

# ADVERTISING: Our Everyday Snacks

**Purpose:** Introduce choosing as a special skill to use in healthy eating, reinforce goal setting, and encourage students to identify and choose **Everyday Foods** for snacks.

## Lesson Objectives - Students should be able to:

- explain what it means to “make a choice.”
- give at least five reasons they might choose a certain food.
- list five **Everyday Foods** they would choose as snacks and explain why they are **Everyday Foods**.
- list five Sometimes Foods they would choose as snacks and explain why they are Sometimes Foods.
- name three methods advertisers use to persuade others to buy their products.

## Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10	Gila River Indian Community Map Tohono O’odham Nation Map	Cassette Player Theme Music Cassette
2. Choosing	10		Everyday Foods Poster School Lunch Menu
3. Advertising Snack Foods	20	Poster Supplies (Markers, Poster Paper, Crayons)	
4. Goal Check for Goal #2	10	Goal #2 Sticker Individual Story Stick	

## Activity 1 Theme Story and Discussion

A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will participate in a school-wide activity that involves fruits and vegetables and that they are going to work on an advertisement for Everyday Snack Foods.
3. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *“Healthy Living.”*<sup>1</sup>

**D**aryl was thinking as he ran along the road. He could hear his breathing. He thought about how he only walked when he started daily exercises. Now, each time he ran, he was improving.

Grandpa had encouraged Daryl to do more running. He said that a runner was just as important a person as a hunter or a warrior.

Grandpa described how people long ago enjoyed running. He told a story of how one O’odham village would challenge another village to a race.

After a date was set for the race, everyone would sing and dance to get ready for the race.

On the day of the race, there were about 40 or 50 runners for each village. Half of the runners went to each end of a long track. Then, a relay started as the first runner handed a willow stick to the waiting person on the other side.

In this way, runners ran back and forth most of the day. The race ended when one village got so far ahead that the other couldn’t catch up or until a village became too tired to continue the race. →

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<sup>1</sup> *Flesh-Kincaid Grade Level 4.79*

Daryl liked to hear Grandpa tell about long ago. He thought these stories gave him courage and strength to do the best he could.

Daryl finished running and started walking to cool down. He saw Amanda running towards him. She looked excited.

Amanda told Daryl that their Pen Pals at the O’odham Pathways School had written a letter. This time, they told how all of the students at St. Peter Indian Mission School exercised **every day**. Everyone, even the kindergarten class and even the Principal, either walked or ran.

Amanda said, “Daryl, can you believe it? That school has a 100 mile, 200 mile, and a 300 mile Walk/Run Club for the students. That’s like their goal for the whole school year.”

“Whew,” answered Daryl, “That is a long way to walk or run! How do they have time to do this?”

Amanda replied, “Our Pen Pals said that the students do this after they get off their bus. They do laps around a track so that twice around is one-half a mile and four times around is one mile.”

“This school is in Arizona at the Gila River Indian Community,” said Amanda. Our Pen Pals also wrote about an O’odham girl, Letha Lamb, and how she became a gymnast and toured in Europe. Now she is a modern dance teacher.”

“Didn’t they say anything about any guys?” asked Daryl.

“Sure,” responded Amanda. “Our Pen Pals said that a person named Jeffery Jon Martin from Casa Grande was a good athlete. President Bush gave him a U.S. Congressional Silver Medal Award for community service. He was a well-known youth worker. Another person is Dwayne Johns who is known as a State-wide Cross Country Runner.”

Daryl thought and said, “I remember a famous Akimel O’odham who was a Marine. Ira Hayes helped to raise the flag of the United States on top of an island called Iwo Jima. Grandpa said he was like a famous warrior for America.”

There was a postcard of Iwo Jima in the letter. Amanda showed it to Daryl and said, “I bet that Ira Hayes had to be in good shape to climb up that hill.”

After dinner, Amanda and Daryl talked. She said, “How do you feel about your running?”

