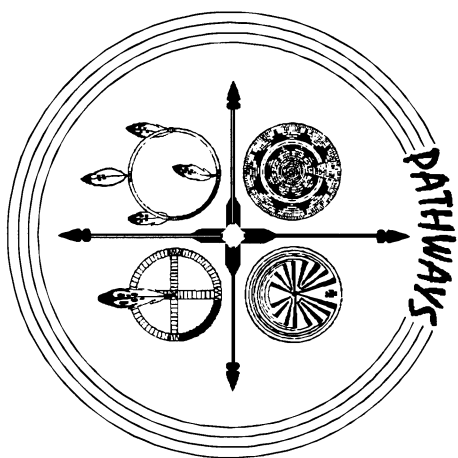


Family Pack: Week 11

Week 11 envelope includes the following items:

"Apache Traditional Foods" Story
Everyday Foods at the Store Sheet
Everyday Foods Find Sheet
4th Grade Return Card: Week 11

Week 11



Family Pack

Week 11

(Student's Name)

Week 11

Week 11

Apache Traditional Foods

Credit for contributing to this story include: Canyon Quintero, Sr., Jackie Altaha, Becky Ethelbah, and Lydia Kinney, members of the White Mountain Apache Tribe; Herbert R. Steven, member of the San Carlos Apache Tribe. Illustrations by David Hinton, member of the White Mountain Apache Tribe

In the time before there were reservations, the Apache people lived without boundaries. Their homeland had both mountains and a great desert. This meant that they traveled great distances to hunt and to keep in touch with other Apaches.

Ishkiin¹ (Young Man) liked to hunt alone. He traveled far to hunt and always had great stories to tell about each hunt.

