



**Pathways Fourth Grade
Family Procedures Manual**

**FOURTH GRADE FAMILY EVENTS
PROCEDURES MANUAL
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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 fourth grade family intervention consists of 3 basic components: Family packs, Family events (Family Fun Night and Ending Celebration Event), and a Family Physical Education class.

Family Packs: The family packs consist of take-home materials designed to develop an involved, supportive, and informed home environment for the Pathways student. Family Packs accompany classroom curriculum units which consist of two types: Snack Packs and Action Packs. Snack Packs are small packages of low-fat foods and tips given to the students to share with members of their household. Action Packs are envelopes containing worksheets and suggested activities for students and their families to complete together. Family Packs also contain stories from the accompanying curriculum unit for the family to read together. After the completion of each Family Pack activity, the student and an adult family or household member each sign a Return Card, completing a family goal (challenge).

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 three 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 academic year, allows students to demonstrate the knowledge and expertise gained through Pathways.

Pathways PE: This PE class is held during a regular Pathways PE class and families are invited to attend and participate. The intent of this event is to work with families to reinforce the health behaviors introduced through the physical activity component intervention, and to assist families in implementing these behaviors at home. It is optional to have this event during school time or to make it an evening event.

1.1. Overview of Family Fun Night

The purpose of a Pathways Family Fun Night is to 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 Physical Activity Class (Pathways Family Event)

The purpose of the Pathways Physical Education class is to offer Pathways as a resource for helping families make changes in physical activity patterns.

Work with families to create an environment supportive of regular physical activity.

Fourth Graders and their adult family members will be encouraged to attend.

1.3. Overview of the Family Ending Celebration Event

The purpose of the Ending Celebration is to acknowledge the participation of fourth grade students and their families, teachers, school food service staff, and volunteers throughout the school year. The fourth grade students will display one or more of their favorite activities they learned during their Pathways Class. Optional: The Great Race Walk/Run may be combined with the Ending Celebration. This will vary by site and teacher.

1.4. Overview of Family Recruitment Strategies

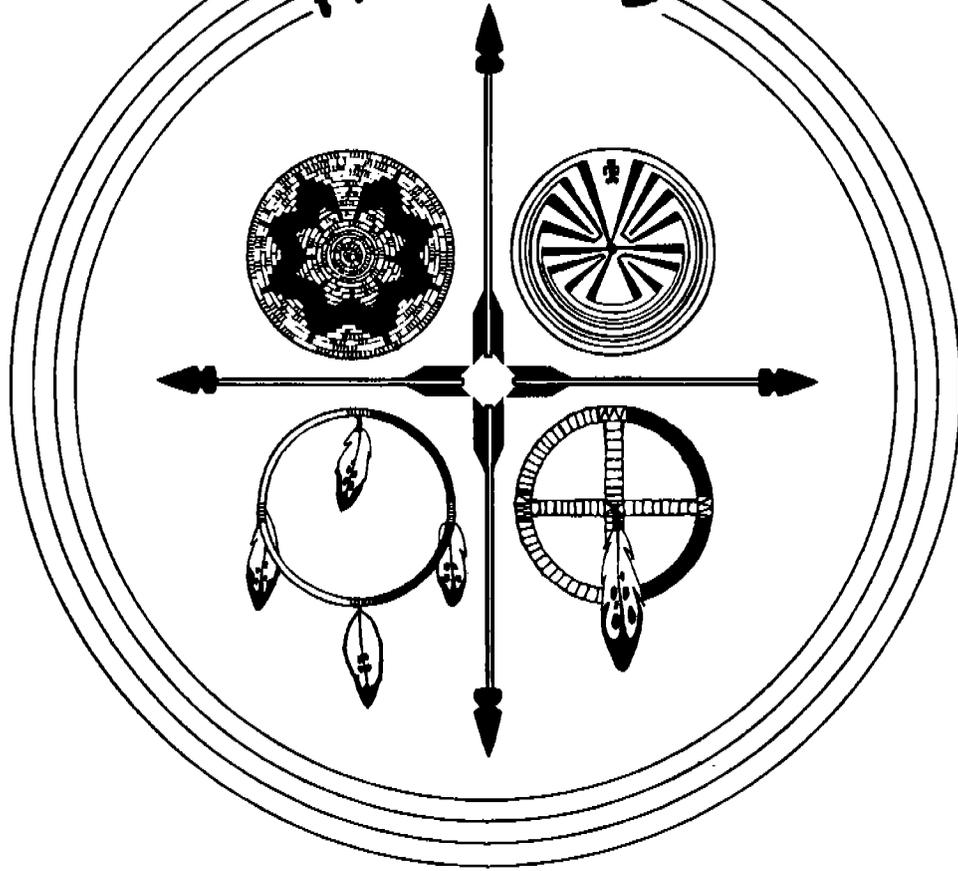
Family participation in Pathways family events is critical in establishing the support that each fourth-grade child needs to implement and maintain Pathways physical activity and eating behaviors. This includes parents, aunts, uncles, grandparents, siblings, and other extended family members. During fourth grade, recruitment of family members to family events will be emphasized. Participation goals (% of cohort children accompanied by at least one adult) for fourth grade family events are 55% for Family Fun Night and 45-50% for the physical activity event; these goals exceed the participation rates achieved in the third grade family events. Process evaluation will document attendance at the events.

To assist the Family Coordinators with recruit efforts, *Strategies for Family Participation* are provided for each event (Appendices A4/B3/C2). Procedures for each event include standard recruitment strategies that will be implemented by all sites. In addition, each site will implement additional strategies, which may be one of those listed in the appendices, or may be new and unique to that site. New strategies on attracting family members will be listed on the Quality Control Form: Family Event Strategies (Appendices A4/B4/C2).

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 (Appendices A4/B4/C2) 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 future Pathways events.

PATHWAYS



**FAMILY FUN NIGHT
PROCEDURES MANUAL**

2. PATHWAYS FOURTH GRADE FAMILY FUN NIGHT

2.1. Objectives

The primary objectives of the Family Fun Night are to:

1. Encourage participation of 4th graders and their families in Pathways.
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 during the planning stage such as the weather, availability of personnel, size of the fourth grade class and distance from the university or field office to the intervention school. Because of cultural differences and other variables mentioned above, the schedule below is only a recommendation from the Family Working Group and can be modified to fit the needs of each site.

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 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.

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 Fun Night with the food service staff).

2.2.1. Timeline

The Family Fun Night will occur in early fall 1998, at the start and before week 3 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 Fun Night, recruiting volunteers, training of staff and volunteers) be completed well in advance of the Fun Night. These tasks are outlined in the following timeline.

PATHWAYS FAMILY FUN NIGHT -- TIMELINE

- Six weeks prior** Contact school principal to arrange date/location of Fun Night. (Send confirmation letter after these have been agreed on.)
- Discuss strategies of trying to get more families involved.
- Select staff at each site to work on Family Fun Night.
- Select booths for your site.
- Research availability and types of traditional/contemporary foods; define nutritional content of selected foods.
- 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 (4 hours).
- Design or edit educational materials.
- Make posters.
- Seek donations for door prizes.
- Send home post card invitation to families.
- 2 weeks prior to FFN** Advertise Family Fun Night with school staff.
- Train volunteers and staff for Fun Night.
- Send home Flyer #1 with Fourth Graders.
- Recruit family members to attend event.
- Day Before FFN** Send home Flyer #2 with Fourth Graders.
- Cook food for food booths; buy other foods.

Fun Night

Arrive at site 1-1/2 hours early to set up.

2.2.2. Advertising

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

Post cards (Appendix A1) Post card Invitations are to be mailed to families of students one month prior to Family Fun Night.

Flyer #1 (Appendix A2) will be sent home with students 2 weeks prior to the Fun Night, with a reminder Flyer #2 (Appendix A3) sent home the day before the Fun Night. The invitation posters can be hung in the Fourth Grade classrooms. The invitations in Appendix B can be tailored for your site. Flyers can also be passed out at the PTO meeting. Please refer to section 1.4.

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 A4) 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 future 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 gradual changes in eating or exercise behaviors.

Each site will have a minimum of SEVEN Fun Night booths (not including the registration booth), with the option of selecting more booths if the site has adequate space and staffing. Seven of the booths will be mandatory: 1) Fourth Grade Intervention Display and Exercise Breaks, 2) Label Reading, 3) Amount Of Sugar In Beverages , 4) Pathways School Meal, 5) Pathways Physical Education (Spark Dance Unit) 6) Modified American Indian Games, 7) Rinsing and Draining. Each site may select additional booths based on site preference and feasibility (see booth descriptions in Section 2.6.).

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 so they feel more a part of the event.

Pathways staff and volunteers should arrive at least 1 1/2 hours early to set up the room for the 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 clean-up after the Family Fun Night is completed. Staff should plan to spend at least an hour in cleaning up; school custodial staff may also be hired to help.

2.2.5. Summary of Pathways Family Fun Night Registration/Booths

MANDATORY:

REGISTRATION	Introduction, sign-up, evaluation, door prizes
BOOTH #1	FOURTH GRADE INTERVENTION DISPLAY AND EXERCISE BREAKS "The Pathways Journey Continues"
BOOTH #2	LABEL READING - "Solve the Mystery of Reading Food Labels"
BOOTH #3	AMOUNT OF SUGAR IN BEVERAGES "How much sugar is in your favorite beverage"
BOOTH #4	PATHWAYS SCHOOL MEAL "A Sensational School Meal"
BOOTH #5	PATHWAYS PE - SPARK DANCE UNIT "Lets dance to the sound of music"
BOOTH #6	MODIFIED AMERICAN INDIAN GAMES (MAIG) "Fun and Interactive games"
BOOTH #7	RINSING & DRAINING DEMONSTRATION OR DISPLAY and FRY BREAD/MILK DISPLAY "Cut the FAT"

OPTIONAL:

BOOTH #8	PATHWAYS BINGO "Healthy foods and fun"
BOOTH #9	KIDS CORNER
BOOTH #10	FISHING FOR FRUIT
BOOTH #11	CARROT DIP RACE

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 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 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 7 Fun Night booths and registration is estimated to be at least 5 Pathways staff members plus 9 volunteers.

Each staff member will be assigned to a job description (#01-07), which involves tasks prior to the 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 same person will be responsible for setting up, running, and taking down their booth at the conclusion of the 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 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 Fun Night) and 9 Volunteers. These staff will be responsible for the planning and implementation of a minimum of 7 Booths and Registration/Evaluation at the 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 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

Overview: 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 Fun Night and keep staff on schedule. Will fill out Quality Control Form: Family Event Strategies and submit to the address on the form.

Specific Duties:

- 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).
- Contact/meet with the PTO, teachers, and interested parents to recruit volunteers for the Fun Night.
- Send follow-up letters to persons who were contacted, confirming their role in the Fun Night.
- Have regular meetings with the 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.
- Be responsible for completing the Process Evaluation Family Fun Night Booth Summary Form (Appendix A5).
- Provide T-shirts and name tags to all staff and volunteers.

2.3.3.b. STAFF #02 JOB DESCRIPTION: Nutritionist

Overview: 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 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 with 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, this person will communicate and arrange those logistics.

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

Overview: Staff #03 will train the Pathways staff for the 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.

Specific Duties:

- 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 arranging the date, time and location for the staff and volunteer 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 Fun Night.
- Staff #03 will also take the lead in training volunteers. Staff #03 may select additional staff members who have had previous 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 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.

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.

Specific Duties:

- Responsible for coordinating with staff members responsible for each 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
- Fat booth posters
 - a. fry bread
 - b. milk taste-test
 - c. label display
- Sugar booth poster
 - a. sugar display

Games:

- Making waves for fishing for fruit (if this booth is chosen)
- How low can you go game (visuals)

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

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

Handout materials:

- Physical activity booth tip sheets
- Fry bread handout

Milk display handout

Nutrition Facts label handout

How much sugar is in your favorite beverage handout

Evaluation forms (Appendix A5)

Pathways stamp card for visiting the seven mandatory booths

Pathways Bingo cards (if this booth is chosen)

Fishing for fruit handout (if this booth is chosen)

Modified American Indian Game/Exercise Breaks

Post card mailing (one month prior to event)

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

Overview: 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.

Specific Duties:

- 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

Overview: 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
- 5lb/3lb 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 event (active)

2.3.3.h. JOB DESCRIPTION: REGISTRATION AND EVALUATION

Overview: Greet families at door, hand out information on Pathways, register the families, give each one a plastic or paper Pathways bag (optional), monitor evaluation forms.

Main Message: 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 had in third grade and will receive in school over the next two years. The program is aimed at helping children continue their 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 exercise 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 (Appendix A5) before leaving.
2. Make sure welcome poster, "What is Pathways?" poster, "What is Pathways?" handouts, and evaluation and registration forms have been completed (Appendix A6).
3. Order any supplies needed (such as plastic/paper Pathways Bag) and obtain copies of registration roster and evaluation forms. The forms in Appendix A5 are for your information only; process evaluation staff will provide you with the appropriate forms.
4. Greet families and register them.
5. Briefly explain what Pathways and the Family Fun Night are to each family (above message) and tell them they may start with booth #1 and work their way around the room to #7 or # 11)
6. Hand out booth stamp cards (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 FOURTH GRADE INFORMATION AND EXERCISE BREAKS: JOB DESCRIPTION

Overview: 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 through out the year. The goal of this booth is to familiarize families about the Pathways project and to increase awareness of the importance of health. To make the booth more interactive include exercise breaks while introducing Pathways or as examples of what is done in the classroom.

Main Message:

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

Specific:

- Locate display of Pathways Nations Map/Everyday Foods Poster/Physical Activity Poster/Classroom Curriculum/SPARK Manual/MAIG Manual/Exercise Break Box/Family Packs/Food Service Posters and Other Pathways Materials.

(Optional: slides of Pathways orientation and pictures of 3rd grade events)

Note: obtain permission slips for pictures displayed.

- Knowledge of Pathways and Activities planned in fourth grade.
- Ability to answer Pathways questions from participants.
- Knowledge of exercise breaks.
- Ensure handouts are given to participants.

2.3.3.j. BOOTH #2: LABEL READING (“Solve the Mystery of Reading Food Labels”): JOB DESCRIPTION

Overview: To display and discuss with the families key information (serving size, servings per container, and total fat) on the Nutrition Facts label. Participants will be able to correctly order five packaged foods in descending order of fat grams per serving. The goal of this booth is to introduce family members to how to read and identify food labels. Optional: Families will also have the opportunity to taste test a low-fat or baked food item (e.g. baked potato chips)

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 gradually. Tonight we will identify key nutrition information on Nutrition Facts food label.”

Specific Duties:

- Order supplies needed.
- Review reading food labels with participants.
- Lead participants in an interactive guess the fat game.
- Have families taste test a lower-fat or baked food item. (Optional)

Label Reading:

1. Make poster or transparency of food label (Appendix A10).
2. Get supplies together (Five food items of different fat quantities, station sign).
3. Make label handout, one per family (Appendix A10).
4. Purchase low-fat or baked potato chips or other food item. (optional)

2.3.3.k. BOOTH #3 AMOUNT OF SUGAR IN BEVERAGES: JOB DESCRIPTION

Overview: Set up the display which shows the amount of sugar in different types of beverages. Teach the children how much sugar is in their favorite beverage and the benefits of drinking reduced or sugar-free beverages. (Appendix A11)

Main Message:

“Cutting back on sugar beverages is a relatively easy way to cut back on empty calories. Diet beverages or water can be substituted for sugar beverages.”

Specific:

- Order supplies.
- Set up table for booth.
- Ensure poster is done (Appendix A11).
- Ensure display placards are printed on colored card stock (Appendix A11)
- 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?) Point out demonstrated serving size with beverages displayed.

For Kool-aid vs. Pop vs. water:

To explain the visual poster and ask participants if they know how much sugar is in their favorite beverage. Have families guess which beverages (3) have the lowest amount of sugar (The best choice).

2.3.3.l. BOOTH #4 PATHWAYS SCHOOL MEAL: JOB DESCRIPTION

Overview: Pathways Family Coordinator to work with the Pathways Food Service Coordinator and School Food Service Manager to decide on dishes that will be prepared for the Fun Night. The purpose of this booth is to emphasize how lower fat meals are still tasty and are an example of what is served in their child’s daily school meals.

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.”

Specific Duties:

- Pathways Food Service Coordinator to work with School Food Service Manager on ordering foods.
- Confirm foods ordered and prepared with Food Service Manager.
- Confirm two school food service staff will work that evening.
- Assist school food service staff with meal preparation as necessary.
- Set up tables and chairs for booth and for participants.
- Work with the School Food Service Manager to plan how food will be set up school cafeteria (or other location of Fun Night).
- Discuss creative ways of recipe modification with the participants. Try to focus on methods for modifying recipes with which they are already familiar.
- Discuss 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 on foods prepared. (optional)

2.3.3.m. BOOTH #5 PATHWAYS PE (SPARK DANCE UNIT): JOB DESCRIPTION

Overview: To teach the family members 2-3 easy dances that are fun! The goal of this booth is to introduce participants to the idea that exercise is very important which can be fun, and to get them engaged in enjoyable physical activity on a daily basis. Include the advertisement of the upcoming Pathways Physical Activity Event (SPARK).

Main Message:

“Engaging in a daily physical activity may be the hardest part. Start slowly and gradually, choose enjoyable activities, and prepare an exercise plan with family members.”

Specific:

- Clear space in room for people to dance.
- Locate and set up a cassette player. Make sure it is plugged into an outlet or has sufficient batteries.
- Know how to lead dance units.
- Bring tapes of songs that are easy to dance to.
- Teach families how to perform 2-3 dances from the SPARK manual. For suggested dance units (Appendix A13) You may choose other dances in the Pathways PE (SPARK) manual.
- Discuss with the participants physical activities that they enjoy and give them additional ideas.
- Advertise the PE class event (SPARK), date, time; and get people to sign up. Let families know that this will be the next Pathways Family Event and have them plan to attend. Hand out flyers to the PE event if you know the date of the Event. Describe event to each family member. Advertise a catchy title for the PE class such as SPARK!! Come join a SPARK!!

2.3.3.n. BOOTH #6 MODIFIED AMERICAN INDIAN GAMES (MAIG) JOB DESCRIPTION

Overview: To give families and students additional exposure to these games which are a part of the Pathways physical activity component of the Pathways Intervention program.

Main Message: To provide these games as another avenue for increasing physical activity in a person's everyday lifestyle.

Specific Duties:

- Reserve necessary SPARK equipment from PE teacher.
- Reserve chairs and/or area needed for activity.
- Make arrangements with PE teacher or PE mentor to lead these games.
- Review SPARK rules with families and students.
- Knowledge of games and activities and ability to lead a group

2.3.3.o. BOOTH #7 RINSING AND DRAINING GROUND MEAT DEMONSTRATION OR DISPLAY AND DISPLAY OF MILK AND FRY BREAD POSTERS: JOB DESCRIPTION

Overview: To encourage families to reduce the fat by rinsing and draining ground meat and to share the displays of the milk and fry bread Posters. Show families a demonstration or display of rinsing and draining ground meat and to visually see the amount of fat that comes from 1lb of ground beef and to display the milk and fry bread posters. The goal of this booth is to have families gain the knowledge of how to rinse and drain ground meat and to visually see the fat in the commonly consumed breads and milk.

Main Message:

The importance of rinsing and draining ground meat and how it lowers the fat in a meal. Food Service is rinsing and draining the ground meat in your child's school meals. Try to choose lower fat breads and milk when you have a choice.

Specific:

- Locate skillet for demo and order ground beef (optional)
- Set up table for booth
- Ensure displays are complete
- Discuss cutting back on fat when you rinse and drain
- Ensure milk fat display jars are complete (Appendix A16)
- Make sure the fry bread poster display is complete (Appendix A16)

For Milk display:

1. Set up milk-fat (jar) display and answer any questions family members may have pertaining to the poster.
2. Make handouts accessible

For Fry bread:

1. Ensure the poster is made and to answer any questions family members may have pertaining to the poster.
2. Make handouts accessible

2.3.3.p. BOOTH #8 PATHWAYS BINGO: JOB DESCRIPTION

Overview: To set up and gather people for the BINGO game. To serve as the bingo "caller." The purpose of this booth is to help families associate healthy foods with fun.

Main Message:

“Healthy eating can be fun.”

While playing Bingo, the staff should remind the participants that a variety of foods make up a healthy diet. Note that all of the foods on their cards are healthy and there are certainly foods that they enjoy eating among them. You may want to begin the Bingo game by asking them to count up the foods on their card which they ate during the past week, or would like to eat, or enjoy eating. When calling out a food item, say a few words about it.

Specific:

- Set up tables and chairs.
- Order supplies.
- Make sure BINGO cards have been made (Appendix A17).
-
- Make sure BINGO player cards have been made (Appendix A17)
- Make sure the BINGO slips are cut and mixed up in a box/hat.
- Announce that the playing cards they are using have nutritious foods listed on them.
- Explain the BINGO rules: Whoever fills up their card first, wins.
- Begin drawing BINGO slips and calling out the foods.
- Announce the winner of each game.
- Remind participants that they may take the BINGO cards home with them.

Remind participants that all of the foods on their cards are healthy.

2.3.3.q. BOOTH #9 KIDS CORNER: JOB DESCRIPTION

Overview: To entertain younger siblings of 4th graders (preschool-2nd grade) while families are visiting each booth.

Main Message:

To have siblings color and/or draw pictures of everyday foods and physical activities (refer to curriculum manual for list).

Specific:

- Order supplies.
- Obtain coloring books and crayons or other supplies.
- Set-up booth with tables and chairs to sit down.

2.3.3.r. BOOTH #10 FISHING FOR FRUIT: JOB DESCRIPTION

Overview: The booth is an opportunity to encourage children and their families to eat fruit. Maintain some order while each participant takes their turn. Distribute educational handouts.

Main Message:

“Fruits taste great and are healthy! Have fruits readily available for snacks and desserts everyday.”

Specific:

- Order supplies.
- Set up pond. Attach waves to the front of tub with tape.
- Sun visor
- Ensure fishing poles are in working order.
- Draw a line with masking tape for the children to stand behind when casting line.
- Some children may need help hooking a “fish.”
- After child hooks a magnetic fish, distribute a prize: a real piece of fruit.
- Discuss the benefits of eating fruit with the participants and ask them about fruits that they enjoy eating. Ask them how they like to eat fruit (cut up, whole, as a face on a plate, etc.).

2.3.3.s. BOOTH #11 CARROT DIP RACE: JOB DESCRIPTION

Overview: Maintain some order while each participant takes their turn. The booth provides a fun opportunity to learn about vegetables and have some activity as well.

Main Message:

“There are a lot of different vegetables and ways to prepare them. Name at least one or two vegetables that you like to eat and or vegetables you’d be willing to try. Raw vegetables make a great snack especially when kids are hungry. Keep kids interested in eating vegetables by giving them the ones they most like.”

Specific:

- Order supplies.
- Set up racing course. The starting line and the buckets of dip should be no more than 8-10 yards apart.
- Make sure belts with carrots are in working order and that the carrots will not fall off.
- Draw a starting line with masking tape.
- Station volunteers at the starting line and at the bucket to ensure everyone dips a carrot, and that each child gets a chance to race.
- Proclaim the winner.

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 Fun Night to go over what help 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 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 Fun Night Staff and Volunteers

2.4.1. Schedule

A train-the-trainers model will be used. Central training in August will be held to train two trainers from each site who will train additional site staff in September. 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 Fun Night at a time convenient to each site.

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 to (see Section 2.3.3).
3. Information on the Pathways project (for volunteers).
4. Budget information pertinent to their job, such as what materials and supplies are 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).

- a. Provide an overview of the purpose of Family Fun Night and it's importance to the Pathways project.
- b. 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.
- c. Remind them that key characteristics that encourage participation of other people include the following. The most important is being interested in them.

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."

- d. 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.
- e. 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.
- f. 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.

- a. Thank all of the volunteers for coming and agreeing to help with the Family Fun Night.
- b. Overview of the purpose of Family Fun Night and its importance as a "kick off" to the Pathways project.
- c. Review each of the selected booths including its purpose, how it is implemented, and what is included (materials/handouts).
- d. Assign volunteers to help with particular booths or with registration. Provide them with details of those.
- e. 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:
 - a. Set two dates and times for the Fun Night (one will be a back-up date).
 - b. Reserve the school cafeteria or other facility for the Fun Night (if using the cafeteria, you will need to coordinate the set-up of the Fun Night with the food service staff).

c. Work with the school principal to engage 8-9 parents/teachers who may want to volunteer to help with the Fun Night.

- 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.

The registration table staff will give a brief introduction to Pathways and to the different booths, explaining how the participants can enter their raffle tickets 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 Fourth 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 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:	Welcome poster (Appendix A7), "What is Pathways?" poster (Appendix A6)
Handout:	Plastic bag (optional), "What is Pathways?" information, raffle tickets, evaluation forms

Materials/props: Registration form for each class.
Paper or plastic bags.
Child and adult evaluation forms.
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: FOURTH GRADE INTERVENTION DISPLAY AND EXERCISE BREAKS. "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 used in Pathways to inform the parents about Pathways. Booth will serve as an overview of Pathways as to what has been done in third grade and what is to come in fourth grade. This booth will also have participants do exercise breaks that are taught in the classroom.

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/Exercise break box/Family Packs/Food Service posters and other Pathways materials.
(Optional: slides of Pathways orientation and pictures of 3rd grade events)
note: obtain permission slips for pictures of students shown. (site specific)

Handouts: Exercise Break tip sheets

Materials/props: Booth number.
Booth name.
Table
Chairs in a circle for exercise breaks
Intervention materials for display
Poster display board

Preparation Time: 1 hour

2.6.3. BOOTH #2: LABEL READING - “Solve the Mystery of Reading Food Labels”

Description and Set-up: Staff at this booth will review the importance of reading food labels in order to reduce the amount of fat consumed (for example, by reducing your fat intake, you reduce your risk of obesity and related diseases such as diabetes and heart disease). Families will correctly order five packaged foods in descending order of fat grams per serving. Have families identify key information on the Nutrition Facts label. Families will have the opportunity to sample a low-fat or baked food item (e.g. baked potato chips) (Optional).

SHORT MESSAGE: IT IS FUN TO READ FOOD LABELS!

Solving the Mystery of Reading Food Labels:

- 1) Have participants join in on the how low can you go game. Set out five or more labeled food items and have several members of each family put them in descending order of fat grams per serving; verify who guessed correctly by identifying the grams of fat for each item with the family. (Potential packaged and labeled foods: frozen pizza, frozen burrito, frozen pot pies, hot dogs, bologna, fritos, sunflower seed, etc.) Use food items commonly consumed at each site.
- 2) Distribute the labels handout and review the key components (Appendix A10). Display a poster or transparency of the Nutrition Facts label, use a multi-colored highlighter or transparency pen to circle items. It should be emphasized that when they are choosing snack foods or dressings like salad dressing or mayo, they should look for labels that indicate 3 grams of total fat per serving or less to be considered a low fat item. The point should also be made and reiterated throughout the discussion 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.
- 3) With these foods or others chosen by each site, identify the serving size on the labels and discuss with the family how the labeled serving size relates to the usual serving of one or more foods (i.e. if they usually eat more of a food than one “serving” then they will be consuming more fat and calories than are listed on the label)
- 4) Families will taste test a lower-fat or baked food item (e.g., baked potato chips) (Optional)

SUMMARY OF BOOTH #2:

Purpose:	To encourage the participants to buy or choose lower-fat foods and to learn how to read the general parts of the label.
Personnel:	1 staff + Volunteer
Visual:	Transparency and/or Poster display 5 food items with labels for display

Handout: Nutrition Facts label

Materials/props: Booth number.
Booth name.
Transparency and/or Poster display
1 table
Poster materials: poster board, tape, glue, marker, velcro.
Food labels
Low-fat food for taste testing (Optional)

Preparation Time: 1 hour, 15 minutes

2.6.4. BOOTH #3: AMOUNT OF SUGAR IN BEVERAGES - “How Much Sugar is in Your Favorite Beverage?”

Description and Set-up: Regular pop is 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 4 high sugar beverage items frequently consumed in their community and show the amount of sugar in these items. Request from teachers to identify which beverages are the most popular at your site. Each site should research and use culturally appropriate beverages that are readily available. Note: On handout (Appendix A11) point out the difference in serving size (12oz - 8oz)

SUMMARY OF BOOTH #3:

Display amount of sugar used in favorite beverages

Description and Set-up: Ask participants if they know how much sugar is in their favorite beverage. Display soda and sugar cubes to show how much sugar is in five different beverages including Soda/Diet Soda, Kool-aid/Sugar-free Kool-aid/Gatorade/All Sport beverages/Water, etc. (Appendix A11)

Purpose: To encourage families to choose non-sugared beverages compared to sugar beverages.

Personnel: 1 staff + Volunteer

Visual: Poster displaying the amount of sugar of diet and regular commonly consumed beverages

Handout: Flyer on How much sugar is in your favorite beverage?

Materials/props: Booth number
Booth name
Diet and regular pop display
Sugar-free Kool-aid and regular Kool-aid display
Gatorade display
Water display
Other beverage displays
1 table /2 chairs

Poster Materials: sugar cubes, velcro, glue, markers, posterboard.
1 table (same as above).

Preparation Time: 1 hour, 15 minutes

Guessing game “Sugar Challenge game”

Description and Set-up: Display regular soda cans of commonly consumed beverages using the actual cans and the table tent (Appendix A11). Have families guess which three beverages have the lowest amount of sugar (The best choice). Use the types of beverages that are most popular at your site. Then show participants the opposite side of the table tent which includes the # of sugar cubes in the beverages that have the lowest amount of sugar. Including Soda/Diet Soda, Kool-aid/Sugar-free Kool-aid/Gatorade/All Sport beverages/Water, etc... (Appendix A11).

Purpose: To encourage everyone to choose diet pop, sugar-free Kool-aid, water or non-sugared beverages instead of sugared ones.

Personnel: 1 staff + Volunteer (same staff as for “How much sugar is in your favorite beverage?” above).

Visual: Table tent displaying the number of sugar cubes in each of the beverages.

Handout: How much Sugar is in your favorite beverage?

Materials/props: Diet and regular pop (use empty cans/bottles)
Regular and sugar-free Kool-aid, etc.
Water
Other beverage displays
Sugar cubes (paste cubes on one side of the table tent)

Preparation Time: 1-1/2 hours

INSTRUCTIONS FOR MAKING THE SUGAR DISPLAYS

Materials:

sugar cubes
glue

Put glue on sugar cubes and glue or velcro to table tents.

See Appendix A11 for amount of sugar in "Your favorite beverage" handout.

See Appendix A11 for display placards.

2.6.5. BOOTH #4: PATHWAYS SCHOOL MEAL "A Sensational School Meal"

Description and Set-up: Often people associate healthful eating with boring and tasteless foods. In this booth participants will learn that healthy eating can be interesting and tasty, and also promote the Pathways healthy school meals. The low-fat food booth will consist of a school meal. Each site will decide which dishes to serve based on food availability and preference. Try to include a meal that contains rinsed and drained ground beef. 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: KEEP EATING FOODS YOU LIKE BUT PREPARE THEM WITH LESS FAT!

SUMMARY OF BOOTH #4:

Purpose: To introduce participants to a modified school meal that can easily be prepared with resources available.

Personnel: 1 staff + 2 paid school food service workers

Visual: Posters of recipes (11 x 17 enlargements of the recipes chosen, to be mounted on poster stands or easels) (Optional)

Handout: handout of food items being served that evening (Optional)

Materials/props: Booth number.
Booth name.
Meal (each site to decide contents of the healthy meal).
Utensils for eating, paper plates, serving utensils, napkins.
Sufficient tables and chairs (so families can eat together).
Sugar-free beverages (bottled water) should be provided.
low-fat or skim milk

Time: 3-1/2 hours

EXAMPLES: Low fat Taco Salad or Soft taco with fruit.

2.6.6. BOOTH #5: PATHWAYS PE (SPARK DANCE UNIT) “Lets dance to the sound of music”

Description and Set-up: Exercise is not only important for health and weight control, it can also be a fun family activity. At this booth, they can participate in a fun activity as a family, and begin to think about how to add more exercise to their lifestyles. Include a place to advertise the next family event “The Pathways Physical Education Event” (SPARK).

Pathways PE dance units will be demonstrated and taught to all willing participants. Participation will be encouraged, although it is not mandatory. If participants choose not to dance, they must take one of the physical activity handouts in order for their registration card to be stamped.

Line dancing is only an example of a physical activity each site may use. Each site should research and develop a culturally appropriate form of physical activity. Choose an activity that all family members can perform i.e. Conga and Achy Breaky Heart (Appendix A13).

SHORT MESSAGE: EXERCISE TO THE BEAT OF MUSIC!

SUMMARY OF BOOTH #5:

Purpose: To encourage physical activity which can be fun! To inform families of the upcoming PE Event (SPARK).

Personnel: 1 staff + Volunteer

Visual: None

Handouts: Pathways exercise tip handout
Pathways flyer for PE Event (SPARK) (if you know the date and time)

Materials/props: Booth number.
Booth name.
Copies of handouts.
Music cassette/CD with player, extension cord.
A large open space.

Preparation Time: 1 hour

2.6.7. BOOTH #6: MODIFIED AMERICAN INDIAN GAMES (MAIG) “Fun and Interactive games”

Description and set-up: Exercising can be fun and can be a family activity. 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.

Two or more games are to be selected and played with participants. Games suggested are located in (Appendix A13) additional games can be found in the Modified American Indian Games (MAIG) manual. Choose an activity that all family members can perform. Participation will be encouraged, although it is not mandatory.

Music may be played to enhance the atmosphere suggestion to include the sites theme songs. (e.g. flute music, etc..)

SHORT MESSAGE: EXERCISE CAN BE FUN!

SUMMARY OF BOOTH #6:

Purpose: To encourage fun physical activity and how exercise can be fun!

Personnel: 1 PE Mentor or PE teacher and Volunteer

Visual: None

Handouts: Tip sheet of the MAIG

Materials/props: Booth number.
Booth name.
Copies of MAIG tip sheets
Music cassette/Boom Box.
Extension cord.
A large open space.

2.6.8. BOOTH #7: RINSING AND DRAINING GROUND MEAT DEMONSTRATION OR DISPLAY AND FRY BREAD AND MILK DISPLAY "Cut the FAT"

Description and Set-up: This booth may be taken in two different approaches depending on your site. 1) Demonstrate rinsing and draining ground meat and show the amount of fat taken from 1 lb. of ground meat. OR 2) Display the steps of Rinsing and Draining on Posterboard and show the amount of fat taken from 1lb of ground meat in a clear jar. If appropriate, each site may choose to do both choices.

Option: Save the ground meat for food service to use (store properly).

Note: Staff responsible for booth should have a food handlers permit if doing an actual demonstration. 3) Display the Fry Bread poster 4) Display the milk poster. (The rinsing and draining will be combined with the fry-bread table and the milk display table.)

SHORT MESSAGE: Rinsing and draining lowers the fat in a lot of the foods we like to eat. Our food choices makes a difference in the fat we consume into our bodies. Choose lower-fat food choices most often.

SUMMARY OF BOOTH #7:

Purpose: To encourage families to Rinse and Drain ground meat and learn about how much fat is in fry bread and different types of whole milk.

Personnel: 1 staff + Volunteer

Visual: Poster board and milk and meat fat jars

Handouts: None

Materials/props: Booth number.
Booth name.
Extension cord, electric frying pan, pitcher (hot water),
Institutional size cans for draining meat, colander, spatula or spoon.
(Optional)
Poster display.
1 lb. of ground meat. (Optional)
jar of ground meat fat for display

Preparation Time: 1 hour

Milk Display

Display the amount of fat in each type of milk using lard or Crisco. The milk display table will be combined with the fry-bread table and the rinsing and draining table.

Purpose: To encourage the participants to buy or choose lower-fat milk.

Personnel: 1 staff + 1 volunteer (same staff as above)

Visual: Milk jars displaying the amount of fat per container for all 4 types of milk.

Handout: Handout with information from poster.

