



DECISION MAKING: Our Stores

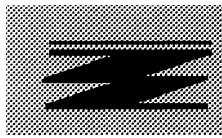
Purpose: Build skills related to choosing low-fat foods at a store.

Lesson Objectives - Students should be able to:

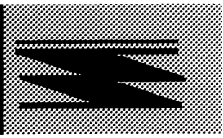
- demonstrate selecting a low-fat meal or snack from a store.
- calculate how many teaspoons of fat is in the foods they select at the store.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	15	White Mountain Apache Map San Carlos Apache Map	Cassette Player Theme Music Cassette Overhead Projector Apache Traditional Foods Cassette Story Visuals
2. Choosing Low-Fat Food at the Store	25	Pathways Page 16 Team Directions Sheet	Overhead Projector Visual Aid I Can of Shortening Measuring Teaspoon Plastic Glasses (2)
3. Everyday Food Find	5	Pathways Page 17	



Activity 1 Storytelling and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Inform students they will learn about foods that the Great-Great-Grandparents ate long ago.
3. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, “*Daryl’s Deer Meat.*”¹

Early that morning, Daryl went hunting with his father. It was still dark when they left the house. Within a few hours, they returned with a deer.

Grandma told Amanda to chop some wood and bring in water while she began to gather enough supplies to butcher the meat.

By the end of the day, Daryl was being called a great hunter. He had gotten a deer and now he could choose whom to give pieces of the deer meat. With help from Grandpa, Daryl decided how

much to give away and the rest to be dried and eaten as jerky.

Daryl was proud of his skill in hunting. He was also tired since they walked a long way that morning. He could smell the strips of meat cooking. Before long, they’d be inside a tortilla and quickly disappear.

Sure enough, everyone ate their fill and then listened as Daryl’s father told how far they had walked. Daryl added to the story when he said, “It sure was cold and dark. I thought I would walk into a tree.” →

¹ *Flesh-Kincaid Grade Level 3.69*

They both told and retold what they saw and heard as they moved through the forest.

Grandpa and Grandma were proud of Daryl. It seemed that he loved being outdoors. He had also been very generous with his decision to share the deer meat.

Father smiled and laughed with great pride. He said, "Daryl, you make me think about an Apache Young Man who went hunting in the old days."

Daryl moved closer and said, "Tell me about this person. I'd like to hear this story."

- C. Play the cassette tape, *"Apache Traditional Foods."*²

Teacher Note: A script of *"Apache Traditional Foods"* is located in the manual at the end of this week.

- D. Discuss the story with students using the following questions.

- Relate how Ishkiin (Young Boy) survived in the mountains.

Answer: He found wild plants to eat.

- Name some of the foods that helped keep Ishkiin alive.

Answer: Acorns, deer meat, wild bananas, cabbage, tomatoes, berries.

- Can you name which Apache foods are on the Everyday Foods list?

Answer: Tomatoes, berries, deer meat, acorns, wild cabbage.

² *Flesh-Kincaid Grade Level 3.82*

Week 11 — Part A

E. Tell students that Ishkiin lived with his people, the Ndee', the White Mountain Apache.

1. Ask a student to locate the White Mountain Apache tribe on the **Pathways Nations Map**.
2. Have students find their copy of the White Mountain Apache map in their *Pathways Folder*.
3. Point out the landmarks on this map showing the mountains that are similar to the name of the tribe.

F. Explain to students that the San Carlos Apache tribe are close relatives to the White Mountain Apache.

1. Have a student locate the Dee', the San Carlos Apache tribe, on the **Pathways Nations Map**.
2. Ask students to find their copy of the San Carlos Apache tribe in their *Pathways Folder*.

G. Encourage students to learn more about the traditional foods in their community.

Activity 2

Choosing Low-Fat Food at the Store

Teacher Note: Prior to this activity, check that you have the materials needed to measure the fat.