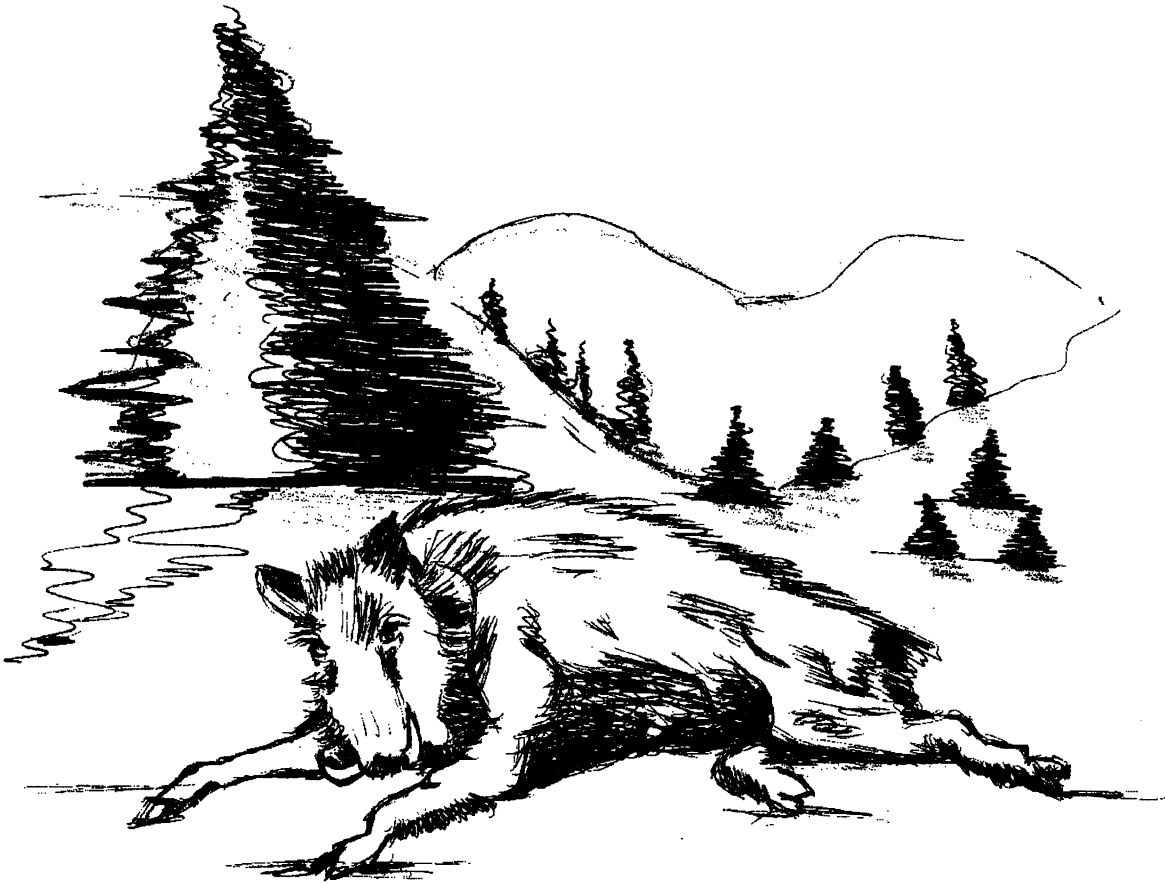


One year, there was a shortage of game. Nobody could find enough meat. People moved from the desert to the mountains and then back again. It was hard to find enough food to eat.

¹ *Ishkiin* (e-sh-keen) is a young man not yet married.

Ishkiin prepared to go to a goch'ital² (tribal social dance). It was to be held at the camp of a group of Apache who lived at a distant mountain. He took a small amount of its'isga'³ (dried meat) so that he would have food on this journey.

As the sun was setting, Ishkiin heard a loud rustling noise. He ran towards this noise. From behind some trees, there was a movement. Ishkiin knew that there was some kind of danger ahead. He moved forward very carefully. A wild javelina⁴ (wild pig) snorted. Ishkiin began to move towards him.

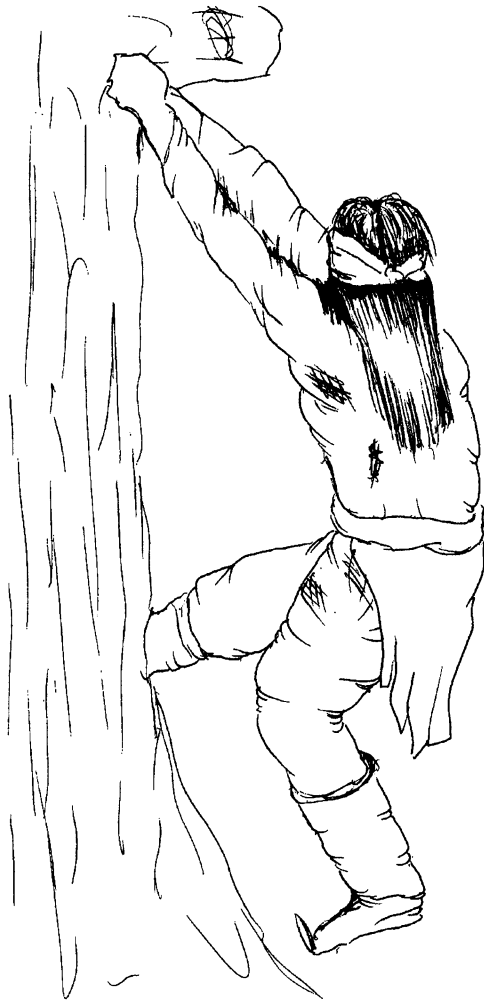


² Goch'ital (go-chee-tal) is the name of a tribal social dance among the Apache.

³ Its'isga' (e-ts-es-gah) is the dried meat that has been pounded until flaky and mixed with berries.

⁴ Javelina (hav-e-lena) is a wild pig found in the White Mountains.

Suddenly, without warning, he slid down a steep cliff.



The next morning, he woke up feeling dazed and hurt. He was also hungry. Feeling for his pouch of dried meat, he realized that it had been lost in the fall. Now, he grew thirsty. On top of being hungry and thirsty, he had twisted his leg very badly.

Ishkiin wrapped leaves around his leg and knew that he needed to give it rest. He was too far from home and no one would be searching for him. He had to think of how to survive and get back to his camp.

Step by step, Ishkiin slowly moved by holding onto the trees. It was a relief to find a small creek where he rested and drank water.

Slowly, he crawled under a nearby acorn tree. He picked chich'il⁵ (acorns) that had fallen on the ground until he had enough to eat. It wasn't like the ground acorn that the Apache women fixed but the seeds tasted just as good.


⁵ Chich'il' (ch-chill) is the name for the acorn.



That day, he slept and rested. In time, he was able to move around and find more food. He dug into the ground to find wild onions and looked for the manzanita shrub to eat its red berries. He was getting stronger and able to move further each day.

Late one afternoon, he found wild yucca bananas growing close together. Now, he knew that he was reaching the base of the mountain. The bananas were a welcome treat that he enjoyed. After eating, he dug up the root and pounded it with rocks to make a shampoo. With this, he took a bath and felt refreshed.

