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Qaqamiiîgux

Head Start Traditional Foods
Preschool Curriculum

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Aleutian Pribilof Islands Association, Inc.
Anchorage, Alaska
2017

*Qaqamiiîgux* (Kha-kha-mee-mu-xh) in Unangam tunuu translates to “to hunt or fish for food and collect plants; subsistence” (M. Dirks, 2014).
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A gracious thank you to the Unangan (E)/Unangas (A) ancestors who left a legacy for how to live off the land and eat traditional foods. We thank the holders of this knowledge today who carefully teach and preserve traditional wisdom and the young ones eager to carry the Unangan (E)/Unangas (A) way forward.

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Introduction

“Qaqamiigu: 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, “Qaqamiigu: 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

**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, “Qaqamiigu: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

**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 Unanga'x artist, Sharon Kay, originally from Unga, Alaska.
Nutrition Information

Each section in the “Qaqamiigû: 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.

**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**

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Amount per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 orange</td>
<td>1 orange (small)</td>
<td>10%</td>
</tr>
<tr>
<td>Blueberries</td>
<td>1 cup</td>
<td>40%</td>
</tr>
<tr>
<td>Pineapple chunks</td>
<td>1 cup</td>
<td>20%</td>
</tr>
<tr>
<td>1 apple</td>
<td>1 medium</td>
<td>60%</td>
</tr>
<tr>
<td>Fruit cocktail</td>
<td>1 cup</td>
<td>80%</td>
</tr>
</tbody>
</table>

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).

**Vitamin C in Selected Foods**

<table>
<thead>
<tr>
<th>Vitamin C in Selected Foods</th>
<th>Amount per Serving</th>
<th>% Daily Value* in ½ cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloudberries</td>
<td>½ cup</td>
<td>198%</td>
</tr>
<tr>
<td>Salmonberries</td>
<td>½ cup</td>
<td>10%</td>
</tr>
<tr>
<td>Blueberries</td>
<td>½ cup</td>
<td>20%</td>
</tr>
<tr>
<td>Lowbush cranberries</td>
<td>½ cup</td>
<td>30%</td>
</tr>
<tr>
<td>Orange juice</td>
<td>½ cup</td>
<td>40%</td>
</tr>
<tr>
<td>Cloudberries</td>
<td>½ cup</td>
<td>50%</td>
</tr>
</tbody>
</table>

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).

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

---

**Nutrition Facts**

**Wild blueberries**

<table>
<thead>
<tr>
<th>Serving Size: ½ cup (75g)</th>
<th>Amount per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 46</td>
<td>Calories from Fat 5</td>
</tr>
<tr>
<td>Total Fat 0.6g</td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat nv</td>
<td>nv</td>
</tr>
<tr>
<td>Cholesterol nv</td>
<td>nv</td>
</tr>
<tr>
<td>Sodium 4mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate 9g</td>
<td>3%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>8%</td>
</tr>
<tr>
<td>Sugars 4.8g</td>
<td></td>
</tr>
<tr>
<td>Protein 1g</td>
<td>2%</td>
</tr>
<tr>
<td>Vitamin A 2%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 23%</td>
<td></td>
</tr>
<tr>
<td>Calcium 1%</td>
<td></td>
</tr>
<tr>
<td>Iron 2%</td>
<td></td>
</tr>
</tbody>
</table>

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

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 Unangax̂ 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 “QaaqamiiӃӃӃ: 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 “Qaqamiig̩ux: 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 “Qaqamiig̩ux: Head Start Traditional Foods Preschool Curriculum” can be requested from:

Aleutian Pribilof Islands Association, Inc.
1131 E. International Airport Dr.
Anchorage, AK 99518
(907) 276-2700
UNIT 1

MARINE MAMMALS
To hear how these words are pronounced in *Unangam tunuu*, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many *Unangam tunuu* words utilized in the curriculum. A glossary of *Unangam tunuu* is located in the appendix of this curriculum.

Sea lion .......................................................... **Qawaḵ (E/A)**
Northern fur seal .......................... **Laaqudaḵ (E)/Hlaaqudaḵ (A)**
Harbor seal ........................................ **Isuḵ or Isuğiḵ (E/A)**
Sea otter .......................................................... **Chngatuḵ (E/A)**
Whale ............................................................... **Alaḵ (E/A)**
Ocean ................................................................. **Alaḵuḵ (E/A)**
Kayak/one hatch baidarka .......................... **Iqyaḵ (E/A)**

Use *Unangam tunuu* during:
- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Marine Mammals

Marine mammals have always been important to Unangan (E)/Unangas (A), and historically their livelihood depended on them. Today, sea lion, harbor seal, and northern fur seal are mostly used for food and materials for artwork. In the past, various parts of marine mammals were also used for clothing, hunting, ceremony, to construct kayaks, and sod homes. Whales were also a traditional source of food in the past; however, they are no longer hunted in the region today.

Harbor seals can be hunted year-round, though the preferred time to hunt varies throughout the region. They are usually hunted from a boat, but harbor seals can also be hunted from land. Hunters prefer small to medium-sized harbor seals as they are easier to handle, and they taste better. Larger harbor seals are used for rendering the fat into oil.

Northern fur seals are primarily located on the Pribilof Islands, and they can be found in large groups at rookeries. They are hunted on land using a large club during a specified harvest time in the summer. This is controlled by the government.

Sea lions can be hunted year-round on the Aleutian and Pribilof Islands, though similar to harbor seals, each community has its preference for the best time to hunt. Also, like harbor seals, sea lions can be hunted on land or by boat. Small to medium-sized sea lions are preferred by hunters because they are easier to handle, and they taste better.

Main Points:

- Marine mammals are animals that live in the ocean.
- Some marine mammals in the region include: seals, sea lions, and whales.
- The Unangan (E)/Unangas (A) use marine mammals for food, clothing, and artwork. In the past, parts of marine mammals were also used for building homes and kayaks.

Use introductory information during:

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Sea Lion Harvest Poster

Discussion Questions:
The sea lion harvest poster may be used to introduce the marine mammal unit. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- What do you think the sea lion is thinking? And the hunters?
- How is the Unangan (E)/Unangas (A) value “Take care of the sea/ocean” (Tuman alağüč agliisaaxtan (E)/ Alağüč agliisada (A) shown in this picture?
- Where would you find a sea lion? (in the water, on rocks, and on a rookery)
- What is a rookery? (a rookery is a breeding or nesting place of animals)
- What other types of animals live on the rookery? (seabirds)
  Why might an animal live on a rookery? (breeding, safety, or staying warm)
- How do people use different parts of sea lions? (food, whiskers-artwork, skin-clothing; In the past: skin-boats, gut-raingear, stomach-storage)

Unangam Tunuu:
- How do you say “sea lion” in Unangam tunuu? Qawaχ (E/A)
- How do you say “ocean” in Unangam tunuu? Alağuχ (E/A)
- How do you say “kayak/one hatch baidarka” in Unangam tunuu? Iqayɑχ (E/A)
Marine Mammal Nutritional Information

Seal and sea lion meat are excellent sources of protein. Why do we need **protein**? We need to eat foods with protein every day. Protein helps build muscles and organs. It also helps repair and replace muscles and organs so that our body can keep playing longer and growing stronger. Protein also helps little cuts heal.

Seal and sea lion meat are a source of vitamins A and B. Why do we need **vitamins**? Our bodies need vitamins to get many different jobs done in the body so that we can grow and be healthy. Vitamins also protect our bodies from damage. B vitamins help give our bodies energy. One of the functions of vitamin A is to help us see better in the dark.

Seal and sea lion meat are also excellent sources of iron. Why do we need **iron**? Our body uses iron to transport oxygen from our lungs to the rest of our body. One 3-ounce serving (about the size of our fist) of sea lion meat provides over half of the amount of iron an adult's body needs in one day. One 3-ounce portion of bearded seal meat has the same amount of iron as 24 hot dogs or 68 chicken nuggets!

**Nutrient highlight:**

**IRON**

Compare the amounts of food you would need to eat to get the same amount of iron as in 3 ounces of bearded seal meat.* (USDA, 2012)

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*3 ounces of bearded seal meat has 14 mg of iron, or 80% of the Daily Value.
% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).
Seal/Sea Lion Meatballs Recipe

Seal and sea lion meat can be prepared by boiling, baking, frying, drying, and salting. Historically, boiling the meat was the most common way to prepare it. The meat is sometimes “soaked out” before using. This refers to removing excess blood from the meat, a process believed to make the meat taste less gamey. For further guidance on “soaking out” the meat, see “Qaqamiiğux: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

Seal and sea lion meat are often used interchangeably, as in this recipe. Seal or sea lion meatballs are a modern recipe used with ground seal or sea lion meat. Traditionally, seal and sea lion were prepared in a simple way with few ingredients; however, this recipe has many ingredients.

**INGREDIENTS**

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3 cup canned tomato paste</td>
</tr>
<tr>
<td>1/2 cup water</td>
</tr>
<tr>
<td>1 cup beef stock, non-MSG</td>
</tr>
<tr>
<td>3 large eggs</td>
</tr>
<tr>
<td>3 cups rolled oats</td>
</tr>
<tr>
<td>1/4 cup + 3 tablespoon instant nonfat dry milk</td>
</tr>
<tr>
<td>3 pounds + 15 ounces raw ground seal or sea lion meat</td>
</tr>
<tr>
<td>3/4 cup onions, chopped</td>
</tr>
<tr>
<td>1 ¾ cup + 2 tablespoons celery, chopped</td>
</tr>
<tr>
<td>1 tablespoon dried parsley</td>
</tr>
<tr>
<td>1/2 teaspoon black or white pepper</td>
</tr>
<tr>
<td>3/4 teaspoon granulated garlic</td>
</tr>
<tr>
<td>1/4 teaspoon dried basil</td>
</tr>
<tr>
<td>1/4 teaspoon dried oregano</td>
</tr>
<tr>
<td>1/8 teaspoon dried marjoram</td>
</tr>
<tr>
<td>1/8 teaspoon dried thyme</td>
</tr>
</tbody>
</table>

**DIRECTIONS**

1. In a mixer with paddle attachment, combine tomato paste, water, beef stock, eggs, oats, and dry milk. Mix for 2 minutes on medium speed.

2. Add ground seal or sea lion meat, onions, celery, parsley, pepper, granulated garlic, basil, oregano, marjoram, and thyme. Mix on low speed for 3 minutes or until blended. Do not overmix.

3. Portion meatballs with scoop in rows 5 across and 5 down in two pans (9” x 13” x 2”). Each meatball should be about 2 1/8” in diameter or just less than a ¼ cup.

4. Bake: Conventional oven: 325°F (1 hour); Convection oven: 275°F (50 minutes); when taking the temperature of the meatballs, ensure the thermometer is pushed into the middle of the meatball and the thermometer reads 165°F (CCP).

5. Drain fat from pans.

6. Hold for hot service at 140°F or warmer.

Makes 25 servings (serving size: 2 meatballs, provides 2 ounces of meat, 1/8 cup vegetable and 1/2 serving of grain/bread per USDA, CACFP meal pattern).

*Recipe adapted from “Meat Balls” (Institute of Child Nutrition, 2017).*
Nutrition Activity

Materials needed:

- Mixer
- Large mixing bowl
- 6 small containers or bowls for each ingredient in recipe (meat will need larger container)
- 2 pans (9” x 13” x 2”)
- Scooper (holds about ¼ cup)
- Ingredients for Seal/Sea Lion Meatballs (see recipe)

Directions:

1. Have students wash their hands.

2. Prepare and measure out all ingredients in meatball recipe and place in small containers.
   - Students can help measure out ingredients and place in small containers. Ask students about the ingredients- have they used them before? What do the spices look and smell like? In what other recipes could you use these ingredients?
   - Number each container using masking tape to show the order the foods will be added to the bowl (i.e., #1 tomato paste, #2 water, etc.) Ask why ingredients need to be added in an order.

3. Have students take turns adding the following ingredients into the large bowl: tomato paste, water, stock, eggs, oats, and dry milk.
   - Count the number of ingredients added to the bowl.
   - Ask students if they know what “stock” is. Why is stock used in the recipe?

4. Mix for 2 minutes on medium speed.
   - Students can help with mixing while supervised, and they can help watch the clock.

