

Pathways Fifth Grade Family Procedures Manual

FIFTH GRADE FAMILY EVENTS PROCEDURES MANUAL TABLE OF CONTENTS

1.	INTRODUCTION TO FAMILY EVENTS	1
1.1.	Overview of Family Fun Night	
1.2.	Overview of the Family Ending Celebration Event	2
1.3.	Overview of Family Recruitment Strategies	
2.	PATHWAYS FIFTH GRADE FAMILY FUN NIGHT	2
2.1.	Objectives	
2.2.	Logistics	3
2.2.1.	Timeline	3
2.2.2.	Advertising	5
2.2.3.	Selection of Booths	5
2.2.4.	Setting Up the Family Fun Night	
2.2.5.	Summary of Pathways Family Fun Night Registration/Booths	
2.3.	Staffing	
2.3.1.	Pathways Staff & Duties	7
2.3.2.	Summary of Personnel Needs and Duties	7
2.3.3.	Staff Job Descriptions	8
2.3.4.	Volunteers' Potential Jobs and Responsibilities	23
2.4.	Training of Family Fun Night Staff and Volunteers	
2.4.1.	Schedule	24
2.4.2.	Materials for Training	24
2.4.3.	Outline of Staff Training (2 hours)	24
2.4.4.	Outline of Volunteer Training (1-2 hours)	
2.5.	Formalizing Arrangements	
2.6.	Booth Descriptions	26
2.6.1.	Registration and Evaluation Booth	26
2.6.2.	BOOTH #1: FIFTH GRADE INTERVENTION DISPLAY	
	"The Pathways Journey Continues"	28
2.6.3.	BOOTH #2: PATHWAYS NATIONS MEAL (Traditional Meal)	29
2.6.4.	BOOTH #3: CUT THE FAT	
2.6.5.	BOOTH #4: MT. PATHWAYS BEAD TRAILS	32
2.6.6.	BOOTH #5: MODIFIED AMERICAN INDIAN GAMES (MAIG)	
	"Fun and Interactive games"	34
2.6.7.	BOOTH #6: PATHWAYS NATIONS FOODS DISPLAY	36
2.6.8.	BOOTH #7: AMOUNT OF SUGAR IN BEVERAGES	
	"How Much Sugar is in Your Favorite Beverage?"	37
	BOOTH #8: AMOUNT OF FAT IN MILK	
2.6.10.	BOOTH #9: LABEL LINGO: "What to look for on a food label "	41
	BOOTH #10: HOW LOW CAN YOU GO GAME	
	BOOTH #11: FAST FOODS	
2.6.13.	BOOTH #12: ROUND DANCE (Suggest to be done as a closing to event)	
2.7.	Data Management/Entry/Transfer for Family Fun Night	47

3.	FIFTH GRADE FAMILY ENDING CELEBRATION	.48
3.1.	Objectives	.48
3.2.	Logistics	.49
3.2.1.	Timeline	.49
3.3.	Staffing	.52
3.4.	Event Preparation	.53
3.4.1.	Formalizing Arrangements	.53
3.4.2.	Advertising	55
3.4.3.	Preparing Materials: Ordering, Preparing, Photocopying	.55
3.5.	During the Event	.57
3.5.1.	Setup	.57
3.5.2.	Registration	57
3.5.3.	Welcome/Greet Families (about 10 minutes)	.58
3.5.4.	Blessing (about 5 minutes) (Optional)	58
3.5.5.	School Meal (about 30 minutes)	58
3.5.6.	Students' "Show and Tell" Group Projects (about 30 minutes)	58
3.5.7.	Presentation of Certificates and Awards (about 15 minutes)	.59
3.5.8.	Raffle/Door Prize Drawing (about 10 minutes)	59
3.5.9.	Closing (about 5 minutes)	.59
3.6.	Evaluation	.59
3.7.	After the Event	.60
3.8.	Data Management/Entry/Transfer	60

1. INTRODUCTION TO FAMILY EVENTS

The goal of the Pathways project is to reduce obesity among American Indian children through changes in dietary and physical activity patterns. Pathways involves four primary intervention components: school food service, physical education, classroom curriculum, and family programs. The project involves children in the 3rd, 4th, and 5th grades.

The purpose of the family intervention is to (1) introduce and familiarize families with the objectives and health behaviors central to the Pathways intervention; (2) assist families in creating an environment which reinforces and supports healthy behaviors; and (3) provide an interactive forum through which families and Pathways staff can discuss the intervention and the practical implementation of suggested behavior changes.

The fifth grade family intervention consists of 2 components: Family challenges and Family events (Family Fun Night and a Ending Celebration Event).

Family challenges: The challenges consist of take-home materials designed to develop an involved, supportive, and informed home environment for the Pathways student. Family challenges accompany classroom curriculum units. Challenge sheets are take home worksheets and suggested activities for students and their families to complete together. Family Challenges also contain stories from the accompanying curriculum unit for the family to read together. After the completion of each Family Challenge activity, the student and an adult family or household member each sign the challenge sheet and return back to the classroom. If the student returns four out of four challenge sheets he/she receives a Pathways T-shirt as an incentive. Although there are enough T-shirts purchased for each student to receive so students are not left out due to any circumstances.

Family Events: There will be two family events: a Family Fun Night and a Ending Celebration Event. The Family Fun Night, scheduled at the onset of the academic year to be held during the first two to four weeks of the curriculum, familiarizes the students and their families with Pathways and the advocated health behaviors. The culminating event, scheduled for the end of the Pathways Curriculum implementation, allows students to demonstrate the knowledge and expertise gained through Pathways. This event is planned for January 2000 after the curriculum ends and before end point measures begin.

1.1. Overview of Family Fun Night

The purpose of a Pathways Family Fun Night is to introduce and re-introduce Pathways to students and their families and provide an opportunity for them to share an evening of fun and learning. In addition, the Family Fun Night is to serve as a mechanism to engage the support of parents/families in their children's health. This is an opportunity to help parents/families get started or continue in improving their own eating and exercise behaviors.

1.2. Overview of the Family Ending Celebration Event

The purpose of the Ending Celebration is to acknowledge the participation of fifth grade students and their families, teachers, school food service staff, and volunteers throughout the school year. The fifth grade students will have the opportunity to staff booths and show their favorite activities they learned during their Pathways Class.

1.3. Overview of Family Recruitment Strategies

Family participation in Pathways family events is critical in establishing the support that each fifth grade child needs to implement and maintain Pathways physical activity and eating behaviors. This includes parents, aunts, uncles, grandparents, siblings, and other extended family members. During fifth grade, recruitment of family members to family events will be emphasized. Process evaluation will document attendance at the events.

To assist the Family Coordinators with recruitment efforts, strategies for Family participation are provided for each event (Appendix A4). Procedures for each event include standard recruitment strategies that will be implemented by all sites. In addition, each site will implement additional strategies. New strategies on attracting family members will be listed on the Quality Control Form: Family Event Strategies (Appendix A5).

To monitor the type and usefulness of recruitment strategies, the Family Coordinator will complete the Quality Control Form: Family Event Strategies (Appendix A5) after each family event and submit it to the Family Working Group Chair within two weeks of the event. This form is designed to record characteristics about the school that contributed to the selection of recruitment strategies, information from family members on what sources contributed to their knowing about the event, and how well strategies worked.

2. PATHWAYS FIFTH GRADE FAMILY FUN NIGHT

2.1. Objectives

The primary objectives of the Family Fun Night are to:

- 1. Encourage participation of 5th graders and their families in Pathways. Familiarizes families with the objectives and health behaviors central to the Pathways intervention.
- 2. Increase recognition that healthy dietary and physical activity patterns are important and learned in childhood.

3. Learn specific skills to help in changing dietary and physical activity patterns in an enjoyable way.

The strategies in the next few pages will help individual Pathways sites in planning successful Family Fun Nights.

2.2. Logistics

Many variables need to be considered while planning the FFN, such as; the weather, availability of personnel, size of the Fifth grade class and distance from the university or field office to the intervention school. Because of cultural differences and other variables mentioned above, the following schedule is only a <u>recommendation</u> from the Family Working Group and can be modified to fit the needs of each site. Each site to review Field Activities checklist to plan event (Appendix A1). Each site needs to re-evaluate the times of the family events to ensure that the events are planned for the time of day/night most appropriate for each school in order to maximize parent participation.

Time: 6:00 PM. This time will allow working family members to attend.

Length: 2 hours. This time frame will allow people to leisurely stroll through the Family Fun Night booths and accommodate those who may arrive late.

Day of Week: Tuesday, Wednesday or Thursday. This schedule avoids the high absenteeism rates common on Monday and Friday.

Transportation: None required; but may be a site's option to increase attendance.

Location: School cafeteria, gymnasium.

Reservations need to be made with the appropriate school official (if using the cafeteria, the site will need to coordinate the set-up of the Family Fun Night with the food service staff).

2.2.1. Timeline

The Family Fun Night will occur in early fall 1999, to be held during the first two to four weeks of the curriculum. Because there are many last minute tasks, it is suggested that the majority of the work (educational handouts, ordering supplies, scheduling the date, time and location of the Family Fun Night, recruiting volunteers, training of staff and volunteers) be completed well in advance of the Family Fun Night. Suggest: To fix up visuals over the summer. These tasks are outlined in the following timeline and in Appendix A1.

PATHWAYS FAMILY FUN NIGHT -- TIMELINE

Six weeks prior	Re-evaluate the times of the family events to ensure that the events are planned for the time of day/night most appropriate for each school in order to maximize participation.
	Contact school principal to arrange date/location of Fun Night. (Send confirmation letter after these logistics have been agreed on.)
	Discuss strategies with school staff to try and get more families involved.
	Select site staff to work on Family Fun Night. Get approval from PI.
	Select optional booths for your site.
	Research availability and types of traditional foods; determine nutritional content of menu.
	Order foods through school food service. (Pathways Family Coordinator to work with Pathways Food Service Coordinator and School Food Service Manager)
One month prior to FFN	Staff training (2 hours).
	Design or edit educational materials.
	Make posters.
	Seek donations for door prizes.
	Send home postcard invitation to families.
	Confirm foods ordered through school food service
2 weeks prior Advertise Family Fun Night with school staff.	
to FFN	Train volunteers and staff for Family Fun Night.
	Send home Flyer #1 with fifth graders.
	Recruit family members to attend event.
Day Before FFN	Send home Flyer #2 with fifth graders.
	Cook food for food booths; buy other foods as needed.

Family Fun Night Arrive at site one hour early to set up.

2.2.2. Advertising

Invitations/Flyers will be the responsibility of Pathways staff member #05 (See Staffing section).

Post card Invitations (Appendix A6) are to be mailed to families of students one month prior to Family Fun Night.

Flyer #1 (Appendix A7) will be sent home with students 2 weeks prior to the Family Fun Night, with a reminder Flyer #2 (Appendix A8) sent home the day before the Family Fun Night. The invitation posters can be hung in the Fifth grade classrooms. The invitations in Appendix A6-A8 can be tailored for your site. Flyers can also be passed out at the PTO meeting.

Family Recruitment

Each site needs to re-evaluate the times of the family events, to ensure that the events are planned for the time of day/night most appropriate for each school; in order to maximize participation. To monitor the type and usefulness of recruitment strategies, the Family Coordinator will complete the Quality Control Form: Family Event Strategies (Appendix A5) after each family event and submit it to the Family Working Group Chair within two weeks of the event. This form is designed to record characteristics about the school that contributed to the selection of recruitment strategies, information from family members on what sources contributed to their knowing about the event, and how well strategies worked. On an ongoing basis, the Family Working Group will use this information to identify effective strategies which will be implemented in recruiting family members to Pathways events.

2.2.3. Selection of Booths

Booths should provide both a fun experience and a learning opportunity for the children and their families. Staff at each booth should have a brief message for each participant aimed at <u>gradual</u> changes in eating or exercise behaviors.

Each site will have a **minimum of FOUR** Family Fun Night booths (not including the registration booth), with the option of selecting more booths if the site has adequate space and staffing. Four of the mandatory booths will be: a Fifth Grade Intervention Display, a Pathways Nations Meal (Traditional meal), Cut The Fat Booth, and a Physical Activity Booth with the two choices being: Mt. Pathways or Modified American Indian Games. The following booths are optional choices: Label Lingo, Amount Of Sugar In Beverages, Pathways Nations Foods, Amount Of Fat In Milk, How Low Can You Go Game, Fast Foods, and Round Dance. Each site is encouraged to select additional booths based on site preference and feasibility (see booth descriptions).

2.2.4. Setting Up the Family Fun Night

The room may be decorated with balloons or other festive decorations. Ask teachers/students if they would like to decorate the Gym/Cafeteria for the Family Fun Night. Pathways staff and volunteers should arrive at least 1 hour early to set up the room for the Family Fun Night. Provide all staff and volunteers with T-shirts and name tags.

The booths should be placed in numerical order. Fluorescent or bright signs designating the booth number and name should be posted at each booth.

Arrangements should be made for <u>clean-up</u> after the Family Fun Night is completed. Staff should plan to spend at least an hour cleaning up; school custodial staff may also be hired to help.

2.2.5. Summary of Pathways Family Fun Night Registration/Booths

Each site will have a minimum of FOUR Family Fun Night booths (not including the registration booth) with the option of selecting more booths if the site has adequate space and staffing. It is encouraged to solicit for volunteers amongst the classroom teachers for 5th grade student volunteers. Students are encouraged to staff display or optional booths and may take turns staffing a booth. Arrangements will need to be made for 5th grade students to arrive early to the event to get trained on how to staff a particular booth.

The mandatory booths are:

- Fifth Grade Intervention Display
- Pathways Nations Meal (Traditional meal)
- Cut the Fat (Nutritional Booth)
- Site choice of a Physical Activity Booth (Mt. Pathways Bead Trail or Modified American Indian Games)

MANDATORY:

REGISTRATION	Introduction, sign-up, evaluation, door prizes	
BOOTH #1	FIFTH GRADE INTERVENTION DISPLAY "The Pathways Journey Continues"	
BOOTH #2	PATHWAYS NATIONS MEAL (TRADITIONAL MEAL)	
BOOTH #3	CUT THE FAT	
Choose one of the following Physical Activity Booths:		
BOOTH #4	MT. PATHWAYS BEAD TRAIL	

BOOTH #5	MODIFIED AMERICAN INDIAN GAMES (MAIG) "Fun and Interactive games"
	OPTIONAL: (encouraged to do as many booths as possible)
BOOTH #6	PATHWAYS NATIONS FOODS DISPLAY
BOOTH #7	AMOUNT OF SUGAR IN BEVERAGES "How much sugar is in your favorite beverage"
BOOTH #8	AMOUNT OF FAT IN MILK
BOOTH #9	LABEL LINGO "What to look for on a food label "
BOOTH #10	HOW LOW CAN YOU GO GAME
BOOTH #11	FAST FOODS
BOOTH #12	ROUND DANCE

2.3. Staffing

2.3.1. Pathways Staff & Duties

The person responsible for Family Fun Night, with the approval of the Principal Investigator will need to designate Pathways staff members to carry out the Family Fun Night procedures. Each Pathways staff member will receive typed job descriptions explaining their job tasks in detail. These job descriptions include tasks prior to and during the Family Fun Night. Training of staff and volunteers is outlined in the next section.

2.3.2. Summary of Personnel Needs and Duties

The number of personnel needed to implement the minimum of 4 Family Fun Night booths and registration is estimated to be at least 5 Pathways staff members plus 7 volunteers.

Each staff member will be assigned to a job description (#01-#07), which involves tasks prior to the Family Fun Night, and to a Booth. Therefore each staff person will receive two job descriptions. Summaries of the job descriptions and booths are attached. More detailed job descriptions are found in Section 2.3.3. of this procedures manual.

Each staff member will be responsible for coordinating the materials and personnel necessary to develop their assigned booth. This person will be responsible for setting up, running, and taking down their booth at the conclusion of the Family Fun Night.

For example, Jane Doe is assigned Staff #02 job description. She is responsible for all tasks listed in the job description. Jane can leave the artistic aspects of these projects up to the appropriate staff members (#04 & #05), however, she is ultimately responsible for seeing that the materials are completed prior to the Family Fun Night.

Descriptions of possible roles for the volunteers are in Section 2.3.4. You will need to talk with the Family Fun Night Coordinator and determine where help is needed.

2.3.3. Staff Job Descriptions

The Family Fun Night will involve 5 Pathways staff (or hourly personnel hired for the Family Fun Night) and 7 volunteers. These staff will be responsible for the planning and implementation of a minimum of 4 Booths and Registration/Evaluation at the Family Fun Night. Each staff person will assume one job and one Booth. Volunteers will be asked to assist as needed.

This section provides Job Descriptions for 7 different tasks that need to be completed prior to the Family Fun Night. This section also provides job descriptions for staff who are responsible for a particular Booth. Actual descriptions of each of the Booths follow in Section 2.6. An outline of the training of staff and volunteers is provided in Section 2.4. of this procedures manual.

2.3.3.a. STAFF #01 JOB DESCRIPTION: Family Fun Night Coordinator

<u>Overview:</u> Staff #01 will work with the Field Coordinator to communicate with the contact persons/organizations necessary to arrange a Family Fun Night. This person will oversee the planning, implementation and evaluation of the Family Fun Night and keep staff on schedule. This person will also fill out Quality Control Form: Family Event Strategies and submit.