Materials/props: Booth number
Booth name
Copies of handout
Containers of whole, 2%, 1% and skim milk
1 table
fat mixture or lard
4 clear jars and labels for each jar

Preparation Time: 30 minutes

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

INSTRUCTIONS FOR MAKING THE FAT MIXTURE

Materials:

Four 8 oz. jars
1 can/box of lard or Crisco
frying pan (or microwave)

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

Fry bread vs. wheat bread poster

Description and Set-up: Poster displaying the number of teaspoons of fat in fry bread, a tortilla and wheat bread. The fry-bread display table will be immediately next the milk display table and the rinsing and draining table. The staff member's duty at this booth is to answer questions pertaining to the poster display. Optional: Purchase tortillas and store bread with labels to show participants food labels that they learned from Booth #2.

Purpose: To compare the amount of fat in each of the items and encourage the substitution of a tortilla or wheat bread for fry bread at least some of the time (or, to eat fry bread only some of the time)

Personnel: 1 staff + volunteer (same staff member as for milk display and R&D table).

Visual: Poster displaying the amount of fat in each item.

Handout: Handout with information from poster

Materials/props: Handout
Poster materials: posterboard, Fry Bread, tortilla, wheat bread, plastic spoons, fat mixture, velcro, tape, glue, marker.
1 table (same table as above).
Store bread (optional)
tortillas (optional)

Preparation Time: 1-1/2 hours

INSTRUCTIONS FOR MAKING THE FAT MIXTURE

Materials:

- | | |
|----------------------|------------------------|
| 1 cup flour | 9 1/2 strips of velcro |
| Elmer's white glue | Bowl |
| Plastic spoons | Water |
| 1/2 cup salt | Spoon for mixing |
| Yellow food coloring | |

1. Mix the flour and salt in a medium-sized bowl.
2. Gradually add water to the flour and salt mixture until have a doughy consistency.
3. Add a small amount of Elmer's glue until dough hardens.
4. Place enough glue at the bottom of each spoon to keep the dough in place.
5. Place the appropriate amount of fat paste in each of the spoons. (See handout)
6. Add glue to the sides of fat paste in each spoon to prevent breaking.
7. Allow spoons to stand for 5-10 minutes.
8. Attach the spoons to the poster with velcro.

2.6.9. BOOTH #8: Pathways Bingo

There are many different types of healthy foods. This booth provides a fun opportunity to be reminded of all of them.

SUMMARY OF BOOTH #8:

Description and Set-up: Each BINGO square will list a contemporary or traditional low-fat food item. The BINGO card can be modified for each site to include culturally appropriate foods.

Purpose: To introduce participants to the names of low-fat foods found in their area.
To provide an activity geared toward the adults.

Personnel: 1 staff + Volunteer #04

Visual: None

Handout: Bingo card may be taken home as a reminder of "healthy foods" available in their area.

Materials/props: Booth number
Booth name
Dry kidney beans to serve as markers
Paper cups to hold kidney beans
Bingo cards
Bingo caller's food item slips

5 tables and 20 chairs (enough for about 20 people to sit down)

Preparation Time: 6 hours

2.6.10. BOOTH #9: KIDS CORNER

Volunteer may lead this booth by entertaining younger siblings of 4th graders (preschool - 2nd grade) while families are visiting each booth.

SUMMARY OF BOOTH #9:

Description and Set-up: Reserve a safe area for children to color and/or draw pictures for their families. May have siblings color everyday foods and physical activities (refer to curriculum manual for list).

Purpose: To entertain younger siblings while families learn and participate at other booths.

Personnel: 2 Volunteers

Materials/props: Booth number.
Booth name.
Coloring books
Crayons
Washable Markers
Blank paper
Wet wipes

Preparation Time: 30 minutes

2.6.11. BOOTH #10: Fishing For Fruit

It is recommended that both children and adults eat 5 servings of fruits and/or vegetables every day. Fruits and vegetables provide essential vitamins and minerals which may help to prevent the onset of disease. Fruit is a food that many children enjoy eating. In this booth, children will be given the opportunity to associate fruit with a fun activity. The message to get across is that fruits taste great and are healthy.

SHORT MESSAGE: FRUIT -- GREAT TO EAT AND GREAT FOR YOU!

SUMMARY OF BOOTH #9:

Description and Set-up: The child will have a small fishing pole which will be cast into a tub. There will be plastic fish floating around the tub of water (or on the bottom if no water is used). When the child manages to hook a fish, they will be given a piece of fruit.

Purpose: To give the child a healthy snack. To provide information on fruits and why they are healthy.

Personnel: 1 staff

Visual: None

Handout: "Enjoy Fruit" (nutritional information about fruit and how fruit can be used in meals)

Materials/props: Booth number
Booth name
Plastic fish or plastic fruit
Fishing pole (3 ft. plastic pole found at a grocery/toy store) or stick
Fishing line or string
Magnet or clip (on fish or fruit)
10 gal. tub of water (optional)
Fruit found in local stores/trading posts, such as bananas, oranges, apples.

Time: 1-1/2 hours

2.6.12. BOOTH #11: Carrot Dip Race

Vegetables are very low in calories, yet have lots of important nutrients. While some people enjoy many vegetables others only like a few. In this booth, families play a game with a carrot. This provides a fun experience of healthy eating and exercise.

SHORT MESSAGE: TRY CARROTS FOR A SNACK!

SUMMARY OF BOOTH #11:

Description and Set-up:

Divide into 2 relay teams. They will line up behind a line of masking tape. Have the first child in each line put on the belt with a carrot tied onto it. The carrot will hang down a little below knee-height to their side. The first child will run to a bucket (a few yards away) and bending down, dip their carrot into the bucket of dip (pretend dip, as the bucket is empty). The carrot has to touch the bottom of the bucket. The child then runs back to their teammate and hands them the belt with the carrot. The first team that has each player dip the carrot wins. Relays could also be run with all adults. May have children in one line and adults in the competing line. This game could include a food table of fresh vegetables (carrots) and low-fat dip.

Purpose: To engage families in physical activity and to make learning about a low-fat snack fun.

Personnel: 1 staff + Volunteer

Visual: None

Handout: Recipe for vegetables and low-fat dip

Materials/props: Booth number
Booth name
2 Buckets
Fishing line
2+ carrots
4+ belts (of child and adult sizes)
Masking tape

Preparation Time: 45 minutes

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

Refer to the Pathways Procedures for Process Evaluation 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. 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 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 A4) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

3. FOURTH GRADE FAMILY PHYSICAL ACTIVITY EVENT

3.1. Introduction and Objectives

The purpose of the physical activity event is to encourage families to increase their physical activity levels.

The primary objectives are:

- To provide families with the opportunity to experience moderate to vigorous activities in an actual Pathways PE class taught by a PE or classroom teacher.
- To encourage families to be physically active with 4th graders.
- To provide families with more family events within the school year.

The event will provide the opportunity for families of 4th graders to participate in a PE class at school and learn more physical activities promoted in the Pathways curriculum through the Pathways Physical Education Curriculum. Parents will participate in a variety of activities taught through the Pathways PE Program. The Pathways PE mentor will assist with this event by coordinating with the PE teacher which lesson will be taught, and help teach the class if needed.

The event should be one hour in length with the option to make the event longer if necessary. According to Pathways PE standards the minimum time frame for a PE class should be 30 minutes long and three to five days a week. Within that half hour; 15 minutes should be for Type I activities (being aerobic) and 15 minutes should be for Type II (skill building). This gives time within the one hour to register family members, have an adequate welcome (site specific), the 30 minute activity time, a snack time, have door prizes and complete the evaluations. If the only available time for a PE class is half an hour, notes are included in the manual to assist with options. Not all sites will be able to have a one hour event; therefore, the notes are available as options of how to organize the event. The PE mentor and PE teacher should discuss the organization and logistics of the event. This information should be communicated with the event coordinator. It is imperative to have the PE and the classroom teacher there during the event. When there is not a PE teacher available the classroom teacher will assume responsibility with assistance from the PE mentor.

The Physical Activity event may be presented to schools and families as a PE classroom event or as an evening event. This will be an option for each site to consider for each school. The Procedures Manual will remain the same as a PE class or an evening event, and will stay consistent with a one hour time frame. If a one hour time frame is non-negotiable for a PE class, another option is to use the classroom time for registration, welcome and introduction to the event, invite the parents to the designated location, then return to the classroom for snack time, door prizes and completion of evaluations.

3.2. Logistics

Consider the weather, availability of personnel, size of Fourth Grade class, anticipated number of participating family members, school schedules during planning stages, and strategies to increase family participation. These strategies are recommended by the Family Working Group, but modifications may be considered to fit the parameters of each site. Please submit strategies planned for each school event on the Quality Control form for the Family Working Group (Appendix B3).

NOTE: if there is more than one class a site may want to schedule different days or times for each class event or the classes may be combined.

Date: The event should be planned for the week of Lesson 4 curriculum and before Thanksgiving break.

Time: Optional according to site and school availability. To be held during a PE class or as an evening event.

Length: The event should be one hour long. Time of PE class may have to be considered and negotiated with PE teacher and classroom teacher, as well as the principal.

Day of the Week: The event should take place on a Tuesday, Wednesday, or Thursday to avoid the high absenteeism rates common on Monday and Friday at some schools.

Location: The event should take place in the school gym or where there is sufficient space for physical activity movement. The reservation of the location needs to be made with the appropriate school official. Again, this should depict a PE class room setting that is normal to the school.

3.3. Staffing

A total of seven individuals will be needed for the event, which will include Pathways staff and school staff. A minimum of three Pathways staff members are needed to implement the event: the Family Event Coordinator, PE Mentor, and one additional Pathways staff. From the school the PE teacher is needed along with the classroom teacher. Food service should assist with the snacks through coordination of the Pathways staff. Volunteers are always welcome and parent volunteers are encouraged to participate in the sequence of events.

The Event Coordinator will review activities with other staff prior to the workshop and should take the lead in solving logistical issues.

The PE mentor will coordinate with the PE teacher the designated activities the students and families will be involved with for the event.

A Pathways staff member will coordinate the set up of the event at the school and should be available to assist with registration and other logistics. May help with or find a volunteer to assist at the kids corner.

It is imperative that the PE teacher be at the event. At schools where there is no PE teacher the classroom teacher(s) will conduct the event like they were teaching the activities with assistance from the PE mentor.

NOTE: Consider paying for the teacher's (PE or classroom) time if it is held as an evening event. This payment should be requested and approved through site's Principal Investigator.

Teachers will be responsible for helping with registration, the booths, and (if they are the PE instructors) conducting the activities.

Food Service will be involved to assist in coordination of food for the snack time. The event coordinator will arrange the appropriate time once the schedule is set with the PE or classroom teacher.

Volunteers can assist Pathways staff in the set-up, demonstration of activities, and clean-up. Parent volunteers should be solicited and encouraged to help with the event.

3.4. Event Preparation

3.4.1. Formalizing arrangements (one month prior to the workshop)

- Discuss date for Family Physical Activity event with PE teacher and classroom teacher(s) implementing Pathways.
- Checklist is included for the field staff to ensure all logistics are covered (Appendix B2).
- After talking with the PE teacher and classroom teacher(s), contact the school principal at the Pathways school and propose dates and logistics for the event.
- Consider a possible snack for the students and their families. It is imperative that this be discussed with the Pathways food coordinator and the school food service. This provides the opportunity for food to be considered and how food service can be a part of the event. After discussion between Pathways food service coordinator and school food service this should be discussed with the classroom teacher and PE teacher. Suggested times for the snack/meal time would be: to extend the PE class to accommodate a snack time; have the snack time in the classroom after attending the PE class, or if the PE class is near lunch time, inviting the families to lunch.
- Make proper arrangements for younger children (preschool - 2nd grade) that may not be able to participate in the activities. This would include children that are too young or may have a

disability and may not be able to participate. Each site to consider having a kids corner to accommodate such children.

NOTE:

- Lunch would have to be arranged through the Pathways food service coordinator.
- Snack time as an evening event could be taken care of by the Family Coordinator with assistance from Pathways Food Service Coordinator.

- Reserve event location at the school.

- Work with the teachers implementing Pathways to identify 2-3 parents who would be willing to volunteer. To ensure family participation Pathways staff will need to coordinate with the school to encourage families attendance.

- Contact community organizations to recruit some volunteers. Describe the purpose of the Physical Activity Event. Volunteers are needed primarily to assist with accomplishing the Physical Activity Event. Volunteers should be informed that they will be given an incentive in appreciation for their assistance.

3.4.2. Advertising

Each site will create site-specific flyers announcing the event (i.e., date, time, and location). The basic flyers are included in Appendix B9 and B10. Families should be informed on the flyer that they should wear appropriate attire and shoes in order to participate in the event. This is important as a classroom event because families may be coming from work for the event. Strategies are included as an Appendix B3 and should be used to attract families to the event.

The site-specific flyers (Appendix B9) should be sent home with children in conjunction with the Family Pack two weeks (week 2) before the event. This flyer should also be distributed to all school administrators (e.g., school principal and vice principal), all involved school staff (Pathways PE teacher and classroom teachers) and all potential volunteers and organizations.

The second flyer, created using Appendix B10, should be sent home with the children the day before the event.

NOTE:

- Remind families to wear comfortable shoes and appropriate attire
- Advertise the Physical Activity Event (SPARK) at the Family Fun Night (Booth #5).
- Strategies (Appendix B3) must be considered to encourage family participation.
- The "Plan to Attend" portion of the flyer is optional
- The optional postcards may be sent home (one month before the event) to the students parent.
- An alternative to a flyer (two weeks before and the day before) is a personalized letter to the family in an envelope.

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 B4) 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 future Pathways events.

3.4.3. Preparing Materials, Ordering and Photocopying

Checklist (Two months prior)

- Obtain from site supplies Pathways incentives for staff and volunteers (T-shirts should be given out to new volunteers the evening of the workshop to help identify workers/volunteers.) (Order two months in advance if supply is not available.)

Checklist (One month prior)

- Finalize arrangements
- Order event supplies.

SCHOOL

microphone
SPARK equipment
tables
chairs
SPARK curriculum

SITE

T-shirts
volunteer incentives
door prizes
accessories for snacks
event signs
food service ordering
pencils (for evaluation)
tape
markers
name tags
registration roster
evaluation forms

- Order snack food and supplies through school food service. This should be coordinated through Pathways food service coordinator and the school food service and shared with PE and classroom teacher.

Popcorn
Pretzels
Bottled water/crystal lite (sugar free)
Bowls for the pretzels
Napkins
Ice

Optional (site decision whether to serve these snacks):

Baby carrots and low-fat dressing
Serving tray for carrots
Paper plates for carrots
Individual serving cups (for dressing)

Checklist (Two weeks before)

- Photocopy advertising site flyers created from Appendix B.
- Obtain copies of registration rosters (Appendix B5) from process evaluation staff. To facilitate registration, have multiple copies of forms available and have teachers identify students and families.

Checklist (One week before)

- Photocopy handouts
- Make sure appropriate location has been designated for a kids corner. Site may want to consider it being away from the event location for the sake that the activity of the event may be too noisy. A room next to the event location may be considered. (Optional)
- Obtain copies of adult and child evaluation forms (Appendix B7) from process evaluation staff.

NOTE: At least one week before the workshop, collect from the Pathways teachers the "Plan to Attend" slips returned to the teacher(s) and use these to calculate the supplies and snacks to be purchased.

Teacher may be asked to have students return postcards as an RSVP and family will be known because name will be on the postcard.

3.5. During the Event

3.5.1. Set-up and Clean-up (1 hour before and 1 hour after)

- Make arrangements to have the location opened for Pathways staff to enter.
- Staff and volunteers need to arrive at least one-hour before the event for set-up, and will need to stay at least one hour after the event to clean up.
- Provide T-shirts and name tags for all staff and volunteers.
- Set up the event location for the planned activities:

Set up table(s) for registration

Set up area for event and secure necessary PE equipment

Make certain that proper setting is available for all attendees

Check boom box and tape of music for selected Physical activities (if music will be used)

Make sure the kids corner is set up with coloring books, markers, crayons, and other materials to occupy children's time.

Set up table for snack booth

Snack Booth:

1 table, 2 chairs

Cups, napkins, bowls,

2 large serving bowls (place pretzels in serving bowl)

* If this site is serving vegetables, place baby carrots on serving tray and pour low-fat dressing into individual cups.

- To maintain building security and accurate registration, only one entryway should be used. Post a sign at entryway.

NOTE: Depending on school policy, custodial staff may need to be hired to clean up after an evening event. Have parents check-in at front office before reporting to event if during the school day.

Greetings

Greet families during registration

May want to hand out tickets for door prize during registration

Complete the Registration Roster for all attendees, including school staff and volunteers (Appendix B5).

NOTE: Sites will have to determine where families should register (in classroom, gymnasium, or other location) along with having to check into the front office.

During welcome greet families and school staff that have attended and explain the sequence of the physical activity event.

Optional: Have all participants complete a name tag for themselves:

- a. For all children (Fourth Graders and siblings), first name only is fine.
- b. For adults, use the following format: Adult's name above, with the name of the Fourth Grade child the adult is accompanying in parentheses. For example, if Sarah, an adult, is accompanying Alice, a Fourth Grader:

Sarah (Alice)

- c. Have mock name tags pre-made at the name tag making area (one showing child format, and one showing adult format).

About the Event

After the parents and students are registered they will meet at the event location. A proper setting should have been arranged before families arrive. A Pathways staff member may offer a welcome to the family event and an introduction to Pathways. Then very briefly have the PE or classroom teacher welcome the parents to the Pathways PE class:

“Welcome everyone, as the students know I like to get them active as soon as they enter the gym but today is a special day because we have some parents here. Parents, our typical PE class consists of 15 minutes of aerobic activity such as playing tag or jumping rope. During aerobic activity your heart starts pumping, muscles are moving, and your body gets warmed up. We then move into building sport related skills such as basketball, frisbee, softball and soccer. Let me briefly review the classroom rules with everyone. (At this time the PE teacher could pull out the laminated rules and review them, Appendix B12). With that said it is time to begin.”

At this point the lesson should begin. The PE teacher and Pathways staff should highly encourage all family members to participate in the event. It may be helpful to have the PE teacher plan a lesson that he/she would have done anyway according to what unit they are presently on in the Pathways PE Program. It may also be helpful to go through a “practice lesson” with the students during the class prior to when the parents are invited to attend.

Have the students and parents participate in the activities. Remember to watch the clock and switch to the Type II lesson with 15 minutes remaining in the class. Below are sample lessons based on the units used in September (Cooperative Games/Parachute and Frisbee) and October (Aerobic Games and Soccer). These are only suggestions and do not have to be used by the PE teacher, although it is highly recommended that the PE teacher teaches lessons that have been presently taught in the 4th grade only. If he/she has not taught the basketball unit yet then do not take lessons from that unit. Another suggestion is to solicit ideas from the children and use games they enjoy and have played in the 4th grade and are familiar with. As a conclusion of the event site may want to consider a Modified American Indian Game.

NOTE: As an evening event there is the option of making the event a circuit class due to the great number of students and families all being present at once. This will give families the chance to actively participate in the various chosen activities and learn that being physically active is fun. If this is the case take into consideration the number of additional staff that will need to attend. If both the PE teacher and mentor are present half of the participants may go with the PE teacher and the other half may go with the PE mentor to participate in the activities. After the required 15 minutes they can switch groups and continue with the planned activity. We want the families to be encouraged to participate with their students so they should be in the same small groups.

Type I Activities:

Cooperative Games -Lesson 1 Roadway/Truck Driver. See Appendix B12 for the actual lesson.
Parachute -Lesson 2 Number Exchange, Mushroom, Mushroom Back Out, Mushroom Run Around. See Appendix B12 for the actual lesson.
Aerobic Games- Lesson 5 & 6 Heart Alert. See Appendix B12 for the actual lessons.
Lessons 11&12 Crows and Cranes. See Appendix B12 for the actual lesson.

Type II Activities:

Frisbee- Lessons 11 & 12 Frisbee Baseball (All-Run Frisbee). See Appendix B12 for the actual lesson.
Lesson 10 Hoop de Hoop & Frisbee Golf see Appendix B12 for the actual lesson.
Soccer- Lessons 11 & 12 Soccer Baseball (All-Run Soccer). See Appendix B12 for the actual lesson.
Lessons 8,9, & 10 Small-Sided Soccer Games. See Appendix B12 for the actual lesson.

May want to consider a Modified American Indian Game as a concluding physical activity with families.

3.5.2 Closing (5 minutes)

- May take place in the classroom depending on time availability.
- Pathways staff pass out pencils and evaluation forms.
- Have children (from Fourth Graders through 15-year-olds) and adults (everyone 16 and older) complete evaluation forms.
- Announce and distribute door prizes.

NOTE: If PE class is not accommodated for one hour, ask teacher for time to complete the evaluation once students are back in classroom. Ask families to complete evaluation before leaving event location. Door prizes may need to be conducted in the classroom or gathered area to ensure entire family participation.

OPTIONAL: Hand out tickets during registration for efficiency of door prize time.

3.5.3. After the Event

- Family Coordinator should collect registration rosters and evaluation forms and give to the site's Process Evaluation Coordinator (see Pathways Procedures for Process Evaluation handbook, for more detail).

NOTE: Collection of forms may have to be taken up in the classroom.

Family or Food Service Coordinator should obtain bill from school food service to be reimbursed for snacks purchased.

3.5.4. Data Management/Entry

Refer to the Pathways Procedures for Process Evaluation 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. The Process Evaluation Coordinator is also responsible for putting the school ID numbers in the upper right hand corner of the evaluation and summary forms. Completed and reviewed forms are then given to the site's Measurement Coordinator who is responsible for seeing that they are given to the data entry supervisor at the site for data entry. 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 A4) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

4. FOURTH GRADE FAMILY ENDING CELEBRATION

4.1. Objectives

The primary objectives of the Fourth Grade Celebration are:

- The Pathways staff will recognize the participation of fourth grade students and their families, teachers, school food service staff, other school staff, and volunteers with Pathways.
- The participants will eat a school lunch which demonstrates the lower fat practices of the school food service.
- The fourth grade students will demonstrate one or more of their favorite activities they learned this year during their Pathways Class. Optional: The Great Race Walk/Run may be combined with the Fourth Grade Ending Celebration. This will vary by site and teacher.

This ending celebration is the culminating event of the Pathways fourth grade intervention. Lunch time was chosen because schools have a standing invitation to families to participate in school meals. Each school's lunch menu will vary but will be chosen to exemplify Pathways food service behavioral guidelines. The activities (e.g., Jump for Fitness, All Aboard the Bumpityville Bus, the Great Race Walk/Run) are chosen by the fourth grade students in Week 11 B of the curriculum. If the Great Race Walk/Run is held in conjunction with this Ending Celebration, additional arrangements will need to be made. See Week 12 B of the Fourth Grade Curriculum for details on the Great Race Walk/Run.

Over about a two week period, an invitation as part of family pack week 11 B will be sent home to the fourth grade student's families. The student will take home a verbal reminder during week 12. It is optional for sites to send home reminder flyers. Other invitees include school staff involved in Pathways and volunteers. The Pathways principal investigator as well as the PE Mentor are encouraged to participate.

The suggested time for the event is approximately 1 hour. 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) followed by a school lunch. After this, all fourth grade students will be awarded certificates of completion and if appropriate the Great Race ribbons. Students will demonstrate their activities which may or may not be participatory. Optional: There will be a display of the students' Week 5 "Sugar in Beverages" posters and/or each classroom's Week 6 "Cooperative Quilt." The celebration concludes with closing remarks and door prizes.

Because of school characteristics, class size, number of fourth 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

4.2. Logistics

Date: Within one week of completing Week 12 of the classroom curriculum, if possible, and before interim measurement begins.

Time of Day: Lunch time; after regularly scheduled fourth grade lunch, perhaps at the end of the school lunch period; time may vary by school.

Length: About 1 hour. Allow enough time for registration, optional blessing, distribution of certificates and any appropriate incentives, lunch, demonstration of physical or classroom activities, 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.

4.2.1. Timeline (based on event one week after completing Week 12 B of curriculum)

The ending celebration will occur in Spring, 1999 after completion of Week 12 of the fourth grade curriculum. It could occur as soon as the completion of Week 12 but not later than 2 weeks after and before the start of interim measurements. Most of the preparations need to be completed well in advance of the event. These tasks are outlined in the following suggested timeline:

About 2 months prior:

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

At least one month prior:

- Review suggested promotional strategies to attract more families to the event. (See Strategies to Promote Family Participation, Appendix C2)
- Select with school food service the appropriate lunch 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 C5)
- 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)

At least 2 weeks prior:

- Check inventory for certificates of completion, sign for the Pathways staff.
- Verify the schedule with the principal (or contact person).
- Meet with teachers to review certificates for completeness and accuracy and teacher's signature. Also, if possible, arrange to have the teacher set aside the Week 5 "Sugar in Beverages" posters and the Week 6 "Cooperative Quilt," so these items can be displayed at the event.
- Provide invitation flyers (Appendix C1) which the teachers will send home with the students in Week 11 Family Pack. Remind the classroom teachers of the date, time, and place of the event and the invitations to be completed in lesson 11 B (Appendix C1).
- 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.

- Obtain door prizes.
- Purchase paper/plastic dishes/utensils, if necessary.

One week prior (after Week 12 B of Fourth Grade Curriculum):

- Collect completed certificates from classroom teachers, if not completed at review visit.
- Verify with the teachers that the invitation flyers went home with the Family Pack.
- Provide reminder flyers which the teachers will send home with the students the day before the event. (Optional.)
- Query the teacher on the Pathways activities selected by the students to lead or demonstrate at the event (optional: the Great Race), and inquire whether or not the teacher need assistance with these activities. 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.
- Reserve PE equipment needed for the Pathways physical activities.
- 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.
- Verify with community elder/member the date and time of the event and purpose of their participation (blessing). (Optional)

One to two days before:

- 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.
- Copy agenda, and posters, table tents, and/or handouts of meal description. (Optional)

Day of:

- Arrive at least 1 hour early to finalize coordination and setup of the event and to help with lunch preparation (optional, but encouraged).
- Put up the display of the students' Week 5 "Sugar in Beverages" posters and/or each classroom's Week 6 "Cooperative Quilt." (Optional)

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.

4.3. 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 lunch to be served on the day of the event to demonstrate the Pathways food service behavioral guidelines. S/he will also help estimate the number of participants and

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 lunch.

Pathways PE Mentor: The mentor's involvement is encouraged, but not required. The purpose of the mentor's involvement would be to help with the Pathways physical activities and to demonstrate the collaborative and team effort of the Pathways project. S/he could also help with any practice of the activities. If possible, the mentor could include the school's PE teacher in 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 week 11 B of the fourth grade curriculum manual. During Week 11 B of the curriculum students will select Pathways activities to demonstrate during the event. The students will also fill out and take home to family members the invitation (Week 11 B) and any optional reminder flyers (as determined by each site). 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.

4.4. Event Preparation

4.4.1. Formalizing Arrangements

Date, time, location:

At least 2 months in advance, Pathways staff will contact the school principal, classroom teacher, and food service manager to arrange the best date, time and location for the event. The location will need to accommodate registration, lunch, a blessing (optional), physical activities and/or demonstrations, and the award ceremony. The space requirements for each of these are different and could result in the selection of several locations. For example, lunch may be served in a special location of the cafeteria where family members and fourth 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 fourth 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 and the fourth grade teacher to participate. 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 or 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 past volunteers for previous Pathways events so they may be recognized for their contribution.

Lunch:

The Pathways food service staff will collaborate with both the food service coordinator and the family coordinator in planning the lunch 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 lunch menu appropriate for the event. The lunch 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 C5. 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.

During Week 11 (or about 2 - 3 weeks) prior to the event, 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 lunch, the fat and/or other nutrient content of the lunch, or other lower fat tips. This type of information could also be provided on the agenda. The Pathways food service staff could collaborate with the family 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 certificates. These 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 #2, part of the Fourth Grade Curriculum Procedures Manual.) Site staff should also discuss with the teacher, the teacher's role in awarding the certificates during the event.

In addition to the certificate, each site may choose to award the Great Race ribbons at this time. A sufficient quantity should be available and set aside prior to the event.

Pathways Activities:

During week 11 B, the classroom teacher asks the students to select their favorite activity (e.g. Jump for Fitness, All Aboard the Bumpityville Bus) to demonstrate during the celebration event. Depending on the sites staffing for the celebration event, the family coordinator or PE mentor

will query the teacher as to the selection and ask if the teacher needs assistance with rehearsal of the activities. 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.

Demonstration of an activity is required. Activities will vary by site and may include the Great Race. In addition, sites may decide to turn these demonstrations into participatory events, involving adults. This will be influenced by time, location, staffing, and equipment.

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 and perhaps a Great Race ribbon.) 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.

4.4.2. Advertising

Advertisement for the event will be accomplished with (1) an invitation flyer (Week 11 B); (2) optional reminder flyers; 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). (Appendix C2) for a list of Strategies to Promote Participation in Family Events.)

An example of the first flyer (the invitation flyer) from Week 11 B is in Appendix C1. The flyers should have been placed in the teachers curriculum boxes before being returned for the Weeks 7–12 of the fourth grade curriculum.

In Week 11B the classroom teachers discuss the family celebration and instruct the students how to fill out invitations to their family members for the ending celebration. The invitations are included in the teacher's guide and in Appendix C1 of this manual for your information. The coordinating center provides copies to each site and they should be inventoried. These will be placed in the teacher boxes for teachers to give to students to complete during Week 11B. The curriculum intervention person needs to be alerted to the exact date and time of the celebration event so they can inform teachers. The students take these invitations home with the Week 11B family pack.

School specific reminder flyers will need to be created and duplicated, distributed to teachers, and sent home with the students using an appropriate time frame.

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 C2) 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 future Pathways events.

4.4.3. Preparing Materials: Ordering, Preparing, Photocopying

Process Evaluation Forms:

- Obtain the official copy of the registration form from Process Evaluation staff (Process evaluation FRF.3: Family Activity Registration Roster, Appendix C4 for sample). Student names from the class roster may be typed on the form.

Invitations:

- Alert teachers to completing and sending home the invitation flyer during Week 11 B of the curriculum during winter curriculum training.
- Create and copy site or school specific reminder flyers and distribute to teachers.

Lunch:

- 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 lunch 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 C5.
- 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 certificates from the Coordinating Center need to be completed with date and signatures of Pathways staff and teacher.
- Check site inventory for quantity of the Great Race ribbons.

Pathways Activities:

- Activities will vary by school and class. Discuss with teachers any equipment needs for the event and any help with practice sessions (Section 5.5.1)
- If the Great Race Walk/Run is held in conjunction with this Ending Celebration, additional arrangements will need to be made. See Week 12 B of the Fourth Grade Curriculum for details on the Great Race Walk/Run.

Event Agendas:

- Agendas (optional) will vary by school but following is a list of suggested contents.
 - registration
 - welcome
 - blessing (optional)
 - lunch
 - awards ceremony
 - activities
 - door prizes
 - closing

(Note: the meal description (see Section 5.5.1) 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. (See page 8).

4.5. During the Event

4.5.1. Setup

The Family Coordinator or other Pathways staff should arrive at least 1 hour before the event to help arrange the space. It is preferable that the family members and fourth grade students be seated in the same area. If the entire event is to occur in the cafeteria, a large area to accommodate the physical activities will have to be marked off. The Pathways food service staff and other Pathways staff are encouraged to help with the lunch preparation and serving line during the fourth grade lunch. A table to accommodate registration should be set up near the entrance or fourth 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.

4.5.2. 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 fourth 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.

4.5.3. 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 welcome the family members, students, community elder/members, teachers, etc. And thank them for their participation in the prior Pathways activities during the year; introduce and extend a special appreciation to the school staff; thank and welcome the families for coming to the event. (If possible, if only for the welcome, introduce and acknowledge the physical activity teacher and food service staff.) Discuss the agenda and logistics for the event.

Note: If the principal investigator is participating, s/he may deliver the welcome. The school principal should also be involved.

4.5.4. 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 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.

4.5.5. Lunch (about 20 minutes)

After the blessing, preface school lunch 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 may want to say something about their part of Pathways (optional).

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 lunch line with the fourth grade students. They will sit in a designated location of the cafeteria.

4.5.6. Presentation of Certificates and Awards

After lunch, the teachers will present the certificates of completion to the students. The teachers will be assisted by Pathways staff member who may help with distribution of certificates and where applicable the Great Race ribbons.

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

4.5.7. Pathways Activities

Pathways staff will announce the purpose of each Pathways activity. Physical activities will demonstrate moderate-to-vigorous activity.

The classroom teacher with the help of the PE Mentor and/or the PE teacher will help students demonstrate Pathways physical activities.

Optional: Family members, students, and other celebration attendees may participate depending on space, time, and resources.

Optional: The Great Race Walk/Run, from the curriculum, could be used.

Optional: If the demonstration becomes participatory, consider two activities occurring simultaneously.

4.5.8. Raffle/Door Prize Drawing

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.

4.5.9. Closing

If the Principal Investigator is participating, s/he could deliver the closing remarks. Thank the family members for their attendance. Remind them that they can continue Pathways eating and physical activity behaviors with their family and friends over the summer break and that Pathways will continue after the break during the students fifth grade year.

4.6. Evaluation

See Process Evaluation person at your site for forms.

4.7. 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.

4.8. Data Management/Entry/Transfer

Refer to the Pathways Procedures for Process Evaluation 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 C4). 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 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 C2) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

APPENDIX A1

Site-Specific Post Cards

You are invited to the 4th Grade Pathways Family Fun Night!

Date: Friday, September 28, 1998

Fun!

Time: 6:00 - 8:00 pm

Games!

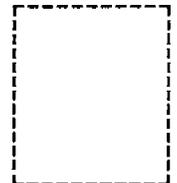
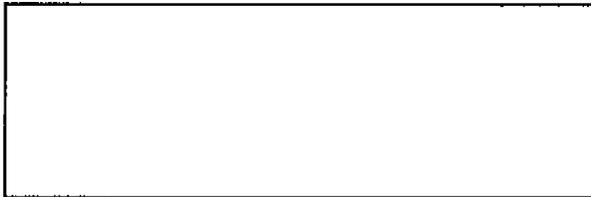
School: Atsa Biyaazh Elementary

Location: School Cafeteria

Door Prizes!

Your number is _____
Please bring this postcard to
Pathways Family Fun Night
to see if you won a prize.

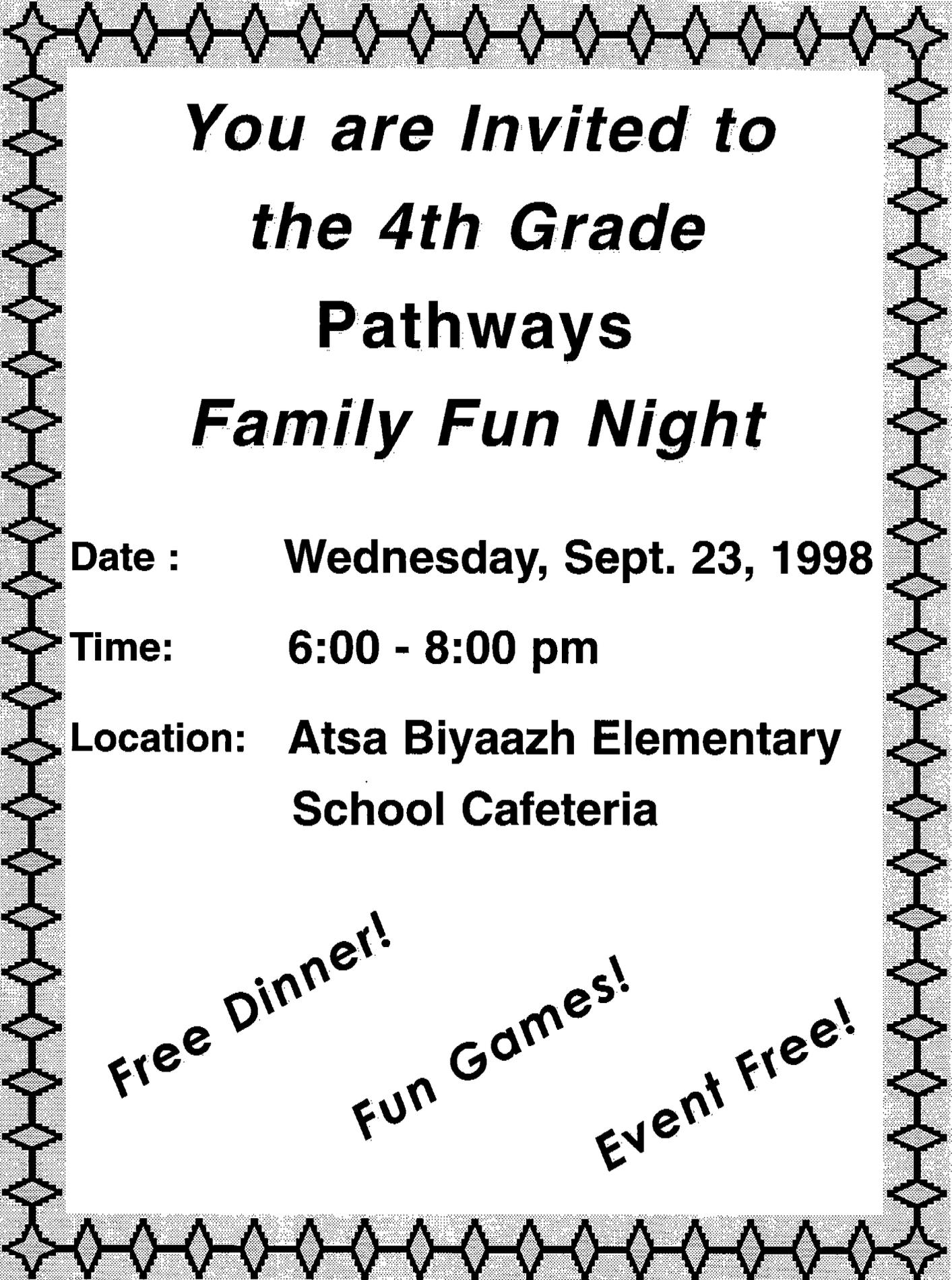
Free Dinner!