5. Have students take turns adding the remaining ingredients (ground seal or sea lion meat, onions, celery, parsley, pepper, granulated garlic, basil, oregano, marjoram, and thyme) into the bowl with other ingredients.
   - Talk about the seal or sea lion meat. What color is the meat? Look at how red the meat is. Talk about how seal and sea lion meat are rich in iron. Why is iron important for our bodies? What else makes seal and sea lion meat healthy to eat?
How do you say seal or sea lion in *Unangam tunuu*?

Which ingredients are vegetables? Why are vegetables good for our bodies?

6. Mix on low speed for 3 minutes or until blended. Do not overmix.
   - Students can help with mixing while supervised, and they can help watch the clock.

7. Have students take turns forming meatballs with a scooper or have them hand roll the meatballs into about 2 1/8” diameter balls.

8. Using 9” x 13” x 2” pan, have students place meatballs in rows: 5 across and 5 down in each pan. Fill two pans to make 50 meatballs.
   - Have students count the meatballs. How many meatballs are in a row? How many meatballs are in a column? Calculate how many meatballs the class will eat.


10. Each CACFP serving is 2 meatballs per student. Place equal portions of meatballs on each table in the classroom. Encourage each student to serve themselves and try 2 meatballs.

**Group discussion questions:**

While students are seated and sharing prepared recipe, topics to discuss include:

- What did you like best about making seal/sea lion meatballs?
- Have you made meatballs before?
- What makes seal/sea lion meatballs healthy?
- What are some other healthy ways you could prepare seal or sea lion meat?
Activity Extensions

CREATE

- Create an activity to learn about blubber, such as the Blubber Experiment: (http://stayathomeeducator.com/eight-arctic-themed-preschool-activities/). Talk with students about the importance of blubber on marine mammals; how it keeps them warm, and how it is a source of food for people.

- Create a seal stomach out of paper-mache (blow up balloon: then cover it with paper and paste). Talk about different ways seal stomachs were used in the past (storage container, in traditional dance, stuffing seal or sea lion meat, and cooking).

- Create and dramatize the traditional song on page 18 about a hunter going out to get a sea lion. Assign students to act out the roles of the hunter, sea lion, and drummers.

- Create or teach a traditional song or dance about marine mammals.

INVITE

- Invite someone to talk about traditional kayaks and skin boats including how they were made and used in the past. Incorporate Unangam tunuu words into the discussion.

- Invite a family member to the classroom to share a marine mammal hunting story. Bring some of the tools that might be needed for hunting (no guns or other weapons).

- Invite someone to the classroom to teach Unangam tunuu words related to marine mammals.

- Invite a family member to the class to help prepare a traditional food recipe. See section labeled Volunteers on page 7 for guidance on having volunteers prepare food with students.

- Invite someone to the classroom to butcher a seal or sea lion and learn about the different parts.

SHOW

- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tool(s) utilized to acquire the traditional food.

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
“Song of the Atkan Aleuts”

“Song of the Atkan Aleuts” is an old Aleut song from Atka from the early 1800s that was recorded by Iakov Netzvetov. It is a song about a hunter going out to sea to hunt in his bidarki (kayak). While out hunting, he sees a sea lion and tries to kill it, but he is unsuccessful. As he returns home after the unsuccessful hunt, he hears the drumming, the music he loves. (Bergsland, K. & Dirks, M.L., 1990; Song adaptation from: Alaska Bilingual Education Center, 1976.)

Discussion questions:

After acting out the above story, ask students the following questions:

- What happened to the sea lion in the story?
- How was the hunter feeling in the story? Why?
- What made the hunter happy again?
Laaqudaً (E)/Hlaaqudaً (A)
Northern Fur Seal
Qawəx (E/A)

Sea Lion
Dear Family,

In this unit, we will study about marine mammals found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using a marine mammal. Information for this unit has been adapted from the book, “Qaqamiġux̂: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Discuss the importance of marine mammals in Unangan/Unangas culture (food, skin boats, regalia, etc.). Share a story about marine mammal hunting with students. Bring tools that might be needed for hunting (no guns or other weapons).
- Bring in a seal or sea lion to butcher. Allow students to see and learn the different parts of the animal.
- Teach Unangam tunuu words related to marine mammals. Teach a traditional song or dance about marine mammals.
- Help prepare a traditional food recipe.

<table>
<thead>
<tr>
<th>Unangam Tunuu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seal .......... Isu̱x̂ or Isu̱gi̱x̂ (E/A)</td>
</tr>
<tr>
<td>Sea lion .......... Qawa̱x̂ (E/A)</td>
</tr>
</tbody>
</table>

Audio recordings of these and other Unangam tunuu words can be found on APIA’s website at www.apiai.org under the Head Start tab. In addition, each Head Start classroom has an audio card reader with recordings of these words.

Request for Donations of Food

☐ We do not need any foods donated for this unit.
☐ We are requesting donations of food for this recipe.

We are in need of _______ (amount) of ______________________ (type of food) in order to prepare the following recipe in class: _____________________________.

Note that any donated wild meat must be whole, in quarters, or roasts; no burger or ground meats.

Please note that all donations must be determined safe for human consumption. You may be asked questions regarding how the meat was butchered, dressed, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.

Thank you! Qa̱gaasakung (E); Qa̱gaalaku̱x̂ (E-Pribilofs); Qa̱gaasakuq (A)
Marine mammal recipe to try at home:

Seal Meat Pot Roast
*Recipe by: Florence M. Anderson (Hunters of the Sea Akutan Cookbook, 1993)*

**Ingredients**
- Seal meat
- ¼ cup oil
- Salt and pepper
- Worcestershire
- 3 cups water

**Directions**
Flour meat, then brown in oil. Add seasonings, then add water and simmer for 1 ½ hours.


Nutritional Information about Marine Mammals:
Please help reinforce the nutritional information about marine mammals with your child during this unit.

Seal and sea lion meat are sources of:
- **Protein** - helps build muscles and organs and repair them.
- **Vitamins (A & B)** - B vitamins help give our bodies energy. Vitamin A helps us see better in the dark and helps keep us healthy.
- **Minerals (iron)** - our bodies use iron to transport oxygen from the lungs to the rest of the body.

**Nutrition Fact:**
Seal and sea lion meat are very rich in iron. One 3-ounce portion of seal meat has the same amount of iron as 24 hot dogs or 68 chicken nuggets!

**IRON**

Compare the amounts of food you would need to eat to get the same amount of iron as in 3 ounces of bearded seal meat.*

*3 ounces of bearded seal meat has 14 mg of iron, or 80% of the Daily Value. % Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet). (USDA, 2012)
UNIT 2
FISH
Qan (E)/Qas (A)
Unangam Tunuu

To hear how these words are pronounced in Unangam tunuu, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many Unangam tunuu words utilized in the curriculum. A glossary of Unangam tunuu is located in the appendix of this curriculum.

Fish (singular)  .......................................................... Qaḥ (E/A)
Fish (plural) .......................................................... Qan (E)/Qas (A)
Halibut ................................................................. Chagiḥ (E/A)
Sockeye salmon or red salmon .......... Aanuḥ (E)/Haanuḥ (E/A)
King salmon or chinook ................. Chaguchaḥ (E)/Chavichaḥ (R)
Dog salmon or chum .......... Ĭhaykiḥ (E)/Aluğağiḥ (E-Belkofski)
                                      Ĭhaykuḥ (A)
Pink salmon or humpback ................. Adgayuḥ (E/A)
Silver salmon or coho ...................... Qakiidah (E/A)
Pacific cod .......................................................... Atxidah (E/A)
Greenling ............................................................ Sxiigih (E/A)
Seine ................................................................. Kudmachiḥ (E)/Niivudiḥ (A)
“Looking for fish” or “fishing” .......... Qasilix (E)/Qasil (A)

Use Unangam tunuu during:
- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Fish

Fish are a central part of the *Unangan (E)/Unangas (A)* diet. Some of the more popular fish eaten in the Aleutian and Pribilof Islands Region include: halibut, salmon, Pacific cod, dolly varden, sculpin, pogy or greenling, rockfish, and herring.

Subsistence fish are caught from the beach or shore and from fishing boats. Gear such as nets, longlines, and fishing poles are used to harvest the fish, as are traditional handlines. In the past, fishing was an event that involved the whole community, and the catch was widely shared.

Halibut and salmon are the most commonly eaten fish in the region. Halibut are often harvested for subsistence between April and September, and they are caught from a boat using a technique called longline fishing. Halibut are also caught using a hook and line. Sometimes halibut are caught on the shore.

There are five species of salmon found in the region: king salmon, dog salmon, silver salmon, pink salmon, and red salmon. Salmon are an abundant fish along the Aleutian Islands; however, they are not harvested on the Pribilof Islands. Red salmon, also known as sockeye, is the most harvested salmon in the region. Common methods of harvesting salmon for subsistence today include using gillnets, seines (large fishing net), and rod and reel.

Main Points:
- Fish are a very important part of the *Unangan (E)/Unangas (A)* diet.
- There are many different types of fish found in the region.
- There are five types of salmon found in the region.

Use introductory information during:
- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Salmon Harvest Poster

Discussion Questions:

The salmon harvest poster may be used to introduce the fish unit. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- Have any of you or your families participated in catching fish to eat?
- How is the Unangan (E)/Unangas (A) value “Help others” Agitaasiin sismida (E)/ Anŋaŋinəs kiduda (A) shown in this picture?
- What do you think people might do if they catch a lot of fish? (Talk about the importance of sharing as an Unangan (E)/Unangas (A) value.)
- Do you like eating fish? What is your favorite way to eat fish?
- What are some of the different ways you can process or prepare fish to eat? (smoke, pickle, bake, fry, and boil)

Unangam Tunuu:

- How do you say “fish” in Unangam tunuu? Qaŋ (E/A)
- How do you say “seine” in Unangam tunuu? Kudmachiŋ (E)/Niivudiŋ (A)
- How do you say “looking for fish” or “fishing” in Unangam tunuu? Qasilix (E)/Qasil (A)
Fish Nutritional Information

Fish is a rich source of protein, good fats (omega-3 fatty acids), vitamins, and other minerals. Why do we need protein? We need to eat foods with protein every day. Protein helps build muscles and organs. It also helps repair and replace muscles and organs so that our body can keep playing longer and growing stronger. Protein also helps little cuts heal.

Fish is an excellent source of good fats. Why do we need good fats? Good fats act as the body’s reserve tank of energy, protect our organs- like a cushion, and help keep our bodies warm in cold weather. Good fats are also believed to be healthy for our heart. Eating one to two servings of fish per week is believed to reduce the risk of death from heart disease. Salmon and halibut contain healthier fats than other types of meat such as chicken and beef.

Salmon is one of the best dietary sources of vitamin D. Why do we need vitamin D? Vitamin D helps keep our teeth and bones healthy. Although our skin produces vitamin D with exposure to sunlight, it is often not enough in northern climates like Alaska. We must also get vitamin D from supplements and from our diet.

Nutrient highlight: VITAMIN D

3 ounces of sockeye salmon has the same amount of vitamin D as over 3 cups of milk (2%). Both provide 94% of the vitamin D you need in one day.* (Kuhnlein, 2006)

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).
Fish Spread Recipe

Fish spread is often made with salmon or halibut and mixed with different ingredients that may include: cream cheese, mayonnaise, onion, celery, garlic, salt, pepper, and other spices. It can be eaten with crackers, used as a dip with vegetables, or made into a sandwich. Fish spread is a healthy snack, or it can be part of a healthy meal.

**INGREDIENTS**

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ½ ounces cooked fish (salmon, halibut, other)</td>
<td>1. Prepare fish (salmon, halibut, or other fish) ahead of time according to cooking directions.</td>
</tr>
<tr>
<td>10 ounces cream cheese (regular or low fat)</td>
<td>2. Cool fish completely.</td>
</tr>
<tr>
<td>2 stalks celery, minced</td>
<td>3. In a large bowl, break the fish into small pieces and remove bones using your hands.</td>
</tr>
<tr>
<td>1 small onion, minced</td>
<td>4. Add cream cheese, celery, onion, garlic, cayenne pepper and salt/pepper. Mix well.</td>
</tr>
<tr>
<td>1 clove garlic, minced</td>
<td>5. Divide into 25 servings. Serve with crackers.</td>
</tr>
<tr>
<td>dash cayenne pepper, salt and pepper (to taste)</td>
<td></td>
</tr>
<tr>
<td>50-75 crackers (2-3 per student)</td>
<td></td>
</tr>
</tbody>
</table>

Makes 25 servings (serving size: 1 ounce, provides .5 ounce meat per USDA, CACFP meal pattern).

