



TASTING FOODS-YESTERDAY and TODAY

Purpose: To increase the value of cultural foods and self-efficacy by providing an opportunity to prepare and/or taste foods from the list of Pathways Nations Foods.

Lesson Objectives - Students should be able to:

- name at least three healthy ways of cooking Pathways Nations Foods.
- name and taste at least one Pathways Nations Food.

Lesson Outline			
Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Traditional Foods	20	Navajo Nation Map Story Sheet	Cassette Player Pathways Theme Music Picture of Diné Basket Pathways Nations Map
2. Pathways Nations Foods*	30-35	Pathways Nations Foods List	Visual Aid E Overhead Projector

*Contact Food Service for assistance in preparation and procedures to do this taste testing activity, if necessary.

Week 5 - Part A

Activity 1 Traditional Foods

Pathways Background: In the Fourth Grade, students were introduced to the list of Pathways Nations Foods which includes foods eaten long ago and those eaten today. Long ago foods are often called traditional foods.

- A. Prepare the students for this lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Ask students to name some of the traditional foods in their Pathways Puzzle from Week 4 and identify which are from their Pathways Nation, if any.
 3. Explain to students that they will learn about the foods eaten by their great-great-grandparents during their Pathways class.
 4. Turn off the Pathways Theme Music cassette.
- B. Explain to students that they will compare the foods of yesterday, which are often called traditional foods, with foods that are eaten today.
1. Instruct a volunteer to write the titles for two columns on the chalkboard as follows:

Foods of Yesterday

Foods of Today

2. Ask volunteers to write in each column some foods and beverages from long ago and compare these foods with a food that is eaten today.

Examples:

Foods of Yesterday

*buffalo meat
buffalo jerky
water
wild tea
kneel-down bread*

Foods of Today

*beef meat
beef jerky
pop
packaged tea
fry bread*

Week 5 - Part A

- C. Explain to students that many of the foods from long ago are still eaten in their community and, if possible, identify these foods.
1. Ask students if they can describe the method of cooking at least two of these foods.
 2. **Optional:** Have students write a description of a food that was eaten long ago and is still eaten today. This may include where the food can be found and how it is prepared and cooked for eating. These descriptions can be displayed around the Pathways Nations Foods poster.
- D. Inform students that they will have an opportunity today to either prepare or taste a food eaten by their great-great-grandparents.
- E. Have students take out their map of the Navajo Nation and pronounce the cultural name, Diné ¹ (Diné é), which means “The People.”
1. Point to the **Pathways Nations Map** on the classroom wall and tell students that the Navajo Nation is one of the largest tribes and has land that is located in the states of New Mexico, Arizona, and Utah.
 2. Review with students the population of the Diné, the acres of land, their livestock and the names of the different agencies.
 3. Show students a picture of a Diné basket and explain that the basket design has an opening facing the East just like the homes of the Diné.
- F. Have students turn to the story sheet, *Deezbah*,² in their *Pathways Notebook* and have students read aloud or silently.

¹ Diné (Diné é) The original term by the Holy People to their descendants signifying the people and clans of the Navajo Nation.

² Flesh Kincaid reading level of 5.83.

Week 5 - Part A

Deezbaa (Deez bah)¹ whose name means “She is going first on a raid” took the buckskin containing a Pathways Message. She was grateful and welcomed her friends who would travel alongside so she would not be left alone.

Her brother Hashke´ Dilwo´ii (Ash kee´ Dil we´i)² was called “Fleet Warrior.” During the last three nights, he had sung songs for her journey. Everyone wished her well.

Today, she had been washed in a beautiful meal-basket filled with white cornmeal. This same basket served as a drum when it was turned upside down and tapped with a yucca drumstick by her brother. She felt refreshed and ready for her tasks.

Swiftly, Deezbaa tied her shoes and moved towards the highway. The sand

was warm on the ground as she ran past cornfields and melon patches that were ripening.

She thought about the message of eating foods that are low in fat and remembered how Grandmother cooked delicious meat over the coals by an open fire. This meat had less fat. Wild tea was always served with the meat. Most of all, she remembered that eating healthy foods meant choosing low fat foods every day. This message was valuable beyond words to carry.