To the Family of:



APPENDIX A2
Site Specific Flyers



***You are Invited to
the 4th Grade
Pathways
Family Fun Night***

Date : **Wednesday, Sept. 23, 1998**

Time: **6:00 - 8:00 pm**

Location: **Atsa Biyaazh Elementary
School Cafeteria**

Free Dinner!

Fun Games!

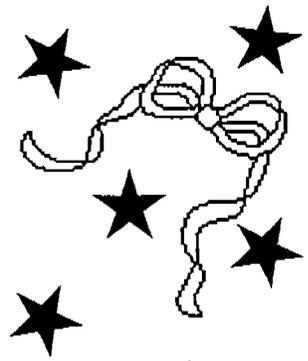
Event Free!

APPENDIX A3

Site Specific Flyers (Don't Forget)



DON'T FORGET
PATHWAYS
THIRD GRADE



FAMILY FUN NIGHT!

Tomorrow Night
October 7, 1997

The fun starts at 5:30 pm!

Games!

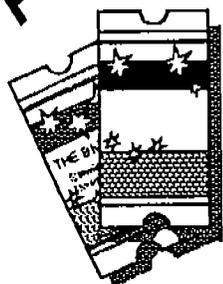


It's all Free!

Food!

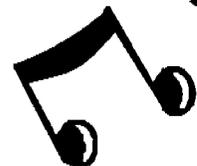


Door Prizes!



Aneth Elementary
School Cafeteria

Line Dancing!



APPENDIX A4

**Strategies
Food Order Form
Field Coordinator Checklist**

**Family Food Service Order Form
Pathways Fourth Grade 1998-1999
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: _____

Food Service: _____ Estimated hours needed: _____

Date foods needed by: _____ Date foods must be ordered by: _____

Each site will need to identify what lower-fat meal they will be serving.

Food Items

Amounts

Ingredients for meal:

Napkins, utensils, plates, cups, bowls, other

_____ #

Suggested beverages:

1 % , Skim Milk

_____ # ½ pints

Diet soda (non-caffeinated)

_____ # 12 oz. cans

Sugar-free beverage (bottled water)

_____ # bottles

should be provided

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 parent of students (one month prior to event)
- winning door prize, available at the event, for a number posted on the postcard
- prize (T-shirt) for first 25 families that attend
- provide transportation for families to attend
- show door prizes to students in class the day of the event. Should also mention to students that if they and their families attend the family event 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.
- ask teacher to have students return mailed postcard or flyer #2 as an RSVP
- give parents that attend family event an "I attended a Pathways Family Event" sticker, if they attend all three family events (including ending celebration) and can show their three stickers (on a button?) at the family ending celebration, they can get a prize (water-bottle, keychain)
- inform teachers that they will get a prize of a certain number of their students and families attend the family events
- ask principal to announce in daily announcements, the family event to all 4th grade classes the day before or the day of the event
- have the family field staff or family coordinator advertise the event through the school staff (family advocates, teachers, counselors, food service, principals, PE teachers)
- work with the school staff and students closely as a reminder of the family event, during the time before the event

Quality Control Form - Family Event Strategies

Family Event: _____ Date of Event: _____

School: _____ Boarding/Public/Contract/BIA

1. What unique characteristics are there of the school that the site needed to take into consideration when planning the family event? _____

2. What strategies were used to attract more families at this school? (according to Strategies listing) _____

3. What do you think worked the best to get families to attend this Pathways family event?

4. What were the comments about parent participation at Pathways events? (i.e. comments from families, school staff, school administration, etc.): _____

5. Were the families asked how they heard about the event at any time? If so what were some of the comments about their exposure to the family event: _____

6. Did any of the Pathways staff take time to sit and talk with the school staff about increasing family attendance at Pathways sponsored events? If yes, please share: _____

Family Field Activities Checklist
4th Grade 1998-1999
FAMILY FUN NIGHT (FFN)

- Read Family Fun Night Procedures Manual
- Reserve space for event.
- Request custodian, etc.

Six weeks prior to FFN:

- Start planning for FFN (refer to Family Procedures Manual)
- Schedule FFN date with school (principal), to arrange date/location of Family Fun Night (Send confirmation letter after these have been agreed on.)
- Select staff at each site to work on FFN
- Select booths for your site: 7 booths (mandatory) & 4 (optional):

REGISTRATION: Introduction, sign-up, evaluation, door prizes

MANDATORY BOOTHS:

- 1) FOURTH GRADE INTERVENTION DISPLAY & EXERCISE BREAKS –
“The Pathways Journey Continues”
- 2) LABEL READING – “Solve the Mystery of Reading Food Labels”
- 3) AMOUNT OF SUGAR IN BEVERAGES - “How much sugar is in your
favorite beverage”
- 4) PATHWAYS SCHOOL MEAL / A Sensational School Meal
- 5) PATHWAYS PE – SPARK DANCE UNIT “Lets dance to the sound of music”
- 6) MODIFIED AMERICAN INDIAN GAMES (MAIG) – “Fun and Interactive
games”
- 7) RINSING & DRAINING DEMONSTRATION OR DISPLAY and FRY
BREAD/MILK DISPLAY “Cut the Fat”

OPTIONAL:

- 8) PATHWAYS BINGO
- 9) KIDS CORNER
- 10) FISHING FOR FRUIT
- 11) CARROT DIP RACE

Con't:

- Research availability and types of foods you would like to serve as a meal; define Nutritional content of selected foods (work with site nutritionist).

One month prior to FFN:

- Train volunteers and staff on FFN duties and responsibilities (2 hours). Schedule adequate meetings with all staff who will help carry out event.
- Design or edit educational materials.
- Seek donations for door prizes. Make site flyers/posters/copy forms from the procedures manual.
- Send home post card invitation to families.
- Order food for meal to be served work with Pathways food service coordinator and school food service manager.

Two weeks prior to FFN:

- Advertise Family Fun Night with school staff.
- Train volunteers and staff for Family Fun Night.
- Send home Flyer #1 with Fourth graders.
- Recruit family members to attend event.
- Obtain door prizes.

Day before FFN:

- Send home Flyer #2 with Fourth graders
- Check with food service to make sure food is available; buy other foods.

Day of Family Fun Night:

- Arrive at site 1 ½ hours early to set up.
- * Clean-up after FFN or make arrangements with appropriate school staff.

APPENDIX A5

**Process Evaluation Example Forms
(Forms to be obtained by your site's PE person)**



To be completed by Pathways staff:
School ID: _____ Form Code: **EC4**
Version: **A** Grade: **4** Seq. #: _____

FOURTH GRADE FAMILY ACTIVITY ENDING CELEBRATION

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

Evaluation Form for Child Participants (under 16 years old) <i>Please circle the <u>one</u> picture that shows us how you feel</i>	
1. I liked this Family Activity.	= Yes = No
2. I liked eating lunch with my family.	= Yes = No
3. I had fun presenting the Pathways activity.	= Yes = No
4. I would like to attend another Family Activity.	= Yes = No

Thank you!



To be completed by Pathways staff:
School ID: _____ Form Code: **EA4**
Version: **A** Grade: **4** Seq. #: _____

FOURTH GRADE FAMILY ACTIVITY: ENDING CELEBRATION

SCHOOL: _____

DATE: _____

Evaluation Form for Adult Participants (16 and older)

Circle the word that explains how you feel about each statement, and feel free to write comments.

1. This Family Activity was a worthwhile event.

1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

2. I liked tasting the school's low-fat lunch.

1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

3. I learned more about Pathways by attending family events.

1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

4. I enjoyed the children's Pathways presentation.

1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

5. I would attend another Family Activity.

1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

6. What could be done to improve the Family Activity?

7. Have you ever attended any other Pathways Family Activities?

1=**Yes** 2=**No** 3=**Not Sure**

8. If so, how many Pathways Family Activities have you attended? _____

APPENDIX A6
What is Pathways?

WHAT IS PATHWAYS?

Pathways is a program that promotes physical activity and healthful eating habits among children in Native American communities.

Pathways has four interrelated components:

- ◆ Classroom lessons
- ◆ School meals
- ◆ Physical education
- ◆ Family programs

Pathways is a Partnership with seven Indian Nations:

- ◆ White Mountain Apache Tribe, Arizona
- ◆ San Carlos Apache Tribe, Arizona
- ◆ Gila River Indian Community, Arizona
- ◆ Tohono O'odham Nation, Arizona
- ◆ Oglala Lakota Nation, South Dakota
- ◆ Sicangu Lakota Nation, South Dakota
- ◆ Navajo Nation, New Mexico, Arizona, and Utah

And with five Universities:

- ◆ Johns Hopkins University
- ◆ University of Arizona
- ◆ University of Minnesota
- ◆ University of New Mexico
- ◆ University of North Carolina

And sponsored by the National Heart, Lung, and Blood Institute of the National Institutes of Health.



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- Oglala Lakota Nation, South Dakota
- Sicangu Lakota Nation, South Dakota
- Navajo Nation, New Mexico, Utah and Arizona

Pathways is a program with five Universities:

- Johns Hopkins University
- University of Arizona
- University of Minnesota
- University of New Mexico
- University of North Carolina

Pathways is sponsored by the National Heart, Lung, and Blood Institute of the National Institutes of Health.

APPENDIX A7

Welcome to Pathways sign!

Welcome

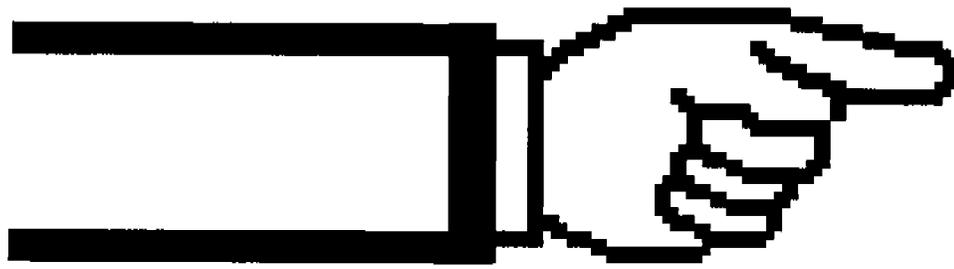
to

PATHWAYS

FAMILY FUN

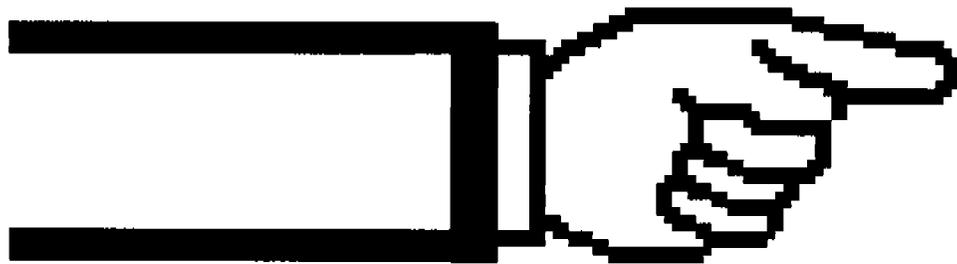
NIGHT!

**PLEASE GO
TO THE CAFETERIA**



**WELCOME TO
PATHWAYS
FAMILY FUN NIGHT!**

**PLEASE GO
TO THE GYM**



**WELCOME TO
PATHWAYS
FAMILY FUN NIGHT!**

APPENDIX A8

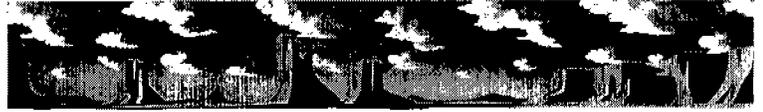
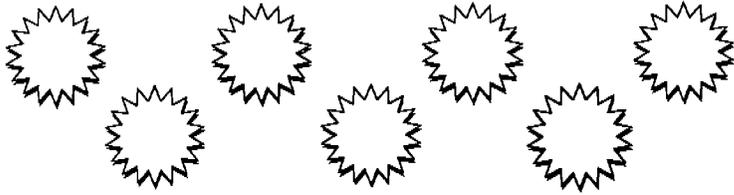
Examples of Pathways Drawing Card and Players Card



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

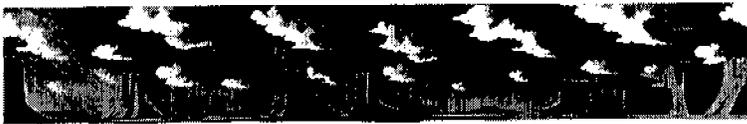
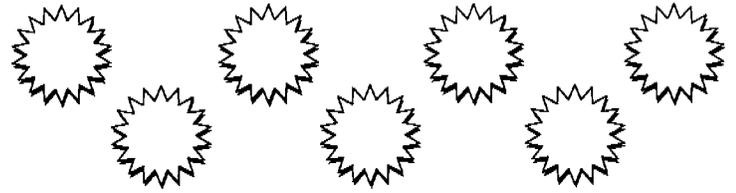
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

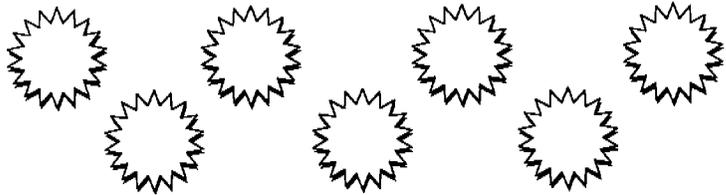
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

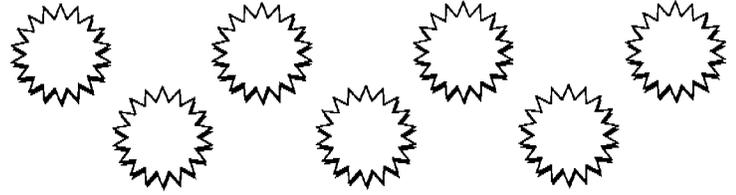
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

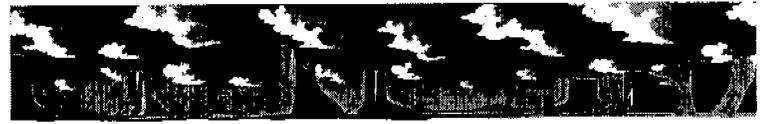
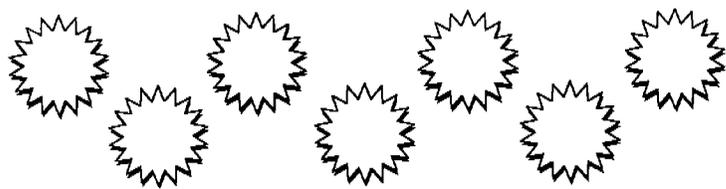
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

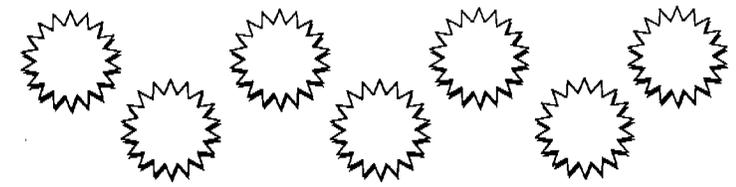
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

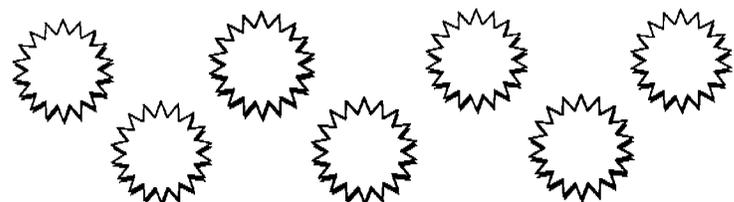
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

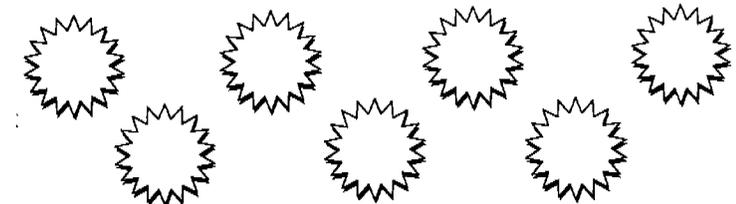
Name: _____



PATHWAYS Drawing

NOTE: Visit Booth 1-7 and receive a different color stamp

Name: _____





Family Fun Night Player's Card: Student Card

Visit at least 6 of the booths to enter the drawing for prizes!!!

Booth 1	Booth 2	Booth 3	Booth 4	Booth 5	Booth 6	Booth 7	Booth 8

Be sure to get your card stamped at each booth you visit. Turn in your card at the registration booth and receive an evaluation form to fill out and enter in the drawing. Good Luck!

Student's Name: _____



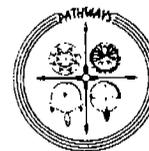
Family Fun Night Player's Card: Student Card

Visit at least 6 of the booths to enter the drawing for prizes!!!

Booth 1	Booth 2	Booth 3	Booth 4	Booth 5	Booth 6	Booth 7	Booth 8

Be sure to get your card stamped at each booth you visit. Turn in your card at the registration booth and receive an evaluation form to fill out and enter in the drawing. Good Luck!

Student's Name: _____



Family Fun Night Player's Card: Student Card

Visit at least 6 of the booths to enter the drawing for prizes!!!

Booth 1	Booth 2	Booth 3	Booth 4	Booth 5	Booth 6	Booth 7	Booth 8

Be sure to get your card stamped at each booth you visit. Turn in your card at the registration booth and receive an evaluation form to fill out and enter in the drawing. Good Luck!

Student's Name: _____



Family Fun Night Player's Card: Adult Card

Visit at least 6 of the booths to enter the drawing for prizes!!!

Booth 1	Booth 2	Booth 3	Booth 4	Booth 5	Booth 6	Booth 7	Booth 8

Be sure to get your card stamped at each booth you visit. Turn in your card at the registration booth and receive an evaluation form to fill out and enter in the drawing. Good Luck!

Adult's Name: _____



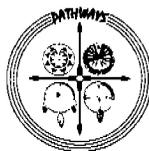
Family Fun Night Player's Card: Adult Card

Visit at least 6 of the booths to enter the drawing for prizes!!!

Booth 1	Booth 2	Booth 3	Booth 4	Booth 5	Booth 6	Booth 7	Booth 8

Be sure to get your card stamped at each booth you visit. Turn in your card at the registration booth and receive an evaluation form to fill out and enter in the drawing. Good Luck!

Adult's Name: _____



Family Fun Night Player's Card: Adult Card

Visit at least 6 of the booths to enter the drawing for prizes!!!

Booth 1	Booth 2	Booth 3	Booth 4	Booth 5	Booth 6	Booth 7	Booth 8

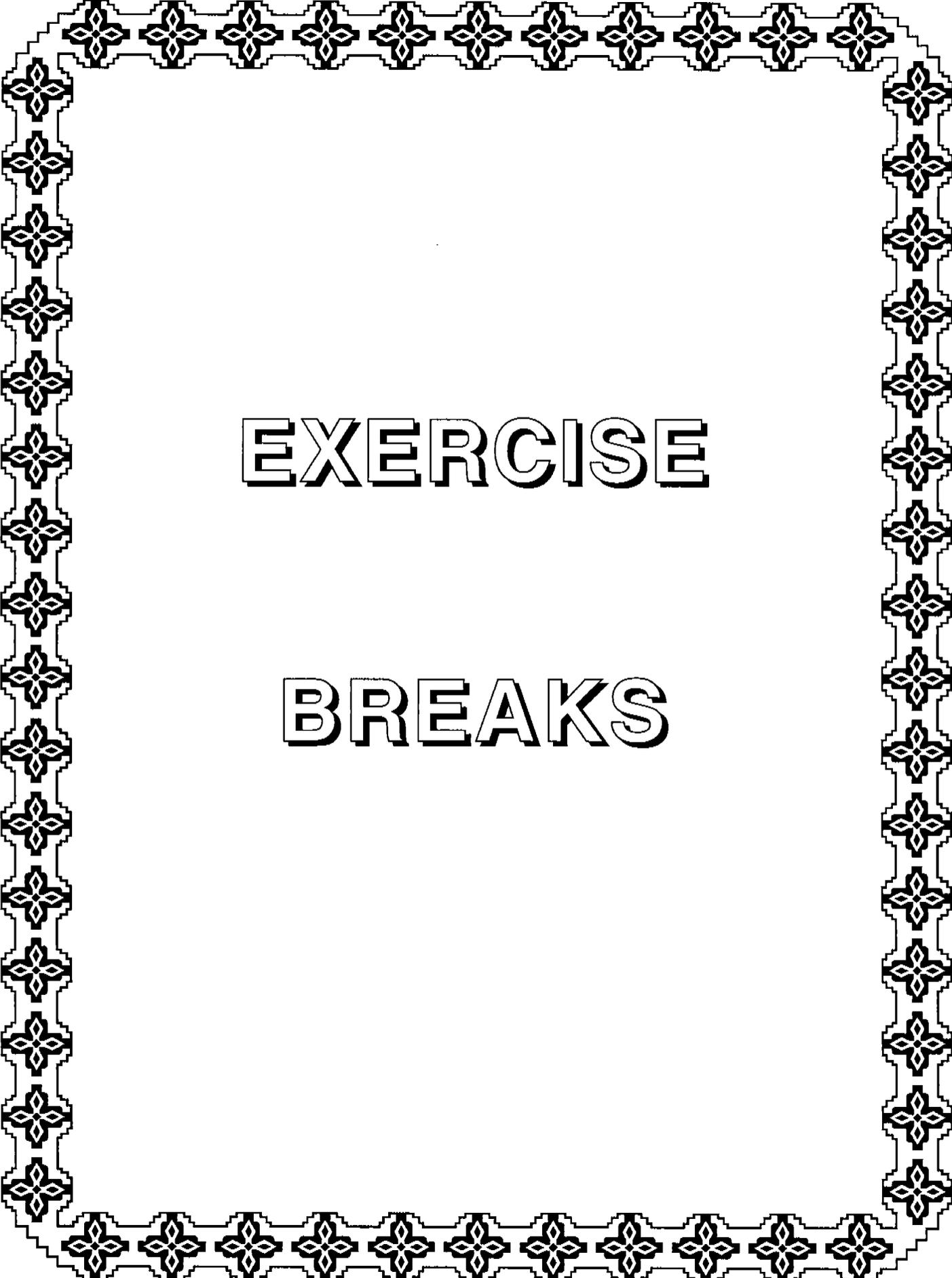
Be sure to get your card stamped at each booth you visit. Turn in your card at the registration booth and receive an evaluation form to fill out and enter in the drawing. Good Luck!

Adult's Name: _____

APPENDIX A9

BOOTH #1
Exercise Break handouts

BOOTH #1



EXERCISE

BREAKS



High and Low Stretches

Type of Activity: Stretches

Approximate Time: 1-2 minutes

Instructions:

1. Tell students that they will be doing some high, then some low, stretches. Teacher or student leads the class.
2. Stand up on tiptoes and reach for the sky. Hold for count of 5, then return to standing position. Repeat.
3. Bend the knees, squat, and put both hands on the floor in front of you. Keeping hands on floor, straighten legs as much as possible. Hold for count of 5. Return to standing position. Repeat.
4. Repeat 2 and 3 above.

PATHWAYS 6/98



Flat Tire

Type of Activity: Strength

Approximate Time: 1-3 minutes

Preparation: Be sure each student has room to get in push-up position.

Instructions:

1. Start in a push-up position, and slowly lower yourself to the ground as you “let out your air” like a tire going flat.
2. If possible, return to start position by doing a push-up; or move to “hands and knees” and then to a push-up position.

PATHWAYS 6/98



Ski Slalom

Type of Activity: Movement

Approximate Time: 3-5 minutes

Preparation: Have students stand by their desks and draw an imaginary line by their feet.

Instructions:

1. See how long you can jump side to side over your imaginary line. Pretend you are skiing!

PATHWAYS 6/98

Partner Sit-ups

Type of Activity: Partner Activities

Approximate Time: 3-10 minutes

Preparation: Have the students pair off by choice, or have them play Back to Back (exercise break) to find a partner.

Instructions:

1. One student lies on his/her back with knees bent.
2. The other student holds the partner's feet in place.
3. With hands crossed over chest, the student lying down does a sit-up and touches elbows to the middle of bent knees, then returns to start position. Repeat.
4. Have each partner do 10 sit-ups, then switch; or ask class to "see how many sit-ups you can do when the music is turned on. Partners count. Ready, go!"

PATHWAYS 6/98



Side Bends

Type of Activity: Stretches

Approximate Time: 1-3 minutes

Instructions:

1. Stand with feet shoulder width apart.
2. Raise your right hand over head, and rest your left arm across the belly.
3. Gently stretch sideways, toward the left. Hold at least 10 seconds.
4. Switch hand positions and stretch to the right.

PATHWAYS 6/98



Arm Circles

Type of Activity: Stretches

Approximate Time: 1-3 minutes

Instructions:

1. Gently circle both arms in a forward circle, nice and slow. Repeat approximately 5 - 10 times.
2. Gently circle both arms in a backwards circle. Repeat approximately 5 - 10 times.
3. Circle forward, then circle backward. Repeat.

PATHWAYS 6/98

APPENDIX A10

**BOOTH #2
Label handout**

BOOTH #2

You Can Believe the Claims on the Food Label

Light, Low Fat, and Cholesterol Free: What do these words really mean?

Some food packages make claims such as "light," "low fat," and "cholesterol free." These claims can only be used if a food meets strict government definitions. Here are some of the meanings.

Label claim	Definition*
Calorie Free	Less than 5 calories
Low Calorie	40 calories or less**
Light or Lite	1/3 fewer calories or 50% less fat; if more than half the calories are from fat, fat content must be reduced by 50% or more
Light in Sodium	50% less sodium
Fat Free	Less than 1/2 gram fat
Low Fat	3 grams or less fat**
Cholesterol Free	Less than 2 milligrams cholesterol and 2 grams or less saturated fat**
Low Cholesterol	20 milligrams or less cholesterol and 2 grams or less saturated fat**
Sodium Free	Less than 5 milligrams sodium**
Very Low Sodium	35 milligrams or less sodium**
Low Sodium	140 milligrams or less sodium**
High Fiber	5 grams or more fiber

* Per Reference Amount (standard serving size). Some claims have higher nutrient levels for main dish products and meal products, such as frozen entrees and dinners.

** Also per 50 g for products with small serving sizes (Reference Amount is 30 g or less or 2 tbsp or less).

Can a diet help reduce the risk for heart disease...cancer...osteoporosis?

Some food packages may now carry health claims. A health claim is a label statement that describes the relationship between a nutrient and a disease or health-related condition. A food must meet certain nutrient levels to make a health claim.

Seven types of health claims are allowed. These nutrient-disease relationships include:

A diet:	And:
High in calcium	Osteoporosis (brittle bone disease)
High in fiber-containing grain products, fruits, and vegetables	Cancer
High in fruits or vegetables (high in dietary fiber or vitamins A or C)	Cancer
High in fiber from fruits, vegetables, and grain products	Heart disease
Low in fat	Cancer
Low in saturated fat and cholesterol	Heart disease
Low in sodium	High blood pressure

More nutrition questions? Need help finding a registered dietitian? Call The American Dietetic Association's National Center for Nutrition and Dietetics at 1-800-366-1466.

Other sources of nutrition information include the FSIS Meat and Poultry Hotline at 1-800-535-4555, the FDA Seafood Hotline at 1-800-PDA-4010 (1-800-332-4010), local Cooperative Extension Agents, and FDA Public Affairs Specialists. Call or write the food manufacturer for information about specific products.

The information in this brochure is intended to provide general guidance for healthy adults based on government recommendations for a healthy diet. It is not intended to replace professional medical guidance from a qualified health care professional. For specific advice concerning diet and health, consult a registered dietitian, a qualified health professional, or physician. The National Food Processors Association does not endorse any particular dietary pattern, and is not responsible for any specific diet or health advice provided here.

This brochure was developed as part of *Label Facts for Healthy Eating*, an educational kit produced by the National Food Processors Association in Washington, D.C. For more information about the kit, contact The Meats Corporation, 2941 North Street, Dayton, Ohio 45414. (Copyright © 1991, National Food Processors Association. All rights reserved.)

This information brought to you by



**THE AMERICAN
DIETETIC ASSOCIATION**
216 WEST JACKSON BOULEVARD
CHICAGO, ILLINOIS 60606-6495
312/869-6410

Are You Ready for New Food Labels?

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2 *

Amount Per Serving		Calories from Fat 30
Calories 90		
Total Fat 3g *		% Daily Values*
Saturated Fat 0g		0%
Cholesterol 0mg		0%
Sodium 300mg		13%
Total Carbohydrate 13g		4%
Dietary Fiber 3g		12%
Sugars 3g		
Protein 3g		
Vitamin A 80%		Vitamin C 60%
Calcium 4%		Iron 4%

* 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:	2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

New Food Labels Are Here!

The new food label can be found on food packages in your supermarket. Reading the label tells more about the food and what you are getting. What you see on the food label—the nutrition and ingredient information—is required by the government.

This brochure shows what the new label looks like and explains some of its new features.

Nutrition Facts Title
The new title "Nutrition Facts" signals the new label.

Serving Size
Similar food products now have similar serving sizes. This makes it easier to compare foods. Serving sizes are based on amounts people actually eat.

New Label Information
Some label information may be new to you. The new nutrient list covers those most important to your health. You may have seen this information on some old labels, but it is now required.

Vitamins and Minerals
Only two vitamins, A and C, and two minerals, calcium and iron, are required on the food label. A food company can voluntarily list other vitamins and minerals in the food.

Label Numbers
Numbers on the nutrition label may be rounded for labeling.

Why do some food packages have a short or abbreviated nutrition label?

Foods that have only a few of the nutrients required on the standard label can use a short label format. What's on the label depends on what's in the food. Small- and medium-sized packages with very little label space can also use a short label.

% Daily Value
% Daily Value shows how a food fits into a 2,000 calorie reference diet.
You can use % Daily Value to compare foods and see how the amount of a nutrient in a serving of food fits in a 2,000 calorie reference diet.

Daily Values Footnote
Daily Values are the new label reference numbers. These numbers are set by the government and are based on current nutrition recommendations.

Some labels list the daily values for a daily diet of 2,000 and 2,500 calories. Your own nutrient needs may be less than or more than the Daily Values on the label.

Calories Per Gram Footnote
Some labels tell the approximate number of calories in a gram of fat, carbohydrate, and protein.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2 *

Amount Per Serving Calories from Fat 30

Calories 90

	% Daily Value *
Total Fat 3g *	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	

Protein 3g

Vitamin A 80% • Vitamin C 60%

Calcium 4% • Iron 4%

* 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:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate	300g	375g	30g
Dietary Fiber	25g		

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

APPENDIX A11

BOOTH #3

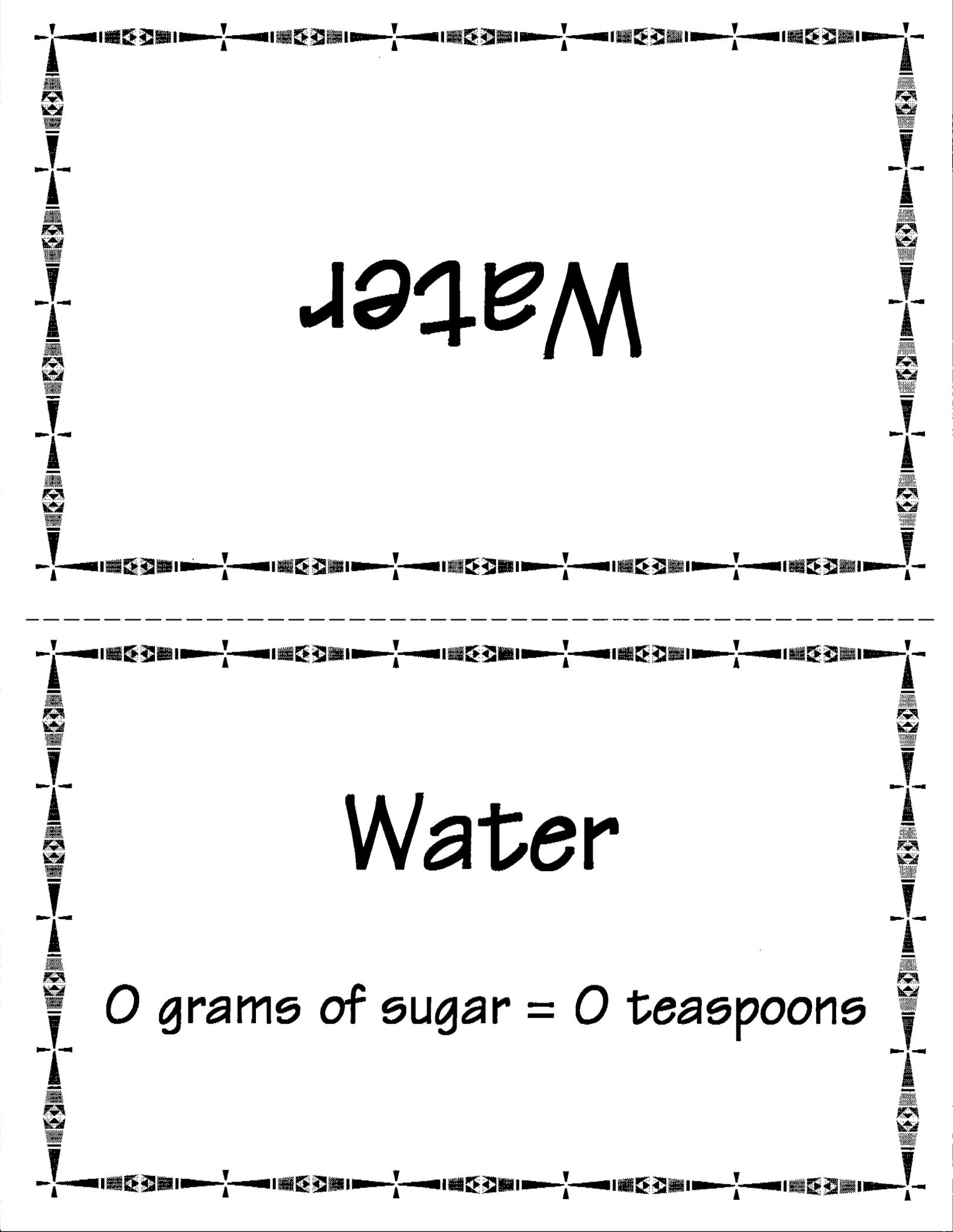
How Much Sugar Is In Your Favorite Beverage?

Placards

BOOTH #3

How Much Sugar is in Your Favorite Beverage?

