



EATING FRUITS and VEGETABLES

Purpose: To reinforce eating fruit and vegetable snacks and to understand how **Everyday Foods** can be changed to **Sometimes Foods**.

Lesson Objectives - Students should be able to:

- follow procedures to taste a variety of fruit and vegetable snacks in the classroom.
- use the Nutrition Facts label to select foods that are low in fat.

Lesson Outline

Part A Activities	Time (min.)	Student Materials	Teacher Materials
1. Lakota Message	10-15	Sicangu Lakota Map Story Sheet	Cassette Player Pathways Theme Music Pathways Nations Map Picture of Timpisila Braid Picture of Chokecherries
2. How Much Fat?	10-15	Activity Sheet 9 Food Items	Everyday Foods Poster Sometimes Foods Poster Raw Potato Frozen French Fries Potato Chips
3. Fruit and Vegetable Snacks	15-20	Optional: Paper Hats and Aprons Ingredients/Supplies*	

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



Activity 1 Lakota Message



Pathways Background: In the third and fourth grade, students learned to read labels for the amount of fat and to measure out this amount by the teaspoon. Fruits and vegetables have been a highlight for snack preparations and goal setting in these grades.

- A. Prepare students for today's lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Explain to students that they will learn more about finding the fat in foods and will taste fruit and vegetable snacks.
 3. Ask students to name some of the fruits and vegetables from their Pathways Puzzle and give the message for this week, **Eat More Fruits and Vegetables**.
 4. Turn off the Pathways Theme Music cassette.
- B. Have students take out their map of the Sicangu¹ (Si chaŋ' gu') Lakota Nation.
1. Point to the **Pathways Nations Map** and tell students that this nation named a university, Sinte Gleska² University, after their famous leader, Spotted Tail.
 2. Review the location of Ghost Hawk Park and the town of Mission on this map of the Sicangu Lakota Nation.
 3. Ask students to identify the location of tribal headquarters, the population of the Sicangu Lakota people and the land area.
- C. Inform students that fruits and vegetables are important to the Lakota and that they will learn more about these special foods following this story.
- D. Tell students to locate in their *Pathways Notebook* the story sheet, "*Runner*"³, and have students read aloud or silently.

¹ Sicangu (Si chaŋ' gu') means "burnt thighs" and is one of the seven bands of the Lakota Nation.

² Sinte (Siŋ te) Gleska (Gles' ka') means Spotted Tail.

³ Flesh-Kincaid reading level is 5.69.

Runner stood on top of the hill for just a moment, then put his hand over his eyes. He scanned the grassy slope to pick out the silver-green color of where the timpsila (tin'-psila)⁴ (*wild turnips*) were growing. Turning, he called to his Grandmother and sister who were slowly coming up the hill. He pointed as he said, "There's timpsila over there."

Grandmother gave a shrill call which meant that she was delighted that there would be timpsila to eat all winter. These timpsila were easy to pull out of the soft ground. After peeling off the bark-like skin, timpsila were braided into a rope-like strand and dried. When making wastunkula⁵ or dried corn soup, Grandmother always added these dried timpsila to the soup. This soup was very delicious in the wintertime.

Runner liked eating the timpsila while they were fresh. They tasted crunchy like a ripe apple. Also, they smelled sweet and clean when they were peeled. He often ate most of those that he pulled from the earth.

The next day, Runner woke up early and prepared to leave. It was time for him to take the Pathways Message from the Lakota food service to another Pathways school. He knew that the message had something to do with eating more fruits and vegetables. Now, he left his village of Red Shirt and began walking towards the town of Mission.

As Runner walked, he thought of the poem that a young Lakota girl wrote about her grandmother and picking chokecherries.

Grandmother *
by Genevieve Pipe on Head

Together, my grandmother and I
pick chokecherries,
stretching eager arms
to reach the big berries
at the top of the branch.
Extended fingers grasp hold
of the very ripe berries.
The berries burst, staining my
hands red.
The branch is empty now,
but from the filled basket,
the skillful hands of my
grandmother make pudding
for all her grandchildren.
The little ones will enjoy
the pudding as
Grandmother proudly sits and
smiles, dreaming of the
next summer to gather
more berries.
Winter will come.
Snow will fall.
The branch will freeze.
But in the warmth of
Grandmother's house it will
always seem like summer with
the sweet warm smell of
chokecherries in the air.

* Voices of Red Cloud, Red Cloud Indian
School, Inc., 1995

⁴ Timpsila (tin'-psila) is a wild turnip which is described as a prairie apple.

⁵ Wastunkula (wa'stunkala) are ears of corn that have been boiled and dried.

Week 7 - Part A

- E. Inform students that fruits and vegetables are dried by the Lakota because they are easier to store for long periods of time.
1. Tell students that the most popular dried vegetable is timpsila (tin' psila) (wild turnips) also known as the apple of the prairie, and display a picture of braided and dried timpsila.
 2. Point out that the most popular fruit is canpa'⁶ (chaŋ pa') (chokecherries) and display a picture of chokecherries that have been mashed and shaped into dried patties.
 3. Ask if any students have tasted either of these.