- Work with Field Coordinator to establish contact with the school principal to arrange a date and time for Family Fun Night. (Please try not to cancel original date set. If school needs to reschedule date set another date at that time).
- Review Field Activities Check List (Appendix A1)
- Fill out the Family Food Service Order Form with Food Service Coordinator (Appendix A2)
- Contact/meet with the teachers and parents to recruit volunteers for the Family Fun Night.

- Send follow-up letters to persons who were contacted, confirming their role in the Family Fun Night.
- Have regular meetings with the Family Fun Night staff to keep track of progress and deal with any concerns.
- Make sure staff have all materials and supplies that they need.
- Be responsible for financial aspects of the Family Fun Night.
- Provide T-shirts and name tags to all staff and volunteers.

2.3.3.b. STAFF #02 JOB DESCRIPTION: Nutritionist

<u>Overview:</u> Staff #02 should be a person with a nutrition background. This person will be responsible for overseeing the nutritional (fat) content of the foods eaten throughout the Family Fun Night. This person serves as the liaison with the school food service staff, as needed.

Specific Duties:

- Staff #02 will be able to provide valuable insight in deciding which healthy alternatives may be used in both the booth display and the meal provided.
- Work closely with staff #04, #05, and #6 to ensure the nutritional information is represented correctly in the educational handouts and posters.
- If food preparation is to be done by school food service staff, the nutritionist will communicate and arrange those logistics.

2.3.3.c. STAFF #03 JOB DESCRIPTION: Training Coordinator

<u>Overview:</u> Staff #03 will train the Pathways staff for the Family Fun Night. The staff members should be versed in all of the activities/booths in case they need to help at another booth, or assist a volunteer. Staff #03 will also be responsible for overseeing the training of the volunteers.

- Staff #03 will be responsible for making sure all of the prototype materials have been completed prior to the staff/volunteer training. Will work with Staff #04 and #05 to keep on schedule.
- Will be responsible for training the staff and volunteers.

- Will be responsible for arranging the date, time and location for the staff and volunteer Family Fun Night training's.
- Will be the lead person during the staff training: explaining the procedures manual, sharing answers to common participant questions/concerns and motivating staff members to implement a successful Family Fun Night.
- Staff #03 will also take the lead in training volunteers. Staff #03 may select additional staff members who have had previous Family Fun Night training, to help with the training of volunteers.
- Staff #03 will update Staff #01 regarding the training.
- Staff #03 will work with the Family Coordinator and school principal to ensure that all persons who are interested in helping with the Family Fun Night are invited to the training.
- Staff #03 will supervise staff and volunteers at Family Fun Night to make sure all booths are operating and problems are attended to.
- Handle logistics of clean-up, set-up, and travel arrangements if needed.

2.3.3.d. STAFF #04 JOB DESCRIPTION: Graphics Coordinator

Overview: Staff #04 will oversee all artistic work, such as the posters, game boards, etc.

<u>Specific Duties</u>: Responsible for coordinating with staff members responsible for each Family Fun Night booth to complete the necessary visuals. This person may also communicate with the Pathways Family Working Group if revisions of the prototype materials are needed.

Posters:

Welcome poster (optional) Booth numbers Booth Stamp Card Booth names Food display Milk fat jar display Booth posters a. meat display b. milk taste-test (Optional) c. label display Sugar booth a. sugar display b. place cards

Games:

How low can you go game

2.3.3.e. STAFF #05 JOB DESCRIPTION: Materials Coordinator

<u>Overview:</u> Staff #05 will oversee all of the educational handouts to make certain they are "catchy," culturally relevant, accurate, and the appropriate reading level. This person can also obtain revisions of prototype materials by contacting the Family Working Group.

Handout materials:

How much sugar is in your favorite beverage?

Evaluation forms (Appendix A9)

Pathways stamp card (Appendix A3) for visiting the four mandatory booths

Modified American Indian Games

Pathways Nations Food recipes

Mt. Pathways Handouts

Postcard mailing (one month prior to event)

2.3.3.f. STAFF #06 JOB DESCRIPTION: Food Booths Coordinator

<u>Overview:</u> Staff #06 will oversee the food booths, researching the appropriate foods (food brand names, what traditional or contemporary foods are available, etc.). This person will work closely with Staff #02.

- Work with Staff #02 to develop nutritionally and culturally appropriate lists of available foods.
- Decide with Staff #02 what foods might be prepared by school food service.

• Research appropriate foods: keep in mind price, availability, accessibility, cultural attitudes and preferences.

2.3.3.g. STAFF #07 JOB DESCRIPTION: Incentives Coordinator

<u>Overview:</u> Staff #07 will oversee the incentives/door prizes. Will buy or seek donations of items.

Specific Duties:

- Work with local businesses to buy or donate items for door prizes. Find out budget from Staff #01.
- Ensure Pathways/tribal policies do not prohibit certain donations.
- Collect items for door prizes. Items may vary from site to site.
- Possible door prize items:

Smaller prizes:

bags of fruit (oranges/apples)
variety of sport balls (basketballs, soccer, etc..)
kitchen towels/potholders
athletic items
5 lb./3 lb. hand weights
healthy snack bags

Medium prizes:

Pathways T-shirts Pathways bags university T-shirts fruit baskets beaded key chains

Larger prizes:

travel bags Native American jewelry grocery store gift certificate slow-cooker (Crock Pot) fishing pole tickets to local events (active)

2.3.3.h. REGISTRATION AND EVALUATION JOB DESCRIPTION

<u>Overview:</u> Greet families at door, register the families, give each one a plastic or paper Pathways bag (optional), monitor evaluation forms.

<u>Main Message</u>: In addition to taking care of the technical details of registration and evaluation, the staff at this booth have the important role of introducing children and their families to the Pathways program and specifically to the Family Fun Night. An example of how the program might be introduced:

"This evening we want to re-introduce you to Pathways -- a program that your child has had in third and fourth grades and will receive in fifth grade this school year. The program is aimed at helping children continue their healthy eating and exercise patterns. It's hard to change behaviors so their success depends in part on your involvement. Tonight we want you to experience how fun healthy eating and exercising can be. Try to find a few things you enjoy that you might add to your life."

Specific Duties:

1. Set up registration table and tables and chairs for participants to fill out registration rosters and evaluation forms before leaving.

2. Greet families and register them.

3. Register all participants.

4. Order any supplies needed (such as plastic/paper Pathways Bag) and obtain copies of registration roster and evaluation forms. The forms in Appendix A9 are for your information only; process evaluation staff will provide you with the appropriate forms.

5. Briefly explain Pathways and Family Fun Night to each family (above message and tell them they may start with Booth #1 and work their way around the room to other booths).

6. Hand out booth stamp cards (Appendix A3) (explain that at each booth they visit they are to obtain a stamp from the staff person). Each booth should have a different color stamp. (Optional)

7. Tell families they need to fill out evaluation forms in order to receive a ticket for the door prize drawing.

8. Hold two raffle drawings throughout the evening.

2.3.3.i. BOOTH #1: FIFTH GRADE INTERVENTION DISPLAY JOB DESCRIPTION

<u>Overview</u>: To display and discuss with the families about what their students are learning in the Pathways project. To give a short orientation of Pathways and what to expect throughout the year. The goal of this booth is to familiarize families about the Pathways project and to increase awareness of the importance of health and wellness.

Main Message:

Activities your students are learning about in the Pathways Project and what is planned this year (Fifth grade).

Specific:

Locate display of Pathways Nations Map/Everyday Foods Poster/Physical Activity
Poster/Classroom Curriculum/SPARK Manual/MAIG Manual/Exercise Break Box/Family
Challenges and t-shirts/Family invitation post cards/Family post cards (from
curriculum)/Food Service Posters and Other Pathways Materials.

(Optional: slides of Pathways orientation and pictures of 3rd and 4th grade events) Note: obtain permission slips for pictures displayed.

- Knowledge of Pathways and Activities planned in Fifth grade.
- Photocopy booth signs (Appendix B) on colorful paper.
- Ability to answer Pathways questions from participants.
- Sample of Family post cards. (optional)
- Sample of student Pathways T-shirt (students will receive a Pathways T-shirt if they return 4 out of 4 challenge sheets).

2.3.3.j. BOOTH #2: PATHWAYS NATIONS MEAL (TRADITIONAL MEAL): JOB DESCRIPTION

<u>Overview:</u> Pathways Family Coordinator to work with the Pathways Food Service Coordinator and School Food Service Manager to decide on a low-fat traditional meal that will be prepared for the Family Fun Night. Check with site nutritionist to make sure meal is low fat. The purpose of this booth is to emphasize how lower fat meals can still be tasty and an example of a low-fat Pathways Nations Meal (Traditional meal).

Main Message:

"Many of our favorite recipes can be prepared with less fat. They will still taste great but will be healthier for the whole family."

- Pathways Family Coordinator to communicate with Pathways Food Service Coordinator and will work with School Food Service Manager on ordering foods.
- Photocopy booth signs (Appendix C) on colorful paper.
- Encourage that a low-fat traditional meal is served.
- Confirm foods ordered and prepared with Food Service Manager.
- Locate where to find appropriate Pathways Nations food items (traditional foods) for meal.
- Confirm necessary school food service staff to work the evening of the Family Fun Night.
- Assist school food service staff with meal preparation as necessary.
- Work with the School Food Service Manager to plan how food will be set up in the school cafeteria (or other location of Family Fun Night).
- Discuss with families creative ways of recipe modification with the participants. Try to focus on methods for modifying recipes with which they are already familiar.
- Discuss with families why we should modify to reduce fat? "To make our meals lower in fat to prevent the health risks associated with high fat foods such as obesity."
- Handle payment to food service workers and payment for food prepared by school food service.
- Estimate number of meals to prepare.
- Display food service guidelines on the wall.

• Prepare handout information and poster on foods prepared. (optional)

2.3.3.k. BOOTH #3: CUT THE FAT JOB DESCRIPTION

<u>Overview:</u> This booth will provide options for families to "Cut the Fat" in how they prepare their meats and to consider portion sizes. By educating about portion sizes families can begin to make healthful choices in their meat selections as well as how they prepare their meat. This booth offers four different ways of how to get the message across to families. The canned food display is a visual display to educate families about cutting/reducing the fat in canned foods. The rinsing and draining of meat may be a poster display or actual demonstration. The trimming the fat away from your meat is also a visual poster display. The portion size of meat display shows one portion size according to a 3 oz. meat food model and a deck of cards.

<u>Main Message:</u> To educate families on how to "Cut the Fat" and consider portion sizes when preparing meats. "Cut the Fat" by watching the portion sizes in the meat you eat."

Specific Duties:

- Follow Appendix D to help guide with making the display.
- Photocopy booth signs (Appendix D) (on colorful paper).
- Purchase supplies to make posters.
- Obtain the sample 3 oz. meat food model and a deck of cards.
- Make the poster in enough time to let dry and re-assemble if necessary.

2.3.3.1. BOOTH #4: MT. PATHWAYS BEAD TRAILS JOB DESCRIPTION

<u>Overview:</u> This booth will introduce families to Mt. Pathways. A sample of the complete bead trails will be displayed (with the curriculum) at Booth #1 for families. This booth will have a sample of the Red Bead Trail with activity options from that trail. The booth will provide options for physical activity at the Family Fun Night. By providing these options families will be encouraged to learn more ways to be physically active with their children at home and in any setting.

<u>Main Message</u>: To inform parents about the Mt. Pathways Challenge and the opportunity to learn stretches, aerobic movements, upper and lower body strength in physical activity. "Having new options of how to exercise is exciting".

- Designate space needed with PE mentor/teacher and reserve that space at the FFN.
- Copy Booth signs and appropriate signs for each station (Appendix E) on colorful paper.
- Decide what trail activities will be demonstrated (according to the bead color trail).
- Have arrangement of cones designated (according to the trail pattern).
- Have a whistle to identify time expired at each activity and indication to move onto the next activity.
- Staff at the station have knowledge of action movements.
- Include copy of the information needed to set up the booth.
- Notify school and reserve equipment needed at the FFN (i.e. cones, hoops, etc.).

2.3.3.m. BOOTH #5: MODIFIED AMERICAN INDIAN GAMES (MAIG) JOB DESCRIPTION

<u>Overview:</u> Throughout Pathways families have had the opportunity to participate in Modified American Indian Games at Family Fun Night's. During this time they have learned different tribal games. It is a goal during the 5th grade to educate families about more advanced games. Families will not only learn fun and interactive ways to be physically active but they will have the opportunity to be interactive with the students at school and home.

<u>Main Message</u>: To educate families on more advanced MAIG and encourage the opportunity to practice the games with students. "It's interesting to learn about more tribal games and learn about the origins of the games."

- Decide which game, from each of the Field and Relay games, will be played at the FFN.
- Decide with PE mentor/teacher, how much space is needed and reserve that space the night of FFN.
- According to game chosen reserve/collect the proper equipment (i.e. SPARK equipment).
- Photocopy MAIG tip sheets-hand out from (Appendix F) for families on colorful paper.
- Photocopy booth signs (Appendix F) on colorful paper

- Have a copy of the SPARK rules.
- Have a Boom box and music ready to play during the games.
- Reserve extension cord or buy batteries.
- Knowledge of games and activities and ability to lead a group.

2.3.3.n. BOOTH #6: PATHWAYS NATIONS FOODS DISPLAY

<u>Overview:</u> To provide a visual display of the Pathways Nations Foods and give examples of methods used to incorporate lower fat traditional meals. To provide lower fat recipes of traditional foods popular at your site. Your site may choose to provide samples of low-fat traditional foods. It is optional to provide a visual of other sites traditional foods. It is encouraged to ask an elder from the community to staff this booth. One who is knowledgeable in traditional foods.

<u>Main Message:</u> Traditional foods are generally low in fat. It is how they are prepared that may increase the amount of fat.

- Need a person who is knowledgeable in traditional foods. (May want to consider an elder in the community)
- Gather foods for display.
- Photocopy booth signs (Appendix G) on colorful paper.
- Review Everyday Foods listing in Appendix G.
- Prepare poster to include a variety of traditional food ingredients.
- Review traditional methods of cooking.
- Review the recipes and decide which you would like to give as a handout (Appendix G).
- Review other sites recipes and decide if you would like to display ingredients/foods from other sites. (Optional)
- Gather Native decorations to decorate table.
- Interact with participants about traditional foods.

2.3.3.0. BOOTH #7: AMOUNT OF SUGAR IN BEVERAGES: JOB DESCRIPTION

<u>Overview:</u> Set up the display which shows the amount of sugar in different types of popular beverages. Teach the children how much sugar is in their favorite beverage and the benefits of drinking reduced or sugar-free beverages. To show participants how much sugar is in 20 oz, 32 oz, and 64 oz sodas (Big Gulps).

<u>Main Message:</u> To reinforce the high amount of sugar in beverages and encourage water or diet beverages.

Specific Duties:

- Order supplies.
- Photocopy booth signs (Appendix H) on colorful paper.
- Arrange empty beverage containers of different sizes with clear plastic glass containers (or ziplock bags with labels) full of sugar in front of them.
- Display a variety of sizes of beverages (i.e. big gulp 64 oz., 20 oz., 8 oz., 12 oz., 32 oz., etc...).
- Set up display table.
- Place correct amount of sugar cubes in each glass according to each beverage container.
- Ensure display cards are printed on colored card stock (Appendix H).
- Discuss ways of cutting back on sugar beverages such as drinking water or a diet beverage to cut back on empty calories.
- Review handout How much sugar is in your favorite beverage? (Appendix H) Point out demonstrated serving size with beverages displayed.
- Ask family members what soda or sport beverage is their favorite and show them the amount of sugar in a cup according to the size of beverage.
- May use empty sports beverages, iced tea with sugar, and soda containers as visuals.

2.3.3.p. BOOTH #8: AMOUNT OF FAT IN MILK JOB DESCRIPTION

<u>Overview:</u> To display and discuss with families the importance of choosing lower fat milk without loosing calcium. Option: To have families taste test low fat and/or skim milk.

Main Message: To encourage families to purchase and consume a lower fat milk than they normally do.

Specific Duties:

- Prepare milk glasses (Tupperware with lids) with fat for visual.
- Photocopy booth signs (Appendix I) on colorful paper
- Place milk glasses or Tupperware with lids on table with respective empty milk cartons behind them (Whole, 2%, 1%, Skim).
- Ensure display cards are printed on card stock paper (Appendix H).
- Label fat containers according to food service guidelines (Whole, 2%, 1%, Skim).
- Provide skim and 1% milk for taste testing (optional).

2.3.3.q. BOOTH #9: LABEL LINGO "What to look for on a food label" JOB DESCRIPTION

<u>Overview:</u> The goal of this booth is to introduce family members on how to read and identify food labels. To encourage families to read labels while making choices in the grocery store. To display and discuss with the families key information (serving size, servings per container, and total fat) on the Nutrition Facts label (see Appendix J) for the variety of food labels to use as a poster visual or overhead. Optional: Families will also have the opportunity to taste test a low-fat or baked food item (e.g. baked potato chips or fat free dressing with carrots).

