



**Pathways Third Grade  
Family 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 family intervention consists of 3 basic components: family packs; Family Fun Nights (FFN), and family workshops.

**Family Packs:** The family packs consist of take-home materials designed to develop an involved, supportive, and informed home environment. Family Packs accompany classroom curriculum units and 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. Each Family Pack also contains a copy of the story 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, checking the activities they accomplished.

**Family Events:** There will be two family events: a kick-off night and a culminating event. The kick-off night, scheduled at the onset of the academic year, before the curriculum is introduced, familiarizes the students and their families with Pathways and the advocated health behaviors. The culminating event, scheduled for the end of the academic year, will allow students to demonstrate the knowledge and expertise gained through Pathways and will encourage families to maintain healthy behaviors during the summer.

**Family Workshops:** For each intervention grade, a series of evening family workshops have been planned. The workshops will be implemented at the intervention school by a joint team of Pathways staff, community volunteers, and Pathways trained teachers and food service workers. The intent of these workshops is to work with families to reinforce the health behaviors introduced through the classroom curriculum, physical activity, and food service components of the intervention, and to assist families in implementing these behaviors at home.

For the third grade academic year, the family intervention will include ten family packs, two family workshops and two family events (a kick-off and a culminating event). The Family Packs

are described in the Third Grade Curriculum Procedures Manual and Teacher's Guide. The remaining family components are described in this procedures manual.

### **1.1. Overview of Family Fun Night**

The purpose of a Pathways "kick-off" Family Fun Night is to 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 will 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 in improving their own eating and exercise behaviors.

As the name implies, the "kick-off" Family Fun Night will occur at the beginning of the school year, prior to implementation of the curriculum. The "kick-off" Family Fun Night is the first family program to be implemented with 3rd grade children and their families.

### **1.2. Overview of Family Workshops**

The purpose of the Pathways Family Workshops is to offer Pathways as a resource for helping families make changes in diet and physical activity patterns. In addition, the Family Workshops serve as community events providing direct opportunity for Pathways to work in partnership with families.

The primary objectives of the third grade Family Workshops are to:

1. Assist families in gaining specific skills in the areas of food choice, food preparation, and physical activity.
2. Increase awareness that both physical activity and dietary patterns are learned in childhood.
3. Work with families to create an environment supportive of healthful eating and regular physical activity.

Two Pathways Family Workshops will be implemented as part of the third grade intervention.

- a. Workshop I: Integrating Physical Activity Into Everyday Life
- b. Workshop II: Low-Fat Cooking  
Low-Fat Snack Preparation

Third graders and their adult family members will be encouraged to attend. These workshops will provide a series of hands-on activities that will give family members practical experience with some of the behavioral goals advocated by Pathways. The workshops will present both

information and behaviors. Workshops will employ an interactive rather than a didactic (or lecturing) style, encouraging participants to share relevant information or to discuss current food preparation techniques and activity patterns. By having participants discuss their current behaviors, workshop implementors can suggest means of modifying behavior to make healthy food choices and engage in regular physical activity.

## **2. PATHWAYS THIRD GRADE “KICK OFF” FAMILY FUN NIGHT**

### **2.1. Objectives**

The primary objectives of the Fun Night are to:

1. Encourage participation of 3rd 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 third grade class and distance from the university 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: 5:30 pm.** This time will allow working family members to attend.

**Length: 2 1/2 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 provided.**

**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 "kick-off" Family Fun Night will occur in early fall 1997, one week prior to implementation of the curriculum. Because there are many last minute tasks such as cooking the food for the food booths, 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 "KICK OFF" FAMILY FUN NIGHT -- TIMELINE**

<b>Six weeks prior to FFN</b>	Contact school principal to arrange date/location of Fun Night. (Send confirmation letter after these have been agreed on.)  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.
<b>One month prior to FFN</b>	Staff training (4 hours).  Design or edit educational materials.  Make posters and game boards.  Seek donations for door prizes.
<b>2 weeks prior to FFN</b>	Advertise Family Fun Night with school staff.  Train volunteers and staff for Fun Night.  Send home Flyer #1 with third graders.
<b>Day Before FFN</b>	Send home Flyer #2 with third 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).

Flyer #1 (Appendix A1) will be sent home with students 2 weeks prior to the fun night, with a reminder (Flyer #2, Appendix A2) sent home the day before the fun night. The invitation posters can be hung in the third grade classrooms. The invitations in Appendices A and B can be tailored for your site. Flyers can also be passed out at the PTO meeting.

### **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. Four of the booths will be mandatory: 1) taste-testing (TRY LOW FAT), 2) the fat learning booth (CHANGE TO LOW FAT), 3) physical activity (JOIN THE LINE) and 4) traditional & contemporary low-fat healthful foods. Each site will select an additional three or more booths based on site preference and feasibility (see booth descriptions in Section 2.6.).

Additional booths not listed within the procedures manual may be added to the list after being reviewed by the Pathways Family Working Group.

### **2.2.4. Setting Up the Family Fun Night**

The food booths should be set up near an electrical outlet to keep the food dishes warm (a crock-pot or other food warmer can be used). The room may be decorated with balloons or other festive decorations.

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 with T-shirts and name tags.

The booths should be placed in numerical order. Flourescent 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 "Kick Off" Pathways Family Fun Night Registration/Booths

### MANDATORY:

REGISTRATION	Introduction, sign-up, evaluation, door prizes
BOOTH #1	TRY LOW FAT -- Taste-test of two low fat foods
BOOTH #2	CHANGE TO LOW FAT -- Milk and fry-bread demonstrations
BOOTH #3	JOIN THE LINE -- A few country line dance steps
BOOTH #4	TRADITIONAL & CONTEMPORARY HEALTHFUL FOODS -- Meal and recipes

### OPTIONAL (CHOOSE AT LEAST 3):

BOOTH #5	TRY IT -- DIET POP -- diet vs. reg; sugar demo.
BOOTH #6	PATHWAYS BINGO -- healthy foods and fun
BOOTH #7	SPIN THE WHEEL FOR HEALTHY SNACKS
BOOTH #8	FOOD PYRAMID BEAN BAG TOSS
BOOTH #9	FISHING FOR FRUIT
BOOTH #10	CARROT DIP RACE

## 2.3. Staffing

### 2.3.1. Pathways Staff & Duties

The person responsible for Family Fun Night, with the approval of the P.I., 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 8 Pathways staff members plus 5-6 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. She also is assigned to the food pyramid bean bag toss. 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. Jane will transport the game to the site, set up the gameboard, and run the booth during 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 staff and determine where help is needed.

### **2.3.3. Staff Job Descriptions**

The "Kick Off" Family Fun Night will involve 7-8 Pathways staff (or hourly personnel hired for the Fun Night) and 5-6 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 staff for 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.

#### Specific Duties:

- Work with Field Coordinator to establish contact with the school principal to arrange two dates and times for Family Fun Night.
- Contact/meet with the PTO, teachers, and interested parents to recruit volunteers for 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 (see Appendix A15).
- 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 work with staff #06 in selecting appropriate/nutritious foods. Staff #02 will be able to provide valuable insight in deciding which healthy alternatives may be used in both the taste-testing booth and contemporary/traditional food booth.
- Work with Staff #04 and #05 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 trainings.
- 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 Field 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 and game boards. This person may also communicate with the Pathways Family Working Group if revisions of the prototype materials are needed.

#### Posters:

Welcome poster  
Booth numbers  
Booth names  
Food taste-testing display  
Fat booth posters

- a. fry bread
- b. milk taste-test

Sugar booth poster (if this booth is chosen)

- a. Pop vs. kool-aid vs. water

Recipe posters

#### Games:

Wheel of food (if this booth is chosen)  
Food pyramid bean bag toss board (if this booth is chosen)  
Making waves for fishing for fruit (if this booth is chosen)

### **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:

Recipe cards

Physical activity booth handouts

Fry bread handout

Milk taste-test handout

Evaluation forms (see Appendix A15)

Pathways Bingo cards (if this booth is chosen)

Fishing for fruit handout (if this booth is chosen)

Food pyramid handout (if this booth is chosen)

### **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.) as well as learning how to cook the foods if they are not familiar with the traditional dishes. 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.
- Work with the Field Coordinator or other community representative to learn how to prepare traditional dishes.
- 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:

- athletic socks
- nerf balls
- frisbees
- water bottles
- bags of fruit (oranges)
- Pam cooking spray
- liters of diet pop
- snack-size bags of low-fat snacks (pretzels)
- sweat bands

Medium prizes:

- popcorn makers
- Pathways T-shirts
- university T-shirts
- sports team T-shirts (Phoenix Suns)
- food baskets

Larger prizes:

- pots/pans
- grocery store gift certificate
- slow-cooker (Crock Pot)
- fishing pole
- mountain bike
- tickets to Pow-Wow

### **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 Pathways bag, 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 introduce you to Pathways -- a program that the children will receive in school over the next three years. The program is aimed at helping children improve 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 begin 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 at outset and evaluation forms (Appendix A15) before leaving.
2. Make sure welcome poster, "What is Pathways?" poster, "What is Pathways?" handouts, and evaluation and registration forms have been completed (see Appendix A15).
3. Order any supplies needed (such as Pathways Bag) and obtain copies of registration roster and evaluation forms. The forms in Appendix A15 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.
6. Tell families they need to fill out evaluation forms in order to receive a ticket for the door prize drawing.
7. Hold two raffle drawings throughout the evening.

### **2.3.3.i. TASTE-TEST FOOD BOOTH #1 (TRY LOW FAT): JOB DESCRIPTION**

Overview: To prepare bite-size food samples for families and discuss the benefits of the lower fat food items. The aim of this booth is to introduce families to lower-fat versions of food they may already be eating.

Main Message:

“By choosing a lower-fat version of a food you normally eat, you can reduce your fat and caloric intake quite a bit. While at first the taste may be somewhat strange, people usually adjust quickly and end up preferring the lower-fat foods.”

Specific Duties:

- Order necessary supplies.
- Make sure poster is completed (see Appendix A5).
- Set up the table for the food, and places for participants to eat.
- Responsible for cutting food into small pieces and placing toothpicks in food samples.
- Work with Staff #02 to prepare for common nutrition-related questions that may be asked by fun night participants.

### **2.3.3.j. FAT LEARNING BOOTH #2 (CHANGE TO LOW FAT): JOB DESCRIPTION**

Overview: This person is in charge of both the milk taste-test and fry bread tables, and to answer questions and provide explanations to participants of why fat is unhealthy. The goal of this booth is to introduce families to lower fat alternatives of commonly-eaten foods.

#### 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, for example from whole milk to 2% to 1% to nonfat milk, or to gradually reduce the amount of fat added to cooking.”

#### Specific Duties:

- Order supplies needed.
- Make sure both the fry bread and milk fat content posters are done (see Appendix A6).
- Make sure milk handout is completed.
- Discuss ways of making gradual changes in food intake with participants.

#### For Milk taste test:

1. Put up partition on table (to ensure the family member does not see which type of milk is in each cup). Set out dixie cups full of the four types of milk (skim, 1%, 2% and whole milk).
2. Set up milk-fat content display.
3. Let one child at a time taste-test the different types of milk. Draw their attention to the milk display and show them how much fat is in each type of milk.

#### For Fry bread:

1. The only duties the staff member has regarding the fry bread display is to ensure the poster is made, displayed at the fun night, and to answer any questions family members may have pertaining to the poster.

### **2.3.3.k. LINE DANCING (JOIN THE LINE) BOOTH #3: JOB DESCRIPTION**

Overview: To teach the family members 2-3 easy dance steps that are fun! The goal of this booth is to introduce participants to the idea that exercise is very important but can be fun, and to get them started on an exercise routine.

Main Message:

“Starting an exercise routine 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 recorder. Make sure it is plugged into an outlet or has sufficient batteries.
- Ensure instructional handouts are photocopied (see Appendix A7).
- Know how to country dance.
- Bring a tape of a few country songs that are easy to dance to.
- Teach families how to perform 2-3 dance steps.
- Discuss physical activities with participants that they enjoy and give them additional ideas.
- Help each participant prepare an exercise plan that is appropriate; encourage gradual changes.

### **2.3.3.1. TRADITIONAL & CONTEMPORARY HEALTHFUL FOOD BOOTH #4: JOB DESCRIPTION**

Overview: Work closely with Staff #06 and Field Coordinator to decide on dishes that will be eaten during the fun night. Prepare foods for the Fun Night. The purpose of this booth is to introduce families to lower fat and lower calorie recipes.

Main Message:

“Many of our favorite recipes can be prepared with less fat and less sugar. They will still taste great but will be healthier for the whole family.”

Specific Duties:

- Order supplies.
- Make sure the recipe posters and cards are completed (see Appendix A8).
- Set up tables and chairs for booth and for participants.
- Work with Staff #02 and Staff #06 and other volunteer staff to prepare food the day before the fun night.
- Check out the school cafeteria (or other location of Fun Night) to plan how food will be set up. The booth must be near an electrical outlet in order to keep the food warm.
- Locate a crock-pot or other food warming device. Check on the availability of a refrigerator (if necessary) or bring a cooler with ice.
- Discuss creative ways of recipe modification with the participants. Try to focus on methods for modifying recipes with which they are already familiar.