Deezbaa laughed as they passed a herd of sheep and goats grazing in the sagebrush. The goats stared with great curiosity at the runners while the sheep simply ignored any distraction. She loved these animals but needed to hurry along to carry the message of low fat foods the next Pathways school.

G. Discuss this story about Deezbaa using the following questions.

- What was the message that Deezbaa carried and why is it important?
Answer: Choose low fat foods.
- Ask if anyone has ever tasted wild tea and can identify what it is called in the native language.
Answer: Variations like peppermint tea, Navajo tea, bark tea.
- Ask if students recall why does meat has less fat when it is **grilled**?
Answer: The fat runs off or leaves the meat while it is cooked .

¹ Deezbaa (Deez bah) - a name for a girl meaning “She is going first on a raid.”

² Hashke´ Dilwo´ii (Ash kee´ Dil we´i) - a name for a boy meaning “Fleet Warrior.”

Activity 2 Pathways Nations Foods

Teacher Note: At least several weeks prior to this lesson, arrangements should have been completed for the selection of at least one traditional food and for any traditional food preparation to be done by Food Service personnel or if necessary for their assistance in the classroom.

- A. Explain to students that today they will either prepare and/or taste some low fat foods that were eaten by their great-great-grandparents which are still favorite foods today.
1. Emphasize to students that the great-great-grandparents ate many low fat foods which helped them to lead healthy lives.
 2. Stress that these foods were low in fat either naturally, like buffalo meat, or because of the way in which they were prepared or cooked.
- B. Display **Visual Aid E - Traditional Ways to Cook Foods** and review these ways with students.
1. Ask a volunteer to name the different ways in which foods are cooked.

Boiling: food is put into a container with water to boil until cooked.

Steaming: food is placed into a hole in the ground and a fire is built on top until the food has completely cooked. (*Examples are: corn, kneel-down bread, meat, puberty cake, etc.*)

Roasting: food is placed over hot coals and slowly cooked.

Drying: food is prepared and dried. (*Examples are: meat which is cut into thin strips and hung to dry; corn is boiled and then dried; berries are pounded into a mush and then dried, etc.*)
 2. Ask students if they can name some of the different ways that food is cooked today. *Examples: frying, grilling, toasting, microwave, etc.*

Week 5 - Part A

- C. Stress that meats were prepared long ago in a healthier way because the fat separated or drained away from the meat during cooking and most importantly, no fat was added during cooking.
1. Point to the **Everyday Foods** list to read “trimmed and cooked without added fat” and explain that this was the way the great-great-grandparents cooked meat.
 2. Ask if anyone can describe what fat is?

Answer: Butter, margarine, lard, shortening, or bacon grease are fats. Fat can also be seen as the greasy white part in meats or around the edges of meat.

- D. Emphasize to students that there were no canned or packaged foods or beverages for their great-great-grandparents.
- Foods were cooked when they were fresh or raw.
 - Beverages were made from the juice of berries, the leaves, bark, or roots of wild plants, or water added to cornmeal. No sugar was added to these beverages.
- E. Provide students with an overview of the activity to either prepare and/or taste at least one local foods/beverage in the classroom.
- F. Explain to students that they will work in their Pathways groups to either prepare and/or taste a **low fat food**.
1. Review with students the procedure to prepare and/or taste foods from their Pathways Nations Foods list.
 2. Allow time for washing of hands to precede the food preparation.
 3. Emphasize that students support each other so that they are finished in a timely manner.

Week 5 - Part A

- G. Divide students into their groups and provide information about how each group will prepare or taste the selected food.
1. Ask students to collect their ingredients/supplies from a specified location in the classroom.
 2. Give students enough time to prepare or taste their Pathways Nations Food.
- H. Discuss with students their reactions to today's preparation and/or tasting using the following questions.
- How did the Pathways Nations foods taste?
 - Point out where the food(s) are listed on the **Everyday Foods** list?
- I. Encourage students to cook and eat low fat foods just like their great-great-grandparents and remind them that the **Everyday Foods** list provides them with many foods to try.

Reminders:

- ✓ Jot notes down on the Teacher Interview form after completing this lesson.



TASTING FOODS-YESTERDAY and TODAY

Purpose: to increase student skill in identifying the amount of fat on Nutrition Facts labels and setting Goal #2 to eat low fat snacks and no sugar-added beverages.