- A. Remind students that, as the story emphasized, traditional foods were healthful foods because they were low in fat.
 1. Explain that today, many Native American families purchase meals and snacks at their local stores.
 2. Have students name some of the local stores ³ where they purchase snacks and other foods, and list these on the chalkboard.
 3. Ask for a show of hands of how many students eat foods or snacks from these stores.

- B. Announce that they should pretend that you are taking them to the store (*name a popular one in the area*) to buy them something to eat and distribute a **Pathways Page 16: The Foods I'd Choose** to each student.
 - Divide students into *Pathways Teams* and distribute a **Team Directions Sheet: Gas and More Store** to each team.
 - Each person is to decide what to eat from the foods listed on the **Gas and More Store** sheet.

³ The name of a convenience store varies and may be the local gas station, trading post, or a grocery store that is located in the community.

Week 11 — Part A

- Write down on **Pathways Page 16** what you want me to buy you to eat.
 - Remember to choose what you think that you can eat and not put down 10 bags of potato chips.
 - Give students time to work on this activity and monitor teams to be sure that they understand the directions.
- C. After students have finished listing their food choices, display **Visual Aid I: Gas and More Store**, and explain that this list has the amount of fat that is in each food item on the **Gas and More Store** list.
1. Instruct students to find the amount of fat in the food they chose and write the number of grams in the **column** on their **Pathways Page 16** and then total the **Fat column** by adding up the numbers.
 2. Give students time to record and total the grams of fat in their snacks.
 3. Have students change the grams into teaspoons by dividing the total **Fat column** by the number 4.
- D. Ask for volunteers who would be willing to tell the number of teaspoons of fat that they found in their food.
1. Have one or two of the students with the **highest number of teaspoons of fat** to read aloud the food that they chose.
 2. Demonstrate how much fat there is in this food by measuring out the teaspoons of shortening into a clear plastic glass.

3. Have one or two of the students with the **lowest number of teaspoons of fat** to read aloud the food that they chose.
 4. Demonstrate how much fat there is in this food by measuring out the teaspoons of shortening into a clear plastic glass.
- E. Point out the differences between the foods on the **Gas and More Store** list as to the amount of fat present in each food.
1. Project **Visual Aid I** and tell students to find the amount of fat for each food and discuss with students the low-fat food choices on the list that are available.
 2. Ask them to identify other foods they could choose to eat that have less fat.

Suggestions:

- Pretzels have a lot less fat than potato chips.
- Baked tortilla chips have less fat than regular tortilla chips.
- Graham crackers have a lot less fat than candy bars.
- Turkey sandwich meat has less fat than bologna sandwich meat.
- Popsicles have no fat while ice cream has fat.
- Skim or 1% milk has less fat than whole milk.
- No mayonnaise or salad dressing on a sandwich.

- F. Encourage students to remember to read the **Nutrition Facts** label to find low-fat foods at any store.



Activity 3 Everyday Food Find



Teacher Note: This activity could be extended to include a class field trip to the local store so that students can do this assignment together in their teams.

- A. Ask students whether their local store has **Everyday Foods** or Everyday Snacks like those on the **Gas and More Store** list.
 1. Display **Visual Aid I: Gas and More Store** list and point out a few of the **Everyday Foods** that you have noticed in the store.
 2. Call on two or three students to report which items they have seen at the store.
- B. Distribute **Pathways Page 17: Everyday Food Find** to each student and explain that their assignment is to go to the local store to find **Everyday Foods** and Everyday Snacks.
 1. Instruct students to place a check mark in front of each **Everyday Food** or Everyday Snack that they find in the store.
 2. Have students list any other **Everyday Foods** they may see in the store which were not on this checklist.
 3. State that this assignment is due by the next Pathways class this week, and give students the date of that class.
- C. Suggest to students who tell you that **they are not able to go to the store** before the next Pathways class that they should try to remember the **Everyday Foods** at the store and put a check mark by those foods.

Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Remind students to continue their Walk/Run practice for the Great Race Event and record it on the Great Race Chart.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.
- ✓ Encourage students to do their Walk/Run practice daily for the Great Race Event.



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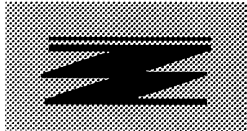
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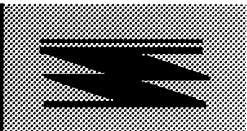
- explain how a goal partner can help them reach their goals.
- list three low-fat snack choices they can buy at a store.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Goal Setting #6	15	Pathways Page 17 Pathways Page 18	Cassette Player Theme Music Cassette Everyday Foods Poster
2. Celebration Planning	20	Invitation Sheet	
3. Family Pack	10	Week Ten Sticker Individual Story Stick Family Pack: Week Eleven	Return Box
4. Summary of the Week	10		Great Race Chart



Activity 1 Goal Setting #6



- A. Instruct students to take their **Pathways Page 17: Everyday Food Find** out of their *Pathways Folder*.
1. Ask students to take turns reporting some of the **Everyday Foods** and Everyday Snacks they found at the store (or remember seeing at the store).
 2. Point to the foods that they reported finding on the **Everyday Foods** poster and/or list the foods on the chalkboard.
- B. Ask students to raise their hands if they think they could really choose to buy one of the **Everyday Foods** or Everyday Snacks that they found in the store rather than a higher-fat Sometimes Food.
1. Tell students you are now going to challenge them to set their sixth Pathways goal and that it may be the hardest one to complete.
 2. Ask them if they think they are ready to set their **final** fourth grade Pathways goal.
 3. Congratulate students on accepting the challenge.
- C. Distribute **Pathways Page 18: Fourth Grade Goal #6** to each student.
1. Hold up a goal sheet and ask students to follow along as you read aloud the Goal Statement to choose to buy an **Everyday Food** or Everyday Snack instead of a Sometimes Food.

Week 11 — Part B

2. State that they should set their goal by writing down the **Everyday Food** or **Everyday Snack** that they will choose to buy.
 3. Suggest that they look over the checklist of **Everyday Foods** they found in the store and choose one of these foods as their goal.
 4. 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 sixth goal.
1. Point out the Goal Check and remind students that they do not fill in this part until they have reached their goal.
 2. Give students time to fill in their goal and discuss their goal with their Pathways Goal Partners.
- E. Tell students the goal you set for yourself and then ask your Pathways Goal Partner to sign his/her name on the Pathways Goal Partner line.
- F. Tell students that they will be checking their goals during the first Pathways class next week.
1. Remind students to be a good partner and encourage their partner to really try to reach the goal they set.
 2. Tell students that everyone who reaches their goal will receive a **Goal #6 sticker** to add to their Story Stick.

Activity 2 **Celebration Planning**

Teacher Note: Be sure that you have materials available for the physical activity that is chosen.

- A. Congratulate students on all the exercise, physical activities, and active games they have been doing during their Pathways class, **Pathways PE**, and **Recess**.
- B. Remind students that they should try to be active every day by playing active games or by doing other physical activities because this can help them to exercise their body.
 - Exercising every day is very important because it helps all of the muscles in your body stay healthy and strong.
 - Your heart is a muscle and it becomes much better at pumping blood throughout your body if it is exercised every day.
- C. Announce that there will be a special Pathways Celebration at which their families will be invited at the end of the program.
 1. Write on the chalkboard or overhead projector the agenda for the celebration.
 2. Explain what will take place at the event.
 - Welcome (teacher and/or students)
 - Optional: Blessing or Prayer (community elder)
 - School Lunch (students and families will eat together)
 - Awards (Certificate for participating in Pathways)

D. Explain to students that they can choose to demonstrate at the celebration one of the physical activities that they learned this year during their Pathways class.