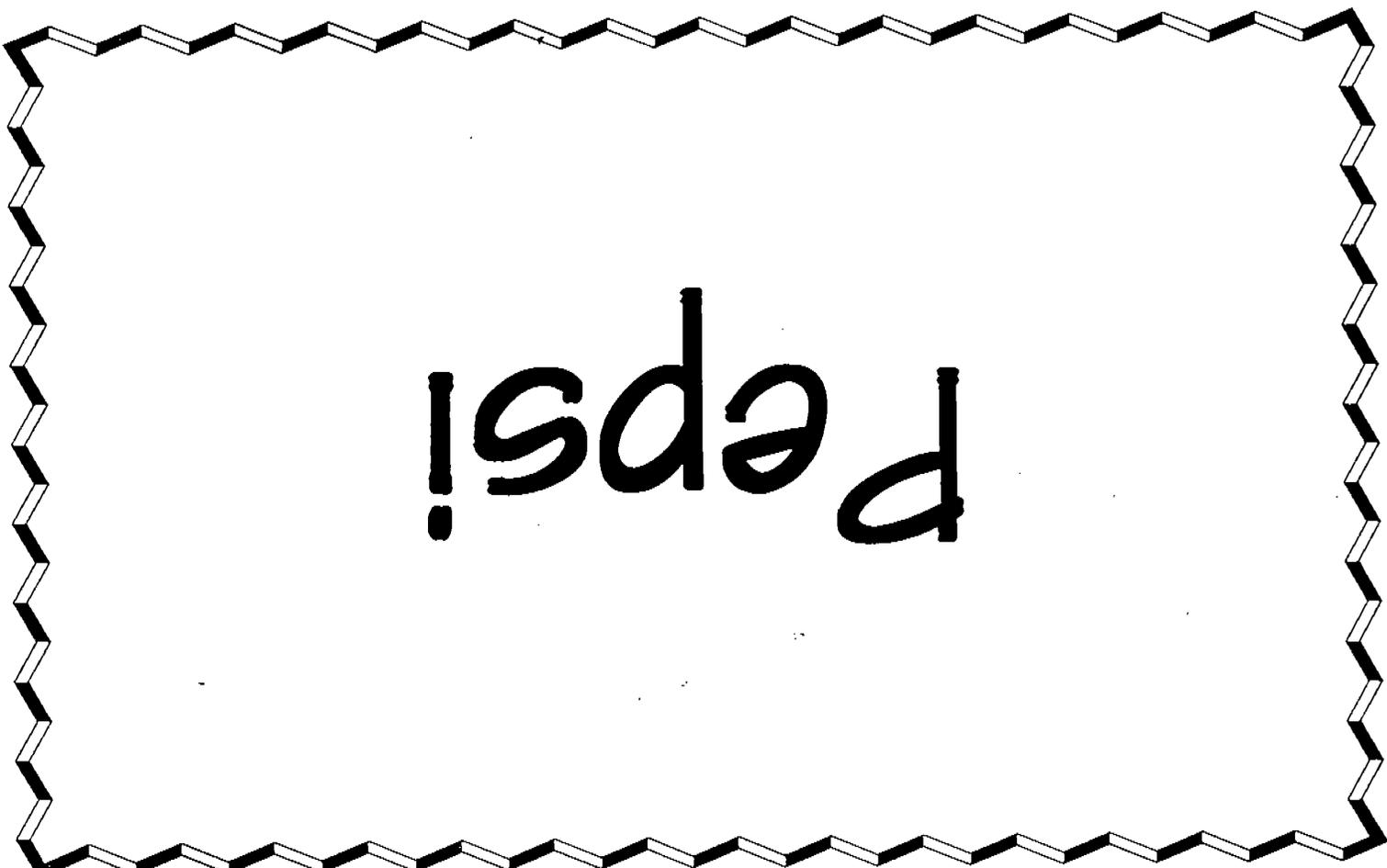
Beverage	1 Serving (according to label)	Grams (g) of Sugar	Approximate Number of Teaspoons of Sugar
Bottled Water	8 oz	0 g	0 tsp
Coke	12 oz	29 g	7 tsp
Diet Coke	12 oz	0 g	0 tsp
Pepsi	12 oz	41 g	10 tsp
Diet Pepsi	12 oz	0 g	0 tsp
Mountain Dew	12 oz	46 g	12 tsp
Diet Mountain Dew	12 oz	0 g	0 tsp
7-Up	12 oz	36 g	9 tsp
Diet 7-Up	12 oz	0 g	0 tsp
Root Beer	12 oz	40 g	10 tsp
Orange Crush	12 oz	50 g	13 tsp
Kool-Aid	8 oz	25 g	6 tsp
Sugar-Free Kool-Aid	8 oz	0 g	0 tsp
Hi-C Fruit Punch	8 oz	31 g	7 tsp
Lemonade (from powder)	8 oz	17 g	4 tsp
Sugar-Free Lemonade	8 oz	0 g	0 tsp
Gatorade	8 oz	14 g	4 tsp



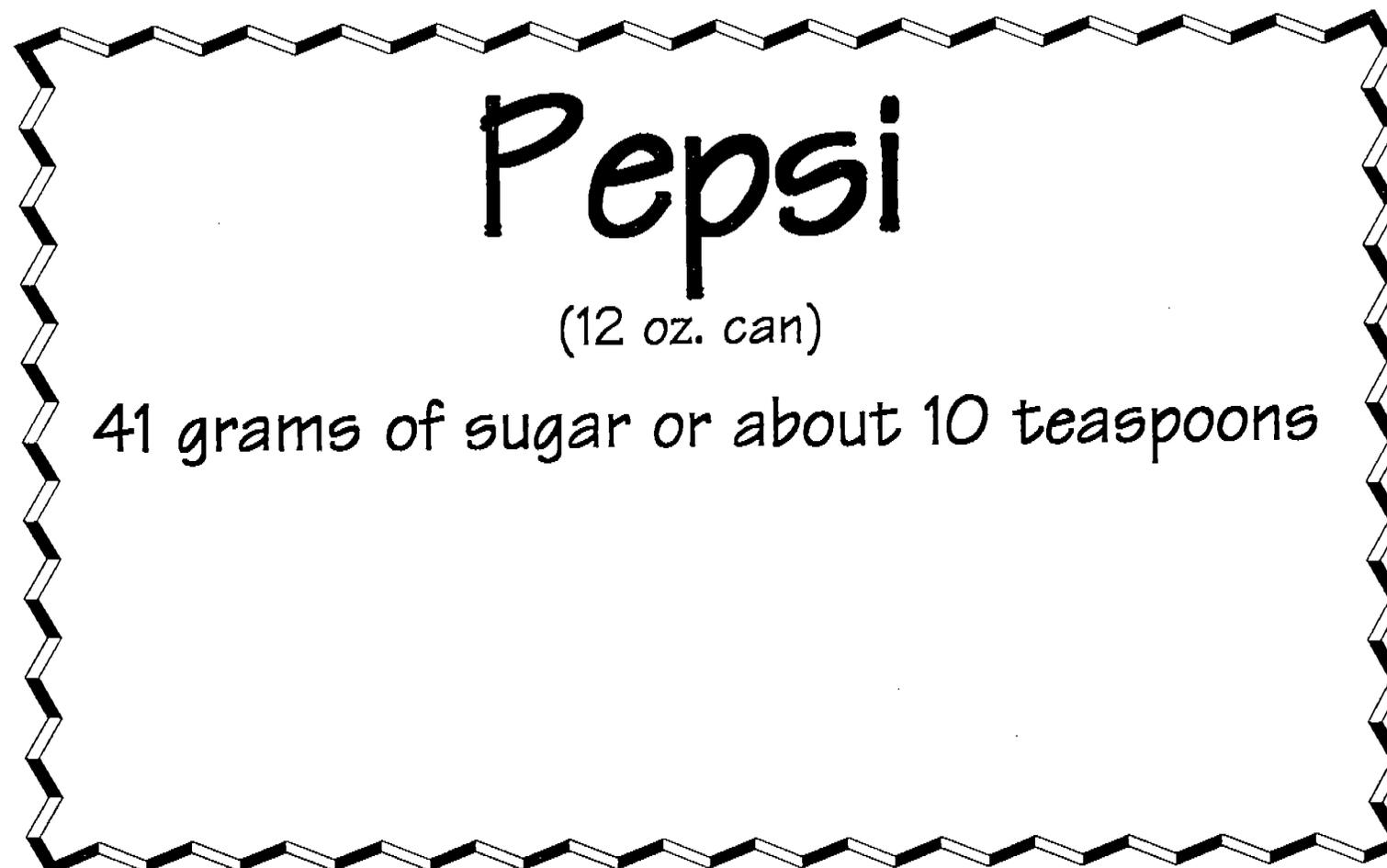
Water

Water

0 grams of sugar = 0 teaspoons



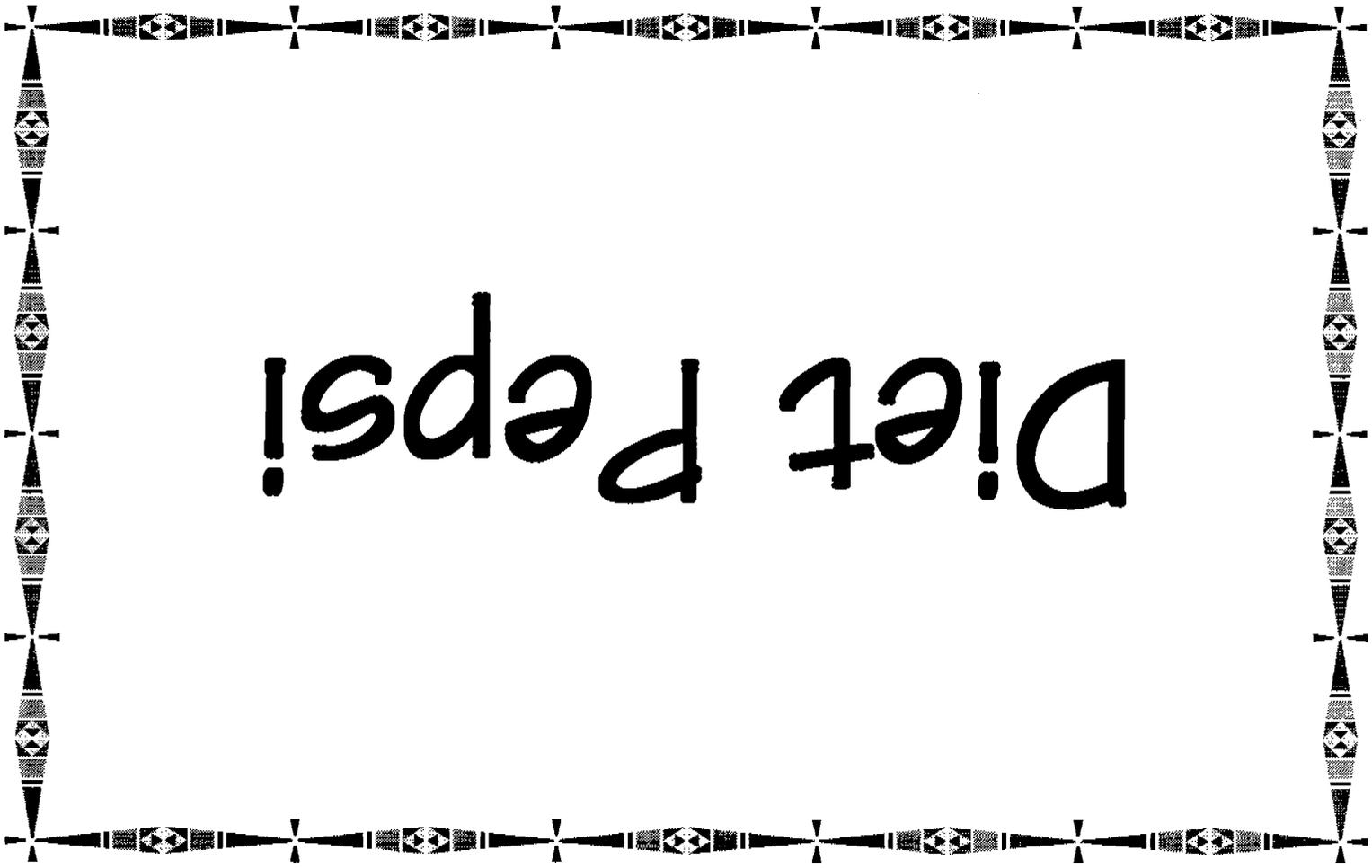
!sɔɹɔ



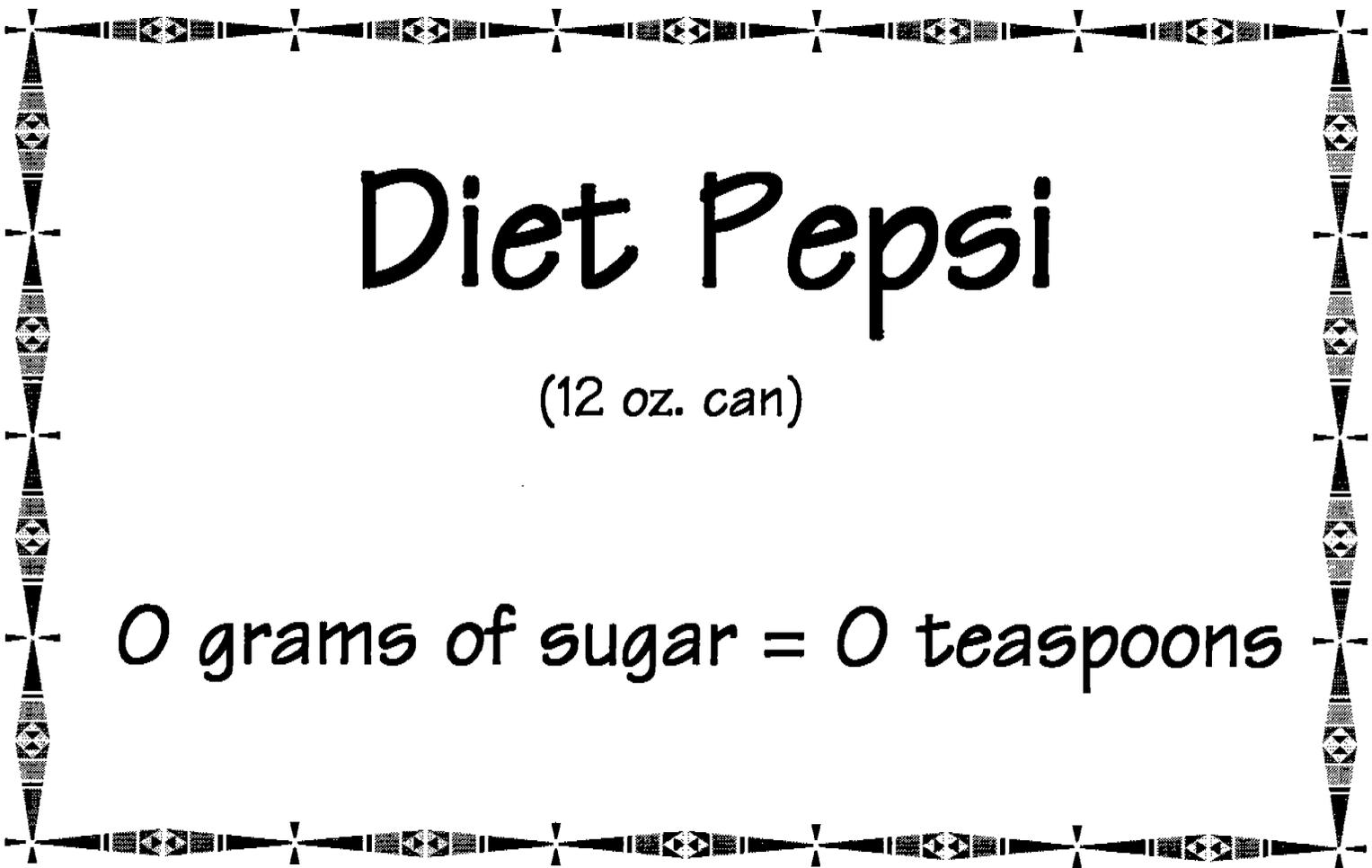
Pepsi

(12 oz. can)

41 grams of sugar or about 10 teaspoons



Diet Pepsi!



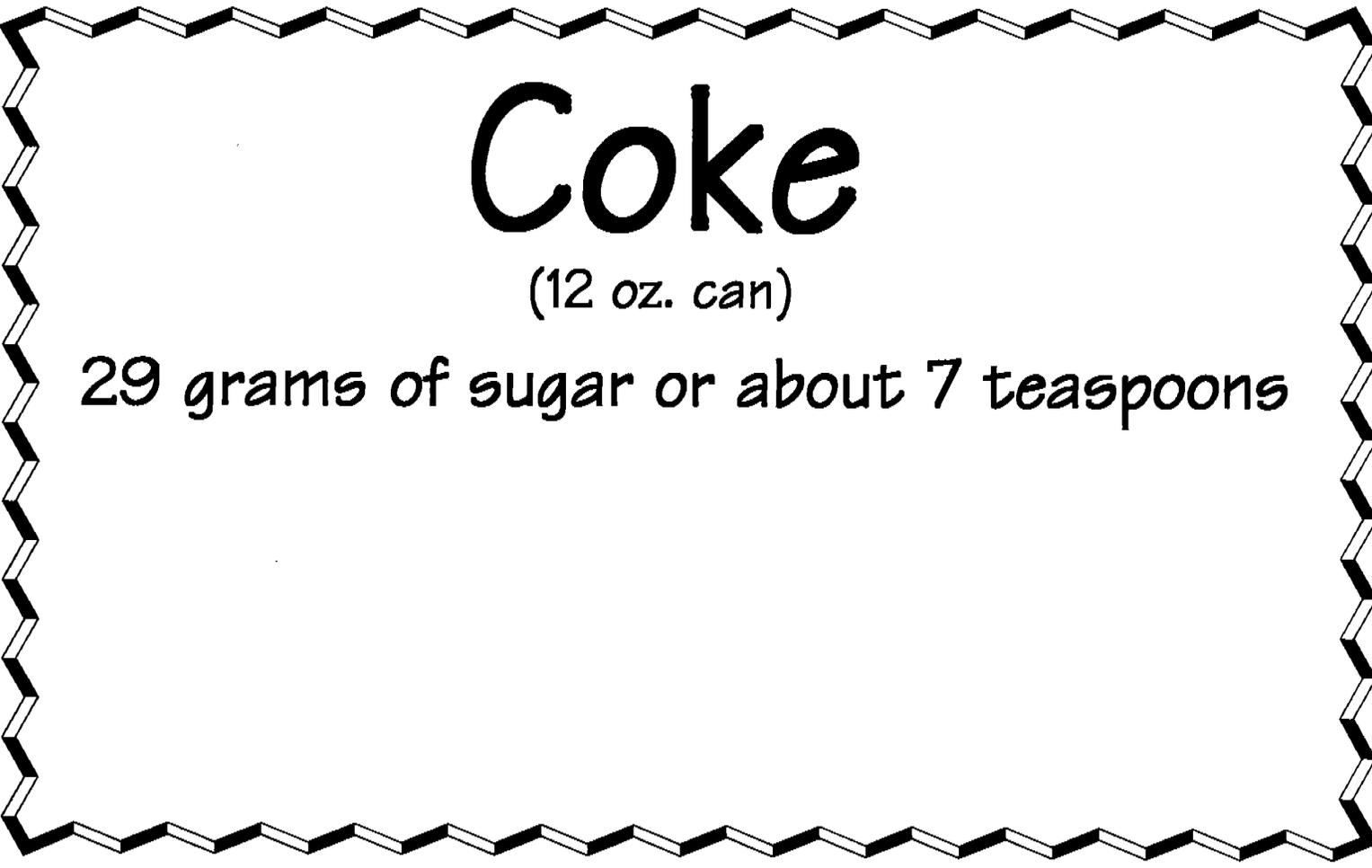
Diet Pepsi

(12 oz. can)

0 grams of sugar = 0 teaspoons



Coke



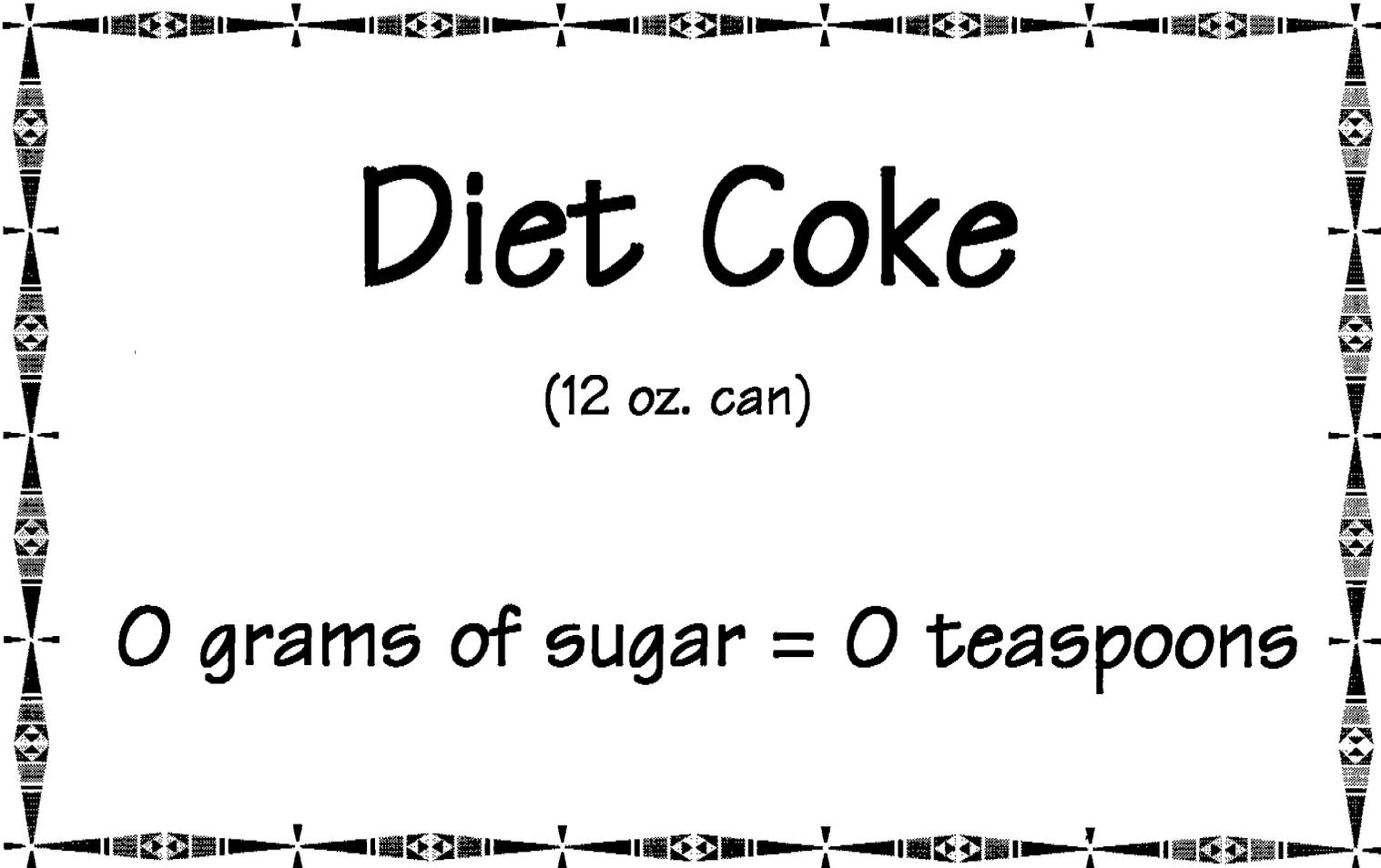
Coke

(12 oz. can)

29 grams of sugar or about 7 teaspoons



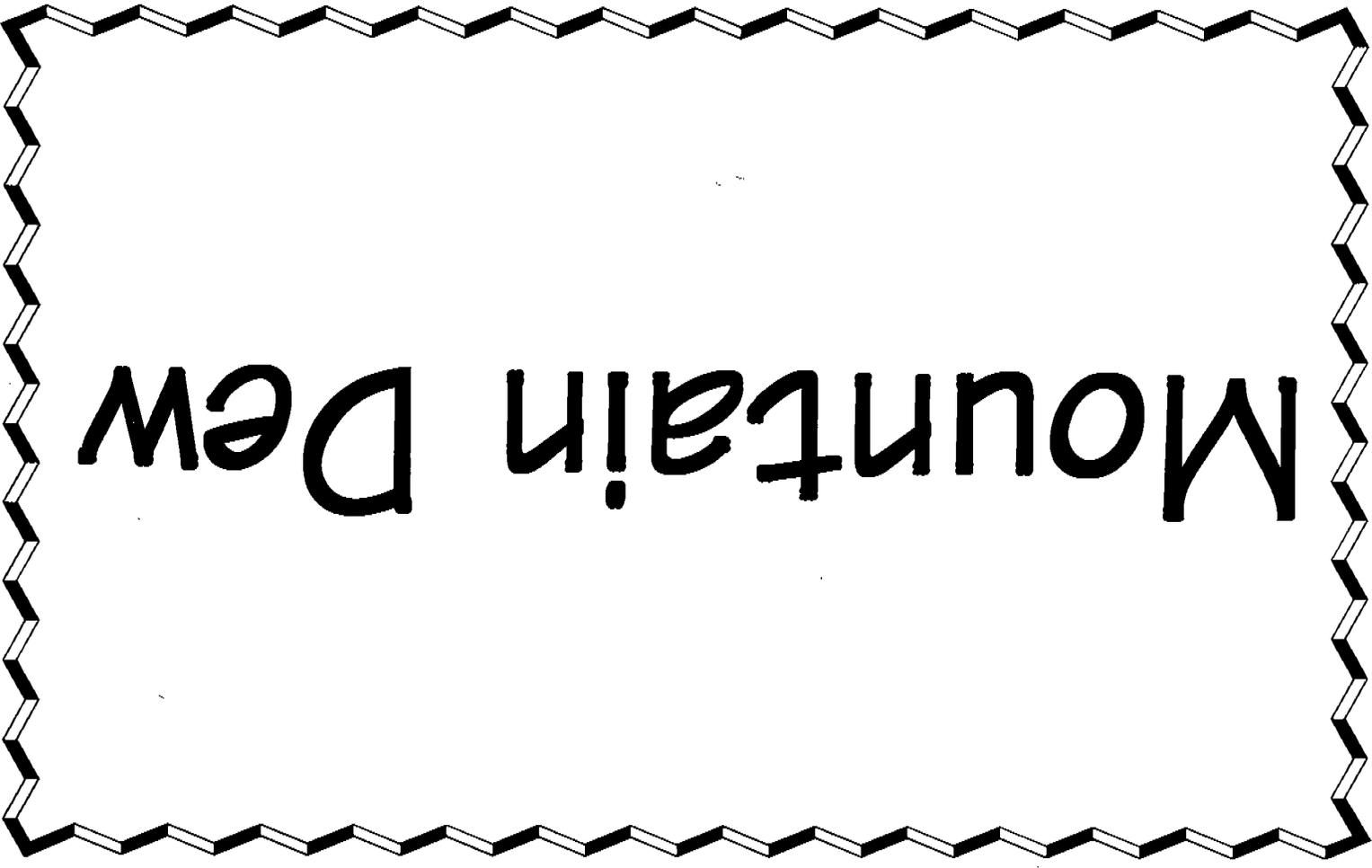
Diet Coke



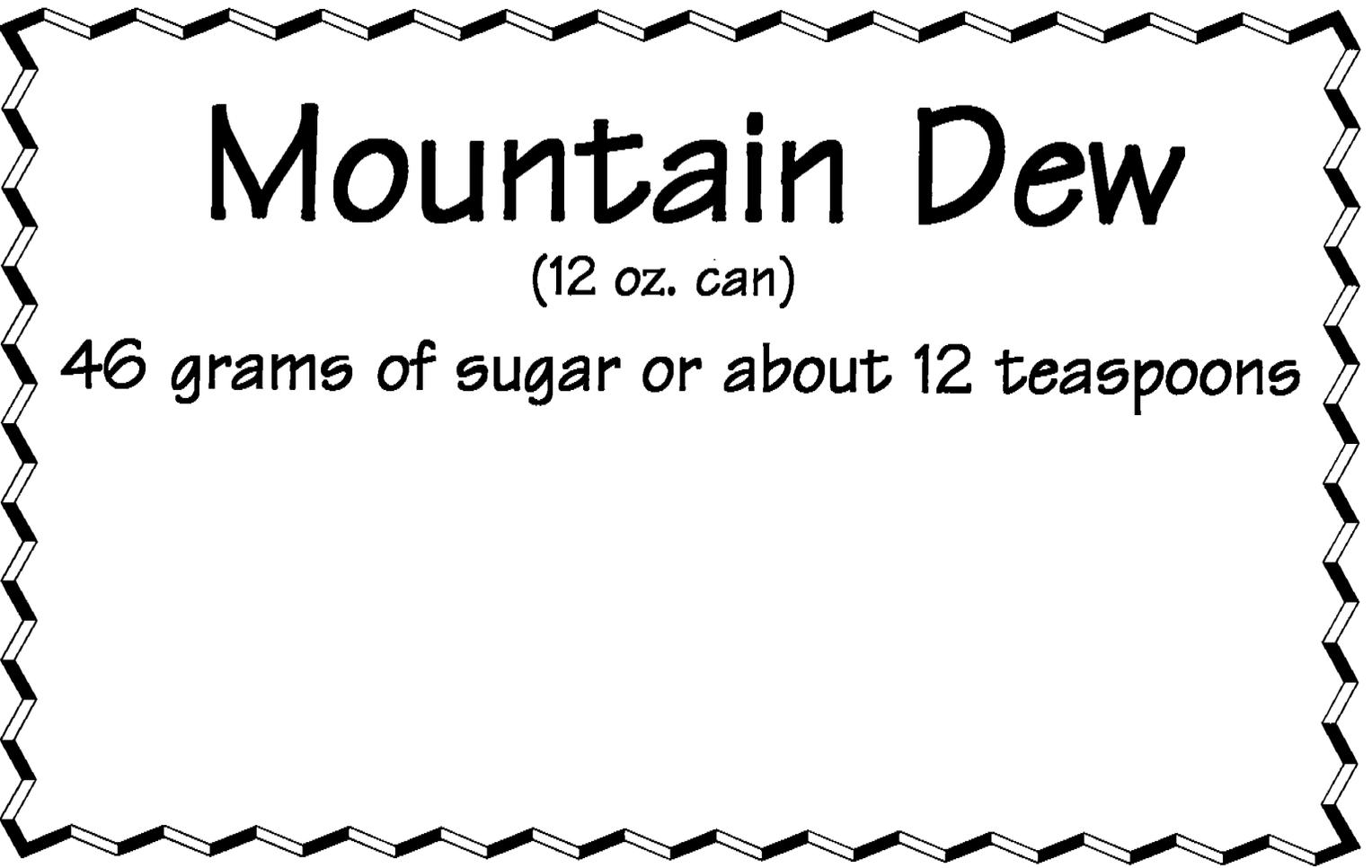
Diet Coke

(12 oz. can)

0 grams of sugar = 0 teaspoons



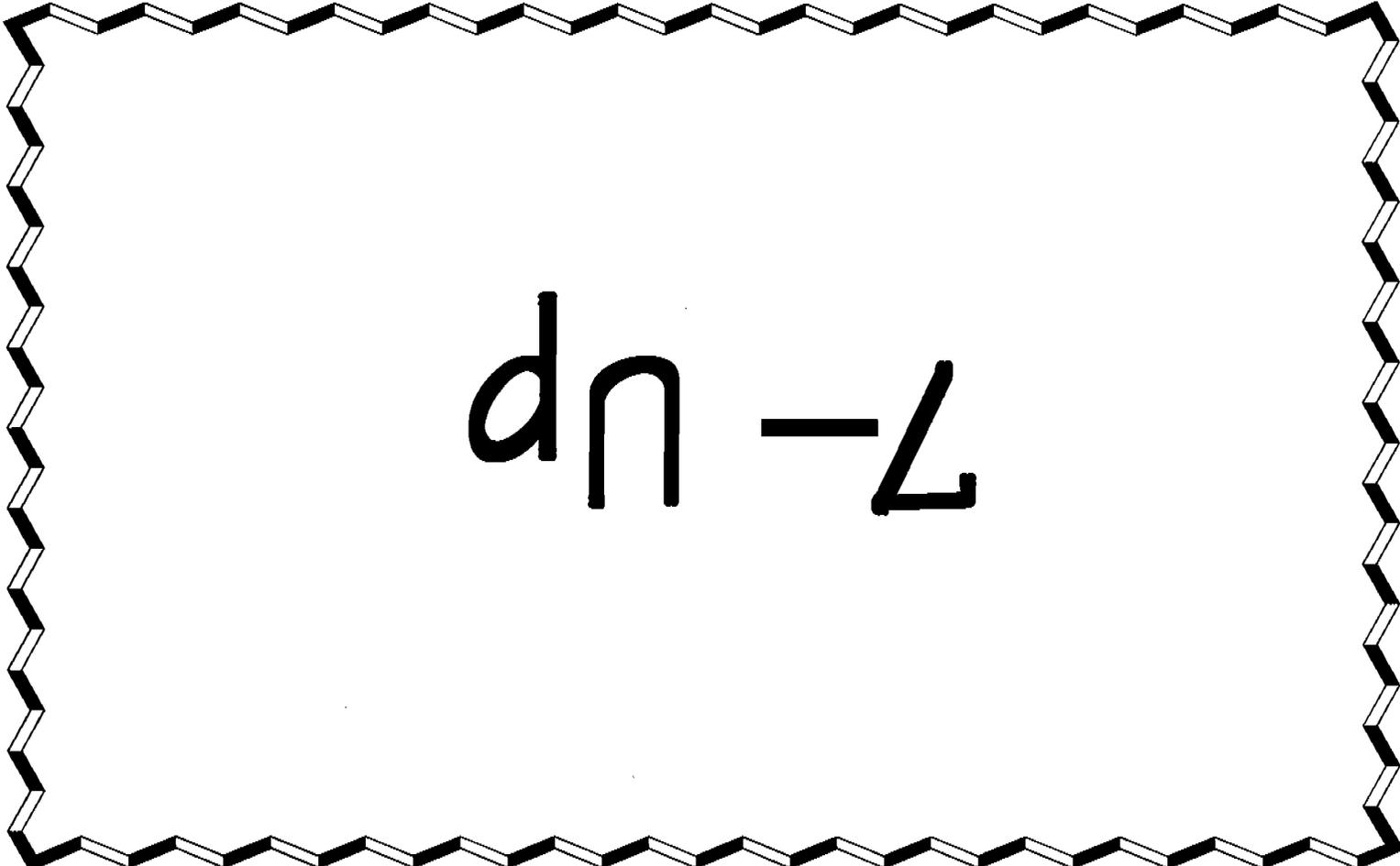
Mountain Dew



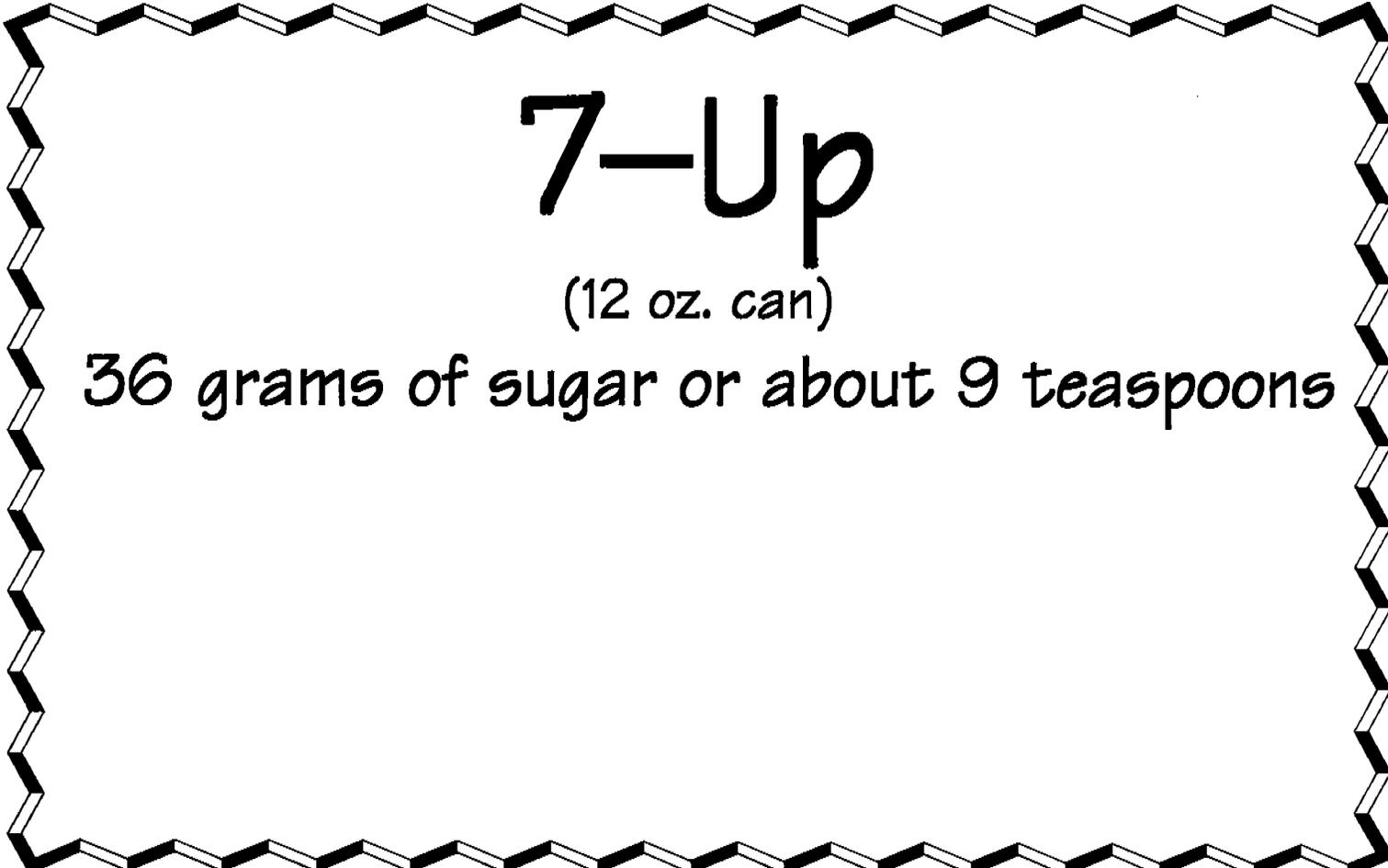
Mountain Dew

(12 oz. can)