Main Message:

"There are many health advantages to choosing lower fat foods, especially related to weight and heart diseases. It is important, though, that these changes occur <u>gradually</u>. Tonight we will identify key nutrition information on the Nutrition Facts food label." To encourage families to read labels and to make better food choices when shopping.

- Order supplies needed.
- Photocopy booth signs (Appendix J) on colorful paper

- Make poster of labels or transparencies of the variety of food labels to use as a guide (Appendix J).
- Set up display table.
- Display a variety of empty food containers.
- Review reading food labels with participants.
- Ask families to find the fat grams for one serving.
- Ask families to find the fat grams in the whole container or package (explain that the total fat should be multiplied by the total serving size).
- Have families taste test a lower-fat or baked food item. (Optional)

2.3.3.r. BOOTH #10: HOW LOW CAN YOU GO GAME JOB DESCRIPTION

<u>Overview:</u> It is recommended that you have participants go though the Label Lingo before they come to this booth. Families will play the "How Low Can You Go Game" and learn how to read food labels to make lower fat food choices. In playing the game families will have a variety of food choices and will try to select the <u>lowest fat food</u>, while at the same time reading food labels. By doing so the families will see how much fat is in commonly purchased food items.

<u>Main Message:</u> To review with families that reading food labels can make a difference in choosing lower fat foods. "Making healthful food choices can be done by reading food labels."

- Collect a variety of empty food packages for the table, with a variety of fat grams. Limit the amount of 0g and low-fat packages.
- Review Suggestions for food packages (Appendix K).
- Photocopy booth signs (Appendix K) on colorful paper.
- Engage families in conversation about the label choices they have made.
- Tally the total grams of fat equivalent by both teams.
- Designate an area at the Family Fun Night.
- Refer to directions of the game in the booth description of manual.

- Purchase prizes for the winning team.
- Notify school and reserve equipment needed at the FFN (i.e. tables chairs, chalkboard).

2.3.3.s. BOOTH #11: FAST FOODS JOB DESCRIPTION

<u>Overview:</u> To display and discuss with families the importance of making better food choices at fast food restaurants. Also to encourage participants not to super size their meals since it adds more fat.

Main Message: To encourage families to make tastier low-fat choices.

Specific Duties:

- Set up display table (may need two tables or one long table to have enough room for all your displays).
- Photocopy booth signs (Appendix L) on colorful paper.
- Prepare food visuals for each respective fast food restaurant.
- Prepare fat or lard in teaspoons or pile of fat on plastic plates beside each meal.
- Have handouts or tip sheets available for families (Appendix L).
- Photocopy Fast food "Making the Best Choice" on colored card stock (Appendix L).
- Display the two reference guidebooks Fast Food Facts 4th Edition by Marion J. Franz.
- Obtain food wrappers from all fast food places you plan to display.
- Bring newspaper to stuff each food wrapper to appear real.

2.3.3.t. BOOTH #12: ROUND DANCE JOB DESCRIPTION

(This booth is encouraged to be as a closing to event)

<u>Overview:</u> To get all participants engaged in the closing of the event and bring all participants together. To join in a fun and interactive style of dancing. This booth should be displayed as a closure to a wonderful evening of fun and learning. May serve as an opportunity to wrap up the evening and inform the parents of the upcoming celebration event in January.

Main Message: To encourage participants to stay active. To be able to have closure to the event and talk about the evening.

Specific Duties:

- Purchase pow wow music (unless you have music from previous events).
- Reserve boom box for the night of event.
- Photocopy booth signs (Appendix M) on colorful paper.
- Purchase batteries for boom box or reserve extension cord.
- Find a volunteer from the community or Pathways staff (who knows how to pow wow dance).
- Review points of what you would like to close the evening with such as: a reminder about the Celebration event in January and points about the evening wrapping up the event.

2.3.4. Volunteers' Potential Jobs and Responsibilities

If appropriate, designate a volunteer to help with the coordination of volunteer duties.

If possible, arrange for volunteers to be trained as a group after the staff training. If not possible, a meeting with each volunteer should be arranged prior to the Family Fun Night to go over what assistance will be needed.

According to the procedures manual, assign volunteers where necessary (e.g., to assist Pathways staff members at each booth or to run the optional booths). The below are suggestions of how the volunteers might help:

a. Volunteer #01: help distribute raffle tickets, collect evaluation forms.

- b. Volunteer #02: help round up family members.
- c. Volunteer #03: help Pathways staff with registration.
- d. Volunteer #04: help Pathways staff with clean up.

e. Volunteer #05: help Pathways staff with booth.

Other volunteers may include a food service liaison who could help set up the food for the Family Fun Night or a person to help with advertising. Volunteers should be assigned to each booth to assist Pathways staff and they may lead the optional booths.

2.4. Training of Family Fun Night Staff and Volunteers

2.4.1. Schedule

A train-the-trainers model will be used. Central training in July or August will be held to train two trainers from each site who will train additional site staff prior to FFN implementation. Training should take approximately 2 hours. All site staff who will be involved in Family Fun Night should attend the site training session conducted by trained trainers so they know about all of the responsibilities and booths.

Volunteer training will take place no later than 1 week prior to the Family Fun Night at a time convenient to each site. It is recommended to train PE and classroom teachers as well as food service staff at the Pathways fall training's. Option: To have volunteer training the day of the event especially if staff has to travel a long distance.

2.4.2. Materials for Training

Each staff/volunteer responsible for planning or implementing any part of the Family Fun Night procedures will receive:

- 1. Typed job descriptions explaining their job tasks in detail (see Section 2.3.3 of this procedures manual).
- 2. Description of the booth each person is assigned (see Section 2.3.3).
- 3. Information on the Pathways project (for volunteers).
- 4. Budget information pertinent to their job, such as materials and supplies needed and how those are to be obtained or purchased.

2.4.3. Outline of Staff Training (2 hours)

Staff training should be facilitated by the Family Working Group representative or person primarily responsible for the Family Fun Night (Family Coordinator).

- Provide an overview of the purpose of Family Fun Night and it's importance to the Pathways project.
- Stress the importance of their roles in the Family Fun Night. They are the "ambassadors" for Pathways, to help the children and their families in this community to remain healthy and to prevent chronic problems like obesity, diabetes and heart disease. You might ask them how they feel about being ambassadors.
- Remind staff that key characteristics that encourage participation of other people include the following. The most important is <u>interest in them</u>.

Warmth: "I'm so glad to see you and your family tonight!"

Helpfulness: "What can I do to help you play a game or understand our program?" Acceptance: "You're just who we wanted to see tonight!"

Authenticity: "This booth is really fun; please join in."

Enthusiasm: "We're all really excited that Pathways has come to this community."

- Review each of the Job Descriptions (#01 07) with all staff, so each knows what others are supposed to do. Review the timeline and have each staff person set due dates for each of their tasks.
- Review each of the selected booths (job description and booth instructions), including its purpose, how it is implemented, and what is included (materials/handouts). For each booth, have the person responsible for the booth review who they will need to work with and what will need to be done prior to the Family Fun Night. Again, have each staff person set due dates for any additional tasks that need to be finished.
- Plan a follow-up staff meeting (or meetings) to assure that all of the tasks that need to be finished prior to the Family Fun Night are underway.

2.4.4. Outline of Volunteer Training (1-2 hours)

Volunteer training should be facilitated by the Family Working Group representative or person primarily responsible for the Family Fun Night.

- Thank all of the volunteers for coming and agreeing to help with the Family Fun Night.
- Overview of the purpose of Family Fun Night and its importance as a "kick off" to the Pathways project.
- Review each of the selected booths including it's purpose, how it is implemented, and what is included (materials/handouts).
- Assign volunteers to help with particular booths or with registration. Provide them with details of the booth.
- Remind the volunteers prior to the Family Fun Night to confirm their attendance.

2.5. Formalizing Arrangements

- Contact the school principal at the Pathways school:
 - Set two dates and times for the Family Fun Night (one will be a back-up date).
 - Reserve the school cafeteria or other facility for the Family Fun Night (if using the cafeteria, you will need to coordinate the set-up of the Family Fun Night with the food service staff).

- Work with the school principal to engage 8-9 parents/teachers who may want to volunteer to help with the Family Fun Night. May want to provide a sign-up sheet to encourage sign-up of volunteers..
- Contact the local parent group (PTO) to schedule a date to appear at the next meeting to promote the Family Fun Night and recruit volunteers to help.
- Confirmation: Send a letter (or other appropriate form of communication) of confirmation to the principal, teachers, food service staff, and PTO. The letter should verify the date of the Family Fun Night, volunteers, training date(s) for volunteers, special needs of the facilities or food service.

2.6. Booth Descriptions

2.6.1. Registration and Evaluation Booth

Description and Set-up: The families will check in and be greeted as they arrive. They will be registered by a staff person on the registration form (sample Appendix A9)

The registration staff will give a brief introduction to Pathways and to the different booths, explaining how the participants can enter their raffle tickets (Appendix A3) for door prizes. Each person will also be given a plastic/paper bag to make it easier (especially for the children) to collect and carry home their informative handouts and small prizes or snacks. The families are then free to go around the room to each booth.

Upon completing all of the booths, the family will return to the registration table to check out. The registration table staff will explain how to complete evaluation forms. The adults from each family (everyone 16 and older) and all children (from fifth graders up to 15-year-olds) will each fill out a short evaluation form. After the family turns in the evaluation forms, they will receive a ticket to enter into the door prize drawing.

SUMMARY OF REGISTRATION/EVALUATION TABLE:

Purpose:	To record and keep track of the number of Family Fun Night participants through a check-in and check-out process and to collect evaluation forms at the end of the event.
Personnel:	1 staff + Volunteer #01
Visuals:	None
Handout:	Plastic bag (optional), raffle tickets, evaluation forms
Materials/props:	Registration forms for each class (Appendix A9). Paper or plastic bags.

Child and adult evaluation forms (Appendix A9). Pens/pencils. Two-part raffle tickets. Box for completed evaluation forms, box for door prize tickets 2 tables, 7 chairs (for people filling out evaluations). Door prizes.

Preparation Time: 1/2 hour

2.6.2. BOOTH #1: FIFTH GRADE INTERVENTION DISPLAY "The Pathways Journey Continues"

Description and Set-up: Families often want to know what their child is learning in the classroom especially in Pathways. This booth will display Pathways manuals and posters to inform the parents about Pathways and serve as a brief overview of what is to come in Fifth grade.

SUMMARY OF BOOTH #1:

Purpose:	Create an awareness of the Healthy messages of Pathways
Personnel:	1 staff and Volunteer
Visual:	 Pathways Nations map/Everyday Foods Poster/Physical Activity Poster/Classroom Curriculum/SPARK manual/MAIG manual/Food Service posters/Family Challenges/Display post cards (may handout extra post cards) Display T-shirts for student's incentive of returning four challenge sheets and other Pathways materials. (Optional: slides of Pathways orientation and pictures of third and/or fourth grade events) Note: obtain permission slips for pictures of students shown. (site specific)
Handouts:	Sample of family post cards (optional)
Materials/props:	Booth number/Booth name (Appendix B). Table Intervention materials for display Poster display board
Preparation Time:	1 hour (Best to fix up visuals over the summer so they will be ready to go in the fall. Proper storage required and may need to be touched up in the fall).

2.6.3. BOOTH #2: PATHWAYS NATIONS MEAL (Traditional Meal)

Description and Set-up: A low-fat Pathways Nations Meal (Traditional meal) will be served to the participants. Meals will vary from site to site depending on what each site would like to serve. This is an opportunity to have families taste and learn how to cut the fat in their favorite traditional meal. There should be enough food to provide a meal for each family member and any left-overs should be acceptable to be served as a reimbursable school meal the following day.

SHORT MESSAGE: PREPARE YOUR FAVORITE FOODS WITH LESS FAT!

SUMMARY OF BOOTH #2:

Purpose:	To provide participants with the opportunity to try a Pathways Nations Meal (traditional meal) made with less fat!
Personnel:	1 staff + paid food service workers as needed
Visual:	Posters of selected recipes (Optional)
Handout:	Tip sheets about lowering the fat in the provided meal and recipe handouts (Optional)
Materials/Props:	Booth number/Booth name (Appendix C) Low-fat traditional meal (make sure nutritionist does meal analysis to meat USDA guidelines) Suggested recipes (Appendix G) It is encouraged that each site will serve traditional soups/stews. Suggested beverages: bottled water, diet soda (non-caffeinated), coffee (for adults) Suggested desserts: watermelon, cantaloupe, etc Utensils for eating, spoons, forks, cups, plates, bowls Sufficient tables and chairs Nice plastic table clothes and matching napkins Decorations (ask fifth grade students to make decorations)
Preparation Time:	2 hours (Best to fix up visuals over the summer so they will be ready to go in the fall. Proper storage required and may need to be touched up in the fall).

2.6.4. BOOTH #3: CUT THE FAT

Description and set up: We can all lower the fat in our foods by cutting the fat. This booth will demonstrate ways to reduce fat in meat by decreasing the fat when eating canned food, rinsing and draining the fat from ground beef, trimming the fat away from meat, and portion size. It is recommended that you present the four different methods below.

- 1. Focusing on canned foods
- 2. Rinsing and draining of ground meat
- 3. Trimming the fat away from your meat
- 4. Portion size

1. Focusing on canned foods is a visual display of a variety of commodity or other popular canned foods chosen by your site. Several canned foods need to be refrigerated the night before actual display (to ensure the liquid fat has solidified). While families are present, a Pathways staff person will open the can and show families how much fat has solidified on top of the food item. This visual can be explained by letting families know that a lot of canned foods (especially canned meats) are high in fat. When cans are refrigerated it is easier to see and remove the fat. Another way would be to rinse the food in hot water before it is easten.

Items needed: a variety of canned foods that are popular at your site. Display canned foods that have a high fat content such as: Spam, Beef Stew, Menudo, Tamales, Corned Beef Hash, Vienna Sausage, Sardines, Tuna Fish (packed in oil-will not solidify). Obtain cooler with ice to keep cans cold. Suggest: it is safest to throw out cans after one use and purchase one can of each type of food for each school.

2. Rinsing and Draining of Ground Beef: Your site may choose to demonstrate the actual rinsing and draining ground beef or do a poster display along with a visual clear glass jar displaying amount of fat that is in one pound of ground beef.

Items needed for demonstration: 1 pound ground beef, colander, electric frying pan, spatula, cleaning spray, two quarts of hot water, large empty can, paper towels, and extension cord. Plus one clear glass jar of fat from 1 lb. of ground beef.

Items needed as a poster display: Poster board, pictures of the process, one clear glass jar of fat from 1 lb. of ground beef.

3. Trimming the Fat Away from your meat is a poster display.

Display an 8 oz. fried piece of meat vs. 3 oz. lean broiled piece of meat (display teaspoons of fat next to meat food models). To provide a visual of how much fat is actually in one serving size of meat food model. Explain about trimming the fat off stew or soup at home. After soup/stew is cooked you can chill it and skim off the fat or a faster method is to add a few ice cubes to draw the fat to the top and scoop up fat and throw away.

4. Serving size: Inform the parents that a serving of meat should be no larger or thicker than a deck of cards. A 3 oz. piece of meat is about the size of a deck of cards. Items needed: a deck of cards and 3 oz. piece of meat food model. May display a actual meal on a plate with a 3 oz. piece of meat food model model. May display a actual meal on a plate with a 3 oz. piece of meat food model with more vegetables and salad than meat. The purpose of this display is to limit the portion size on meat but may have a larger portion of vegetables and salad.

SHORT MESSAGE: CUT THE FAT IN THE MEAT YOU EAT !!

SUMMARY OF BOOTH #3:

Purpose:	To inform families about how much fat is in different meats and review portion sizes.
Personnel:	2 staff (1 volunteer and one Pathways staff)
Visual:	Booth number/Booth name (Appendix D) 3 oz meat food model 8 oz meat food model Deck of cards Poster board or actual demonstration materials needed for rinsing and draining display Canned food items Ice chest with ice Fat jars displaying amount of fat in 1 lb. of ground meat To make posters use sample in Appendix D
Handouts:	None
Materials/props:	Booth names/Booth numbers/posters (Appendix D).
Preparation Time:	2 hours (Best to fix up visuals over the summer so they will be ready in the fall).

2.6.5. BOOTH #4: MT. PATHWAYS BEAD TRAILS

Description and set up: This booth will introduce parents and students to the Mt. Pathways Challenge and what will be happening in the fifth grade classrooms.

The Mt. Pathways Challenge is a part of the Pathways classroom curriculum and will offer the opportunity for students to develop leadership skills and be creative through physical activity. The students are introduced to Mt. Pathways in Week 2 of the curriculum and will continue until the completion of the curriculum. Five color trails are designed to be done with the following trail station activities: stretching, aerobic, aerobic movement, upper body strength, lower body strength and carnival. The color trails will be completed throughout the curriculum.

Teams will be designated and each team will start at a home base. At home base the team will perform a trail activity (action movement) for one minute until they hear a whistle or clap of hands by the leader then they will continue to the next station. Teams must complete the action before moving onto the next station.

The booth will have one color trail with two to four activities for families to experience; although the trail normally has 6 activities. A color trail will be suggested, yet sites do have the option to consider other color trails as they would like. The color trail will have a specific trail/pattern that will map them in a direction to complete the activities along with cones (numbered one to six). Each cone is identified with an activity.