Activity 2 How Much Fat?



- A. Introduce this activity by asking which food list contains the most fruits and vegetables - the **Everyday Foods** list or the Sometimes Foods list.

*Answer: **Everyday Foods***

- B. Discuss that adding fat, such as in frying or when eaten, will make an Everyday fruit and vegetable into a Sometimes Foods.
1. Inform students that snacks are Sometimes Foods when they have **more than three grams of fat per serving**.
 2. Remind students that fats include butter, margarine, lard, mayonnaise, oils, shortening, or bacon grease. Fat can also be seen as the greasy white part in meats or around the edges of meat.
 3. Point out for students that fat is not always easily seen because fat can be hidden in foods such as cakes and cookies.
 4. Inform students that fruits and vegetables without fat are naturally great-tasting **Everyday Foods**.

⁶ Can pa' (chaŋ pa') are chokecherries.

Week 7 - Part A

- C. Ask students to name different ways fruits and vegetables are packaged at the store.

Answer:

• Canned	• Dried
• Juiced	• Fresh
• Frozen	

1. Tell students that fruits and vegetables come in a variety of ways that are great to eat and that 100% fruit and vegetable juices are also good.
2. Encourage students to remember that eating fruits and vegetables without adding fat is the best way to eat these foods.

- D. Hold up a raw potato, a package of frozen french fries, and a small bag of potato chips and ask students to guess which one has the **most added fat**.

Answer: Check the Nutrition Facts label on both packages and remember that raw fruits and vegetables are **Everyday Foods**.

- E. Divide students into groups and have them find **Activity Sheet 9 - “How Much Fat”** in their *Pathways Notebook*.

1. Read aloud the directions to find the amount of fat in foods made from fruits and vegetables by using the Nutrition Facts information on a package.
2. Distribute the food packages listed for Activity Sheet 9 so groups can determine the amount of fat in that food.
3. Stress that each group needs to decide if the food is an **Everyday** or a Sometimes Food.

- F. Have a volunteer(s) identify a food item and then give the serving size and total grams of fat in that serving.

1. Encourage students to eat snacks that have **three or less grams of fat per serving**.
2. Congratulate students on completing this activity to find the fat.

Week 7 - Part A

Activity 3 Fruits and Vegetable Snacks

Teacher Note: The school Food Service Manager and the Pathways Food Service Coordinator will choose one or two fruits and one or two vegetables from the following list. An objective is to make them especially appealing by including a variety of colors, shapes, and tastes.

Oranges	Apples	Bananas	Kiwi	Grapes
Pineapple	Melon	Strawberries	Raisins	Lemons
Limes	Broccoli	Baby carrots	Celery	Zucchini
Cauliflower	Peppers	Jicama	Green beans	Peas
Yellow Summer Squash				

- A. Explain to students that the food service staff would like the students to try out some new fruit and vegetable snacks.
1. Emphasize that it is important to wash our hands whenever foods are handled so that the foods are safe and healthy to eat.
 2. Ask students to think about what the food service staff mean when they say, "remind the students that they should be careful whenever they handle foods, so the foods are safe and healthy to eat?"

Possible Answers:

- Prevent illness and injury by washing hands*
- Use clean equipment*
- Wash fruits and vegetables before eating them*
- Handle knives and other sharp utensils safely*

- B. Have students wash their hands with soap while counting to 20 which is the amount of time needed to wash all around their hands.
1. Explain that hands need to be washed prior to handling foods and after they are finished handling foods.
 2. Encourage students to continue washing their hands at home when helping to prepare foods.

Week 7- Part A

- C. Review the classroom procedures for preparing their snacks when setting out the ingredients and supplies.

Placement of ingredients within classroom

Supplies such as bowls, napkins and small plastic or styrofoam cups.

Tasting of fruit and vegetable snacks

- D. **Optional:** Distribute paper hats and aprons to students.

1. Explain that hands, hair and clothing carry germs which can be transmitted to foods.
2. Tell students that chefs and cooks wear hats to keep their hair from falling into the food and that clean aprons protect their clothing.

- E. Divide students into their Pathways groups to complete this activity.

1. Have students taste the fruits and vegetables.
2. Discuss their reaction to today's snack preparation as to which fruit and vegetable they liked the best.
3. Encourage students to eat fruits and vegetables at home using the same or other ingredients.

- F. Congratulate students on their completion of the snack preparation in this lesson.

Reminders:

- ✓ Select the Trail blazers for Week 8 to select the shape for the Green Bead Trail and to lead the class for this last trail.
- ✓ Jot down notes on the Teacher Interview form after completing this lesson.



EATING FRUITS and VEGETABLES

Purpose: To reinforce and practice choosing fruits and vegetables by using goal setting and to share their favorite Pathways activities with others by preparing to do a Show and Tell presentation.