### **2.3.3.m. SUGAR LEARNING BOOTH #5 (TRY IT -- DIET POP): JOB DESCRIPTION**

Overview: Set up the display which shows the amount of sugar in different types of drinks. Teach the children how much sugar is in certain drinks and the benefits of drinking reduced or sugar free drinks.

Main Message:

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

Specific:

- Order supplies.
- Set up tables for booth.
- Ensure poster is done (see Appendix A9).
- Discuss ways of cutting back on sugar drinks and the importance of this change.

For Taste-test:

1. Set up the sugar taste-testing section of the booth. Pour dixie cups full of a diet and regular soft drinks, kool-aid, etc. Have one child at a time taste-test the different drinks.

For Kool-aid vs. Pop:

2. In addition to explaining the visual poster, provide a hands-on demonstration for the participants. Demonstrate the amount of sugar in each drink. Spoon teaspoons of sugar into each drink. Spoon the correct # of spoonfuls/grams of sugar into each corresponding drink. Have the children/parents count the number of spoonfuls as you put them into each glass.

### **2.3.3.n. PATHWAYS BINGO BOOTH #6: 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 (see Appendix A10).
- 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.o. WHEEL OF FOOD (WHEEL OF HEALTHY SNACKS) BOOTH #7:  
JOB DESCRIPTION**

Overview: To set up the wheel and help each child as they toss the nerf ball to obtain their snack. The purpose of the booth is to introduce families to the notion that healthful snack foods can be fun and tasty, and to provide healthy snacks as prizes.

Main Message:

“Kids like snacks. Have healthful snack foods readily available for in-between meals and for desserts.”

Specific:

- Order supplies.
- Work with Staff #07 to order food for wheel while they are ordering items for door prizes.
- Make sure the wheel of food is done and you are familiar with how to set it up (see Appendix A11).
- Set up the wheel.
- Make a line with masking tape for the children to stand behind while waiting their turn.
- Allow each child, one at a time, to throw nerf balls at the wheel (2 tries each).
- Explain to children/family members how the snacks on the wheel are healthy.

### **2.3.3.p. FOOD PYRAMID BEAN BAG TOSS BOOTH #8: JOB DESCRIPTION**

Overview: Keep order while each participant takes their turn at tossing the bean bags. The purpose of the booth is to familiarize children and their families with the Food Pyramid.

Main Message:

“Limit the foods you eat from the top of the pyramid. The pyramid shows us that most of the food we eat should be whole grains, fruits, and vegetables. We can eat some fats and sugars -- but only a little!”

Specific:

- Order supplies.
- Make sure the gameboard is completed (see Appendix A12).
- Set up the gameboard.
- Draw a line with masking tape for the children to stand behind to throw the bean bags. Draw another line for the children waiting to stand behind.
- Have one child at a time toss the bean bag.
- Give stickers to children who avoid the "fats/sweets" food group (according to procedures manual).
- Discuss how the Food Pyramid can be used as a guide to healthier eating.

### **2.3.3.q. FISHING FOR FRUIT BOOTH #9: JOB DESCRIPTION**

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

Main Message:

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

Specific:

- Order supplies.
- Make sure waves are made for the tub and that the handout is completed and photocopied (see Appendix A13).
- Set up pond. Attach waves to the front of tub with tape.
- 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.” Make sure the magnetic fish are not grouped together.
- 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.r. CARROT DIP RACE BOOTH #10: JOB DESCRIPTION**

Overview: To keep 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.
- Make sure carrot dip recipes are photocopied (see Appendix A14).
- 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., carrot race booth, physical activity booth). 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 and keep people orderly so everyone can hear Staff #07's instructions for line dancing.
- c. Volunteer #03:** help refill the dixie cups while staff #03 is talking with family members.
- d. Volunteer #04:** Help the BINGO "caller," aid players if they need assistance, lead a second game of BINGO if necessary.
- e. Volunteer #05:** Help manage the carrot dip race by keeping the children in line.

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.

## **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 4 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 booth each person is assigned to (see Section 2.6.).
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 (4 hours)**

Staff training should be facilitated by the Family Working Group representative or person primarily responsible for the Family Fun Night.

- a. Provide an overview of the purpose of Family Fun Night and its importance as a “kick off” 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 5-6 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 “kick off” 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 with handles (with Pathways logo) 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 third 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. The family does not have to be present to win.

#### 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 night.
Personnel:	1 staff + Volunteer #01
Visuals:	Welcome poster (Appendix A3), "What is Pathways?" poster (Appendix A4)
Handout:	Plastic bag, "What is Pathways?" information, raffle tickets, evaluation forms
Materials/props:	Registration form. Paper or plastic bags with logo. Child and adult evaluation forms. Pens/pencils. Two-part raffle tickets. Box for completed evaluation forms, box for raffle ticket drawing. 2 tables, 7 chairs (for people filling out evaluations). Door prizes. For posters: 2 posterboards, tape, markers

2.6.2. Booth #1: Food Taste Test (Try Low Fat!)

Description and set-up: Similar foods may have very different fat content. Participants may be unaware of the difference in fat between certain foods. At this booth, participants will have the opportunity to compare regular and low-fat food items that are common at your site. Display food packages and fat content of both the regular and low-fat items. To limit the amount of food that has to be provided, have participants taste-test only the low-fat item.

SHORT MESSAGE: CHOOSE THE SAME FOOD BUT WITH LESS FAT !

SUMMARY OF BOOTH #1:

Purpose: To serve as a visual and interactive tool to encourage participants to purchase the low-fat version of the food products they buy.

Personnel: 1 Staff

Visual: Display comparing the amounts of fat in each item.

Handout: Food samples

Materials/Props: Booth number.  
Booth name.  
3-4 Food items (see examples below).  
Knife to cut food samples, toothpicks for taste-testing, napkins.  
Poster: posterboard, tape, marker, empty packages of food items.  
1 table

Time: 1-1/2 hours

EXAMPLES: low-fat vs. regular cheese, turkey bologna vs. regular bologna, vegetables and low-fat dip (made with yogurt or low-fat mayonnaise) vs. potato chips and dip, tortilla vs. low or no-fat tortilla

These are only examples of the types of food each site may use. Each site should research and use culturally appropriate food items that are readily available.

## Pathways Nutrient Guidelines for Fat in Food Items

	Fat (in grams)
Entrees	
• Meat/meat alternative	12 grams or less
• Cheese	5 grams or less
• Breakfast Entree	8 grams or less
Vegetables/Fruits	
• Vegetables	1 grams or less
• Oven baked fries	3 grams or less
• Salads	3 grams or less
• Fruits	0 grams
• Fruit salad	3 grams or less
Bread, pasta, rice	3 grams or less
• Quick breads	3 grams or less
Salad dressings	3 grams or less
Snacks	3 grams or less
Desserts	5 grams or less
Milk	3 grams or less

## INSTRUCTIONS FOR CREATING THE FOOD TASTE-TESTING BOOTH DISPLAY

1. Collect empty food packages from 3-4 commonly used food items in your area. Purchase both the regular and lower fat version of the food items.
2. Display the regular and lower fat food item packages next to each other. In front of each food package, display the corresponding amount of fat found in each of the food items.
  - a. Place the appropriate amount of lard on a small dish in front of each item.
  - b. Circle the fat content on the packages and write the amount of fat in each item on a note/sign displayed next to each dish of lard.

### Option:

Instead of displaying the amount of fat in each item on a dish, you can also use plastic spoons to display the fat content. The number of teaspoonfuls of (fat) lard should equal the number grams of fat found in the food items (see equivalents below). The teaspoons can be displayed in front of each food package as well, or can be attached to a poster (see instructions for the fat learning booth: fry bread poster).

NOTE: Also try displaying fat free food items and encourage them to try to taste the difference!

Examples: Fat quantities of possible food items are shown below.

Jennie-O turkey bologna	1 g fat per slice
Oscar Meyer bologna	12 g fat per slice
Oscar Meyer light bologna	4 g fat per slice
Arizona flour tortilla	2.5 g fat per tortilla
Mission light tortilla	1 g fat per tortilla
Sharp cheddar cheese	9 g per 1 inch cube
Mozzarella part skim cheese	5 g per 1 inch cube
Monterey Jack cheese	8 g per 1 inch cube
Kraft Monterey Jack cheese	5 g per 1 inch cube
Reduced fat	

### Equivalents:

- 8 g fat = 2 tsp lard
- 6 g fat = 1 1/2 tsp lard
- 2 g fat = 1/2 tsp lard

### 2.6.3. Booth #2: Fat Learning Booth (Change To Low Fat)

Similar foods which are commonly consumed may have very different fat contents. In this booth, participants will taste the same food items with different fat content and learn how they can reduce the fat they consume with a few simple changes.

Description: Each site will choose 2 high fat food items that are frequently consumed in their community and demonstrate the amount of fat in these items. Milk and fry bread booths are two examples of the types of food each site may use. Each site should research and use culturally appropriate food items that are readily available.

SHORT MESSAGE: REDUCE THE FAT IN MILK OR BREAD GRADUALLY!

#### **Example 1: Milk taste-test challenge**

Set-up: Blindfold (or use a partition to hide the person pouring the milk) the participants before they taste-test the whole, 2%, 1% and skim milk. Ask them if they can tell the difference between each type of milk. Display the amount of fat in each type of milk using lard or the fat mixture. The milk taste-test challenge table will be immediately next to the fry-bread table. The tables must be next to each other because the same staff member is demonstrating both foods.

Purpose:	To encourage the participants to try lower-fat milk.
Personnel:	1 staff
Visual:	A poster displaying the amount of fat per glass for all 4 types of milk.
Handout:	Handout with information from poster. Milk samples
Materials/props:	Booth number. Booth name. Copies of handout. Containers of whole, 2%, 1% and skim milk. Dixie cups to pour small amount of milk in for taste test. Blindfold or partition (can use a cardboard car sunshade). 1 table Poster materials: plastic glasses, fat mixture or lard, small (8 oz.) containers of each type of milk for drinking and the same number to create poster, velcro, tape, glue, marker. Cooler with ice to store milk.
Preparation Time:	1 hour, 15 minutes

## INSTRUCTIONS FOR MAKING THE MILK FAT POSTER

1. Use clear plastic cups to display the amount of fat in each type of milk.
2. Collect empty 8 ounce containers of milk for poster. Make fat mixture and pour into plastic cups to mold.
3. Display the plastic fat-filled cups next to the empty containers of milk from a local grocery store. Attach plastic cups to the posterboard by gluing velcro onto the posterboard and cups. Attach empty milk containers using glue or tape.
4. Circle the amount of fat on the milk containers and write the amount on a sign beside each type of milk in the display.

## INSTRUCTIONS FOR MAKING THE FAT MIXTURE

### Materials:

Four 8 oz. jars  
1 can/box of lard  
frying pan

Heat lard in pan. When becomes runny, pour appropriate amount of lard 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.

## **Example 2: 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 milk taste-test challenge table will be immediately next to the fry-bread table. The tables must be next to each other because the same staff member is demonstrating both foods. The staff member does not have any duties at this booth aside from answering questions pertaining to the poster.

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.
Personnel:	1 staff (same staff member as for milk taste-test above).
Visual:	Poster displaying the amount of fat in each item.
Handout:	Handout with information from poster
Materials/props:	Handout. Poster materials: posterboard, frybread, tortilla, wheat bread, plastic spoons, fat mixture, velcro, tape, glue, marker. 1 table (same table as above).
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.

#### 2.6.4. Booth #3: Line Dancing (Join The Line)

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.

Line dancing 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. traditional tribal dance, square dancing).

SHORT MESSAGE: EXERCISE CAN BE FUN!

#### SUMMARY OF BOOTH #3:

Purpose:	To encourage physical activity that is fun!
Personnel:	1 staff + Volunteer #02
Visual:	None
Handouts:	Handouts which illustrate the benefits of exercise and provides helpful hints such as "There Are Many Fun Activities To Keep Yourself Active," "Exercise and You," "How Do I Get Started With Exercise?"
"Important Steppin'."	Tips for Exercising," "My Exercise Plan," and "Steps to 2-
Materials/props:	Booth number. Booth name. Copies of handouts. Music cassette/CD with player, extension cord. A large open space.
Preparation Time:	1 hour

### 2.6.5. Booth #4: Traditional & Contemporary Healthful Foods

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. Even their favorite foods can be prepared with some recipe modification. In addition, they receive ideas on recipes for new dishes. The low-fat food booth will consist of traditional AND/OR contemporary low-fat dishes, whichever is appropriate for your site. Each site will decide which dishes (3-4) to serve based on food availability and preference. There should be enough food to provide a meal for each family member.

SHORT MESSAGE: KEEP EATING FOODS YOU LIKE BUT PREPARE THEM WITH LESS FAT!

#### SUMMARY OF BOOTH #4:

Purpose: To introduce participants to low-fat dishes that can easily be prepared with resources available in their area.

Personnel: 1 staff

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

Handout: Food samples (3-4 different food servings).  
A recipe card for each dish for the families to take home with them.

Materials/props: Booth number.  
Booth name.  
3-4 food dishes (see attached recipes and ideas below).  
Utensils for eating, paper plates, serving utensils, napkins.  
Recipe cards.  
3 tables, 12 chairs (so families can eat together).  
Sugar-free/low-fat drinks (at least water) should be provided.

