Association)

How: CTA has the funds

Title: A Summer Co-operative Education Program to Teach Children (9-13 years) and youth (14 + years) to Make Cree Hunting and Fishing Tools, and Tepee and Tend Making

Objective: Over the summer months, have 50 participants receive daily (Monday through Friday) training to make hunting and fishing tools (boys) and tepees and tents (girls)

Who: CTA provides funding, elders provide skill training, Agnes to supervise and coordinate, aids provided by CTA

Where: Registration at CTA

How to Keep Children and Youth Interested: Showcase accomplishments in August at a community faire

Outcome: Sense of pride and self-esteem, learn to organize event

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##### Added Comments from Larger Group after (small group) Presenting Program Idea

- Canadian Prenatal Nutrition Program: 0-9 years
- Niskamoon Corp.
- Traditional Cree fishing (Murray)
- C.T.A.
- Assistance Resource - Cultural Dept.
- Achievement badges - certificates

## Appendix 2

### **Priority 2. Have 'Cooking' Programs for Families (Healthy and Traditional)**

Objective: To offer an evening cooking class every Tuesday for families with children in Grade 1

- Maximum of 4 families/night, so depending on number interested families they would attend between 1–4 times per month
- Whole family (mom, dad, kids, etc.)
- 1 year
- Learn ideas for breakfast (2), lunch (2), dinner (2)
- Traditional healthy foods
- Recruit families by sending home a newsletter from school
- Follow-up with a meeting to explain to interested families

Who: Nutritionist and elders, Grade 1 teacher, High School teacher, project coordinator Vanessa of Brighter Futures Program

Where: High School kitchen

Cost: \$6000 to \$8000/year (salaries?, food supplies)

Objective: Create a 1 year binder of recipes we would like to teach that are both traditional and healthy

Who: Elders and Nutritionist

How: Meet 3 times over 1 month to create/discuss 2 of traditional healthy dinners, traditional healthy lunches, and traditional healthy breakfasts

Resources: Brand New Initiatives is a cooking class taught after school to kids

- Look at their recipes and curriculum
  - Adjust to incorporate traditional foods for families
  - Funded by Health Canada
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Added Comments from Larger Group after (small group) Presenting Program Idea

- Traditional setting
- Murray's Lodge
- Saaptuaan
- Elders Point
- MSDE
- Cost: Canadian Pre-natal Nutrition

## Appendix 2

### **Priority 3. Maintain existing facilities (walking trails, outdoor ice rink)**

Goal/Aim: In 3 years, indoor and outdoor existing facilities in Mistissini will be safe (bodily harm: i.e., sprain ankles), secure (i.e., personal safety: i.e., attacks, sexual assault), and accessible (easy to use, useable for its purpose)

Objectives:

- Security – Motivate employees to do their job by offering recognition and appraisal
  1. Setup meetings with management, coordinating supervisor, and employees for team building to improve communication and work ethic
    - Need to identify what management would tell
- Accessibility
  - track (lines, track maintenance)

Maintain: safety, security, accessibility

Specific job: hire youth

Mandate of departments: O&M Dept. (outdoor facilities)

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Added Comments from Larger Group after (small group) Presenting Program Idea

- People/organizations to talk to take idea further
  - O&M:
    - Director: Robert J.
    - Road and walkways
  - Social Development
    - Director: Jane B.
    - Recreation (outdoor rinks, complex)
  - Community Development
    - Director: Richard Shecapio
  - Youth Department
  - Public Security
- For safety: public garbage bins and recycle bins
- For safety: spring cleaning day
- For accessibility: Fire Department flood backyard rinks for a small fee (done in Waskaganish)
- For accessibility: benches to encourage walking and use of facilities

## Appendix 2

### **Priority 4. Improving Communication across Dept. Concerning use of Facilities**

Name: Improving Communication to Improve Services

Objective 1:

- On-going (monthly) meetings (Mamou-wechadodow Committee)
- Strategy: set dates of monthly meetings (e.g., first Wednesday of every month)

Objective 2:

- Community (facilities) booking calendar

Objective 3:

- Radio Programming
- Strategy: encourage activity organizers to go on the radio themselves

Objective 4:

- Community Newsletter
- Strategy: Encourage other entities/organizers

Objective 5:

- Posters
- Strategy: promote activities through posters

Objective 6:

- Talk
- Strategy: talk to each to be aware what is going on (face-to-face, phone, text, email, memo)

Activities to be done to reach Objective:

1. Ensure that Mamou responsible calls meetings as scheduled
  2. Booking calendars should be made for: complex, school, lodge, saabtuaan, home eco. (e.g., Mamow conf. Make sure bookings are up-to-date)
  3. Encourage staff, co-workers to go on the radio to announce their activities
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Added Comments from Larger Group after (small group) Presenting Program Idea

- BF quarterly newsletter
- Radio programing

## Appendix 2

### **Priority 6. Create a Life Skills Course at School**

Age: Pre-K. To Secondary 5

Name: Healthy School Program

Aims: Develop and implement a life skill curriculum for Pre-K. To Secondary 5

Objective 1:

- Find out what exist elsewhere in life skill (best practices)
- Strategy: to be done by PPRO already in place nutrition physical activity

Objective 2:

- Increase knowledge in nutrition
- Strategy: introduction of healthy eating during class time, cooking workshop

Objective 3:

- Children being physically active
- Strategy: increase period of physical activity by 2-3 times a week, discussion on importance of physical activity in class, track and field meet, P.A. in class room

Objective 4:

- Non-smoking, drug free, addictions free
- Strategy: discussion on substance abuse in class

Objective 5:

- Increase Cree value, knowledge, tradition, and history
- Strategy: class given by elders (story telling), Cree knowledge curriculum, take children in bush for teaching

Objective 6:

- Increase knowledge of sexual health
- Strategy: extended (Secondary 3) Chikia program to other grade

Objective 7:

- Develop a life skill curriculum for every grade
  - Strategy: hire PPRO to develop the program
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Added Comments from Larger Group after (small group) Presenting Program Idea

- Partners
  - C.S.B.
  - CHB - P.H.
  - Local P.H.
  - Chief and Council
  - Youth and Elders Council
  - Local and Regional C.T.A.
  - Resources
  - Khanwalke Survival School
  - Rangers Program