The Red Bead Trail is designated as the activity trail to follow. The following activities are part of the trail and two to four activities must be chosen to demonstrate Mt. Pathways: Rag Doll, Jumping Jacks, Pacer, Triceps Dip, Standing Long Jump, and Hula Hoop. (Appendix E) will have the description for each activity as well as the cone identification.

SUMMARY OF BOOTH #4:

Short Message:	Let's enjoy physical activity doing the Mt. Pathways Challenge.
Purpose:	To introduce families and students to what will be happening in the 5th grade curriculum.
Personnel:	One Pathways staff or school staff and one volunteer
Visual:	Mt. Pathways Poster
Handout:	None
Materials/props:	Booth number/Booth name (Appendix E) 2 to 4 cones Pacer: 4 small cones or something to make two lines

	Hula Hoop: 1 hoop for each person at the station Red laminated signs for each activity (Appendix E) Refer to Appendix E for lay out of game Whistle
Preparation Time:	1/2 hour (Best to fix up visuals over the summer so they will be ready to go in the fall. Proper storage required and may need to be touched up in the fall).
2.6.6. BOOTH #5: MODIFIED AMERICAN INDIAN GAMES (MAIG) "Fun and Interactive games"

Description and set-up: The (MAIG) games are another avenue for increasing physical activity within families of the fifth graders lifestyle. A game from each of the Field and Relay games must be selected and played with participants. To have families be active and participate in Pathways games. To have families increase their activity levels and think about adding more exercise to their lifestyles. The message to convey is that exercising is fun and a part of their heritage. It is optional but encouraged to review the history of the game.

Two or more field and relay games are to be selected and played with participants. Games suggested are located in (Appendix F). Additional games can be found in the Modified American Indian Games (MAIG) manual towards the end of the Manual (advanced games). Choose an activity that all family members can perform. The SPARK rules should be reviewed with families and students for the sake of safety. Participation should be encouraged, although it is not mandatory. Music may be played to enhance the atmosphere; suggest to include the sites theme songs (e.g. flute music, etc..).

SHORT MESSAGE: EXERCISE CAN BE FUN AS WELL AS LEARNING ABOUT OUR HERITAGE!

SUMMARY OF BOOTH #5:

Purpose:	To review with families more advanced Modified American Indian Games and to provide the opportunity for families to experience them in a supportive environment!
Personnel:	2 staff (1 PE Mentor or PE teacher and Volunteer). Suggest to train PE mentors (and/or PE teachers) on new games at the fall teacher training so they may assist with the booth.
Visual:	None (Manual will be displayed at the Fifth Grade Intervention Display Booth #1)
Handout:	Tip sheets of the MAIG played (Appendix F)
Materials/props:	Booth number/Booth name (Appendix F) Copies of MAIG tip sheets (Appendix F) Music cassette/Boom Box Extension cord A large open area Reserve necessary SPARK equipment Review Spark rules (see PE mentor/teacher)

Designate area needed for activities

Suggested games:Field Games: Ball Game and Bump the BallRelay Games: Southwest Ball Race, Snow Snake, and Hoop and Ball

Preparation Time: 1/2 hour

2.6.7. BOOTH #6: PATHWAYS NATIONS FOODS DISPLAY

Description and set up: Pathways Nations Foods are generally low in fat. We increase the fat content in traditional foods by the fat we add to it. This booth is to display and review the traditional foods with participants and provide a visual of these foods. Inform the participants that in the past, food was cooked on open fire, underground, and boiled. It is optional to have participants sample your sites traditional foods. It is also optional to provide a visual display of other sites traditional foods since this is a multi-site study.

SUMMARY OF BOOTH #6:

Purpose:	To reinforce and promote traditional foods and demonstrate how healthy these foods can be.
Personnel:	1 staff (community volunteer (elder) or Pathways staff who is knowledgeable in traditional foods can take care of this booth)
Visual:	Display a variety of traditional food ingredients, traditional methods of cooking and recipes. Emphasize that these foods are low in fat and were prepared with very little or no fat. (Appendix G)
Handout:	Site specific traditional recipes. Refer to Pathways Nations Foods List and recipes (Appendix G).
Materials/Props:	Booth name/Booth number (Appendix G) Samples of dried traditional foods (example: display blue corn meal/juniper ash, jerky, squash, berries etc in a plastic bag on a poster board) Taste testing samples of traditional foods Poster display of a variety of traditional foods/ingredients
Poster Materials:	Poster board glue/tape plastic bags dried foods decorate table with Native decorations (example: blanket/rug/dried colored corn etc)
Preparation Time:	1 hour plus time to gather foods (Best to fix up visuals over the summer so they will be ready by the fall. Proper storage required and may need to be touched up in the fall).

2.6.8. BOOTH #7: AMOUNT OF SUGAR IN BEVERAGES "How Much Sugar is in Your Favorite Beverage?"

Description and Set-up: Regular pop and sports beverages are high in sugar and low in nutrients. In this booth, participants will be encouraged to substitute diet beverages or water for sugared beverages. Each site will choose several high sugar beverages frequently consumed in their community and show the amount of sugar in these items. Each site should research and use culturally appropriate beverages that are readily available. Note: On handout (Appendix H) point out the serving size (8 oz.) and compare to what is normally consumed (16 oz, 64 oz, etc...)

SUMMARY OF BOOTH #7:

Display amount of sugar used in favorite beverages

Purpose:	To reinforce the high amount of sugar in beverages and encourage diet beverages or water.
Personnel:	1 volunteer (Optional: May be a display booth)
Visual:	Set up empty pop and sport beverage containers. Place a clear plastic cup next to the containers with correct amount of sugar cubes in the cup. One sugar cube equals one teaspoon. Display a 8 oz., 12 oz., 24 oz., 32 oz., 64 oz., to display a visual size difference in sizes. Another option is to place sugar cubes on display cards to show the amount of sugar in popular beverages consumed at your site also place empty containers next to the display cards.
Handout:	Flyer on "How much sugar is in your favorite beverage?"
Materials/props:	Booth number/Booth name (Appendix H) Place cards (Appendix H) copy on colored card stock paper Diet and regular pop containers for display Sugar-free Kool-Aid and regular Kool-Aid display Gatorade display Bottled water display Sports beverage display Other popular beverage displays 1 table /2 chairs
Poster Materials:	sugar cubes, velcro, glue, clear plastic cups (*8 oz. preferred), markers, placard display *Using a 8 oz. cup the sugar cubes may not all fit in the cup therefore spilling over (making more of a visual effect).

Preparation Time: 1 hour, 15 minutes (Best to fix up visuals over the summer so they will be ready by the fall. Proper storage required and may need to be touched up in the fall).

2.6.9. BOOTH #8: AMOUNT OF FAT IN MILK

Description and set up: Display the amount of fat in each type of milk. Families will visually see the amount of fat in the milk they drink. Encourage participants to choose the lower fat milk than they currently consume. Optional: To have families taste test low-fat and/or skim milk.

Milk Display:

Display the amount of fat in each type of milk using lard or Crisco.

Purpose:	To encourage the participants to buy or choose lower-fat milk.	
Personnel:	1 volunteer or booth may be a display only	
Visual:	Milk glasses or Tupperware 8 oz. clear w/ "locking" lid displaying the amount of fat in each container for 4 types of milk. Plus 1/2 pint of each type of milk or whatever types are available at each school. Label each container with whole, 2%, 1%, and skim.	
Handout:	None	
Materials/props:	Booth name/Booth number (Appendix I) Copy place cards on colored card stock (Appendix I) Empty containers of whole, 2%, 1% and skim milk 1 table fat mixture or lard 4 clear 8 oz. clear Tupperware with "locking" lids and labels for each container Optional: taste test 1% and skim milk (cups, milk, cooler, ice)	
Preparation Time:	1/2 hour (Best to fix up visuals over the summer so they will be ready to go in the fall).	

Note: Request to use Pathways food service coordinator display of milk jars or may decide to make new milk fat jars.

Emphasize if students drink milk at school breakfast (or at home) this amount of fat would increase (double, triple, etc...)

INSTRUCTIONS FOR MAKING THE FAT MIXTURE

Materials:

Four 8 oz. Tupperware (clear) 1 can/box of lard or Crisco frying pan (or microwave) measuring cups and spoons, spatula, paper towels Heat fat lard in pan or microwave. When it becomes runny, pour appropriate amount of fat corresponding to the amount of fat in each type of milk in individual jars labeled "skim," "1%," "2%," and "whole" milk. The lard may run up against the inside of the glass when pouring. If this happens, heat in microwave oven and let the jar sit for one hour to harden. Label each jar

with fat content information. (see below)

Fat Free (Skim) Milk 1/2 pint x 20 (1 month school lunches) 0 Tablespoons Fat Low Fat (1%) Milk 1/2 pint x 20 (1 month school lunches) 4/15 Tablespoons Fat Reduced Fat (2%) Milk 1/2 pint x 20 (1 month school lunches) 8.35 Tablespoons Fat Whole (3.5) Milk 1/2 pint x 20 (1 month school lunches) 13.35 Tablespoons Fat

2.6.10. BOOTH #9: LABEL LINGO: "What to look for on a food label "

Description and set up: It is very important to read food labels in order to reduce the amount of fat consumed. Example: Reducing fat intake reduces your risk of obesity and related diseases such as diabetes and heart disease. The important parts of the label should be circled or highlighted: serving size, servings/package, and total fat. Each of these should be clearly explained to participants, keeping in mind that they should be given information that is pertinent and usable. It should be emphasized that when they are choosing snack foods or dressings like salad dressing or mayonnaise they should look for labels that indicate 3 grams or less of total fat per serving to be considered a low fat item. The point should also be made and reiterated that we are not suggesting they choose only foods that have 0 grams of fat, but to look for low-fat food items instead of regular fat items, i.e. try substituting lower fat foods such as turkey bologna for regular bologna. Review the three food labels in (Appendix J) with participants as examples of how to read a variety of labels. May consider using a poster size label or a transparency so everyone can see. After reviewing the sample labels pass out the empty food packages for the participants to have "hands-on" training about where to look for the information on the packages. Have food labels that include a variety of grams of fat for example: Items that have 2 g., 3 g., 12 g., 15 g., etc... OPTION: Include a taste-testing of a low-fat food (fat free ranch dressing with carrots or baked potato chips).

Purpose:	To encourage families and children to read labels before purchasing items at the store and to help them know and understand food labels.	
Personnel:	1 staff (nutrition knowledge)	
Visual:	Empty food cartons, pass them out to people and ask them to find the fat grams per serving and serving size. Poster or transparency samples in (Appendix J)	
Handout:	None	
Materials/props:	Booth sign/Booth name (Appendix J) Table and chair empty food packages for examples (Have a variety of labels to include fat grams with 2 g., 3 g., 7 g., 12 g., 25 g. etc) Make posters or transparencies of labels (Appendix J) Option: taste testing (fat free dressing with carrots or baked potato chips)	
Preparation Time:	1 hour (Best to fix up visuals over the summer so they will be ready to go in the fall. Proper storage required and may need to be touched up in the fall).	

BOOTH #10: HOW LOW CAN YOU GO GAME 2.6.11.

Description and set up: The object of the game is to try and select the lowest fat food items for your team. This activity gives participants some physical activity as well as putting their knowledge of reading food labels to work. At the conclusion of the activity a discussion should focus on the items that may have been chosen incorrectly as a low fat food item by the participants.

Suggest: Do not do this booth unless the label lingo booth is done before it.

Directions for Game:

This game is played by participants being divided into teams of equal numbers. Each team (no more than 10-12 individuals) lines up ten feet behind a table. Fifteen food items (empty packages) are placed on each table. It's suggested that there be different food items placed on each of the two long tables so that the participants are encouraged to make the decisions on their own, without the guidance of the team next to them. (Make sure the items from each table have the same total amount of fat with varying quantities of fat.) When GO is announced, one member of each team runs to their table and has 20 seconds (try to keep to this limit, although there is no penalty for going over 20 seconds) to choose an item that they think is lower in fat. They take the item and run to the back of their team's line. The next participant in line on both teams are given 20 seconds to run to the table and repeat the action, running to the back of the line after they have selected the lowest fat food they see. After all of the team members have selected a food item, the total fat/serving of each food package chosen by each team is recorded and totaled. The team that selected the lowest fat food items wins. One Pathways staff member should staff each team in order to provide support and to record points on a scoreboard (chalkboard or flip chart.)

Prizes: inexpensive non-food items for each member of the winning team Examples of prizes/incentives: pencils, pens, stickers, erasers, etc.

A brief discussion of the food items selected should follow, so all team members can look at the packages and see why some foods selected were higher in fat than other foods selected. Measuring cups and spoons may be used to help demonstrate how many grams of fat are in the different serving sizes.

Guide for discussion:

"Which group picked the food items with a lowest total grams of fat?" Individuals will then offer the total grams of fat in their team.

"How does serving size contribute to the total grams of fat?" Families may respond with the serving sizes as being more per package; which will increase the total grams of fat eaten in proportion or serving size. Example: (looking at a food label) label will have servings per package: 2 and if you eat the whole package that has 3g. of fat. How much fat will you eat if you eat the whole package? Yes! correct you will get 6 g. of fat since the serving size is for 2.

"What were some of the foods that had low fat grams? Why do we encourage low fat food

items?" Participants may respond with we have enough of fat intake in our total day of food intake. We need to make a conscious effort to choose low fat items especially when we have eaten more than our allowed fat intake for the day.

SHORT MESSAGE: CHOOSING THE LOWEST FAT FOOD ITEMS!

SUMMARY OF BOOTH #10:

Short message:	Reading labels can be fun!	
Purpose:	This activity is to familiarize participants with the fat content of some commonly purchased food items and reading the total grams of fat in a package.	
Personnel:	2 staff (one Pathways staff and one volunteer). One at each table to tally totals of each team.	
Handout:	None	
Materials/props:	Booth sign/Booth number (Appendix K) Two large (6 ft. long) tables set apart from each other about 10 ft. Fifteen food items for each table (total of 30 items both high fat and low fat) chosen from list of foods (Appendix K) Have a variety of labels to include 2 g., 3 g., 7 g., 12 g., 25 g. etc Masking tape to mark lines behind which children will stand 2 stop watches or wrist watches with second hand, Flip chart or chalkboard to record score, Whistle, calculators to total grams of fat, several different size measuring cups, prize/incentives, markers, chalk	
Preparation Time:	3 hours (Best to fix up visuals over the summer so they will be ready to go in the fall).	

Note: There could be two tables at one end of the gym and two more at the other end, so that all the workshop participants could participate in this game at the same time. After people played the game at one end, they could go to other end and play the game again with different food packages.

If there were more tables, everyone could be playing the game at the same time. Then they could all move on to next booth.

2.6.12. **BOOTH #11: FAST FOODS**

Description and Set-up: Display different fast food meal deals that are popular at your site and compare with a lower fat meal from the same fast food place. Measure out the total fat per serving in teaspoons of shortening and display in a clear container or small plastic plate right next to the meal deals. Place the healthier food choices next to the meal deal.

SHORT MESSAGE: PAY ATTENTION TO THE HIDDEN FAT IN FAST FOODS!

SUMMARY OF BOOTH #11:

Purpose:	To encourage children and their families to make tasty lower fat choices.
Visual:	To create a more visual effect, obtain fast food wrappings and containers from the fast food restaurants. To make the burgers more realistic, get some newspaper and wrap up with food wrappers. Display the amount of total fat per serving in teaspoons in a clear container or plastic plate next to the meal deals or measure out the fat in teaspoons and set next to the comparable meals.
Reference Guide:	Fast Food Facts - 4th Edition by Marion J. Franz MS, RD, CDE. This book is great in explaining all major fast food places and their breakdown of all foods served at the respective restaurants.
Personnel:	2 staff
Handout:	Select popular fast foods from the restaurants you would like to display (Appendix L)
Materials/props:	Booth name/Booth number (Appendix L) Handouts or tip sheets displaying fat information on selected fast food places (Appendix L) 1 long table/ 2 chairs Fast food visuals (food wrappers for selected fast food places) Crisco/lard Teaspoons plastic plates or clear cups to hold lard for visual.
Preparation Time:	1 hour

Conversion: 4g = 1 teaspoons of fat

Example:

McDonalds			
"Mea	l Deal"	"Tasty lower fa	t choice"
Big Mac	26 g. fat	Regular hamburger	9 g. fat
Large Fries	22 g. fat	Small fries	12 g. fat
		Side salad w/fat free dressing	1 g. fat
Dessert: Apple Pie	15 g. fat	Small vanilla ice cream cone	1 g.
Soda	0 g. but lots of sugar	Diet Soda	0 g.
Total fat	63 g. fat	Total fat	23 g. fat

2.6.13. BOOTH #12: ROUND DANCE (Suggest to be done as a closing to event)

Description and Set-up: Dancing is a form of exercise and can be fun. The round dance is encouraged to be done as a closure to the event. Encourage families to participate in this activity and serve as a role model for being active and having fun.

Encourage the participants to make one large circle in the center of the room holding hands with the person next to them. Turn on Pow-Wow music for the inter-tribal dance.

SHORT MESSAGE: DANCE TO STAY ACTIVE!