Daryl responded, “I really like to run. At first, it was hard. Now, I feel better and look forward to running. I am trying to think about what I am eating and choose healthy foods.”

“All right!!!” said Amanda. “Eating healthy foods will help you improve your life.”

## Week 4 — Part A

C. Discuss the story with students using the following questions:

- Where is the location of the Gila River Indian Community on the **Pathways Nations Map**.

*Answer: It is located in Arizona and is the home is the Akimel O'odham.*

- Ask students to open their *Pathways Folder* and locate their map of the Gila River Indian Community. Then, ask a volunteer to describe where Sacaton can be found.

*Answer: Look along the Gila River near the Sacaton Mountains.*

- Tell students that the Pen Pals are from the St. Peter Indian Mission School which is located in Sacaton and ask students to identify what clubs are at St. Peter Indian Mission School.

*Answer: A 100, 200, and 300 mile Walk/Run Club.*

- Ask students to raise their hands to show which club they would choose to join if they were a student at St. Peter Indian Mission School.

*Answer: Answers will vary.*

## Activity 2 Choosing

**Teacher Note:** Obtain a daily lunch menu from the Food Service Staff to find out what fruit or vegetable will be served in the cafeteria today (or the next school day, if this class is after lunch).

- A. Explain to students that they make daily choices about the foods they eat during their mealtime and in between meals.

1. Write the word “choice” on the chalkboard and ask students if they understand what the word means.

*Answer: “to decide on” or “to select”*

2. Ask students to think of questions that tell them to “Make a choice.”

*Example:   What color do you like?  
              What is your favorite food?  
              Which flavor do you want?  
              How much would you like to eat?  
              How many do you want?*

3. Discuss with students if they are already making choices at home, such as choosing foods that they want to eat for meals or snacks.
- B. Explain to students that the cooks at the school put together **breakfast and lunch** menus that have healthful foods.

## Week 4 — Part A

1. Ask a volunteer to identify the fruit and vegetable listed in the menu for today's breakfast and lunch.
  2. Inform students that the cooks put a certain amount of food on each student's tray and this amount of food is called a *serving*.
  3. Stress that the *serving* is an amount that is measured for one person.
- C. Have students think about **why they choose to eat certain foods** and write down their responses on the chalkboard.

*Suggestions:*

\_\_\_\_\_ is my favorite food because it is \_\_\_\_\_.

I like the color of \_\_\_\_\_ because \_\_\_\_\_.

I like the taste of \_\_\_\_\_ because it is \_\_\_\_\_.

I like to try something new or different so I eat \_\_\_\_\_.

I like \_\_\_\_\_ because it is crunchy, sweet, creamy, healthy, etc.

- D. Discuss with students when do they have a choice about eating certain foods.
1. Review the number of times that they would eat a meal.
  2. Identify the times when students eat snacks during the day.
- E. **Encourage students to eat the fruit or vegetable that they choose at meal-times or snacks.**



## Activity 3 Advertising Snack Foods

**Teacher Note:** This activity provides students with additional class time in Week 4B so students can fully develop, present, and display their ideas for a magazine, newspaper, or billboard advertisement.

**Optional:** Have students videotape their ideas for a radio advertisement or a television commercial and share them with other classrooms. If students have both computer time and expertise, suggest that students design their ads on the computer.

A. Instruct students that they will work in *Pathways Teams* to design an advertisement for a snack and prepare them by using the following questions:

- Ask students to define the word “snacks.”

*Answer: Usually means foods (sometimes called “munchies”) that are eaten between meals. Sometimes they are eaten in the place of a meal.*

- Ask students to brainstorm some of the foods that are eaten for snacks and list them on the chalkboard.