*Recipe adapted from Shelly Laukitis (False Pass Tribal Council, 1997).*
Nutrition Activity

Materials needed:

- Knife
- Cutting board
- 1 large bowl
- 4 small bowls for each group (to put prepared fish, cream cheese, celery, and onion)
- Forks for each student
- 4 spoons for each group (for each small bowl)
- 1 small bowl for each student in group
- Paper towels
- Ingredients for Fish Spread (see recipe)

Directions:

1. Have students wash their hands.

2. With a knife and cutting board, mince the celery and onions separately. Divide celery into small bowls (1 bowl for each group). Do the same with the onion. Place a spoon in each bowl.
   - Students can observe mincing celery and onions. What is the difference between mincing and chopping?
   - Why do onions make some people cry when cutting? Why does celery not make you cry when cutting it?

3. Prepare the fish. If using baked or boiled fish, allow it to cool, and then divide big pieces into small bowls (1 bowl for each group). Put a spoon in each bowl.
   - Ask students about different ways fish can be prepared (i.e., baked, boiled, fried, salted, smoked, or pickled).
   - Discuss the kind of fish in the recipe. How was it prepared? Do you know how it was harvested?

4. Give each student a small bowl and a fork.

5. Divide the class into groups of 3-4 depending on class size.

6. Have students divide the fish and put it into their individual bowls.
   - Explain how the fish needs to be shared equally between everyone in the group. How will you divide the fish equally?
7. With the prepared fish, students can break the fish into small pieces and remove the bones.

- Talk about how fish is a great source of protein and why our bodies need protein (see nutrition section on page 29).
- How does the fish feel? Does it feel oily?
  Talk about the good fats found in fish.
- What color is the fish? How does it smell?
- What is the word for fish in Unangam tunuu?

8. Once the bones have been removed and the fish is broken into small pieces, each student in the group will add cream cheese, onion, garlic, cayenne, and celery according to the directions from the teacher.

- What group of foods do onion and celery belong to?
  What about cream cheese?

9. With a fork, mix all ingredients together in individual bowls and add a little salt and pepper.

Group discussion questions:

While students are seated and sharing prepared recipe, topics to discuss include:

- What did you like best about making fish spread?
- What does the word “spread” mean in this recipe? What other kinds of foods are considered “spreads?” What other ways do we use the word “spread?”
- Why is fish spread healthy?
- What are other healthy ways you could prepare fish (i.e., halibut, salmon, etc.)?
- Do you have a fishing story to share?
Activity Extensions

CREATE

- Create or teach a traditional song or dance about fish.
- Create and dramatize a traditional story about fish.
- Create a fish camp in the classroom and assign roles.
- Create large hearts with construction paper and write on them “Eating fish is good for my heart. Eat fish at least 2 times each week.” Have students decorate the heart with cut-outs of different types of fish they have colored. These can go home to families.

INVITE

- Invite a family member to the classroom and talk about subsistence fishing. Bring a few items used when fishing and talk about them.
- Invite a family member to join the class on a walk to visit a local stream or the ocean and talk about fishing.
- Invite families to attend a field trip to the local cannery or hatchery.
- Invite a family member to visit the classroom and tell a fishing story.
- Invite someone to the classroom to teach Unangam tunuu words related to fish.
- Invite a family member to the class to help prepare a traditional food recipe. Please see section labeled Volunteers on page 7 for guidance on having volunteers prepare food with students.
- Invite someone to the classroom to demonstrate how fish is cleaned, filleted, and prepared for storage. Learn about the different parts of fish.

SHOW

- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tools utilized to acquire the traditional food.
- Show children how to “swim like a fish” on their stomachs. Do this as an activity in the gym.
- Show a gill net to the class. Have students identify parts of the net and describe how it is used.

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
Coloring Pages

Aanuḵ (E)/Haanuḵ (E/A)

Red Salmon, Sockeye
Atxidaš (E/A)

Pacific Cod
Dear Family,

In this unit, we will study about fish found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using fish. Information for this unit has been adapted from the book, “Qaqamiġuŋ: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Share a fishing story. Discuss subsistence fishing. Bring some items you might use when fishing and talk about them.
- Bring in a fish to dissect so students can identify and learn about different parts of fish.
- Join the class on a walk to visit a local stream or the ocean and talk about fishing.
- Teach some Unangam tunuu words related to fish.
- Help prepare a traditional food recipe.
- Teach a traditional song or dance about fish.

**Unangam Tunuu**

Fish (singular) ............ Qa̱x (E/A)
Fish (plural) ..... Qan (E)/Qas (A)

Audio recordings of these and other Unangam tunuu words can be found on APIA’s website at www.apiai.org under the Head Start tab. In addition, each Head Start classroom has an audio card reader with recordings of these words.

---

**Request for Donations of Food**

☐ We do not need any foods donated for this unit.
☐ We are requesting donations of food for this recipe.

We are in need of ______ (amount) of ____________________ (type of food) in order to prepare the following recipe in class: __________________________________________________.

*Note that any donated seafood must be whole in round or gutted and gilled. The fish must be free of disease and not pose a health hazard to humans. Unfortunately, we cannot accept home smoked or kippered salmon. You may be asked questions regarding how the fish was harvested, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.*

---

**Thank you!** Qa̱gasaakung (E); Qa̱gaalaku̱x (E-Pribilos); Qa̱gaasakuq (A)
Fish recipe to try at home:

Smoked Salmon Deviled Eggs
Recipe by April Herzog (Unga Tribal Council, 2002)

Ingredients
12 hard-boiled eggs
¼ cup smoked salmon, chopped fine
1 cup mayonnaise
½ to 1 teaspoon mustard
Fresh ground pepper
Green onions, chopped (optional)

Directions
Mix all ingredients, stuff eggs and chill.
Garnish dish with thin strips of cooked salmon.


Nutritional Information about Fish:
Please help reinforce the nutritional information about fish with your child during this unit.

Fish is a rich source of:

- **Protein** - helps build muscles and organs and repair them.
- **Good fats** - provide energy, protect our organs, keep us warm, and are healthy for our hearts (Eating 1-2 servings of fish per week is believed to reduce the risk of death from heart disease.)
- **Vitamins (B & D)** - B vitamins help give our bodies energy, and vitamin D helps keep our teeth and bones healthy.
- **Minerals** - are important for almost all functions in our bodies.

**Nutrition Fact:**
Salmon is one of the best dietary sources of dietary vitamin D. Although our skin produces vitamin D with exposure to sunlight, it is often not enough in northern climates like Alaska. We must also get vitamin D from supplements and from our diet.

**VITAMIN D**
3 ounces of sockeye salmon has the same amount of vitamin D as over 3 cups of milk (2%). Both provide 94% of the vitamin D you need in one day.* (Kuhnlein, 2006)

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).
UNIT 3
BIRDS
San (E)/Sas (A)
**Unangam Tunuu**

To hear how these words are pronounced in *Unangam tunuu*, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many *Unangam tunuu* words utilized in the curriculum. A glossary of *Unangam tunuu* is located in the appendix of this curriculum.

<table>
<thead>
<tr>
<th>Birds or Ducks (plural)</th>
<th>San (E)/Sas (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird or Duck (singular)</td>
<td>Sâx (E/A)</td>
</tr>
<tr>
<td>Aleutian Canada Goose</td>
<td>Lagîx (E/A)</td>
</tr>
<tr>
<td>Gull</td>
<td>Slukâx (E/A)</td>
</tr>
<tr>
<td>Murre</td>
<td>Sakitaîx (E/A)</td>
</tr>
<tr>
<td>Ptarmigan</td>
<td>A̱gdiìkâx (E/A)</td>
</tr>
<tr>
<td>Emperor goose</td>
<td>Qamgaangiîx (E)/Qagmangiîx (A)</td>
</tr>
<tr>
<td>Grass</td>
<td>Qiigaîx (E/A)</td>
</tr>
<tr>
<td>Tufted Puffin</td>
<td>Uxchuîx (E)</td>
</tr>
<tr>
<td>Seagull (adult)</td>
<td>Slukâx (E/A)</td>
</tr>
</tbody>
</table>

Use *Unangam tunuu* during:
- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Birds

Birds have played a significant role in Unangan (E)/Unangas (A) history as a source of food, clothing, and tools. Millions of migratory birds pass through the Aleutian and Pribilof Islands Region each year. Some birds make it their nesting grounds for the summer, while others remain year-round.

The subsistence hunting season for birds is in the spring and summer, while sport hunting occurs in the fall and winter. Birds are an important part of the diet, and the harvest is often shared in the community. Some of the more commonly hunted birds include: geese, ptarmigan, and a variety of ducks. Some of the different ducks that are hunted in the Aleutian and Pribilof Islands Region include: scaups, scoters, goldeneyes, oldsquaws, mallards, mergansers, and eiders. Wild bird eggs are also an important part of the diet. Eggs are collected during the summer.

Main Points:

- Birds have played a significant role in Unangan (E)/Unangas (A) history as a source of food, clothing, and tools.
- Some of the more commonly hunted birds include: geese, ptarmigan, and ducks.
- Wild bird eggs are an important part of the diet. Eggs are collected during the summer.

Use introductory information during:

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Emperor Geese Harvest Poster

Discussion Questions:

The emperor geese harvest poster may be used to introduce the bird unit. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- What behaviors might help the hunter be successful in catching the birds? (stillness, quietness, and watching)
- How is the Unangan (E)/Unangas (A) value “Listen” - Tutada (E/A) shown in this picture?
- What do you think people might do if they harvest a lot of birds? (Talk about the importance of sharing as an Unangan (E)/Unangas (A) value)
- What are some ways to use goose feathers? (pillows and regalia)
- What are some ways to prepare wild birds? (bake, soups, and stir-fry) What about wild bird eggs? (same as chicken egg)

Unangam Tunuu:

- How do you say “emperor goose” in Unangam tunuu? Qamgaangïx (E)/Qagmangïx (A)
- How do you say “bird” in Unangam tunuu? Sa=X (E/A)
- How do you say “grass” in Unangam tunuu? Qiiga=X (E/A)
Duck Nutritional Information

Wild duck meat is a rich source of protein, B vitamins, iron, and other minerals. Duck meat is often lower in saturated fats than many red meats. This makes wild duck, and other poultry, healthier for our heart.

Duck meat is a rich source of protein. Why do we need **protein**? We need to eat foods with protein every day. Protein helps build muscles and organs. It also helps repair and replace muscles and organs so that our body can keep playing longer and growing stronger. Protein also helps little cuts heal.

Duck meat is a good source of B vitamins. Why do we need **B vitamins**? B vitamins give our body energy. Our bodies need vitamins to get many different jobs done so that we can grow and be healthy.

Duck meat is an excellent source of iron. Why do we need **iron**? Our body uses iron to transport oxygen from our lungs to the rest of our body. Wild duck has over four times as much iron as chicken.

Duck meat is a source of:

- **Protein**
- **Vitamins (B)**
- **Iron and other Minerals**

**Nutrient highlight: IRON**

Compare the differences in iron between wild duck and chicken. Wild duck has over four times as much iron as chicken.

(USDA, 2012)

*Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).*
Duck Soup Recipe

Ducks are often roasted or boiled in a soup or stew. Freshwater ducks, such as mallards, pintails, and teals are often preferred by hunters because they are easier to pluck, and the meat is considered tender and tasty. The feathers of most seawater ducks are difficult to pluck. Ducks are usually plucked and gutted before freezing. Sometimes duck meat is canned.