SUMMARY OF BOOTH #12:

Purpose:	To encourage being active and having a closure to the Family Fun Night.
Personnel:	1 volunteer from the community or Pathways staff (who knows how to pow wow dance).
Visual:	None
Handouts:	None
Materials/props:	Booth number/Booth name (Appendix M) Pow-wow music Boom Box Batteries/Extension cord A large open space
Preparation Time:	15 minutes

2.7. Data Management/Entry/Transfer for Family Fun Night

Refer to the Pathways Process Evaluation Procedures manual for instructions regarding specific data management, entry and transfer instructions for Process Evaluation data collection forms. Registration forms are to be reviewed and summarized on the "Family Activity Registration Summary Form" by the Process Evaluation Coordinator (Appendix A9). The Booth Summary form should also be collected from the Family Fun Night Coordinator. The Process Evaluation Coordinator is also responsible for putting the school ID numbers in the upper right hand corner of the evaluation, registration forms, and summary forms. Completed and reviewed forms are then given to the sites' Measurement Coordinator who is responsible for seeing that they are to be stored at each site. Original registration forms are to be stored at each site. General data processing and transfer procedures are outlined in the Pathways Data Management System Users Guide. Data are to be keyed and transferred to the Coordinating Center within two weeks of data collection. All forms are to be stored securely and confidentially at each site. The Family Coordinator will complete the Quality Control Form: Family Event Strategies (Appendix A5) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

3. FIFTH GRADE FAMILY ENDING CELEBRATION

3.1. Objectives

The primary objectives of the Fifth Grade Celebration are:

- The Pathways staff will recognize the participation of fifth grade students and their families, teachers, school food service staff, other school staff, and volunteers with Pathways.
- The participants will eat a school meal which demonstrates the lower fat practices of the school food service.
- The fifth grade students will display some or all of their "Show and Tell" group projects that they prepared during Weeks 7 and 8 of the Fifth Grade Curriculum.
- The Pathways staff will emphasize that the school food service and physical education classes will continue to have the support of Pathways staff throughout the remaining school year.
- The Pathways staff will encourage fifth graders and their families to continue to choose Everyday Foods for their meals and snacks and to do something active every day.

This ending celebration is the culminating event of the Pathways Fifth Grade Curriculum intervention. Each site needs to determine with their intervention schools the best time of day for each school's celebration, choosing a time when they anticipate the most family involvement. The event could be held scheduled around breakfast time, lunch time, or after school with a school meal served to families for supper. Each school's meal menu will vary but will be chosen to exemplify Pathways food service behavioral guidelines. The student projects will be displayed before, during, and/or after the meal in the dining area or an adjourning room. See Weeks 7 and 8 of the Fifth Grade Curriculum for details on the "Show and Tell" group projects.

At the completion of Week 8 of Fifth Grade Curriculum prior to the holiday break, an invitation should be sent home to the fifth grade student's families. During the first few days of January students will take home a reminder. It is optional for sites to send reminder postcards to families. Others to consider inviting include school administrators, faculty, and staff; school board members; tribal council members; and previous Pathways volunteers.

The suggested time for the event is approximately 2 hours. A suggested schedule for the event follows. Family members will register upon entering. The celebration will begin with a welcome and a blessing (optional, depending upon school policy), then the school meal followed by the display of the "Show and Tell" group projects. Fifth graders will stand by their projects and family members will circulate looking at and/or participating in the projects, as specified by each project. After this, fifth graders will be awarded a fifth grade curriculum certificate, as well as a certificate for their family. The celebration concludes with closing remarks and door prizes.

Because of school characteristics, class size, number of fifth grade classes per school, and

number of participants, the procedures, which follow, allow flexibility in location, staffing, timing. In addition, suggestions are made for people, materials, or activities to include in the event that would enhance the event but are not required

3.2. Logistics

Date: Within the first two or three weeks of January, 2000, and before measurement begins.

Time of Day: This will vary by school.

Length: About 2 hours. Allow enough time for registration, optional blessing, school meal, observation of and/or participation in the students' group projects, distribution of student and family certificates, and a drawing for door prizes.

Day of Week: Tuesday, Wednesday, or Thursday is suggested. This schedule is suggested because of high absenteeism rates common in some schools on Monday and Friday.

Location: School cafeteria, gymnasium, and/or classroom.

3.2.1. Timeline

The ending celebration will occur in January, 2000, after completion of Week 8 of the fifth grade curriculum at the end of November, 1999 or early December, 1999. It could occur as early as the first week of January, but not later than January 28, 2000. Most of the preparations need to be completed well in advance of the event. These tasks are outlined in the following suggested timeline:

During Fall, 1999, approximately the time of the Fifth Grade Curriculum Training:

Review Field Activities Check List and Strategies for Family Participation (Appendix N)

Contact school principal, school food service, and teachers to arrange date/location of the ending celebration.

Reserve space for the event.

Invite the principal and other school administrators to the event.

Request school custodian time during the event to help set up and clean up.

Select Pathways site staff to work on the event.

Prepare invitation flyers and/or postcards for the event.

Invite a community elder or member to deliver the blessing. (Optional)

Mid-November, 1999:

- Select with school food service the appropriate meal to prepare for the event; discuss the use of paper/plastic dishes and utensils to ease cleanup
- Order food for the event through school food service. (Use Family Food Service Order Form, Appendix Q)
- Meet with teachers to determine what materials, supplies, and/or equipment you may be able to supply their students for the "Show and Tell" group projects.

Find volunteers to help with the event. (Optional)

Obtain current class roster.

Establish with the teacher the best time for teacher to sign certificates and check for misspellings or students missing certificates.

Request a microphone. (Optional)

Early December, 1999:

Check inventory for certificates of completion, sign for the Pathways staff.

Verify the schedule with the principal (or contact person).

- Meet again with teachers to determine what materials, supplies, and/or equipment you may be able to supply their students for the "Show and Tell" group projects.
- Provide invitation flyers (site specific) which the teachers will send home with the students in December, 1999, prior to the holiday break.
- Adhere address labels and stamps to postcards inviting the families of fifth graders to the Celebration event, and then mail. (Optional)

Send a confirmation letter to volunteers.

- Verify the purchase and delivery of additional foods, as necessary, with school food service manager.
- Conduct nutrient analysis of meal and identify the Pathways Food Service Behavioral Guidelines being employed.

Obtain volunteer incentives, as applicable.

Obtain door prizes.

Purchase paper/plastic dishes/utensils, if necessary.

Prior to the Holiday Break, 1999:

Collect completed certificates from classroom teachers, if not completed at review visit.

Verify with the teachers that the invitation flyers went home with their students.

- Provide reminder flyers which the teachers will send home with the students the day before the event. (Optional.)
- Send invitations to the principal and other school administrators and staff; as well as school board members, tribal council members, and Pathways volunteers, as determined by your Pathways staff.
- Query teachers on their students' "Show and Tell" group projects and inquire whether or not teachers need any additional assistance with these projects. Discuss with the teacher the event agenda and their role. Also, determine if assistance from the PE teacher is needed, and if so, contact the PE teacher.

Prepare poster, table tents, and/or handout of meal description. (Optional.)

Prepare celebration agenda. (Optional)

- Keep in contact with the school food service about the meal preparations and food orders, as necessary.
- Obtain process evaluation forms (registration roster) from the site Process Evaluation staff see sample (Appendix P).
- Verify with community elder/member the date and time of the event and purpose of their participation (blessing). (Optional)

January, 2000 - Two or Three Days before Celebration:

Verify with food service the receipt of food orders, as necessary, and preparation of meals.

Obtain perishable door prizes.

Remind teachers to send flyers home with students.

Day of:

Arrive at least 2 hours early to finalize coordination and setup of the event and to help with meal preparation (optional, but encouraged).

Assist students' groups with their project displays, as needed.

After:

Suggest to teachers to have students write notes to food service staff, custodian, community elder, and any parents who assisted, thanking them for taking part in Pathways this school year.

3.3. Staffing

Principal Investigator: It is encouraged, but optional, for the site's principal investigator to participate in each school's celebration. The purpose of this participation would be to impart the study's appreciation of the school's and all its staff's, volunteers', students', and their families' efforts, collaboration, and cooperation with implementing Pathways.

The function of other Pathways staff in this event is primarily coordination.

Family event coordinator: This person will arrange with the appropriate school staff the schedule and location of the event. S/he will coordinate the school food service role through the site's food service coordinator. S/he will coordinate the role of the teacher through the site staff who has had the most contact with the classroom teachers. S/he will schedule volunteers and the community elder/member for the blessing. S/he will oversee the preparation and distribution of flyers, event materials/equipment, and the process evaluation forms, as well as the setup and cleanup for the event.

Pathways food service coordinator/nutritionist: This person will discuss the school meal to be served on the day of the event to demonstrate the Pathways food service behavioral guidelines. S/he will also help food service staff estimate the number of meals to plan for.

Additional foods to be purchased, if necessary. It is strongly encouraged, but not required, that this person and other Pathways staff help the school staff in the preparation and/or serving of the school meal.

Pathways PE Mentor: The mentor's involvement is encouraged, but not required. The purpose of the mentor's involvement would be to encourage and possibly assist those students who have a physical activity project and to demonstrate the collaborative and team effort of the Pathways project. S/he could also help students with any practice of the activities. The PE mentor should encourage the school's PE teacher to attend the event.

Teachers: They receive information on and demonstration of their role in the ending event during teacher training. The teachers' and students' roles are outlined in Weeks 7 and 8 of the

Fifth Grade Curriculum manual. The teachers could help with registration of family members and could participate in the award ceremony itself by helping students lead the activities and with the awarding of the certificates.

Volunteers: Volunteers could help with setup, registration, directing participation, and clean up. Each site will determine the need for volunteer help.

3.4. Event Preparation

3.4.1. Formalizing Arrangements

Date, time, location:

During September or October, 1999, Pathways staff will contact the school principal, classroom teachers, and food service manager to arrange the best date, time and location for the event. The location will need to accommodate registration, school meal, a blessing (optional), students' "Show and Tell" group projects, and the award ceremony. The space requirements for each of these are different and could result in the selection of several locations. For example, the school meal may be served in a special location of the cafeteria where family members and fifth graders are seated together, and then the remainder of the event may be held in the classroom. The logistics will vary by site.

Note: Schools with multiple fifth grade classes may need to schedule their celebrations on separate days.

Also during this initial discussion, the Pathways staff should determine the school's policy on blessings as part of a school event.

Identifying and inviting participants:

The family coordinator will invite the school principal and other administrators. Since the students' group projects are an integral part of this event, it is important to encourage the fifth grade teacher to take an active role in this event. It is strongly encouraged to invite the PE Teacher and food service workers to participate in the entire event; these staff could attend portions of the celebration if they are not available for the entire event. Also strongly encouraged, but not mandatory is the invitation and inclusion of the site principal investigator and PE mentor. If a blessing is included in the event, a community elder/member should also be invited to deliver the blessing. See Section 5.3, Timeline, for suggested schedule for invitation and confirmation of event with the potential participants.

Note: Sites may opt to invite other school administrators and staff; as well as school board members, tribal council members, and volunteers from previous Pathways events.

School Meal:

The Pathways food service staff will collaborate with both the food service coordinator and the family coordinator in planning the school meal and will establish appropriate communication. Initially, at least one month prior to the event, the Pathways food service staff will work with the school food service staff to identify a menu appropriate for the event. The school meal should follow the USDA guidelines, be based on the school's existing menu, and be one in which Pathways food service behavioral guidelines can be demonstrated. In addition, Pathways staff will discuss (1) the possible use of paper/plastic dishes and utensils to ease clean up; (2) assistance of Pathways staff in preparation and clean up; (3) meal enhancements; and (4) food purchasing. This discussion should be far enough in advance to all for order and receipt of food. Food should be ordered at least one month in advance. An order form (Family Food Service Order Form) is provided in Appendix Q. This will require an estimate of participants based on previous family attendance records and the number of school and Pathways staff. Pathways site nutritionist should also verify the fat content of the meal to ensure that it meets Pathways nutrient guidelines.

Prior to the Holiday Break in December, 1999, the Pathways food service staff should verify the purchase orders with food service.

An optional activity is the preparation of posters, table tents, and/or handouts of the meal description. These could provide information on the Pathways food service behavioral guidelines used in the preparation of the meal, the fat and/or other nutrient content of the meal, or other lower fat tips. This type of information could also be provided on the agenda. The Pathways family coordinator should collaborate with the Pathways food service coordinator on this activity.

The Pathways food service staff are strongly encouraged to help with preparation, serving, and cleanup of the meal.

Certificates and Awards:

Each site should have in its inventory a supply of two different certificates: one is a student certificate to be awarded students for participating in the Fifth Grade Curriculum, and the other is a family certificate to be awarded fifth graders' family members for participating in Pathways with their students. A copy of each of these forms is provided in Appendix R and S. These certificates need to be signed by a designated site staff and the teacher. The student's name and the date also needs to be added. The process for completing the certificates may vary by site but involves the classroom teacher. (NOTE: Teachers should have signed the certificates prior to this event, as directed in the Field Staff Checklist, part of the Fifth Grade Curriculum Procedures Manual.) Pathways staff should also strongly encourage teachers to assist with awarding these certificates during the event, so that each student's name is pronounced correctly.

Pathways Activities:

During weeks 7 and 8 of the Fifth Grade Curriculum, students are directed to choose and begin preparations on a group project. Specific information on these projects will be explained to teachers during their Fall, 1999 teacher training. Depending on the sites staffing for the celebration event, the family coordinator, PE mentor, and/or other Pathways staff will query the teacher to determine what materials, supplies, and/or equipment their students may need to prepare these projects. Pathways staff should also ask if the teacher needs assistance with rehearsal of the projects. Determine with the teacher the necessary equipment and who will be responsible for having it available for the event and who will help the students lead the activity during the event.

Door Prizes:

Each site will determine the type of door prizes to distribute. Who is eligible to receive a door prize is up to the site. (For example, some sites may decide that only the adults receive prizes since the students receive a certificate.) The number of prizes will vary depending on size of class, number of participants, and site resources. Types of prizes may also vary but could be bags of fruits, e.g., apples and oranges, or other items that represent Pathways' messages.

3.4.2. Advertising

Advertisement for the event will be accomplished with (1) an invitation flyer during early December, 1999; 2) postcard announcing the event mailed to fifth grade families in December, 1999; (3) optional reminder flyers just prior to the event in January, 2000; and (3) other appropriate methods as decided by the Family Working Group. Each site will create site specific flyers announcing the event (i.e., date, time, location).

No flyers and/or postcards are provided for this event. Site and school specific invitations and reminder flyers and/or postcards will need to be created and duplicated, distributed to teachers, and sent home with the students using an appropriate time frame (refer to samples in Appendix A6-A8 of the manual).

Family Recruitment

To monitor the type of and to assess the usefulness of recruitment strategies, the Family Coordinator will complete the Quality Control Form: Family Event Strategies (Appendix O) after each family event and submit it to the Family Working Group Chair within two weeks of the event. This form is designed to record characteristics about the school that contributed to the selection of recruitment strategies, information from family members on what sources contributed to their knowing about the event, and how well strategies worked.

3.4.3. Preparing Materials: Ordering, Preparing, Photocopying

Process Evaluation Forms:

Obtain the official copy of the registration form from Process Evaluation staff (Process evaluation: Family Activity Registration Roster, Appendix P for sample). Student names from the class roster may be typed on the form.

Invitations:

- Create and copy site or school specific invitations and reminder flyers and distribute to teachers.
- Create, copy, stamp, and mail school specific invitations or reminder postcards to fifth grade families and to all others your Pathways staff decided to invite to this event.

School Meal:

- Poster, table tents, handout of meal description (e.g., fat content, Pathways guidelines used, other lower fat tips). (Optional: see Section 5.5.1)
- Order foods through school food service at least one month in advance. Pathways food service staff will determine with the school food service personnel the school meal to prepare and the Pathways Food Service Behavioral Guidelines to use. Foods should be ordered through the school food service using the order form in Appendix Q.
- Foods to order will vary by school, but as much as possible the celebration menu should be based on an existing menu served at the school.
- School trays, utensils and dishes may be used, so no purchases are necessary. OR plastic/paperware can be purchased to ease burden on school staff. (Choice will vary by site and/or school.)

Certificates and Awards:

- Printed student certificates from the Coordinating Center need to be completed with date and signatures of Pathways staff and teacher (see sample Appendix S)
- Printed family of fifth grader certificates from the Coordinating Center need to be completed with signatures of Pathways staff. (see sample Appendix R)

Pathways Activities:

The fifth graders' "Show and Tell" group projects will be displayed for show to families and for participation, as specified at the display. Discuss with teachers any materials, supplies, and/or equipment needs for these projects, and offer to assist with practice sessions, as needed.

Event Agendas:

Agendas (optional) will vary by school but following is a list of suggested contents. registration welcome blessing (optional) school meal display of students' "Show and Tell" group projects awards ceremony door prizes closing

(Note: the meal description could be printed on the agenda.)

Raffle/Drawing for Door Prizes:

Buy numbered raffle tickets to hand out to participants for the door prize drawings. Or use some other site specific method to register participants for the door prize drawings.

Buy raffle or door prizes. The number of prizes per class is variable by site.