46 grams of sugar or about 12 teaspoons



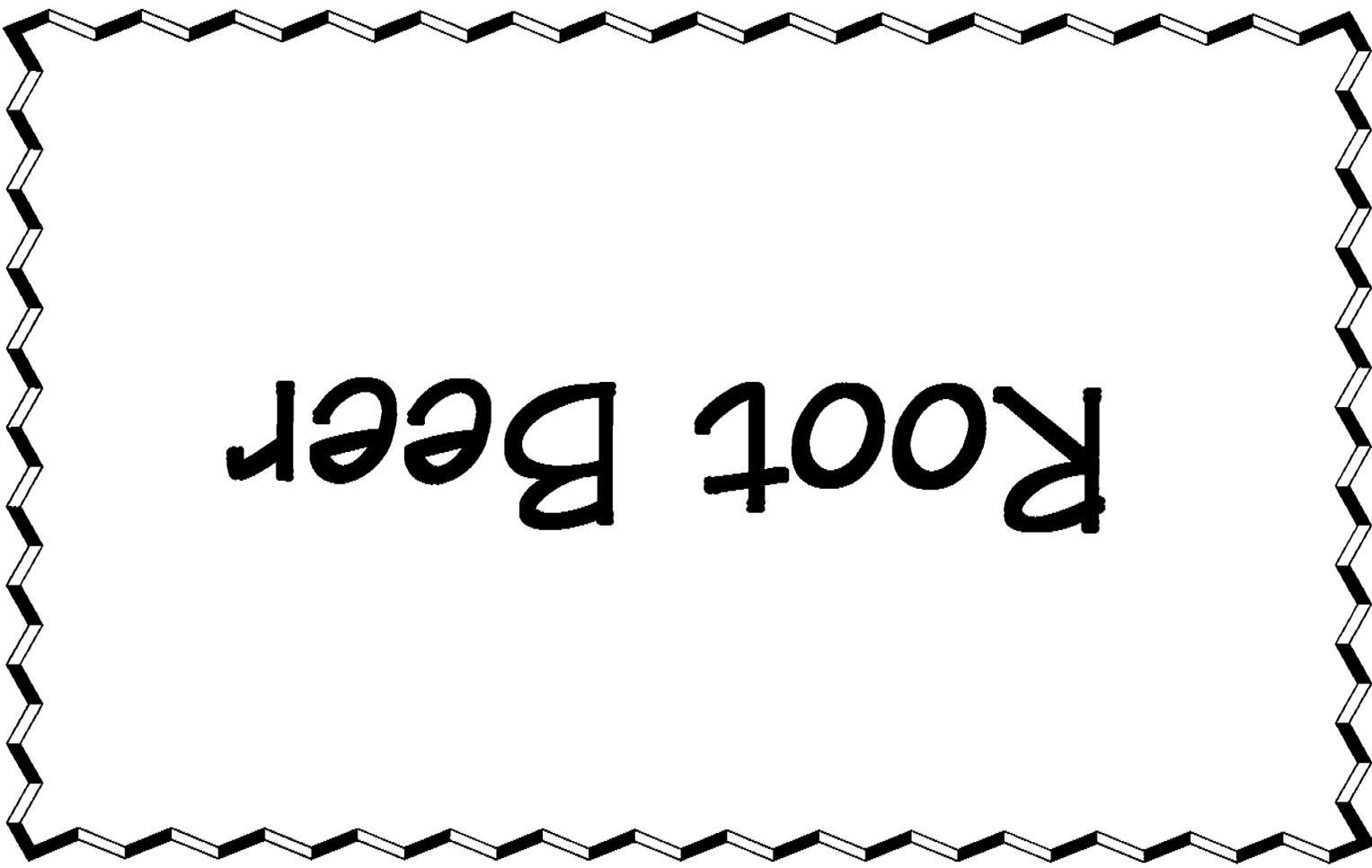
dn - L



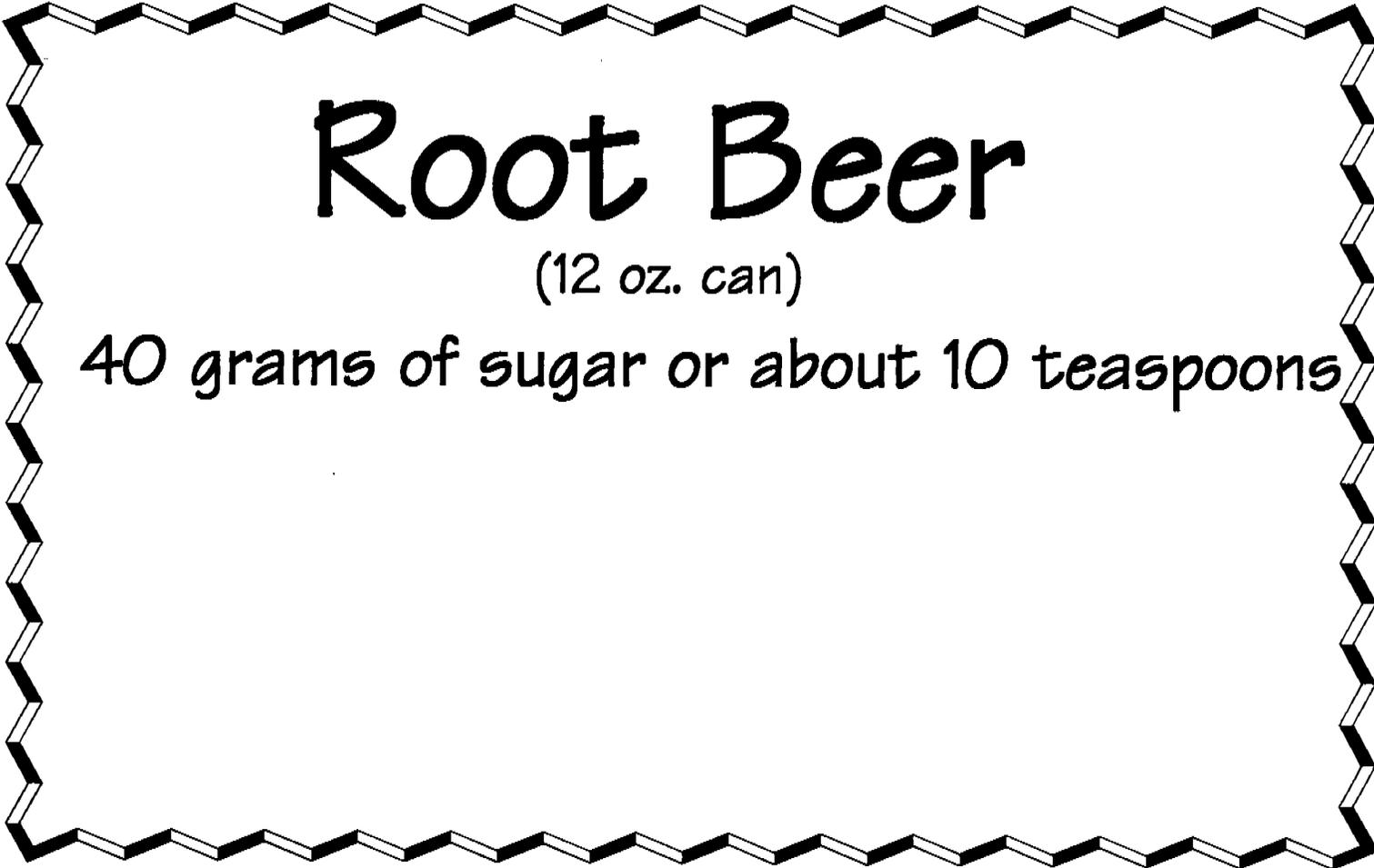
7-Up

(12 oz. can)

36 grams of sugar or about 9 teaspoons



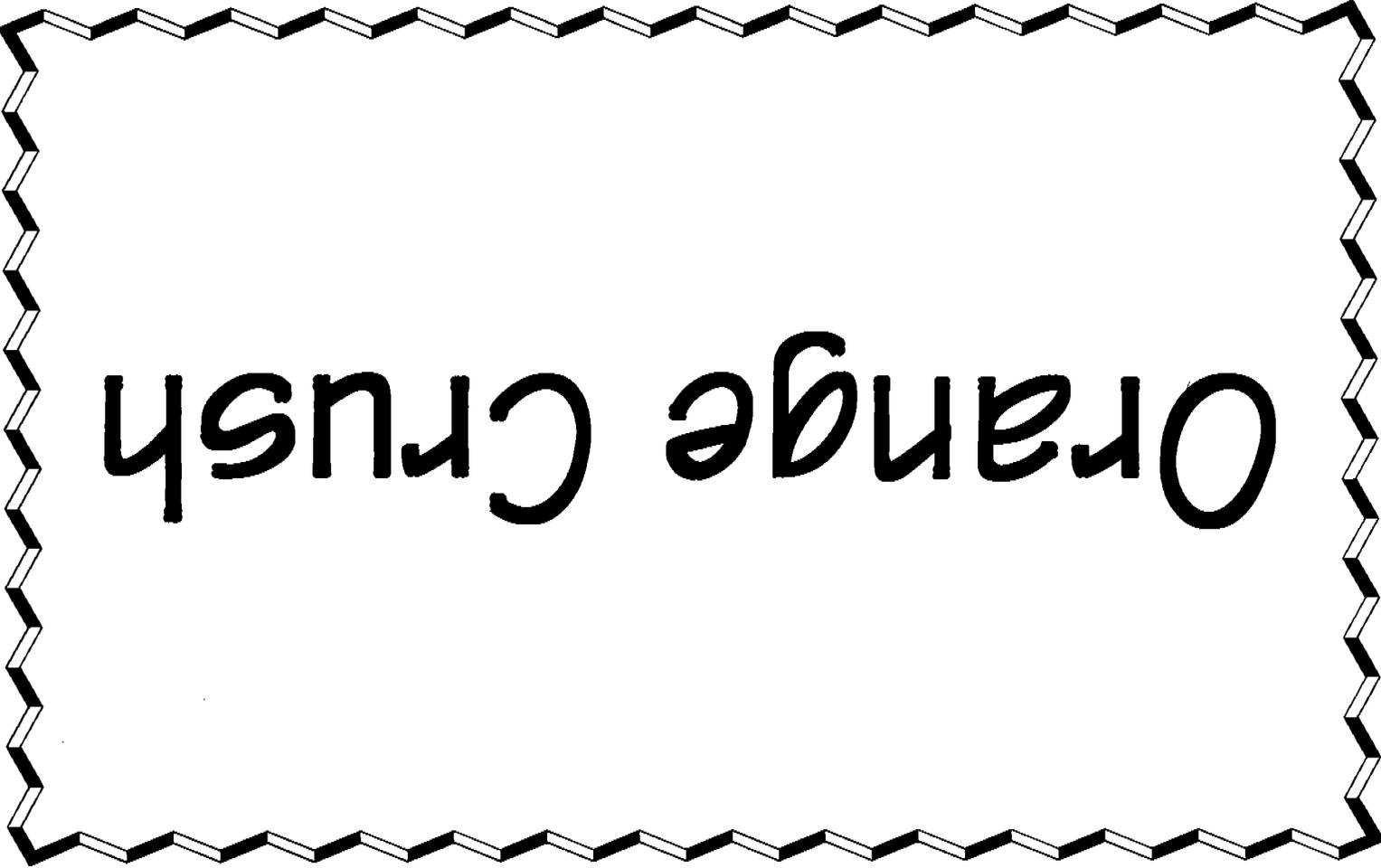
Root Beer



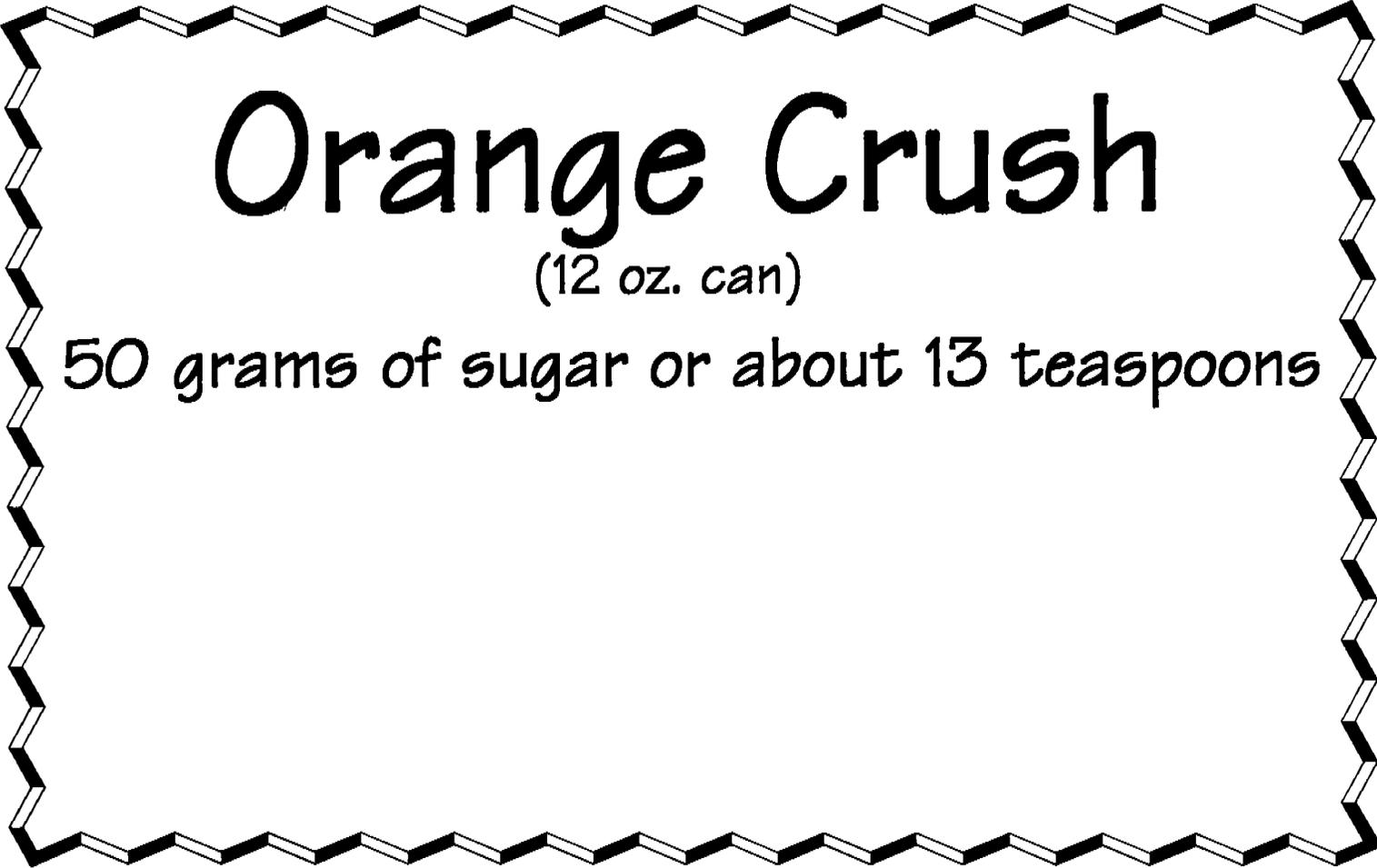
Root Beer

(12 oz. can)

40 grams of sugar or about 10 teaspoons



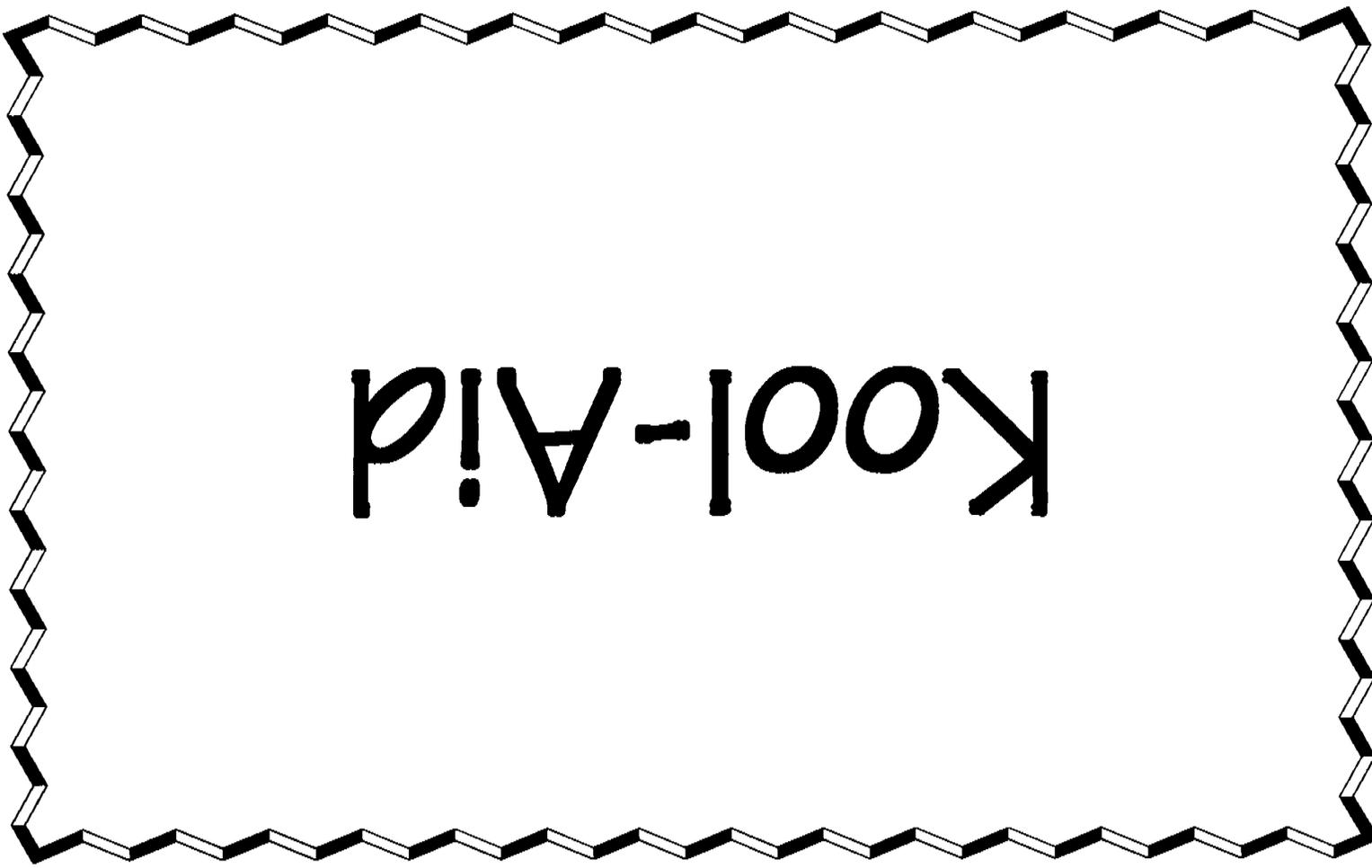
Orange Crush



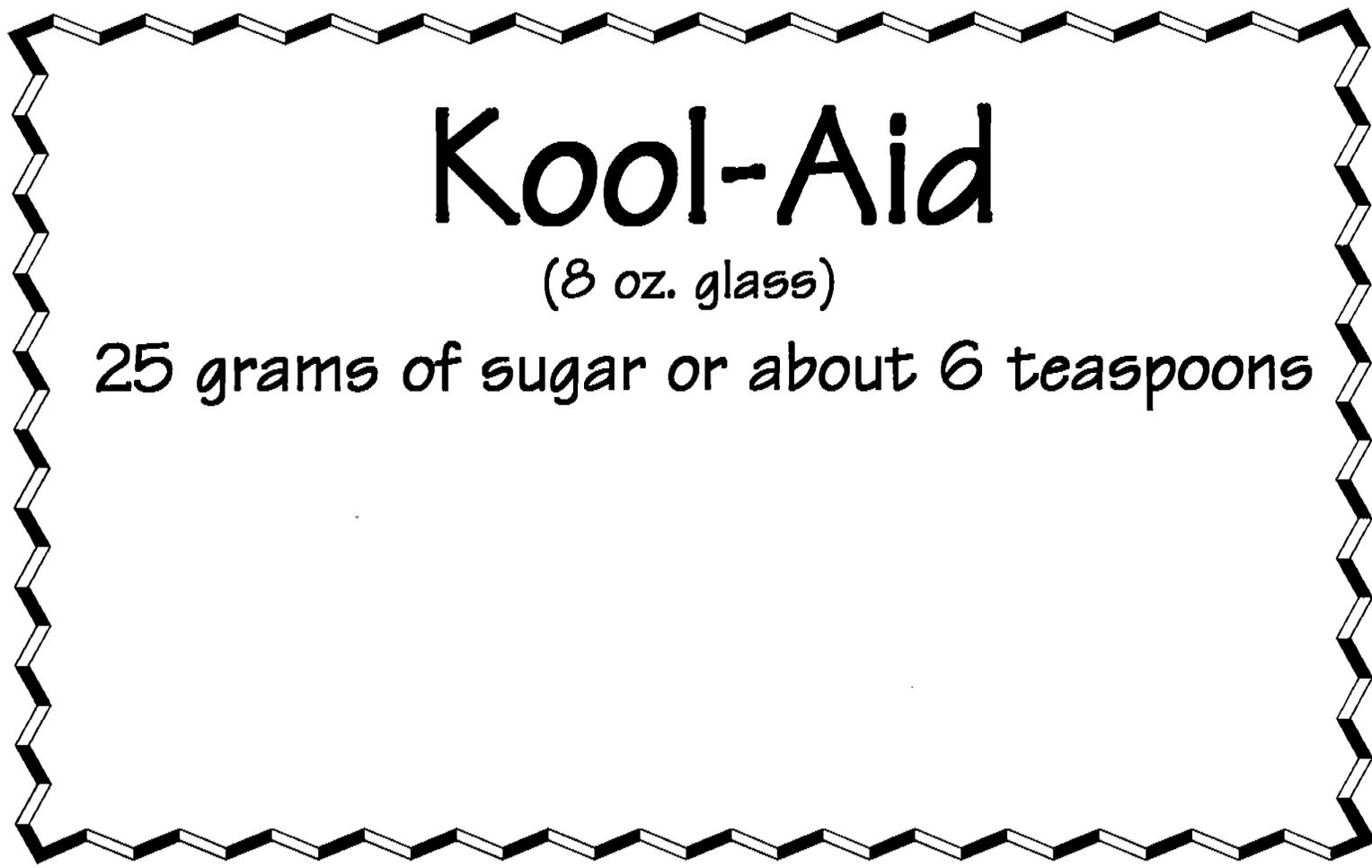
Orange Crush

(12 oz. can)

50 grams of sugar or about 13 teaspoons



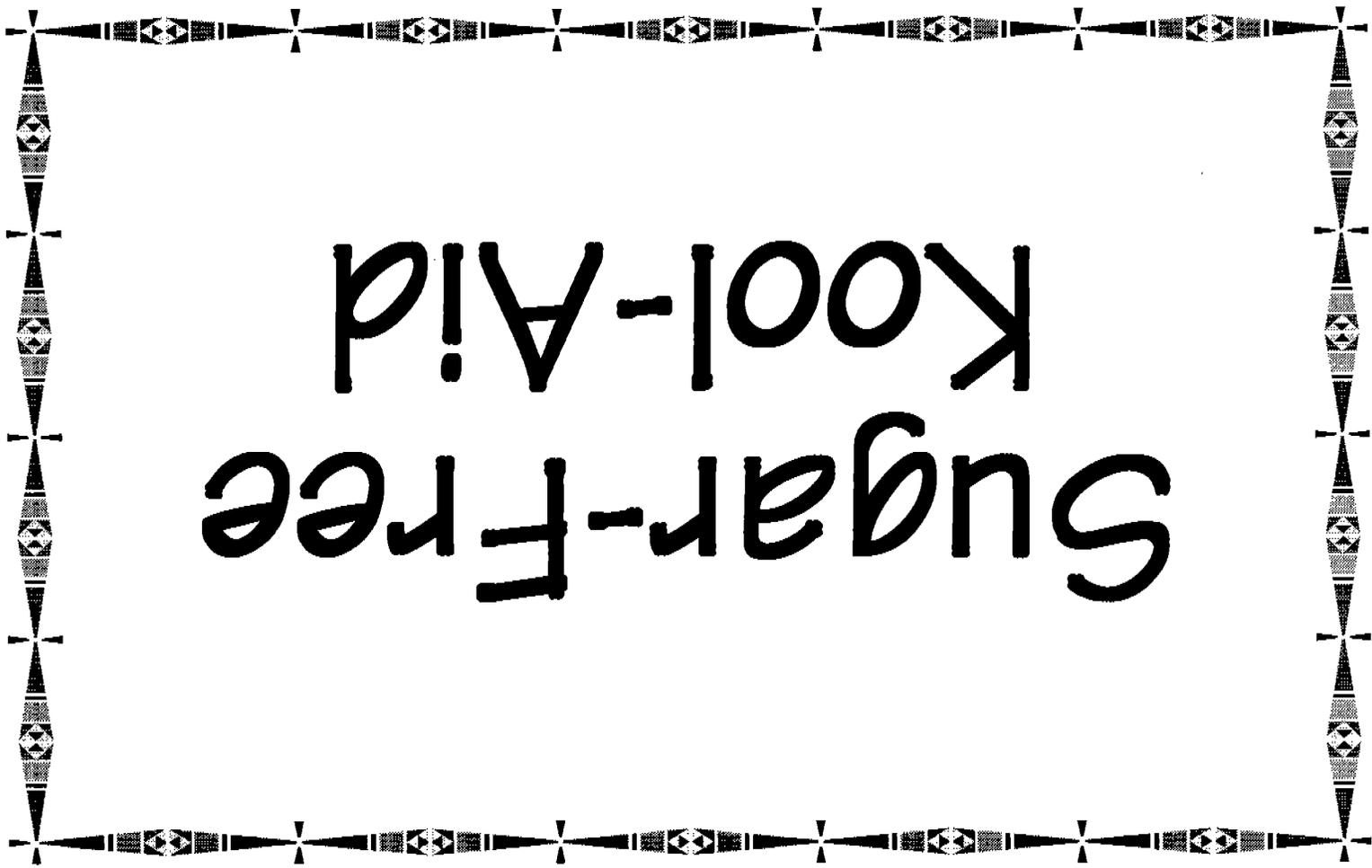
Kool-Aid



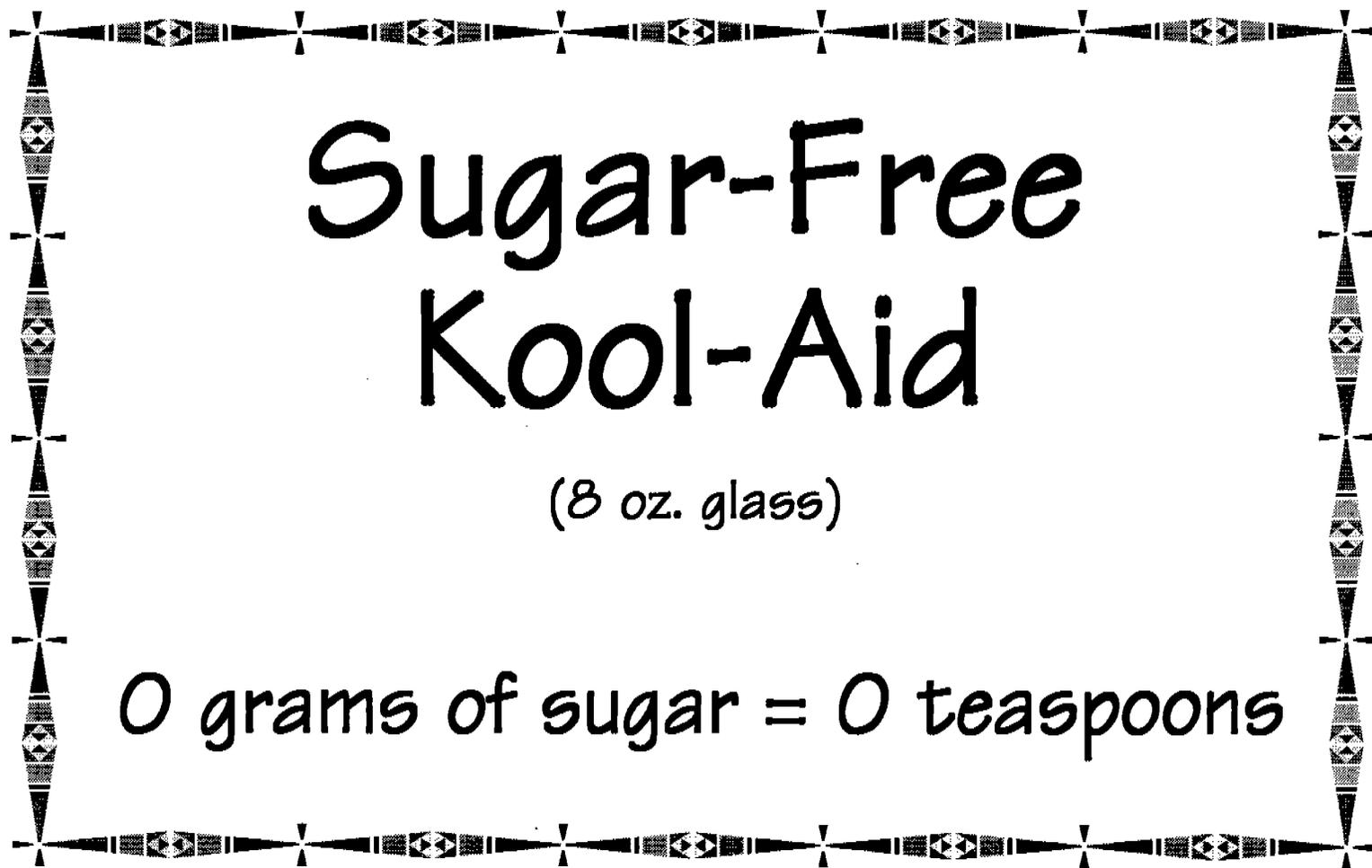
Kool-Aid

(8 oz. glass)

25 grams of sugar or about 6 teaspoons



Sugar-Free
Kool-Aid



Sugar-Free
Kool-Aid

(8 oz. glass)

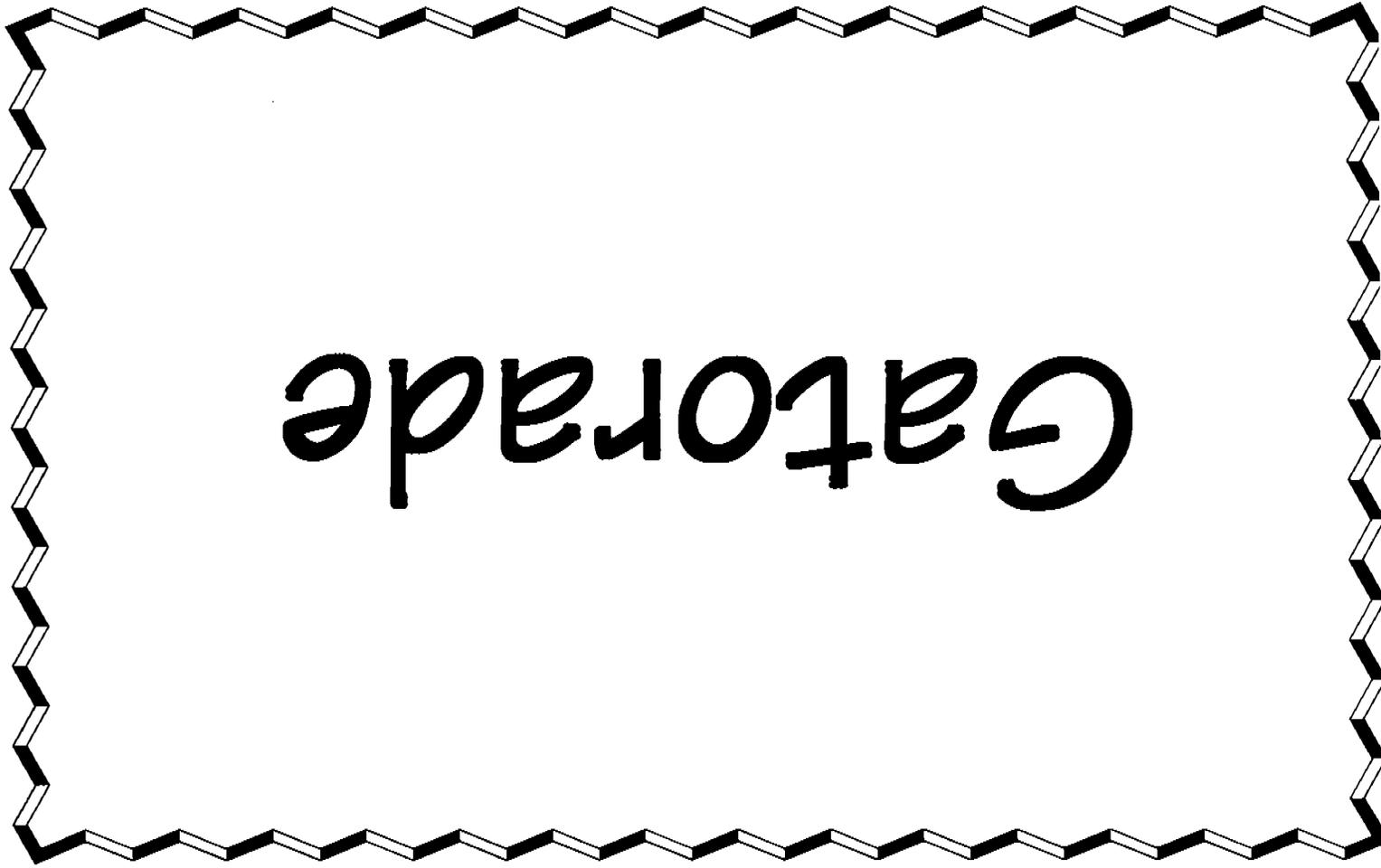
0 grams of sugar = 0 teaspoons

Country Time Lemonade

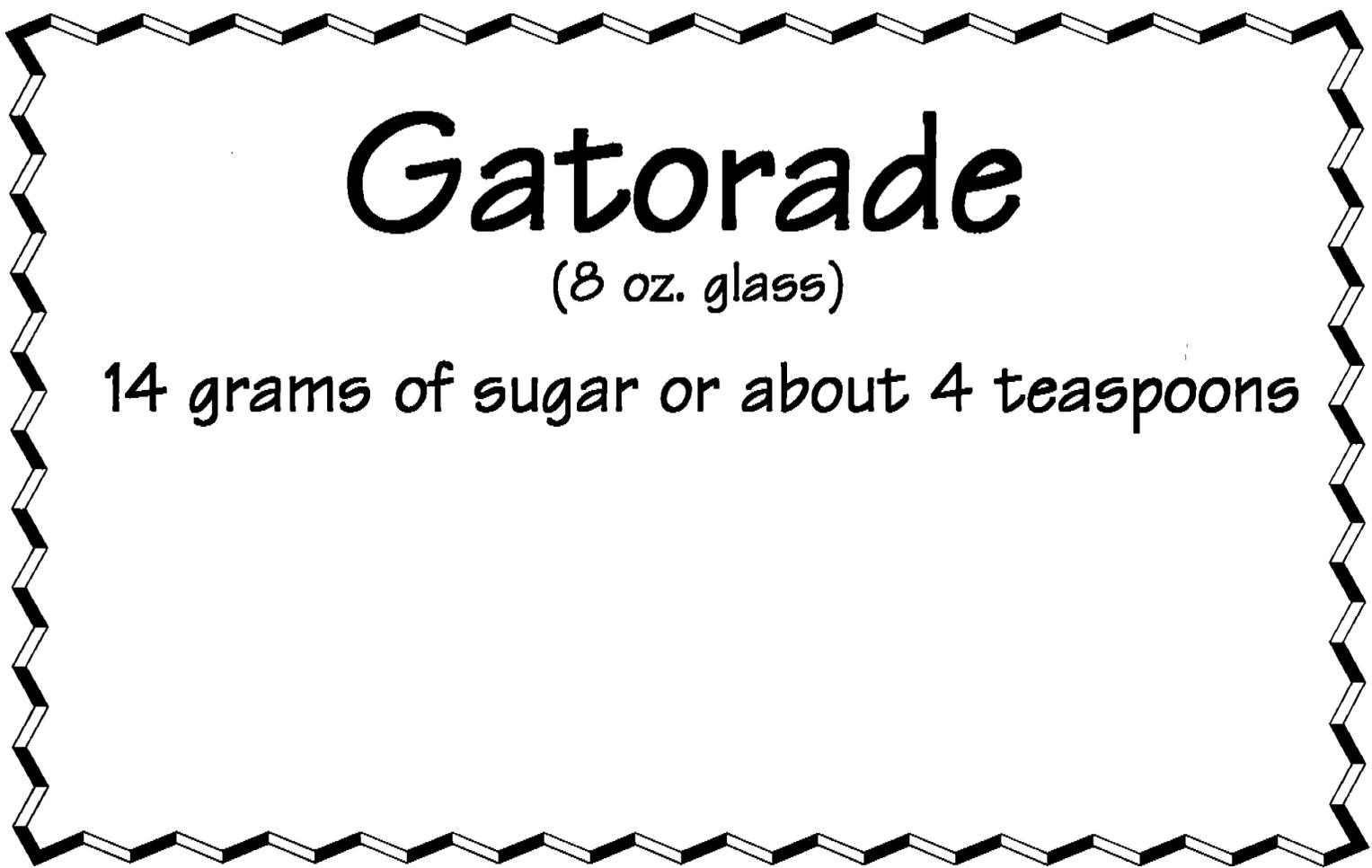
Country Time Lemonade

(8 oz. glass)