1. Call on students to name their favorite activity and write these activities on the chalkboard.
2. Have students vote on the physical activity that they would like to do today, such as:

Turn-Around Game

Jump for Fitness

All Aboard the Bumpityville Bus

Action BINGO

Count to Ten

Mirror Moving

3. Determine a time when students can practice the physical activity that they have chosen to demonstrate for their families.

E. Explain to students that they can choose to share another fun activity from Pathways, such as guessing the fat in foods or showing the amount of sugar in beverages or using the food cards to identify Everyday and Sometimes Foods.

F. Instruct students on how to prepare to do the activity they have chosen, and then lead or choose student leaders to lead the class in the activity.

G. Explain to students that they will now fill out the Invitation to be sent to their family members inviting them to come to the Pathways Celebration at the end of Week 12.

1. Give each student an Invitation sheet and have them fill in the time and date for the Pathways Celebration, their family member's names, and their own name.
2. Instruct students that they will take their Invitation home today for their family to remember to attend the Pathways Celebration.

Week 11 — Part B



- 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 10** 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 if their family was able to read the labels for the amount of fat on food packages.
 - 2. Ask students how their family enjoyed the Bumpityville Bus activity.
- C. Distribute the **PATHWAYS FAMILY PACK: Week Eleven** 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:

“Apache Traditional Foods,” an Apache story

Everyday Foods at the Store list for fourth grader to share with family team

Return Card for signature by a family member and the student

- E. Instruct students to place their Invitation sheet into the envelope for their families.

- F. Remind students that they will receive a **Special Reward** if they complete and bring back three or more **Return Cards**.



Activity 4

Summary of the Week



- A. Review with students this week's Pathways lessons.

1. Congratulate students on completing their goal to substitute a low-fat **Everyday Food** for a higher-fat Sometimes Food.
2. Encourage students to use their **Everyday Foods** list and their **Everyday Snacks** list to help them choose healthful foods.
3. Remind students to complete their Goal #6: Choosing Low-Fat Foods at the store by the Pathways class next week and point out the **Reaching Our Goals!** statement on the Pathways Story Stick.

Week 11 — Part B

- B. Tell students to **Stop! Think and Discover** what they did during Pathways this week.
1. Have students take out the **Stop! Think and Discover** sheet and think about what they did during Pathways this week.
 2. Ask students to write a word or phrase or to draw a picture that represents what they discovered within **Week 11**.
 3. Allow students time to complete this activity.
- C. Encourage students to review and fill in the Pathways Great Race Chart for recording their practices.
1. Ask students if anyone is having difficulty in filling out the Great Race Chart.
 2. Emphasize to students that they should be careful about being outdoors when the weather is extreme. State that they can skip a practice if they remember to do it the next day or when the weather is better.
 3. Point out that the next week is their last week of Pathways so they need to complete and continue recording their practice walk/run on the Pathways Great Race Chart.

Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Remind students to continue their Walk/Run practice for the Great Race Event and record this on the Great Race Class Chart.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.
- ✓ Encourage students to do their Walk/Run practice daily for the Great Race Event.

Apache Traditional Foods

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



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

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

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

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

As the sun was setting, Ishkiin heard a loud rustling noise. He ran towards this noise. From behind some trees, there was a movement. Ishkiin knew that there was some kind of danger ahead. He moved forward very carefully. A wild

javelina⁴ snorted. Ishkiin began to move towards him.

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

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

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

Step by step, Ishkiin slowly moved by holding onto the trees. It was a relief to find a small creek where he rested and drank water. Slowly, he crawled under a nearby acorn tree. He picked chích'il⁵ (acorns) that had fallen on the ground until he had enough to eat. It wasn't like the ground acorn that the Apache women fixed but the seeds tasted just as good.



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

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

³ Its' isga' (e ts es gah) is dried meat.

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

⁵ Chích'il' (ch ch ill) is the name for the acorn.