<i>Possible Answers:</i>	<i>candy bars</i>	<i>ice cream</i>	<i>fruits</i>
	<i>pizza</i>	<i>candy</i>	<i>pop</i>
	<i>fruit pies</i>	<i>cookies</i>	<i>chips</i>
	<i>cereal</i>	<i>sunflower seeds</i>	<i>crackers</i>

B. Stress to students that snacks can be either an **Everyday Food** or a Sometimes Food and to remember that Sometimes Foods have lots of fat.

## Week 4 — Part A

- C. State to students that snacks are often advertised on the radio, television or in newspapers and magazines and that it is the purpose of ads to catch your attention so you will buy the snack.
1. Explain that advertisements often use jingles, songs, or slogans to get you to listen to the ad so that you will buy the snack.
  2. State that advertisers often use cartoons, animals, or famous people in their ads to help get you to look at the ad and then want to buy that same snack.
- D. Ask students to raise their hands if they have seen ads for the following snacks: Chips, Apples, or Cookies and then ask them to recall which of these is an **Everyday Food** or a Sometimes Food.
1. Point out that the snacks that are advertised are usually Sometimes Foods and not **Everyday Foods** like apples or fruit juice bars.
  2. Remind students that Sometimes Foods have a lot of fat in them.
- E. Announce to students that they are now going to work in their *Pathways Teams* to think of ideas for advertising why they would choose an Everyday Snack.
1. Divide the class into their *Pathways Teams* and distribute supplies for making this poster display, such as markers, poster board, and crayons.
  2. **Optional:** Arrange for audiovisual equipment that students could use for a radio or television commercial.
  3. Instruct students to use their **Everyday Snacks** list to help them decide on the snack that their team will advertise.

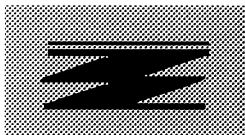
4. Stress that they can advertise one of the snacks on this list or they can put together two or more snacks to make a special snack.

*Example: Create an ad for frozen low-fat vanilla yogurt topped with fresh fruit, like sliced strawberries, and call it “Strawberry Surprise.”*

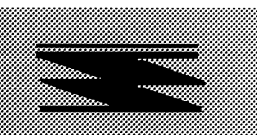
5. Remind students to choose foods that would taste good together and would be fun to advertise.

6. Give sufficient time for students to complete this activity.

- F. Explain that their posters will be displayed in the school cafeteria or gym on a certain date so that everyone can see how **Everyday Foods** can be a snack.



## Activity 4 Goal Check #2



- A. Explain to students that they are now going to check the second Pathways goal that they set last week.

1. Instruct students to find **Pathways Page 7: Goal #2** in their *Pathways Folder* and point to the **Goal Check** on the back of their sheet.
2. Explain that if they ate an Everyday Food instead of a Sometimes Food, they should now put a check mark in the **YES! I DID IT!** box on their sheet.
3. Instruct them to fill in the rest of the Goal Check and then sign their name to show that they did reach the goal.

## Week 4 — Part A

- B. Have Pathways Goal Partners get together and tell each other the **Everyday Food** that they ate instead of a Sometimes Food.
  - 1. Ask Pathways Goal Partners to think about times when they can eat an **Everyday Food** instead of a Sometimes Food.
  - 2. Instruct Pathways Goal Partners to sign on the Goal Partner line of each other's sheet, showing that they supported their partner to help them to reach their goal.
  - 3. Announce to students that you have reached your goal and fill in your Goal Sheet and then have your Pathways Goal Partner sign his/her name on the sheet.
- C. Ask for a show of hands of how many students reached Goal #2, and congratulate those students.
  - 1. Call on a few students to name the **Everyday Food** that they ate, **as time permits**.
  - 2. Distribute a **Goal #2 sticker** to each student who has reached their goal, and instruct them to paste it on their own Story Stick.
- D. Encourage students who did not reach their goal to keep trying until they complete their goal.