Ishkiin had been gone a long time from his people. He knew that they probably had moved as there was not enough food where they had camped. Now, he would have to find them since he was able to walk.



He was ready to hunt any game with his newly made bow and arrows. Eating the seeds of the acorn and digging up wild plants had made him stronger. He was glad that he knew what wild plants were bad to eat and which were good to eat. Now he could travel faster.

That evening, Ishkiin saw a campfire in the distance. He thought that this might be his family at their new camp. He began walking towards this camp before daybreak. After a while, he shot a deer and sat down to eat his fill. Then, he drank water and slept.

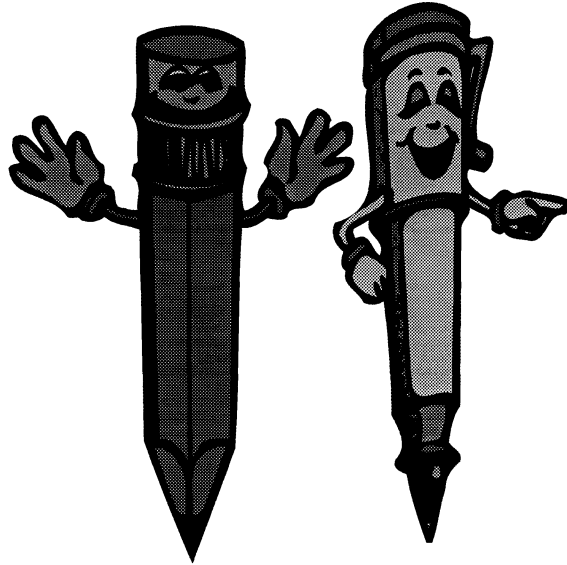
Early the next morning, Ishkiin placed the deer on his shoulder and walked until he reached his family. They were so happy to see him and to hear that he was able to find food. He was a good hunter and had survived through such a hard time.

In later years, the skiwoye⁶ (grandchildren) of Ishkiin would hear this story and know that their grandfather was a brave and strong man. He said that he always knew that he could survive with the water and wild plants that were all around him.

⁶ Skiwoye (she-woo-yeh) means grandchildren, both boys and girls.

Everyday Foods at the Store

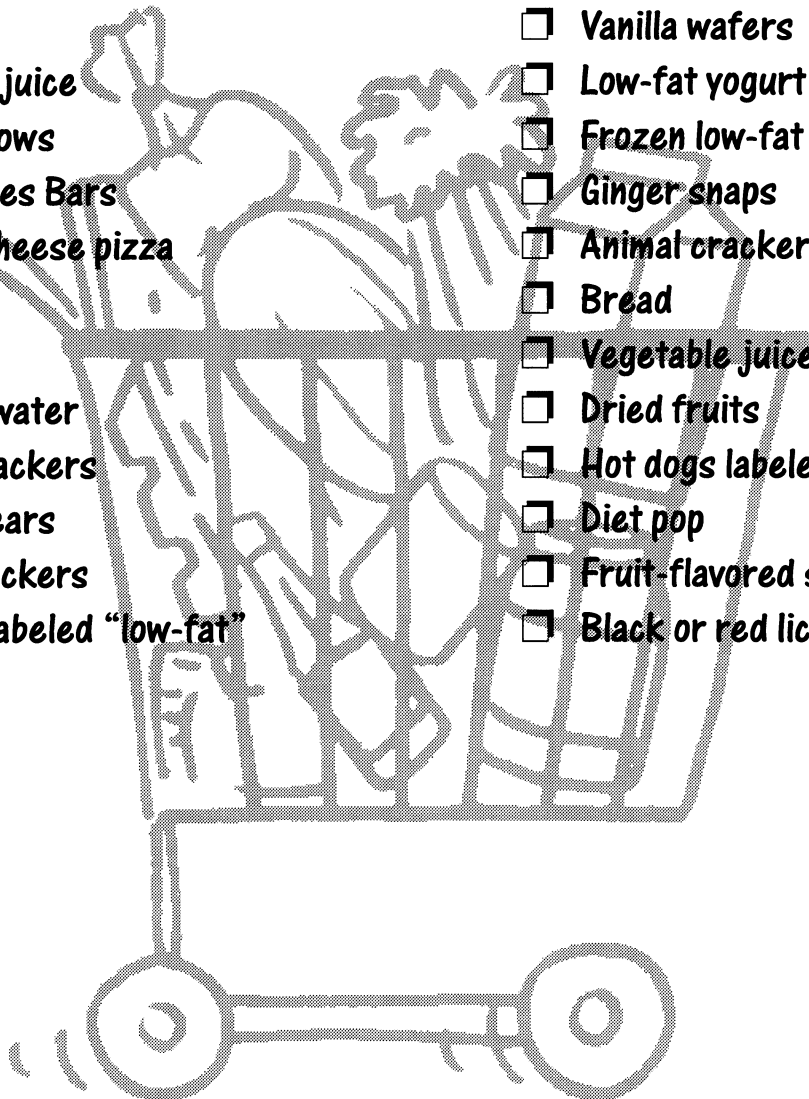
Fourth Grader: Make a list of your favorite Everyday Foods you found this week at your local store. Share the list with your family team. Try to remember to choose these foods when buying snacks at the store.