Time: 3-1/2 hours

Cost: \$18.00

EXAMPLES: New Mexico (traditional): corn stew, blue corn mush; Gila River (contemporary): zucchini & meat casserole, pinto beans with onion.

These are only examples of the types of food each site may use. Each site should research and use culturally appropriate food items that are readily available and healthful.

## **2.566. Booth #5: Sugar Learning Tables (Try It -- Diet Pop)**

Regular pop is high in sugar and low in nutrients. In this booth, participants will be encouraged to substitute sugared drinks with diet drinks or water.

Each site will choose 2 high sugar food items frequently consumed in their community and demonstrate the amount of sugar in these items. These are only examples of the types of food/drink each site may use. Each site should research and use culturally appropriate items that are readily available.

### **SUMMARY OF EXAMPLES FOR BOOTH #5:**

#### **Example 1: Pop taste-test challenge**

Description and Set-up: Have children taste-test diet vs. regular pop. Use flavored diet pop, such as orange, to lessen the aftertaste of diet pop.

Purpose:	To encourage children to try diet instead of regular pop.
Personnel:	1 staff + Volunteer #03
Visual:	None
Handout:	Pop samples
Materials/props:	Booth number. Booth name. Diet and regular pop. Small glasses (dixie cups) for taste-test. Small partition (can use a cardboard car sunshade) to hide person pouring the pop into cups. 1 table
Preparation Time:	1 hour, 15 minutes

#### **Example 2: Pop vs. kool-aid vs. water**

Description and Set-up: Have kids guess how many teaspoons of sugar are in regular vs. diet pop, kool-aid, and water. Have them count aloud as the staff member spoons the correct number of teaspoonfuls of sugar into the respective glass in front of the children. Use the types of drinks that are most popular at your site.

- Purpose:** To encourage children to drink diet pop, sugar-free kool-aid and water.
- Personnel:** 1 staff + Volunteer #03 (same people as for pop challenge above).
- Visual:** Poster displaying the number of teaspoons (or cubes) of sugar in each of the above drinks.
- Handout:** None
- Materials/props:** Diet and regular pop.  
Regular and sugar-free kool-aid.  
Water.  
Glasses for demonstration.  
Sugar, spoon, water, food-coloring (can be used to color the water the same color as the pop- i.e. brown for colas, orange for orange soda, etc. This makes the demonstration more realistic).
- Poster materials:** plastic spoons (or can use sugar cubes), velcro, plastic glasses, glue, markers, posterboard.  
1 table (same as above).
- Preparation Time:** 1-1/2 hours

#### INSTRUCTIONS FOR MAKING THE SUGAR POSTER

Materials:

loose sugar or sugar cubes  
plastic spoons  
glue  
velcro

Put glue in loose sugar to make a wad of sugar. Place glue on plastic spoons and stick sugar to spoon. Glue or velcro spoons to posterboard. (You may also use sugar cubes to display the amount of sugar in these drinks.)

**Grams of sugar in selected drinks:**

Kool-aid	16 g sugar
Apple juice	26 g sugar
Hi-C	34 g sugar
Coke	27 g sugar
Orange Sunkist	35 g sugar
Gatorade	14 g sugar

**Equivalentents:**

9 g sugar= 2 tsp
27 g sugar= 6 tsp
35 g sugar= 8 tsp

### 2.6.7. Booth #6: 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 #6:

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

### **2.6.8. Booth #7: Wheel Of Food (Spin The Wheel For Healthy Snacks)**

Children usually need to eat in-between meals, yet may not be used to the idea of healthy snack foods. In this booth families will receive ideas for healthy snacks. The game provides an opportunity to associate healthy snacks with fun. Take the opportunity to discuss the importance of having healthy snacks readily available and to give ideas to the families.

**SHORT MESSAGE: HEALTHY SNACKS ARE TASTY TOO!**

#### **SUMMARY OF BOOTH #7:**

**Description and Set-up:** Each third grade child participating in Pathways will have one chance to spin the wheel. Each spoke of the wheel will have a food item attached to it, such as a small bag of pretzels, trail mix, etc. Wherever the wheel stops, the child wins that prize.

**Purpose:** To make the child aware of "healthy snacks" and to provide a sample.

**Personnel:** 1 staff

**Visual:** None

**Handout:** Healthy snack

**Materials/props:** Booth number.  
Booth name.  
Wheel: wood or cardboard, nails, glue.  
Items on wheel: small packages of pretzels, trail mix, raisins, pretzel sticks, dried fruit, bite size ritz bitz, granola bar, unbuttered popcorn, raisins, dried fruit, small boxes of cereal (cheerios)

**Preparation Time:** 3-1/2 hours

### 2.6.9. Booth #8: The Food Pyramid Bean Bag Toss

The Food Pyramid provides graphic guidelines on how we should eat. Foods at the top of the pyramid (fats and sugars) should be limited and most of the food we eat should come from food groups at the bottom of the pyramid. This booth provides a fun opportunity to familiarize families with the Food Pyramid and to discuss ways to use the pyramid to improve their own eating patterns.

SHORT MESSAGE: EAT FOODS NEAR THE BOTTOM OF THE PYRAMID

SUMMARY OF BOOTH #8:

Description and Set-up: Have the child toss a bean bag toward the life-size gameboard from 2-3 yards away. The goal of the game is to have each of 3 bean bags land on each of the fruit, vegetables and grains groups, that is, "healthy foods" we don't eat often enough. The children should be told to try to avoid the top of the pyramid which is the fats and sweets group.

- Purpose: To teach the children about the food pyramid and its role in good health.
- Personnel: 1 staff
- Visual: Each game board piece has a color picture of foods that are found in each of the 6 food groups within the pyramid. Each space is labeled and designates how many servings one should have daily from each of the 6 groups.
- Handout: The food pyramid
- Materials/props: Booth number.  
Booth name.  
Handout.  
Gameboard: posterboard, pictures of each of the 6 food groups (the pictures are placed together to form one large game board of 6 individual pieces), tape or glue, lamination materials, marker.  
Masking tape to mark off line children stand behind.  
3-5 bean bags.
- Preparation Time: 3 hours

## INSTRUCTIONS FOR MAKING THE FOOD PYRAMID BEAN BAG TOSS GAMEBOARD

1. Make 11x17 color copies of each of the food groups in the pyramid: fats and sweets, meat, milk, vegetables, fruit and grains. Make 4 copies of the grain group (base of pyramid), 3 copies of the fruits and vegetables group (combine fruits and vegetables on the same level of the pyramid), 1 copy of each the meat and milk group (second to top level), and 1 copy of the fats and sweets groups (the tip of the pyramid).
2. Print/type the names of each of the 6 groups above the pictures of the foods found in each group. You may also write the number of servings recommended daily from each food group.
3. Laminate each 11X17 copy or each level of the pyramid if possible. Use heavy, clear packing tape to tape the levels of the pyramid together.

### 2.6.10. Booth #9: 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. Fishing pole (3 ft. plastic pole found at any grocery/toy store) or stick. Fishing line. Magnet (on fish). 10 gal. tub of water. Fruit found in local stores/trading posts, such as bananas, oranges, apples.
Time:	1-1/2 hours

### 2.6.11. Booth #10: 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 #10:

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. This game could include a food table of fresh vegetables (carrots) and low-fat dip.

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

Personnel: 1 staff + Volunteer #5

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' Project Coordinator who is responsible for seeing that they 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.

### **3. THIRD GRADE FAMILY WORKSHOP I - Integrating Physical Activity into Everyday Life**

#### **3.1. Objectives**

The primary purpose of Family Workshop I is to encourage families to increase their physical activity levels. The secondary goal is to encourage families to choose and prepare healthful snacks.

The workshop will present both information and behaviors. Parents will have an opportunity to participate in a variety of activities taught in Pathways classrooms and physical education (PE) classes. A variety of physical activity stations will be set up and led by Pathways staff, PE teacher(s), and volunteers. The families will be encouraged to participate in each physical activity station with their child. The event will close with line dancing and inter-tribal dancing. A snack booth will be set up to reinforce healthy snack choices.

#### **3.2. Logistics**

Consider the weather, availability of personnel, size of third grade class, anticipated number of participating family members, and school schedules during planning stages. These procedures are recommended by the Family Working Group, but modifications needed to fit the parameters of each site are possible. Please submit modifications in writing to the Family Working Group prior to implementation. The Family Working Group will need to determine if modifications will significantly alter the intervention.

**Date:** The workshop should be planned for the week following Lesson 3 of the classroom curriculum.

**Time:** After 6:00 p.m. (dinner time) is suggested. Staff at each site will decide what would be the most appropriate time to maximize participation at their school.

**Length:** The workshop should last 1.5 hours to allow enough time for a brief introduction and fun activities.

**Day of the Week:** The workshop 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 workshop should take place in the school cafeteria or gym, where there is sufficient space for physical activity stations, information, and snack booths. Reservations need to be made with the appropriate school official.

### **3.3. Staffing**

A minimum of three Pathways staff members are needed to implement the event: the Workshop Coordinator, the Activity Coordinator, and the Snack Coordinator. The Workshop Coordinator will review activities with other staff prior to the workshop and should take the lead in solving logistical issues. A Pathways staff member, designated as Activity Coordinator and assisted by a minimum of one volunteer, one PE teacher, and one classroom teacher, will be responsible for leading activity stations. A Pathways staff member, designated as the Snack Coordinator and assisted by a minimum of one volunteer, will be responsible for setting up the snack booth.

### **3.4. Event Preparation**

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

- Discuss date for Family Workshop I with the PE teacher and classroom teacher(s) implementing Pathways. Request their assistance in leading American Indian Games and Exercise Breaks. The Pathways staff may have to lead the activities if the teachers are not comfortable with it.
- Contact the school principal at the Pathways school and propose dates and times for the workshop.
- Discuss the proposed dates and times with food service supervisor. Discuss their proposed role in the workshop.
- Reserve necessary space in the school.
- Work with the teachers implementing Pathways to engage 2-3 parents who would be willing to volunteer as workshop assistants.
- Contact community organizations to recruit some volunteers. Describe the purpose of the workshop. Volunteers are needed primarily to assist with the registration booth, prepare healthy snacks, and activity stations. Volunteers should be informed that they will be given a Pathways T-shirt at the beginning of the workshop, 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 Appendices B1 and B2.

The site-specific flyers created using Appendix B1 should be sent home with children in conjunction with the Family Pack two weeks before the workshop (with Week 2 of the

curriculum). 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. Optional: (1) the “Plan to Attend” portion of the flyer is optional; (2) an alternative to a flyer is a letter in an envelope.

The second flyer, created using Appendix B2, should be sent home with the children the day before the workshop.

### **3.4.3. Preparing Materials: Ordering and Photocopying**

Order supplies at least one week before the event.

Optional: 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.

- Order snack food and supplies through school food service at least one month in advance (amount can be determined by Field Coordinator and food service).

- Popcorn

- Pretzels

- Beverages (sugar-free pop and/or bottled water)

- Bowls for the popcorn and 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)

- Obtain from site supplies Pathways T-shirts for staff and volunteers (T-shirts should be given out the evening of the workshop to help identify workers.) (Order two months in advance if supply not available.)
- Photocopy advertising flyers created from Appendices B1 and B2.
- Obtain copies of registration rosters (Appendix B4) from process evaluation staff. To facilitate registration, have multiple copies of forms available.
- Photocopy handouts: Pathways Goals and Physical Activity Information Sheets (Appendices B5 and B6).

- Photocopy Physical Activity Stations Signs (Appendix B7).
- Obtain copies of adult and child evaluation forms (Appendix B8) from process evaluation staff.

### **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 building open from 5:00 p.m. until 9:00 p.m.
- 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.
- Secure use of a slide/overhead projector and projection screen.
- Set up projector in room where greeting will occur. Arrange chairs for slide viewing.
- Provide T-shirts and name tags for all staff and volunteers.
- Set up the gym or cafeteria for the planned activities:

Set up table(s) for registration

Set up chairs in back of room

Set up activity stations and secure necessary PE equipment

#### Exercise Break Station (Appendix B9):

Set up 10-12 chairs in a circle

Allow enough room between the chairs for exercises:

Side Bends

Ski Slalom

Animal Walks

Arm Circles

Foot Circles

Sit, Stand, Move

Reach for the Sky

#### Basketball Shoot-out Station (Appendix B9):

Equipment needed: 2 basketballs

Set up near basketball hoop (alternative: use large trash can as basketball hoop if hoop is not available)

#### American Indian Game Station (Appendix B9):

Secure necessary PE equipment to play game  
Suggested games: Trample the Beaver and Grizzly Bear

Information Booth (Appendix B6):

1 table, 2 chairs, and physical activity handouts (3 sheets)

Snack Booth:

1 table, 2 chairs

Cups, napkins, bowls, drinks

2 large serving bowls (place popcorn and pretzels in separate serving bowls)

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

Post signs identifying activity stations (Appendix B7).

Check boom box and tape of music for Macarena, Electric Slide, or Pow-wow.

- To maintain building security, only one entryway should be used. Post a sign (Appendix B3) at this entryway.
- Depending on school policy, custodial staff may need to be hired to clean up after the event.

### 3.5.2. Greet Families (20 minutes)

Complete the Registration Roster for all attendees (Appendix B4).