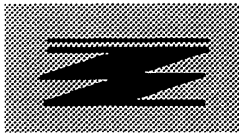
Lesson Objectives - Students should be able to:

- set a goal to choose lower fat foods and no sugar-added beverages.
- identify the amount of fat using a Nutrition Facts label on a food package.

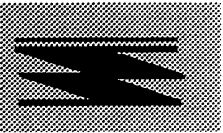
Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Where's the Fat?	20-25	Everyday Foods Sometimes Foods List Food Packages (empty) Optional: Can of Shortening, Teaspoon, Low Fat Snacks	Cassette Player Pathways Theme Music Visual Aid C from Week 3 Visual Aid F Chalkboard
2. Pathways Goal #2	10-15	Goal Calendar	
3. Pathways Family Challenge	10	Postcard #3 Family Challenge #3 Food Label Information 7 Ways to Size Up Your Servings Everyday Snacks Envelope	
4. Summary of the Week	10	Pathways Puzzle	Pathways Message

Week 5 - Part B



Activity 1 Where's the Fat?



Pathways Background: In the third grade, students were introduced to the amount of fat in whole milk, 2% milk, and 1% milk. In the fourth grade, students did label reading to identify the teaspoons of fat in different food items. Everyday Foods have been a major emphasis of the third and fourth grade classes. Students in the fourth grade learned that Sometimes Foods, which are to be eaten “once in a while”, are those foods that have a lot of fat.

- A. Prepare students for this lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Explain to students that they will set their second Pathways goal and do label reading to find the amount of fat in different foods.
 3. Remind students to continue to work on being physically active outside of school.
 4. Turn off the Pathways Theme Music cassette.
- B. Have students find their **Everyday Foods** and Sometimes Foods lists in their *Pathways Notebook*.
1. Review with students the differences between these two lists.
 - Sometimes Foods have more fat, are fried, have a lot of added fat, or are beverages with lots of added sugar.
 - **Everyday Foods** can be eaten “almost any time,” but Sometimes Foods should be eaten only “once in a while.”
 - **Everyday Foods** have little or no fat and Sometimes foods have more fat.

Week 5 - Part B

2. Recall with students that foods prepared without added fat are the best to keep healthy and ask them the following questions:

- How do we know whether a food has a lot of fat if we don't have the lists of **Everyday Foods** or Sometimes Foods?

Answer: Fat can sometimes be seen in the food. Read the Nutrition Facts label on the food package.

- How much fat is there in uncooked (raw) fruits and vegetables?

Answer: None

- C. Display **Visual Aid C - Nutrition Facts** from Week 3 showing the sample food label and point out the number of grams of fat.

1. Emphasize that nutrition labels provide a lot of good information like the serving size and the amount of fat in the food.
2. Explain that fat is not always easily seen because fat can be hidden in foods like the fat in cakes or cookies.
3. Remind students that the Nutrition Facts show the amount of fat for **only one serving** in the food package.

- D. Distribute the food packages that were saved from Week 3 and have students locate the serving size on the Nutrition Facts label.

1. Stress that if more than one serving is eaten, then the amount of fat will increase by that number of servings.

Example, if one serving has 8 grams of fat and two servings are eaten, then the amount of fat is 16 grams.

2. Ask students to read the Total Fat grams on their food packages and call on a few volunteer(s) to report on the amount of fat in one serving.

Week 5 - Part B

- E. Recall with students that the amount of fat is given in grams and that there are about four grams of fat per teaspoon.
1. **Optional:** Demonstrate the number of teaspoons of fat in a food package by using a teaspoon to measure out shortening into a plastic cup.
 2. **Optional:** Demonstrate the amount of fat for one serving and for more than one serving. *Example, if one serving has 8 grams of fat, then measure out two teaspoons of shortening. If two servings are eaten, then measure out four teaspoons of shortening.*
- F. Review with students that Sometimes Foods are eaten “once in a while” which is why they are called Sometimes Foods.
1. Explain that it is okay to eat foods with fat “once in a while” or sometimes because our bodies need to have a certain amount of fat.
 2. Tell students that too often we eat too much fat instead of just “once in a while” or sometimes.
- G. Emphasize to students that fifth grade students need a **maximum of 66 grams** of fat or less per day.
1. Ask students how many teaspoons are in 66 grams of fat.
Answer: 16 1/2 teaspoons of fat.
 2. **Optional:** Measure out the 16 1/2 teaspoons of fat.
 3. Stress that this is the approximate amount of fat that fifth grade students should have each day to be healthy and have the energy to do the fun things that they like to do.
- H. Point out that the meals at school are planned for a variety of foods with the right amount of fat and write on the chalkboard the number of grams for each meal as follows:

*Example: School breakfast has about 15 grams (3 3/4 teaspoons) of fat.
School lunch has about 22 grams (5 1/2 teaspoons) of fat.*

Week 5 - Part B

- I. Explain that students can figure out how many grams are left after they eat a school breakfast and lunch.