16.7 grams of sugar or about 4 teaspoons



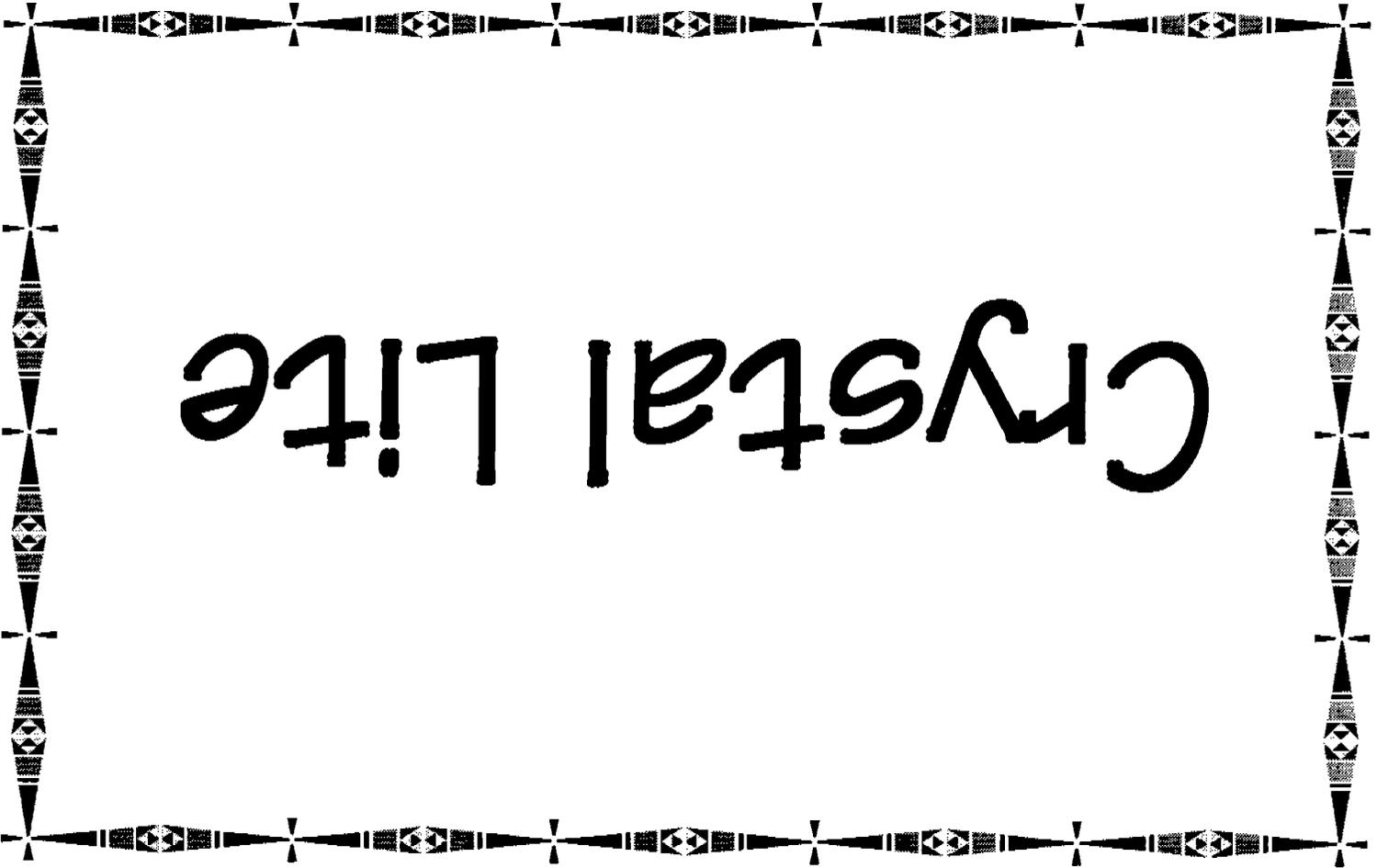
Gatorade



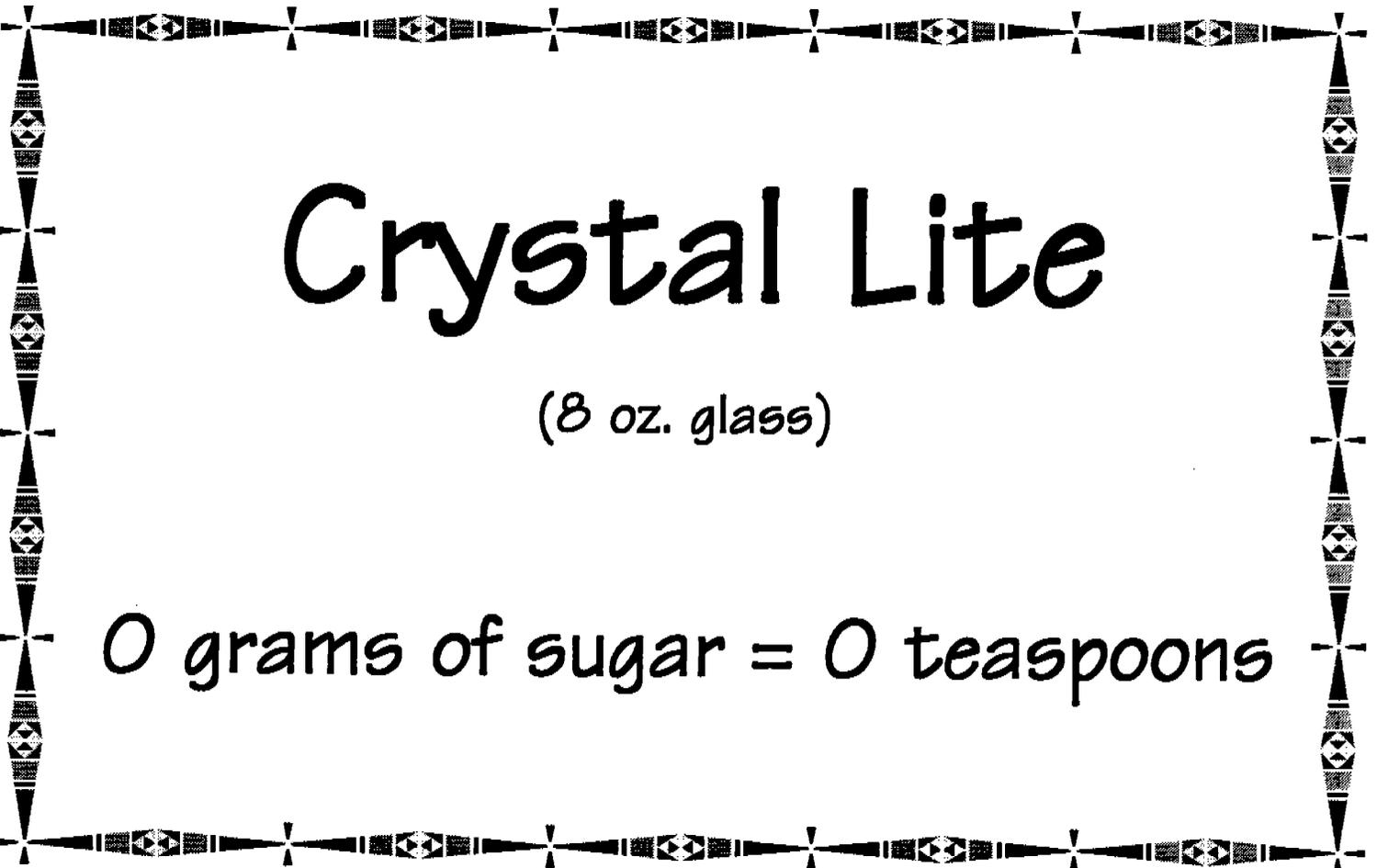
Gatorade

(8 oz. glass)

14 grams of sugar or about 4 teaspoons



Crystal Lite



Crystal Lite

(8 oz. glass)

0 grams of sugar = 0 teaspoons

APPENDIX A12

BOOTH #4

A Sensational Meal

BOOTH #4

APPENDIX A13

BOOTH #5

**SPARK rules to share
Lets dance to the sound of music!**

BOOTH #5



 **Respect others**

 **Be a good sport**

 **SPARK CONSEQUENCES**

- 1. Teacher warning**
- 2. 1 minute time out**
- 3. 2 minute time out**
- 4. Phone call home**

 **Listen and follow directions**

 **Keep all body parts to yourself**

OBJECTIVES

Agility, chasing, fleeing, tagging

EQUIPMENT

4 cones for boundaries, whistle



ACTIVITY

ORGANIZATION

TEACHING CUES

Crows and Cranes

-Two teams. (Crows and Cranes) face each other near the center of the field about 5' apart.

-The teacher calls out "Crrrows" or "Crrranes."

-Call directions quickly and encourage students to line up quickly.

-To encourage careful listening, call out crrrrrayons, crrrrriminy, or crrrrrazy about P.E.!

-When I call out "Crrrows" the Crows team runs back to their endline to avoid being tagged by the Cranes. (etc.)

-If tagged, change to the team that tagged you.

-The team with the most players at the end wins.

-Tag softly.

Hill Dill

-Large space with side, end, and center lines marked.

-All students except one line up on endline of the field.

-One student is in the center of the field call out "Hill Dill!"

-The others try to reach the opposite endline before being tagged.

-If tagged, join the student in the center and try to tag others.

-The last student tagged is "It" for the next game.

OBJECTIVES

EQUIPMENT

Rhythm, balance, agility, non-locomotor and locomotor skills

Music player and music: "Achy Breaky Heart," EVERYBODY DANCE



ACTIVITY

ORGANIZATION

TEACHING CUES

Achy Breaky Heart

-INDIVIDUAL DAY-

(Dance from the USA)

Lyrics

You can tell the world you never was my girl.
 You can burn my clothes when I am gone.
 Or you can tell your friends just what a fool I've been.
 And laugh and joke about me on the phone.
 You can tell my arms go back to the farm.
 You can tell my feet to hit the floor.
 Or you can tell my lips to tell my fingertips.
 They won't be reaching out for you no more.
Chorus:
 But don't tell my heart, my achy breaky heart.
 I just don't think he'd understand.
 And if you tell my heart, my achy breaky heart, he might blow up and kill this man. Ooh.
 You can tell your Ma I moved to Arkansas.
 You can tell your dog to bite my leg.
 Or tell your brother Cliff whose fist can hit my lip. He never really liked me anyway. Or tell your Aunt Louise. Tell anything you please. Myself already knows I'm not okay.
 Or you can tell my eyes to watch out for my mind. It might be walking out on me today.

c. D. Von Tress - Millhouse Music
 -Songs of Polygram Int'l, Inc.

- Lines of 6, facing the instructor, in dance area (20 X 20 yds.).
- Explain/demonstrate the movements without the music.
- After completing each sequence of steps, students will make a 1/4 turn to the left.
- Practice with the music.
- The chorus will repeat 3xs throughout the song.-
- Encourage students to incorporate creative movements (e.g., dipping shoulders) as they become proficient.

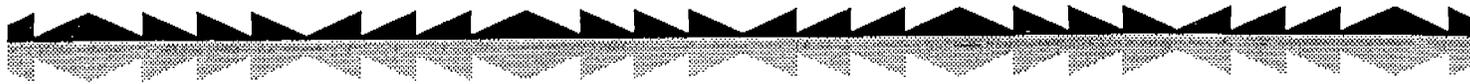
- The name of this dance is "Achy Breaky Heart."
- This is a country line dance. This means you will stand in several lines all facing one direction. Try to keep up!
- "Mingle, Mingle " 6s!
- With your group, form a line facing forward.
- Let's practice the movements together:
- Step-touch R 2xs.
- Step-touch L 2xs.
- Walk backward 3 steps: R, L, R, then tap L.
- Rock: forward, backward, forward (quickly).
- 1/4 turn on L foot, lifting R knee as you turn.
- Now we'll try it with the music!
- You will repeat this dance many times, facing a new direction each time.

OBJECTIVES

Orientation, rhythm, balance, social and personal skills

EQUIPMENT

Music player and music: "The Conga"
ALL-TIME FAVORITE DANCES



ACTIVITY

ORGANIZATION

TEACHING CUES

Orientation/Expectations

-INDIVIDUAL/GROUP DAY-

-Discuss SPARK philosophy and rules.

-Implement strategies and protocols to create an emotionally safe environment.

-Express your expectations for class participation and control.

-During our Dance and Rhythms unit, remember to:

1. Stay within the boundaries.
2. Listen to directions.
3. Respect others and their feelings.

-We want everyone to be safe, have fun, and be active! Everyone has the right to move and dance without ridicule or being teased.

-There will be opportunities to dance with both boys and girls. Show your cooperation by demonstrating a willingness to participate with everyone.

The Conga

(Dance from Latin America)

Lyrics

Let's all do the Conga.
Let's all do the Conga.
Let's all do the Conga.
Let's all do the Conga.

1 - 2 - 3 uh!
1 - 2 - 3 uh!
1 - 2 - 3 uh!
1 - 2 - 3 uh!

Repeats several times

-Individuals scattered in dance area (20 x 20 yds.).

-Explain/demonstrate movements without the music.

-Practice with the music.

-Once the basic movement is attained, pair students (hands on shoulders), then combine pairs to form groups of 4, then 8.

-Encourage creativity by having groups add movements (e.g., kicking instead of sliding foot, head tilted to one side on "uh!", etc.).

-The name of this dance is "The Conga." First we will learn the moves individually.

Let's practice the movements together.

-Walk forward 3 steps: R, L, R.

-Slide L foot out to L side.

-Immediately walk forward 3 steps: L, R, L.

-Slide R foot out to L side.

-It looks like everybody's got it!

-Now we can try it with the music!

-Let's try it in a line and make a long snake!

APPENDIX A14

BOOTH #6

American Indian Games handout

BOOTH #6



AMERICAN

INDIAN

GAMES

The Wolf and the Hen (Pueblo)

Objectives:

General coordination, agility

Instructions:

Divide children into groups of 6.

Each group chooses one player to be the "wolf" and another the "mother hen." The other 4 members line up behind mother hen as "chick."

The mother hen approaches the wolf with outstretched arms. The chicks follow behind her, each holding the chick in front at the waist.

Wolf peeks around the mother hen and describes the clothes of one of the chicks in line.

Teaching Cues:

As the wolf approaches the mother hen, mother hen says, "How do you do, Mr. Wolf? What are you looking for?"

The wolf slyly replies, "How do you do? I am looking for a chick!"

Mother hen replies, "Well, what does your chick look like?"

Wolf then describes one of the chicks in line color of clothing, hair color, etc.

Mother hen replies, "Well, try and get your chick!"

Wolf tries to get the chick with a two finger tag, but mother hen protects her flock with outstretched arms. Chicks move together to stay behind mother hen.

Trampling the Beavers (Apache)

Objectives:

Agility, balance, anaerobic conditioning, dodging, fleeing

Equipment:

4 cones for boundaries (or other objects).

Instructions:

Designate boundaries (25 by 25 paces) with 4 cones or any other object.

Select 1 - 4 children to be beavers (depending on group size).

Beavers lie on the ground; children "hunters" form a circle around beavers.

Hunters power walk in a circle around the beavers chanting "trample the beavers". The beavers get up (the chanting stops) and beavers chase hunters until someone is tagged.

Beavers can only tag one hunter.

All need to stay within boundaries.

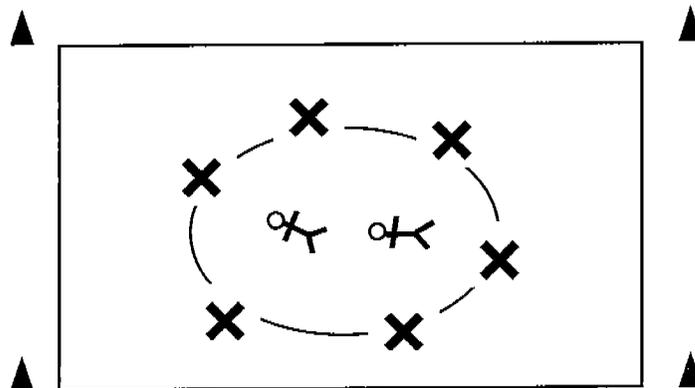
Hunters that are tagged become beavers and lie down in center. Start game again with new beavers and hunters circling and chanting "trample the beavers".

Teaching Cues:

Remind children to stay within boundaries & use a two finger tag.

 =Beavers

 = hunters



APPENDIX A15

BOOTH #7

**Low-Fat Taco Salad Recipe
and
Suggested Recipe Variations**

BOOTH #7

Other Suggested Uses for the Spiced and Drained Ground Beef

Burrito: Wrap approximately 1/2 cup of the spiced and drained ground beef inside a flour tortilla. Any combination of the following can also be included in the burrito: 1/2 cup of shredded lettuce or any vegetable you enjoy (i.e., chopped zucchini, cucumber, etc.); 1/4 cup of chopped tomatoes; 1/4 cup of green peppers; 2 tablespoons of grated part-skim mozzarella cheese.

Taco: Fill preformed hard taco shells with 1/4 cup of the spiced and drained ground beef and top with 1 tablespoon each of shredded lettuce, chopped tomatoes, chopped green peppers, and grated part-skim mozzarella cheese. Add salsa to taste. **NOTE:** The preformed hard taco shells are lower in fat than soft corn tortillas that you fry at home to use in tacos or enchiladas.

Indian Taco: Top a small (5-inch diameter) frybread that has been well drained of excess grease and patted between paper towels to absorb excess grease with: 1/2 cup of the spiced and drained ground beef; 1/2 cup each of shredded lettuce, chopped tomatoes, and chopped green peppers. Top with 1/8 cup of grated part-skim cheese. Add salsa to taste.

Bean Substitutions: The taco salad and any of the above recipes can be made by substituting half or all of the ground beef with beans, such as whole pinto or kidney beans. Do not use beans that have been refried in lard, oil, or other types of fat. Use whole beans; try spicing them up with the cumin and chili powder you use in the spiced ground beef.

Low-Fat Taco Salad Recipe

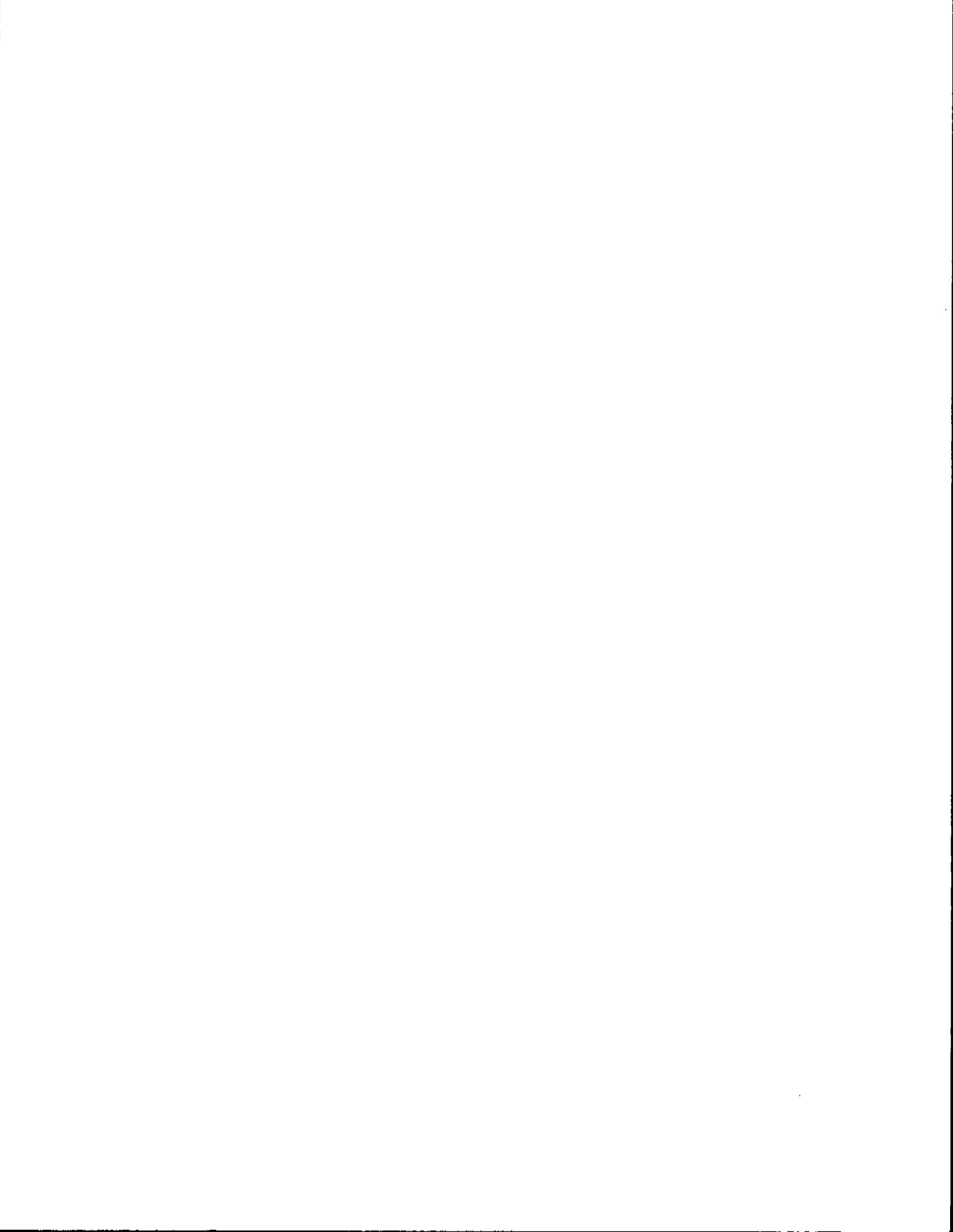
Ingredients:

- 1 pound of ground beef
- 1 medium white or yellow onion, diced
- 1/3 cup of ketchup
- 2 teaspoons of chili powder
- 1 teaspoon of cumin
- 1/4 teaspoon of ground black pepper
- 6 cups of dark green lettuce
- 2 tomatoes, chopped
- 1 green pepper, chopped
- 1/2 cup of part-skim mozzarella cheese, grated
- Tortilla chips, preferably low-fat

Steps:

- Cook ground beef until brown. Drain and rinse meat with hot water. Pour out excess grease left in the frying pan into a metal can so it can be thrown away.
- Temporarily place the cooked ground beef in a large bowl.
- Cook the diced onion in the same frying pan used to cook the meat. When the onion is soft, add the cooked meat back into the frying pan, along with the ketchup, chili powder, cumin, black pepper. Mix together well.
- Place chopped lettuce, tomatoes, and green pepper in a large bowl. Stir in the spiced meat mixture.
- Place about 10 chips on a plate or in a bowl, and top with 1 to 2 cups of the spiced meat and lettuce mixture.
- Top with 1/8 cup of grated cheese.
- Salt and pepper to taste.

Makes 4-5 servings.



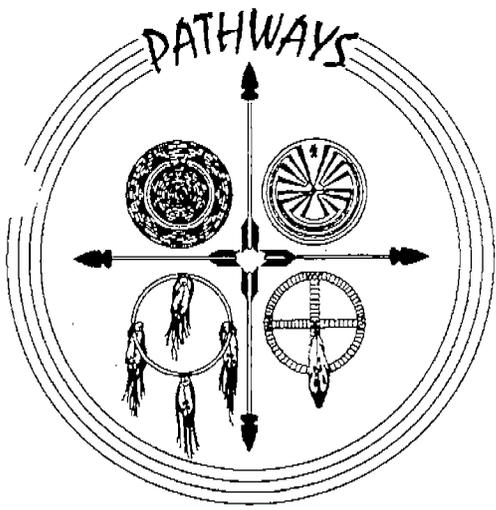
HOW MUCH *FAT* IS IN THE BREAD YOU EAT?



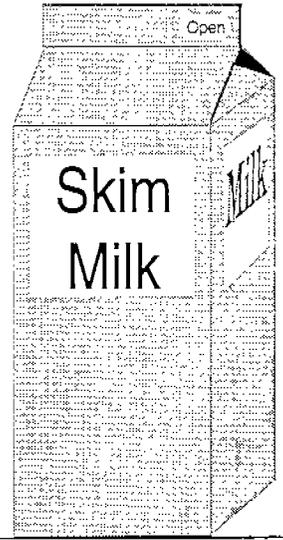
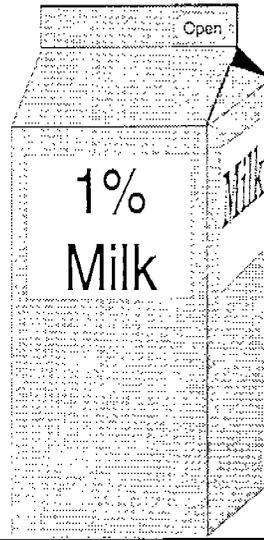
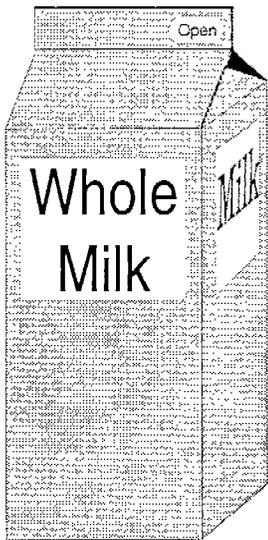
6 inch diameter fry bread contains 6 teaspoons of fat.

7.5 inch diameter tortilla contains 2 $\frac{3}{4}$ teaspoons of fat.

1 slice of bread contains $\frac{1}{8}$ teaspoon of fat.



WHAT'S IN A CUP OF MILK?



Protein

Whole	8.0 grams
2%	8.0 grams
1%	8.0 grams
Skim	8.0 grams

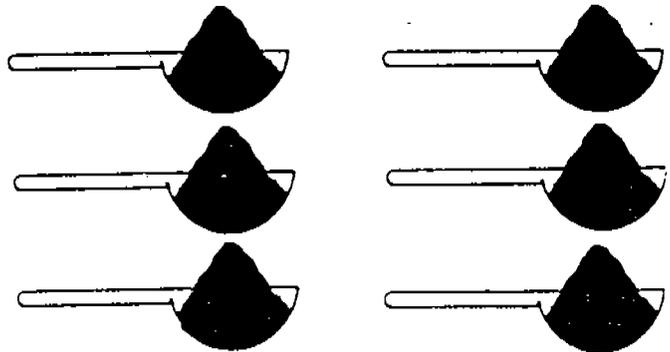
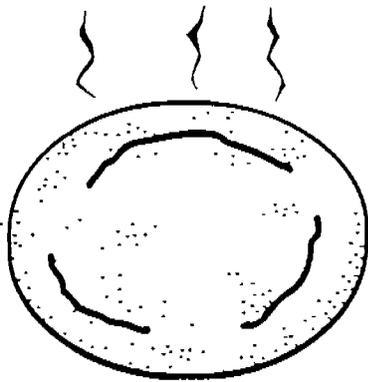
Fat

Whole	5.0 grams
2%	3.0 grams
1%	1.5 grams
Skim	0 grams

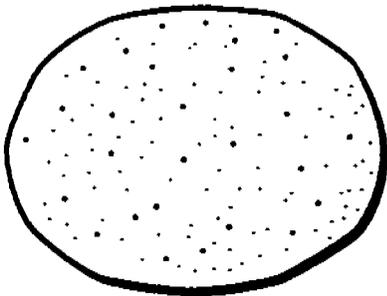


HOW MUCH *FAT* IS IN THE BREAD YOU EAT?

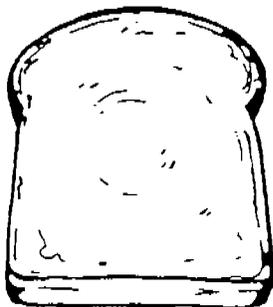
6 inch diameter fry bread contains 6 teaspoons of fat.



5 inch diameter tortilla contains 1-1/2 teaspoons of fat.



1 slice of bread contains 1/8 teaspoon of fat.