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

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

<p>Sarah (Alice)</p>
--------------------------

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

Greet families. Pathways staff explains the goals of Pathways using the slides of the standard Pathways presentation. An introduction to Pathways presentation should be made at each workshop. One suggestion is that the following dialogue could be modified to be phrased in the form of questions. For example, ask the participants "What is Pathways' mission?" After

getting response from the audience, show the Pathways mission slide. Then ask, "Who are the Pathways Partners?" After getting response from the audience, show the Pathways Partners slide. And so on.

*(Slide: Pathways Logo)*

*What is Pathways?*

*[Ask participants if anyone has heard about Pathways and what they have heard.]*

*(Slide: Pathways Mission)*

*Pathways is a Health Promotion program. The mission of Pathways is to create a culturally appropriate elementary school and family-based intervention program that promotes healthful eating behavior and increased physical activity for Native American children to effectively prevent obesity.*

*(Slide: Pathways Partners)*

*Pathways is a partnership which involves many people from many sites. The members of the partnership are:*

*Native American tribes*

*Elementary schools*

*Universities*

*National Heart, Lung, and Blood Institute (NHLBI)*

*(Slide: Map of Pathways Sites)*

*The tribes involved are:*

*the Gila River Indian Community, Arizona*

*the Navajo Nation, Arizona and New Mexico*

*the Oglala Lakota Nation, South Dakota*

*the Sicangu Lakota Nation, South Dakota*

*the Tohono O'odham Nation, Arizona*

*the White Mountain Apache Tribe, Arizona*

*the San Carlos Apache Tribe, Arizona*

*(Slide: Pathways Components)*

*Pathways works through four different components:*

*classroom curriculum*

*physical activity (recess and PE class)*

*school meals*

*family involvement*

*[Presenter should provide examples of how each component is implemented.]*

*(Slide: Students in school cafeteria)*

*(Slide: Students on playground)*

*So why are we concerned about obesity prevention in school children? Lifestyle habits are formed while we are young. As adults, we all know how hard it is to change old habits!*

*(Slide: Prevention of Disease)*

*Pathways will encourage good habits such as healthful eating and physical activity, and hopefully these habits will continue into adulthood. These habits will help to prevent health problems such as:*

*Heart disease*

*High blood pressure*

*Diabetes*

*Think of how many people in this room have a family member or friend with one of these conditions. We can all, both children and adults, lower our risks for these health problems by choosing foods wisely and being physically active.*

*The goals of tonight's activities are to work with families to create a home environment that supports those who are working to make healthy food choices and to increase their level of physical activity.*

### **3.5.3. Physical Activity Stations (55 minutes)**

Exercise Break

Basketball Shoot-out

American Indian Game

Physical Activity Information Booth

Snack Booth

### **3.5.4. Closing (15 minutes)**

- Clear area to conduct line dancing, Macarena, Electric Slide, or inter-tribal dance (for instructions to Electric Slide and Macarena, see Appendix B10).
- Pathways staff pass out pencils and evaluation forms.
- Have children (from third graders through 15-year-olds) and adults (everyone 16 and older) complete evaluation forms.
- Announce and distribute door prizes.

### **3.6. 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, Appendix 1, for more detail).

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

### **3.7. Data Management/Entry/Transfer for Workshop I**

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 sites' Project 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.

#### **4. THIRD GRADE FAMILY WORKSHOP II - Low-Fat Cooking; Low-Fat Snack Preparation**

##### **4.1. Objectives**

The primary purpose of Family Workshop II is to encourage families to rinse and drain ground beef in the preparation of dishes calling for ground beef and to give families an opportunity to taste a low-fat meal including dessert.

Family Workshop II will present both information and behaviors. Families will have an opportunity to rinse and drain ground beef, to prepare a meal using the rinsed and drained ground beef, and to enjoy a low-fat dessert.

After registration and an introduction, adults and children will be asked to proceed to separate rooms for separate activities. Children will play Pathways games led by a Pathways staff member. Adults will prepare a low-fat dish for children and adults to share. With adults, Pathways staff will discuss rinsing and draining beef as an effective means to lower the fat content of ground beef. Food Service personnel will discuss the use of the technique in the school cafeterias and will demonstrate the technique. Adults will be asked to break up into teams of 2-4 and to work together at pre-arranged food preparation stations. At these stations, adults will make a low-fat taco salad using a simple recipe. Pathways staff and Food Service personnel will circulate to answer questions and encourage all adults to participate. Once taco salad preparation is complete, children and adults will rejoin and enjoy the meal together.

##### **4.2. Logistics**

Consider the weather, availability of personnel, size of third grade class, anticipated number of participating family members, and school schedules during planning stages. These procedures are recommended by the Family Working Group, but modifications needed to fit the parameters of each site are possible. Please submit modifications in writing to the Family Working Group prior to implementation. The Family Working Group will need to determine if modifications will significantly alter the intervention.

**Date:** This workshop should be planned for the week following the lesson of Week 9.

**Time:** An after-school time is recommended. Specific times will have to be determined by Pathways staff at each site and reported to the Family Working Group.

**Length: 1.5 hours:** This allows enough time for an introduction, separate but simultaneous children and adult activities, and then a reconvening of children and adults.

**Day of the Week: Tuesday, Wednesday, or Thursday:** This schedule avoids the high absenteeism rates common on Monday and Friday.

**Location: School cafeteria, classrooms, and/or gymnasium:** Reservations need to be made with the appropriate school official.

### **4.3. Staffing**

A minimum of three Pathways staff members are needed to implement each Family Workshop: Workshop Coordinator, Adult Activity Coordinator, and Children's Activity Coordinator. The Overall Coordinator will review activities with other staff prior to each workshop and should take the lead in solving logistical issues.

A Pathways staff member, designated as the Adult Activity Coordinator and assisted by a minimum of one other staff member or volunteer, will be responsible for preparing for and leading the adult activity. The number of implementors will be determined by number of expected family members (figure approximately one implementor to each six adult participants). Depending on the site-determined role of the Food Service personnel, it may be appropriate to have Food Service personnel serve as assisting staff.

A Pathways staff member, designated as the Children's Activity Coordinator and assisted by a minimum of two other staff members or volunteers, will be responsible for preparing for and leading the children's activity (figure approximately one implementor to each five children). Depending on the site-determined role of the Pathways PE teacher, it may be appropriate to have the PE teacher lead the children's activity.

### **4.4. Event Preparation**

#### **4.4.1. Formalizing Arrangements**

- Discuss dates for Family Workshops with teacher(s) implementing Pathways.
- Contact the school principal at the Pathways school and propose dates and times for workshops.
- Reserve necessary space in the schools.
- Discuss proposed dates and times with Food Service supervisor. Discuss their proposed role in the workshop and clear access to kitchen facilities.
- Contact Pathways PE teachers to solicit their assistance in implementing physical activity portions of the workshops.

- Work with the teacher(s) implementing Pathways to engage parents and other community members who might be willing to volunteer as workshop assistants.
- Contact community service groups (e.g., church groups, parent organizations, high school groups, etc.). Describe the workshops. Ask if any members would be interested in volunteering, primarily to assist with the children's activities.
- Inform volunteers that they will be given a Pathways T-shirt at the beginning of the workshop, in appreciation for their assistance.

#### **4.4.2. Advertising**

Each site will create site-specific flyers announcing the event (i.e., date, time, location). The flyers provided in Appendices C1 and C2 serve as templates, demonstrating what information should be included. These templates advertise Workshop II activities, e.g., "Healthy Foods." Sites are asked to create attractive flyers, using available computer software, clip art, color paper, etc.

The flyers created using Appendix C1 should be duplicated and sent home with children in conjunction with the Family Pack two weeks before the scheduled workshop (with Week 7 or 8 of the curriculum). This flyer should also be distributed to school administrators (e.g., school principal and vice principal), all involved school staff (e.g., Food Service personnel, Pathways PE teacher, etc.), and all potential volunteers. Optional: (1) the "Plan to Attend" portion of the flyer is optional; (2) an alternative to a flyer is a letter in an envelope.

A second flyer, created using Appendix C2, should be duplicated and sent home with children the day before the workshop.

Field Coordinators should enlarge (suggested size 18" x 48") the site-specific flyer (Appendix C1) and hang this poster in the classroom the week the first flyers are sent home in the Family Packs, to remind children of the event.

#### **4.4.3. Ordering, Photocopying, and Preparing Materials**

##### **4.4.3.a. General Ordering, Photocopying, and Preparing Materials**

Optional: At least one week before the workshops, collect from the Pathways teacher(s) the "Plan to Attend" slips returned to the teacher(s) by the families. From these slips, calculate the volume of supplies and food items to be ordered and/or purchased.

Purchase supplies at least one week before the event:

- Obtain from site supplies Pathways T-shirts for staff and volunteers (T-shirts should be given out the evening of the workshop to help identify workers). (Order two months in advance if supply not available.)
- Purchase color folders with the Pathways logo for adult handouts.
- Obtain copies of Registration Roster (Appendix C4) from process evaluation staff. To facilitate registration, have multiple copies of forms available.
- Obtain copies of evaluation forms (Appendix C9) from process evaluation staff.

#### **4.4.3.b. Ordering, Photocopying, and Preparing Materials for Adult Activity**

- Meet with school Food Service personnel who are willing to assist in the workshop:
  - a) Discuss date and time.
  - b) Request their participation in demonstrating the draining and rinsing of the ground beef.
  - c) Request their participation in explaining the importance of food safety:
    - cooking meat until completely brown to kill any bacteria
    - avoiding cross-contamination of raw meat with utensils used with other foods
  - d) Strongly encourage several Food Service staff to participate; an ideal would be to have one Food Service person per 1-2 adult work stations.
  - e) Discuss payment arrangements for their time and expertise.
- Order foods through school Food Service at least one month in advance. Check with Food Service personnel to determine if an ordering form such as the one used for curriculum should be used. Order the following; the amounts provided are per 4 adult participants.

1 pound of ground beef  
 1 white or yellow onion  
 1/3 cup of ketchup  
 1/2 cup of chili powder (this includes amount needed for the recipe and for the take-home spice packets)  
 3 tablespoons of cumin  
 1 teaspoon of ground black pepper  
 1 head of dark green (not iceberg) lettuce  
 2 tomatoes  
 1 green pepper  
 1/8 pound of part-skim mozzarella cheese  
 7 ounces of low-fat baked tortilla chips  
 4 cans of diet pop

- Purchase supplies from discount store (e.g., Wal-Mart, K-Mart) or gather existing supplies:

Large plastic mixing bowls (1 per 2 adult participants)  
 Large mixing spoons (1 per 2 adult participants)  
 Plastic or metal table teaspoons (preferably not measuring spoons) to use as measuring instruments (1 per 2 adult participants)  
 Knives for chopping vegetables (1 per 2 adult participants)  
 Inexpensive cutting boards (1 per 2 adult participants)  
 "Coffee mugs" for measuring (1 per 2 adult participants)  
 Electric frying pans (1 per 4 adult participants)  
 Institutional size cans for draining meat (1 per 4 adult participants)  
 Pitchers (2-quart volume) for hot water for rinsing meat (1 per 4 adult participants)  
 Plastic or metal colanders (1 per person)  
 2-3 cheese graters  
 Plastic forks (1 per person)  
 Plastic plates (1 per person)  
 Paper towels and soap for clean-up and hand wash-up  
 Handi-wipes<sup>™</sup> for clean-up (1 per person)  
 Spray cleaner (e.g., 409<sup>™</sup>) (1 bottle)  
 Snack-size ziplock baggies and labels for handout spices (2 per person)  
 Large-size ziplock bags for taking home leftover foods (1 per person)  
 Name tags for everyone (1 per person) (optional)  
 Name tags for staff and volunteers  
 Markers for name tags  
 Pencils for survey  
 Extension cords and electrical power strips as necessary (necessary number and length should be determined by placement of frying pans and available electrical sockets)  
 Large trash bags

- Prepare spice samples for handout packet:
  - a) Place 6 teaspoons of chili powder in ziplock bags (sufficient number for each adult participant).
  - b) Place 3 teaspoons of cumin in ziplock bags (sufficient number for each adult participant).
  - c) Label each bag with contents and amount (labels provided with folders).
  - d) Place the spice samples (2 baggies) and photocopies (3 handouts) into the colored folders printed with the Pathways logo.

This spice sample will allow families to try this recipe and suggested variations 3 times.

- Photocopy the 3 handouts:
  - a) Statement of Pathways' goals (Appendix C5).

- b) Low-fat taco salad recipe, suggestions for recipe variations, and storage tips (Appendix C6).
  - c) Cooking for Good Health flyer (Appendix C7).
- Secure sufficient counter and/or table surface for 2 adults to work at each food preparation station.

#### **4.4.3.c. Ordering, Photocopying, and Preparing Materials for Children's Activity**

Video:

- a. Reserve video (player) equipment.
- b. Secure the videotape, "What's On Your Plate." (Check with your Pathways Food Service working group member if your site does not have a copy of this videotape.)

Review physical activities protocol for the activity period (Appendix C8):

- a. Secure an audiotape player.
- b. Secure the music audiotape, "Macarena."