1. Have a volunteer add the total grams for school breakfast and lunch.

Answer: 37 grams (9 1/4 teaspoons) of fat.

2. Ask for a volunteer for the difference between the 37 grams and the 66 grams of fat needed by a fifth grade student.

Answer: 29 grams (7 1/4 teaspoons) of fat.

3. Emphasize that the **29 grams** can be eaten during the rest of the day for their dinner and snacks.

- J. Stress to students that eating high fat snacks can make a big difference in the total amount of fat they eat each day.

1. Point out that the amount of fat that we get from food depends upon the amount of fat in a food and the number of servings that we eat of that food.
2. Display **Visual Aid F - Sunflower Seeds** showing the Nutrition Facts label for sunflower seeds and ask the following questions:

- *What is one serving of Sunflower seeds?*

Answer: There is about 1/4 cup of sunflower seeds in one serving.

- *How many grams of fat are in one serving of sunflower seeds*

Answer: 15 grams

- *If I eat two servings of sunflower seeds, how much fat would this be?*

Answer: 30 grams

- *How many teaspoons of fat are in 30 grams?*

Answer: 7 1/2 teaspoons of fat.

- *If I eat a whole bag of sunflower seeds which has 3 servings, how much fat would I be eating?*

Answer: 46 grams of fat or 11 1/2 teaspoons of fat.

Week 5 - Part B

- K. Emphasize to students that **all** of the Sometimes Foods contain fat and eating these foods will quickly add up towards extra fat.
- L. Encourage students to choose low fat snacks whenever they have to make a choice between snacks that have a lot of fat and those that are low fat.
 - 1. Explain to students that a snack is considered low in fat if there are **3 grams or less per serving** on the Nutrition Facts label.
 - 2. Stress to students that we can choose snacks that are high in fat like those in Sometimes Foods or we can choose snacks that are low in fat like those on the **Everyday Foods** list.
 - 3. **Optional:** Provide a variety of low fat snacks such as pretzels, low fat granola bars, or low fat crackers for students to taste.



Activity 2

Pathways Goal #2



- A. Explain to students that they will set Goal #2 which is to choose **MOSTLY** Everyday low fat snacks and no sugar-added beverages for the next four days.
- B. Instruct students to turn to their **Goal Calendar** in their *Pathways Notebook*.
 - 1. Emphasize that this second goal is for four days with an option to do an additional two days.
 - 2. Give students the date by which to complete this goal with clarification on the number of school days or weekend days needed to complete the four days and the additional two days.
 - 3. Encourage students to think of all the places where they have snacks and beverages, such as at home, school, fast food places, cafes, gas stations.

Week 5 - Part B

- C. Project **Visual Aid B - Goal Calendar** and point to the days between now and the date of the next Pathways class that they have to complete their goal.
- Think about when you eat snacks each of these days and what Everyday Snacks you could eat.
 - Write an Everyday Snack or beverage you will eat or drink each day instead of a high fat snack you often eat or a high sugar beverage that you often drink.
- D. Demonstrate how to fill in the calendar by writing in Everyday Snacks you will eat or drink on the **Goal Calendar**.
- E. Allow students time to set their goal on the **Goal Calendar**, and monitor them as they do this activity.
- F. Congratulate students on setting their second goal in Pathways this year.



Activity 3

Pathways Family Challenge



- A. Have students name the identity of the Pathways Nation whose photo of an unusual rock formation was on Postcard #2. (Diné)
- B. Ask for a show of hands of how many students have returned their Family Challenge #2 sheet.
1. Congratulate students who have completed and returned the second challenge.
 2. Encourage those students who have not yet returned their Challenge #2 (or Challenge #1) to do so as soon as possible.
 3. Remind students that there is a special reward for every student who returns all four completed Family Challenges.