Everyday Foods Find

Directions: Put a ✓ next to each Everyday Food you find in your local store.

- | | |
|---|---|
| <input type="checkbox"/> Gummy bears | <input type="checkbox"/> Baked chips |
| <input type="checkbox"/> Frozen fruit juice bars | <input type="checkbox"/> Chips labeled "low-fat" |
| <input type="checkbox"/> Fig bars | <input type="checkbox"/> Cookies labeled "low-fat" |
| <input type="checkbox"/> Popsicles | <input type="checkbox"/> Rice cakes |
| <input type="checkbox"/> Ice cream bars labeled "low-fat" | <input type="checkbox"/> Fresh fruit |
| <input type="checkbox"/> 1% milk | <input type="checkbox"/> Canned fruit |
| <input type="checkbox"/> Skim milk | <input type="checkbox"/> String Cheese |
| <input type="checkbox"/> Pickles | <input type="checkbox"/> Vanilla wafers |
| <input type="checkbox"/> 100% fruit juice | <input type="checkbox"/> Low-fat yogurt |
| <input type="checkbox"/> Marshmallows | <input type="checkbox"/> Frozen low-fat yogurt |
| <input type="checkbox"/> Rice Krispies Bars | <input type="checkbox"/> Ginger snaps |
| <input type="checkbox"/> Slices of cheese pizza | <input type="checkbox"/> Animal crackers |
| <input type="checkbox"/> Cereals | <input type="checkbox"/> Bread |
| <input type="checkbox"/> Gum | <input type="checkbox"/> Vegetable juice |
| <input type="checkbox"/> Sparkling water | <input type="checkbox"/> Dried fruits |
| <input type="checkbox"/> Graham crackers | <input type="checkbox"/> Hot dogs labeled "low-fat" |
| <input type="checkbox"/> Grammy bears | <input type="checkbox"/> Diet pop |
| <input type="checkbox"/> Saltine crackers | <input type="checkbox"/> Fruit-flavored suchers |
| <input type="checkbox"/> Crackers labeled "low-fat" | <input type="checkbox"/> Black or red licorice |
| <input type="checkbox"/> Pretzels | |



Week 11

**Pathways Family Pack
4th Grade Return Card**

Week 11

Our family completed the Week 11 Family Pack! ☐ YES ☐ NO

What are two lower-fat snacks your team will buy at the store?

Student Name(Print)



Student Signature

Adult Signature

Today's Date

Reminder: Please return this card to your teacher.

Teacher's Name

Week 11

**Pathways Family Pack
4th Grade Return Card**

Week 11

Our family completed the Week 11 Family Pack! ☐ YES ☐ NO

What are two lower-fat snacks your team will buy at the store?

Student Name(Print)



Student Signature

Adult Signature

Today's Date

Reminder: Please return this card to your teacher.

Teacher's Name



Family Pack: Week 12

Students will take home this handout:

Pathways Letter to Parent(s)

Spring, 1999



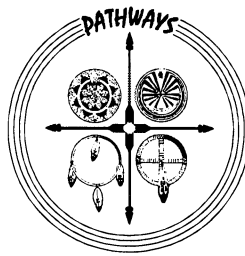
Dear Pathways Parent(s),

Congratulations! You have successfully completed another fun-filled year of the Pathways Program with your fourth grader. We are happy that you have chosen to be a part of Pathways and participate in its family activities.

As you know, being physically active and establishing healthy eating habits can benefit your whole family. It may even help to reduce the chances of developing heart disease and diabetes. We can help protect the health of our children by starting them on the right path when they are young. Your support is critical in this!