Order snack food and supplies through school Food Service (amounts provided are based on three servings, which accounts for one child serving plus two accompanying adults):

- a. Single serving plastic bowls.
- b. Plastic spoons.
- c. 18 ounces of frozen fruit low-fat or no-fat yogurt (figure 6 ounces per serving).
- d. 1 banana (figure 1/3 banana per yogurt cup).
- e. 1\_ graham crackers (figure 2 cracker pieces or 1/2 whole cracker per serving) (there are 32 crackers in a 1 pound box).

#### **4.5. During the Event**

##### **4.5.1. Set-up and Clean-up**

##### **4.5.1.a. Set-up and Clean-up -- General (1 hour before and 1 hour after event)**

- Make arrangements to have the building open 1 hour before and 1 hour after the scheduled event.
- 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 for clean-up.
- To maintain building security and to reduce confusion, only one entryway should be used on the evening of the event. Post a sign at the one entry door, directing adults and children to the same room (the room where the adult activity will occur, Appendix B4).
- Set up the adult activity room and the children's activity room for the planned activities (see below).
- Provide T-shirts and name tags for all staff and volunteers.

- Depending on the policy of the school, school custodial staff may need to be hired to help clean up.

#### **4.5.1.b. Set-up and Clean-up -- Adult Activity**

- The afternoon of the workshop, the Adult Activity Coordinator should post the sign on the one door that will be used as the entryway to that evening's workshop.
- Each food preparation station should accommodate 2 adults. Each pair of adults (or each station) will create 1/2 of the taco salad recipe. Each station will drain and rinse 1/2 pound of ground beef. Stations will share use of the electric frying pans. While one station is draining and rinsing the meat, the other station can be chopping the vegetables.

At each station, place:

- a large, empty, plastic bowl
- a large mixing spoon
- a plastic or metal table teaspoon
- a measuring mug
- a knife
- a cutting board
- two plastic colanders

At every other work station:

- place an electric frying pan
- ensure that all frying pan cords safely reach electrical sockets (with or without an extension cord)

At one or two central locations, place:

- spices
- ketchup
- cheese
- cheese grater

As children are leaving adult activity room, at each station place:

- 1/2 pound of ground beef
- lettuce
- tomatoes
- green peppers
- onions
- tortilla chips

At each frying pan, place:

- 2 quarts of hot water (in pitchers)
- large, empty institutional can for drained grease

#### 4.5.1.c. Set-up and Clean-up -- Children's Activity

- Set up long tables at back of the room.
- Secure wheeled cart(s) for bringing food into and out of the room.
- Check video equipment and cue videotape.

#### 4.5.2. Greet Families (20 minutes)

Complete the Registration Roster for all attendees (Appendix C4).

Have all participants complete a name tag for themselves:

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

<p>Sarah (Alice)</p>
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- c. Have mock name tags pre-made at the name tag making area (one showing child format, and one showing adult format).

Greet families. Pathways staff should ask the audience the following suggested questions to get some responses.

*Does anyone remember the goals of Pathways?*

*Which Tribal Nations are participating in Pathways?*

*What are the four components of Pathways?*

*Why should we be concerned about obesity prevention?*

Pathways staff:

- Discuss that the goal of the Family Workshops is for Pathways and families to work together to support healthful eating behaviors and increased physical activity.
- For Workshop II, explain that food preparation techniques demonstrated that night are currently being used by Food Service personnel to prepare breakfast and lunch for all children at this school.
- Explain the sequence of the evening's activities.

- Ask Children's Activity Coordinator to identify him/herself.
- Announce that all children are invited to follow the Children's Activity Coordinator to another area to watch a video, play some games, and make a healthy snack.
- Ask third graders to encourage the children who came with them to accompany them (the third graders) with the Children's Activity Coordinator to the children's activity room.
- Anticipate that some smaller children will remain in the adult activity room with their parent(s).

#### **4.5.3. Adult Activity: Low-fat food preparation (50 minutes)**

(At each site, Pathways staff and Food Service personnel should discuss who will demonstrate and discuss food preparation techniques.)

Have adults wash their hands and arrange themselves in twos at each work station.

Pathways staff will:

- Hand out packets.
- Discuss how low-fat meats are available in stores today:
  - labeled as 85% lean
  - chicken sold without skin, or you can purchase chicken with skin and remove the skin before cooking the chicken
- Discuss and demonstrate 3-ounce meat serving estimation techniques.

Food Service personnel or Pathways staff will:

- Demonstrate draining and rinsing meat with 1/2 pound of uncooked ground beef.
- Remind families to throw away drained fat.
- Review food safety:
  - cook meat until brown to kill any bacteria
  - avoid cross-contamination of utensils with raw meat
- Discuss how this method is used to prepare school meals.

Pathways staff and Food Service personnel will:

- Demonstrate taco salad preparation, while participants follow along making their own salads.
  - Ask two neighboring work stations to work together, sharing an electric frying pan to drain and rinse the ground beef, following the procedures demonstrated by Food Service personnel. It is strongly recommended that each work station have the experience of rinsing and draining their own 1/2 pound of ground beef.
  - Each station should follow the steps outlined in the taco salad recipe in Appendix C6.
- Join families in eating taco salad.

- c. Point out that this spiced, drained, and rinsed meat can be used in:
  - burritos
  - tacos
  - Indian tacos
 (See recipe variations suggested in Appendix C6.)
- d. Point out that this recipe could be modified to substitute
  - beans (e.g., whole pinto or kidney beans) for meat
  - or mix half beans and half drained and rinsed meat
- e. Encourage participants to try these variations with the spices provided in their packets.

Pathways staff should:

- a. Invite each adult to take home one of the colanders at their station.
- b. Ask adults to share extra colanders with other families.
- c. Ask adults their impression of the taco salad.
- d. If there are left-overs, encourage participants to take the remaining food home in the large ziplock bags.

Following completion of this workshop, participants will be able to:

- a. Identify a 3 ounce serving of meat.
- b. Identify method to remove excess fat from meat (drain and rinse).
- c. Make a low-fat taco salad.

#### **4.5.4. Children's Activity (50 minutes)**

Start children's activity with the video (15 minutes).

Follow the video with the activity session (Appendix C8) (15 minutes):

Ask third grade students to teach the Turn-Around Game to the other students.

- a. Children's activity coordinator should assist.
- b. After some practice, all children should play the game in unison.

Macarena:

- a. Pathways staff member should demonstrate the Macarena as taught at teacher training.
- b. Music should be played so children can dance in unison.

While activities are performed, one Pathways staff or volunteer should get the snack ingredients from the kitchen and wheel them to the children's activity room using a cart.

Preparation of low-fat snack by children for parents and children to enjoy together (25 minutes):

Led by Pathways staff.

Creation of low-fat yogurt sundae with banana and crushed graham cracker topping:

- a. Children create sundae for themselves.
- b. Children create sundae for each adult who accompanied them to the event.

Children should be asked what everyday foods are used in the making of this snack.

Sundaes should be placed on wheeled cart(s) to take to adult activity room.

#### 4.5.5. Closure to the Evening (20 minutes)

Children rejoin adults to share snack.

Children should be asked what everyday foods are used in the sundaes.

Families play Treasure Hunt.

1. Children are asked to get a specified object from their parents. The first child who brings the object to the front will be given a prize.
2. Between 3 and 5 objects should be incorporated into the game. The following objects are suggested:
  - a. Bottled water or water bottle containing water.
  - b. Sugarless gum.
  - c. An athletic shoe.
  - d. A white athletic sock.
  - e. A T-shirt indicating participation in a run and/or a walk.

**(NOTE: For this object, have child bring the adult *still wearing the T-shirt to the front with him/her; T-shirt should *not* be removed from the adult.)***

Individual field centers are free to think of other treasure hunt objects, but there should be an emphasis on objects that help us to be healthy.

3. Call out one object at a time.
4. Reward the first child who brings the requested object to the announcer/Pathways staff member with a door prize.
5. Once a child has won once, he/she cannot continue to play.
6. Suggested door prizes:
  - a. Frisbee.
  - b. Utility ball.
  - c. 4-pack of diet Snapple or Nestea.
  - d. 10-pound bag of oranges.

Pathways staff thank everyone for participating.

Pathways staff pass out pencils and evaluation forms (Appendix C9).

Adults (everyone 16 and older) and children (from third graders through 15-year-olds) complete an evaluation form.

#### **4.6. Data Management/Entry/Transfer for Workshop II**

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 sites’ Project 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.

## **5. Final Celebration**

## 5. THIRD GRADE FAMILY ENDING CELEBRATION

### 5.1. Objectives

The primary objectives of the Third Grade Ending Celebration are:

- The Pathways staff will recognize the participation of third grade students and their families, teachers, school food service staff, other school staff, and volunteers in Pathways.
- The participants will eat a school lunch which demonstrates the lower fat practices of the school food service.
- The third grade students will lead at least two Pathways physical activities to demonstrate moderate-to-vigorous physical activity.

This ending celebration is the culminating event of the Pathways third 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 physical activities (e.g., exercise breaks, modified American Indian games) are chosen by the third grade students in Week 12 of the curriculum.

Over about a 2-week period, three invitations as part of family packs and as handouts will be sent to the third grade students' families. 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 event will last about 1 hour. Family members will register upon entering. The celebration will begin with a welcome and a blessing (optional; depends on school policy) followed by a school lunch. After this, all third grade students will be awarded certificates of completion and Pathways water bottles. Students will lead their chosen physical activities which may or may not be participatory. The celebration concludes with closing remarks and door prizes.

Because of school characteristics, class size, number of third 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 (e.g., optional).

### 5.2. Logistics

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

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

- 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.
- Provide invitation flyers (Appendix A) 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 12B (Appendix B).
- Send a confirmation letter to the 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/plastics dishes/utensils, if necessary.

Week prior (after Lesson 12B):

- Collect completed certificates from classroom teachers, if not completed at review visit.
- Verify with the teachers that the invitations went home with the Family Pack.
- Collect returned RSVPs. (Optional.)

#### 5.4. 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, volunteer's, 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 physical activity mentor: The mentor's involvement is encouraged, but is 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 12B of the third grade curriculum teacher's manual. The students will select (Week 12) at least two Pathways physical activities to lead during the event. The students will also take home the invitation (Week 11) and reminder flyers (after Week 12), as well as fill out the official invitation (Week 12) to their family members. Teachers will collect RSVPs if the site opts for this method. The Third Grade Teacher's Manual suggests that students write letters to school staff after the celebration to thank them for making Pathways happen. The teachers could help with registration of family members and could participate in the award ceremony itself by helping students lead the physical activities and with the awarding of the certificates. Teachers will sign the certificates of completion.

Volunteers: Volunteers could help with setup, registration, directing participation, and clean up. Each site will determine the need for volunteer help.

food. Food should be ordered at least one month in advance. An order form (Family Food Service Order Form) is provided in Appendix E. This will require an estimate of participants based on previous family attendance records and the number of school and Pathways staff. Pathways staff 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. If the site opts for RSVPs on invitations, a better estimate of participation may be provided to the school food service.

An optional activity is the preparation 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 event 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 also needs to be added. The process for completing the certificates may vary by site but involves the classroom teacher. Time should be allowed in advance of the event for verifying the accuracy and completeness of the certificates. 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 student receives a Pathways water bottle. These should also be available in the site's inventory. A sufficient quantity should be available and set aside prior to the event.

#### Pathways physical activities:

During Week 12, the classroom teacher asks the students to select two Pathways physical activities (e.g., modified American Indian games, exercise breaks) 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.

The demonstration of the two activities is required. In addition, sites may decide to turn these demonstrations into participatory events, involving adults. This will be influenced by time, location, staffing, and equipment.

### 5.5.3. 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 D for sample). Student names from the class roster may be typed on the form.

#### Invitations:

- Copy invitation flyer (Week 11) (Appendix A); optional-individualize invitation flyer, add RSVP.
- Obtain incentives (e.g., pencils) for RSVP. (Optional.)
- Copy reminder flyer (Appendix C); optional- individualize invitation flyer, add RSVP.
- Obtain copies of student's invitation to family from site inventory. (Week 12B) (Appendix B).

#### 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 E.
- 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/paper ware can be purchased to ease burden on school staff. Will vary by site/school.

#### Certificates and awards:

- Printed certificates from the Coordinating Center; need to complete date and signatures of Pathways staff and teacher.
- Pathways water bottles; check site inventory for quantity.

### 5.6.2. Registration

As family members enter the location, ask them to register. Pathways staff, teachers, or volunteers can help with registration. At this time distribute raffle/door prize tickets to each adult family member.

During this time, teachers and a Pathways staff will help escort the children 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.

### 5.6.3. 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.

### 5.6.4. Blessing (about 5 minutes) (optional)

Each site will check with school administration the school's policy regarding 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/public.

### 5.6.5. Lunch (about 20 minutes)

After the blessing, preface 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 Coordinator should collect the registration rosters and give to the site's Process Evaluation Coordinator (See Pathways Procedures for Process Evaluation, Appendix 1, for more detail).

Teachers are reminded in the third grade curriculum manual (page 12B-8) that after the Pathways celebration 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.

#### 5.9. Data Management/Entry/Transfer

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 summary form. Completed and reviewed form is then given to the site's Project Coordinator who is responsible for seeing that it is 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 2 weeks of data collection. All forms are to be stored securely and confidentially at each site.