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

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

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

He was ready to hunt any game with his newly made bow and arrows. Eating the seeds of the acorn and digging up wild

plants had made him stronger. He was glad that he knew what wild plants were bad to eat and which were good to eat. Now, he could travel faster.

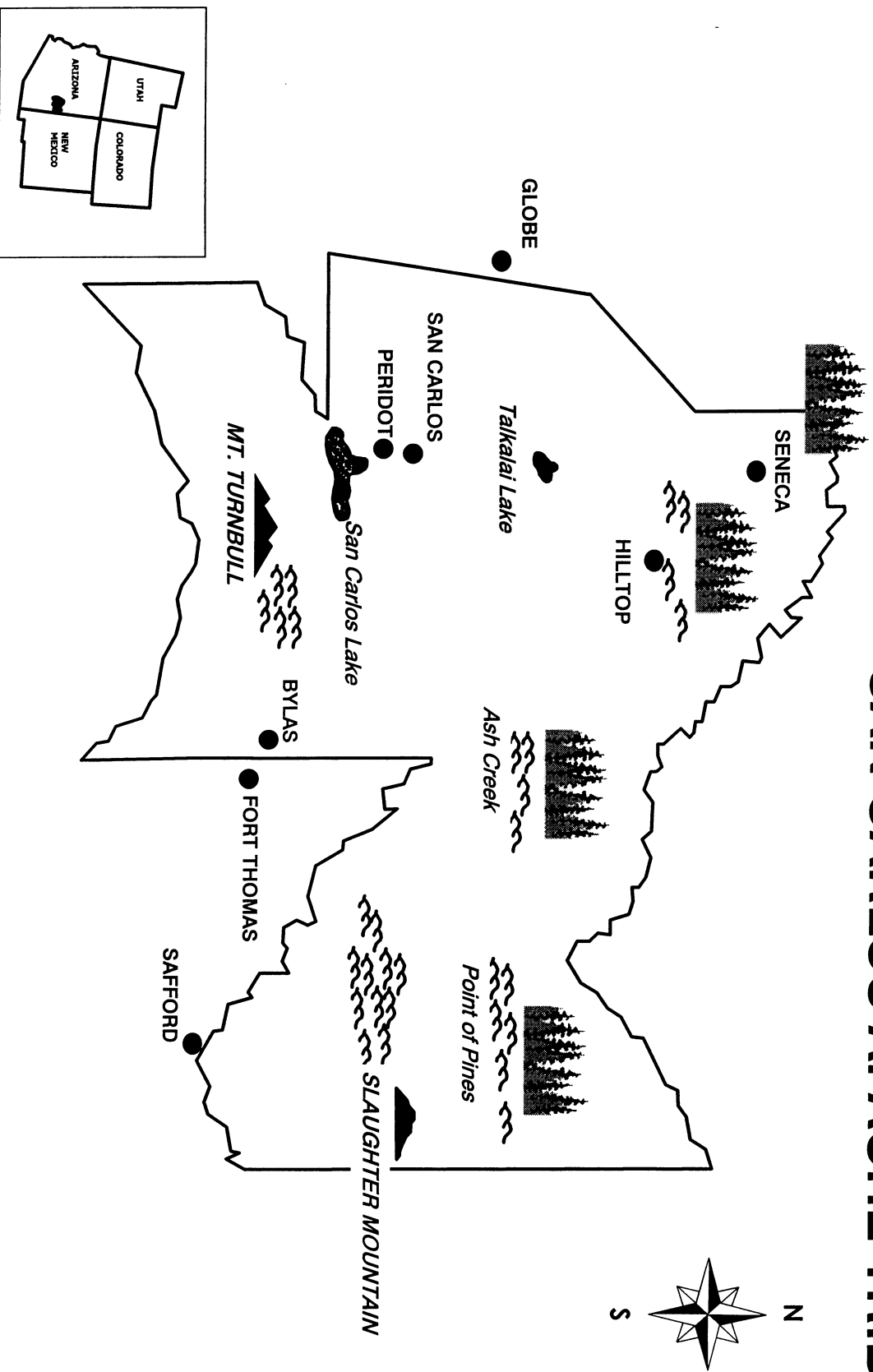
That evening, Ishkiin saw a campfire in the distance. He thought that this might be his family at their new camp. He began walking towards this camp before daybreak. After a while, he shot a deer and sat down to eat his fill. Then, he drank water and slept.

