WEEK 8



CHOOSING: Our Low Fat Foods

Purpose: Provide practice of problem-solving skills related to healthful food choices.

Lesson Objectives - Students should be able to:

- rank eight foods from the least amount of fat to the most amount of fat by reading the Nutrition Facts
- give at least two differences between foods on the **Everyday Foods** list and those on the Sometimes Foods list

| Lesson Outline | | | |
|-------------------------------|------|---|--|
| Part A Activities | Time | Student Materials | Teacher Materials |
| 1. Theme Story and Discussion | 15 | Script: Stephanie's Choice | Cassette Player Theme Music Cassette |
| 2. Guessing the Fat in Foods | 20 | Team Directions Sheet 8 Envelopes - Food Cards | Everyday Foods Poster Sometimes Foods Poster Key: Guessing the Fat in Foods |
| 3. Goal Check for Goal #4 | 10 | Goal #4 Sticker Individual Story Stick | |

Week 8 — Part A



Activity 1 Pathways Theme Story

- A. Prepare students for this lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Tell students that making choices is an important skill that can help them to live a better life and to take better care of their health.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Inform students that five readers are needed to play a character in the theme story, *"Stephanie's Choice."*¹
 - 1. Assign the parts for this story to these volunteers to read the script.

Daryl White Horse - younger brother who learned to exercise.

Amanda White Horse - older sister who wants to be helpful and is working on a physical activity plan.

Stephanie - Amanda's friend who hasn't joined the Walk/Run Club.

Narrator #1 - describes the setting, weather, and actions.

Narrator #2 - describes how the characters are feeling.

2. Encourage students to think of how to make choices.

¹Flesh-Kincaid Grade Level 3.68

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- B. Discuss this story with students using the following questions:
 - How do you think Stephanie felt about herself?

Answer: She felt slow, bored, ate too much, watched too much TV

• How would you help Stephanie?

Answer: She needs support to do something that she is not sure about doing.

• Describe how the Walk/Run Club would help Stephanie.

Answer: She would set a goal to exercise.

- How did Amanda and Daryl feel about themselves?
 - Answer: They had once been like Stephanie but now they know how to make good choices of what they eat and they walk or jog regularly.

Teacher Note: Take some time to discuss with students how it feels at first to begin exercising. State that maybe they feel tired out when they start, but that is a good kind of tired. Explain that once they exercise regularly, they will begin to find that it is easier and easier to do physical activities.

Activity 2 Guessing the Fat in Foods

Teacher Note: Prior to this activity, divide the Food Cards into the eight (8) envelopes according to the **Key** that is at the end of this week.

- A. Explain to students that the fruits and vegetables served **at school breakfast and lunch** are great Everyday Foods to eat in a meal or for a snack.
 - 1. Ask students why fruits and vegetables are called Everyday Foods.

Answer: Fruits and vegetables contain no fat.

- 2. Ask students to find the **Everyday Foods** list and the **Everyday Snacks** list in their *Pathways Folder*.
- 3. Point out that vegetables can become Sometimes Foods when they are fried in fat, like French fries, or when they have butter or margarine added to them.
- 4. Remind students that Sometimes Foods are those foods that have fat in them or fat added to them, and also those beverages that have a lot of sugar.
- B. Announce that they will work in their *Pathways Team* to guess how much fat is in the different foods that are pictured on the food cards.

- C. Divide the class into their *Pathways Teams* and distribute the **Team Directions Sheet: Guess the Fat** and one envelope of eight Food Cards to each team.
 - 1. Identify someone in each team to write their answers on the directions sheet, or ask each group to choose that person.
 - 2. Ask students to listen carefully as you read aloud the directions to this activity.
 - See if you can guess the correct order of these food cards beginning with those foods that have the least amount of fat to those with the most amount of fat.
 - Look at the picture on each of the food cards and place the cards in order try to remember all that you have learned in Pathways about healthy foods.
 - Write down your guesses on the front side of the directions sheet.
- E. After all the teams have finished writing their answers, instruct students on how to check to see if they have guessed the correct order for the amount of fat.
 - Look at the back of each card and find the words **Total Fat** on the food label.
 - Find the letter **g** after the words **Total Fat**. This g stands for grams.
 - Use the number given next to the grams to help check the order of your cards from the least amount of fat to the most amount of fat.

- Remember, the higher the number of grams of **Total Fat**, the more fat there is in that food.
- Write down the correct order for the cards on the back side of the directions sheet.
- F. Ask each team to "one at a time" give a report on how they ranked their food cards, first as a result of guessing and then by reading the Total Fat in grams on the back of the card. (A **Key** to the envelopes is located in the manual at the end of this week.)
- G. Instruct one member of each team to display two food cards with the most amount of fat at the front of the classroom (use one end of the chalkboard, bulletin board, or wall).
- H. Ask another member of each team to display two food cards with the least amount of fat on the other end of the chalkboard, bulletin board, or wall.
 - 1. Discuss, **as time permits**, what makes some of the foods posted higher in fat than others.
 - 2. Remind students that foods which are higher in fat are **Sometimes Foods and should be eaten only once in awhile, not every day.**
- I. Congratulate students on doing a great job of figuring out the fat in foods.