## Week 4 — Part A

1. Explain that if they are having trouble reaching this goal, they should ask their Pathways Goal Partner to help them to decide on another **Everyday Food**.
2. Suggest that they use their **Everyday Food** list or their **Everyday Snacks** list for ideas of the foods they could plan to eat.
3. Tell them that when they do reach their goal, they should fill in the Goal Check, and then show it to you so that they can get a sticker for their Story Stick.

### Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.





# ADVERTISING: Our Everyday Snacks

**Purpose:** Continue to encourage students to identify and choose Everyday Foods for snacks,

## Lesson Objectives - Students should be able to:

- present their advertisement of the Everyday Snack they would choose to eat.
- demonstrate how to play “Jumping for Fitness” so that family and friends would be able to play it.

## Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Advertising Snacks Continued	10		Cassette Player Theme Music Cassette
2. Jumping for Fitness Game	15	Paper Bag (1) Jump Cards	
3. Family Pack	10	Week Three Sticker Individual Story Stick Family Pack: Week Four	Return Box
4. Summary of the Week	5	Stop! Think and Discover	



## Activity 1

### Advertising Snacks Continued



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Ask students to clear their desk to begin this Pathways class.
3. Tell students that they will be working in their *Pathways Teams* to present their ad for a snack that is on their poster.
4. Turn off the Pathways Theme Music cassette.

B. Divide students into *Pathways Teams* so they can present their ad on advertising an Everyday Snack.

1. Give team members time to discuss and prepare for their ad presentation.
2. Call on each team to present their ad to the class, and discuss each presentation, **as time permits**.
3. Ask students if the message in each team's ad would convince them to purchase that Everyday Snack.



- C. Congratulate students on their ad for some great Everyday Snacks and urge them to try these snacks, as well as other **Everyday Foods** on their **Everyday Snacks** list.
- D. Give students the location for displaying their work on Everyday Snacks.



## Activity 2

### Jumping for Fitness Game



**Teacher Note:** Prior to this activity, place the **Jump Cards** in a paper bag. Have students do each exercise for 30 seconds. When proficient, students may increase their time to 45 seconds or more for each exercise.

- A. Have students clear their desk and stand with sufficient room between the desk and other students for this lively physical activity.
  - 1. Explain to students that they will be doing various types of jumping exercises so they will need to have enough space so that they don't touch their desk or other students.
  - 2. Remind students to feel their Body Cues as they do this exercise.
- B. Select a student to draw a Jump Card from the paper bag that has been placed at the front of the room. (See the Jump Cards at the end of this week.)

## Week 4 — Part B

1. Tell students that they will be doing each jump for thirty seconds.
  2. Explain that after they have learned the jump, the time will be increased to 45 seconds.
- C. Choose a student to read the Jump Card and then demonstrate the exercise for the class.
1. Encourage all students to respond by following the demonstrated activity with the student.
  2. Allow students to do their jumps for 30 seconds.
  3. Select additional student(s) to draw a Jump Card from the paper bag and to demonstrate the activity.
  4. Continue until all the Jump Cards have been drawn from the bag.
- D. Put the Jump Cards back into the bag and repeat the game, **as time permits**, with students increasing each exercise to 45 seconds or more.
- E. Tell students they will receive Jump Cards in this week's Family Pack, so they can do the Jumping for Fitness activities at home whenever they have time.

The header graphic consists of a black rectangular bar. On the left and right sides of the bar are stylized, white, jagged, mountain-like shapes. In the center of the bar, the text "Activity 3" is written in a white, sans-serif font, and below it, "Family Pack" is written in a larger, white, sans-serif font.

## Activity 3 Family Pack

- A. Remind students to continue to bring back their return card and place it in the Return Box.
1. Give a sticker to those students who brought back a signed **Return Card Week 3** to put on their Story Stick.
  2. Have students place this sticker on their Story Stick and encourage students to help their family continue to do these activities.
  3. Remind students that each time they bring back a return card, a sticker will be pasted on their Story Stick to show that their family has completed the activity for that week.
- B. Distribute **PATHWAYS FAMILY ACTION PACK: Week Four** to each student and tell them to write their name on the front of the envelope.
- C. Emphasize that the items in the envelope to be taken home include the following:
- Everyday Snacks List
  - Jumping for Fitness Activity Cards
  - Family Team Physical Activity Goal
  - Return Card for signature by a family member and the student.