Thank you for your continued participation and support in Pathways. We wish you a healthy, happy summer. We look forward to seeing you in the fall!

— Pathways Staff



Guidelines for Pathways Snack Preparation/Taste Testing and Family Snack Pack Activities

1. Fourth grade teachers meet at least four weeks prior to teaching the curriculum to discuss the dates they will be teaching the snack preparation/taste testing and family snack pack activities. All fourth grade teachers in the same school should teach these activities on the same day of the week.
2. Teachers (and/or lead teacher) and Food Service Manager meet four weeks prior beginning the curriculum to:
 - ☐ Discuss and agree on dates and times for the snack preparation/taste testing and family snack pack activities.
 - ☐ Complete two copies of all order forms, with one copy for teacher and and one copy for Food Service Manager.
 - ☐ Discuss and set the procedure for picking up the ingredients and supplies from cafeteria and then returning them.
 - ☐ Decide whether or not teachers need to send a reminder to Food Service Manager prior to snack preparation/taste testing and family snack pack activities.
3. Teachers and Food Service personnel regularly communicate to make sure that the procedures for all of the snack preparation/taste testing and family snack pack activities are working well. Discuss any problems that may be discovered and together determine ways they may be effectively solved.



String Cheese Wrap-Arounds

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

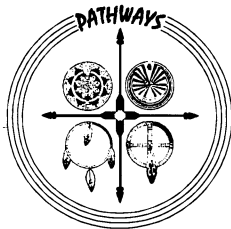
Food Service Personnel: _____

Foods/Supplies

Items	Amounts
<input type="checkbox"/> String cheese	<u>30</u> sticks on a tray (1 per student)
<input type="checkbox"/> Raw baby carrots	<u>60</u> 1# bag baby carrots in serving container (approx. 30 - 2 carrot servings per bag)
<input type="checkbox"/> Pretzel twists	<u>1</u> 10 oz. package in a serving bowl (approx. 30 - 2 pretzel servings per bag)
<input type="checkbox"/> Apples	<u>10</u> apples (approx. 3 - 2 slice-servings per apple)
<input type="checkbox"/> Apple cutter	<u>1</u>
<input type="checkbox"/> Cutting board	<u>1</u>
<input type="checkbox"/> Paper plates	<u>30</u> paper plates
<input type="checkbox"/> Napkins	<u>30</u> paper napkins
<input type="checkbox"/> Small plastic garbage bag	<u>1</u> garbage bag



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own trays to the kitchen.



Family Snack Pack: Week 3

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

Food Service Personnel: _____

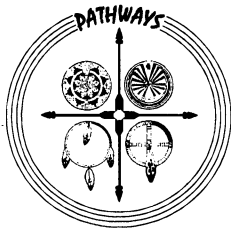
Food Items for Snack Packs

Please indicate the amount of each item that you will need Food Service to provide to your classroom for your students' snack packs:

- _____ string cheese sticks
(2 sticks per student's snack pack)
- _____ apples
(1 per student's snack pack)
- _____ individual-size packages small pretzels
(1 pkg per student's snack pack)



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up the foods from the kitchen for their students' snack packs.



Taste Testing Everyday Beverages

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

Food Service Personnel: _____

Foods/Supplies

Food Service will provide trays with the following items needed per classroom:

Items	Amounts
<input type="checkbox"/> Diet pop – one flavor	<u>1</u> 2 liter bottle of one flavor – chilled (approx. 33 – 1/4 c. servings per bottle)
<input type="checkbox"/> Diet pop – another flavor	<u>1</u> 2 qt. bottle of another flavor – chilled (approx. 33 – 1/4 c. servings per bottle)
<input type="checkbox"/> Bottled Water (optional)	<u>1</u> 2 liter bottle – chilled (approx. 33 – 1/4 c. servings per bottle)
<input type="checkbox"/> Other Everyday Beverage (optional)	<u>1</u> 2 liter bottle of _____ – chilled (approx. 33 – 1/4 c. servings per bottle)



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own trays to the kitchen.



Family Snack Pack: Week 5

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

Food Service Personnel: _____

Food Items for Snack Packs

Please indicate the amount of each item that you will need Food Service to provide to your classroom for your students' snack packs:

_____ 1 or 1.5 liter bottles of diet pop or bottled water
(1 bottle per student's snack pack)



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up the foods from the kitchen for their students' snack packs.



