Qaqamiigûx
“to hunt or fish for food and collect plants; subsistence”

Head Start Traditional Foods Preschool Curriculum
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Qaqamiiigux*

Head Start Traditional Foods
Preschool Curriculum

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*Qaqamiiigux (Kha-kha-mee-ghu-xh) in Unangam tunuu translates to “to hunt or fish for food and collect plants; subsistence” (M. Dirks, 2014).
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Introduction

“Qaqamiigung: Head Start Traditional Foods Preschool Curriculum” provides a series of lessons and activities that preschool teachers can use to teach the nutritional value of the local, traditional foods in the Aleutian and Pribilof Islands Region. The aim is to provide culturally-relevant nutrition curriculum specific to the foods in the region.

The curriculum is an adaptation of the book, “Qaqamiigung: Traditional Foods and Recipes from the Aleutian and Pribilof Islands” (Unger, 2014). The book can be used in conjunction with this curriculum to provide more extensive background information for the teacher.

This curriculum is structured into six units according to the animals and plants found in the region including: marine mammals, fish, birds, caribou/reindeer, plants, and tidal foods. Each unit includes the following sections:

- Unangam Tunuu
- Introduction
- Harvest Poster
- Nutrition Information
- Recipe and Nutrition Activity
- Activity Extensions
- Coloring Page
- Family Letter

Harvest Posters

Each harvest poster depicts a harvesting scene from the region. The posters can be used to introduce the units during circle time, in small or large group, or as an alternate activity in the classroom. Teachers can use the pictures to generate a discussion about harvesting foods, Unangan (E)/Unangas (A) values, and introduce Unangam tunuu vocabulary. Harvest posters have Unangam tunuu on the back of the poster and discussion questions for the Head Start class. The harvest posters and coloring pages were created by Unangax artist, Sharon Kay, originally from Unga, Alaska.

Unangam Tunuu

Unangam tunuu is the language spoken by the Unangan (E)/Unangas (A) from the Aleutian and Pribilof Islands. Unangam tunuu is presented in the curriculum in two dialects: Eastern dialect (depicted by an “E” after the word) and Atkan or Western dialect (depicted by an “A” after the word). Russian loan words are indicated by an “R.” Atka is the only community with speakers of the Atkan dialect. Other communities use the Eastern dialect.

To assist teachers who are not familiar with the pronunciation of Unangam tunuu, audio recordings of the Unangam tunuu words can be found on the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org) under the Head Start tab. In addition, Head Start classrooms have audio card readers with the Unangam tunuu words utilized in the curriculum (additional audio card readers can be purchased from Califone at www.califone.com). A glossary of Unangam tunuu is located in the appendix of this curriculum. A guide to pronunciation of Unangam tunuu and a glossary of Unangam tunuu are also located in the book, “Qaqamiigung: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”
Nutrition Information
Each section in the “Qaqamii’uq: Head Start Traditional Foods Preschool Curriculum” provides basic nutrient information for selected traditional foods in the Aleutian and Pribilof Islands Region.

Visual aids including nutrition fact labels, nutrient highlights, and nutrient bar graphs can be found on the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org), under the Head Start tab. These materials are freely available for print to complement this curriculum. For example, see the following nutrition fact label, nutrient highlight and nutrient bar graph for blueberries.

### Nutrition Facts
Wild blueberries

**Serving Size:** ½ cup (75g)

**Amount per Serving:** 1

<table>
<thead>
<tr>
<th></th>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>0.6g</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>nv</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>nv</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>4mg</td>
</tr>
</tbody>
</table>

| **Total Carbohydrate** | 9g | 3% |
| **Dietary Fiber** | 2g | 8% |
| **Sugars** | 4.8g | |
| **Protein** | 1g | 2% |

| **Vitamin A** | 2% |
| **Vitamin C** | 23% |
| **Calcium** | 1% |
| **Iron** | 2% |

*Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

For additional information on nutrition and food safety, food planning and shopping, recipes, and more see the following websites:

- American Dietetic Association, www.eatright.org
- www.nutrition.gov

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**Nutrient highlight:**
**VITAMIN C**

Wild Alaska blueberries are an excellent source of vitamin C. Compare the percent daily value* of vitamin C in one cup of blueberries with various fruits from the store.