APPENDIX A17

BINGO CARDS

Booth

8

PATHWAYS

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biking

soccer

raisins

celery

berries

graham
crackers

jogging

non-fat
yogurt

grapes

corn

frozen
fruit
bars

oranges



fruit juice

peaches

walking

pears

low-fat
cheese

bananas

apples

carrots

low-fat
milk

jogging

skipping

wheat
bread

PATHWAYS

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bananas

swimming

apples

celery

chicken

lean meat

low-fat
milk

soccer

fresh
fruit

crunchy
vegetables

low-fat
cheese

low-fat
pretzels



unbuttered
popcorn

pears

fruit juice

pears

graham
crackers

grapes

low-fat
vegetable
dip

string cheese

oranges

pinto
beans

corn

green
beans

PATHWAYS

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apples

carrots

low-fat
milk

oranges

fruit juice

broiled
chicken

celery

biking

low-fat
cheese

bananas

peas

soccer



raisins

grapes

berries

graham
crackers

jogging

basketball

walking

pears

wheat
bread

peaches

squash

corn

PATHWAYS

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bananas

celery

wheat
bread

low-fat
milk

lean meat

raisins

low-fat
crackers

biking

soccer

jogging

grapes

berries



graham
crackers

peaches

walking

frozen
fruit
bars

non-fat
yogurt

low-fat
vegetable
dip

apples

carrots

pears

oranges

diet pop

fruit juice

PATHWAYS

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turkey
bologna

bananas

celery

carrots

low-fat
milk

soccer

unbuttered
popcorn

raisins

kix
cereal

biking

low-fat
wheat
crackers

jogging



berries

peaches

grapes

frozen
fruit
bars

fruit
juice

apples

walking

diet pop

pears

oranges

low-fat
pretzels

peas

PATHWAYS

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grapes

fruit

vegetables

graham
crackers

jogging

walking

pears

oranges

non-fat
yogurt

peaches

carrots

tomatoes



low-fat
milk

apples

fruit
juice

biking

low-fat
cheese

bananas

celery

squash

berries

soccer

raisins

peas

PATHWAYS

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celery

wheat
bread

biking

diet pop

bananas

peas

berries

soccer

raisins

grapes

fruit

low-fat
wheat
crackers



jogging

low-fat
milk

walking

pears

low-fat
cheese

corn

carrots

vegetables

chicken

oranges

fruit
juice

apples

PATHWAYS

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wheat
bread

biking

soccer

bananas

celery

berries

graham
crackers

raisins

corn

grapes

frozen
fruit
bars

low-fat
cheese



low-fat
milk

jogging

pears

oranges

non-fat
yogurt

pinto
beans

walking

skinless chicken

low-fat
pretzels

fruit
juice

apples

carrots

PATHWAYS

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oranges

fruit
juice

apples

walking

pears

low-fat
cheese

squash

bananas

celery

celery

low-fat
milk

soccer



raisins

wheat
bread

biking

graham
crackers

jogging

corn

berries

low-fat
yogurt

peaches

grapes

frozen
fruit
bars

carrots

PATHWAYS

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apples	fresh fruit	vegetables	bananas	swimming
soccer	frozen fruit bars	pears	low-fat frozen yogurt	low-fat milk
low-fat cheese	graham crackers		peaches	low-fat pretzels
string cheese	oranges	broiled chicken	fruit juice	wheat bread
celery	lean meat	broccoli	grapes	yogurt dip

PATHWAYS

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soccer

raisins

peas

wheat
bread

biking

graham
crackers

jogging

grapes

green
beans

berries

non-fat
yogurt

peaches



fruit

frozen
fruit
bars

fruit
juice

apples

walking

pears

oranges

bananas

celery

carrots

diet pop

low-fat
milk

PATHWAYS

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low-fat frozen yogurt	low-fat milk	soccer	fresh fruit	peas
jogging	low-fat pretzels	low-fat cheese	frozen fruit bars	pears
fruit	fruit juice	FREE SPACE	green beans	diet pop
broiled chicken	graham crackers	grapes	yogurt dip	string cheese
oranges	vegetables	swimming	apples	bananas

PATHWAYS

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walking

pears

oranges

non-fat
yogurt

peas

carrots

low-fat
milk

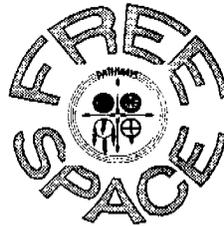
low-fat
cheese

fruit juice

apples

wheat
bread

biking



bananas

celery

kix cereal

berries

soccer

raisins

spinach

rozen
fruit
bars

sugar-free
kool-aid

graham
crackers

jogging

grapes

PATHWAYS

B I N G O

fruit juice	apples	carrots	pears	oranges
bananas	celery	shredded wheat	low-fat milk	low-fat cheese
raisins	pinto beans		biking	soccer
jogging	grapes	low-fat yogurt	berries	graham crackers
squash	walking	frozen fruit bars	diet pop	corn

PATHWAYS

B

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pears

sugar-free
kool-aid

low-fat pretzels

soccer

frozen
fruit
bars

broiled
chicken

fruit juice

non-fat
yogurt

low-fat
cheese

graham
crackers

green beans

grapes



string
cheese

oranges

bananas

swimming

yogurt
dip

celery

lean meat

low-fat
frozen
yogurt

low-fat
milk

apples

fresh fruit

vegetables

PATHWAYS

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low-fat
milk

low-fat
cheese

bananas

apples

carrots

biking

soccer

raisins

celery

wheat
bread

berries

graham
crackers



broccoli

diet pop

jogging

grapes

frozen
yogurt

broiled
chicken

oranges

juice

peaches

walking

pears

vegetables

PATHWAYS

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carrots

low-fat
milk

low-fat
cheese

fruit
juice

apples

shredded
wheat

biking

soccer

bananas

celery

berries

raisins



squash

frozen
fruit
bars

graham
crackers

jogging

grapes

lean meat

pears

oranges

peaches

walking

fruit

vegetables

PATHWAYS

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peas

grapes

yogurt
dip

string
cheese

jogging

bananas

swimming

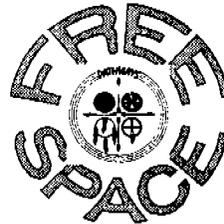
apples

celery

lean meat

low-fat
frozen yogurt

jogging



fresh fruit

vegetables

low-fat
crackers

soccer

tomatoes

pears

diet pop

fruit juice

berries

low-fat
cheese

graham
crackers

broiled
chicken

PATHWAYS

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soccer

frozen
fruit
bars

biking

swimming

low-fat
milk

low-fat
cheese

graham
crackers

broiled
chicken

low-fat
pretzels

unbuttered
popcorn

string
cheese

oranges



fruit juice

fruit

celery

lean meat

peas

grapes

yogurt dip

vegetables

diet pop

bananas

peaches

apples

PATHWAYS

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pears

oranges

fruit juice

peaches

walking

low-fat
milk

low-fat
cheese

bananas

apples

carrots

biking

soccer



celery

wheat
bread

berries

graham
crackers

raisins

broccoli

low-fat
yogurt

fruit

vegetables

jogging

grapes

frozen
fruit
bars

PATHWAYS

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non-fat
yogurt

peaches

walking

frozen
fruit
bars

jogging

fruit juice

apples

carrots

pears

oranges

bananas

celery



low-fat
milk

low-fat
cheese

raisins

broccoli

diet pop

biking

soccer

running

grapes

wheat
bread

berries

graham
crackers

PATHWAYS

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crunchy vegetables	swimming	low-fat milk	apples	fruit
pears	unbuttered popcorn	jogging	soccer	frozen fruit bars
broiled chicken	vegetables		low-fat cheese	graham crackers
broccoli	grapes	non-fat yogurt	kiwi fruit	oranges
bananas	walking	yogurt dip	celery	lean meat

PATHWAYS

B

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jogging

grapes

fruit bars

berries

low-fat
pretzels

peaches

walking

pears

soccer

diet pop

apples

carrots



oranges

fruit juice

celery

wheat
bread

low-fat
milk

low-fat
cheese

bananas

broccoli

skipping

biking

soccer

raisins

PATHWAYS

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grapes

jogging

fruit bars

low-fat
pretzels

berries

walking

pears

peaches

diet pop

soccer

carrots

apples



unbuttered
popcorn

oranges

fruit juice

celery

wheat
bread

low-fat
milk

low-fat
cheese

bananas

broccoli

soccer

biking

raisins

PATHWAYS

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low-fat
yogurt

berries

graham
crackers

raisins

broccoli

frozen
fruit
bars

diet pop

fruit

jogging

grapes

pears

oranges



peaches

walking

low-fat
milk

low-fat
cheese

fruit juice

apples

carrots

biking

soccer

bananas

celery

vegetables

PATHWAYS

B

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corn

non-fat
yogurt

peaches

grapes

frozen
fruit
bars

oranges

fruit juice

apples

walking

pears

low-fat
cheese

bananas



carrots

low-fat
milk

soccer

raisins

celery

kix cereal

biking

graham
crackers

jogging

broccoli

green beans

berries

PATHWAYS

B

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low-fat
cheese

bananas

swimming

yogurt dip

celery

vegetables

low-fat
frozen
yogurt

low-fat
milk

apples

fresh fruit

pears

peas



soccer

frozen
fruit
bars

broiled
chicken

fruit juice

low-fat
pretzels

diet pop

graham
crackers

broccoli

grapes

non-fat
yogurt

beans

oranges

PATHWAYS

B

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G

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graham
crackers

jogging

grapes

unbuttered
popcorn

berries

non-fat
yogurt

peaches

walking

frozen
fruit
bars

low-fat
pretzels

fruit juice

apples



pears

oranges

bananas

celery

carrots

low-fat
milk

low-fat
cheese

raisins

broccoli

wheat
bread

biking

soccer

PATHWAYS

B

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frozen
fruit
bars

peas

non-fat
yogurt

jogging

grapes

pears

oranges

fruit juice

peaches

walking

low-fat
milk

low-fat
cheese



apples

carrots

biking

soccer

bananas

celery

kix cereal

berries

graham
crackers

raisins

broccoli

diet pop

APPENDIX A18
CALLER CARDS

turkey bologna

bananas

celery

carrots

low-fat milk

soccer

unbuttered popcorn

Kix cereal

biking

low-fat yogurt

low-fat wheat crackers

low-fat cheese

berries

peaches

grapes

frozen fruit bars

fruit juice

apples

walking

diet poop

pears

oranges

low-fat pretzels

peas

graham crackers

jogging

corn

skipping

running

green beans

broiled chicken

non-fat yogurt

vegetables

fresh fruit

yogurt dip

broccoli

raisins

wheat bread

crunchy vegetables

swimming

fruit

kiwi fruit

lean meat

fruit bars

fruit bar

low-fat frozen yogurt

pinto beans

beans

string cheese

spinach

Sugar-Free Kool-Aid

shredded wheat

squash

baked potatoes

basketball

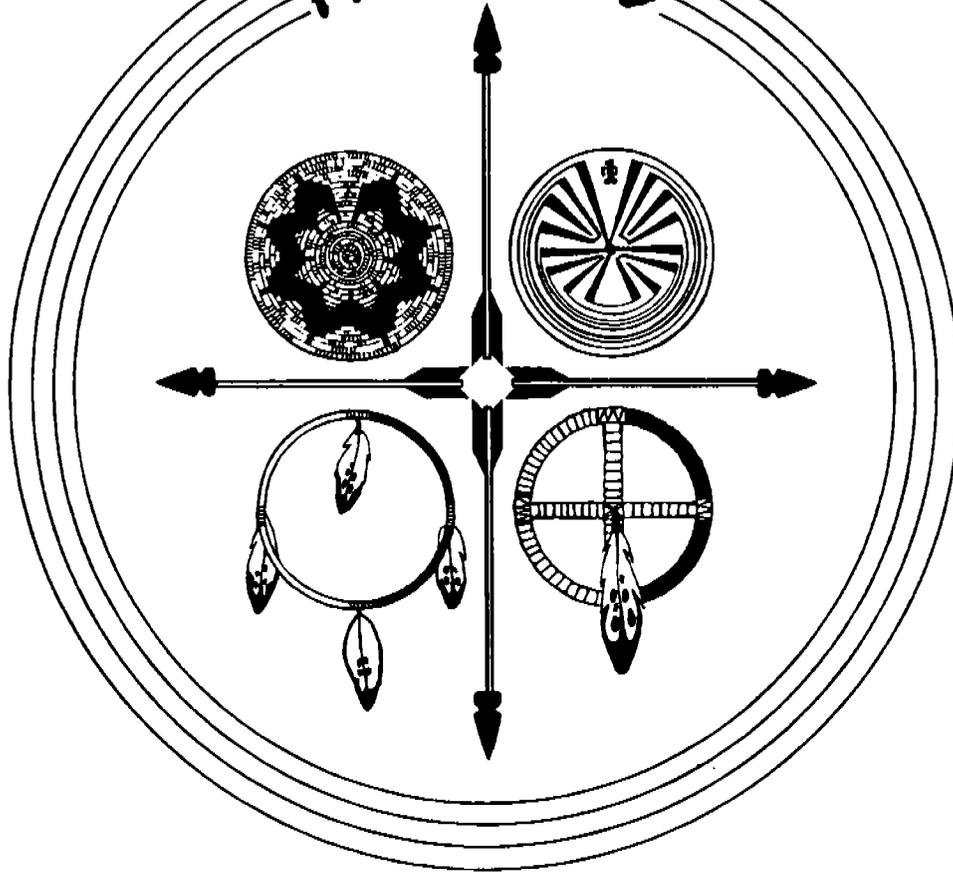
chicken

low-fat vegetable dip

tomatoes

skinless chicken

PATHWAYS



**FAMILY PE EVENT
PROCEDURES MANUAL**

3. FOURTH GRADE FAMILY PHYSICAL ACTIVITY EVENT

3.1. Introduction and Objectives

The purpose of the physical activity event is to encourage families to increase their physical activity levels.

The primary objectives are:

- To provide families with the opportunity to experience moderate to vigorous activities in an actual Pathways PE class taught by a PE or classroom teacher.
- To encourage families to be physically active with 4th graders.
- To provide families with more family events within the school year.

The event will provide the opportunity for families of 4th graders to participate in a PE class at school and learn more physical activities promoted in the Pathways curriculum through the Pathways Physical Education Curriculum. Parents will participate in a variety of activities taught through the Pathways PE Program. The Pathways PE mentor will assist with this event by coordinating with the PE teacher which lesson will be taught, and help teach the class if needed.

The event should be one hour in length with the option to make the event longer if necessary. According to Pathways PE standards the minimum time frame for a PE class should be 30 minutes long and three to five days a week. Within that half hour; 15 minutes should be for Type I activities (being aerobic) and 15 minutes should be for Type II (skill building). This gives time within the one hour to register family members, have an adequate welcome (site specific), the 30 minute activity time, a snack time, have door prizes and complete the evaluations. If the only available time for a PE class is half an hour, notes are included in the manual to assist with options. Not all sites will be able to have a one hour event; therefore, the notes are available as options of how to organize the event. The PE mentor and PE teacher should discuss the organization and logistics of the event. This information should be communicated with the event coordinator. It is imperative to have the PE and the classroom teacher there during the event. When there is not a PE teacher available the classroom teacher will assume responsibility with assistance from the PE mentor.

The Physical Activity event may be presented to schools and families as a PE classroom event or as an evening event. This will be an option for each site to consider for each school. The Procedures Manual will remain the same as a PE class or an evening event, and will stay consistent with a one hour time frame. If a one hour time frame is non-negotiable for a PE class, another option is to use the classroom time for registration, welcome and introduction to the event, invite the parents to the designated location, then return to the classroom for snack time, door prizes and completion of evaluations.

3.2. Logistics

Consider the weather, availability of personnel, size of Fourth Grade class, anticipated number of participating family members, school schedules during planning stages, and strategies to increase family participation. These strategies are recommended by the Family Working Group, but modifications may be considered to fit the parameters of each site. Please submit strategies planned for each school event on the Quality Control form for the Family Working Group (Appendix B3).

NOTE: if there is more than one class a site may want to schedule different days or times for each class event or the classes may be combined.

Date: The event should be planned for the week of Lesson 4 curriculum and before Thanksgiving break.

Time: Optional according to site and school availability. To be held during a PE class or as an evening event.

Length: The event should be one hour long. Time of PE class may have to be considered and negotiated with PE teacher and classroom teacher, as well as the principal.

Day of the Week: The event should take place on a Tuesday, Wednesday, or Thursday to avoid the high absenteeism rates common on Monday and Friday at some schools.

Location: The event should take place in the school gym or where there is sufficient space for physical activity movement. The reservation of the location needs to be made with the appropriate school official. Again, this should depict a PE class room setting that is normal to the school.

3.3. Staffing

A total of seven individuals will be needed for the event, which will include Pathways staff and school staff. A minimum of three Pathways staff members are needed to implement the event: the Family Event Coordinator, PE Mentor, and one additional Pathways staff. From the school the PE teacher is needed along with the classroom teacher. Food service should assist with the snacks through coordination of the Pathways staff. Volunteers are always welcome and parent volunteers are encouraged to participate in the sequence of events.

The Event Coordinator will review activities with other staff prior to the workshop and should take the lead in solving logistical issues.

The PE mentor will coordinate with the PE teacher the designated activities the students and families will be involved with for the event.

A Pathways staff member will coordinate the set up of the event at the school and should be available to assist with registration and other logistics. May help with or find a volunteer to assist at the kids corner.

It is imperative that the PE teacher be at the event. At schools where there is no PE teacher the classroom teacher(s) will conduct the event like they were teaching the activities with assistance from the PE mentor.

NOTE: Consider paying for the teacher's (PE or classroom) time if it is held as an evening event. This payment should be requested and approved through site's Principal Investigator.

Teachers will be responsible for helping with registration, the booths, and (if they are the PE instructors) conducting the activities.

Food Service will be involved to assist in coordination of food for the snack time. The event coordinator will arrange the appropriate time once the schedule is set with the PE or classroom teacher.

Volunteers can assist Pathways staff in the set-up, demonstration of activities, and clean-up. Parent volunteers should be solicited and encouraged to help with the event.

3.4. Event Preparation

3.4.1. Formalizing arrangements (one month prior to the workshop)

- Discuss date for Family Physical Activity event with PE teacher and classroom teacher(s) implementing Pathways.
- Checklist is included for the field staff to ensure all logistics are covered (Appendix B2).
- After talking with the PE teacher and classroom teacher(s), contact the school principal at the Pathways school and propose dates and logistics for the event.
- Consider a possible snack for the students and their families. It is imperative that this be discussed with the Pathways food coordinator and the school food service. This provides the opportunity for food to be considered and how food service can be a part of the event. After discussion between Pathways food service coordinator and school food service this should be discussed with the classroom teacher and PE teacher. Suggested times for the snack/meal time would be: to extend the PE class to accommodate a snack time; have the snack time in the classroom after attending the PE class, or if the PE class is near lunch time, inviting the families to lunch.

- Make proper arrangements for younger children (preschool - 2nd grade) that may not be able to participate in the activities. This would include children that are too young or may have a disability and may not be able to participate. Each site to consider having a kids corner to accommodate such children.

NOTE:

- Lunch would have to be arranged through the Pathways food service coordinator.
- Snack time as an evening event could be taken care of by the Family Coordinator with assistance from Pathways Food Service Coordinator.
- Reserve event location at the school.
- Work with the teachers implementing Pathways to identify 2-3 parents who would be willing to volunteer. To ensure family participation Pathways staff will need to coordinate with the school to encourage families attendance.
- Contact community organizations to recruit some volunteers. Describe the purpose of the Physical Activity Event. Volunteers are needed primarily to assist with accomplishing the Physical Activity Event. Volunteers should be informed that they will be given an incentive in appreciation for their assistance.

3.4.2. Advertising

Each site will create site-specific flyers announcing the event (i.e., date, time, and location). The basic flyers are included in Appendix B9 and B10. Families should be informed on the flyer that they should wear appropriate attire and shoes in order to participate in the event. This is important as a classroom event because families may be coming from work for the event. Strategies are included as an Appendix B3 and should be used to attract families to the event.

The site-specific flyers (Appendix B9) should be sent home with children in conjunction with the Family Pack two weeks (week 2) before the event. This flyer should also be distributed to all school administrators (e.g., school principal and vice principal), all involved school staff (Pathways PE teacher and classroom teachers) and all potential volunteers and organizations.

The second flyer, created using Appendix B10, should be sent home with the children the day before the event.

NOTE:

- Remind families to wear comfortable shoes and appropriate attire
- Advertise the Physical Activity Event (SPARK) at the Family Fun Night (Booth #5).
- Strategies (Appendix B3) must be considered to encourage family participation.
- The "Plan to Attend" portion of the flyer is optional
- The optional postcards may be sent home (one month before the event) to the students parent.

- An alternative to a flyer (two weeks before and the day before) is a personalized letter to the family in an envelope.

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 B4) 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 future Pathways events.

3.4.3. Preparing Materials, Ordering and Photocopying

Checklist (Two months prior)

- Obtain from site supplies Pathways incentives for staff and volunteers (T-shirts should be given out to new volunteers the evening of the workshop to help identify workers/volunteers.) (Order two months in advance if supply is not available.)

Checklist (One month prior)

- Finalize arrangements
- Order event supplies.

SCHOOL

microphone
SPARK equipment
tables
chairs
SPARK curriculum

SITE

T-shirts
volunteer incentives
door prizes
accessories for snacks
event signs
food service ordering
pencils (for evaluation)
tape
markers
name tags
registration roster
evaluation forms

- Order snack food and supplies through school food service. This should be coordinated through Pathways food service coordinator and the school food service and shared with PE and classroom teacher.

Popcorn
Pretzels
Bottled water/crystal lite (sugar free)
Bowls for the pretzels
Napkins
Ice

Optional (site decision whether to serve these snacks):

Baby carrots and low-fat dressing
Serving tray for carrots
Paper plates for carrots
Individual serving cups (for dressing)

Checklist (Two weeks before)

- Photocopy advertising site flyers created from Appendix B.
- Obtain copies of registration rosters (Appendix B5) from process evaluation staff. To facilitate registration, have multiple copies of forms available and have teachers identify students and families.

Checklist (One week before)

- Photocopy handouts
- Make sure appropriate location has been designated for a kids corner. Site may want to consider it being away from the event location for the sake that the activity of the event may be too noisy. A room next to the event location may be considered. (Optional)
- Obtain copies of adult and child evaluation forms (Appendix B7) from process evaluation staff.

NOTE: At least one week before the workshop, collect from the Pathways teachers the "Plan to Attend" slips returned to the teacher(s) and use these to calculate the supplies and snacks to be purchased.

Teacher may be asked to have students return postcards as an RSVP and family will be known because name will be on the postcard.

3.5. During the Event

3.5.1. Set-up and Clean-up (1 hour before and 1 hour after)

- Make arrangements to have the location opened for Pathways staff to enter.
- Staff and volunteers need to arrive at least one-hour before the event for set-up, and will need to stay at least one hour after the event to clean up.
- Provide T-shirts and name tags for all staff and volunteers.
- Set up the event location for the planned activities:

Set up table(s) for registration

Set up area for event and secure necessary PE equipment

Make certain that proper setting is available for all attendees

Check boom box and tape of music for selected Physical activities (if music will be used)

Make sure the kids corner is set up with coloring books, markers, crayons, and other materials to occupy children's time.

Set up table for snack booth

Snack Booth:

1 table, 2 chairs

Cups, napkins, bowls,

2 large serving bowls (place pretzels in serving bowl)

* If this site is serving vegetables, place baby carrots on serving tray and pour low-fat dressing into individual cups.

- To maintain building security and accurate registration, only one entryway should be used. Post a sign at entryway.

NOTE: Depending on school policy, custodial staff may need to be hired to clean up after an evening event. Have parents check-in at front office before reporting to event if during the school day.

Greetings

Greet families during registration

May want to hand out tickets for door prize during registration

Complete the Registration Roster for all attendees, including school staff and volunteers (Appendix B5).

NOTE: Sites will have to determine where families should register (in classroom, gymnasium, or other location) along with having to check into the front office.

During welcome greet families and school staff that have attended and explain the sequence of the physical activity event.

Optional: Have all participants complete a name tag for themselves:

- a. For all children (Fourth Graders and siblings), first name only is fine.
- b. For adults, use the following format: Adult's name above, with the name of the Fourth Grade child the adult is accompanying in parentheses. For example, if Sarah, an adult, is accompanying Alice, a Fourth Grader:

Sarah (Alice)

- c. Have mock name tags pre-made at the name tag making area (one showing child format, and one showing adult format).

About the Event

After the parents and students are registered they will meet at the event location. A proper setting should have been arranged before families arrive. A Pathways staff member may offer a welcome to the family event and an introduction to Pathways. Then very briefly have the PE or classroom teacher welcome the parents to the Pathways PE class:

“Welcome everyone, as the students know I like to get them active as soon as they enter the gym but today is a special day because we have some parents here. Parents, our typical PE class consists of 15 minutes of aerobic activity such as playing tag or jumping rope. During aerobic activity your heart starts pumping, muscles are moving, and your body gets warmed up. We then move into building sport related skills such as basketball, frisbee, softball and soccer. Let me briefly review the classroom rules with everyone. (At this time the PE teacher could pull out the laminated rules and review them, Appendix B12). With that said it is time to begin.”

At this point the lesson should begin. The PE teacher and Pathways staff should highly encourage all family members to participate in the event. It may be helpful to have the PE teacher plan a lesson that he/she would have done anyway according to what unit they are presently on in the Pathways PE Program. It may also be helpful to go through a "practice lesson" with the students during the class prior to when the parents are invited to attend.

Have the students and parents participate in the activities. Remember to watch the clock and switch to the Type II lesson with 15 minutes remaining in the class. Below are sample lessons based on the units used in September (Cooperative Games/Parachute and Frisbee) and October (Aerobic Games and Soccer). These are only suggestions and do not have to be used by the PE teacher, although it is highly recommended that the PE teacher teaches lessons that have been presently taught in the 4th grade only. If he/she has not taught the basketball unit yet then do not take lessons from that unit. Another suggestion is to solicit ideas from the children and use games they enjoy and have played in the 4th grade and are familiar with. As a conclusion of the event site may want to consider a Modified American Indian Game.

NOTE: As an evening event there is the option of making the event a circuit class due to the great number of students and families all being present at once. This will give families the chance to actively participate in the various chosen activities and learn that being physically active is fun. If this is the case take into consideration the number of additional staff that will need to attend. If both the PE teacher and mentor are present half of the participants may go with the PE teacher and the other half may go with the PE mentor to participate in the activities. After the required 15 minutes they can switch groups and continue with the planned activity. We want the families to be encouraged to participate with their students so they should be in the same small groups.

Type I Activities:

Cooperative Games -Lesson 1 Roadway/Truck Driver. See Appendix B12 for the actual lesson.

Parachute -Lesson 2 Number Exchange, Mushroom, Mushroom Back Out, Mushroom Run Around. See Appendix B12 for the actual lesson.

Aerobic Games- Lesson 5 & 6 Heart Alert. See Appendix B12 for the actual lessons.

Lessons 11&12 Crows and Cranes. See Appendix B12 for the actual lesson.

Type II Activities:

Frisbee- Lessons 11 & 12 Frisbee Baseball (All-Run Frisbee). See Appendix B12 for the actual lesson.

Lesson 10 Hoop de Hoop & Frisbee Golf see Appendix B12 for the actual lesson.

Soccer- Lessons 11 & 12 Soccer Baseball (All-Run Soccer). See Appendix B12 for the actual lesson.

Lessons 8,9, & 10 Small-Sided Soccer Games. See Appendix B12 for the actual lesson.

May want to consider a Modified American Indian Game as a concluding physical activity with families.

3.5.2 Closing (5 minutes)

- May take place in the classroom depending on time availability.
- Pathways staff pass out pencils and evaluation forms.
- Have children (from Fourth Graders through 15-year-olds) and adults (everyone 16 and older) complete evaluation forms.
- Announce and distribute door prizes.

NOTE: If PE class is not accommodated for one hour, ask teacher for time to complete the evaluation once students are back in classroom. Ask families to complete evaluation before leaving event location. Door prizes may need to be conducted in the classroom or gathered area to ensure entire family participation.

OPTIONAL: Hand out tickets during registration for efficiency of door prize time.

3.5.3. After the Event

- Family Coordinator should collect registration rosters and evaluation forms and give to the site's Process Evaluation Coordinator (see Pathways Procedures for Process Evaluation handbook, for more detail).

NOTE: Collection of forms may have to be taken up in the classroom. Family or Food Service Coordinator should obtain bill from school food service to be reimbursed for snacks purchased.

3.5.4. Data Management/Entry

Refer to the Pathways Procedures for Process Evaluation 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. The Process Evaluation Coordinator is also responsible for putting the school ID numbers in the upper right hand corner of the evaluation and summary forms. Completed and reviewed forms are then given to the site's Measurement Coordinator who is responsible for seeing that they are given to the data entry supervisor at the site for data entry. 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 A4) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

APPENDIX B1
Family Food Order Form
Physical Activity Event

Family Food Order Form

Pathways Fourth Grade Family - Physical Activity Event

To be completed by Family Coordinator

From: (Family Coordinator) _____

To: (Pathways Food Service Coordinator) _____

School: _____ Date and Time of Event: _____

Estimated Total Number of People: _____ Children: _____ Adults _____

To be completed by Pathways Food Service Coordinator

School Food Service Manager: _____

Date foods are needed by: _____ Date foods to be ordered by: _____

Food Items	Amounts	Food Items	Amounts
Snacks:		Menu:	
Popcorn _____	_____	_____	_____
Pretzels _____	_____	_____	_____
Bottled Water _____	_____	_____	_____
Ice _____	_____	_____	_____
_____	_____	_____	_____
Serving Utensils		Other Foods (cleared through FWG)	
Bowls _____	_____	_____	_____
Napkins _____	_____	_____	_____
_____	_____	_____	_____

Should school purchase additional foods for families, Pathways will pay for those items.

Date of Delivery: _____

APPENDIX B2
Physical Activity Classroom Event
Family Coordinator Checklist

Physical Activity Classroom

Event Checklist

ONE MONTH PRIOR

- have PE mentor meet with PE teachers or classroom teacher to plan the PE class event
- make certain that the event is scheduled after week 3 of the curriculum and before the end of week 6
- after discussion with the appropriate school staff schedule the date and time with the principal, again the option of it being an evening or class room event needs to be considered for each school
- once the date and time are secured with administration reserve the location of the event
- when considering the logistics of the event, be mindful of how many 4th grade classes are at each school and times of each classes PE class, if different from each other
- while planning the event be aware of how to increase family attendance with the strategies available in the appendices.
- talk with school staff (PE and classroom teachers, Parent liason, administration) or parent classroom volunteer about the strategies to increase family participation
- document on the Quality Control form the stategies planned to be used and submit to Family Working Group
- have PE mentor communicate clearly with PE teacher that their attendance is imperative to the event, as we would like this event to depict a regular PE class
- make certain PE and classroom teachers are comfortable with their responsibilities
- PE teacher will welcome families to the PE class and site may need to assist with welcome as a script
- Pathways staff may offer a welcome to the Pathways Project/event but not to the PE class

- approach available Pathways staff to assist at the event (minimum 3 Pathways staff)
- once staff is known make transportation and travel arrangements through proper office staff
- if the event is an evening event you may get (PI) approval to pay for the PE teacher's time, other school staff's time will be as volunteers
- communication with Pathways and school food service should be established, for the school year, and plans for the meal or snack time ought to be happening
- event coordinator should be confirming plans and logistics of event as they are planned and communicating with Pathways staff about the event
- a letter should be sent out to confirm all plans for the event and shared with all school staff (to include principal, Pathways contact person, teachers, PE teacher, school food service and any teacher aides) and volunteers
- letter may be inclusive of a thank you for hosting the family event, logistics and things needed for the event
- time can be scheduled for an event preparation and orientation with school staff and volunteers to inform them of the event otherwise this can be planned the half hour before the event begins
- communication and plans for the snack time or meal should be confirmed with Pathways and school food service and shared with classroom and PE teacher
- necessary food should be purchased through food service for the snack time or meal
- if meal is being offered make sure extra meals for families are paid for and arranged through administration (principal or Pathways contact) as well as food service
- volunteers may be confirmed with volunteer sign up sheet and shared with school for planned attendance of volunteers
- volunteer sign up sheet may include community organizations that are willing to promote Pathways with families for sustainability
- create site specific flyers

- may consider using the "Plan to attend" flyer to get an accurate count of families for the snack/meal preparation
- may consider using the post-cards to get announcement specifically to parents, this eliminates possibility of students misplacing and not delivering flyers to parents
- can also consider sending a personalized letter home to parents

TWO WEEKS BEFORE EVENT

- secure incentives for staff and volunteers prior to event
- if incentives are not site purchased plan for time to go shopping, one can also shop for door prizes
- consider whether items need to be purchased for snacks (plates, napkins, etc.)
- reserve equipment needed for the event with school (microphone, tables, chairs, PE equipment, boom box)
- photocopy site flyers for distribution to 4th grade classes
- make enough copies for volunteers, PE and classroom teachers and administration
- secure registration roster from process evaluation, may want to consider including students name by class on the roster
- secure evaluation forms from process evaluation staff
- make certain that name-tags (and markers) are available for families
- have extra copies of sample lessons for Type I and Type II activities, laminated rules, and PE classroom procedures manual
- request only one entrance to be used for the event
- discuss with school (Pathways contact) whether families need to register and sign in at the front office, could Pathways offer registration list to school?
- make certain signs are posted for families to be directed to the event

DAY OF THE EVENT

- confirm that equipment is reserved with the school
- plan to arrive to school one hour before the event to handle all logistics

- be prepared to orientate volunteers before the event if they have not been
- arrange the location appropriately to accommodate families
- registration should be near the one entrance
- Pathways staff and volunteers are required to help set up
- confirm that music and boom box are reserved and available for the event if needed
- make certain that door prizes are purchased and designated (by school)
- allocate responsibilities prior to event with Pathways staff (booth designation, driving, room assignments)
- Pathways staff should decide who would like to offer the welcome to the families
- during welcome inform families of the snack time and need to complete evaluation
- registration should be covered from the time of scheduled event until the end, that individual may also handle evaluations as families may have to leave
- once families are registered and have name tags, congregate them at the event location (gym, classroom, etc.) for the welcome
- allow PE teacher the needed time to get through a "normal" PE class
- resume with event once PE teacher is done, to include the snack time/meal and completion of evaluations
- have family (field) coordinator collect registration roster and evaluation forms to give to site's process evaluation coordinator
- inform volunteers and Pathways staff of their assistance in clean up and loading of equipment

APPENDIX B3
Strategies for Family Participation

Strategies for Family Participation:

- send post card invitation to parent of students (one month prior to event)
- winning door prize, available at the event, for a number posted on the postcard
- prize (T-shirt) for first 25 families that attend
- provide transportation for families to attend
- show door prizes to students in class the day of the event. Should also mention to students that if they and their families attend the family event 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.
- ask teacher to have students return mailed postcard or flyer #2 as an RSVP
- give parents that attend family event an "I attended a Pathways Family Event" sticker, if they attend all three family events (including ending celebration) and can show their three stickers (on a button?) at the family ending celebration, they can get a prize (water-bottle, keychain)
- inform teachers that they will get a prize of a certain number of their students and families attend the family events
- ask principal to announce in daily announcements, the family event to all 4th grade classes the day before or the day of the event
- have the family field staff or family coordinator advertise the event through the school staff (family advocates, teachers, counselors, food service, principals, PE teachers)
- work with the school staff and students closely as a reminder of the family event, during the time before the event

APPENDIX B4
Quality Control Form
for submission to Family Working Group

Quality Control Form - Family Event Strategies

Family Event: _____ Date of Event: _____

School: _____ Boarding/Public/Contract/BIA

1. What unique characteristics are there of the school that the site needed to take into consideration when planning the family event? _____

2. What strategies were used to attract more families at this school? (according to Strategies listing) _____

3. What do you think worked the best to get families to attend this Pathways family event?

4. What were the comments about parent participation at Pathways events? (i.e. comments from families, school staff, school administration, etc.): _____

5. Were the families asked how they heard about the event at any time? If so what were some of the comments about their exposure to the family event. _____

6. Did any of the Pathways staff take time to sit and talk with the school staff about increasing family attendance at Pathways sponsored events? If yes, please share: _____

APPENDIX B5
Family Registration Roster
Fourth Grade Full Scale Study



To be completed by Pathways staff

School ID: _____ Form Code: **FR4**
Version: **A** Grade: **4** Seq. #: _____

Fourth Grade Family Activity Registration Update

Site: _____ School: _____ Date: _____

Pathways staff person completing this form: _____

Instructions:

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

Fourth Graders

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

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

- 5) Number of mothers: _____
- 6) Number of fathers: _____
- 7) Number of adult sisters: _____
- 8) Number of adult brothers: _____
- 9) Number of grandmothers: _____
- 10) Number of adult grandfathers: _____
- 11) Number of other adult attendees: _____
- 12) Number of additional children attending: _____

All People Accompanying Fourth 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: _____

APPENDIX B6
Fourth Grade Staff/Volunteer
Registration Roster

APPENDIX B7
Family Event
Child Evaluation
Physical Activity Classroom Event



To be completed by Pathways staff:
School ID: _____ Form Code: **W4C**
Version: **B** Grade: **4** Seq. #: _____

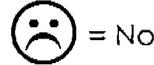
FOURTH GRADE FAMILY ACTIVITY "PHYSICAL EDUCATION CLASS"

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

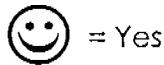
Evaluation Form for Child Participants (under 16 years old)

Please circle the one picture that shows us how you feel

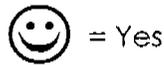
1. I liked this Family Activity.



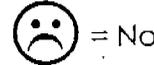
2. I liked playing physically active games.



3. I had **at least one** body change telling me that I was being active (breathing harder, warm face, faster heart beat, sweating, or working muscles).



5. I would like to attend another Family Activity.



Thank you!

APPENDIX B8
Family Event
Adult Evaluation
Physical Activity Classroom Event



To be completed by Pathways staff:
School ID: _____ Form Code: **WA4**
Version: **A** Grade: **4** Seq. #: _____

FOURTH GRADE FAMILY ACTIVITY: "PHYSICAL EDUCATION CLASS"

SCHOOL: _____

DATE: _____

Evaluation Form for Adult Participants (16 and older)

Circle the word that explains how you feel about each statement, and feel free to write comments.

1. This Family Activity was a worthwhile event.
1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

2. I enjoyed playing physically active games.
1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

3. I had **at least one** body change telling me that I was being active (breathing harder, warm face, faster heart beat, sweating, or working muscles).
1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

4. After participating in this Family Activity, I understand the importance of being physically active.
1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

5. I plan to do some of the physical activities we learned today at least once at home with my child.
1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

6. What could be done to improve this Family Activity?

7. I would attend another Family Activity.
1=**Yes** 2=**No** 3=**Not Sure**

Comments: _____

8. Have you ever attended any other Pathways Family Activities?
1=**Yes** 2=**No** 3=**Not Sure**

9. If so, how many Pathways Family Activities have you attended? _____

APPENDIX B9
Classroom Flyer #1



You are invited
to the Fourth Grade
Family Physical Activity Event

Date:
Time:
location:

Come enjoy a time of socializing and physical activity

Door Prizes and Food available



options:
to announce t-shirts available to first 20 families
show door prizes to students the day of the event
include number on the postcard for door prizes

APPENDIX B10
Classroom Flyer #2



You Are Invited
to the Fourth Grade
Family Physical Activity Event

Date:
Time:
Location:

Come enjoy a time of socializing and
physical activity

Door Prizes & Food available



options:
to announce t-shirts available to first 20 families
show door prizes to students the day of the event
include number on post-card for door prize

APPENDIX B11
"Welcome" Sign to Family Physical Activity Event

WELCOME TO THE

FAMILY PHYSICAL ACTIVITY EVENT

**4TH GRADERS AND FAMILIES PLEASE GO TO
THE EVENT LOCATION**

APPENDIX B12
SPARK expectations



 **Respect others**

 **Be a good sport**

 **SPARK CONSEQUENCES**

- 1. Teacher warning**
- 2. 1 minute time out**
- 3. 2 minute time out**
- 4. Phone call home**

 **Listen and follow directions**

 **Keep all body parts to yourself**

APPENDIX B13
Type I and Type II Activities

OBJECTIVES

Strength, agility, coordination, endurance,
flexibility, group cooperation

EQUIPMENT

Parachute, whistle, music (optional)



ACTIVITY

ORGANIZATION

TEACHING CUES

Warm Up:

**Locomotor Skills with
Parachute**

-Students hold parachute with left hand and move 1/4 turn to their right.
-Follow the leader:
-Walk -- slow jog -- jump -- hop -- gallop.

-Hold the parachute with one hand.
-Follow the person in front of you.
-Listen for my commands.

Number Exchange

-Number students from 1-4.
-Students make a dome, and exchange places when their number is called.

-When your number is called, exchange places with another person.

Mushroom

-Parachute is on the ground with students around it kneeling on one knee and holding it with two hands.
-Describe mushroom.
-Practice making mushroom several times.

-Use any grip.
-Stand up quickly and bring hands overhead, filling chute with air.
-Keep hands up, take 4-5 steps forward under the chute until it deflates.
-Walk back out, holding chute.
-Lay chute down.

