Elder Quote/Belief:
“I think living off the land is healthier for you because you’re eating more naturally out there. I have seen how bad modern food is for the body. Nowadays, there are increased rates of diabetes and obesity, and the cancer and heart attack rates are way up. Even the kids are not healthy. It’s a fact. It’s just the way it is. You can’t stop it. I eat fast food and preserved foods, too, so I can’t tell others it’s bad. But I’d rather have roasted seal over an open fire with some tea, or dried fish dipped in seal oil. I really like boiled fish heads. You can boil them and eat everything except the gills and bones, or you can eat the part on top of the fish head, the skin, and part of the nose where the bone is soft cartilage. That’s really good. And you can eat the cheeks.”
Paul Timmy Selanoff

Grade Level: 6-8

Overview: To learn about the nutritional value of traditional foods such as; fish, seal, intertidal foods, sea mammals and seal oil.

Standards:

<table>
<thead>
<tr>
<th>AK Cultural:</th>
<th>AK Content Science:</th>
<th>CRCC:</th>
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<tbody>
<tr>
<td><strong>A 3:</strong> Acquire and pass on the traditions of their community through oral and written history.</td>
<td><strong>A 12:</strong> Students will be able to distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems</td>
<td><strong>SS 2:</strong> Students should be able to prepare subsistence foods such as fish</td>
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Lesson Goal: To research the nutritional value of traditional foods and compare to nutritional value of store products and fast foods.

Lesson Objective(s): Students will:
- Learn Sught’stun/ Eyak vocabulary words
- Research the nutritional value and compare between traditional foods, store bought products and fast food.
- Create a PowerPoint presentation about traditional foods nutritional value.

Vocabulary Words: Sught’stun Dialects

<table>
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<th>English:</th>
<th>Prince William Sound:</th>
<th>Lower Cook Inlet:</th>
<th>Eyak:</th>
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<tbody>
<tr>
<td>Seal oil</td>
<td>Uguq</td>
<td>Uquq</td>
<td></td>
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<tr>
<td>Meat</td>
<td></td>
<td>Kemek</td>
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<tr>
<td>Fish (general)</td>
<td>Amartuq</td>
<td>Iqalluk</td>
<td>Te’ya</td>
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</tbody>
</table>
### Materials/Resources Needed:

- Elder/Recognized Expert
- Computers, iPad will be needed
- Paper plates and eating utensils

### Websites:

- [http://www.fnha.ca/Documents/Traditional_Food_Fact_Sheets.pdf](http://www.fnha.ca/Documents/Traditional_Food_Fact_Sheets.pdf)

### Books:

- *Qaqamiğiux*
- *ANTHJC Traditional Food Guide FOR THE NATIVE PEOPLE*

### Teacher Preparation:

**Class I**

- Contact Elder/Recognized Expert from within community, invite him/her to the classroom and share about traditional foods.
- Before the Elder or Recognized Expert arrives, please review with all of the students, ways to show respect for the Elder during their visit
- Ask guest if willing to share a favorite recipe with the class.
- Review questions with Elder/Recognized Expert
- Review Sugt’s tun vocabulary words
- Review websites
- Make sure there are enough computers/iPad’s for each student
- Have paper plates and eating utensils for the next class

**Class II**

- Create an area for traditional foods to be placed
- Allow time for students to sample traditional foods.
- Use the ‘Healing Foods,’’ as an example of nutritional facts to document the nutritional value of their favorite store-bought and traditional foods, whether it is a type of oil, meat, fish, plant or berries.
- Have students share a favorite recipe to add to their power point presentation
- Display the nutritional charts students created
- Make a Venn diagram on whiteboard
- Discuss the similarities of favorite and traditional foods
- Place all their documents into their recipe booklet and onto PowerPoint presentation.

### Opening:

Do you know the nutritional value of the food you eat? Do you think the food we eat today is nutritionally better than traditional foods our ancestors ate? Let us delve into the traditional food versus the food we like today and compare which has more nutrients.
Activities:

Class I
1. Review Sug't'stun or Eyak words with students or have Elder/Recognized Expert review with the class.
2. Introduce Elder/Recognized Expert to the classroom.
3. Instruct students to take notes as you ask the suggested questions;
   - What kind of traditional foods have you eaten?
     - How was it prepared?
   - Did you eat plants?
     - What kind and how were they prepared?
     - How about berries, what kind and how were they prepared?
   - Where did you get all your traditional foods from?
     - How did you get to those areas?
   - Do you still gather traditional foods
4. Give an opportunity for the students to ask any questions they have for the Elder/Recognized Expert.
5. Have students place their notes in their booklets.
6. Explain to the students for the next class’s assignment they are to go home gather some of their favorite traditional foods to bring to the next class and bring a recipe of their favorite dish.
7. Inform students there will be a potluck and to please bring in their favorite traditional food to share with each other during the next class.