This duck soup recipe can be made with any wild bird. It provides a healthy and nutritious meal.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 quarts + 3 cups chicken or turkey stock, non-MSG</td>
<td>1. In a heavy pot, combine stock, celery, carrots, onions, parsley (or petrushki), pepper, and poultry seasoning. Bring to boil. Reduce heat and cover. Simmer for 20 minutes.</td>
</tr>
<tr>
<td>1 1/2 cups celery, chopped</td>
<td>2. Add rice and duck. Return to simmer. Cover. Simmer for 20 minutes or until rice is tender. CCP: Heat to 165°F or higher.</td>
</tr>
<tr>
<td>3/4 cup carrots, chopped</td>
<td>3. CCP: Hold at 140°F or warmer.</td>
</tr>
<tr>
<td>1/2 cup onions, chopped</td>
<td>4. Portion with 4 ounce ladle (1/2 cup).</td>
</tr>
<tr>
<td>1 tablespoon dried parsley (or petrushki)</td>
<td></td>
</tr>
<tr>
<td>1/4 teaspoon ground black or white pepper</td>
<td></td>
</tr>
<tr>
<td>1/4 teaspoon poultry seasoning</td>
<td></td>
</tr>
<tr>
<td>8 ounces enriched white rice (or brown rice) medium grain</td>
<td></td>
</tr>
<tr>
<td>13 ounces cooked duck or other wild bird, chopped</td>
<td></td>
</tr>
</tbody>
</table>

Makes 25 servings (serving size: 1/2 cup, provides .5 ounce of meat and .25 serving of grain/bread per USDA, CACFP meal pattern). Recipe adapted from “Chicken or Turkey Rice Soup” (Institute of Child Nutrition, 2017).
Nutrition Activity

Materials needed:

- Ingredients for Duck Soup (see recipe)
- 1 large soup pot
- Ladle
- Cutting board
- Knife
- 6 spoons
- Plastic knifes for students (supervision required)
- 1 medium bowl (for chopped duck or wild bird meat)
- 5 small bowls (for celery, carrots, parsley (or petrushki), and rice)
- Food scale

Directions:

Students can participate in plucking the feathers from the bird prior to roasting. Ask students about “plucking.” What does “plucking” mean? What other kinds of things do we pluck?

1. Have students wash their hands.

2. Roast duck or wild bird ahead of time. Allow to cool.

3. Chop bird meat and place in medium bowl.
   - Look at the parts of the bird and identify the wings, legs, and breast meat. How is the bird similar or different from a chicken?
   - Bird meat is a source of protein. Why do our bodies need protein?
   - Look at the dark meat of the bird. Wild birds are rich in iron. Why is iron important for our bodies?
   - What kind of bird are you preparing? How is this bird hunted?
   - What is the word for bird in Unangam tunuu?

4. With cutting board and knife, chop celery, carrots, onions, and parsley (or petrushki). Students may help chop vegetables with plastic knife while supervised in small groups.

5. Place ingredients in separate bowls.
   - Have students help measure out chopped ingredients into different bowls.
   - Explain that these are all common ingredients found in soup.
   - Have students weigh rice.
   - What food group is rice? (carbohydrate)

7. Place spoons in all bowls.

8. In a large pot, have students take turns adding the celery, carrots, onion, and parsley.
   - What colors are all of the ingredients you are adding?
   - Why are these ingredients good for our bodies?

9. Add pepper, parsley (or petrushki), and poultry seasoning to vegetables.
   - Have students help. Why are these ingredients added to the recipe?

10. Add chicken or turkey stock to large pot. Bring to boil. Reduce heat and cover. Simmer for 20 minutes.
    - What is stock? Explain that when you make homemade soup, you can control the amount of salt added. Less salt is healthier.

11. Add rice and bird meat. With assistance from the teacher, students take turns adding rice and meat to the large pot. Extreme caution should be taken as pot and ingredients will be very hot. If the teacher is not comfortable having students do this, he or she can add these ingredients. Please conduct this activity at the table as students are not allowed in the kitchen.


13. Portion soup into equal portions on each table. To meet protein requirements for CACFP, each student must have 4 ounces (1/2 cup).

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Group discussion questions:

While students are seated and sharing prepared recipe, topics to discuss include:

- What did you like best about making duck soup?
- Why is duck soup healthy?
- What are some other healthy ways you could prepare wild birds?
- Who do you know who collects eggs or hunts for birds?
Activity Extensions

CREATE
- Create or teach a traditional song or dance about birds.
- Create a dramatization of the traditional story “The Song Sparrow” #61 using the story on page 50. Talk about how this story expresses the Unangan (E)/Unangas (A) value to not be greedy.
- Create a drawing of a goose using step-by-step instructions: http://www.howtodrawanimals.net/how-to-draw-a-goose

COLLECT
- Collect recordings of birds’ songs and learn how to sing the bird songs as a class.

INVITE
- Invite someone to the classroom to teach Unangam tunuu words related to birds.
- Invite a hunter to the classroom to talk about different ways birds are hunted.
- Invite someone to take a walk with students and collect feathers. Identify any feathers found. Look at the different structures of the feathers. Discuss how flight feathers are longer and stronger while other feathers are short and soft.
- Invite someone to the classroom to demonstrate how a wild bird is butchered. Identify different parts of the bird (beak, feet, wing, muscle, etc.). Learn how to pluck the bird.

SHOW
- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tools utilized to acquire the traditional food.
- Show students the variety of birds found in the Aleutian and Pribilof Islands Region.
- Show how boiled, fried, and raw eggs are different. Have the cook prepare 1 boiled egg, 1 raw egg, 1 scrambled egg, and 1 fried egg. Save the egg shells in a bowl for children to visually examine. How are the eggs the same? How are they different?

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
“The Song Sparrow” #61

Song Sparrow and his cousin Wren set out beachcombing. They walked on until they found a whale. Upon reaching the whale, Wren entered its blowhole and began to eat inside there. After eating, he came out and went back home together with his cousin.

The next morning, Wren again started out to that whale with his cousin. Reaching the whale, he again entered its blowhole and began to eat there. After eating, he tried in vain to get out of there. Upon trying in vain to get out, he said to his cousin, “Pull my leg” whereupon his cousin went over to him and, pulling him by his leg, pulled his leg off.

Having pulled his leg off, his cousin said to him, “Did I kill you?” The Wren said, “No, today is not the time for dying.”

When the Wren had him pull on one of his wings in turn, it was also pulled off. When the other wing was in its turn also pulled off, he prepared to have him pull him by his head. Song Sparrow pulled him by his head until he pulled his head in its turn.

Having pulled Wren’s head off, Song Sparrow said to him, “Hey in there, did I kill you?” Wren did not make a sound, however, so Song Sparrow had lost his cousin and returned home.

That fellow Wren had been eating inside the whale until he got too fat to be able to get out and died, so the story goes. (Bergsland, K. & Dirks, M.L. 1990)

Discussion Questions:

After acting out the above story, ask students the following questions:

- Why did Song Sparrow pull off Wren’s leg, wings, and head?
- How did Wren get out of the whale the first day but get stuck the second time?
- What might be the message the story is telling about the Wren getting stuck in the whale?
- Many Unangan (E)/Unangas (A) values/beliefs are in this story. Examples of Unangan (E)/Unangas (A) values are: sharing, helping others, do not do anything to excess (too much), and do not be greedy. Can you think of some ways the story describes one of these values?
Coloring Pages

Uxchuḵ (E)

Tufted Puffin
Qamgaangiê (E)/Qagmangiê (A)

Emperor Goose
Ptarmigan
Slukaž (E/A)

Seagull (adult)
Dear Family,

In this unit, we will study about birds found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using wild birds. Information for this unit has been adapted from the book, “Qaqamiiŋux: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Share stories about bird hunting and the different ways birds are hunted.
- Teach a song or dance about birds to students.
- Visit the classroom to teach Unangam tunuu words related to birds.
- Teach students how different parts of birds were used in the past and how they are used today.
- Take a walk with students to collect feathers. Try to identify any feathers found. Look at the different structures of the feathers. Discuss how flight feathers are longer and stronger while other feathers are short and soft.

### Request for Donations of Food

- We do not need any foods donated for this unit.
- We are requesting donations of food for this recipe.

We are in need of ______ (amount) of __________________________ (type of food) in order to prepare the following recipe in class: __________________________________________________.

*Note that any donated wild bird meat must be whole, in quarters, or roasts. No ground meats. Donated eggs must be raw and intact. Please note that all donations must be determined safe for human consumption. You may be asked questions regarding how eggs were harvested and how the bird was butchered, dressed, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.*

Thank you! Qağaasakung (E); Qağaalakuŋ (E-Pribilofs); Qağaasakuq (A)
Bird recipe to try at home:

**Ptarmigan Soup**  *Recipe by: Peter Devine Jr., 2011 (Devine, 2011)*

**Ingredients**
- 5-6 ptarmigan, skinned and cut into quarters
- Heart, liver, and gizzard of the ptarmigan
- One bundle of scallions, chopped
- 4-5 potatoes, chopped
- 3 stalks celery, chopped
- 1 rutabaga, chopped
- 1 turnip, chopped
- 2 carrots, chopped
- ½ teaspoon garlic powder
- Salt and pepper, to taste

**Directions**
Place ptarmigan in a large soup pot and fill the pot half way with water. Bring the pot to a boil, and boil the meat for 30-45 minutes. Add chopped vegetables and spices, and cook the soup an additional 45 minutes.


---

Nutritional Information about Birds:

Please help reinforce the nutritional information about birds with your child during this unit.

**Nutrition Fact:**
Wild birds typically have less fat than store-bought birds, and they have a higher percentage of dark meat.

Wild birds are a rich source of:

- **Protein** - helps build muscles and organs and repair them.
- **Vitamins (B)** - B vitamins help give our bodies energy.
- **Minerals (iron)** - our bodies use iron to transport oxygen from the lungs to the rest of the body.

**IRON**

<table>
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<tr>
<th>% DAILY VALUE*</th>
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*Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).

Compare the differences in iron between wild duck and chicken. Wild duck has over four times as much iron as chicken. (USDA, 2012)

3 ounces of wild duck

3 ounces of chicken
To hear how these words are pronounced in Unangam tñunu, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org) audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many Unangam tñunu words utilized in the curriculum. A glossary of Unangam tñunu is located in the appendix of this curriculum.

**Caribou/Reindeer** ........................................... Itx̂ajåx̂ (E)/Itx̂aygi̊x̂ (A)

**Land** ............................................................... Tanåx̂ (E/A)

“To hunt or fish for food; subsistence” .......... Qaqamiigux̂ (E/A)

Use *Unangam tñunu* during:

- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Caribou/Reindeer

Caribou/reindeer are members of the deer family. In Alaska, domesticated caribou are called reindeer, but they are actually the same species.

Caribou naturally range on the treeless tundra and mountains of the Aleutians from Unimak Island east. There are no indigenous land mammals on any of the Aleutian Islands west of Umnak Island; however, reindeer and other land animals have been introduced by humans. In the early 1900s, reindeer were introduced to many of the islands in the region including Atka, St. Paul, St. George, Umnak, and Unalaska. In 1958, caribou were introduced on Adak.

Caribou/reindeer are hunted on land. Sometimes hunters use boats to find caribou/reindeer herds in more remote areas of the islands. Caribou/reindeer can be hunted year round; however, the meat is said to taste better at certain times of the year, such as early fall or late spring when they have more fat on them.

Main Points:

- Caribou/reindeer are members of the deer family.
- Caribou/reindeer have been introduced to many of the Aleutian and Pribilof Islands.
- Caribou/reindeer eat plants, mushrooms, and lichen.

Use introductory information during:

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Caribou/Reindeer Harvest Poster

Discussion Questions:

The caribou/reindeer harvest poster may be used to introduce the caribou/reindeer unit. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- Why do caribou/reindeer live in a herd? (safety)
- Why is caribou/reindeer fur so thick? (It keeps them warm when it is cold outside)
- How is the Unangan (E)/Unangas (A) value “to hunt or fish for food; subsistence” - Qaqamiiğux (E/A) shown in the picture?
- Where would you look for a caribou/reindeer? (tundra and mountains)
- Are caribou/reindeer on all of the Aleutian Islands? (No- they were introduced only on some of the islands in the past)
- What are some ways you can prepare reindeer meat? (stew, soup, stir fry, dried meat, and burgers)
- What do caribou/reindeer eat? (grass, plants, and lichen)

Unangam Tunuu:

- How do you say “caribou/reindeer” in Unangam tunuu? Itxayaŋ (E)/Itxaygiŋ (A)
- How do you say “land” in Unangam tunuu? Tanaŋ (E/A)
Caribou/Reindeer
Nutritional Information

Caribou/reindeer meat is an excellent source of low-fat protein. Caribou/reindeer meat has about twice as much protein as the same amount of hot dogs or chicken nuggets. Why do we need protein? We need to eat foods with protein every day. Protein helps build muscles and organs. It also helps repair and replace muscles and organs, so that our body can keep playing longer and growing stronger. Protein also helps little cuts heal.

Why do we need vitamins? Caribou/reindeer is also packed with many B vitamins, which help convert the food we eat into energy. Caribou/reindeer is also a source of vitamin A. The liver is extremely high in vitamin A. Vitamin A helps keep our skin, bones, and teeth healthy.