Lesson Objectives - Students should be able to:

- set Goal #3 for choosing fruits and vegetables.
- plan for a presentation of a favorite Pathways activity.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Pathways Goal #3	10	Goal Calendar Everyday Foods List	Cassette Player Pathways Theme Music Visual Aid B from Week 2
2. Planning the Show and Tell	25-30	Activity Sheet 10	
3. Pathways Family Challenge	5	Postcard #4 Family Challenge #4 Envelope	
4. Summary of the Week	5	Pathways Puzzle	Pathways Message

Week 7 - Part B

Activity 1 **Pathways Goal #3**

- A. Explain to students that they will now set their last Pathways Goal which is to eat a fruit or a vegetable snack during the next four days.
1. Instruct students to turn to their **Goal Calendar** in their *Pathways Notebook*.
 2. Tell students that they will be choosing to eat one fruit or one vegetable for a snack each day for the next four days or if they choose to do the additional, then six days.
 3. Give students the date by which to complete their goal.
- B. 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 could eat a fruit or vegetable for a snack on each of these days outside of school.
 - Write down **what** fruit or vegetable or both that you will eat for a snack.
- C. Demonstrate how to fill in the calendar by writing in the fruit or vegetable that they will eat.
- D. Ask students if they have any questions about the completion of their **Pathways Goal #3**.
1. Monitor students as they think of what to choose to eat that is a fruit or vegetable.
 2. Encourage students to use their **Everyday Foods** list to decide which fruits and vegetables they might choose to eat.
 3. Tell students to think about doing the extra two days beyond the four days.
- E. Congratulate students on their goal setting activity.



Activity 2

Planning the Show and Tell



- A. Tell students that they will start preparations to plan a **special activity** which will be a **Show and Tell** at the end of Pathways to demonstrate what they have learned in Pathways

1. Introduce the **PATHWAYS PROJECT** by asking volunteer/s to read aloud the six Pathways messages in their classroom.

Challenge Yourself Physically
Choose a Variety of Everyday Foods or Beverages
Exercise with Family and Friends
Eat Low Fat Foods and Drink Low Fat Milk
Do Something Active Every Day
Eat More Fruits and Vegetables

2. Explain to students that they will work in teams to decide on what favorite activity they would like to present in the Show and Tell.
- B. Divide students into teams and ask students to turn to **Activity Sheet 10 - Pathways Project** in their *Pathways Notebook*.
- C. State that each team needs to discuss the Pathways topic they would like to choose for their Show and Tell and write examples, such as the following, on the chalkboard.

Examples: *Pathways Nations*
 Measuring Serving Sizes
 Measuring Sugar in Beverages
 Measuring Fat in Snacks
 Pathways Nations Foods
 Taste-Testing Fruits and Vegetables
 or any other selected activity

Week 7 - Part B

- D. Encourage teams to discuss how they can best present the Pathways activity they have chosen and decide if they need to make a poster, add music, or some other way to make the presentation of this topic more interesting.
 - 1. Review the choices made by teams so that there is no duplication in the Show and Tell topics.
 - 2. Remind students to fill in their activity sheet with the team names and the give them the date for their presentation which will be **after the last Pathways class**.
- E. Encourage students to have fun and be creative in the planning of their Show and Tell.
- F. Inform students that they will have time in their next Pathways class to continue their planning for the Show and Tell.



Activity 3

Pathways Family Challenge



- A. Ask students how many were able to identify the Pathways Nations where this photo of a native plant was taken. (Tohono O'odham Nation)
- B. Ask for a show of hands of how many students have returned their Family Challenge #3 sheet.
 - 1. Congratulate students who have completed and returned the third challenge.
 - 2. Encourage those students who have not yet returned their Challenge #3 (or Challenge #2) 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 7 - Part B

- C. Distribute the **Postcard #4 “Eat More Fruits and Vegetables”** to each student and tell students this is the fourth and final Family Postcard to be sent home to their family.
- Postcard #4
 - Family Challenge #4
 - Envelope for Materials
1. **Optional:** Pathways staff will inform each school if they will mail Postcard #4 directly to the families.
 2. Instruct students to put these materials in the envelope and take them home, and complete the activities with their family.
 3. Remind students to bring back their signed Family Challenge #4 sheet as soon as they have completed both sides of it.
- D. Encourage students to remember the Pathways Message to **Eat More Fruits and Vegetables**.
- E. Encourage students to help their family live healthier lives and eat healthful foods.



Activity 4 Summary of the Week



- A. Congratulate students on the completion of their activities for this week.
1. Encourage students to complete their Goal #2 to eat low fat snacks and no sugar-added beverages, if they have not already.
 2. Emphasize to students that the great-great-grandparents led healthy lives because they chose foods that were low in fat and ate fruits and vegetables.