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

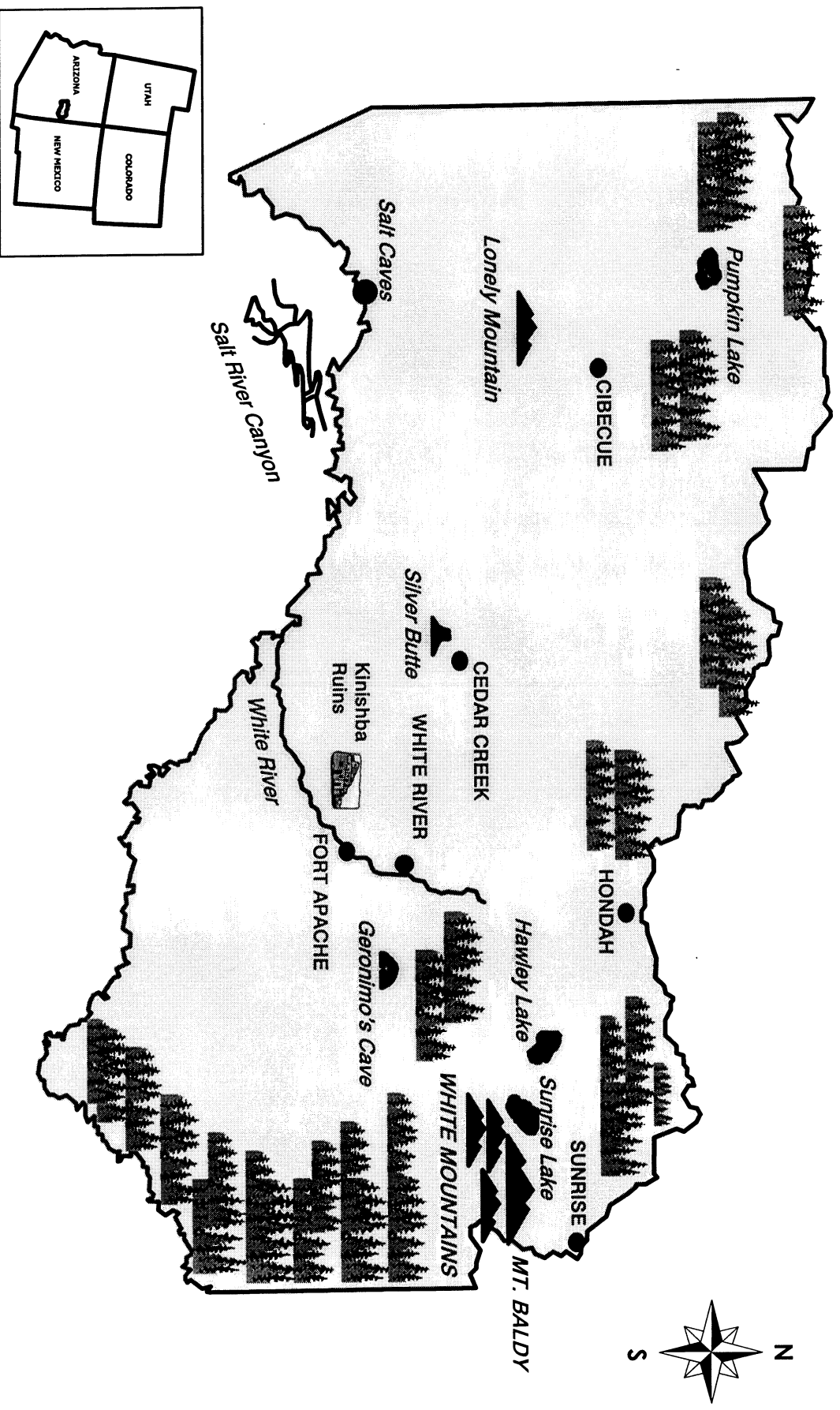
In later years, the skiwóyé⁶ (grandchildren) of Ishkiin would hear this story and know that their grandfather was a brave and strong man. He said that he always knew that he could survive with the water and wild plants that were all around him.