Caribou/reindeer meat contains other important nutrients for our bodies known as minerals. Many minerals are found in caribou/reindeer, such as iron. Why do we need iron? Our bodies use iron to transport oxygen from our lungs to the rest of our body. One 3 ounce serving of caribou/reindeer provides 19 percent of our daily need for iron.

Caribou/Reindeer meat is a source of:
- Protein
- Vitamins (A & B)
- Minerals

Nutrient highlight: PROTEIN

Compare the difference in protein between caribou meat and other foods (3-ounces each). (USDA, 2012)
Caribou/Reindeer and Cabbage Recipe

Caribou/reindeer meat can be fried, roasted, dried, boiled, or ground up and used like hamburger. The meat can also be made into a delicious soup or stew. The best parts of the caribou are considered to be the ham, or hind quarters, and the rump part for roasting. This recipe for Caribou/Reindeer and Red Cabbage is a nutritious way to prepare the meat. Caribou/reindeer meat is an excellent source of protein as it is low in fat. The additional vegetables in this recipe make it even more nutritious. Foods that are nutritious are healthy for our bodies.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
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<tbody>
<tr>
<td>4 pounds + 4 ounces caribou/reindeer meat, ground, raw</td>
<td>1. In skillet, combine caribou/reindeer, diced onion, garlic powder, and water.</td>
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<tr>
<td>2 ¾ cup onion, finely diced</td>
<td>2. Brown meat mixture over medium heat, stirring occasionally, until liquid is evaporated and meat is fully cooked and crumbly. CCP: Heat to 165°F or higher for 15 seconds.</td>
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<tr>
<td>1 teaspoon garlic powder</td>
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<td>1 quart water</td>
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<tr>
<td>3 gallons + 3 quarts red cabbage (or green), shredded</td>
<td>3. In a large casserole dish, combine meat mixture, cabbage, onion, tomato sauce, tomato paste, beef broth, apple cider vinegar, salt, pepper, garlic, thyme, and rice. Cover tightly with foil.</td>
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<tr>
<td>2 quarts onion, diced</td>
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<tr>
<td>3 quarts + 3 cups tomato sauce</td>
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<tr>
<td>3/4 cup tomato paste</td>
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<tr>
<td>1 quart + 2 ½ cups beef broth</td>
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<tr>
<td>½ cup + 2 teaspoons apple cider vinegar</td>
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<tr>
<td>2 tablespoons + 1 teaspoon salt</td>
<td>4. Bake: Conventional oven: 400°F for 1 hour; CCP: Heat to 165°F or higher for 15 seconds; CCP: Hold for hot service at 135°F or higher.</td>
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<tr>
<td>1 teaspoon black pepper</td>
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<tr>
<td>2 tablespoons + 1 teaspoon garlic powder</td>
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<tr>
<td>1/2 teaspoon thyme, dried, ground</td>
<td>5. Serve: 1 ½ cups (3 No. 8 scoops) per plate.</td>
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<tr>
<td>2 quarts + 1 cup brown rice slightly undercooked</td>
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</table>

Makes 25 servings (serving size: 1 1/2 cups; provides 2 ounces meat, 2 ounces whole grain, and 1 cup of vegetable per USDA, CACFP meal pattern).

Recipe from “Make it Local: Recipes for Alaska’s Children” (Dawson, Hackenmuller, & Lampert)
# Nutrition Activity

## Materials needed:
- Meat grinder
- Large bowl
- Large skillet for meat mixture
- Knife
- Grater
- Cutting board
- Measuring cups

- Measuring teaspoon and tablespoon
- Large casserole dish that fits all ingredients (or pan with high edges may be substituted)
- Small sampling spoons- 3 for each student
- Ingredients for Caribou/Reindeer and Cabbage (see recipe)

## Directions:

1. Have students wash their hands.

2. Cut up pieces of caribou/reindeer meat and put through grinder.
   - Students can take turns grinding the meat in the grinder. This must be done with supervision.
   - Which food group does caribou/reindeer meat belong to? (protein)
   - How many “white ribbons” (strips of fat) do you see on the meat?
   - Caribou/reindeer are very lean sources of protein. What does the word “lean” mean? Why is protein good for our bodies?
   - What is the word for “caribou/reindeer” in *Unangam tunuu*?

3. Place ground meat in the skillet.

4. With students watching, finely dice the onions. Have the students measure the onions. Add onion to ground meat in the skillet.
   - Why are onions often added to a recipe? What is the difference between dicing and chopping?

5. Have students help measure garlic powder and water, and then add ingredients to skillet.

6. Brown meat mixture over medium heat, stirring occasionally, until liquid is evaporated and meat is fully cooked and crumbly. CCP: Heat to 165° F or higher for 15 seconds. Use thermometer as meat can turn brown even though it is not fully cooked.
7. While meat is browning, students can help prepare remaining ingredients to be added to meat mixture.

8. Shred cabbage and dice onions.
   - Have students help measure cabbage and onions then place into large casserole dish.
   - What other foods have you eaten that contain cabbage? Why is cabbage healthy for our bodies?

9. Have students help measure out remaining ingredients and add to casserole dish: tomato sauce, tomato paste, beef broth, apple cider vinegar, salt, pepper, garlic, thyme, and rice.
   - Have students identify each ingredient being placed into pan. What do these ingredients taste like? Using small sampling spoons, allow students to taste small amounts of tomato sauce, beef broth, and apple cider vinegar. What do they think of the taste?

10. Add browned caribou/reindeer meat mixture to ingredients in casserole dish.

11. Cover tightly with foil.

12. Bake as in recipe directions: 400° F for 1 hour; CCP: Heat to 165° F or higher for 15 seconds; CCP: Hold for hot service at 135° F or higher.

13. Serve. Each 1 ½ cup serving meets CACFP requirements for 2 ounces of protein, 1 cup of vegetables, and 2 ounces of grain. Place equal portions of Caribou/Reindeer and Cabbage dish on each table in the classroom. Encourage each student to serve themselves 1 ½ cups.

Group discussion questions:
While students are seated and sharing prepared recipe, topics to discuss include:
- What did you like best about making caribou/reindeer and cabbage recipe?
- Why is the caribou/reindeer recipe healthy?
- What are some other healthy ways you could prepare caribou/reindeer?
- Have you ever helped or seen someone process a caribou/reindeer?
Activity Extensions

CREATE
- Create or teach a traditional song or dance about caribou/reindeer.
- Create caribou/reindeer tracks in the actual size for students to color. Have students cut them out and compare the size with their feet.

INVITE
- Invite a family member to visit the classroom and tell a caribou/reindeer hunting story. Bring some of the tools that might be needed for hunting (no guns or other weapons).
- Invite someone to the classroom to teach Unangam tunuu words related to caribou/reindeer.
- Invite a family member to the class to help prepare a traditional food recipe. Please see section labeled Volunteers on page 7 for guidance on having volunteers prepare food with students.
- Invite someone to the classroom to demonstrate how to butcher a caribou/reindeer, and learn about the different parts of the animal.

SHOW
- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tool utilized to acquire the traditional food.
- Show a caribou/reindeer antler and allow the students to touch the antler(s). Ask students what the difference is between antlers and horns. Do they think the antlers are heavy or light? What are the antlers used for by the caribou/reindeer?
- Show students a piece of caribou/reindeer hide and allow students to feel it. Talk about the different ways the hide can be used (clothing, blanket, and shelter).

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
Itkayak (E) / Itkayghi (A)

Caribou or Reindeer
Dear Family,

In this unit, we will study about caribou/reindeer found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using caribou/reindeer. Information for this unit has been adapted from the book, “Qaqamiigux: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Visit the classroom and share a caribou/reindeer hunting story.
- Visit the classroom to teach Unangam tunuu words related to caribou/reindeer.
- Help prepare a traditional food recipe.
- Teach a traditional song or dance about caribou/reindeer.
- Bring in a caribou/reindeer to butcher so students can learn about different parts of the animal.
- Bring in a piece of caribou/reindeer hide or antlers and have students feel it. Talk about the different ways the hide or antlers can be used.

### Request for Donations of Food

- **We do not need any foods donated for this unit.**
- **We are requesting donations of food for this recipe.**

We are in need of _______ (amount) of _____________________ (type of food) in order to prepare the following recipe in class: __________________________________________________.

*Note that any donated wild game meat must be whole, in quarters, or roasts. No burger or ground meats. Please note that all donations must be determined safe for human consumption. You may be asked questions regarding how the meat was butchered, dressed, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.*

*Hunters must also fill out a Transfer of Possession Form when donating any wild game meats. This can be found on the Alaska Dept. of Fish and Game website: http://www.adfg.alaska.gov/static/regulations/wildliferegulations/pdfs/transfer.pdf*

Thank you! Qa’gaasakung (E); Qa’gaalaku (E-Pribiloofs); Qa’gaasakux (A)
Caribou/Reindeer recipe to try at home:

**Caribou Stew**

Recipe from King Cove Women’s Club, 1999 (King Cove Women’s Club, 1999)

**Ingredients**

- 2 to 3 pounds caribou stew meat, cut into bite-sized pieces
- [2 tablespoons shortening or oil]
- 1 can stewed tomatoes
- 1 large onion, diced
- 2 tablespoons celery flakes
- Salt and pepper to taste
- 1 can carrots
- 3 medium potatoes, diced
- 1 can string beans
- Worcestershire, to taste

**Directions**

Brown meat in pot with 2 tablespoons shortening or oil. Add onions, celery flakes, salt, pepper, tomatoes, and juices from the canned vegetables and cook on low heat for 1 ½ hours. Then add carrots, potatoes, and beans. Cook for another 15 to 20 minutes.


---

**Nutritional Information about Caribou/Reindeer:**

Please help reinforce the nutritional information about caribou/reindeer with your child during this unit.

---

**Caribou/Reindeer is a rich source of:**

- **Protein** - helps build muscles and organs and repair them.
- **Vitamins (A & B)** - B vitamins help give our bodies energy. Vitamin A helps keep our skin, bones, and teeth healthy.
- **Minerals (iron)** - our bodies use iron to transport oxygen from the lungs to the rest of the body.

---

**Nutrition Fact:**

Caribou/reindeer meat has about twice as much protein as the same amount of hot dogs or chicken nuggets!

![Protein Comparison Chart](image_url)

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet). (USDA, 2012)*
UNIT 5
PLANTS
Tanam chngangin (E)
Hitnisas (A)
Unangam Tunuu

To hear how these words are pronounced in Unangam tunuu, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many Unangam tunuu words utilized in the curriculum. A glossary of Unangam tunuu is located in the appendix of this curriculum.

Plants ..................... Tanam chngangin (E)/Hitnisas (A)
Mossberry or Crowberry ............ QaayuĈ (E)/AangsuĈ (A)
Highbush blueberry .......................... UnignaĈ (E)
Lowbush blueberry .......................... UnxiidgiĈ (E)
Salmonberry .......................... AlagnaĈ (E)/BuruskaĈ (E/R)
Lowbush cranberry .......................... KiikaĈ (E)
Petrushki or beach lovage .................. PitruuskaĈ (E/R)
Cow parsnip or putchki ...... SaaqudaĈ (E/A)/Taaĝan’giĈ (A)
Chocolate lily .......................... SaranaĈ (E/R)/AlugaĈ (A)
Land .............................................. TanaĈ (E/A)
Outside ........................................ Sadang (E/A)

Use Unangam tunuu during:
- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Plants

There are a variety of wild, edible plants in the Aleutian and Pribilof Islands Region. Many of these plants have important nutrients, such as vitamins and fiber. In the past, plants were an important part of the diet for the Unangan (E)/Unangas (A) as well as a source of medicine to treat many illnesses. Today, the use of plants is limited mostly to berries, petrushki, putchki, and a few edible greens, though some people still harvest plants for medicinal purposes.

Main Points:

- There are many wild, edible plants in the region.
- Plants are a healthy source of food for our bodies, providing vitamins and fiber.
- Some plants can be used for medicine.

Use introductory information during:

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Plant Harvest Poster

Discussion Questions:
The plant harvest poster may be used to introduce the plant lesson. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- How is the *Unangan (E)/Unangas (A)* value “take care of the land” – *Tuman tanaɂ agliisaaẗan (E)/Tanaɂ agliisada (A)* shown in this picture?
- When can you pick different berries? (July-November)
- What are some ways you can use berries? (pies, jam/jelly, smoothie, cereal)
- What is your favorite berry or plant to eat?