Mushroom Back Out

-As above, but students walk in 4-5 steps, release chute, then walk back out from under chute.

-Make a mushroom (walk forward 4-5 steps), release chute, and walk 4-5 steps backwards to original place.
-Grab chute and lay it down.

Mushroom Run Around

-As above, but students release and run counter-clockwise one time around chute, then return to original place.

-Make a mushroom, release and run to the right in single file one time around the outside of the chute and return to original place.

-Lay chute down.

**Cool-Down and Chute
Roll Up**

-Use cool-down routine from day one everyday.
-Roll up chute.

OBJECTIVES

Locomotor skills, exercise physiology
knowledge, cardiovascular endurance

EQUIPMENT

4 cones for boundaries, 3 scarves or pinnies
to designate "It," music or whistle

ACTIVITY

ORGANIZATION

TEACHING CUES

Heart Alert

-Scattered within boundaries, 20
by 20 yards.

-Briefly identify cardiovascular
risk factors.

-Designate 3 players to be "It" and
have them put on pinnies.

-When tagged, players jog in place
with hands on their heart, saying
"Heart Attack" to signal others to
come and save them.

-They are saved when another
player exercises with them, (e.g.,
performs three situps/jumping
jacks, etc. with them).

-After two minutes, change "Its."

-The idea is that physical
inactivity is a risk factor for
heart disease and exercise helps
prevent a heart attack.

-Note: Name each tagger after a
"risk factor." One can be a
cigarette and hold a baton in
her/his hand; another can be a
couch potato and carry a potato,
etc.

-5 risk factors are associated with
heart disease. They are:

- 1) Physical inactivity
- 2) Smoking
- 3) Poor nutrition
- 4) Stress
- 5) Over-fatness

-In this game, each time you are
tagged you gain a risk factor. In
order to be "saved," someone has
to exercise with you. I will tell
you the exercise to do.

-If you are tagged twice, you have
two risk factors, and so on. Try
not to have all the risk factors of
heart disease!

-Taggers may not tag others while
they are exercising to be saved.

OBJECTIVES

Throwing for accuracy

EQUIPMENT

1 frisbee and 1 hoop/student, whistle

ACTIVITY

ORGANIZATION

TEACHING CUES

-PARTNER DAY-**Hoop de Hoop**-Partners on a line.

-1 frisbee per pair.

-Partner A (thrower), stands with frisbee on a line.

-Partner B (catcher), stands in 1st hoop 20 ft. away from line.

-2nd hoop is 40 feet away from line.

-The object is to make accurate passes to your partner standing in a hoop.

-Partner B runs to 1st hoop.

-Partner A throws to B who must catch it with at least one foot in hoop.

-If successful, B throws back to A and runs to 2nd hoop.

-If not successful, B stays at same hoop until a catch is made.

-When catch is made at both hoops, switch roles.

Frisbee Golf
(in pairs)-Scattered in pairs, 1 hoop per pair.

-During cool-down, discuss golf terminology:

1 shot: hole in one

2 shots: eagle

3 shots: birdie

4 shots: par

5 shots: bogey

6 shots: double bogey

-Pick up your hoop, safely toss it into open space.

-Alternating tosses with your partner, see how many throws it takes to land the frisbee in the "hole".

-Once you complete the 1st "hole," pick up your hoop, safely toss it into open space, and begin your 2nd hole.

-Tell me if anyone gets a "hole in one!" (Frisbee completely in the hoop.)

OBJECTIVES

Catching and throwing, games skills

EQUIPMENT

1 frisbee/7 students, whistle, 4 bases or cones,
10 hoops

ACTIVITY

ORGANIZATION

TEACHING CUES

Frisbee Baseball

(All-Run)

-GROUP DAY-

- It is best to instruct the game the first time with all students playing on one field (baseball diamond).
- When students understand game rules, play with 2 fields, each with 4 bases (or cones).
- 5 hoops per game, scattered in outfield. Increase or decrease the number of hoops depending upon grade and skill level of students.
- 4 teams, 2 per field, 7/8 players each.
- One team at bat, the other in the field.
- Batter counts the # of times runners touch home plate (each player counts as one run).
- Teacher watches to see when fielding team has recorded their "out." Blows whistle to signify.
- Rotate sides when all players on the batting team have had a turn to throw (if playing on two fields).

Batters:

- Batting team members line up behind the batter.
- Batter throws frisbee into the field.
- Entire batting team runs around the bases in one line (no passing).
- Each player reaching home plate before an "out" scores one run. The person who threw the frisbee will count the runs scored for their team.
- Run until you hear my whistle.

Fielders:

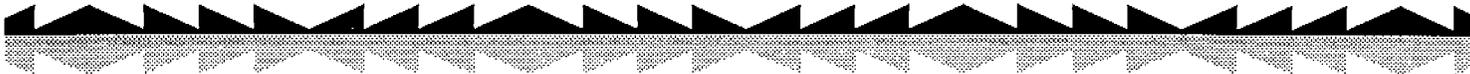
- One person in each hoop; everyone else spread out all over the field.
- If the frisbee is caught in the air, the batter is out.
- If the frisbee is not caught in the air, quickly retrieve it and throw to those standing in each of the five hoops. It can go in any order, it just has to be held by someone with at least one foot in a hoop.
- When frisbee has been thrown to all five hoops, I will blow the whistle. No more runs can be scored once the whistle blows.

OBJECTIVES

Combining skills, team play

EQUIPMENT

1 ball and 4 cones per game, 15-17 pinnies,
whistle



ACTIVITY

ORGANIZATION

TEACHING CUES

**Small-Sided
Soccer Games**

-GROUP DAY-

-3 adjacent small fields;
small cones at the corners
(designating sidelines and
endlines) and large cones
used for goals.

-6 team of 5/6.

-One team on each field wears
pinnies.

-Games begin with a kick-off
in the center of mid-field.
All players must be on their
half of the field.

-Team with pinnies has ball
first, and all play in the
same direction each day.

-The team scored upon gets to
kick-off.

-For more activity and an
injection of fun, add a second
ball on each field!

-No goalies.

-Use a throw-in for all balls that go
out of bounds (including over the
endline; no goal kicks or corner
kicks).

-To score a goal, the ball must roll
between the cones on the ground.

-Move into open space!

-Give and Go!

-Pass to everyone on your team.

-Group leaders attempt to settle any
"discussions" before coming to me.

OBJECTIVES

Kicking, passing, game play

EQUIPMENT

1 soccer or utility ball/game, 4 bases
(or cones) per game

ACTIVITY

ORGANIZATION

TEACHING CUES

-GROUP DAY-**Soccer Baseball**
(All Run)

-Note: Similar to "All Run Frisbee." Instruct/practice with all students playing one game. When they understand rules, play games on 2 fields.

-2 fields, each with 4 bases (or cones) in softball diamond formation.

-4 teams, 2 per field, of 7/8 players each.

-1 team at bat, the other in the field.

-Count the number of runners that touch home plate. (Each player counts as one run.)

-There are no outs, change sides after 3-4 kickers.

-Variations:

- 1) Outfielders kick a ball through 2 goals (sets of cones) to stop the kicking team from scoring.
- 2) All outfielders must touch the ball to get an "out."
- 3) Outfielders must be outside of baseline to pass and receive the ball.
- 4) Outfielders must make a circle and pass to everyone.

The object of the game is for the kicking team to score as many runs as possible before the fielding team can make an out.

-Pitcher rolls ball to "batter" who kicks it and runs around the bases without stopping.

-Ball must be kicked beyond the pitcher's mound or it is re-kicked. (No "bunts.")

-All members of the kicking team run the bases in single file behind the kicker (no passing allowed).

-Each player that crosses home plate before the fielding team makes an "out" scores one point. The person that kicked the ball will keep track of runs scored for her/his team.

-Each player on the fielding team must receive a pass before an out is declared.

-I will watch the fielding team and blow my whistle when the out is made.

Booth

#1



Modified American Indian Games

Booth

#2

Aerobic Games

Booth

#3

Soccer

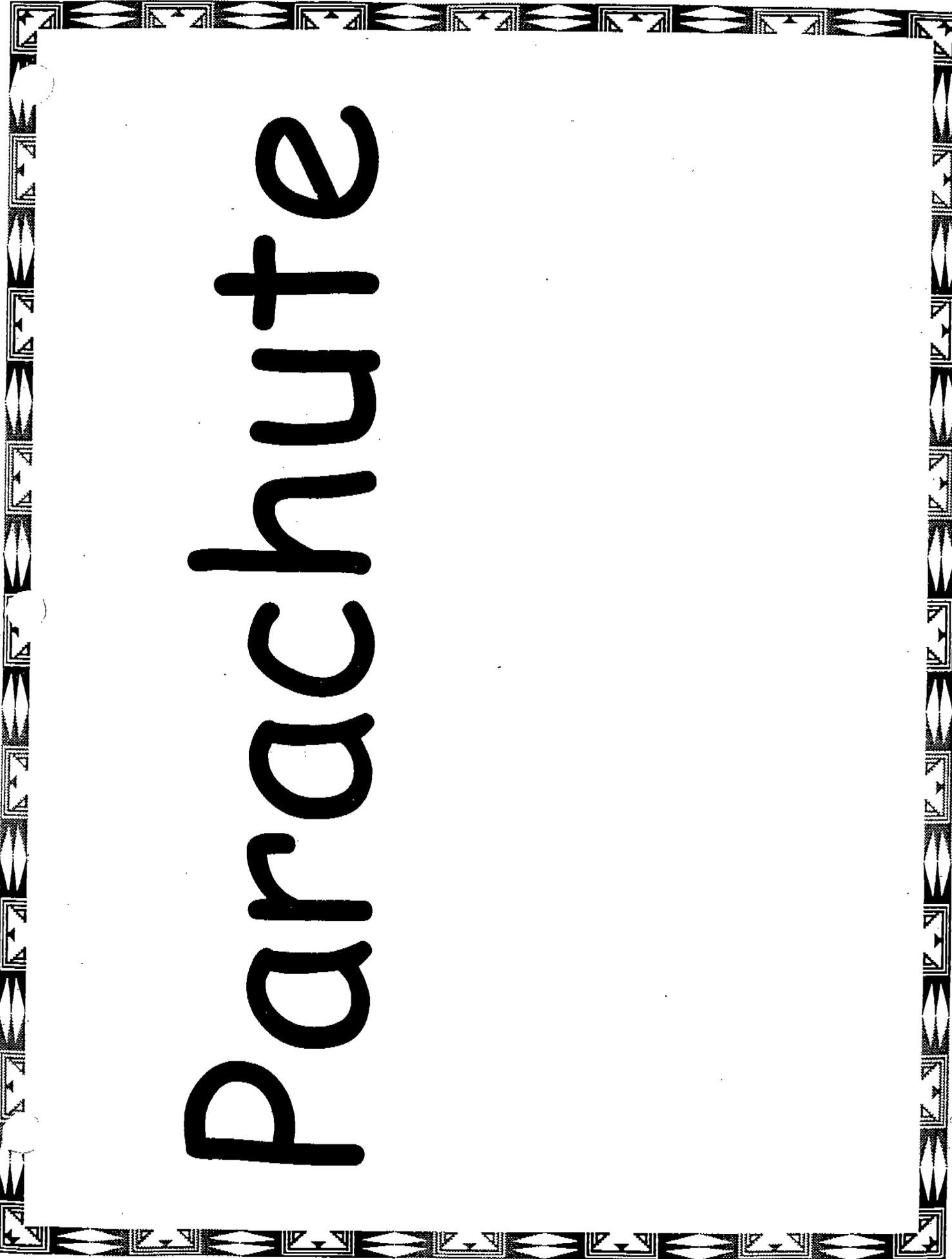
Booth

#4

Cooperative Games

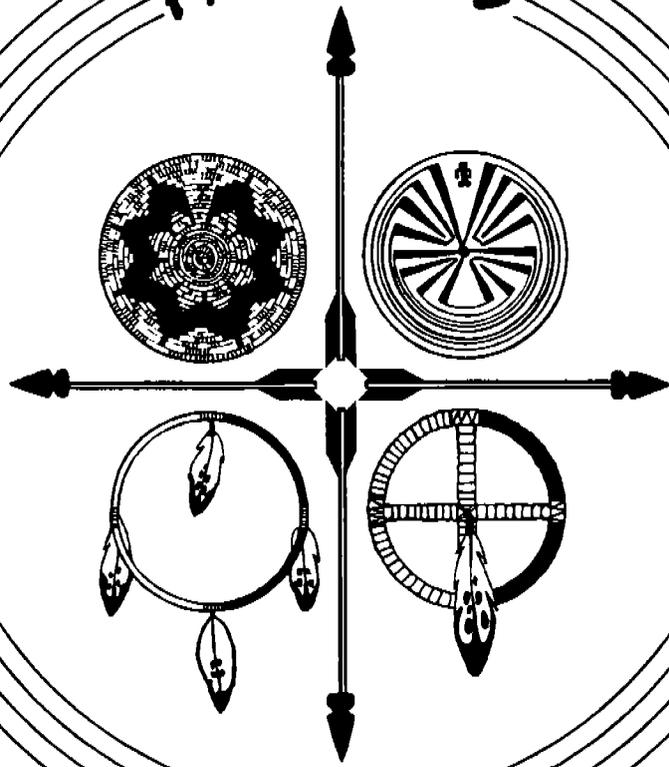
Booth

#5



Parachute

PATHWAYS



**FAMILY ENDING
CELEBRATION
PROCEDURES MANUAL**

4. FOURTH GRADE FAMILY ENDING CELEBRATION

4.1. Objectives

The primary objectives of the Fourth Grade Celebration are:

- The Pathways staff will recognize the participation of fourth grade students and their families, teachers, school food service staff, other school staff, and volunteers with Pathways.
- The participants will eat a school lunch which demonstrates the lower fat practices of the school food service.
- The fourth grade students will demonstrate one or more of their favorite activities they learned this year during their Pathways Class. Optional: The Great Race Walk/Run may be combined with the Fourth Grade Ending Celebration. This will vary by site and teacher.

This ending celebration is the culminating event of the Pathways fourth grade intervention. Lunch time was chosen because schools have a standing invitation to families to participate in school meals. Each school's lunch menu will vary but will be chosen to exemplify Pathways food service behavioral guidelines. The activities (e.g., Jump for Fitness, All Aboard the Bumpityville Bus, the Great Race Walk/Run) are chosen by the fourth grade students in Week 11 B of the curriculum. If the Great Race Walk/Run is held in conjunction with this Ending Celebration, additional arrangements will need to be made. See Week 12 B of the Fourth Grade Curriculum for details on the Great Race Walk/Run.

Over about a two week period, an invitation as part of family pack week 11 B will be sent home to the fourth grade student's families. The student will take home a verbal reminder during week 12. It is optional for sites to send home reminder flyers. Other invitees include school staff involved in Pathways and volunteers. The Pathways principal investigator as well as the PE Mentor are encouraged to participate.

The suggested time for the event is approximately 1 hour. 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) followed by a school lunch. After this, all fourth grade students will be awarded certificates of completion and if appropriate the Great Race ribbons. Students will demonstrate their activities which may or may not be participatory. Optional: There will be a display of the students' Week 5 "Sugar in Beverages" posters and/or each classroom's Week 6 "Cooperative Quilt." The celebration concludes with closing remarks and door prizes.

Because of school characteristics, class size, number of fourth 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

4.2. Logistics

Date: Within one week of completing Week 12 of the classroom curriculum, if possible, and before interim measurement begins.

Time of Day: Lunch time; after regularly scheduled fourth grade lunch, perhaps at the end of the school lunch period; time may vary by school.

Length: About 1 hour. Allow enough time for registration, optional blessing, distribution of certificates and any appropriate incentives, lunch, demonstration of physical or classroom activities, 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.

4.2.1. Timeline (based on event one week after completing Week 12 B of curriculum)

The ending celebration will occur in Spring, 1999 after completion of Week 12 of the fourth grade curriculum. It could occur as soon as the completion of Week 12 but not later than 2 weeks after and before the start of interim measurements. Most of the preparations need to be completed well in advance of the event. These tasks are outlined in the following suggested timeline:

About 2 months prior:

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

At least one month prior:

- Review suggested promotional strategies to attract more families to the event. (See Strategies to Promote Family Participation, Appendix C2)
- Select with school food service the appropriate lunch 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 C5)
- 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)

At least 2 weeks prior:

- Check inventory for certificates of completion, sign for the Pathways staff.
- Verify the schedule with the principal (or contact person).
- Meet with teachers to review certificates for completeness and accuracy and teacher's signature. Also, if possible, arrange to have the teacher set aside the Week 5 "Sugar in Beverages" posters and the Week 6 "Cooperative Quilt," so these items can be displayed at the event.
- Provide invitation flyers (Appendix C1) which the teachers will send home with the students in Week 11 Family Pack. Remind the classroom teachers of the date, time, and place of the event and the invitations to be completed in lesson 11 B (Appendix C1).
- 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.

- Obtain door prizes.
- Purchase paper/plastic dishes/utensils, if necessary.

One week prior (after Week 12 B of Fourth Grade Curriculum):

- Collect completed certificates from classroom teachers, if not completed at review visit.
- Verify with the teachers that the invitation flyers went home with the Family Pack.
- Provide reminder flyers which the teachers will send home with the students the day before the event. (Optional.)
- Query the teacher on the Pathways activities selected by the students to lead or demonstrate at the event (optional: the Great Race), and inquire whether or not the teacher need assistance with these activities. 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.
- Reserve PE equipment needed for the Pathways physical activities.
- 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.
- Verify with community elder/member the date and time of the event and purpose of their participation (blessing). (Optional)

One to two days before:

- 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.
- Copy agenda, and posters, table tents, and/or handouts of meal description. (Optional)

Day of:

- Arrive at least 1 hour early to finalize coordination and setup of the event and to help with lunch preparation (optional, but encouraged).
- Put up the display of the students' Week 5 "Sugar in Beverages" posters and/or each classroom's Week 6 "Cooperative Quilt." (Optional)

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.

4.3. 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 lunch to be served on the day of the event to demonstrate the Pathways food service behavioral guidelines. S/he will also help estimate the number of participants and

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 lunch.

Pathways PE Mentor: The mentor's involvement is encouraged, but not required. The purpose of the mentor's involvement would be to help with the Pathways physical activities and to demonstrate the collaborative and team effort of the Pathways project. S/he could also help with any practice of the activities. If possible, the mentor could include the school's PE teacher in 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 week 11 B of the fourth grade curriculum manual. During Week 11 B of the curriculum students will select Pathways activities to demonstrate during the event. The students will also fill out and take home to family members the invitation (Week 11 B) and any optional reminder flyers (as determined by each site). 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.

4.4. Event Preparation

4.4.1. Formalizing Arrangements

Date, time, location:

At least 2 months in advance, Pathways staff will contact the school principal, classroom teacher, and food service manager to arrange the best date, time and location for the event. The location will need to accommodate registration, lunch, a blessing (optional), physical activities and/or demonstrations, and the award ceremony. The space requirements for each of these are different and could result in the selection of several locations. For example, lunch may be served in a special location of the cafeteria where family members and fourth 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 fourth 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 and the fourth grade teacher to participate. 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 or 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 past volunteers for previous Pathways events so they may be recognized for their contribution.

Lunch:

The Pathways food service staff will collaborate with both the food service coordinator and the family coordinator in planning the lunch 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 lunch menu appropriate for the event. The lunch 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 C5. 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.

During Week 11 (or about 2 - 3 weeks) prior to the event, 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 lunch, the fat and/or other nutrient content of the lunch, or other lower fat tips. This type of information could also be provided on the agenda. The Pathways food service staff could collaborate with the family 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 certificates. These 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 #2, part of the Fourth Grade Curriculum Procedures Manual.) Site staff should also discuss with the teacher, the teacher's role in awarding the certificates during the event.

In addition to the certificate, each site may choose to award the Great Race ribbons at this time. A sufficient quantity should be available and set aside prior to the event.

Pathways Activities:

During week 11 B, the classroom teacher asks the students to select their favorite activity (e.g. Jump for Fitness, All Aboard the Bumpityville Bus) to demonstrate during the celebration event. Depending on the sites staffing for the celebration event, the family coordinator or PE mentor

will query the teacher as to the selection and ask if the teacher needs assistance with rehearsal of the activities. 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.

Demonstration of an activity is required. Activities will vary by site and may include the Great Race. In addition, sites may decide to turn these demonstrations into participatory events, involving adults. This will be influenced by time, location, staffing, and equipment.

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 and perhaps a Great Race ribbon.) 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.

4.4.2. Advertising

Advertisement for the event will be accomplished with (1) an invitation flyer (Week 11 B); (2) optional reminder flyers; 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). (Appendix C2) for a list of Strategies to Promote Participation in Family Events.)

An example of the first flyer (the invitation flyer) from Week 11 B is in Appendix C1. The flyers should have been placed in the teachers curriculum boxes before being returned for the Weeks 7-12 of the fourth grade curriculum.

In Week 11B the classroom teachers discuss the family celebration and instruct the students how to fill out invitations to their family members for the ending celebration. The invitations are included in the teacher's guide and in Appendix C1 of this manual for your information. The coordinating center provides copies to each site and they should be inventoried. These will be placed in the teacher boxes for teachers to give to students to complete during Week 11B. The curriculum intervention person needs to be alerted to the exact date and time of the celebration event so they can inform teachers. The students take these invitations home with the Week 11B family pack.

School specific reminder flyers will need to be created and duplicated, distributed to teachers, and sent home with the students using an appropriate time frame.

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 C2) 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 future Pathways events.

4.4.3. Preparing Materials: Ordering, Preparing, Photocopying

Process Evaluation Forms:

- Obtain the official copy of the registration form from Process Evaluation staff (Process evaluation FRF.3: Family Activity Registration Roster, Appendix C4 for sample). Student names from the class roster may be typed on the form.

Invitations:

- Alert teachers to completing and sending home the invitation flyer during Week 11 B of the curriculum during winter curriculum training.
- Create and copy site or school specific reminder flyers and distribute to teachers.

Lunch:

- 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 lunch 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 C5.
- 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 certificates from the Coordinating Center need to be completed with date and signatures of Pathways staff and teacher.
- Check site inventory for quantity of the Great Race ribbons.

Pathways Activities:

- Activities will vary by school and class. Discuss with teachers any equipment needs for the event and any help with practice sessions (Section 5.5.1)
- If the Great Race Walk/Run is held in conjunction with this Ending Celebration, additional arrangements will need to be made. See Week 12 B of the Fourth Grade Curriculum for details on the Great Race Walk/Run.

Event Agendas:

- Agendas (optional) will vary by school but following is a list of suggested contents.
 - registration
 - welcome
 - blessing (optional)
 - lunch
 - awards ceremony
 - activities
 - door prizes
 - closing

(Note: the meal description (see Section 5.5.1) 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. (See page 8).

4.5. During the Event

4.5.1. Setup

The Family Coordinator or other Pathways staff should arrive at least 1 hour before the event to help arrange the space. It is preferable that the family members and fourth grade students be seated in the same area. If the entire event is to occur in the cafeteria, a large area to accommodate the physical activities will have to be marked off. The Pathways food service staff and other Pathways staff are encouraged to help with the lunch preparation and serving line during the fourth grade lunch. A table to accommodate registration should be set up near the entrance or fourth 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.

4.5.2. 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 fourth 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.

4.5.3. 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 welcome the family members, students, community elder/members, teachers, etc. And thank them for their participation in the prior Pathways activities during the year; introduce and extend a special appreciation to the school staff; thank and welcome the families for coming to the event. (If possible, if only for the welcome, introduce and acknowledge the physical activity teacher and food service staff.) Discuss the agenda and logistics for the event.

Note: If the principal investigator is participating, s/he may deliver the welcome. The school principal should also be involved.

4.5.4. 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 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.

4.5.5. Lunch (about 20 minutes)

After the blessing, preface school lunch 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 may want to say something about their part of Pathways (optional).

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 lunch line with the fourth grade students. They will sit in a designated location of the cafeteria.

4.5.6. Presentation of Certificates and Awards

After lunch, the teachers will present the certificates of completion to the students. The teachers will be assisted by Pathways staff member who may help with distribution of certificates and where applicable the Great Race ribbons.

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

4.5.7. Pathways Activities

Pathways staff will announce the purpose of each Pathways activity. Physical activities will demonstrate moderate-to-vigorous activity.

The classroom teacher with the help of the PE Mentor and/or the PE teacher will help students demonstrate Pathways physical activities.

Optional: Family members, students, and other celebration attendees may participate depending on space, time, and resources.

Optional: The Great Race Walk/Run, from the curriculum, could be used.

Optional: If the demonstration becomes participatory, consider two activities occurring simultaneously.

4.5.8. Raffle/Door Prize Drawing

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.

4.5.9. Closing

If the Principal Investigator is participating, s/he could deliver the closing remarks. Thank the family members for their attendance. Remind them that they can continue Pathways eating and physical activity behaviors with their family and friends over the summer break and that Pathways will continue after the break during the students fifth grade year.

4.6. Evaluation

See Process Evaluation person at your site for forms.

4.7. 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.

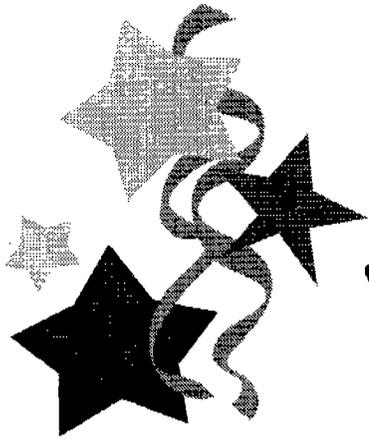
4.8. Data Management/Entry/Transfer

Refer to the Pathways Procedures for Process Evaluation 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 C4). 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 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 C2) after each family event and submit it to the Family Working Group Chair within two weeks of the event.

APPENDIX C1

Invitation Flyer from Week 11 B of Fourth Grade Curriculum



To: _____
(name of family member)

From: _____
(name of fourth grader)

**You're Invited
to the
PATHWAYS**



Fourth Grade Celebration!

At: _____

Date: _____

Time: _____

Program

- ☆ Welcome
- ☆ Blessing
- ☆ Free Lunch for Families of Fourth Graders
- ☆ Special Presentation by Fourth Graders
- ☆ Awarding of Certificates to Fourth Graders
- ☆ Drawing for Door Prizes

APPENDIX C2
Strategies to Promote Participation in Family Events

Strategies for Family Participation:

- send post card invitation to parent of students (one month prior to event)
- winning door prize, available at the event, for a number posted on the postcard
- prize (T-shirt) for first 25 families that attend
- provide transportation for families to attend
- show door prizes to students in class the day of the event. Should also mention to students that if they and their families attend the family event 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.
- ask teacher to have students return mailed postcard or flyer #2 as an RSVP
- give parents that attend family event an "I attended a Pathways Family Event" sticker, if they attend all three family events (including ending celebration) and can show their three stickers (on a button?) at the family ending celebration, they can get a prize (water-bottle, keychain)
- inform teachers that they will get a prize of a certain number of their students and families attend the family events
- ask principal to announce in daily announcements, the family event to all 4th grade classes the day before or the day of the event
- have the family field staff or family coordinator advertise the event through the school staff (family advocates, teachers, counselors, food service, principals, PE teachers)
- work with the school staff and students closely as a reminder of the family event, during the time before the event

Quality Control Form - Family Event Strategies

Family Event: _____ Date of Event: _____

School: _____ Boarding/Public/Contract/BIA

1. What unique characteristics are there of the school that the site needed to take into consideration when planning the family event? _____

2. What strategies were used to attract more families at this school? (according to Strategies listing) _____

3. What do you think worked the best to get families to attend this Pathways family event?

4. What were the comments about parent participation at Pathways events? (i.e. comments from families, school staff, school administration, etc.): _____

5. Were the families asked how they heard about the event at any time? If so what were some of the comments about their exposure to the family event: _____

6. Did any of the Pathways staff take time to sit and talk with the school staff about increasing family attendance at Pathways sponsored events? If yes, please share: _____

Quality Control Form
Family Event Strategies

Family Event: _____ Date of Event: _____

School Implemented: _____ Type of School: _____

What unique characteristics are there of the school that the site needed to take into consideration when planning the family event? _____

What strategy was considered for the school? (according to Strategies listing) _____

Was the strategy done at the request of the school or site? _____
Did the school have concerns about parent participation in general and in regards to Pathways? If yes please explain: _____

Were the families asked how they heard about the event at any time? If so what were some of the comments about their exposure to the family event. _____

Did any of the Pathways staff take time to sit and talk with the school staff about increasing family attendance at Pathways sponsored events? If yes, please share: _____

APPENDIX C3
Family Coordinator's Checklist

Family Field Activities Checklist
4th Grade 1998-1999
ENDING CELEBRATION EVENT

- Read Family Fun Night Procedures Manual

Two months prior to FINAL CELEBRATION:

- Start planning for 4th Grade Family Ending Celebration (refer to Family Procedures Manual)
- 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 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
- Invite a community elder or member to deliver the blessing. (Optional)
- Send post card to families of fourth graders.

One month prior to ENDING CELEBRATION:

- Select with school food service the appropriate lunch to prepare for the event; discuss the use of paper/plastic dishes and utensils for ease cleanup
- Order food for the event through school food service. (Use Family Food Service Order Form, Appendix C5).
- Find volunteers to help with the event (Optional.)
- Obtain current class roster.
- Establish with the teacher the best time for teacher to sign certificate and check for misspellings or students missing certificates.
- Request a microphone (Optional.)

Con't:

At least two (2) weeks prior:

- Check inventory for certificates of completion, sign for the Pathways staff.
- Verify the schedule with the principal (or contact person).
- Meet with teachers to review certificates for completeness and accuracy and teacher's signature.
- Provide invitation flyers (Appendix C1) which the teachers will send home with the students in Week 11 of the Family Pack. Remind the classroom teachers of the date, time, and place of the event and the invitations to be completed in Lesson 11 B (Appendix C1).
- 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.
- Obtain door prizes
- Purchase paper / plastic dishes / utensils, if necessary.

One week prior (after Lesson 12):

- Collect completed certificates from classroom teachers, if not completed at previous visit.
- Verify with the teachers that the invitations went home with the Family Pack.
- Provide reminder flyers which the teachers will send home with the students the day before the event.
- Query the teacher on the Pathways activities selected by the students to lead or demonstrate at the event (optional: the Great Race), and inquire whether or not if the teacher may need assistance with the games. (Also, determine if assistance from the PE teacher is needed, and if so, contact the PE teacher.) Discuss with the teacher the event agenda and their role.

Con't:

- Reserve PE equipment needed for the Pathways physical activities.
- 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.
- Verify with community elder/member the date and time of the event and purpose of their participation (blessing). (Optional.)

One to 2 days before:

- 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.
- Copy agenda, and posters, table tents, and/or handouts of meal description. (Optional).

Day of Final Celebration:

- Arrive at least 1 hour early to finalize coordination and setup of the event and to help with lunch preparation (optional but encouraged)

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.
- * Clean-up after Ending Celebration, arrangements with custodial staff should be made and Pathways staff should help with clean up.
- Give process forms to data person at your site for data entry soon after each event.

APPENDIX C4

Fourth Grade Family Activity Registration Summary Form

Family Activity Family Registration Roster – Fourth Grade Full
Scale Study



To be completed by Pathways staff:		
School ID: _____	Form Code: FS4	
Version: A	Grade: 4	Seq. #: _____

Fourth 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.

Pathways Fourth Graders

- 1) Number of Pathways fourth grade girls: _____
- 2) Number of Pathways fourth grade boys: _____

People Accompanying Fourth Graders

- 3) Number of mothers: _____
- 4) Number of fathers: _____
- 5) Number of adult sisters: _____
- 6) Number of adult brothers: _____
- 7) Number of grandmothers: _____
- 8) Number of adult grandfathers: _____
- 9) Number of other adult attendees: _____
- 10) Number of additional children attending: _____

Community Members:

- 11) Number of adult community members: _____
- 12) Number of child community members: _____



To be completed by Pathways staff:
School ID: _____ Form Code: W4C
Version: B Grade: 4 Seq. #: _____

FOURTH GRADE FAMILY ACTIVITY ENDING CELEBRATION

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

Evaluation Form for Child Participants (under 16 years old)	
<i>Please circle the <u>one</u> picture that shows us how you feel</i>	
1. I liked this Family Activity.	= Yes = No
2. I liked eating lunch with my family.	= Yes = No
3. I had fun presenting the Pathways activity.	= Yes = No
5. I would like to attend another Family Activity.	= Yes = No

Thank you!



To be completed by Pathways staff:
School ID: _____ Form Code: **W4A**
Version: **A** Grade: **4** Seq. #: _____

FOURTH GRADE FAMILY ACTIVITY: ENDING CELEBRATION

SCHOOL: _____

DATE: _____

Evaluation Form for Adult Participants (16 and older)

Circle the word that explains how you feel about each statement, and feel free to write comments.

1. This Family Activity was a worthwhile event.

1=Yes

2=No

3=Not Sure

Comments: _____

2. I liked tasting the school's low-fat lunch.

1=Yes

2=No

3=Not Sure

Comments: _____

3. I learned more about Pathways by attending family events.

1=Yes

2=No

3=Not Sure

Comments: _____

4. I enjoyed the children's Pathways presentation.

1=Yes

2=No

3=Not Sure

Comments: _____

5. I would attend another Family Activity.

1=Yes

2=No

3=Not Sure

Comments: _____

6. What could be done to improve the Family Activity?

7. Have you ever attended any other Pathways Family Activities?

1=Yes

2=No

3=Not Sure

8. If so, how many Pathways Family Activities have you attended? _____

APPENDIX C5

Pathways Family Food Order Form

Family Food Service Order Form
Pathways Fourth Grade 1998-1999
ENDING CELEBRATION

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: _____

Food Service: _____ Estimated hours needed: _____

Date foods needed by: _____ Date foods must be ordered by: _____

Each site will need to identify what lower-fat meal they will be serving.

Food Items	Amounts
Ingredients for meal:	_____ #
_____	_____ #
_____	_____ #
_____	_____ #
_____	_____ #
_____	_____ #
_____	_____ #
Napkins, utensils, plates, cups, bowls, other	_____ #
Suggested beverages:	
1 % , Skim Milk	_____ # ½ pints
Diet soda (non-caffeinated)	_____ # 12 oz. cans
Sugar-free beverage (bottled water)	
should be provided	_____ # bottles
Suggested desserts:	
Watermelon, cantaloupe, or other fruit	_____ #

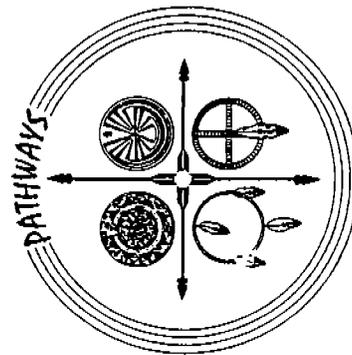
Other Foods: (need to be cleared through Family Working Group):

APPENDIX C6
Certificate of Completion

Certificate of Completion

Awarded to

for participating
in the
Fourth Grade
PATHWAYS Program



Date

Teacher

PATHWAYS Staff



To: _____
(name of family member)

From: _____
(name of fourth grader)

You're Invited to the PATHWAYS



Fourth Grade Celebration!

At: _____

Date: _____

Time: _____

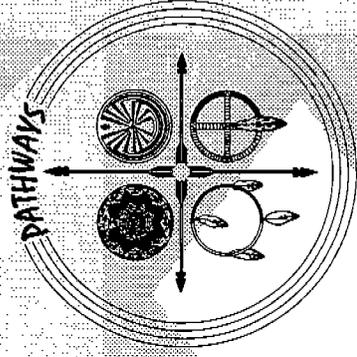
Program

- ☆ Welcome
- ☆ Blessing
- ☆ Free Lunch for Families of Fourth Graders
- ☆ Special Presentation by Fourth Graders
- ☆ Awarding of Certificates to Fourth Graders
- ☆ Drawing for Door Prizes

Certificate of Completion

Awarded to

for participating
in the
Fourth Grade
PATHWAYS Program



Teacher

PATHWAYS Staff



You Are Invited
to the Fourth Grade
Family Physical Activity Event

Date:

Time:

Location:

Come enjoy a time of socializing and physical activity

Door Prizes & Food available



options:

to announce t-shirts available to first 20 families
show door prizes to students the day of the event
include number on post-card for door prize