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

SAN CARLOS APACHE TRIBE



WHITE MOUNTAIN APACHE TRIBE

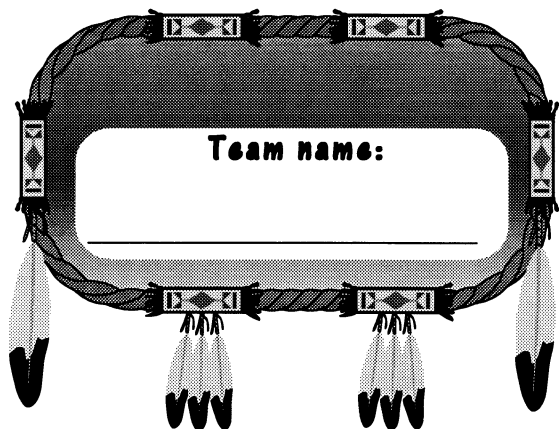


The Foods I'd Choose



List foods here: 

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Week 11-A
Activity 2

Team members:

Gas and More Store

small bag potato chips

small bag tortilla chips

slice of pepperoni pizza

slice of cheese pizza

frozen burrito

large pickle

medium size package peanut butter and cracker sandwich

medium size package cheese and cracker sandwich

1 string cheese package

single-serving container fruit-flavored low-fat yogurt

fresh fruits: apple, banana, lemon, orange

low-fat ice cream bar

chocolate and nuts candy bar

fruit-flavored sucker

gum

life savers

medium size bag of marshmallows

package doughnuts

package fruit pies

package cupcakes

small package fig cookies

medium size bag pretzels

package Rice Krispie Bars

popsicle

ice cream sandwich

frozen fruit juice bar

medium size package licorice

small bag sunflower seeds

small bag peanuts

medium size package animal crackers

single serving carton whole milk

single serving carton 1% milk

sparkling water

can of diet pop

can of pop

Everyday Foods Find



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

- ☐ Gummy bears
- ☐ Frozen fruit juice bars
- ☐ Fig bars
- ☐ Popsicles
- ☐ Ice cream bars labeled "low-fat"
- ☐ 1% milk
- ☐ Skim milk
- ☐ Pickles
- ☐ 100% fruit juice
- ☐ Marshmallows
- ☐ Rice Krispies Bars
- ☐ Slices of cheese pizza
- ☐ Cereals
- ☐ Gum
- ☐ Bottled water
- ☐ Graham crackers
- ☐ Grammy bears
- ☐ Saltine crackers
- ☐ Crackers labeled "low-fat"
- ☐ Pretzels



- ☐ Baked chips
- ☐ Chips labeled "low-fat"
- ☐ Cookies labeled "low-fat"
- ☐ Rice cakes
- ☐ Fresh fruit
- ☐ Canned fruit
- ☐ String cheese
- ☐ Vanilla wafers
- ☐ Low-fat yogurt
- ☐ Frozen low-fat yogurt
- ☐ Ginger snaps
- ☐ Animal crackers
- ☐ Bread
- ☐ Vegetable juice
- ☐ Dried fruits
- ☐ Hot dogs labeled "low-fat"
- ☐ Diet pop
- ☐ Fruit flavored suckers
- ☐ Black or red licorice

Fourth Grade Goal #6



I, _____, now set the following goal:
(fill in your name)

I plan to choose a low-fat Everyday Food instead of higher-fat Sometimes Foods the next time I buy something to eat at the store.