## **APPENDIX A1**

### **Site-Specific Flyers**

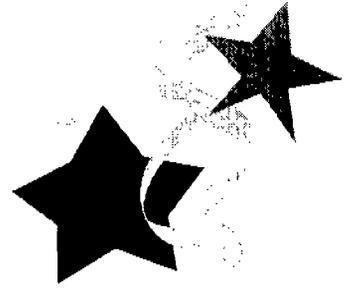
Flyer (approximate size shown) should be duplicated and sent home with children two weeks before the scheduled event.

Same flyer enlarged to poster size (suggested 18" X 48") should be hung in the classroom to remind children of the event.



**You're Invited  
to**

**PATHWAYS**



**Family Fun Night!**

**All third graders and their families  
please come to find out how healthy  
eating and exercise are fun**

**Games!**

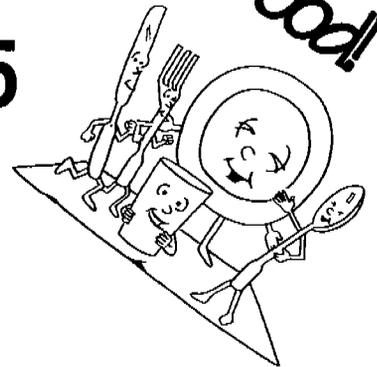


**Tuesday**

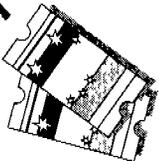
**September 26, 1995**

**5:30 pm**

**Food!**



**Door Prizes!**



**Wounded Knee School**

**Gym**

**It's all Free!**

**Line  
Dancing**



## **APPENDIX A2**

### **Site-Specific Flyers**

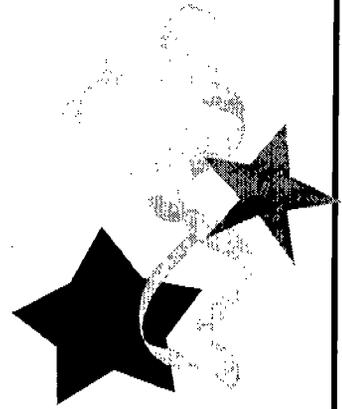
A second flyer should be duplicated and sent home with children the day before the workshop.



# Don't Forget!

# *PATHWAYS*

# Third Grade



# Family Fun Night!

Tomorrow night September 26, 1995

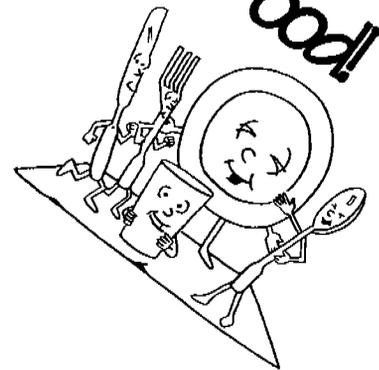
The fun starts at 5:30 pm!

Games!

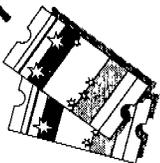


**It's all Free!**

Food!



Door Prizes!



Wounded Knee School  
Gym

Line  
Dancing



**APPENDIX A3**

**Entry Door Sign**

**Welcome  
to**

**PATHWAYS**

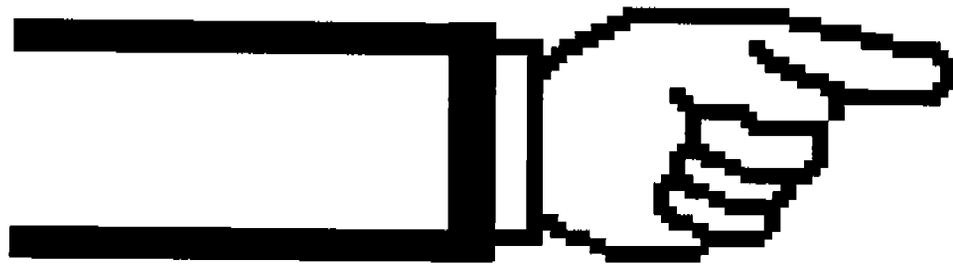
**Family Fun Night!**

**PLEASE GO  
TO THE GYM**



**WELCOME TO  
*PATHWAYS*  
FAMILY FUN NIGHT!**

**PLEASE GO  
TO THE CAFETERIA**



**WELCOME TO  
PATHWAYS  
FAMILY FUN NIGHT!**

## **APPENDIX A4**

### **Statement of Pathways' Goals**



# 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
- Tohono O'odham Nation, Arizona
- Gila River Indian Community, Arizona
- Oglala Lakota Nation, South Dakota
- Sicangu Lakota Nation, South Dakota
- Navajo Nation, New Mexico, Utah and Arizona

Pathways is a program with five Universities:

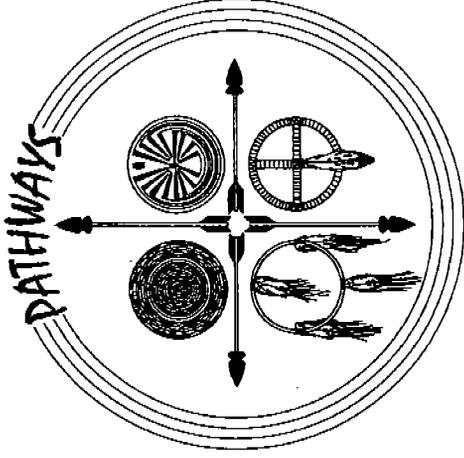
- Johns Hopkins University
- University of Arizona
- University of Minnesota
- University of New Mexico
- University of North Carolina

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

## **APPENDIX A5**

### **Booth #1 Materials**

# Booth #1



# How much fat is in your food?

12 Grams  
Fat

Oscar Meyer bologna (1 slice)

9 Grams  
Fat

sharp cheddar cheese (1" cube)

8 Grams  
Fat

Monterey Jack cheese (1" cube)

5 Grams  
Fat

mozzarella part-skim cheese (1" cube)

4 Grams  
Fat

Oscar Meyer light bologna (1 slice)

2.5 Grams  
Fat

1 Arizona flour tortilla (1 tortilla)

1 Gram  
Fat

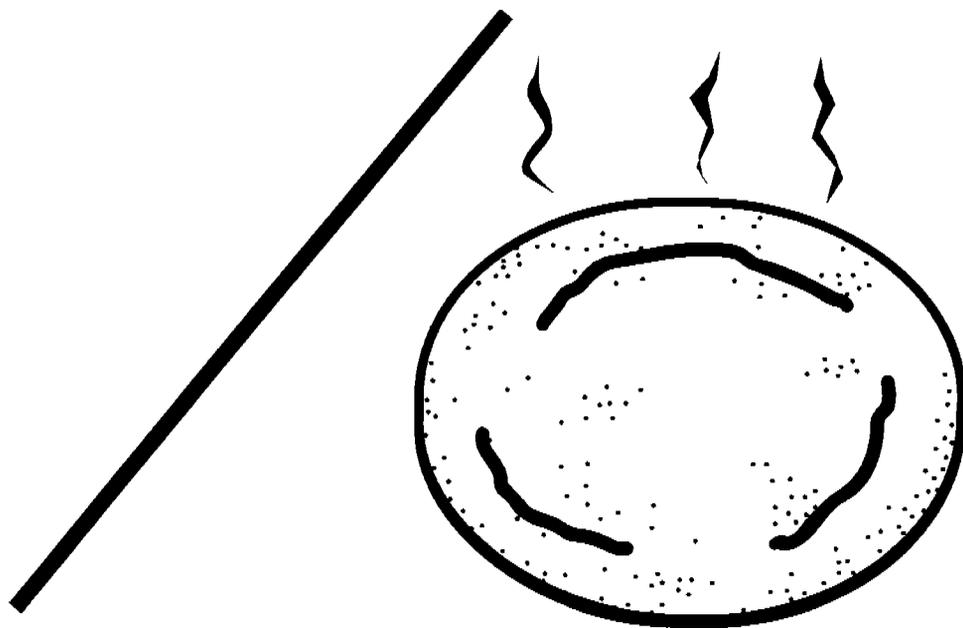
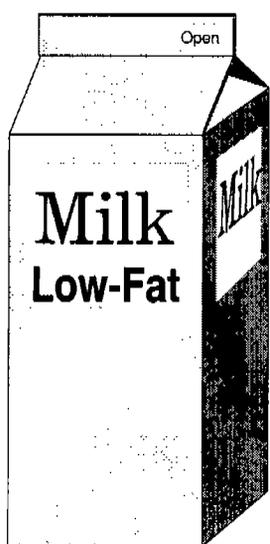
Tennie-O turkey bologna (1 slice)

## **APPENDIX A6**

### **Booth #2 Materials**

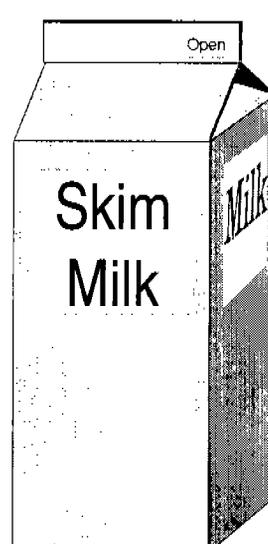
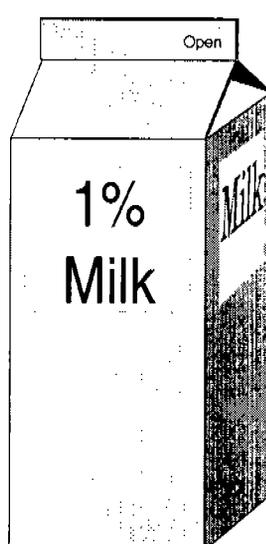
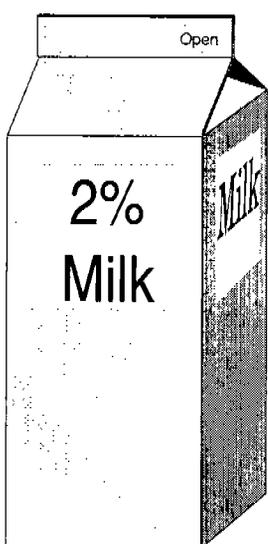
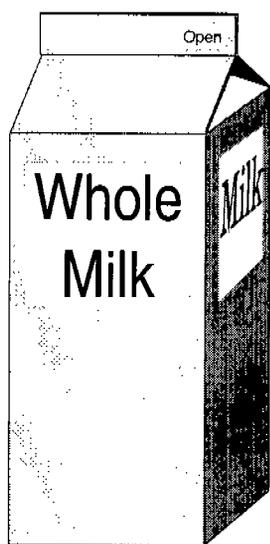
# Booth #2

# Change to Low-Fat milk/fry bread





# What's in a cup of milk?



## Protein

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

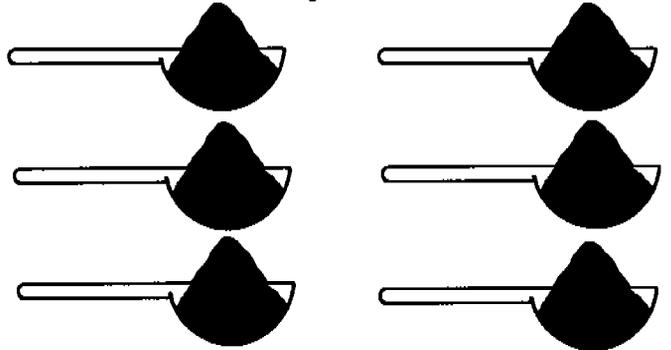
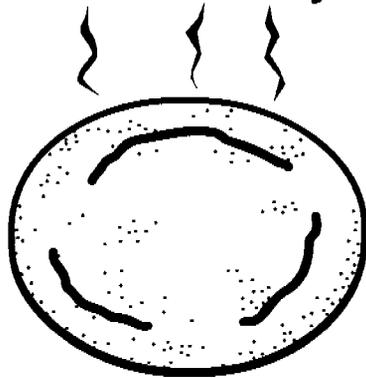
## Fat

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

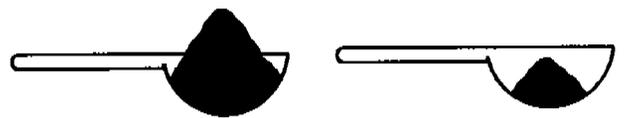
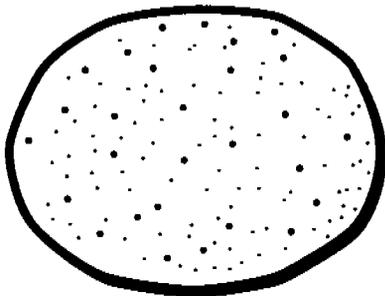


# How much *fat* is in the bread you eat?

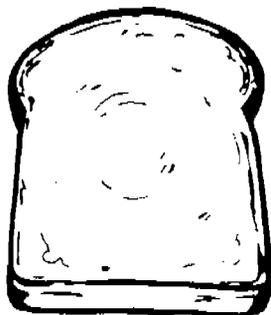
6 inch diameter fry bread contains 6 teaspoons of fat.