3.5. During the Event

3.5.1. Setup

The Family Coordinator or other Pathways staff should arrive at least 2 hours before the event to help arrange the space. It is preferable that the family members and fifth grade students be seated in the same area. If the entire event is to occur in the cafeteria, a large area to accommodate the students' group projects will have to be marked off. The Pathways food service staff and other Pathways staff are encouraged to help with the meal preparation and serving. A table to accommodate registration should be set up near the entrance or fifth grade family area.

Optional: Welcoming posters could be posted near entrances and to direct the families/participants. Table tents, agendas, and other handouts could be placed at seats or distributed with registration.

3.5.2. Registration

As family members enter the location, ask them to register. Pathways staff, teachers, or volunteers can help with the registration. At this time distribute raffle/door prize tickets to each adult family member.

During this time, teachers and a Pathways staff member will help escort the fifth grade students to the event location. As the students file into the room distribute raffle/door prize tickets to them.

Note: The method and time of raffle ticket distribution may vary by site and by school. The method suggested above is one alternative. Sites may choose the best method for their situations.

3.5.3. Welcome/Greet Families (about 10 minutes)

Pathways staff or volunteers will help direct the families to the designated location and registration table. Pathways staff will begin by welcoming everyone to this special event. Be sure to express appreciation to the fifth graders and their families, classroom and PE teachers, school food service staff members, administrators, and other school staff members for all of their wonderful participation in Pathways. (If possible, acknowledge the classroom and PE teachers, food service staff members, and any other school staff members who have played a role in Pathways by introducing them to the families and other attendees.)

Note: If the principal investigator is participating, s/he may deliver the welcome.

3.5.4. Blessing (about 5 minutes) (Optional)

Each site will check with school administration regarding the school's policy on blessings and will abide by the school's policy. If a blessing is permitted, a community elder/member or Pathways student will deliver the blessing. Each site will discuss the most appropriate time and place for the blessing since the cafeteria could be too noisy and/or public.

3.5.5. School Meal (about 30 minutes)

After the blessing, preface the school meal with a description of the meal and how it meets Pathways nutrient guidelines and how this was achieved. (OR a brief description of the adjustments to the menu could be explained immediately following the welcome.) If school food service staff are available and willing, they could be asked to say something about their part in Pathways. Additionally, prior to the event, selected Pathways students' family member could be asked to deliver a message of what they learned from Pathways. Review these messages prior to the event to be sure they reflect the Pathways guidelines.

Optional: A site may decide to display table tents or posters, or provide handouts that explain the fat content of the meal and which Pathways Food Service Behavioral Guidelines were used in its preparation and serving. If the site has opted for these, point this out to the participants. The Pathways Food Service posters could also be displayed.

Family members will then proceed through the meal line with the fifth grade students. They will sit in a designated location of the cafeteria.

3.5.6. Students' "Show and Tell" Group Projects (about 30 minutes)

After the meal (or before the meal, depending upon the agenda that is determined for each school), the fifth graders will stand with their group next to their "Show and Tell" project.

Pathways staff or teachers will announce that the students have prepared special projects showing some of what they learned and participated in during Pathways.

Family members will be encouraged to visit their own fifth grader's project and then continue on to as many other projects as they can in the time available to them.

3.5.7. Presentation of Certificates and Awards (about 15 minutes)

After family members have been able to visit most of the group projects, an announcement should be made that all in attendance gather in a certain area for the awarding of the certificates and door prizes.

The teachers will present the curriculum certificates and the family certificates to the students. The teachers will be assisted by Pathways staff member who may help with distribution of certificates.

After all the certificates are awarded, ask the family members to stand up. Recognize their support for their fifth grader's participation in Pathways and ask for applause.

3.5.8. Raffle/Door Prize Drawing (about 10 minutes)

Conduct the raffle/door prize drawing near the end of the event. The number of door prizes per class is up to the discretion of the site.

3.5.9. Closing (about 5 minutes)

The Pathways family coordinator, site coordinator, principal investigator, or another Pathways staff member should deliver the closing remarks. Thank the students for all of their creative work on their special group projects. Thank family members and other attendees for their attendance and their support of Pathways.

Be sure to emphasize that though the fifth graders have displayed some of what they did this year in their Pathways class, the school food service and physical education classes will continue to have the support of Pathways staff throughout the remaining school year.

Finally, encourage the fifth graders and their families to remember the healthy eating and physical activity messages they learned about and practiced during Pathways and to continue to choose Everyday Foods for their meals and snacks and to do something active every day.

3.6. Evaluation

See Process Evaluation person at your site for forms (sample Appendix P).

3.7. After the Event

Help with cleanup.

Family Coordinator should collect the registration rosters and give to the site's Process Evaluation Coordinator (See Pathways Procedures for Process Evaluation for more detail.)

After the Pathways celebration, it may be appropriate to have the students write notes to the school food service staff, custodian, community elder, and any parents who may have helped, thanking them for taking part in Pathways during the school year.

3.8. Data Management/Entry/Transfer

Refer to the Pathways Process Evaluation Procedures manual for instructions regarding specific data management, entry and transfer instructions for Process Evaluation data collection forms. Registration forms are to be reviewed and summarized on the "Family Activity Registration Summary Form" by the Process Evaluation Coordinator (Appendix P). The Process Evaluation Coordinator is also responsible for putting the school ID numbers in the upper right hand corner of the evaluation, registration forms, and summary forms. Completed and reviewed forms are then given to the site's Measurement Coordinator who is responsible for seeing that they are to be stored at each site. Original registration forms are to be stored at each site. General data processing and transfer procedures are outlined in the Pathways Data Management System Users Guide. Data are to be keyed and transferred to the Coordinating Center within two weeks of data collection. All forms are to be stored securely and confidentially at each site.

The Family Coordinator will complete the Quality Control Form: Family Event Strategies (Appendix O) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

APPENDIX A

Field Activities Check List 5th Grade Family Fun Night

- □ Read Family Fun Night Procedures Manual
- □ Reserve FFN event location with school
- Request needed for school staff's time (teachers, administrators, custodial, and food service)

Six Weeks prior to FFN:

- Schedule FFN with school (principal) and arrange date, time, location, follow up with a confirmation letter
- Select intervention staff to assist with FFN
- Select additional booths for the FFN: Booths 1-4 mandatory including registration
- □ Meet with Food Service to select traditional meal for FFN and order food
- □ Research traditional foods and the availability, define nutritional content of foods selected

Four Weeks prior to FFN:

- □ Site training for volunteers and staff, schedule adequate meetings to ensure that staff is ready for event
- □ Meet with appropriate school staff to consider strategies to increase family attendence
- □ Secure appropriate forms from Process Evaluation
- □ Have name tags for field staff assisting with event
- □ Make copies of Handouts
- □ Make posters
- □ Seek donations for door prizes
- □ Send home post card invitation

Two Weeks prior to FFN:

- \Box Advertize FFN with school staff
- □ Send home flyer #1 with Fifth Graders
- □ Obtain door prizes

Day before FFN

- □ Send home Flyer #2 with Fifth Graders
- □ Check with food service to make sure food is delivered
- $\hfill\square$ Make certain appropriate incentives are available for volunteers

Day of FFN:

- □ Arrive to site 1.5 hours early to school for set up
- $\Box\,$ Clean up after FFN or make appropriate arrangements with school staff
- \Box Make certain volunteers fill out proper evaluation form

Family Food Service Order Form

FAMILY FUN NIGHT

To be completed by Family Coordinator		
From: Family Coordinator:	To: Food Service Coordinator:	
School:	Date & Time of Event:	
Estimated number of people:	Children: Adults:	
Custodial person:	Estimated hours needed:	
To be completed by Food Service Coordinator		
School Food Service Manager:		
School Food Service Manager:		
School Food Service Manager:		

Each site will need to identify what lower-fat meal they will be serving. (FWG encourages each site to serve soups/stews)

Food Items	Amounts	
Ingredients for stew/traditional meal:		
	#	
	#	
	#	
	#	
	#	
	#	
Napkins, utensils, plates, cups, bowls	#	
Suggested beverages:		
1 % Milk	# 1/2 pints	
diet soda (non-caffeinated)	# 12 oz. cans	
bottled water	<i># bottles</i>	
Suggested desserts:		
Watermelon, cantaloupe, or other fruit	#	

* See Procedures Manual for other food items needed for booth taste testing

Other Foods: (need to be cleared through Family Working Group):



Strategies for Family Participation

- send post card invitation to 5th grade parents (one month prior to event)
- provide reminders to school staff of needed items and date of the event
- prize for first 25 families that attend (i.e. T-shirt, mugs, hat...)
- ask teacher to have students return mailed postcard or flyer #2 as an RSVP
- provide a sign up sheet for volunteers
- provide transportation for families to attend
- have a winning door prize available at the event, with a number posted on the postcard
- communicate with teachers (and those involved in the event) what their responsibilities are
- inform teachers that they will get a special prize if a specified number of students and families attend the event
- ask principal to announce in daily announcements, the family event to all 5th grade classes the day before or the day of the event
- work with the school staff and students closely as a reminder of the family event, during the time before the event
- in class show the door prizes to students the day of the event. The Pathways staff could mention to students that if they attend the event with their families they have a chance to win the displayed prize
- provide a school year calendar to school staff of the Pathways activities, to include family, measurement, PE, food service so school is aware of anticipated visits.
- give parents that attend the family event an "I attended a Pathways Family Event" sticker. If they attend both family events and can show their stickers at the family ending celebration they can get a prize (water-bottle, keychain)
- have the Pathways field staff or family coordinator advertise the event with the school staff (family advocates, teachers, counselors, food service, principals, PE teachers)

Quality Control Form - Family Event Strategies

Family Event:	Date of Event:
School:	
1. What unique characteristics are there of the sci consideration when planning the family event?	
2. What strategies were used to attract more fam Strategies listing)	· –
3.What do you think worked the best to get familie	es to attend this Pathways family event?
4. What were the comments about parent particip from families, school staff, school administration,	
5. Were the families asked how they heard about some of the comments about their exposure to the	-
6. Did any of the Pathways staff take time to sit ar increasing family attendance at Pathways sponso	

This form is to be filled out by the Family Coordinator at each site for each school. Submit form to Theresa Clay, Family Component Chair, UNM, Dept. of Peds. Surge Bldg. Rm. 251. Alb., NM 87131

You are invited to the 5th Grade **PATHWAYS** Family Fun Night!

Date: Time: School: Location: Thursday, October 22, 1999 5:30 – 7:30 pm Na'Neelzhiin Ji Olta' (Torreon) School Gym

First <u>15</u> parents Will receive a FREE t-shirt!

The University of New Mexico Center for Health Promotion and Disease Prevention Surge Bldg. Rm 251 Albuquerque, New Mexico 87131-5311



To the Family of:




Games!! Traditional Meal! Door Prizes!!

It's All Free!!

A 9

Process Evaluation Forms



FIFTH GRADE FULL SCALE STUDY FAMILY REGISTRATION ROSTER FAMILY ACTIVITY

SITE:

DATE:

Write the name of the fifth grader. Write whether that student is a boy or a girl. If the fifth grader is a registered Pathways student, fill in the students' column. Adult brothers or sisters are defined as a sibling 16 and older. Community members are those persons attending the event who are not Pathways I.D. number. To indicate who is accompanying the student, write the number of each type of person attending in the appropriate accompanying a Pathways fifth grader. To record the attendance of community members, fill "fifth grader" column with the words "community tin the "ether adults" and "eth SCHOOL: _ disalizate the

·		 				-	
other children	<i>с</i> о		:				
other adults							
grand- father							
grand- mother							
adult	2						
adult brother							
father							
mother	-						
Pathways I.D. Number							
Name of Fifth Grader / Boy or Girl Pathways I.D. Number mother father adult adult grand-	Example: Jane Doe / girl						



σoī	e completed by Po	athways staff:
School ID:		Form Code: FA5
Version: A	Grade: 5	Seq. #:

FIFTH GRADE FAMILY FUN NIGHT

School: _____

Date:_____

	Evaluation Form for Adult Participants (16 and older)				
Cire	cle the word that explains h	ow you feel a	bout each state	ement, and feel free to write comments.	
1.	This Family Fun Night was	s a worthwhil I= Yes	le event. 2= No	3=Not Sure	
	Comments:	I-I C 3	2-110		
2.	I liked the low-fat meal p	provided.			
		1=Yes	2= No	3=Not Sure	
	Comments:				
3.	I found the information c	about health 1= Yes	iy foods useful. 2= No	3 ≖Not Sure	
	Comments:				
4.	I learned about cutting t	lhe fat in me	at.		
	Comments:	1=Yes	2= No	3=Not Sure	
5.	I learned about different	t ways to sta	y physically ac	 ctive.	
		1= Yes	2 =No	3=Not Sure	
	Comments:				
6.	I would attend another F	Family Activi	ty.		
	• •	1=Yes	2= No	3=Not Sure	
	Comments:				
7.	 How many booths did you visit tonight? 				
8.	What could be done to	improve the	Family Fun Nig	ght?	
9.	Have you ever attended	d any other F 1= Yes	Pathways Fam 2= No	ily Activities? 3= Not Sure	
10	. If so, how many Pathway	ys Family Ac	tivities have yo	ou attended?	



-	lo be completed	by Path	ways staff:	
School ID:			Form Code:	FC5
Version: A	Grade:	5	Seq. #:	

FIFTH GRADE FAMILY FUN NIGHT

School:	Grade:	CIRCLE ONE:	I'MA BOY / GIRL

Evaluation Form for Child Participants (under 16 years old) Please circle the <u>one</u> picture that shows us how you feel				
1. I liked the Family Fun Nigh	ıt.			
	🙂 = Yes	= NO		
2. I liked the low-fat meal at	this event.			
	🙂 = Yes	= No		
3. I had fun at the physical a	activity booth.			
	🙂 = Yes	= No		
4. I learned about how to c	ut the fat in meat.			
	🙂 = Yes	= No		
5. I had fun at all the differe	nt booths.			
	🙂 = Yes	= No		
6. I would come to another Family Fun Night.				
	🙂 = Yes	= No		
7. How many booths did you visit tonight?				

Thank you!



то	be completed by Pg	thways:staff:
School ID:		_ Form Code: FP5
Version: A	Grade: 5	Seq. #:

FIFTH GRADE FAMILY ACTIVITY PROCESS EVALUATION FIELD NOTES FORM

School:

DATE:_____

NAME OF FAMILY ACTIVITY:

Field Notes for Process Evaluation Staff
1. How did the school demonstrate its support for this family activity?
2. How was attendance?
3. Were there any circumstances surrounding this family activity that enhanced or diminished attendance?
4. What aspects of the activity seemed to work well? did not work well? Why?
5. Overall, was this family activity a success? Why?



Тор	e completed	by Patr	nways staff:
School ID:			Form Code: FS5
Version: A	Grade:	5	Seq. #:

Fifth Grade Family Activity Registration Summary Form

Site: ______ School: ______ Date: _____

Pathways staff person completing this form:

Instructions:

Use the Family Activity Family Registration Roster to fill in the numbers below.

Fifth Graders

1) Number of ALL fifth grade girls:	
2) Number of ALL fifth grade boys:	
3) Number of fifth grade girls with a Pathways I.D. Number	
4) Number of fifth grade boys with a Pathways I.D. Number	

All People Accompanying Fifth Graders without Pathways I.D. Numbers

- 12) Number of additional children attending:

All People Accompanying Fifth Graders with Pathways I.D. Numbers

13) Number of mothers:	
14) Number of fathers:	
15) Number of adult sisters:	<u> </u>
16) Number of adult brothers:	
17) Number of grandmothers:	
18) Number of adult grandfathers:	
19) Number of other adult attendees:	
20) Number of additional children attending:	
Community Members:	
21) Number of adult community members:	
22) Number of child community members:	

APPENDIX B

,

.





APPENDIX C





APPENDIX D





The size and the way you prepare your meat makes a big difference





3 oz Round Lean Steak = 1 3/4 teaspoons fat (broiled)



8 oz Shoulder Steak = 16 teaspoons fat (fried with 1 tablespoon oil) Chicken skin and the way you prepare your chicken makes a difference





3.5 oz Chicken Breast = 1 3/4 teaspoons fat (roasted without skin)



3.5 oz Chicken Breast = 4 teaspoons fat (fried in 1 tablespoon fat with skin)

APPENDIX E







Red Bead Trail



Trail Red Bead

A A

Place feet shoulder width apart with knees slightly bent. Bend forward at the waist toward feet and allow arms and shoulders to be limp like a rag doll.

Slowly raise back up.

Repeat.

NO EQUIPMENT NEEDED

NDAL DANK

Hop up and land with feet apart to the side while raising arms straight above your head and clap Stand with feet together and arms to your side.

Hop up and land with feet together while bringing your arms back to your side.

hands together.

Repeat.

NO EQUIPMENT NEEDED

P A C E R

Make a line on the ground, take 10 steps & make a second line on the ground. Start at one line and run to touch opposite line with one hand.

Run back to starting point and touch the line with other hand again.

EQUIPMENT NEEDED

4 small cones or something to make two lines

your feet and stomach facing up parallel to the Take a crab walk position (weight on palms of hands and feet, with fingers pointing towards ground).