**Unangam tunuu**

- How do you say “mossberry” or “crowberry” in *Unangam tunuu? Qaayuɂ (E)/Aangsuɂ (A)*
- How do you say “land” in *Unangam tunuu? Tanaɂ (E/A)*
- How do you say “outside” in *Unangam tunuu? Sadang (E/A)*
Plants and Berries
Nutritional Information

Berries and some plants are a rich source of vitamins. Our bodies need vitamins to grow healthy and strong. Vitamins protect our bodies from damage. Each vitamin has its own special job in our bodies. Many berries contain vitamin C. Why do we need vitamin C? Vitamin C helps keep our gums and muscles in good shape, and it helps us not get sick. One cup of blueberries provides half of the daily need for vitamin C.

In the past, wild plants, berries, and seaweed were the main sources of fiber in the Unangan (E)/Unangas (A) diet. Berries are a rich source of dietary fiber. Why do we need dietary fiber? Dietary fibers are carbohydrates that cannot be digested. They are present in all plants that are eaten, including berries. Fiber helps our body break down foods and helps us go to the bathroom. Eating foods high in dietary fiber can help make us feel full, and it may help reduce the risk of getting overweight.

Nutrient highlight: FIBER

All of the fruits shown here are considered rich sources of fiber. One half cup of mossberries provides 10% of the daily value* for fiber. This is the same amount of fiber as…

- 6 orange slices
- a little less than one banana
- ¼ small apple
- small handful of raisins

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet). (USDA, 2012)
Berry Smoothie Recipe

A variety of berries can be harvested from the Aleutian and Pribilof Islands Region including: blueberries, mossberries, salmonberries, nagoonberries, lowbush cranberries, and cloudberry. Mossberries, blueberries, and salmonberries are the most commonly harvested berries.

Berries are typically picked from July until early November. Buckets of berries are collected and used in jams, jellies, pies, and other recipes.

Berry smoothies are a healthy snack that can be used with any type of berry. Smoothies are easy to prepare and can be made with berries that have been washed and frozen.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ½ cups 1% or fat-free milk</td>
<td>1. Peel the bananas and cut into slices.</td>
</tr>
<tr>
<td>8 ripe fresh or frozen bananas (about 4 cups)</td>
<td>2. Divide the ingredients into thirds. In the blender, put 4 cups milk, about 2 ½ bananas, and about 3 cups of berries.</td>
</tr>
<tr>
<td>8 ½ cups fresh or frozen blueberries, mossberries, or salmonberries</td>
<td>3. Turn on the blender and mix until frothy.</td>
</tr>
<tr>
<td>3 cups or more, ice cubes</td>
<td>4. Add 1 cup of ice cubes.</td>
</tr>
</tbody>
</table>

5. Mix until ice is blended.
6. Pour into tasting cups.
7. Repeat two more times with remaining ingredients.

Makes 25 servings (serving size 1/25, provides 1/2 cup fruit per USDA, CACFP meal pattern. Provides 1/2 cup milk per serving).
### Nutrition Activity

**Materials needed:**

- Ingredients for Berry Smoothie (see recipe)
- Blender
- 3 medium sized bowls (one bowl for each: berries, bananas, and ice)
- Spoons for each bowl
- Large pitcher for milk
- Colander
- Measuring cup(s)
- Knife
- Plastic knives- one per student
- Cutting board
- Paper towels

**Directions:**

1. Have students wash their hands.

2. For each student, you will need approximately ½ cup milk and ½ cup of fruit (mix of berries and bananas). Include extra berries and bananas for sampling. For a class size of 10, you may need 3-4 bananas and about 4 cups of berries.

3. Fill a bowl with ice cubes (about 2 ice cubes per student).

4. Fill a pitcher with milk (1/2 cup milk per student).

5. Divide the class into groups of 3-4 depending on the class size. Allow each group to help the teacher or cook rinse the berries using the colander.
   - Why is it important to rinse the berries?

6. Place the berries in a bowl with spoon.

7. Slice bananas. If using fresh bananas, students can help slice them using plastic knife with supervision. Teachers can slice frozen bananas.
   - Talk about knife safety. What is the proper way to use a knife?

8. Place sliced bananas in a bowl with spoon.

9. Give each student a few berries to sample on a paper towel or napkin.
   - What kind of berry is it? How many berries do they each have?
   - Have the students describe the berries (i.e., shape, color, and seeds).
Berries have vitamin C. Why is vitamin C good for our bodies?

Berries also have fiber. Why is fiber good for our bodies?

What is the word in *Unangam tunuu* for the berry you are using?

10. Give each student a few banana slices to sample on a paper towel or napkin.
   - Have the students describe the banana slice.
   - Which fruit is sweeter- the berries or the banana?
   - How are the fruits similar? How are the fruits different?
   - Bananas are a source of vitamins and fiber.

11. Using a measuring cup, have each student fill ½ cup with a combination of berries and banana slices. Then, add mixture to blender.
   - Ask students which fruit they prefer more- bananas or berries?

12. Assist each student with measuring and adding ½ cup of milk to blender.
   - Why is milk healthy for our bodies? (calcium-strong bones)

13. When blender is half full, mix until frothy.

14. Have each student add 2 ice cubes to blender.

15. Mix until ice is blended.

16. Divide portions of the smoothie into child sized pitchers. Assist children in pouring the smoothie from the blender into their own cup.

17. Repeat with remaining students.

**Group discussion questions:**

While students are seated and sharing prepared recipe, topics to discuss include:

- What did you like best about making the berry smoothie recipe?
- Why is the berry smoothie recipe healthy?
- What are some other healthy ways you could prepare berries?
- Does anyone have a berry picking story?
Activity Extensions

CREATE
- Create a special berry pie, jelly, or jam.
- Create or teach a traditional song or dance about plants.
- Create dyes from berries and plants. Use them to paint drawings.
- Create a berry patch in the classroom using drawings of berries. Have student color berries, cut out, and place on wall to make berry patch. Count berry patches.

COLLECT
- Collect local plants, press, and dry them. Create a plant book.
- Collect edible tea leaves and make tea. Have a tea party. Invite elders.

INVITE
- Invite a family member to visit the classroom and talk about collecting different plants and berries. Bring some of the items that might be used to harvest the plants.
- Invite someone to the classroom to teach Unangam tunuu words related to plants.
- Invite someone to take a walk with your class and share knowledge about plants and how different plants are used.
- Invite a family member to the class to help prepare a traditional food recipe. Please see section labeled Volunteers on page 7 for guidance on having volunteers prepare food with students.
- Invite family on a berry picking field trip with students.

SHOW
- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tool utilized to acquire the traditional food.
- Show and describe to students the different parts of plants (roots, stem, leaves, and petals).

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
Coloring Pages

*Saaquda̱ (E/A)/Taağan'gi̱x (A)*

Cow Parsnip, Wild Celery, or *Putchki*
Saranaχ (E/R)/Alugaχ (A)

Chocolate lily
Unignaχ (E)
Highbush blueberry

Unχiiidgiχ (E)
Lowbush blueberry
Dear Family,

In this unit, we will study about plants and berries found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using plants/berries. Information for this unit has been adapted from the book, “Qaqaamiigut: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Discuss collecting different plants and berries. Bring some of the items that might be used to harvest the plants.
- Visit the classroom and teach Unangam tunuu words related to plants.
- Help prepare a traditional food recipe or make tea.
- Coordinate a walk with students and Head Start staff, and teach students to identify plants or coordinate a field trip for berry picking.
- Teach a traditional song or dance about plants.

Unangam Tunuu

Plants ...Tanam chngangin (E)
                Hitnisas (A)

Audio recordings of these and other Unangam tunuu words can be found on APIA’s website at www.apiai.org under the Head Start tab. In addition, each Head Start classroom has an audio card reader with recordings of these words.

Request for Donations of Food

☐ We do not need any foods donated for this unit.
☐ We are requesting donations of food for this recipe.

We are in need of _______ (amount) of ___________________ (type of food) in order to prepare the following recipe in class: __________________________________________________.

Plants, berries, and other foraged foods are welcomed as donations. Plants and aquatic plants should be donated in their gathered form, either fresh or frozen. This means that they should not be mashed, jarred, or made into jam or jelly. Please note that all donations must be determined safe for human consumption. You may be asked questions regarding how the plants/berries were collected, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.

Thank you! Qaqaasakung (E); Qaqaalakuḵ (E-Pribilofs); Qaqaasakuq (A)
Plant recipe to try at home:

**Salmonberry Cobbler**

*Recipe by: Lori, Janice, and Linda Gregory (Unalaska Aleut Development Corporation, 1984)*

**Ingredients**
- 3 cups salmonberries or blueberries
- 1 cup flour
- 1 cup sugar
- 2 teaspoons baking powder
- ⅛ teaspoon salt
- 1 cup milk
- ½ cup butter

**Directions**
Mix together flour, sugar, baking powder, and salt; then stir in the milk. Melt butter in a 9-inch square pan. Pour batter over melted butter in pan. Do not stir. Put berries on top of flour mixture. Do not stir. Bake at 400 degrees for 30 minutes.

**HEALTHY SUBSTITUTION**

Instead of sugar – try: in most baked goods, you can reduce the amount of sugar by one-half; intensify sweetness by adding vanilla, nutmeg, or cinnamon.


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Nutritional Information about Plants:

Please help reinforce the nutritional information about plants with your child during this unit.

Plants and berries are sources of:

- **Carbohydrates (dietary fiber)** - fiber helps our body digest or break down foods, and it helps us go to the bathroom.
- **Vitamin C** - helps keep our gums and muscles in good shape, and it helps us not get sick.

**Nutrition Fact:**

Eating foods high in dietary fiber can help make us feel full, and it may help reduce the risk of getting overweight.

**FIBER**

All of the fruits shown here are considered rich sources of fiber. One half cup of mossberries provides 10% of the daily value* for fiber. This is the same amount of fiber as...

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet). (USDA, 2012)
UNIT 6
TIDAL FOODS
Aguğim qaanggingin (E)
Aguğağim qalgadangis (A)
Unangam Tunuu

To hear how these words are pronounced in Unangam tunuu, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many Unangam tunuu words utilized in the curriculum. A glossary of Unangam tunuu is located in the appendix of this curriculum.

Bull kelp .......................................................... Tmagi̲x̲ (A)
Ribbon kelp .......................................................... Qahngu̲x̲ (A)
Sea lettuce ......................................................... Iiq̲u̲x̲ (E)/Iklux̲ (A)
Sea urchin .......................................................... Agu̲n̲a̲x̲ (E/A)
Black chiton or bidarki .................. Kasii̲q̲u̲x̲ (E)/Kasuqi̲x̲ (A)
Limpet .............................................................. Chiikna̲x̲ (A)
Octopus .............................................................. Ilgaa̲g̲u̲x̲ (E)/Aaqana̲x̲ (A)

Low tide foods, foods found on the beach ........................................... Agu̲g̲i̲m̲ qaan̲q̲i̲n̲g̲i̲n̲ (E)/Agu̲g̲a̲g̲i̲m̲ qal̲g̲a̲d̲a̲n̲g̲i̲s̲ (A)

Beach ................................................................. Agu̲x̲ (E/A)
Clam ................................................................. Chala̲x̲ (E/A)

Use Unangam tunuu during:

- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Tidal Foods

Tidal foods are an important part of the Unangan (E)/Unangas (A) diet today, though they played a much greater role in the past. Historically, people harvested tidal foods throughout the year, and they were highly dependent on these foods during the winter. February and March were typically months of food scarcity, so during these times people relied more on tidal foods that could be found on the beach at low tide.

Some of the more commonly harvested tidal foods include: octopus, sea urchins, seaweed, chitons, clams, mussels, crab, sea cucumber, and limpets. However, tiny snails, sea anemones, and other foods are sometimes harvested as well.

Main Points:

- In the past, tidal foods were harvested mostly in the winter when there was little access to other foods.

- Common foods harvested from the beach include: octopus, sea urchins, chitons, clams, mussels, seaweed, and limpets.

Use introductory information during:

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Tidal Foods Harvest Poster

Discussion Questions:
The tidal foods harvest poster may be used to introduce the tidal food lesson. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- How is the Unangan (E)/Unangas (A) value “share” – Udigdada (E)/Udigida (A) shown in this picture?
- What kinds of food can you find at low tide? (clams, mussels, etc.)
- What do you think this saying means: “When the tide is low, the table is set?”