Week 5 - Part B

- C. Distribute **Postcard #3 - “Eat Low Fat Foods and Drink Low Fat Milk”** and review the following Postcard #3 materials with students:
- Postcard #3
 - Family Challenge #3
 - Food Label Information
 - Seven Ways to Size Up Your Servings
 - Everyday Snacks
 - Envelope for Materials
1. **Optional:** Pathways staff will inform each school if they will mail Postcard #3 directly to the families.
 2. Instruct students to place these materials in the envelope, take them home, and complete the activities with their family.
- D. Remind students to bring back their signed Family Challenge #3 sheet as soon as they have completed both sides of it.
- E. Encourage students to remember the Pathways Message to **Eat Low Fat Foods and Drink Low Fat Milk.**



Activity 4

Summary of the Week



- A. Point to the **Pathways Message** on the classroom wall and ask students which message best fits their activities this week.
1. Ask for a volunteer to select the best message and to read it aloud, **Eat Low-Fat Foods and Drink Low Fat Milk.**
 2. Stress that the Nutrition Facts labels contain information about the serving size and the amount of fat which helps to choose low fat foods.

Week 5 - Part B

3. Encourage students to continue choosing low fat snacks and no sugar-added beverages to meet their Goal #2.
 4. Emphasize to students that the great-great-grandparents led healthy lives because they chose to eat low fat foods.
- B. Distribute this week's **Pathways Puzzle** to each student for completion outside of class.
1. Remind students that the puzzle contains words or phrases that will give them a clue to their next class.
 2. Tell students that they can check their work on the puzzle and give them the location of the key to this week's puzzle.
- C. Congratulate students on their completion of all the Week 5 activities.

Reminders:

- ✓ Select the team to be the Trail blazers for Week 6 – Part B to lead the White Bead Trail.
- ✓ Jot notes down on the Teacher Interview form after completing this lesson.