- A. Explain to students that they are now going to check their fourth Pathways goal that they set last week.
 - 1. Instruct students to find Pathways Page 11: Goal #4 in their Pathways Folder.
 - 2. Hold up your goal sheet and point to the Goal Check on the back and ask students to find it on their sheet.
 - 3. Explain that if they completed their Physical Activity Plan, they should now put a check mark in the **YES! I DID IT!** box on their sheet.
 - 4. Instruct them to fill in the **What I Actually Did!** portion of the Goal Check and then sign their name to show that they did complete their goal.
- B. Have Pathways Goal Partners get together and share what they wrote for their goal.
 - 1. Ask Pathways Goal Partners to think about when they could continue their Physical Activity Plan.
 - 2. Instruct Pathways Goal Partners to sign on the Pathways Goal Partner line of each other's sheet, showing that they supported their partner and helped them to reach their goal.

Week 8 — Part A

- C. Announce that you have reached the goal you set and have your Pathways Goal Partner sign his/her name.
- D. Ask for a show of hands of how many students reached Goal #4, and congratulate those students.
 - 1. Call on a few students to share what they did for their Physical Activity Plan.
 - 2. Redistribute the students' Story Sticks that were picked up before the Holiday.
 - 3. Distribute a **Goal #4 sticker** to each student who has reached their goal, and instruct them to paste it on their own Story Stick.
- E. Encourage students who did not reach their goal to keep trying until they do complete their goal.
 - 1. 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.
 - 2. Explain that if they are having trouble in completing the Physical Activity Plan that they said they would do, then they should ask their Pathways Goal Partner to help them.

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.



CHOOSING: Our Low Fat Foods

Purpose: Create an environment and social support for eating fruits and vegetables, and for setting a goal to increase consumption of fruits and vegetables.

Lesson Objectives - Students should be able to:

- give an example of healthful ways to eat more fruits and vegetables.
- write a realistic goal for eating more fruits and vegetables.

| Lesson Outline | | | |
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| Part B Activities | Time (approx.) | Student Materials | Teacher Materials |
| 1. Ways to Eat More Fruits and Vegetables | 20 | Team Directions Sheet Paper Bags (2) Fruit and Vegetable Cards | Cassette Player Theme Music Cassette Everyday Foods Poster |
| 2. Goal Setting #5 | 10 | Pathways Page 13 | |
| 3. Family Pack | 10 | Week Seven Sticker Individual Story Stick Family Pack: Week Eight | Return Box |
| 4. Summary of the Week | 5 | Stop! Think and Discover | |



Teacher Note: Prior to this activity, put all of the fruit cards in one paper bag and all of the vegetable cards in another paper bag.

- A. Prepare students for this lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Tell students that knowing about new ways to prepare foods can help them to choose to eat more fruits and vegetables.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Point out the food groups for Fruits and Vegetables on the **Everyday Foods** poster and remind students that fruits and vegetables are great foods to choose to eat because they are naturally sweet and tasty, and they **contain no fat**.
 - 1. Emphasize that there are many ways to enjoy eating fruits and vegetables every day.
 - 2. Give the following examples to students:
 - Carrot sticks dipped into low-fat salad dressing.
 - Strawberries mixed into low-fat vanilla pudding.

- C. Announce to students that they are now going to work in their *Pathways Teams* to think of different ways to prepare fruits and vegetables.
 - 1. Direct students to use their **Everyday Foods** list and their **Everyday Snacks** list to find low-fat **Everyday Foods** that can be added to their fruits and vegetables.
 - 2. Identify someone in each team to write the answers on the team directions sheet, or ask each group to choose that person.
- D. Divide the class into their *Pathways Teams* and distribute the **Team Directions Sheet: Great Ways to Eat Fruits and Vegetables**
 - 1. Ask each team to draw two **Fruit Cards** from one bag and then two **Vegetable Cards** from the other bag.
 - 2. Instruct students to follow the directions on their sheet and to think of many different ways to prepare these fruits and vegetables.
 - 3. Give students time to work on this activity, and monitor teams to be sure they understand the directions.
- E. Call on each team to report some of the ways to prepare the fruits and vegetables that they listed on their team directions sheet.
- F. Remind students that there are many tasty fruits and vegetables served **at school breakfast and lunch** and encourage them to eat them.