Unangam Tunuu:

- How do you say “beach” in Unangam tunuu? Aguê (E/A)
- How do you say “sea urchin” in Unangam tunuu? Aguñax (E/A)
- How do you say “chiton” or “bidarki” in Unangam tunuu? Kasiiguê (E)/Kasuqix (A)
Tidal Foods
Nutritional Information

Many of the foods found on the beach at low tide are rich sources of protein, such as octopus, clams, crabs, and bidarkis. Even some seaweeds, such as bull kelp, contain protein. Why do we need protein? We need to eat foods with protein every day. Protein helps build muscles and organs. It also helps repair and replace muscles and organs so that our body can keep playing longer and growing stronger. Protein also helps little cuts heal.

Kelp and other seaweeds are also a rich source of dietary fiber. Why do we need dietary fiber? Dietary fibers are carbohydrates that cannot be digested. They are present in all plants that are eaten, including seaweed. Fiber helps our body break down foods, and it helps us go to the bathroom. Eating foods high in dietary fiber can also make us feel full.

Tidal foods are high in many minerals they absorb from the ocean, like iron. Why do we need minerals? Our bodies use minerals to perform almost every function in the body. For example, iron carries oxygen. Many foods from the beach are rich in minerals such as iron.

Tidal foods are a source of:
- Protein
- Dietary fiber
- Vitamins (A, B, & C)
- Minerals (calcium, iron, magnesium, phosphorous, potassium, and zinc)

Tidal foods

<table>
<thead>
<tr>
<th>Mineral</th>
<th>Tidal foods*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calcium</td>
<td>chiton</td>
</tr>
<tr>
<td>Iron</td>
<td>chiton, octopus, mussels, clams</td>
</tr>
<tr>
<td>Copper</td>
<td>octopus, king crab</td>
</tr>
<tr>
<td>Zinc</td>
<td>sea urchin roe, king crab</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>octopus, clams, mussels, sea urchin roe, king crab</td>
</tr>
<tr>
<td>Manganese</td>
<td>mussels</td>
</tr>
<tr>
<td>Magnesium</td>
<td>king crab</td>
</tr>
<tr>
<td>Selenium</td>
<td>clams, mussels, king crab</td>
</tr>
</tbody>
</table>

*contain 10% or more of the daily value of mineral per 3-ounce serving (based on a 2000-calorie diet). (USDA, 2012)
Kelp Chips Recipe

Seaweeds such as kelp are usually picked in the spring and summer. They can be harvested on land during low tides. Some larger seaweeds, such as bull kelp, can be picked into the fall and winter. Bull kelp (*Nereocystis luetkeana*) is a common edible seaweed found in the Aleutian and Pribilof Islands Region. It is one of the largest seaweeds in the North Pacific. Bull kelp grows up to 100 feet in length. It is golden to dark brown in color. Bull kelp grows below the low tide water line, and we usually only see the bulbs and blades. Both the stipe (stem) and blades (leaves) are edible. While the bulb is edible, it is not recommended in the recipe below.

Ribbon kelp (*Alaria Marginata*) is another common seaweed found in the region. It is also known as winged kelp. It is a large brown seaweed, and it is found on rocks at low tide. Ribbon kelp can grow up to more than 2 feet long and 2-8 inches wide in Alaska (Garza, 2005).

Bull kelp and ribbon kelp can be dried to make “chips.” These are similar to kale chips. The leaves are used in the kelp chip recipe. Kelp chips are a healthy snack that can be made out of a local food that is abundant in the Aleutian and Pribilof Islands Region.

Make sure that any kelp you are using is collected safely. Information on safely harvesting seaweed for consumption can be found in the book, “Common Edible Seaweeds in the Gulf of Alaska” by Dolly Garza. This book is available to view on-line for free.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
</table>
| Approximately 2 ½ pounds of fresh bull kelp or ribbon kelp, washed and cut into pieces (may use more) 2 ½ pounds gives ½ cup portion for 25 students based on USDA Food Buying Guide for Child Nutrition Programs (rehydrated wakame seaweed). | 1. Harvest kelp from an unpolluted beach. Rinse it many times with salt water. Do not use fresh water. Drain off remaining water. Plan on drying kelp as soon as possible after cleaning.  
2. Cut bull kelp blades into smaller pieces.  
3. Put in shallow pan in an oven at 125-175° F.  
4. If dried kelp breaks with a crunch, it is done. The chips should be salty enough from the natural salts and do not require any additional seasoning. |

Makes 25 servings (serving size 1/2 cup, provides 1/2 cup dark green vegetable per USDA, CACFP meal pattern).  
*Recipe adapted from “Kelp Chips”* (Garza, 2005)
Nutrition Activity

Materials needed:

- Ingredients for Kelp Chips (see recipe)
- Kids scissors
- Oven
- 2 large baking pans
- Large bowl
- Small bowls for students
- Paper towels

Directions:

1. Have students wash their hands.

2. Make sure the kelp has been pre-washed with salt water before preparing with class. Place kelp in large bowl.

3. Give each student a paper towel and a large leaf or blade of kelp (about the size of a sheet of 8 ½” x 11” paper or smaller).

4. Have the students discuss/describe the kelp.
   - What does the kelp look and feel like?
   - What does it smell like?
   - Kelp is a good source of fiber. Why is fiber healthy for our bodies?
   - Dried kelp is a great snack to eat- does it have a lot of sugar and fat? (No! Just fiber, minerals, vitamins, and protein)

5. Using hands or kids’ scissors, students can help cut or rip large pieces of kelp into smaller pieces if needed (about 1-2 inches wide and 4-6 inches long).

6. Place smaller strips of kelp onto baking pans. Spread kelp out on baking pan, and do not overlap.
   - Have students count how many strips are in baking pan.
   - Why is it good to not have the pieces overlap when baking and drying kelp?

7. Place cooking pans in oven at 125-175° F for approximately 5-10 minutes. If it breaks with a crunch, it is done.
   - How did people dry kelp in the past before we had ovens?
8. Once the bull kelp chips are done, let cool for 2 minutes.

9. Portion out recipe into equal sized portions at each table in the Head Start classroom. Have students help distribute bowls of kelp chips.

10. Encourage each student to take a $\frac{1}{2}$ cup of dried kelp chips.

**Group discussion questions:**

While students are seated and sharing prepared recipe, topics to discuss include:

- What did you like best about making the kelp chip recipe?
- Why are kelp chips healthy? How are chips from the store the same or different?
- What are some other healthy ways you could prepare kelp and other seaweeds?
- Do you have a story about collecting foods from the beach at low tide?
Activity Extensions

CREATE
- Create or teach a traditional song or dance about tidal foods.
- Create a banner with the title “When the tide is low, the table is set.” Print out drawings of tidal foods and have students color and cut them out. Paste them on the banner and make a giant poster.
- Create an octopus with pipe cleaners, paper plates, and pasta: Fine Motor Octopus Craft for Kids (http://buggyandbuddy.com/fine-motor-octopus/).
- Create a wave bottle to observe water moving in waves: https://www.teachervision.com/science/wave-bottle.

COLLECT
- Collect shells at the beach. Bring them back and group them by size, shape, or color. Use the shells for crafts (painting, necklaces, and decorations).

INVITE
- Invite a family member to visit the classroom and talk about collecting tidal foods. Bring some of the items that might be used to harvest the tidal foods.
- Invite someone to the classroom to teach Unangam tunuu words related to tidal foods.
- Invite someone who is familiar with foods from the beach to the classroom. Take a walk to the beach at low tide and learn about different tidal foods.
- Invite a family member to the class to help prepare a traditional food recipe. Please see section labeled Volunteers on page 7 for guidance on having volunteers prepare food with students.

SHOW
- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tool utilized to acquire the traditional food.

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
Coloring Pages

Aguñañ (E/A)

Sea Urchin
Chalač (E/A)
Clam

Kasiiğuč (E)/Kasuqič (A)
Black Chiton, Bidarki
Ilgaağux (E)/Aaqanał (A)

Octopus
Dear Family,

In this unit, we will study about tidal foods found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using tidal foods. Information for this unit has been adapted from the book, “Qaqamiigung: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Visit the classroom and talk about collecting tidal foods. Bring some of the items that might be used to harvest the tidal foods.
- Teach Unangam tunuu words related to tidal foods.
- Coordinate a walk with students and Head Start staff to show students different tidal foods.
- Help prepare a traditional food recipe.
- Teach a traditional song or dance about tidal foods.

Unangam Tunuu

Tidal foods, foods found on the beach ...

Aguigm qaanggingin (E)
Aguq’agigm qalgadangis (A)

Audio recordings of these and other Unangam tunuu words can be found on APIA’s website at www.apiai.org under the Head Start tab. In addition, each Head Start classroom has an audio card reader with recordings of these words.

Request for Donations of Food

☐ We do not need any foods donated for this unit.
☐ We are requesting donations of food for this recipe.

We are in need of ______ (amount) of __________________ (type of food) in order to prepare the following recipe in class: ____________________________.

Aquatic plants and other foraged beach foods are welcomed as donations. Aquatic plants (such as seaweed) should be donated in their gathered form, either fresh or frozen. This means that they should not be mashed or jarred. Please note that all donations must be determined safe for human consumption. Note that we cannot accept donations of any molluscan shellfish such as clams or mussels. You may be asked questions regarding how the beach food was collected, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.

Thank you! Qaqaasakung (E); Qaqaalakux (E-Pribilof); Qaqaasakuq (A)
Tidal Food recipe to try at home:

Badarki Hash
Recipe by: Martha Ann Holmberg (Unalaska Sisterhood of Holy Ascension of Christ Orthodox Cathedral, 1968-1976)

Ingredients
5 cups badarkies
2 small onions
½ teaspoon salt
½ teaspoon Worcestershire
4 medium-sized potatoes
6 slices bacon
¼ teaspoon pepper

Directions
Boil badarkies and clean. Grind badarkies, potatoes, onions, and bacon. Season and bake one hour in casserole dish at 400 degrees.

Nutritional Information about Tidal Foods:
Please help reinforce the nutritional information about tidal foods with your child during this unit.

Nutrition Fact:
Many of the foods found on the beach at low tide are rich sources of protein, such as octopus, clams, crabs, and bidarki. Even some seaweeds, such as bull kelp, contain protein.

Many foods from the beach are also rich in minerals such as calcium, selenium, zinc, calcium, and iron.

Tidal foods are a source of:
- **Protein** - helps build muscles and organs and repair them.
- **Dietary fiber** - helps our body break down food, can make us feel full.
- **Vitamins (A, B, & C)** - B vitamins give our body energy. Vitamins A and C help to keep us healthy.
- **Minerals (calcium, iron, magnesium, phosphorous, potassium, and zinc)** - Our body uses minerals to perform almost every function in the body.