Bend and straighten elbows to raise and lower the body while keeping the back straight

NO EQUIPMENT NEEDED

JUN U Z じ Z

Start with feet together and bend knees. Jump as far forward as possible. Swing arms back and forth. Land on two feet.

NO EQUIPMENT NEEDED



APPENDIX F







Hoop and Ball (modified version on Hoop and Lance)

メメメメメメメメメメメ

Objectives: General coordination, cooperation, agility

Equipment: 2 hula hoops, 2 foam balls, 4 cones, whistle

Instructions:

Place 2 cones 20 paces apart of each team. Divide class into 2 teams. Teams divide in half and line up in groups of 3's opposite one another, behind cones.

Middle person holds hula hoop, with one player holding the ball and other player standing on opposite side of hoop.

On the music or "Go", center person rolls hoop along the ground towards their teammates 20 paces apart.

The two players on each side of the hoop toss the ball through the hoop, catch and return toss through hoop.

When the group reaches their team at the opposite end, they hand off the hoop and ball, the first group in line starts their turn.

Alternative to increase activity: add more teams, increase length of course.

Teaching Cues:

The object of the game is for your group of 3 to throw the ball through a rolling hoop as many times as you can.

Hoop rollers be sure to keep hoop rolling on the ground. Ball tossers use a light toss to make sure your partner catches the ball.


Hoop and Ball

- 1. Hoop and Lance (also called Hoop and Spear, and Hoop and Pole)
- 2. This games was played throughout North and South America by hundreds of tribes including Pueblo People in the Southwest, Pawnee, Wichita, Kwakiutl, Omaha, and other Plains tribes, just to name a few.
- 3. It is a warriors' game, played by men only, as a means of improving speed and agility. The game was always played from North to South, on a wide flat field. Different tribes used different sized hoops and lances. Woven plants with the ends spliced and the hoop covered with leather or woven cloth was used by the Pueblo People.
- 4. Two players, standing next to each other, would begin the game by one tossing the hoop forward and up. Both players would then run after the hoop and throw their lances, trying to catch the hoop with the barb at the back of the lance. Exact rules for playing the game varies between tribes and has changed somewhat over the years.

Source of information:	Games of the North American Indians Stewart Culin
	Dover Publications, Inc., NY
	Copyright 1975

Ball Game (NW Tribe)

Objective: Cardiovascular endurance, agility, cooperation

Equipment: 4 cones per field, 1 foam ball per field, 3 pinnies per field

Instructions:

Pace off 4 mini-fields with cones (20 by 20 paces).

Group students into 3's.

Pair up 3's, assign to playing field. One team on each field wears pinnies. When ready to begin, pinnie team begins play.

Teaching Cues:

The object of the game is to cross the goal line with ball in hand to score points for your team.

On the music, or "Go", beginning at mid-field, pinnie team player tosses ball to teammates, moving toward their goal line.

Opponents try to intercept or deflect the ball. If they succeed, they start passing the ball towards their goal, and the other team defends.

Once a goal is made, opposing team gets ball at mid-field to start play again.

Rules of 3's: Ball must be passed to all 3 players before crossing goal.

Player can wait 3 seconds before passing.

Player can only take 3 steps before passing.

Opponents have to stand 3 feet away when guarding.



Ball Game (NW)

- 1. Ball Game
- 2. No information is provided for the origin of this game. Although, due to the many varieties of ball games it is believed ball games were played throughout North America.
- 3. The Indian ball games can be classified into nine different categories. Of the nine different games, there is only one game in which the ball is ever touched by the players' hands, this is called tossed ball, and is very similar to the game on the opposite side of this page. In general, the ball would be propelled with a bat or a racket but not in tossed ball. Boundaries are marked out on a large open area with the players standing with in the these boundaries. The ball is then tossed among teammates. In order to win, the ball must never touch the ground and the one who lets the ball fall, loses.

Source of information:

Games of the North American Indians Stewart Culin Dover Publications, Inc., NY Copyright 1975

APPENDIX G

-

Blue Corn Mush Ingredients:	
<i>1 tablespoon juniper ash with 1 cup boiling water 4 1/2 cups water 2 cups of blue cornmeal Preparation:</i>	
Mix 1 tablespoon juniper ash with 1 cup boiling water. Put 3 1/2 cups water in a pot and boil. Strain ash into boiling water and stir. Add 2 cups of blue corn meal. Boil for 30 minutes. Stirring frequently.	
Makes 4 servings.	
Atole	
Ingredients: 1 cup roasted blue corn flour stirred into 1 cup water 2 cups boiling water	
Preparation: Mix all ingredients together and simmer until it thickens.	H
Makes 4 servings.	





Everyday Foods "Foods to eat almost anvtime"

Everyday Foods are:

Foods and beverages that have little or no fat. •

Meat

beef

deer

aopher

kidney

mountain sheep

lean ground beef

pork

elk

- Foods that are not fried. •
- Foods that have little or no fat added when cooked or served.
- Water, diet pop, and other beverages that have little or no added sugar.

Fruits

Meat, Poultry, Fish, Dried Beans

buffalo

goat

ham

heart

mutton

rabbit

Trimmed and cooked without added fat. Baked, boiled broiled, grilled, and microwaved.

All juices made from fruits. apples kiwi applesauce apricots bananas blackberries blueberries buffaloberries cantaloupe cherries chokecherries currants desert hackberries fias frozen fruit juice bars grapes grapefruit iuneberries

Fresh, frozen, canned, or dried.

Navajo melon oranges peaches pineapple plums pomegranate prickly pear prunes rose hips sandcherries strawberries watermelon wild bananas wild grapes wild strawberries

Crackers, Cookies, Cakes

air-popped popcorn alkaad (Puberty Cake) animal crackers cookies labeled "low-fat" crackers labeled "low-fat" cracker Jacks

ginger snaps graham crackers pretzels rice cakes saltine crackers vanilla wafers

Sauces, Dressings & Spreads

catsup honey jam and jelly

barbeque sauce low and non-fat mayonnaise salsa low and non-fat salad dressing syrup low-fat gravy mustard

Bread, Rice, Pasta, & Cereals

Bread ash bread bagels corn tortillas flour tortillas french toast kabubu bread kneel-down bread oven bread

pancakes pita bread sandwich buns soba taco sheils waffles wheat (pinole) yeast breads

Rice and Pasta brown, white, and wild rice macaroni noodles

Cereals all cereals cornmeal mush (blue) commeal mush (yellow)

garbanzo (chick-peas) Ientils navv pinto split peas tepary (brown) tepary (white) white

Dried Beans

black (turtle)

dried lima

Milk, Cheese, & Yogurt Milk

Fresh, canned or dried. buttermilk low fat - 1% milk fat free - Skim milk low fat - 1% chocolate milk fat free - Skim chocolate milk skim chocolate skim evaporated Yogurt low-fat vogurt low-fat frozen yogurt

Cheese

Fish

Poultry

wild turkey

all fish not fried

tuna canned in water

chicken without skin

turkey without skin

cheese labeled "low-fat" farmer cheese low-fat cottage cheese part-skim mozzarella processed cheese spread strina

Vegetables

Fresh, frozen, canned, or dried. All juices and sauces made from vegetables pangi (wild artichoke) asparagus peas beets boiled potatoes pumpkin broccoli spinach cabbage squash carrots string beans cauliflower sweet potatoes timpsila celerv tomatoes chile wax beans cholla buds wild asparagus corn cucumbers wild celery green beans wild mushrooms wild onion hominy wild spinach lettuce lima beans wild turnips onions zucchini potatoes

sauirrel hot dogs labeled "low-fat" luncheon meat labeled "low-fat"



VEGETABLES

ooiled potatoes iried potatoes oean (String) bean (Lima) sean (Pinto) cucumbers cholla buds asparagus abbage agave beets chile E COLIN

ried potatoes w/ corn beef pangi (wild artichoke) epary beans (brown) epary beans (white) wild mushrooms /ucca blossoms wild asparagus green beans vild spinach wild onions wild turnips wild cetery pumpkin omatoes squash

SEASONING rock salt

wheat (pinole)

amales

BEVERAGES

walnut pod juice peppermint tea Mormon tea rose hip tea Navajo tea wild tea water mesquite pod juice chokecherry juice cedar leaves tea atole (adoola) box elder tea creosote tea coffee

GRAINS & CEREALS

cornmeal mush (yellow) alkaad (Puberty Cake) cornmeal mush (blue) kneel-down bread sun-dried corn **Cracker Jacks** kabubu bread cracked corn bread (corn) corn tortillas lour tortillas acorn stew ash bread corncake corn stew macaroni rybread popover **biscuits** oarley Dgog

FRUITS chokecherries buffaloberries blackberries cantaloupe apricots bahidai apples

desert hackberry jun (saguaro) nodge hog uneberries currants

TWO-LEGGED ANIMALS

FISH

wild bird eggs chicken eggs wild turkey wild duck pheasant chicken grouse geese dove quail

NUTS

palo verde pods sunflower seeds mesquite pods squash seeds valnuts gcorns pinons

wild strawberries Vavajo melon wild bananas sandcherries watermelon wild grapes prickly pear organ pipe rose hips peaches wojapi plums

orthern pike oullhead blue gill cattish sunfish bass carp Tout

FOUR-LEGGED ANIMALS nountain sheep olood sausage sone marrow prairie dogs caterpillars vakapape backbone une bugs antelope menudo stomach cicadas muskrat avelina ouffalo hooves mutton gopher kidney quirrel aniga spleen vasna ach'ii' rabbit orains heart jerky stew deer goat beef ribs ek



Navajo Recipes

Blue Cornmeal Pancake Ingredients:	
<i>2 1/2 cups blue cornmeal 1/2 cup white enriched flour 1 1/2 cups low-fat or skim milk 1 cup water 1 teaspoon salt</i>	
<i>1 teaspoon baking powder Preparation: Put 2 1/2 cups blue cornmeal in a bowl.</i>	
Add 1/2 cup white enriched flour. Add 1 tsp. salt and 1 tsp. baking powder and mix all ingredients together. Pour 1 cup water and 1 1/2 cups milk. Mix well. Spray skillet with non-fat cooking spray, pour very thin pancakes.	
Blue Cornmeal Dumplings	
Ingredients: 1 tablespoon juniper ash with 1 cup boiling water 3 1/2 cups water 6 cups ground blue cornmeal	
<i>3 cups water in separate pot</i> <i>Preparation:</i>	
<i>Mix 1 tablespoon juniper ash and 1 cup boiling water. Put 3 1/2 cups water in a pot and boil. Strain Juniper ashes into the water and stir. Add 6 cups blue cornmeal, knead until dough is soft but firm. Shape the dough into small thumb size balls.</i>	
Put 3 cups water in a big pot and stir. Dough will make its own gravy. Serve hot.	

Apache Recipes



Gila River/Tohono 'Odham Recipes

Beans <i>(Cooked without fat)</i>	
Ingredients: 1 pound pinto beans 6 cups water Preparation: Clean beans.	H
Put beans into boiling water and cook on low heat for 3-4 hours.	
Squawberry Juice	
Ingredients: 1 quart dry squawberries 1 gallon water 2 cups brown sugar	
Preparation: Clean the dry squawberries and then grind with a grinder until fine. Fill the ground squawberries in a clean flour sack and let soak in one gallon of water and squeeze. Stir in 2 cups of brown sugar if desired.	
Refrigerate, chilled and serve.	

Lakota Recipes

	Wojapi	
	Ingredients:	
	2 cups berries (fresh, canned or frozen)	
	1 1/2 cups water	
	1/2 cup sugar (to taste) Optional: can substitute 5 packets of	
	2 tablespoons cornstarch Equal for sugar	
N	Preparation:	
	Crush berries. Bring to boil, stirring occasionally.	
	Add sugar to taste. Mix cornstarch with 4 Tablespeens water in a own and addited and the	
	<i>Mix cornstarch with 4 Tablespoons water in a cup and add to sweetened berries.</i>	
		1
H	Yield: 4 cups Sanving Size: 1/2 cum	
	Serving Size: 1/2 cup Calories (with sugar) 76	
	Calories (with aspartame) 30 Fat: 0	[於.1
M	Contemporary Buffalo Roast	M
	Ingredients:	
	1 cup teriyaki or soy sauce 1/3 cup honey	
	1 tablespoon sesame oil	
	1/3 cup orange juice	M
	1/2 cup chopped onions 1 tablespoon rosemary	Å
	1 clove garlic, minced	
	Buffalo meat	
	Proparation	
	Preparation: Thaw roast and marinate (if desired) overnight. Drain off the marinade	M
	before roasting. Place roast in a roasting bag, following manufacturer's	2 12 20 A
المربقة في مرا محمد معمد م والمحمد في م	directions. Place in a suitable pan. Roast buffalo at 275 degrees until	
	done. Avoid overcooking, a rule of thumb is "slow and low" to avoid toughening	
n Av Varia Varia	the meat.	
384 		
<u>I</u>		



APPENDIX H





----How Much SUGAR Is In Your Favorite Beverage?

11

Ę

1

Ċ

Beverage	1 Serving (according to label)	Grams (g) of Sugar	Approximate Number of Teaspoons of Sugar
Bottled Water	8 oz	Og	0 tsp
Coke	8 oz	27 g	7 tsp
Diet Coke	8 oz	Og	0 tsp
Pepsi	8 oz	27 g	7 tsp
Diet Pepsi	8 oz	Оg	0 tsp
Mountain Dew	8 oz	31 g	8 tsp
Diet Mountain Dew	8 oz	Og	0 tsp
7-Up	8 oz	26 g	6-1/2 tsp
Diet 7-Up	8 oz	Og	0 tsp
Root Beer	8 oz	30 g	7 tsp
Orange Crush	8 oz	34 g	8-1/2 tsp
Dr. Pepper	8 oz	27 g	7 tsp
Diet Dr. Pepper	8 oz	Og	0 tsp
Kool-Aid	8 oz	24 g	6 tsp
Sugar-Free Kool-Aid	8 oz	Og	0 tsp
Country Time Lemonade	8 oz	17 g	4 tsp
Sugar-Free Lemonade	8 oz	17 g	4 tsp
Hi–C Fruit Punch	8 oz	31 g	8 tsp
Crystal Lite	8 oz	Og	0 tsp
Gatorade	8 oz	14 g	3-1/2 tsp
Powerade	8 oz	31 g	8 tsp
All Sports	8 oz	19 g	5 tsp



Pepsi (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 27 grams of sugar or almost 7 teaspoons. Whole bottle = 67-1/2 grams of sugar or almost 17 teaspoons!



Surge (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 28 grams of sugar or about 7 teaspoons. Whole bottle = 70 grams of sugar or about 17-1/2 teaspoons!



Mt. Dew (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 31 grams of sugar or almost 8 teaspoons. Whole bottle = 77-1/2 grams of sugar or over 19 teaspoons!



7-Up (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 26 grams of sugar or about 6-1/2 teaspoons. Whole bottle = 65 grams of sugar or over 16 teaspoons!



Gatorade (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 14 grams of sugar or about 3-1/2 teaspoons. Whole bottle = 35 grams of sugar or almost 9 teaspoons!



POWERADE (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 31 grams of sugar or almost 8 teaspoons. Whole bottle = 77-1/2 grams of sugar or over 19 teaspoons!



Dr. Pepper

(20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 27 grams of sugar or almost 7 teaspoons. Whole bottle = 67-1/2 grams of sugar or almost 17 teaspoons!



Orange Crush (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 34 grams of sugar or about 8-1/2 teaspoons. Whole bottle = 85 grams of sugar or over 21 teaspoons!



Sugar-Free Kool-Aid (8 oz. glass = 1 serving)

One 8 oz. serving = O grams of sugar.



Diet Pepsi (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 0 grams of sugar. Whole bottle = 0 grams of sugar!



Diet Mt. Dew

One 8 oz. serving = O grams of sugar. Whole bottle = O grams of sugar! (20 oz. bottle = 2-1/2 servings per bottle)



Diet Coke (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 0 grams of sugar. Whole bottle = 0 grams of sugar!



Crystal Lite (8 oz. glass = 1 serving)

One 8 oz. serving = 0 grams of sugar.



Kool-Aid (8 oz. glass = 1 serving)

One 8 oz. serving = 24 grams of sugar or about 6 teaspoons.


Coke (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 27 grams of sugar or almost 7 teaspoons. Whole bottle = 67-1/2 grams of sugar or almost 17 teaspoons!



Root Beer (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 30 grams of sugar or almost 7 teaspoons. Whole bottle = 75 grams of sugar or almost 19 teaspoons!



Diet Dr. Pepper (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 0 grams of sugar. Whole bottle = 0 grams of sugar!



Water

0 grams of sugar – 0 teaspoons!