NAVAJO NATION

 **MT. HESPERUS**

Rainbow Bridge

Monument Valley

UTAH
ARIZONA

NAVAJO MOUNTAIN

SHIPROCK
NEW MEXICO
COLORADO



TUBA CITY

HOPI
PARTITIONED
LANDS

CHINLE

*Canyon
de Chelly*

FT. DEFIANCE

WINDOW ROCK

SAN FRANCISCO PEAK

CROWNPOINT

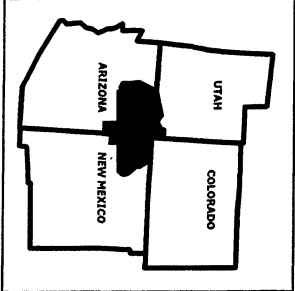
MT. BLANCO

RAMAH




MT. TAYLOR

CANONCITO

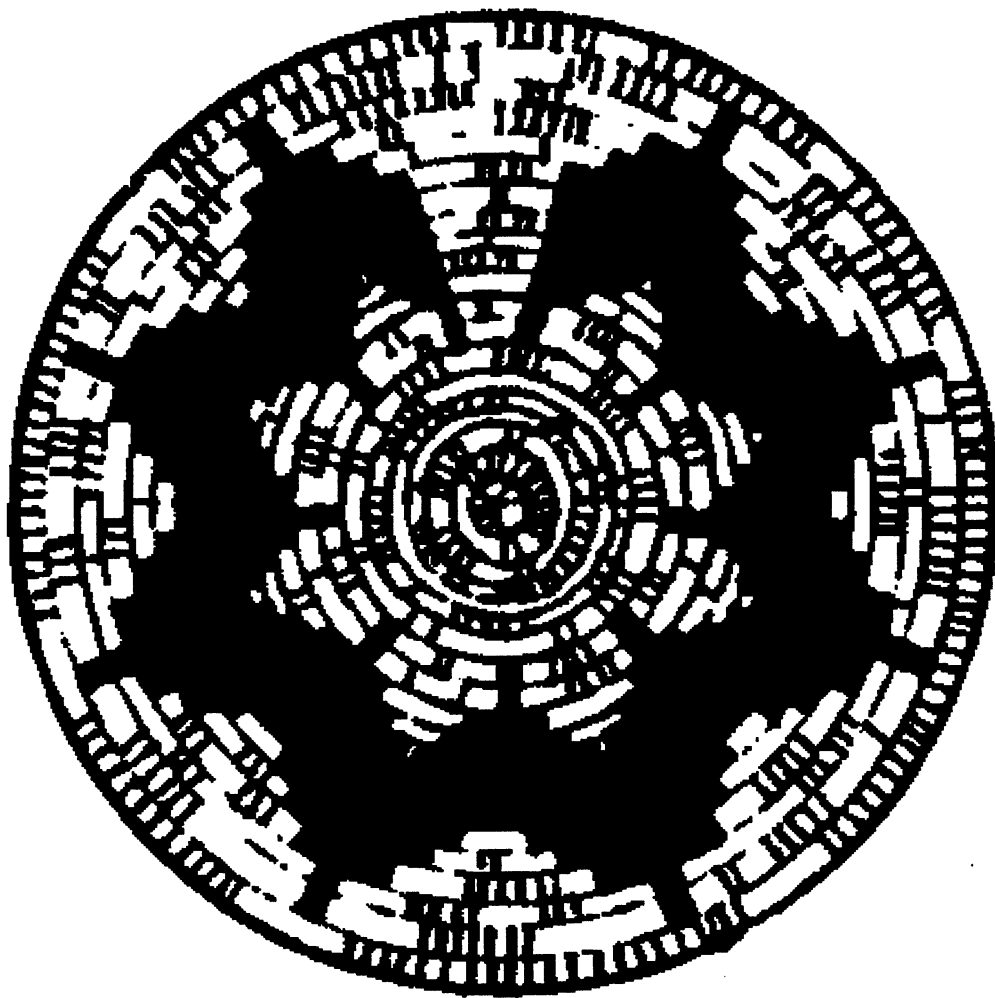
ALAMO



LAND AREA: 16,224,896 acres
POPULATION: 157,716
AGRICULTURE: alfalfa, potatoes, pumpkins, corn
LIVESTOCK: cattle, sheep, horses
TRIBAL HEADQUARTERS: Window Rock, AZ
NEWSPAPER: *Navajo Times*
RADIO STATION: KTNV

 Agency towns
 Tribal Headquarters
 Sacred Mountains

Dine' Basket



Deezbaa

Deezbaa (Deez bah)¹ whose name means “She is going first on a raid” took the buckskin containing a Pathways Message. She was grateful and welcomed her friends who would travel alongside so she would not be left alone.

Her brother Hashke’ Dilwo’ii (Ash kee’ Dil we’i)² was called “Fleet Warrior.” During the last three nights, he had sung songs for her journey. Everyone wished her well.

Today, she had been washed in a beautiful meal-basket filled with white cornmeal. This same basket served as a drum when it was turned upside down and tapped with a yucca drumstick by her brother. She felt refreshed and ready for her tasks.