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Appendix

Glossary of *Unangam Tunuu*

Donating Alaskan Foods to Food Service Programs

Head Start Donated Foods Inventory and Donated Foods Quick Check

Head Start Volunteer Timesheet

References
Glossary of 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 many Unangam tunuu words utilized in the curriculum. A guide to pronunciation of Unangam tunuu and glossary of Unangam tunuu is also located in the book, “Qaqamiigmux: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

<table>
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<th>English</th>
<th>Unangam Tunuu (E)</th>
<th>Unangam Tunuu (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beach</td>
<td>Aguê (E/A)</td>
<td></td>
</tr>
<tr>
<td>Bird or duck</td>
<td>Saê (E/A)</td>
<td></td>
</tr>
<tr>
<td>Birds or ducks</td>
<td>San (E)/Sas (A)</td>
<td></td>
</tr>
<tr>
<td>Black chiton or bidarki</td>
<td>Kasiiçu (E)</td>
<td>KasuqiÇ (A)</td>
</tr>
<tr>
<td>Blueberry, highbush</td>
<td>UnignaÇ (E)</td>
<td></td>
</tr>
<tr>
<td>Blueberry, lowbush</td>
<td>Unxiidgiê (E)</td>
<td></td>
</tr>
<tr>
<td>Bull kelp</td>
<td>Tmagiê (A)</td>
<td></td>
</tr>
<tr>
<td>Caribou/reindeer</td>
<td>Itxaça (E)</td>
<td>ItxaaygiÇ (A)</td>
</tr>
<tr>
<td>Chocolate lily</td>
<td>SaranaÇ (E/R)</td>
<td>AlugaÇ (A)</td>
</tr>
<tr>
<td>Clam</td>
<td>ChalaÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Cow parsnip or putchki</td>
<td>SaaqudaÇ (E/A)</td>
<td>Taugan'giÇ (A)</td>
</tr>
<tr>
<td>Dog salmon or chum</td>
<td>XaykiÇ (E)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AluğaÇiÇ (E-Belkofski)</td>
<td>XaykuÇ (A)</td>
</tr>
<tr>
<td>Emperor goose</td>
<td>QamgaangiÇ (E)</td>
<td>QagmangiÇ (A)</td>
</tr>
<tr>
<td>Fish (singular)</td>
<td>QaÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Fish (plural)</td>
<td>Qan (E)</td>
<td>Qas (A)</td>
</tr>
<tr>
<td>Fishing or “Looking for fish”</td>
<td>Qasilix (E)</td>
<td>Qasil (A)</td>
</tr>
<tr>
<td>Goose, Aleutian Canada</td>
<td>LagiÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Grass</td>
<td>QiigaÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Greenling</td>
<td>SxiïgiÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Gull</td>
<td>SlukaÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Halibut</td>
<td>ChagiÇ (E/A)</td>
<td></td>
</tr>
<tr>
<td>Harbor seal</td>
<td>IsuÇ or IsuÇiÇ (E/A)</td>
<td></td>
</tr>
</tbody>
</table>
“Help others” ....... Agitaasiin sismida (E)  
Anğaqínas kiduda (A)

Kayak, one hatch baidarka ...... Iqaax̂ (E/A)

King salmon or Chinook ... Chaguchaax̂ (E)  
Chavichaax̂ (R)

Land .................................. Tanaax̂ (E/A)

Limpet .................................. Chiikanax̂ (A)

Listen .................................. Tutadax̂ (E/A)

Low tide foods, foods found on the beach 
Aguxmin qaangx̂ingin (E)  
Aguxmin qalqadangis (A)

Lowbush cranberry .................. Kiikanax̂ (E)

Mossberry or Crowberry......... Qaax̂uq (E)  
Aangsuq (A)

Murre .................................. Sakitax̂ (E/A)

Northern fur seal .................. Laaquadax̂ (E)  
Hlaaaquadax̂ (A)

Ocean .................................. Alagnuq (E/A)

Octopus ................................ Ilgaagnuq (E)  
Aaqananuq (A)

Outside ................................ Sadanuq (E/A)

Pacific cod ......................... Atxiadax̂ (E/A)

Petrushki or beach lovage ..... Pitruuskaax̂ (E/R)  
Pitruuskiax̂ (A/R)

Pink salmon or humpback Adgayuq (E/A)

Plants .... Tanam chngangin (E)/Hitnisas (A)  
Ptarmigan ......................... Ağdiikanuq (E/A)

Ribbon kelp .......................... Qahnguq (A)

Salmonberry .......................... Alagnux̂ (E)  
Burux̂ (E/R)

Seagull (adult) ........................ Sluqax̂ (E/A)

Sea lettuce ........................... Iiquq (E)/Ikluq (A)

Sea lion .................................. Qawax̂ (E/A)

Sea otter ............................... Chngatux̂ (E/A)

Sea urchin .............................. Aguŋnuq (E/A)

Seine .................................. Kudmachiq (E)  
Niivudiq (A)

Share .................................. Udigidada (E)  
Udigidida (A)

Silver salmon or coho ......... Qaxidax̂ (E/A)

Sockeye salmon or red salmon .. Aanuq (E)  
Hanuq (A)

Subsistence, to hunt or fish for food and 
collect plants ............ Qaquamiiqw (E/A)

“Take care of the land” ..........................  
Tuman tanaq agliisax̂tan (E)  
Tanaq agliisada (A)

“Take care of the sea/ocean” ........................................  
Tuman alagnux̂ agliisax̂tan (E)  
Alagnux̂ agliisada (A)

Tufted puffin .......................... Uxchux̂ (E)

Whale ................................. Alax̂ (E/A)
LET'S EAT MORE of ALASKA'S TRADITIONAL FOODS!

You can donate hunted and gathered foods to food service programs, senior meals, food banks, schools, hospitals, etc.

Help keep Alaskans healthy by sharing our local foods!

HOW TO DONATE:
- Meats: whole, quartered, or roasts
- Fish: gutted and gilled, with or without heads
- Plants: whole, fresh or frozen

DONATE THESE:
- Most wild game meat
- Fish
- Seafood (excluding molluscan shellfish)
- Marine mammal meat and fat (maktek and seal meat)
- Plants, including fiddlehead and sourdough
- Berries
- Mushrooms
- Eggs (whole, intact, and raw)

NOT THESE:
- Fox, polar bear, bear, and walrus meat
- Seal oil or whale oil, with or without meat
- Fermented game meat (beaver tail, whale flipper, seal flipper, maktek, and walrus)
- Homemade canned or vacuum sealed foods
- Smoked or dried seafood products, unless those products are prepared in a seafood processing facility permitted under 18 AAC 34
- Fermented seafood products (salmon eggs, fish heads, and other)
- Molluscan shellfish

ADDITIONAL INFORMATION CAN BE FOUND AT:
http://dec.alaska.gov/efs/food/traditional_foods.htm
http://www.uaa.alaska.edu/elders/traditionalfoods.html

This project was supported, in part by grant number 90IO904/03 from the U.S. ACL/Administration on Aging, Department of Health and Human Services, Washington, D.C. 20101.
LET’S EAT MORE of ALASKA’S TRADITIONAL FOODS!

ACCEPTING DONATIONS

- **Meats:** whole, quartered, or roasts
- **Fish:** gutted and gilled, with or without heads
- **Plants:** whole, fresh or frozen

The hunter/fisher and food service program must confirm that:

- The animal was not diseased
- The food was butchered, dressed, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration
- The food will not cause a significant health hazard or potential for human illness

When donating game meat, a transfer of possession form is required from the Alaska Department of Fish and Game [http://www.adfg.alaska.gov/static/regulations/wildliferegulations/pdfs/transfer.pdf](http://www.adfg.alaska.gov/static/regulations/wildliferegulations/pdfs/transfer.pdf).

If you have questions about the safety of donated game/fish/seafod, contact Fish and Game or the Department of Environmental Conservation.

PREPARATION

- Donated meat, fish, berries, and plants can be further prepared on site to incorporate into existing recipes, such as grinding moose to make spaghetti or cutting caribou into smaller pieces for a stew
- Donated meats can be prepared using the same equipment and area as other raw meats such as beef or poultry
- Wild mushrooms must be identified with the common and usual name of the mushroom and the statement “Wild mushrooms; not an inspected product” when served

FOOD STORAGE

- Label donated seafood and game meat with the name of the food and date
- Store donated foods separately from other food using a separate compartment, container, or shelf in the freezer or refrigerator
- Vacuum packaging and quickly freezing received donations on site is permitted
- Including the provider’s name, date, and food name on the food label is recommended

PROCESSING

- Process donated meats similar to other raw meats or poultry
- To prevent cross-contamination, prepare or process raw foods at a different time than meal preparation or in a separate space.
- Clean and sanitize food-contact surfaces of equipment and utensils after processing the food, just as you would with poultry
- If the facility wishes to can foods or process prohibited foods such as seal oil, apply for a variance through the Alaska DEC.* Keep the website link.

* Additional information can be found at:
  - [http://dec.alaska.gov/etfss/food/traditional_foods_html](http://dec.alaska.gov/etfss/food/traditional_foods_html)
  - [http://www.ualaska.edu/elders/traditionalfoods](http://www.ualaska.edu/elders/traditionalfoods)

This project was supported, in part by grant number, I90DD00403 from the U.S. Aged/Administration on Aging, Department of Health and Human Services, Washington, D.C. 200101.
Aleutian Pribilof Islands Association, Inc.

Head Start Donated Foods Inventory and Donated Foods Quick Check

Directions: To be filled in by Head Start Staff

Donating food to Head Start is a great way to share foods and help children learn about Unangan (E)/Unangas (A) culture and values. Donating foods, especially to young students, needs to be done in a way that minimizes any potential food safety risks.

APIA, in compliance with the USDA and Child and Adult Care Food Program, will accept and serve donated food in accordance with requirements and regulations. Food that is donated must be approved by a Certified Food Protection Manager (CFPM) or staff with the Department of Environmental Conservation (DEC) Food Worker Card.

Procedure: Donated food will be presented to a CFPM or Staff with DEC Food Worker Card. The CFPM or Staff with DEC Food Worker Card will inspect the donated food for quality, nutritious value, and appropriateness to serve following USDA and CACFP guidelines.

Below is a quick guide to assist Head Start cooks and teaching staff receiving donated food items:

1. Inspect Food (color, texture, smell, signs of food spoilage or contamination, packaging must be food grade safe, etc.).
2. Food must be labeled and dated.
3. Take the temperature of perishable foods with an internal thermometer. Reject foods that are out of the correct temperature zone. Frozen foods must be checked to ensure they are safe.
4. Discuss how the food was harvested or processed. Discuss how the food has been stored and transported. Foods must not have been previously served.

<table>
<thead>
<tr>
<th>Food Item &amp; Date</th>
<th>Quantity</th>
<th>Donor</th>
<th>Temperature</th>
<th>Food Safety Questions Answered</th>
<th>Accepted</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y N</td>
<td>Y N</td>
<td></td>
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<td></td>
<td>Y N</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

Y       N    Y       N
Temperature Control
Donated foods must remain below 41 degrees.

Label/Packaging
Ensure food is labeled with harvest date, properly packaged and stored appropriately.

Protection from Contamination
Foods must be transported safely in sanitary food safe containers.

When in doubt-throw it out!
Food borne illness can occur even when foods may seem okay.

Accept
- **Meat:** Only accept inspected meat. Whole, Quartered or roasts ONLY (Fresh or Frozen)
- **Fish:** Only accept inspected fish. Gutted and gilled, with or without heads (Fresh or Frozen)
- **Canned Food:** Products from a licensed food processor ONLY. Home canned foods are not allowed.
- **Commercially and legally harvested** and properly labeled shellfish.
- **Plants/Berries:** Whole plants or berries (fresh or frozen). Ensure correct identification.
- **Fresh Produce:** Check plants and berries for mold, wilting and infestation of bugs, or other pests. Only accept plants and berries that look fresh and are in good condition. Ensure berries were harvested fresh, refrigerated after harvest, or are frozen.
- **Eggs:** Eggs should be refrigerated. Cracked eggs should be discarded.
- **Protein:** Meat and meat products must be held at less than 40 degrees F or frozen.

These signs indicate food is unsafe
- Holes, fractures or punctures, or food that is leaking from package
- Signs of spoilage (unusual odor or appearance)
- Evidence of pests or mold
- Uncertain handling history
- Lukewarm temperature or freezer burn (evidence of thawing and refreezing)
- Food is in a container unsuitable to hold food

Reject
- Home canned fish or meats
- Unlabeled food items without expiration dates
- Leftovers (food that was previously served)
- Foods that look spoiled or have unusual coloration
- Foods with foreign objects
- Foods donated due to flood, fire, power interruption, etc.
Head Start Volunteer Timesheet

Parent involvement, there are lots of ways to get involved!
Ride the bus and help with a field trip
Help the teacher with the lesson plan – read a book
Help out with classroom materials
Help out with child care during a parent meeting
Do a culture dance, song, craft or activity
Have lunch with us & discuss nutrition, hunting, picking berries & other traditions
Help sort bins, straighten shelves
Prepare a traditional snack, help children learn & ask questions, find answers

In-Kind Donations/Services: Donated time or material of which Head Start would typically have to pay for

- CA – Classroom Activities
- MF – Maintaining Head Start facility by cleaning, etc.
- BA – Bus Aide

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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</tbody>
</table>

| Day | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| # hours |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Code |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

Donated Service or Goods

<table>
<thead>
<tr>
<th>Date</th>
<th>Agency Name</th>
<th>Dollar Amount</th>
<th>Description of Donation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Sally’s Deli &amp; Fish Market</td>
<td>$75</td>
<td>Fresh Salmon</td>
</tr>
</tbody>
</table>

Volunteer Signature ___________________________ Date ________________

Head Start Staff Signature ___________________________ Date ________________

↓ For Office Use Only ↓

Total Family Service hours: _____  Total Health hours: _____  Total Child Development hours: _____
References


Netzvetov, I. (Circa 1800s). “A Song of the Atkan Aleut.”