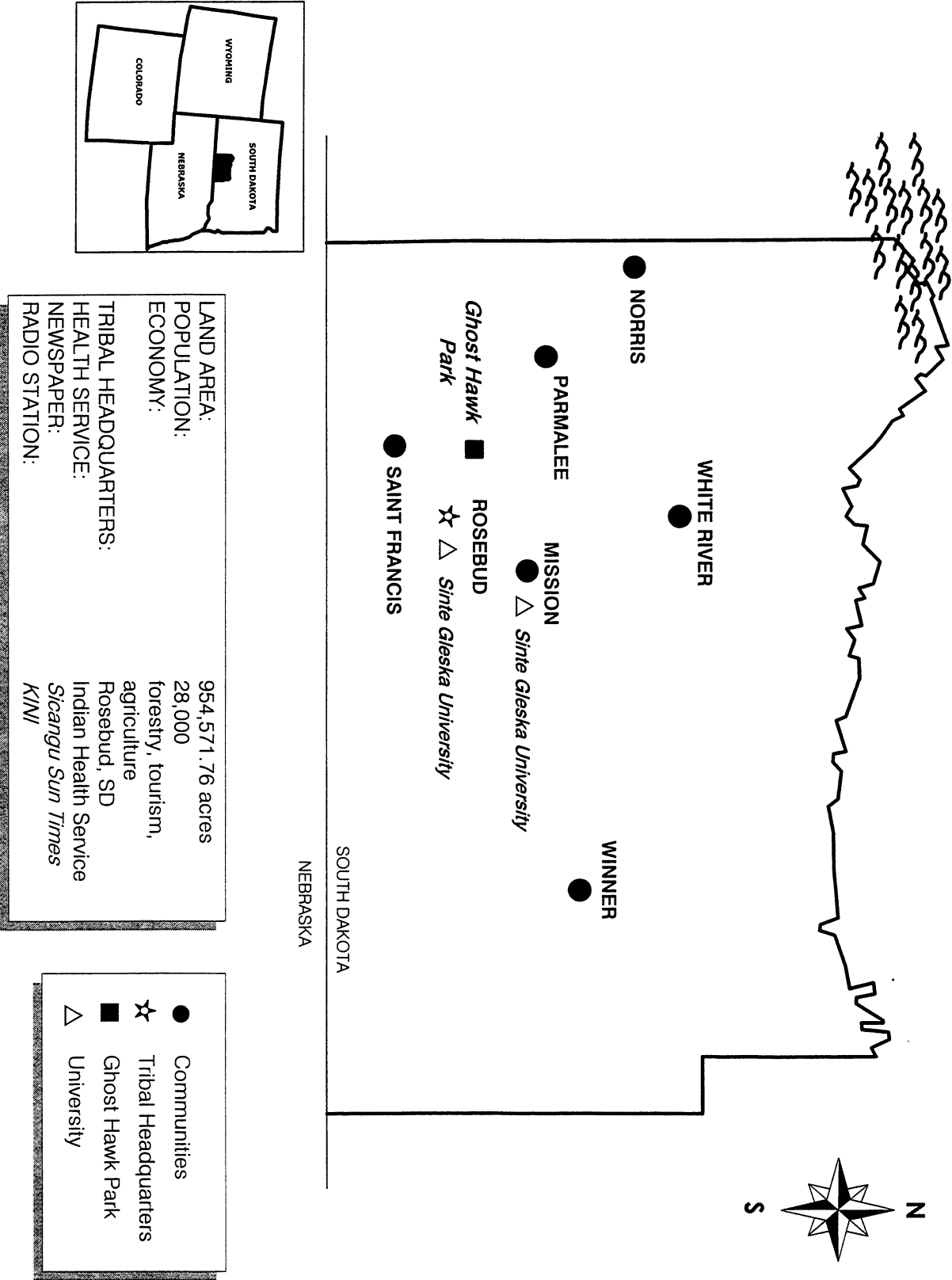
Week 7 - Part B

- B. 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 More Fruits and Vegetables**.
 - 2. Emphasize to students that they have continued to show good team spirit by working together and sharing their activities.
 - 3. Express to students that they have demonstrated that they have strength and courage in setting new goals just as their great-great-grandparents.
- C. Point to the Pathways Message **Exercise with Family and Friends** and remind students to share the exercise breaks and American Indian games that they learned in Pathways with their family and friends.
- D. 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 where the key for this sheet is located so that they can check their answers.
- E. Congratulate students on completing this seventh week of Pathways.

Reminders:

- ✓ Select the Trail blazer team for Week 8 Part B to lead the Green Bead Trail.
- ✓ Jot down notes on the Teacher Interview form after completing this lesson.
- ✓ **Finalize the arrangements for a visit to another classroom where students can demonstrate and lead exercise breaks and American Indian Games.**
- ✓ Suggest to students other times during the school day when they will be able to work together on preparing their Pathways Projects.

SICANGU LAKOTA TRIBE



Runner

Runner stood on top of the hill for just a moment, then put his hand over his eyes. He scanned the grassy slope to pick out the silver-green color of where the timsila (tin'-psila) (*wild turnips*) were growing. Turning, he called to his Grandmother and sister who were slowly coming up the hill. He pointed as he said, "There's timsila over there".