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



1 slice of bread contains 1/8 teaspoon of fat



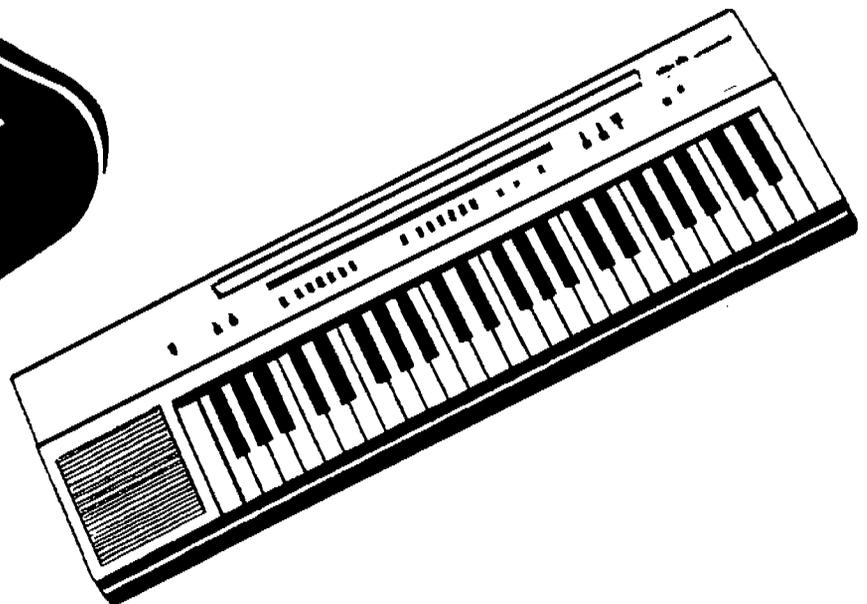
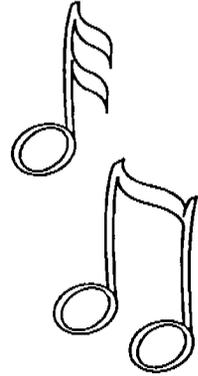
**APPENDIX A7**

**Booth #3 Materials**

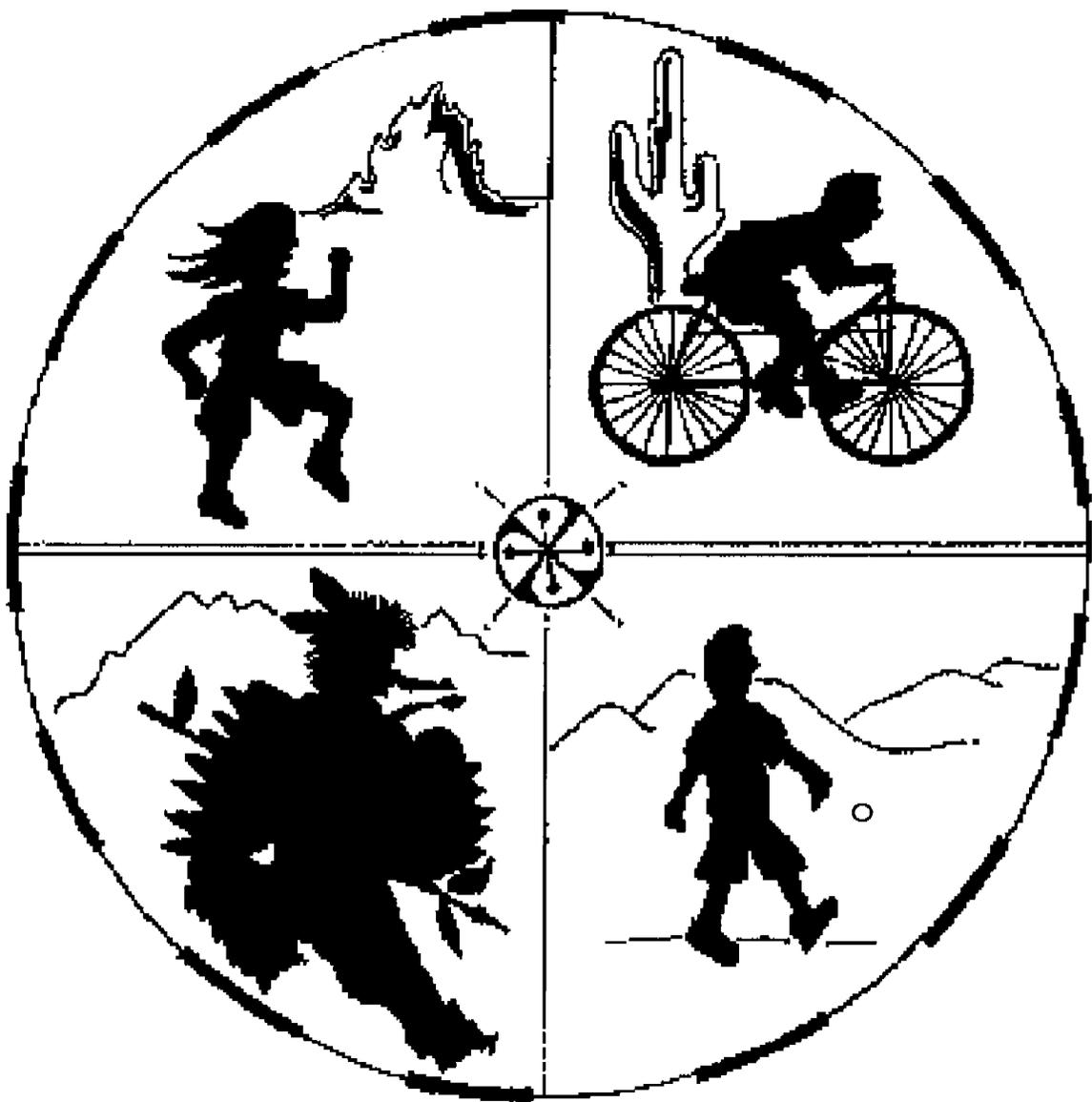
# Booth #3



# Join the Line



**There are many fun  
activities to keep  
yourself active**





# Exercise and You



## How does exercise help you?

You may have heard that exercise lowers your risk of heart disease and helps control your blood pressure and your cholesterol level.

## Exercise also helps you to:



Control your weight



Feel good about yourself



Relax and sleep better



Improve your muscle tone and strength



Reduce your risk of illness





# How do I get started with exercise?

**Choose fun exercises that you enjoy.**

Do you like to exercise indoors or outdoors?

**Indoor ideas:**



running in place



dancing



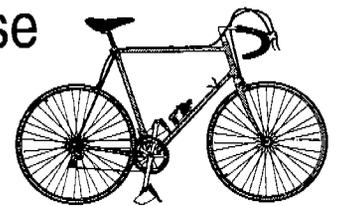
jump roping



aerobics



cleaning house



**Outdoor ideas:**



walking



playing soccer



bicycling



jogging



gardening

Do you like to exercise alone or with someone else?  
An exercise buddy can support and encourage you.



# Important tips for exercising

1. Start slowly if you have not exercised for awhile.
2. Remember to "warm up" before exercising and "cool down" after exercising.



 *Warm up* includes stretching your muscles and beginning slowly, building up to a faster pace.

 *Cool down* includes stretching your muscles and slowing down your pace until you are relaxed.

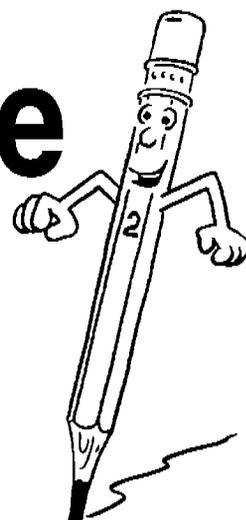
3. To help you stick with the type of exercise you choose, remember to:

 Choose a time you are more likely to stick with exercising.

 Reward yourself for exercise.



# My Exercise Plan



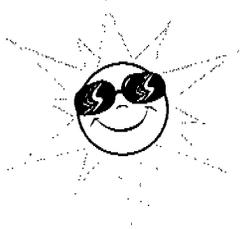
Sometimes "getting started" with an exercise routine is the hardest part. It helps to have an exercise plan!

I will begin my exercise routine: \_\_\_\_\_  
(day of week you will exercise)

What's your favorite exercise? \_\_\_\_\_

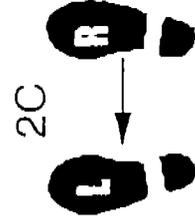
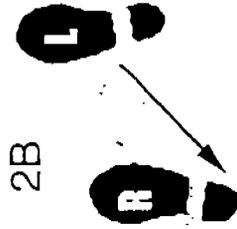
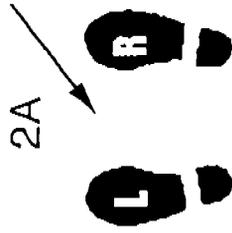
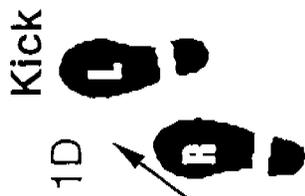
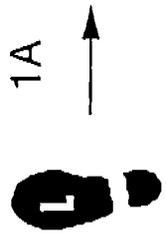
How many days a week will you exercise? \_\_\_\_\_

At what time will you exercise? \_\_\_\_\_  
(time of day)



**Good Luck!**

# Steps to 2-Steppin'



3A



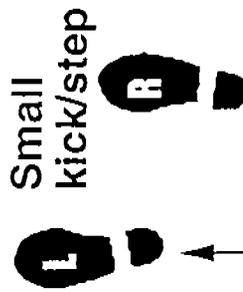
3B



3C



3D



4A



4B



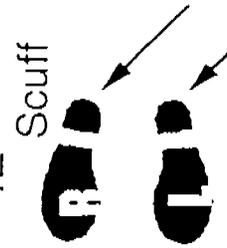
4C



4D



4E



**APPENDIX A8**

**Booth #4 Materials**

# Booth #4

# **Traditional and Contemporary Healthful Foods**



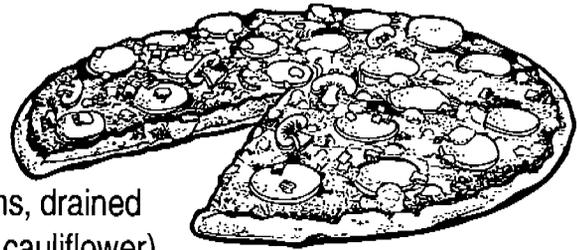


# PATHWAYS Recipe

## Snack Pizzas

Preheat oven to 400°

- 1 package english muffins
- 3/4 cup tomato sauce
- 1 teaspoon oregano
- 1 cup chopped fresh or canned mushrooms, drained  
(or other vegetables - spinach, broccoli, cauliflower)
- 1/2 cup grated low-fat mozzarella or cheddar cheese



1. Mix the tomato sauce and the oregano in a measuring cup. Spoon some on each muffin.
2. Spoon the mushrooms or other veggies over the tomato sauce.
3. Sprinkle with the cheese.
4. Bake about 5 minutes or until the cheese melts



# PATHWAYS Recipe

## Fruit in Cones

- 8 large sugar ice-cream cones
- 6 cups assorted fresh fruit (blueberries, raspberries, orange segments, sliced bananas, kiwi, peaches, strawberries)
- 3 tablespoons honey
- 3 tablespoons granola

1. Fill each cone with about 3/4 cup fruit (enough to fill to rim).
2. Drizzle with honey
3. Sprinkle with granola.

**Health tip:** This recipe is fun and easy to do. It's a great substitute to higher-fat ice cream and the kids will love making this *and* eating it!

Source: Betty Crocker - Quick-to-Fix Cookbook, July 1994.  
"Apaches Celebrate Healthy Food," Coordinated by Tribal Health  
Authority Food Stamp Nutrition Education Program.



# PATHWAYS Recipe

## Turkey Tortilla Soup

- 3 6-inch corn tortillas, or a handful of tortilla chips
- 2 tablespoons vegetable oil
- 1 small onion, chopped
- 2 tablespoons tomato puree
- 4 cups chicken broth, well seasoned
- 1/4 cup fresh parsley, chopped
- 1 jalapeno pepper, seeded, finely chopped
- 1 cup cooked turkey, cut up
- 1/4 teaspoon lemon juice
- 1 dash cayenne pepper
- grated, reduced-fat cheddar cheese

(over)



# PATHWAYS Recipe

This recipe calls for chicken or turkey broth. Broth can be bought or home made. Heat oil in large saucepan or Dutch oven. Saute onion in oil until soft. Stir in tomato puree, broth, parsley, jalapeno pepper, turkey, lemon juice, cayenne pepper, and cut tortilla strips or chips. Bring to a boil; reduce heat and simmer 15 minutes, stirring occasionally. Ladle into bowls and top with a small amount of grated cheese.

**Health tip:** Try adding some vegetables to the above recipe. Carrots, celery, leeks, and red pepper add color, taste, vitamins, minerals, and fiber; however **DO NOT** add calories!

Source: The California Poultry Industry Federation



# PATHWAYS Recipe

## Apple Raisin Salad

### SALAD

- 2 cups chopped apples
- 1-1/2 teaspoon fresh lemon juice
- 1/3 cup chopped celery
- 1/4 cup raisins
- 3 tablespoons chopped walnuts

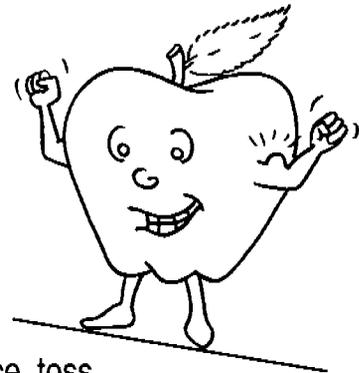
1. Place apples in medium bowl. Sprinkle with the lemon juice, toss.
2. Add the celery, raisins and walnuts.