The Everyday Food I will choose to buy is:

(fill in the the name of the Everyday Food)



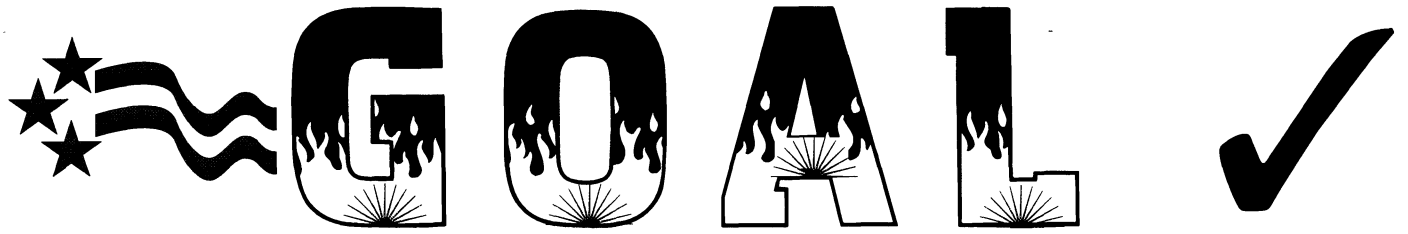
I will choose this Everyday Food before the first Pathways class next week:

(fill in the goal date)

(your signature)

(signature of goal partner)





☐ **Yes! I DID IT! I reached my Goal #6.**

I bought _____
(fill in the name of the Everyday Food you bought)

at _____
(fill in the name of the store)

instead of the Sometimes Foods I usually buy there.

(your signature)

(signature of goal partner)

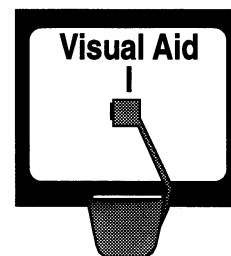






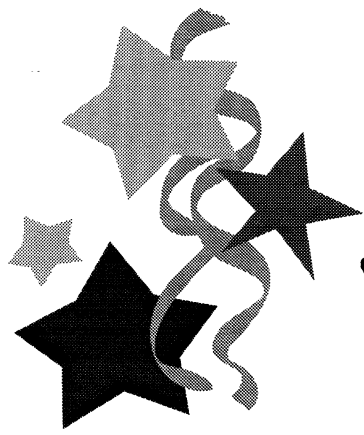
Gas and More Store

g = grams of fat



- small bag potato chips — 10g
- small bag tortilla chips — 7g
- slice of pepperoni pizza — 16g
- slice of cheese pizza — 12g
- frozen burrito — 16g
- large pickle — 0g
- medium size package peanut butter and cracker sandwich — 12g
- medium size package cheese and cracker sandwich — 12g
- 1 string cheese package — 5g
- single-serving container fruit-flavored low-fat yogurt — 2g
- fresh fruits: apple, banana, lemon, orange — 0g
- low-fat ice cream bar — 2g
- chocolate and nuts candy bar — 14g
- fruit flavored sucker — 0g
- gum — 0g
- life savers — 0g
- medium size bag of marshmallows — 0g
- package doughnuts — 12g
- fruit pie — 21g
- cupcake — 8g
- small package fig cookies — 1g
- medium size bag pretzels — 1g
- Rice Krispies Bars — 2g
- popsicle — 0g
- ice cream sandwich — 13g
- frozen fruit juice bar — 0g
- medium size package licorice — 1g
- small bag sunflower seeds — 20g
- small bag peanuts — 15g
- medium size package animal crackers — 3g
- single serving carton whole milk — 8g
- single serving carton 1% milk — 3g
- sparkling water — 0g
- can of diet pop — 0g
- can of pop — 0g*

***No fat, but 44g sugar!**



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