Class II
1. Select an area where students can place their traditional foods
2. Allow time for sampling the various dishes brought in to the class.
3. Let students know they will be given time to research about nutritional facts of the traditional foods from their home/community and some of those the Elder/Recognized Expert shared from the previous class.
4. Have students create a nutritional chart such as the one from the ‘Healing Foods,’ with their information they found about their favorite foods and the traditional foods.
5. After completing this have students insert their favorite recipe and their nutritional chart into their booklets.

Class III
1. Display Venn diagram on whiteboard and have students draw this diagram on lined paper.
2. Have students place traditional foods on one side and their favorite foods on the other side.
3. Talk about some of the similarities of these foods and insert them into the overlapping center of the diagram. Do several together as a class and have the students work on the rest individually or help one another.
4. Have students place their Venn diagram on their PowerPoint to share as part of their presentation.
5. Give students an opportunity to present their PowerPoints to the class.
Assessment:

- Student will correctly pronounce six vocabulary words in Sug’tstun or Eyak.
- Student created a nutritional chart of favorite and traditional foods.
- Student was able to categorize and analyze favorite and traditional foods with a Venn diagram.

“After you shoot a seal you cut it up and clean out the rib cage. You ate the liver, the heart, the kidneys, the intestines. The best part was the breast. You would take the kidney, the liver, and the breast, and everyone would take every bit, trim the skin, cook it, put it on the boiler.”

-A. Selanoff"
SAFETY

As with any food, it is important to keep food safety in mind when preparing and eating traditional foods.

From 2009 to 2013, 23 cases of botulism were reported to the Alaska Division of Public Health, Section of Epidemiology, of these 22 were foodborne. All of these cases were associated with eating traditional Alaska Native foods. Foods identified as sources for these outbreaks include aged fish, fish heads, beaver tail, and seal and fish oil. This does not include the most recent and one of the largest outbreaks in 2014, which occurred in Southwest Alaska.

What is Botulism?

BOTULISM is caused by ingestion of a toxin produced by the bacteria: Clostridium botulinum. The disease is characterized by both neurological and gastrointestinal symptoms. Patients often have nausea or vomiting accompanied by difficulty swallowing, double vision, dry mouth, dizziness and poor balance.

Preventing Botulism in Seal Oil

It is important to cut all of the seal meat off of the blubber you are going to render. Pure fat is not a place where bacteria easily grow. After the fat has rendered, the oil should be boiled, poured into sterilized jars, and stored in containers that can be closed tightly. The oil should be kept in the freezer or refrigerator (Unger 2014).

Even with these precautions, food can look, smell, and taste perfectly normal, but still be contaminated. If you suspect botulism in your oil, throw it out.

QUYANNA

Special thank you to our seal hunters for continuing to teach the youth the proper protocols and ways to respect the seal after a hunt. To our elders, thank you for your continued support and guidance.

To those who helped develop this brochure:

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Jennifer Burns, UAA Professor of Biology
Amy Bishop, UAA Postdoctoral Researcher

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References:


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Email: info@alaskasealcommission.org
Website: www.alaskasealcommission.org

Be sure to check us out on Facebook!
Seal oil is a traditional staple food of the Alaska Native Peoples. It's a good source of omega-3 fatty acids, which may help reduce inflammation and improve heart health. Seal oil is also rich in vitamin D and minerals like calcium and phosphorus.

### Recipe: Boiled Seal with Vegetables

1. Place seal meat in a 2-3 gal pot. Fill 3/4 of the way full and bring to a boil.
2. Chop onions, add to boiling pot.
3. Bring to a simmer. Add all vegetables, salt, pepper.
4. In last 30 minutes, add all vegetables, salt, and pepper to taste.
5. Serve over rice.

#### Ingredients
- 5 lbs seal meat
- 1 large yellow onion
- 3 small turnips
- 1 head cabbage
- 2-3 stalks celery
- 1-2 carrots
- 1-2 potatoes
- 1-2 quarts of water
- Salt & Pepper
- (Recipe adapted from George Kudrina, 2008)
i Selanoff, Paul Timmy. (2007). The Old Ways. In *We are the land, we are the sea: stories of subsistence from the people of Chenega* (pp. 106). Anchorage, AK: Chenega Heritage, INC.

ii Selanoff, A. (2007). A Lesson Learned. In *We are the land, we are the sea: stories of subsistence from the people of Chenega* (pp. 94). Anchorage, AK: Chenega Heritage, INC.