Vitamin C in Selected Fruits (percent daily value* in 1 cup) (USDA, 2012a)

![Vitamin C in Selected Fruits Graph](image)

Vitamin C in Selected Foods (percent daily value* in ½ cup) (USDA, 2012a)

![Vitamin C in Selected Foods Graph](image)
Recipe and Nutrition Activity

Each unit in the curriculum includes an activity centered on a traditional food recipe. The recipes in this curriculum were selected based on the following criteria: 1) each recipe contains a traditional food from the region; 2) the recipe presents a healthy way to prepare the traditional food, and, 3) each recipe meets the Child and Adult Care Food Program (CACFP) requirements for part of a snack or meal (United States Department of Agriculture, 2016).

Many of these recipes were adapted from existing recipes with substitutions of local foods. The goal is for teachers and/or cooks to prepare the recipes with the class. Suggestions for adapting the recipe to a group activity are provided after each recipe.

Objectives of the nutrition activities include:

- Students will increase their nutritional knowledge of traditional foods.
- Students will utilize communication and listening skills to follow instructions for making recipes.
- Students will build on fine motor skills while preparing recipes.
- Students will have the opportunity to practice Unangam tunuu.

Activity Extensions

Each unit has suggested extension activities. Head Start teachers may decide the most appropriate way to utilize extension activities based on classroom size and age of children in class. Many extension activities will work well in the following Head Start centers: small group, large group, circle time, writing center, library, art center, science center, table toys, and water/sand table.

Coloring Pages

Each unit includes coloring page(s) of selected animals and plants in the Aleutian and Pribilof Islands Region that are utilized as traditional foods. Coloring pages have Unangam tunuu and English names on each page. Harvest posters and coloring pages were created by Unanga‘x artist, Sharon Kay, originally from Unga, Alaska.

Family letter

Each unit includes a family letter. Teachers can send letters home to solicit food donations and/or inform parents on the traditional food(s) students will be learning about in the classroom. The letter includes:

- Requests for donations of traditional foods (to help prepare recipes)
- Classroom participation suggestions
- Recipe to try at home
- Nutrition information on the traditional food being taught
- Reference to “Qaqamii‘gu: Traditional Foods and Recipes from the Aleutian and Pribilof Islands” (Unger, 2014) text and audio card reader available for use at Head Start
Volunteers
Head Start welcomes families in the classroom and appreciates volunteers. Volunteers assisting with the “Qaqamiigux: Head Start Traditional Foods Preschool Curriculum” are welcomed and encouraged to assist in any part of the curriculum. In fact, Head Start requires a certain match of in-kind services as part of the federal Head Start grant. Volunteer hours are logged and quantified. Please remember to have volunteers in the Head Start classroom fill in the Head Start Volunteer Timesheet, located in the appendix.

APIA highly recommends volunteers secure a State of Alaska, Department of Environmental Conservation, Food Worker Card or Certified Food Protection Manager Certificate to participate in the handling, preparation, cooking, and serving of food in the Head Start classroom. The APIA Head Start Programs are permitted under the State of Alaska, Food Code Permit, and they adhere to all federal Head Start and State of Alaska, Child and Adult Care Food Program regulations concerning food safety practices.

The Food Worker Card is available online. There are short online videos concerning food safety practices followed by a quiz. There is a fee for the card, and once obtained the Food Worker Card is valid for three years. A myAlaska ID is required to access the training. Please see: http://dec.alaska.gov/eh/fss/fwc_home.html for additional information and instructions on obtaining a State of Alaska, Department of Environmental Conservation, Food Worker Card.

This curriculum is available for download from the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org) under the Head Start tab.

Printed copies of the “Qaqamiigux: Head Start Traditional Foods Preschool Curriculum” can be requested from:

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