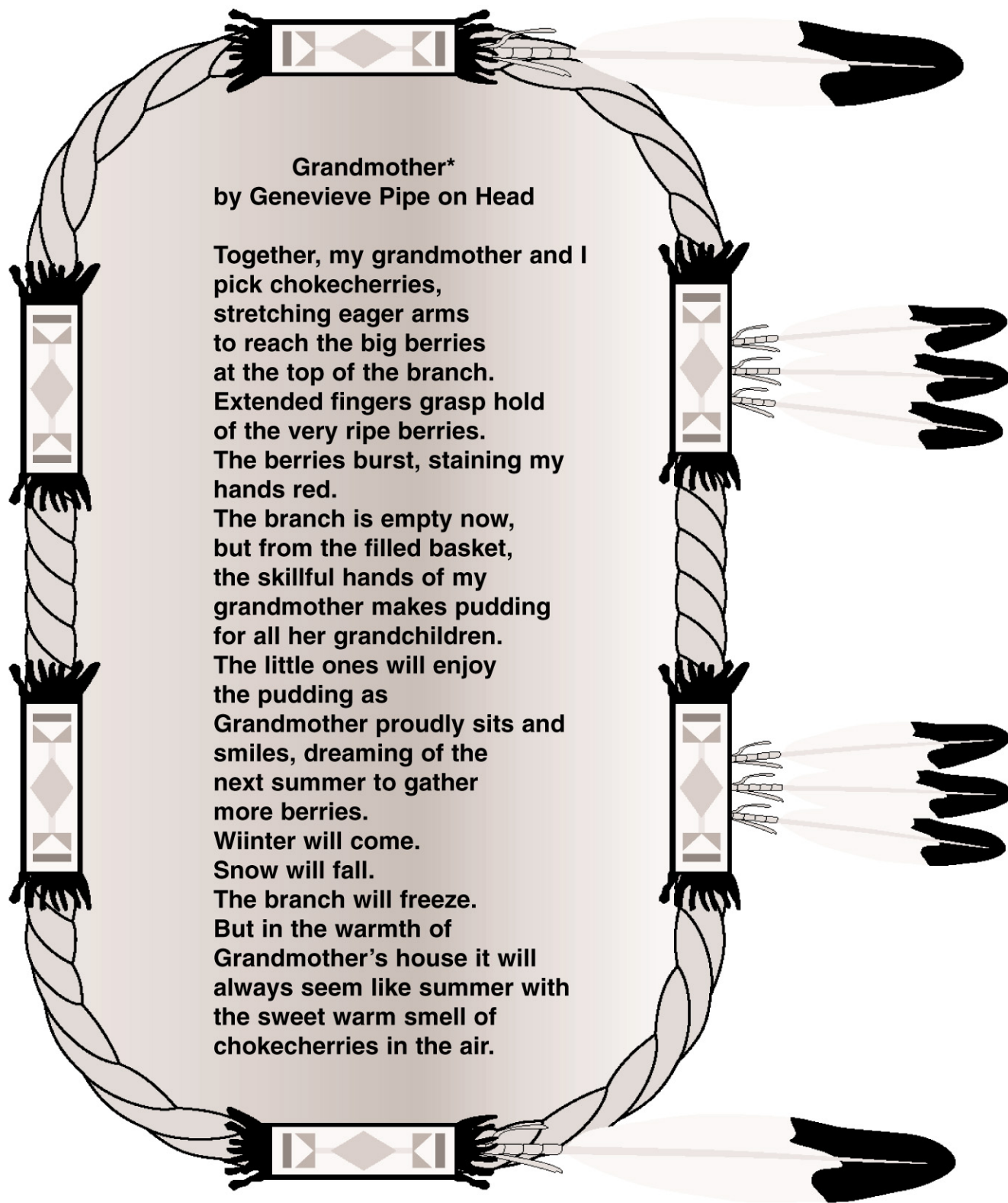
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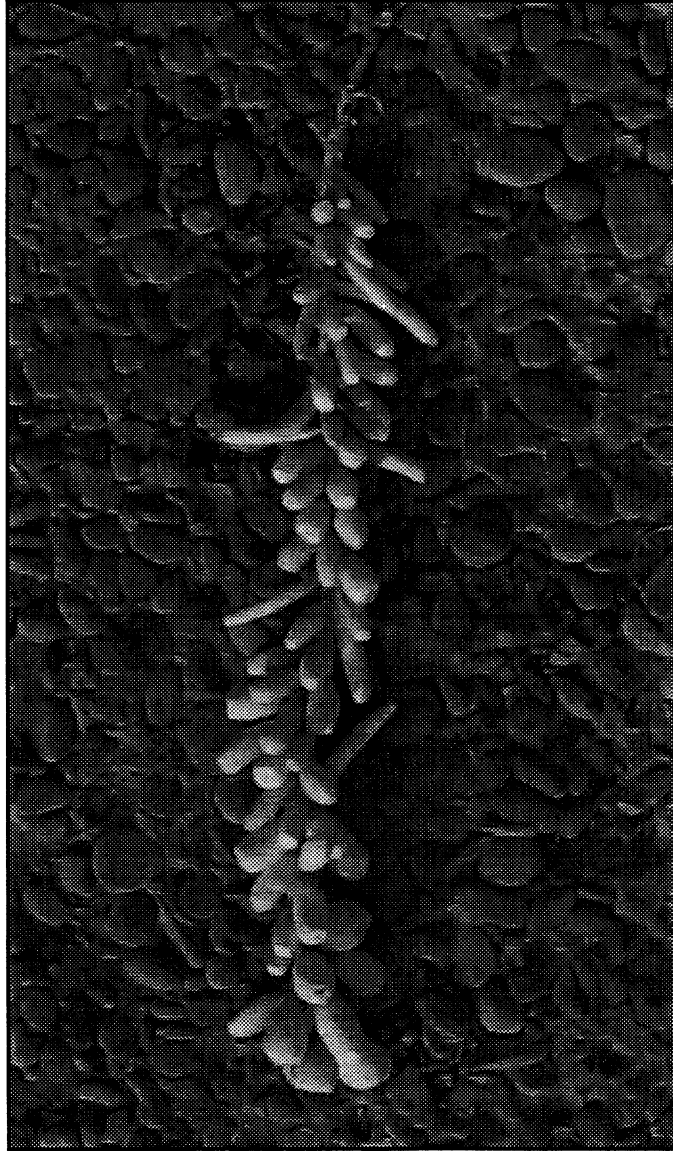
(Read this poem on the back of the sheet)