Super Sundae

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

Food Service Personnel: _____

Foods/Supplies

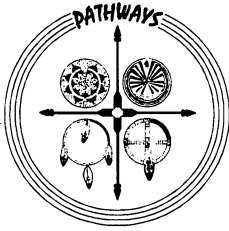
Items

Amounts

- | | |
|---|--|
| <input type="checkbox"/> Instant vanilla pudding
(prepared with 1% milk) | <u>15</u> cups in a serving bowl
(2 – 1/2 c servings per cup) |
| <input type="checkbox"/> Fruit cocktail | <u>4</u> cups in a serving bowl
(approx. 8 – 2 T servings per cup) |
| <input type="checkbox"/> Crispy rice cereal | <u>2</u> cups in a serving bowl
(approx. 16 – 1 T servings per cup) |
| <input type="checkbox"/> 1/2 cup measuring scoop | <u>2</u> scoops for measuring pudding |
| <input type="checkbox"/> Measuring tablespoons | <u>4</u> spoons for measuring fruit and cereal |
| <input type="checkbox"/> Paper bowls | <u>30</u> paper bowls or boats for pudding |
| <input type="checkbox"/> Napkins | <u>30</u> paper napkins |
| <input type="checkbox"/> Plastic spoons | <u>30</u> plastic spoons |
| <input type="checkbox"/> Small plastic garbage bag | <u>1</u> garbage bag |



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own trays to the kitchen.



Family Snack Pack: Week 7

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

Food Service Personnel: _____

Food Items for Snack Packs

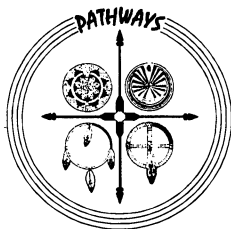
Please indicate the amount of each item that you will need Food Service to provide to your classroom for your students' snack packs:

_____ 5 oz. boxes vanilla instant pudding
(1 box per student's snack pack)

_____ 16 oz. cans of fruit cocktail
(1 can per student's snack pack)



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up the foods from the kitchen for their students' snack packs.



Cracker Creations

Date & Time of Activity: _____

Teacher: _____ **# Students** _____ **Room #** _____

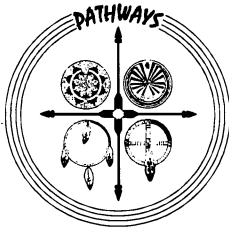
Food Service Personnel: _____

Foods/Supplies

Items	Amounts
<input type="checkbox"/> Saltine crackers	<u>1</u> 16 oz. box (approx. 30 servings of 5 crackers per box)
<input type="checkbox"/> Applesauce	<u>2</u> cups applesauce in a serving bowl (approx. 24 – 2 t serving per cup)
<input type="checkbox"/> Crunchy cereal	<u>2</u> cups cereal in a serving bowl (approx. 24 – 2 t servings per cup)
<input type="checkbox"/> Low-fat cottage cheese	<u>2</u> 16 oz. containers in a serving bowl (approx. 24 – 2 t servings per cup)
<input type="checkbox"/> Pickle slices	<u>60</u> slices in a serving bowl (2 slices per serving)
<input type="checkbox"/> Bananas	<u>4</u> bananas - uncut and unpeeled (approx. 8 – 1 slice per serving)
<input type="checkbox"/> Jam or jelly	<u>1</u> cup in serving bowl (approx. 48 – 1 t servings per cup)
<input type="checkbox"/> Measuring teaspoons	<u>3</u> teaspoons for measuring applesauce cereal, cottage cheese, and jam
<input type="checkbox"/> Sharp knife	<u>1</u> knife for teacher to cut bananas
<input type="checkbox"/> Paper plates	<u>30</u> paper plates
<input type="checkbox"/> Napkins	<u>30</u> paper napkins
<input type="checkbox"/> Plastic knives	<u>30</u> plastic knives
<input type="checkbox"/> Small plastic garbage bag	<u>1</u> garbage bag



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up and return their own trays to the kitchen.



Family Snack Pack: Week 10

Date & Time of Activity: _____

Teacher: _____ # Students _____ Room # _____

Food Service Personnel: _____

Food Items for Snack Packs

Please indicate the amount of each item that you will need Food Service to provide to your classroom for your students' snack packs:

- _____ 8 oz. boxes of saltine crackers
(1 box per student's snack pack)
- _____ individual jam or jelly packets
(4 packets per student's snack pack)
- _____ bananas
(1 banana per student's snack pack)



Pathways teachers should arrange a time with their school's Food Service Supervisor to pick up the foods from the kitchen for their students' snack packs.