## Week 4 — Part B

### Activity 4 Summary of the Week

- A. Review with students their Pathways activities this week.
1. Recognize the creative work of all students to complete an advertisement for an Everyday Snack.
  2. Encourage students to continue to be physically active in **Pathways PE**.
  3. Remind students to look for great **Everyday Foods** to eat at **school breakfast and lunch**.
- B. Tell students to **Stop! Think and Discover** what they discovered this week.
1. Have students take out their **Stop! Think and Discover** sheet and think about what they did in Pathways this week.
  2. Ask students to write a word or phrase or draw a picture that represents what they discovered within **Week 4**.
  3. Allow students time to complete this part of the activity.
- C. Point to the words **Everyday Snacks** on the **Pathways Story Stick**, and stress that students remember to choose healthful snacks.

D. Ask students who completed Goal #2: Eating an Everyday Food instead of a Sometimes Food to hold up their hand.

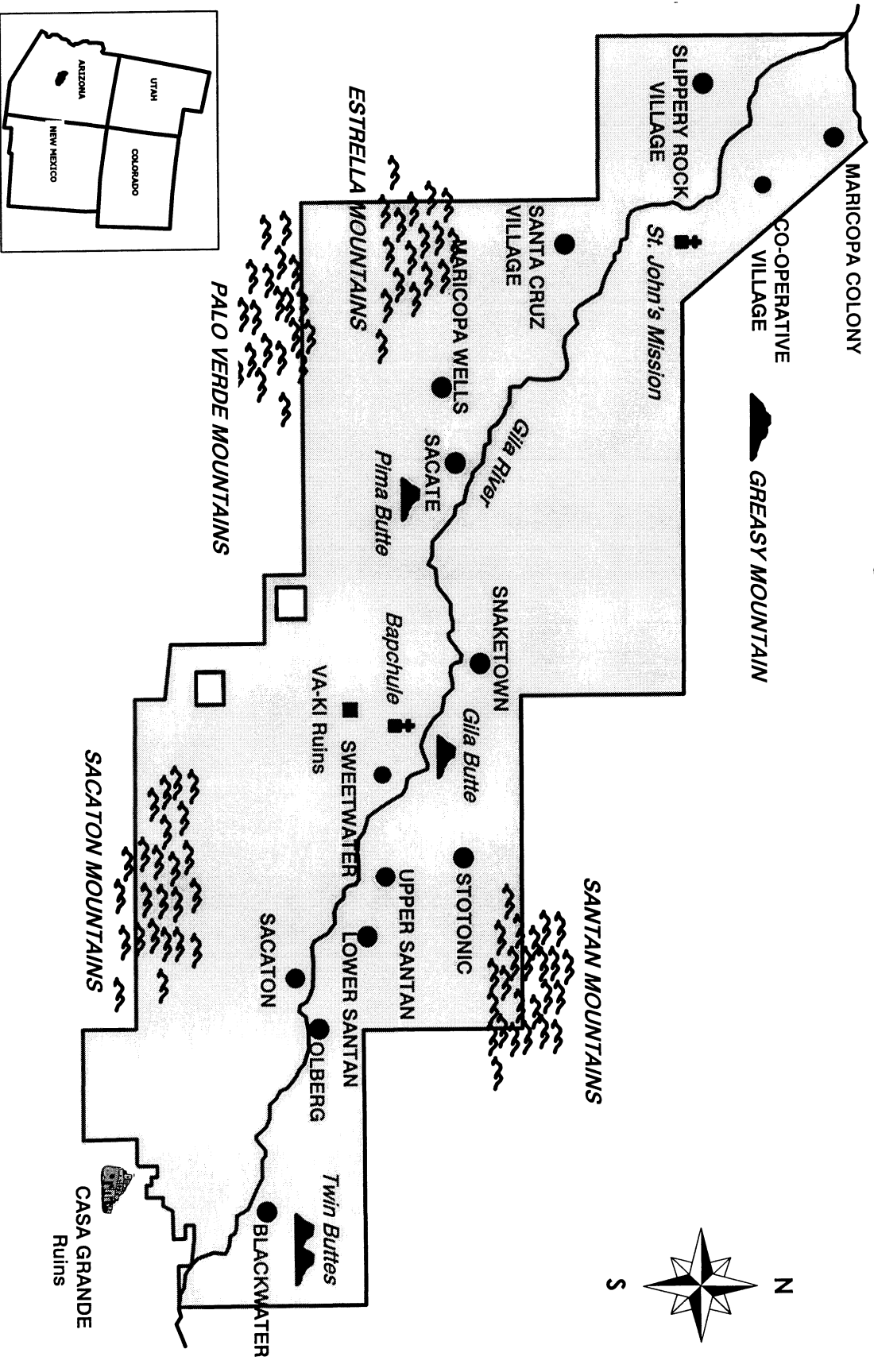
1. Locate the Goal #2 icon above **Reaching Our Goals!** on the **Pathways Story Stick**.
2. Place the sticker for Goal #2 inside the Goal #2 icon.
3. Congratulate students for the completion of this goal and encourage those who did not reach their goal to keep trying until they complete it.
4. **Stress to all of the students that it is important to continue doing their goal activity even after they have reached their goal.**