Grandmother*
by Genevieve Pipe on Head

Together, my grandmother and I
pick chokecherries,
stretching eager arms
to reach the big berries
at the top of the branch.
Extended fingers grasp hold
of the very ripe berries.
The berries burst, staining my
hands red.
The branch is empty now,
but from the filled basket,
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for all her grandchildren.
The little ones will enjoy
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Grandmother proudly sits and
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*Visions of Red Cloud, Red Cloud Indian School, 1993

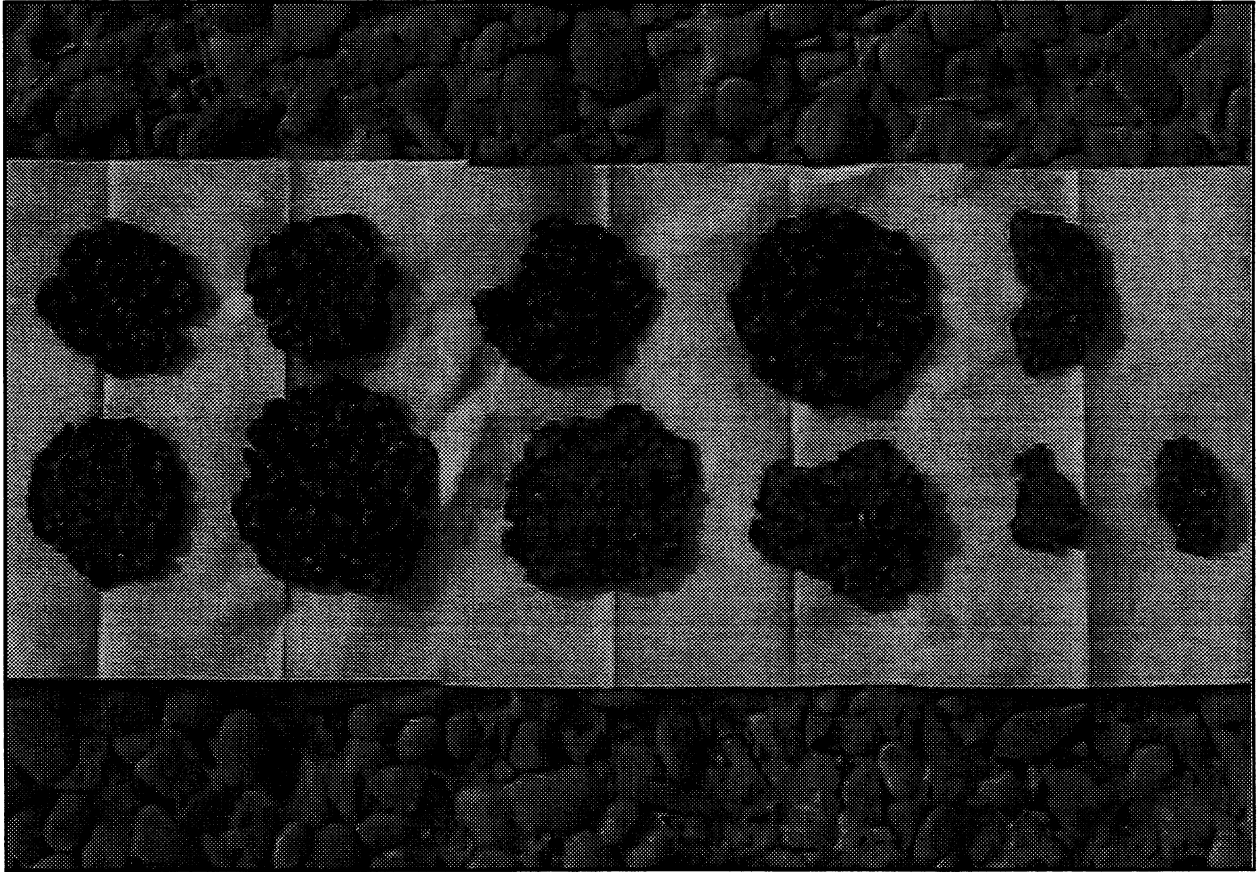


Timpsila

Timpsila (tin'psila) are wild turnips that grow on the prairie.