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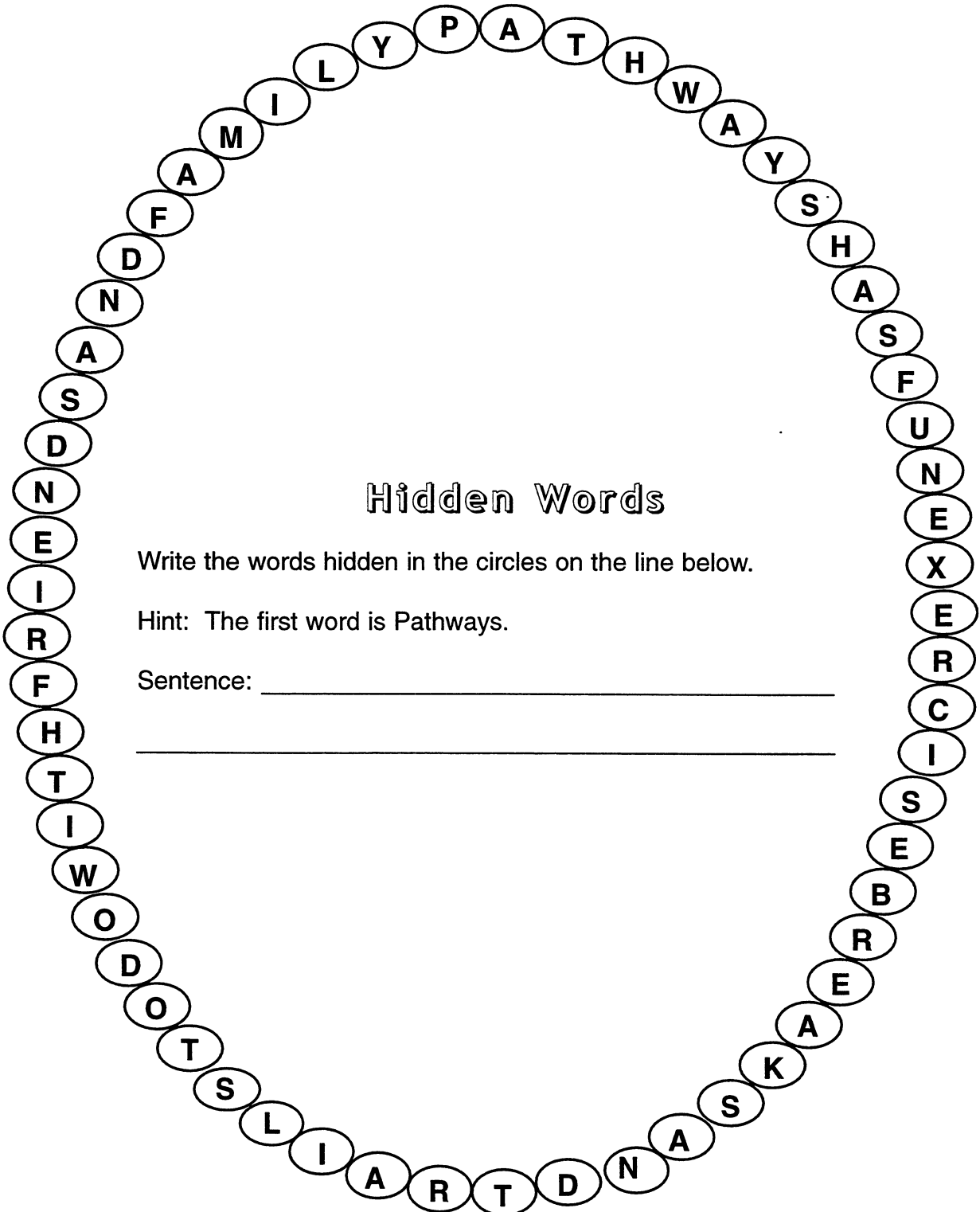
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Deezbaa laughed as they passed a herd of sheep and goats grazing in the sagebrush. The goats stared with great curiosity at the runners while the sheep simply ignored any distraction. She loved these animals but needed to hurry along with the message of low fat foods to the next Pathways school.