**Reminders:**

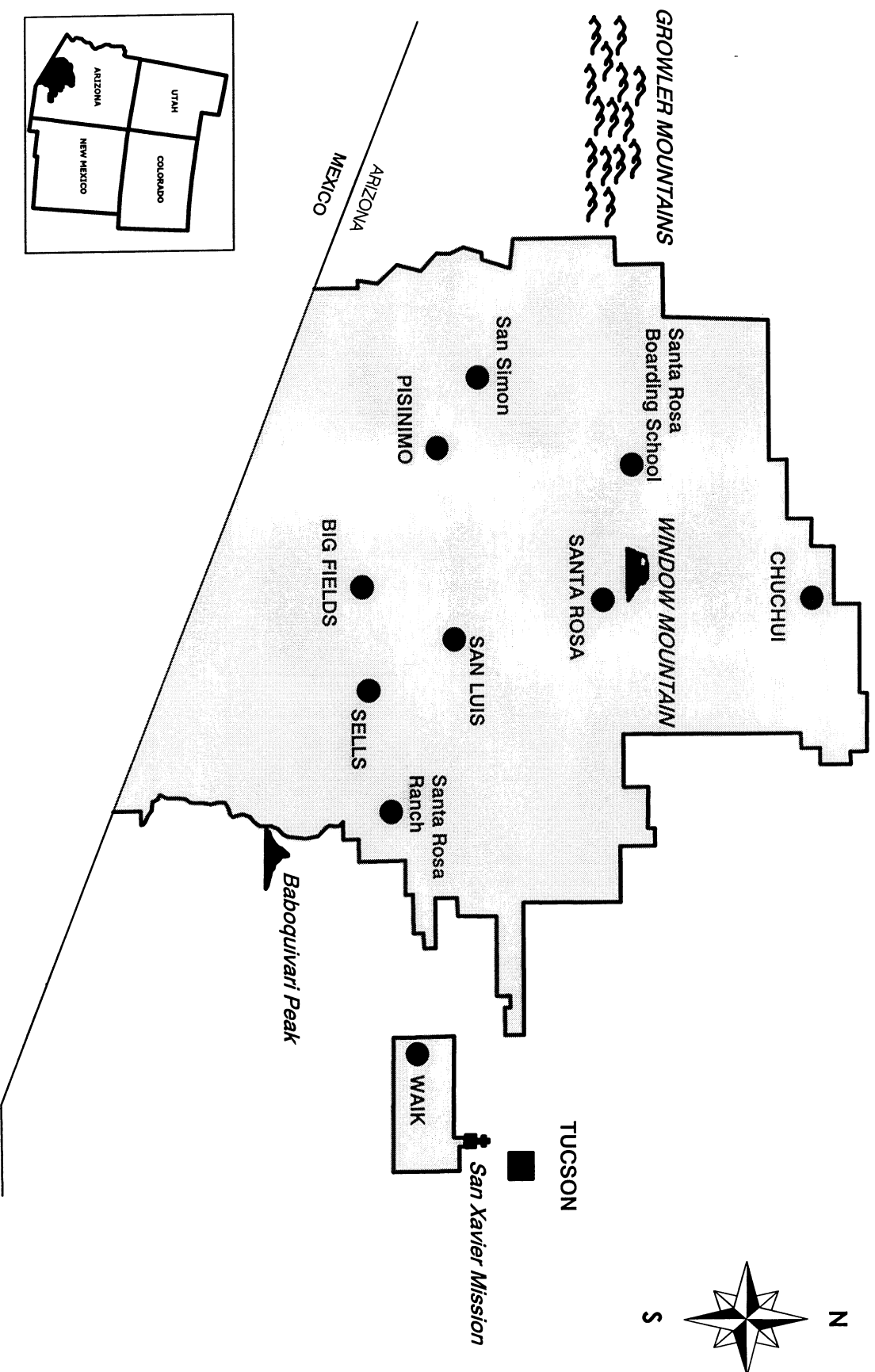
- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Check with Food Service about the food/supplies ordered for the taste testing of beverages and Family Pack activities in Week 5, Part B.
- ✓ You may wish to arrange for a “room parent” or educational teacher’s aide to assist you with the taste test and Family Pack activities in Week 5, Part B.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.
- ✓ Set aside space in the classroom, hallway, or cafeteria to post the advertisements for Everyday Snacks.



# GILA RIVER INDIAN COMMUNITY



# TOHONO O'ODHAM NATION





## Jump Turns

From a standing position, bend your knees and jump up and turn your body to the right. Use your arms to help you with the jump. Try to do four  $1/4$  turns and come back to starting position. Next try  $1/2$  turns; then  $3/4$  turns; and then full - all the way around - turns.

## Ski Jumps

With feet together, jump from side to side, keeping knees bent. Then jump forward and back. Finish by jumping forward, left, back, right, in a square.

## Jump Tucks

Stand with arms raised to shoulder height in front of your body. Jump up, raising knees as high as you can in a tucked position. Try to touch arms with knees.

## Straddle Jump

Place feet together, arms at hips. Jump and move legs out to shoulder width (like a jumping jack without the arm movement). Jump again and move legs together. Jump out, jump together. Repeat.

## **Frog Jump**

Start in squat position with knees bent and hands on floor. Jump up and move forward using arms and legs. You can make this fun by making frog sounds, “ribbit, ribbit, ribbit.”

## **Line Hop**

Play “Follow the Leader” around the room, by having student hop from side to side down an imaginary line. Change leaders (leader goes to end of line) every 30 seconds, next person in line takes over as leader.

## **Imaginary Jump Rope**

Pretend you have a jump rope and are practicing for the World Championship. See how many jumps you can make without missing!  
1, 2, 3, 4, 5, 6 . . . etc.  
(Keep going until everyone runs out of energy.)

## **Hop and Kick**

Hop on left foot and kick out right leg in front of your body. Hop on right foot and kick out left leg in front of your body. Continue to switch legs and kicks.