They are also known as the apple of the prairie.

When braided into a strand, they are dried for storage.



Chokecherry patties

Caṇpa' (caṇ pa') are chokecherries.

When mashed and shaped into patties, they are dried for storage.

HOW MUCH FAT?

Directions: Find the Nutrition Facts for the following foods. Fill in the amount for one serving size and the total grams of fat per serving. Then decide if this food is an **Everyday Food** or a Sometimes Food. Write your decision.

Food	One Serving Size	Total Grams Fat/Serving (grams)	Is it an Everyday or Sometimes Food?
Apple (raw)		0 grams	
Apple snack pie		grams	
Dried Apple			
Potato (raw)			
French fries			
Potato chips			
Canned corn			
Popcorn			
Corn chips			

Pathways Project

Group Members: _____

Write out the information you will show and tell about Pathways:

Name your show & tell: " _____ "

List the materials and supplies you will need:

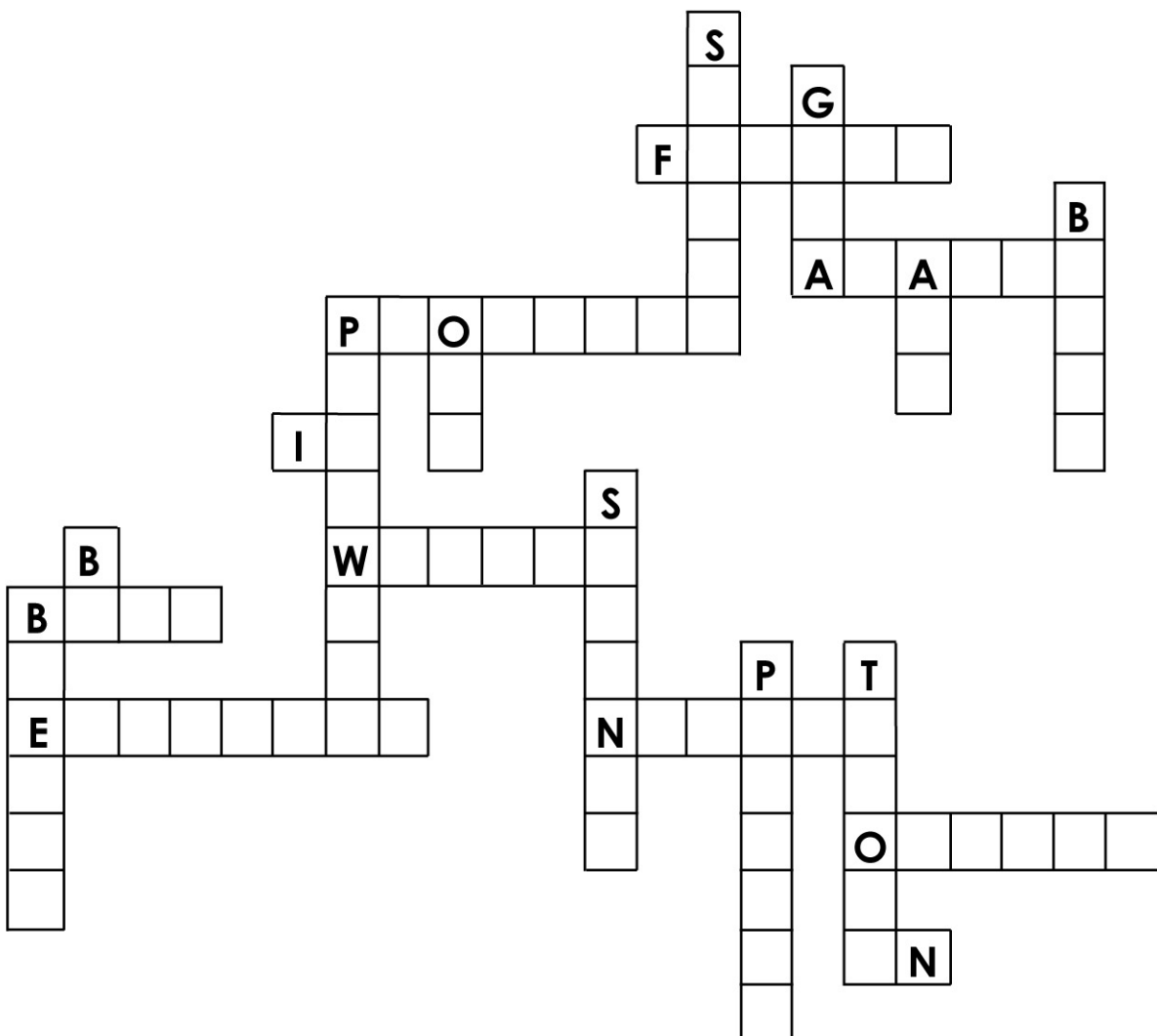
Preparation – Explain the job each member of your group will need to do before the show & tell:

Presentation – Explain the job each member of your group will need to do during the show and tell:

Pathways Puzzle

Directions: Place the words from the Word Bank into this puzzle. Afterwards, fill in the sentence below using some of the same words.