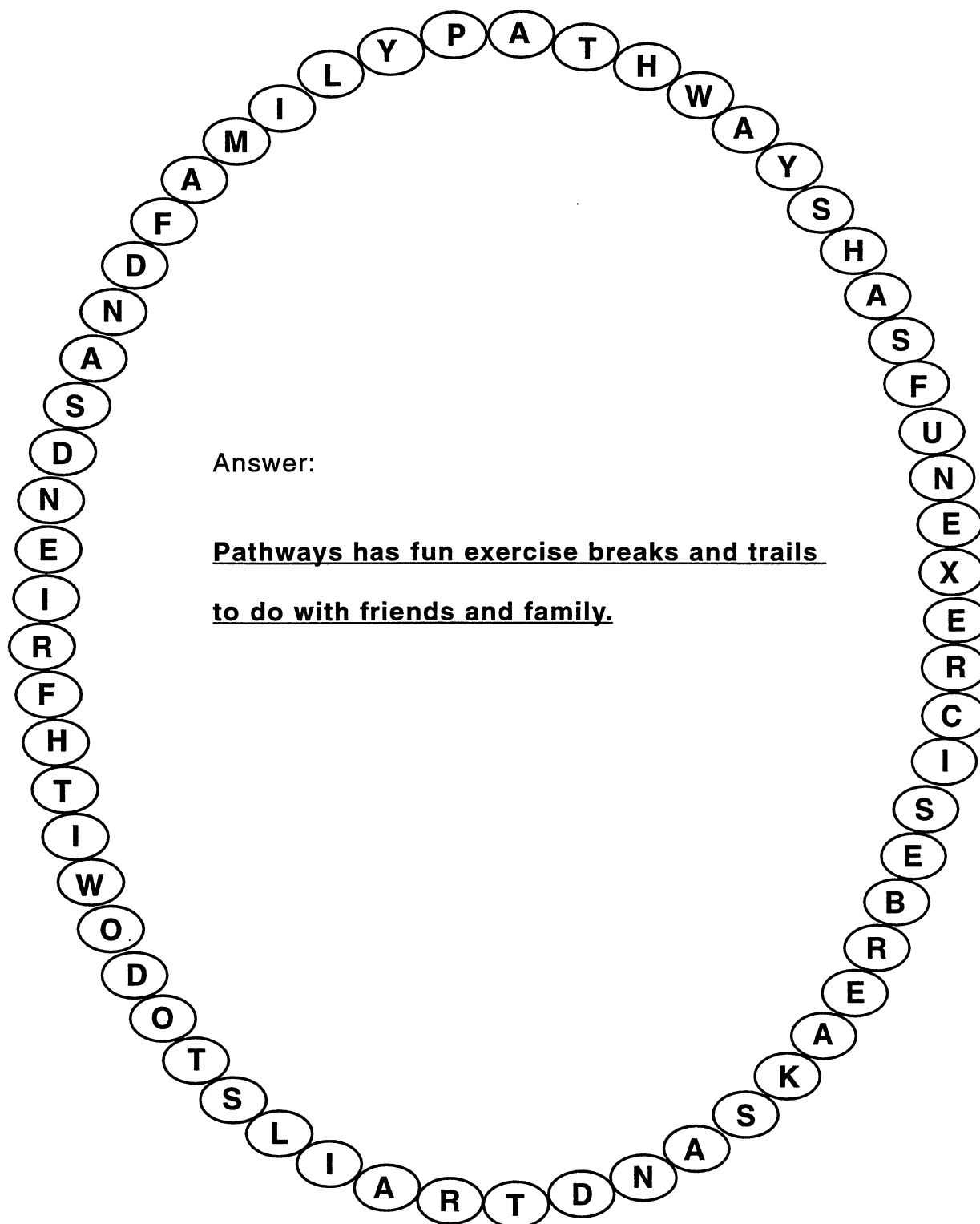
¹ Atse Deezbaa (At-se Deez-baa) a given name for a girl that means ‘she is going first on a raid’.

² Hashke Dilwoii (Ha-sh-ke Dil-woii) a given name for a boy that means ‘Fleet Warrior’.

Pathways Puzzle

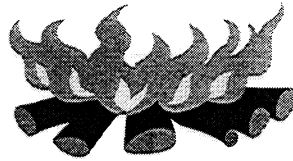


Pathways Puzzle



Eat Low Fat Foods & Drink Low Fat Milk

Traditional Ways to Cook Foods



- Boiling:** Food is put into a container with water to boil until done.
- Steaming:** Food is placed into a hole in the ground, covered, and a fire is built on top until the food is done.
- Roasting:** Food is placed over hot coals and slowly cooked.
- Drying:** Food is prepared and then dried.
(Example: meat is cut into strips, corn is boiled and then dried, berries are pounded into a mush and dried)

Sunflower Seeds

Nutrition Facts			
Serving Size 1/4 cup kernel (30g)*			
Servings Per Container About 3			
Amount Per Serving			
Calories 190		Calories from Fat 140	
		% Daily Value**	
Total Fat 15g		23%	
Saturated Fat 1.5g		8%	
Polyunsaturated Fat 10g			
Monounsaturated Fat 3g			
Cholesterol 0mg		0%	
Sodium 130mg		5%	
Potassium 230mg		7%	
Total Carbohydrate 5g		2%	
Dietary Fiber 2g		10%	
Sugars 1g			
Protein 7g			
Calcium 2%	•	Iron 8%	
Vitamin E 30%	•	Niacin 8%	
Phosphorus 25%	•	Magnesium 30%	
Contains less than 2 percent of the Daily Value of vitamin A and vitamin C.			
* Equates to 3/4 cup in the shell (60g)			
**Percent Daily Values are based on a 2,000 calorie diet.			
Your daily values may be higher or lower depending on your calorie needs:			
		Calories:	2000 2500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Potassium		3500mg	3500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g