Week 8 — Part B

Activity 2 Goal Setting #5

- A. Announce to students that they are now going to set their fifth goal in Pathways.
- B. Distribute Pathways Page 13: Fourth Grade Goal #5 to each student.
 - 1. Hold up your goal sheet and explain that the fifth Pathways goal will be to choose to eat fruits or vegetables as a snack instead of eating a snack that is a Sometimes Food.
 - 2. Point out the Goal Statement on the goal sheet and ask students to follow along as you read aloud the Goal Statement.
- C. Explain that they should think of at least two times when they eat a Sometimes Food as a snack, and then decide what fruits or vegetables they can eat for a snack instead of eating a Sometimes Food.
 - 1. State that they should then set their goal by writing down the fruits or vegetables they will try to choose to eat as a snack.
 - 2. Tell students that the **Goal Date** is the first Pathways class next week, and give them the date of that class.

- D. Tell students that they will now pair up with their Pathways Goal Partner in order to help each other to reach this fifth goal.
 - 1. Give students time to fill in their goal page and discuss their goal with their Pathways Goal Partner.
 - 2. Monitor students to be sure they understand this activity.
- E. Write the goal you set for yourself on a Goal sheet and ask your Pathways Goal Partner to sign his/her name to show that they will help you reach your goal.
- F. Tell students that they will be checking their goal during the first Pathways class next week.
 - 1. Remind students to be a good Pathways Goal Partner and encourage their partner to really try to reach the goal that they set.
 - 2. Tell them that everyone who reaches their goal will receive a **Goal #5 sticker** to add to their Story Stick.
- G. Encourage students to continue to use their goal setting skills outside of school and recall their previous goals in Pathways.

Activity 3 Family Pack

- A. Remind students to continue to bring back their return card and place it in the Return Box.
 - Give a sticker to those students who brought back a signed Return Card Week
 7 to put on their Story Stick.
 - 2. Have students place this sticker on their Story Stick.
 - 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. Review with students how their family responded to last week's Family Pack.
 - 1. Ask students how their family enjoyed the snack.
 - 2. Encourage students to help their family complete their Family Pack.
- C. Distribute the **PATHWAYS FAMILY PACK: Week Eight** to each student and tell them to write their name on the front of the envelope.

- D. Emphasize that the items in the envelope to be taken home include:
 - Brochures on Fruits and Vegetables
 - Fun with Fruits and Vegetables Kids' Cookbook
 - Family Team Goal: to try to eat more fruits and vegetables
 - Return Card for signature by a family member and the student
- E. Remind students that they will receive a **Special Reward** if they complete and bring back three or more **Return Cards**.



- A. Review with students their Pathways activities this week.
 - 1. Congratulate students on setting Goal #5: Choosing Fruits and Vegetables
 - 2. Remind students to complete Goal #5 by the next Pathways class and point out the **Reaching Our Goals!** statement written on the Pathways Story Stick.
 - 3. Emphasize the importance of eating fruits and vegetables and other Everyday Snacks that are low in fat and choosing beverages without added sugar.

- B. Tell students to **Stop! Think and Discover** what they did during Pathways this week.
 - 1. Have students take out their **Stop! Think and Discover** sheet from their *Pathways Folders*.
 - 2. Ask students to write a word or phrase or to draw a picture that represents what they discovered within **Week 8**.
 - 3. Allow time for students to complete this activity.
- C. Ask students who completed their Goal #4: Practicing a Physical Activity Plan to hold up their hand.
 - 1. Locate the Goal #4 icon above **Reaching Our Goals!** on the Pathways Story Stick.
 - 2. Place the sticker for Goal #4 inside the Goal #4 icon.
 - 3. Encourage students to continue making plans and doing their physical activities.
 - 4. Congratulate students and stress that it is important to continue doing these goal activities even after they have reached their goal.

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Reminder:

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

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| Narrator #1: | It was windy and the air was chilly. Amanda was walking at a fast pace. Daryl had to stretch his legs just to keep up with Amanda. They were walking to their grandparents. |
|--------------|--|
| Narrator #2: | Soon, they came to the home of Stephanie who was Amanda's best friend. Stephanie was very shy and did not talk much. Amanda liked her because she was smart and could figure out things. They could see through a window as they walked in front of the house. |
| Narrator #1: | Amanda saw that the television was turned on and saw Stephanie on the couch watching TV. There was junk food and pop around the couch. |
| Narrator #2: | Amanda felt sorry that Stephanie had not joined the Walk/Run Club and wondered how she could get her to join. |
| Amanda: | "Maybe I should take time to stop and encourage her to join. Why not! If you lend a helping hand, you can get somewhere." |
| Narrator #1: | Amanda turned around and went back to Stephanie's house where she knocked on the door. Knock – knock! Stephanie slowly opened the door. |
| Stephanie: | "Oh, Hi, Amanda! I saw you passing by the house." |