B _ _ _ _ O _ _ B _ _ _ A _ _ P _ _ _ _ _ I _ O _



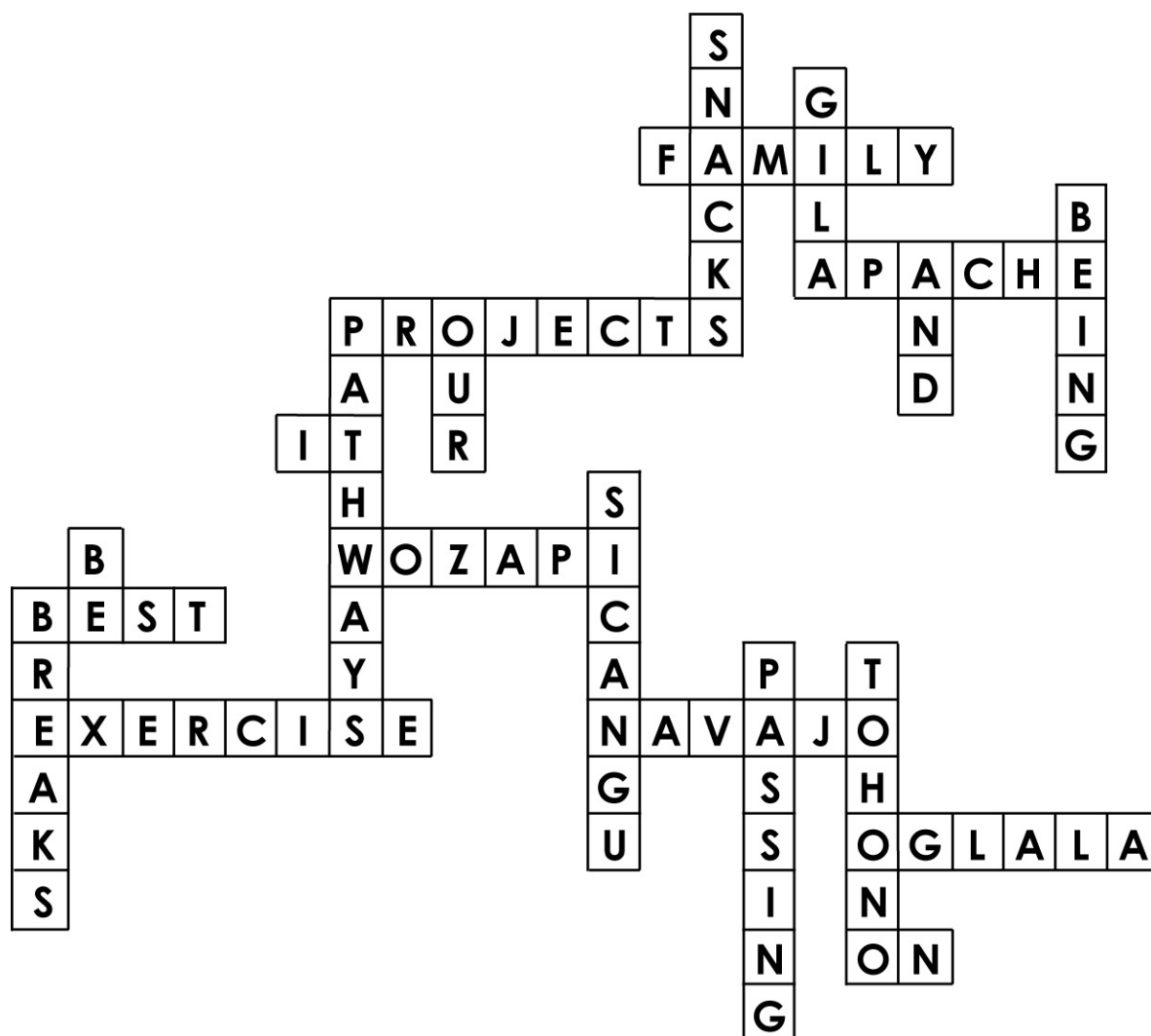
Word Bank

Our	Being	Snacks	Family	Projects	Pathways	Gila
Apache	Navajo	Oglala	Passing	It	Wozapi	Sicangu
Best	Exercise	Tohono	Be	On	Breaks	And

Pathways Puzzle

Answers:

BEING OUR BEST AND PASSING IT ON



Word Bank

Our
Apache
Best

Being
Navajo
Exercise

Snacks
Oglala
Tohono

Family
Passing
Be

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Eat More Fruits and Vegetables