

**Minnesota-Wisconsin Nutrition Education
Hmong Working Group
Minutes of the April 19-20, 1999 Meeting
Eau Claire, Wisconsin**

Work Groups:

Food Safety: Beth and Donna
Resource Management: Nancy and Tammy
Curriculum Review Form: Bev and Donna
Cultural Background: May Ker, Moua, Larry and Pang Che Vue

Agreement on Our Common Purpose:

Our Expectations for this Work Group as Individual Members:

- More hands-on teaching materials
- Literacy/Language
- Culturally-Appropriate
- Recognize Learning Styles
- More Emphasis on Visual in teaching materials
- Sensitivity to Intergenerational Issues
- Recognize what they eat link education to familiar foods
- Building from inside out...assets based approach
- Understand health problems related to food, diabetes, etc.
- Clear idea of next steps
- List of resource people we can go to
- Know Hmong background/history, who they are...where they came from

Our Agreed Upon Common Purpose:

- To develop a nutrition education programming approach with the Hmong community...
- Based on an understanding of culture, community, family (not our assumptions)
 - Materials that can be easily adapted in light of the above
 - Build on relationships with the community and the trust and support of Extension colleagues (supervisor)

Our Understanding of the Hmong Community

What do we want to know about the Hmong community?

Demographics of the Hmong community: State and County

Hmong focus group results from Eau Claire

General Demographic Information

- Hmong Population within our Respective States and Counties; Immigration/Emigration Trends
- Characteristics of immigration "waves"
- Characteristics of the Hmong Population: Income: Length of Time in the US;
- Mobility; Household structure, Generations within a Household
- Location of the Hmong community within our Communities

General Background

- History of the Hmong; Where are they from? Why are they here?
- Religion, Traditional, Conversion and Implications for Leadership Structure
- General Family Roles/Responsibilities; Male – Female Roles
- Awareness/Understanding of Tension between Old and New Ways

- Mental health concerns (post-traumatic stress, anger of loss of status, depression, suicide),
- Eau Claire Focus Group Results.
- What information/agencies might we refer them to?
- Differences in Hmong dialects (white and green)
- What/Who are the resources that the community values? Who does the community look to for information or respect? (LFC-MN, Clan Leaders)
- What is their perspective of government agencies, the University Extension? Presentment; Intimidation visa UW Extension
- What are the traditional ways of passing on knowledge? (Oral tradition)
- Who does the community look to in playing the role of educator? How do we work with an interpreter appropriately?
- Different “results” if taught by Hmong person or by non-Hmong person
- Traditional characteristics of relationships between teacher (normally do not challenge the teachers. If you have to have an interrupter list)
- Language/literacy...interest in literacy
- What are added stress the impacts of welfare reform?

Diet-Related Background

- Diseases related to food;
- Beliefs/Traditions related to health, eating patterns, diet (mother after birth, some foods not appropriate to eat)
- Beliefs about breastfeeding, starting babies on solid foods, traditional, so-called new American ways.
- Diabetes; Hypertension; Anemia
- Roles in the family (Male, Female, Elderly) regarding what foods are eaten, now much money is spent, who is in charge of the money, etc.
- Traditional celebrations and food
- Are there inappropriate ways to teach about food?
- How Hmong participants feel about nutrition education material that are not culturally appropriate (intrusive, imposition, intimidating)?
- What do youth demand/expect about eating in America (cooking at home; eating school lunch)?
- Boundaries for Extension work in nutrition education

Materials that Can be Adapted for Use with Hmong Learners

Context: Our ability to adapt/utilize materials for programming with the Hmong community is dependent on:

- our awareness/knowledge of the audience (above provides the basis for developing/reviewing curriculum)
- identification, review, selection, and/or design of appropriate materials
- utilization of a variety of ways of reaching the audience
- appreciation for the opportunities and barriers related to nutrition education programming with the Hmong

Materials/Resources that We Can Use/Build On

- Videos on breast-feeding, saving food dollars, vegetables (preservation), food safety and turkey, fish safety
- See MN Network list (not been evaluated),
- “Oatmeal in my Hair”

- Food Ways (Resource Book from MN)
- ADA booklet on Hmong Eating Patterns
- A Taste of English
- Using food models with appliance magnets,
- Celebrating Diversity
- Using a different kind of food recall using stickers with ESL
- Designing culturally appropriate stickers
- Serving size visuals
- Iowa Curriculum (more visual)
- "Trail Through the Mist" by Houa Moua
- WI EFNEP Curriculum
- Michigan State University Food Borne Illness Handout
- MN Extension Service Food Borne Illness
- Keep Your Food Safe – University of WI Hmong translation of FDA booklet
- Hmong Recipe Book (Winnebago/Outagamie)
- Helping Youth Succeed...U of MN
- Kev Koom Sav Cable Access T.V.
- Saving Food Dollars Video and teaching Guide
- Asian Cookbooks (Ramsey County)
- Simply Good Eating Curriculum and source book, MN)
- Hmong focus group results from Eau Claire
- Penn State's Food Guide Pyramid (various cultures)
- Information on applying for earned income tax credit (Hmong translation from WI)
- The Lead Series (MN)
- Money for Food (WI)
- Web sites/Internet
- Practice of Shamanism
- Local Newspapers/Newsletters put out by Hmong Mutual Assistance Association
- Local Hmong Radio Stations
- Dollar Works information on EBT

Ways of Reaching the Hmong Audience

- Radio
- Video...lending library
- TV
- Grocery Store tours
- Introducing new or available foods
- Pictures and labels of familiar foods
- Using Story-telling as a teaching technique
- Interactive lessons
- Group settings...with others they know
- Teach single concept
- Putting articles in newspapers
- Train the trainer or teaching via a key family/group member
- Build personal relationship with participant
- Teaching orally based on materials written in English
- Grandmother: must be hands on; focus on food safety and basic nutrition and food shopping
- Gender of educators...men as educators reaching men
- Picture recipes/videos of food preparation

- Food guide pyramid or an alternative to the Pyramid (ie. California Wheel...must reflect foods they eat)
- Work-site education programs
- Food Safety Temperatures
- Group Discussion and Sharing of "What works for me"
- Teach the youth
- Teach youth and mom together
- Teach father...complicated gender issues

Barriers to Reaching Hmong Audiences with Nutrition Education Materials

- Language
- Literacy
- Teaching Location
- Transportation
- Time of Day
- Building trust/rapport with males in the household
- Child Care
- Value for learning
- Priorities in life
- Right materials to use with the audience
- Money as it relates to family size...cost issues
- Mobility issues...frequency of moves

Impact Evaluation with Hmong Learners:

- Success stories...observed behavior change

Building Relationships with the Hmong Community and within Extension

The following persons or agencies are potential resources that play a role in the Hmong community:

Mai Zong Vue (State refugee office in Madison)
 Hmong Mutual Assistance Association
 ESL/Literacy Volunteers of America
 Alliance Church; Southern Baptist; Methodist
 Hmong American Partnership
 Women's Association of Hmong and Lao
 Hmong Mutual Assistance Associations
 Hmong National Development Organization
 Asian American Organizations listed in book Moua's
 Hmong National Development Organization (Mai Fong Vue)
 Local Hmong Mutual Assistance Associations

Next Steps:

- Develop resources/training for non-Hmong working with the Hmong community.
- Develop teaching resources for use by Extension educators who are teaching about food, food safety and nutrition to Hmong audiences.