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|---|------------------------------|---|
| ľ | ■ Amanda: | "Yeah. I'm working on my Physical Activity Plan. I just thought I'd stop by and let you know that we really want you to be in our Walk/Run Club. I know that you'd have a lot of fun with us." |
| | Narrator #2: | Stephanie looked at Amanda and smiled. |
| Ţ | Stephanie: | "I'm too slow, I won't be able to keep up with anyone." |
| | Amanda: | "I know what you mean, Stephanie. It was hard for me to keep up with anyone at first. Each time I walk or jog, I feel better because I can move easier. I walk because it really is fun." |
| Ī | Narrator #2: | Daryl listened as Amanda and Stephanie talked. He thought about how he started exercising. |
| | Daryl: | "Gosh, Stephanie. You should have seen how slow I was. I really liked my Nintendo games. Most of the time, I didn't think about what I was eating either. |
| I | Narrator #2: | There was silence. No one spoke or moved. |
| | Amanda: | (Amanda urged) "Come on, Stephanie. I'll help you get started and when you decide you're ready to join, you can officially join the Walk/Run Club. |
| I | Narrator #2 | Stephanie looked at the ground. She knew that her best friend would keep her word. |
| | | |

| Stephanie: | (slowly) "Okay I'll try." |
|--------------|---|
| Amanda: | "Good. I'll come tomorrow and show you my activity plan for walking. Then, you can set one up for yourself." |
| Narrator #2: | Amanda and Daryl waved goodbye. Amanda looked at Daryl. |
| Amanda: | "I think that we both used to be like Stephanie. Too much fatty food, too much TV and feeling bored. I'm glad to be moving around! I have learned a lot about making good choices when I eat. I try to go walking or jogging every day. Doing these things makes me feel good about myself." |
| | |



Great Ways to Eat Fruits and Vegetables

Your Fruit Cards



List all of the ways you can think of to eat these fruits by themselves or with other Everyday Foods.

Example: Eat with a low-fat dip

Your Vegetable Cards



List all of the ways you can think of to eat these vegetables by themselves or with other Everyday Foods.

Example: Cut in slices and not cooked





- 1. Look at the pictures on your food cards.
- 2. GUESS which foods pictured on the cards have the LEAST amount of fat to the foods with the MOST fat.
- 3. Write down your team's guesses.





- **4**. Now, find out the real amount of fat by looking at the back of each of your food cards to find the number of the grams of fat in each of the foods pictured on the cards.
- 5. Write down the correct order of your food cards from the LEAST amount of fat to the foods with the MOST fat.

| Least amount of fat | |
|---------------------|--|
| | |
| | |
| | |
| Most amount of fat | |

Week 8-A Activity 2

g = Total Grams of Fat per Serving

Envelope 1

corn flakes – 0g angel food cake – 0g rye crackers – 0g rye bread – 1g cheese pizza – 6g milkshake – 11g hashed brown potatoes – 11g peanut butter – 16g

Envelope 3

bran flakes - 0g spinach - 0g orange juice - 0g beef and vegetable stew - 5g chili - 8g soft serve ice cream - 11g pie - 19g Italian sausage - 21g

Envelope 5

apple sauce – 0g pickle – 0g winter squash – 1g white bread – 1g frozen yogurt – 4g turkey sandwich – 5g ice cream – 7g cheeseburger – 20g

Envelope 7

grapefruit – 0g corn – 0g English muffin – 1g baked beans – 1g croissant – 6g whole milk – 8g spagetti with meat balls – 12g enchilada – 19g

Envelope 2

tomato juice – 0g pinneapple – 0g zucchini – 0g navy beans – 1g pancake – 1g chocolate candy bar – 9g lasagna – 14g macaroni and cheese – 22g

Envelope 4

raisins – 0g snow peas – 0g peach – 0g pretzels – 1g oatmeal – 1g dinner roll – 4g submarine sandwich – 8g chicken pot pie – 23g

Envelope 6

celery – 0g gelatin – 0g graham crackers – 1g egg noodles – 1g whole wheat bread – 2g biscuit – 7g American cheese – 11g sweet roll – 13g

Envelope 8

carrots – 0g peaches – 0g white bread – 1g 2% low-fat milk – 5g roast beef – 6g chocolate chip cookies – 9g mayonnaise – 11g fish sandwich – 23g





Two times when I usually eat a Sometimes Food for a snack are:

Fourth Grade Goal #5



I plan to eat a fruit or a vegetable for a snack instead of the Sometimes Food.





Yes! I DID IT! I reached my Goal #5.

| l ate: | | times |
|--------|--|-------------------------------|
| | (fill in the fruit or vegetable you ate) | (fill in number) |
| and | | times |
| - | (fill in the fruit or vegetable you ate) | (fill in number) times |

instead of the Sometimes Foods I usually choose to eat.