APPENDIX I





If you drink a cup of WHOLE milk for breakfast and lunch at school for 1 month:

2 cups Whole Milk every day for 20 school days =

12,000 milligrams of calcium 80 TEASPOONS OF FAT

If you drink a cup of REDUCED FAT 2% milk for breakfast and lunch at school for 1 month:

2 cups Reduced Fat 2% Milk every day for 20 school days =

12,000 milligrams of calcium 40 TEASPOONS OF FAT

If you drink a cup of LOW-FAT 1% milk for breakfast and lunch at school for 1 month:

2 cups Low-Fat 1% Milk every day for 20 school days =

12,000 milligrams of calcium 20 TEASPOONS OF FAT

If you drink a cup of FAT-FREE SKIM milk for breakfast and lunch at school for 1 month:

2 cups Fat-Free Skim Milk every day for 20 school days =

12,000 milligrams of calcium O TEASPOONS OF FAT

APPENDIX J





1% Lowfat Milk

Nutrition Facts

Serving Size 1 carton (236mL)

Amount Per Serving Calories 100	Fat Cal. 25
Calones 100	Fat Gal. 20
	% Daily Value *
Total Fat 2.5g	4 %
Saturated Fat 1.5g	8 %
Cholesterol 10mg	3%
Sodium 125mg	5 %
Total Carbohydrate 12g	4 %
Dietary Fiber 0g	0%
Sugars 11g	
Protein 8g	
Vitamin A 10% •	Vitamin C 4%
Calcium 30% •	Iron 0%
Vitamin D 25%	

Muffin Mix

Nutrition Facts

Serving Size 1 Servings Per C	•		1 muffi	n prepared
Amount Per S				
Calories 280	<u></u>	Calo	ries fron	n Fat 80
				aily Value *
Total Fat 9g				13%
Saturated Fat	t 2g			11%
Cholesterol 1				5%
Sodium 350m	g			15%
Potassium 90	mg			3%
Total Carbohy	/drate 47g			16%
Dietary Fiber	1g			5%
Sugars 23g				
Protein 3g				
Calcium 4%		•		Iron 8%
Thiamin 10%		•	N	iacin 10%
Riboflavin 10%) (•	Folic	Acid 10%
Not a significant s	ource of vitar	min A aı	nd vitamir	n C.
*Percent Daily Va Your daily values your calorie need	may be highe	ed on a er or low	2,000 cal ver deper	orie diet. iding on
	Calories:	2,00	00	2,500
Total Fat	Less than	65g		80g
Saturated Fat	Less than	20g		25g
Cholesterol	Less than	300	mg	300mg

i çtar i at			
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohyd	rate	300g	375g
Dietary Fiber		25g	30g
		+	-
Calories per gram	n:		
Fat 9 •	Carbohyd	lrate 4 🔹	Protein 4

Fat Free Salad Dressing

Nutrition Facts

Serving Size 2 oz. (57g)

Calories 70		Calories from Fat 0	
Amount Per Serving	%DV*	Amount Per Serving %	6DV*
Total Fat 0g	0%	Total Carbohydrate 16g	5 %
Saturated Fat 0g	0%	Fiber 1g	4%
Cholesterol Omg	0%	Sugars 14g	
Sodium 360mg	15%	Protein 0g	
Vitamin A 0%	•	Vitamin C 2%	
Calcium 0%	•	Iron 2%	

APPENDIX K





Suggestions for food packages for the "How LOW Can You Go" game:

(Note: **all** food items used for this activity need to be in a package with a visible food label, and select a combination of both high fat and lower fat food items, have a variety of labels to include 2g, 3g, 7g, 12g, 25g, etc...try not to have to many 0g available).

potato chips loaf of bread regular tortilla chips saltine crackers microwave popcorn whole milk carton or plastic jug skim milk carton or plastic jug butter sour cream cake mix bag of potatoes macaroni and cheese package macaroni box raisins several boxes of different kinds of cereal chocolate chip cookies vanilla cookies candy bars Velveeta cheese cheese dip bean dip low fat tortilla chips or potato chips fig cookies bag of licorice can of fruit

Spam regular luncheon meat hot doas lower fat or fat free hot dogs marshmallows ice cream frozen yogurt ice cream bars popsicles frozen fruit juice bars kool-aid Hot Pockets egg rolls pepperoni pizza bag of frozen vegetables dried fruits suckers margarine rice or popcorn cakes sunflower seeds cheese puffs or cheese curls graham crackers gummy bears diet pop can of vegetables

APPENDIX L





Choose your sandwich without Mayo or Special Sauce Plan ahead – have a healthy, low fat breakfast and Have a Diet Soda, Iced Tea or Water instead of How to Make a Healthier Fast Food Meal lunch if you have a fast food dinner! Choose low fat or nonfat dressing **Decide NOT to Super Size** regular soda or a shake Leave the cheese off

HARDEE'S Making the BEST CHOICE for Breakfast

Higher Fat Menu Choice:	Lower Fat Menu Choice:	nu Cho	ice:
Calories Fat(g)		Calories	Fat(g)
Sausage Egg Biscuit 490 31	2 Pancakes	280	2
unds 230	w/1 Tablespoon of margarine 90	е 90	14
Cinnamon Raisin 320 17	w/2 Tablespoons of syrup	100	0
Reduced Fat 2% Milk 220 5	Orange Juice	80	0
	Low-Fat 1% Milk	110	2 1/2
Total 1,260 67			
	Total	099	17 1/2
67g of Fat = 16 3/4 teaspoons	<u>.</u>		
	17 1/2g of Fat = 4 1/4 teaspoons	1/4 teasp	suoo

Fat(g) 2 14 0 2 1/2

17 1/2

Making the BEST CHOICE for Breakfast

Higher Fat Menu Choice:	: :	Lower Fat Menu Choice:	e:
Calories	Fat(g)	Calories F	Fat(g)
Sausage Biscuit w/Egg 505 Hash Brown Potatoes 130	33 7	Egg McMuffin Fat-Free Apple Bran Muffin 180	10
Cinnamon Raisin Danish 440	21	Orange Juice 80	0
Reduced Fat 2% Milk 220	£	Low-Fat 1% Milk 110	2 1/2
Total 1,295	66	Total 650	13 1/2
66g of Fat = 16 1/2 teaspoons	ns	13 1/2g of Fat = 3 1/4 teaspoons	suc

Making the Best Choice

Higher Fat Menu Choice:	lenu Choi	:eo	Lower Fat Menu Choice:	ice:
	Calories	Fat(g)	Calories	Fat(g)
Big Mac	500	26	Regular Hamburger 255	თ
Large Fries	400	22	Small Fries 220	12
Apple Pie	280	15	Side Salad 30	~
Regular Coke	160	0	w/Fat Free Ranch Dressing 18	0
(no fat; but 10 tsp. of sugar!!)	of sugar!!)		Small Vanilla Cone 105	~
	1		Diet Coke 0	0
Total	1,340	63	(no fat; no sugar!!)	
63g of Fat = 1	= 15 3/4 teaspoons	ons	Total 628	23
			23g of Fat = 5 3/4 teaspoons	suo

KFC Making the Best Choice

Higher Fat Menu Choice:	lenu Choi	:e:	Lower Fat Menu Choice:	lenu Choi	:eo:
	Calories	Fat(g)		Calories	Fat(g)
Xtra Crispy Breast	470	28	Tender Roast	169	4
Potato Salad	230	14	Breast w/o skin		
Corn Bread	228	13	Mashed Potatoes	120	9
Large Coke	310	0	w/gravy		
			Corn on Cob	190	က
Total	1,238	55	Diet Coke	0	0
55g of Fat = 13 3/4 teaspoons	3 3/4 teaspo	suo	Total	479	13
			13g of Fat = 3 1/2 teaspoons	3 1/2 teaspoo	suc

BURGER KING Making the Best Choice

Higher Fat Menu Choice:	lenu Choi	:ec	Lower Fat Menu Choice:	nu Choi	ce:
	Calories	Fat(g)	0	Calories	Fat(g)
Double Whopper w/cheese	890	55	Broiler Chicken Sandwich	280	10
Medium Fries	372	20	Garden Salad	95	£
Chocolate Shake	490	7	Fat Free French Dressing 35	ing 35	0
			Low-Fat 1% Milk	110	2 1/2
Total	1,752	86			
			Total	520	17 1/2
86g of Fat = 21 1/2 te	1 1/2 teaspoons	ons			
			17 1/2g of Fat = 4 1/2 teaspoons	t 1/2 teasp	suoo
					1

TACO BELL Making the Best Choice

Higher Fat Menu Choice:	nu Choi	:e:	Lower Fat Menu Choice:	oice:
•	Calories	Fat(g)	Calories	Fat(g)
Double Beef Burrito	451	22	Fajitas 4	20
Supreme			w/ Salsa 36	0
Cheese Nachos	346	18	Non-Sweetened Iced Tea 0	0
Cinnamon Crisps	266	16	(no fat and no sugar!!)	
Sweetened Iced Tea	140	0	• •	
(no fat; but 10 tsp. of suga	f sugar!!)		Total 488	20
Total	1,203	56	20g of Fat = 5 teaspoons	ons
56g of Fat = 14 teaspoons	teaspoor	S		

APPENDIX M





APPENDIX N

Field Activities Check List 5th Grade Family Ending Celebration

- □ Read Family Ending Celebration section of Family Procedures Manual
- □ Contact school staff and confirm with Principal possible date/location of the ending celebration

Six Weeks prior to Event:

- Request needed Intervention staff
- □ Send confirmation letter to school staff about the event and needed supplies
- □ Request needed school staff's time (teachers, administrators, custodial, and food service)
- Invite a community member or elder to offer a blessing (Optional)

Four Weeks prior to Event:

- □ Review and consider new promotion strategies to increase family attendance
- □ Verify with teachers that students have all supplies for bootth
- □ Site training for intervention staff if needed
- Decide on menu for the event and order food with food service
- Prepare table tents for meal or hand-out of meal description
- D Obtain current class rosters for student certificates
- □ Send home post card invitation
- □ Obtain door prizes
- □ Secure approprite forms from Process Evaluation

Two Weeks prior to Event:

□ Check completion of student certificates, Pathways staff signatures and teacher availability to sign certificates
- □ Vertify schedule with principal
- □ Send home flyer #1 with fifth graders/students
- □ Advertize with school staff
- □ Make certain student booths are ready for event
- □ Find volunteers for the event

Day before the Event:

- □ Send home flyer #2 with fifth graders/students
- □ Make certain incentives for volunteers are ready

Day of the Event:

- □ Arrive to school 1.5 hours early to set up for event
- $\hfill\square$ Assist students with set-up of booths at the event
- □ Clean up after the event
- □ Make certain volunteers fill-out proper evaluation

Strategies for Family Participation

- send post card invitation to 5th grade parents (one month prior to event)

- provide reminders to school staff of needed items and date of the event

- prize for first 25 families that attend (i.e. T-shirt, mugs, hat...)
- ask teacher to have students return mailed postcard or flyer #2 as an RSVP
- provide a sign up sheet for volunteers
- provide transportation for families to attend
- have a winning door prize available at the event, with a number posted on the postcard
- communicate with teachers (and those involved in the event) what their responsibilities are
- inform teachers that they will get a special prize if a specified number of students and families attend the event
- ask principal to announce in daily announcements, the family event to all 5th grade classes the day before or the day of the event
- work with the school staff and students closely as a reminder of the family event, during the time before the event
- in class show the door prizes to students the day of the event. The Pathways staff could mention to students that if they attend the event **with their families** they have a chance to win the displayed prize
- provide a school year calendar to school staff of the Pathways activities, to include family, measurement, PE, food service so school is aware of anticipated visits.
- give parents that attend the family event an "I attended a Pathways Family Event" sticker. If they attend both family events and can show their stickers at the family ending celebration they can get a prize (water-bottle, keychain)
- have the Pathways field staff or family coordinator advertise the event with the school staff (family advocates, teachers, counselors, food service, principals, PE teachers)

APPENDIX O

Quality Control Form - Family Event Strategies

Family Event:	Date of Event:			
School:				
1. What unique characteristics are there of the sch consideration when planning the family event?				
2. What strategies were used to attract more famili listing)				
3.What do you think worked the best to get families	s to attend this Pathways family event?			
4. What were the comments about parent participa from families, school staff, school administration, e	<u> </u>			
5. Were the families asked how they heard about the some of the comments about their exposure to the	he event at any time? If so what were family event.			
6. Did any of the Pathways staff take time to sit and increasing family attendance at Pathways sponsore	talk with the school staff about			

This form is to be filled out by the Family Coordinator at each site for each school. Submit form to Theresa Clay, Family Component Chair, UNM, Dept. of Peds. Surge Bldg. Rm. 251. Alb., NM 87131

APPENDIX P



FIFTH GRADE FULL SCALE STUDY FAMILY REGISTRATION ROSTER FAMILY ACTIVITY

SITE:

Write the name of the fifth grader. Write whether that student is a boy or a girl. If the fifth grader is a registered Pathways student, fill in the students' Pathways I.D. number. To indicate who is accompanying the student, write the number of each type of person attending in the appropriate column. Adult brothers or sisters are defined as a sibling 16 and older. Community members are those persons attending the event who are not accompanying a Pathways fifth grader. To record the attendance of community members, fill "fifth grader" column with the words "community member" and indicate the number of actuits and children in the aroun in the "other adults" and "other children columns." DATE: SCHOOL:

other children	З					
other adults						
grand- father	1					
grand- mother						
adult sister	2					
adult brother						
father	1					
mother	-					
Pathways I.D. Number						
Name of Fifth Grader / Boy or Girl Pathways ^{1,D}	Example: Jane Doe / girl					

	·		ł	 <u> </u>		·				
other children										
other adults										
grand- father										
grand- mother										
adult sister										
adult brother										
father										
mother										
Pathways I.D. Number										
Name of Fifth Grader / Boy or Girt										



To be completed by Pathways staff:							
School ID:		Form Code: FS5					
Version: A	Grade: 5	Seq. #:					

Fifth Grade Family Activity Registration Summary Form

Site: ______ School: ______ Date: _____

Pathways staff person completing this form:

Instructions:

Use the Family Activity Family Registration Roster to fill in the numbers below.

Fifth Graders

Number of ALL fifth grade girls:
Number of ALL fifth grade boys:
Number of fifth grade girls with a Pathways I.D. Number
Number of fifth grade boys with a Pathways I.D. Number

All People Accompanying Fifth Graders without Pathways I.D. Numbers

- 12) Number of additional children attending:

All People Accompanying Fifth Graders with Pathways I.D. Numbers

13) Number of mothers:	
14) Number of fathers:	· · · · · · · · · · · · · · · · · · ·
15) Number of adult sisters:	
16) Number of adult brothers:	
17) Number of grandmothers:	
18) Number of adult grandfathers:	
19) Number of other adult attendees:	
20) Number of additional children attending:	
Community Members:	
21) Number of adult community members:	
22) Number of child community members:	

PATH	WAYS	
	\$	_

To be completed by Pathways staff:							
School ID: _		Form Code: EA5					
Version: A	Grade: 5	Seq. #:					

FIFTH GRADE FAMILY ACTIVITY: ENDING CELEBRATION

School: _____ Date: _____

	Evaluation Form for Adult Participants (16 and older)							
Cir	Circle the word that explains how you feel about each statement, and feel free to write comments.							
1.	This Family Activity was a worth 1= Yes		3=Not Sure					
	Comments:							
2	I liked the low-fat meal provide							
2.			3= Not Sure					
	Comments:	2-110						
3.	I learned more about Pathway		is Family Activity. 3= Not Sure	_ .				
	Comments:							
1	Lonioved the students? "Show	and Toll" procent	ations					
4.	I enjoyed the students' "Show of 1= Yes		3=Not Sure					
	Comments:							
5.	I would attend another Family /	•						
	Comments:	2= No	3=Not Sure					
6. \	What could be done to improve	e the Family Activ	rity?					
7	Have you ever attended any o	ther Pathways Ea	mily Activities?					
1.	1=Yes	2= No	3=Not Sure					
8.	If so, how many other Pathways	s Family Activities	have you attended?					

To be	To be completed by Pathways staff:						
School ID:	School ID:						
Version: A	Grade: 5	_ Form Code: EC5 Seq. #:					

FIFTH GRADE FAMILY ACTIVITY ENDING CELEBRATION

SCHOOL: _____ GRADE: ____ CIRCLE ONE: I'M A BOY / GIRL

Evaluation Form for Child Participants (under 16 years old) Please circle the <u>one</u> picture that shows us how you feel							
1. I liked this Family Activity.	1. I liked this Family Activity.						
	🙂 = Yes	🔅 = No					
2. I liked the low-fat meal at t	his event.						
	🙂 = Yes	= No					
3. I had fun presenting our "S	how and Tell" group	projects.					
\bigcirc = Yes \bigcirc = No							
4. I would like to attend another Family Activity.							
	e Yes	= No					

Thank you!

.

APPENDIX Q



Pathways Family Food Order Form Fifth Grade Family Celebration Event

To be completed by Family Coordinat	tor								
From: Family Coordinator: To: Food Service Coordinator:									
School: Date & Time of Event:									
Estimated number of people: Children: Adults:									
To be completed by Food Service Coordinator									
School Food Service Manager:									
Date foods needed by: Date	e foods must l	be ordered by:							
Food Items	Amounts	Food Items		Amounts					
Menu:									
	<u> </u>								
·									
•									
Optional: bottled water	cans	/bottles							
coffee	lbs								
School to purchase additional foods for families and Pathways pays for family meals.									
Other Foods: (need to be cleared through Family Working Group)									

Date of Delivery: _____

APPENDIX R

PATHWAYS Coordinator

January, 2000

for participating with your student in pathways

Certificate of Appreciation





APPENDIX S

.