### DRESSING

- 1/3 cup fat-free vanilla yogurt
- 1/4 cup frozen reduced-calorie whipped topping, thawed
- 1/2 teaspoon grated lemon peel
- 1/8 teaspoon ground nutmeg

1. Place yogurt in small bowl, add whipped topping and gently fold.
2. Gently fold in lemon peel and nutmeg. Add dressing to salad mixture and toss well.

(over)





# PATHWAYS Recipe

This dish is very refreshing. It may be served with your meal or as dessert.

**Health tip:** By using fat-free yogurt instead of mayonnaise, you will be *greatly* decreasing the fat content of this recipe.

Source: "Apaches Celebrate Healthy Food," Coordinated by Tribal Health Authority Food Stamp Nutrition Education Program.



# PATHWAYS Recipe

## Raisin Carrot Salad

- 1/2 cup raisins
- 3 cups grated carrots
- 1 can (8 ounce) drained crushed pineapple in its own juice
- 1 cup fat-free vanilla yogurt
- 1 teaspoon grated orange peel
- 2 teaspoons **or** one package of sugar substitute

### SALAD

1. In a large bowl, combine carrots, pineapple, and raisins.
2. Add dressing to salad and toss well.

### DRESSING

1. In a small bowl, combine yogurt, sugar, and orange peel. Use wire whisk to mix.



(over)



# PATHWAYS Recipe

**Health tip:**

The caloric content of this recipe has been reduced by using canned pineapple without syrup; fat-free yogurt instead of mayonnaise; and sugar substitute instead of sugar. Try similar ideas in the preparation of other foods.

Source: "Apaches Celebrate Healthy Food," Coordinated by Tribal Health Authority Food Stamp Nutrition Education Program.

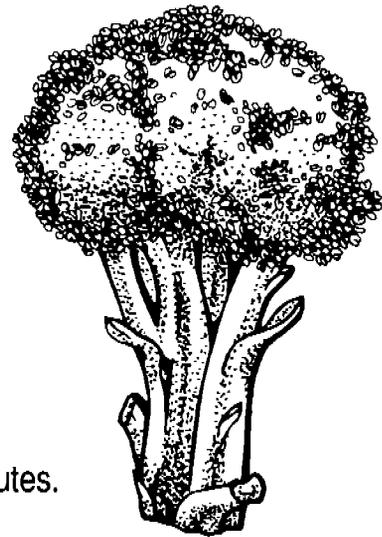


# PATHWAYS Recipe

## Broccoli Rice Casserole

Preheat oven to 350°

- 1 tablespoon vegetable oil
- 1 cup chopped onions
- 1 pound fresh or frozen broccoli pieces
- 1 can (10 ounces) cream of mushroom soup
- 1/4 cup milk
- 1 cup cooked rice
- 1 tablespoon grated Parmesan cheese



1. Heat oil in saucepan. Add onions and cook until soft.
2. Add broccoli to onions, cook over moderate heat for 2 minutes.
3. Blend soup and milk together and add to broccoli mixture.
4. Add cooked rice to mixture. Cook and stir over low heat until hot and mixed.
5. Place mixture in a light greased 1-1/2 or 2- quart baking pan.
6. Sprinkle Parmesan cheese evenly over the top of the broccoli mixture.
7. Uncover and bake for 35-40 minutes or until the casserole is bubbly and broccoli is cooked.

(over)



# PATHWAYS Recipe

**Health tip:** Try serving as a main course with a salad or as a side dish.

Source: The New Diabetic Cookbook - Mabel Gayaiani  
"Apaches Celebrate Healthy Food," Coordinated by Tribal Health  
Authority Food Stamp Nutrition Education Program.



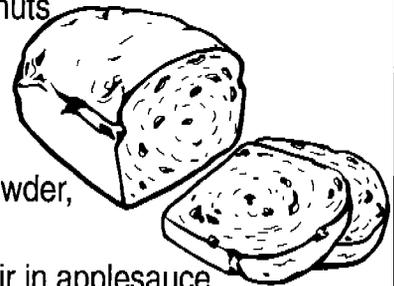
# PATHWAYS Recipe

## Whole-Wheat Zucchini Bread

Preheat oven to 350°

1	cup all-purpose flour	1/4	teaspoon ground cloves
1	cup whole-wheat flour	6	egg whites
1	cup sugar	1/2	cup unsweetened applesauce
2	teaspoons baking powder	1/2	cup 1% milk
1-1/2	teaspoons ground cinnamon	1	teaspoon vanilla
1	teaspoon baking soda	1-1/2	cups shredded, unpeeled zucchini
1/4	teaspoon salt	1/2	cup chopped walnuts
1/4	teaspoon ground nutmeg		

1. Spray a 9"x5"x3" loaf pan with no-stick spray.
2. In a large bowl mix flour, whole-wheat flour, sugar, baking powder, cinnamon, baking soda, salt, nutmeg, and cloves.
3. In another large bowl, beat the egg whites until foamy and stir in applesauce, milk, and vanilla. Next, add zucchini and mix well.
4. Add liquid mixture to the flour mixture and stir just until moistened. Fold in walnuts.
5. Pour the batter into baking pan and bake for 40-50 minutes or until toothpick inserted in the center comes out clean.



(over)



# PATHWAYS Recipe

**Health tip:**

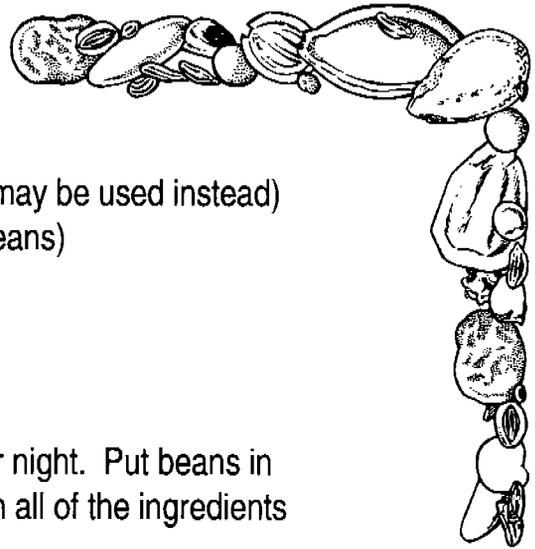
Serve as a healthy substitute to other cakes. It is much more nutritious than chocolate cake and no one will know about the zucchini unless you tell them.

Source: "Apaches Celebrate Healthy Food," Coordinated by Tribal Health Authority Food Stamp Nutrition Education Program.



# PATHWAYS Recipe

## Your Favorite Beans



- 2 cups pinto beans (other dry beans or peas may be used instead)  
(1 cup dry beans = 4 cups cooked beans)
- 2 quarts water
- 1 small onion, chopped
- salsa (to taste)

For additional flavor, the ingredients can soak over night. Put beans in pot and cover with water. Cook over slow heat with all of the ingredients until done. Add salsa.

**Health tip:** This food is rich in fiber and low in fat!

Source: Tohono O'odham DHS



# PATHWAYS Recipe

## Applesauce Cake

Preheat oven to 350°

6	tablespoons reduced-calorie margarine	2	cups all-purpose flour
	liquid sugar substitute to equal 1 cup sugar	1	egg, beaten
1	teaspoon baking soda	1	teaspoon cinnamon
1	cup cold unsweetened applesauce	1/2	teaspoon nutmeg
1/2	teaspoon cloves	6	tablespoons raisins
6	small walnuts, chopped		

Cream margarine with sugar substitute. Combine soda and applesauce, and add to margarine mixture. Add remaining ingredients; stir just until blended (do not over mix). Pour into non-stick 7" x 11" baking pan. Bake at 350 degrees for 40-50 minutes.

**Health tip:** By using reduced-calorie margarine, sugar substitute, and unsweetened applesauce, you have decreased the calorie content of this cake considerably! Try these ideas when you are preparing other foods.

Source: Tohono O'odham DHS



# PATHWAYS Recipe

## Southwest

### Chicken Lasagna

1 package (10 ounce) lasagna noodles

#### SAUCE:

4 egg whites, lightly beaten

3 cups fat-free cottage cheese

1/3 cup chopped parsley

3 tablespoons canned diced green  
chili peppers

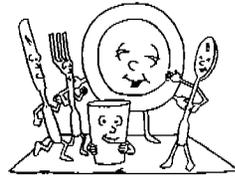
2 cloves garlic, minced

1 pound cooked chicken breasts cut into bite-size pieces

1-1/2 cups (6 ounces) finely shredded reduced-fat cheddar cheese

1 cup (4 ounces) finely shredded reduced-fat Monterey Jack cheese

No-stick cooking spray



1 can (10 ounce) enchilada sauce

1 cup chopped onions

1 tablespoon chili powder

1-1/2 teaspoon ground cumin

1/4 teaspoon ground black pepper

1 whole chopped red or green pepper

Source: Tohono O'odham DHS

(over)



# PATHWAYS Recipe

1. Cook noodles according to directions on package. Drain and set aside.
2. While noodles are cooking, mix together the egg whites, cottage cheese, parsley and chili peppers in a bowl. Set aside. Cook chicken over high heat in a large skillet and set aside.
3. In same skillet, lightly spray no-stick cooking spray then add onions, red or green peppers, and garlic. Cook over medium heat until tender.
4. Add enchilada sauce, chili powder, cumin, and black pepper. Bring to a boil. Reduce heat and simmer for 10 minutes. Leave uncovered and continue stirring.
5. Lightly spray a 13"x9"x2" baking pan with no-stick cooking spray.
6. Layer baking pan with 4 noodles, then spread half of the cottage cheese mixture. Top with half of the sauce mixture plus 1/2 cup of chicken and sprinkle 1/2 of both cheeses.
7. Repeat layers with noodles, cottage cheese mixture, sauce mixture, and cheeses.
8. Cover with foil. Bake for 50 minutes or until bubbly. Let stand for 15 minutes before serving.

This recipe can be put together ahead of time and refrigerated.

The leftovers taste great when reheated.

**Health tip:** This lasagna has a much lower fat content than "regular lasagna" as you are not using egg yolks, you are using chicken instead of beef, and the cheeses have reduced fat! Try using similar ideas in other recipes!



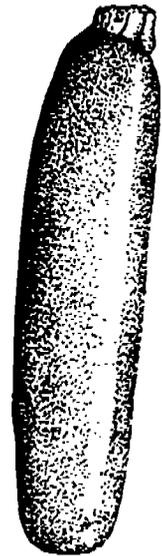
# PATHWAYS Recipe

## Zucchini & Meat Casserole

- |     |                         |     |  |
|-----|-------------------------|-----|--|
| 1/2 | pound lean ground beef  | 1   | medium onion, chopped  |
| 1/2 | cup chopped green chile | 1/2 | teaspoon salt  |
| 1   | cup whole kernel corn   | 2   | pounds fresh zucchini, unpeeled,<br>cut into cubes or slices |

Brown meat in skillet and drain off any extra fat. Add onion and cook until soft but not brown. Add corn, chile, and salt and let cook 15 minutes. Add zucchini and simmer 20 minutes.

**Health tip:** By using lean beef and draining off any extra fat, you have reduced both calories and fat! Try to always purchase lean beef and drain after cooking.



Source: Tohono O'odham Nation Health Department



# PATHWAYS Recipe

## Honey-Oat Bars

- 1/4 cup sugar
- 1/4 cup (1/2 stick) margarine
- 1/3 cup honey
- 1/2 teaspoon ground cinnamon
- 1 cup diced dried fruit and raisin mixture
- 1-1/2 cups Wheaties cereal
- 1 cup quick-cooking oats
- 1/2 cup sliced almonds

1. Lightly spread butter in square pan 9"x9"x2".
2. Heat sugar, margarine, honey, and cinnamon to boiling in 3-quart saucepan over medium heat. Stir constantly.
3. Boil and stir 1 minute then remove from heat. Add dried fruit.
4. Stir in remaining ingredients. Press mixtures in pan using back of wooden spoon.
5. Cool completely then cut into bars.

(over)



# PATHWAYS Recipe

**Health tip:** The bars are much more nutritious and have fewer calories than candy bars. They make a great snack food or dessert for both children and adults.

Source: "Apaches Celebrate Healthy Food," Coordinated by Tribal Health Authority Food Stamp Nutrition Education Program.

**APPENDIX A9**

**Booth #5 Materials**

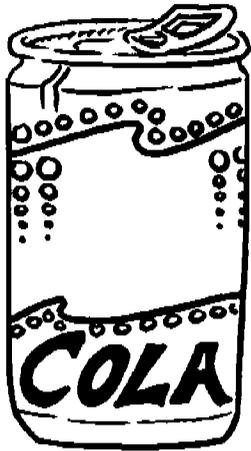
# Booth #5

**Try it – *diet* POP**





# How much sugar is in your drinks?




= 27 grams of sugar




= 16 grams of sugar



= 0 grams of sugar

## **APPENDIX A10**

### **Booth #6 Materials**

# Booth #6

# BINGO

## PATHWAYS BINGO!

B I N G O

		Free Space		

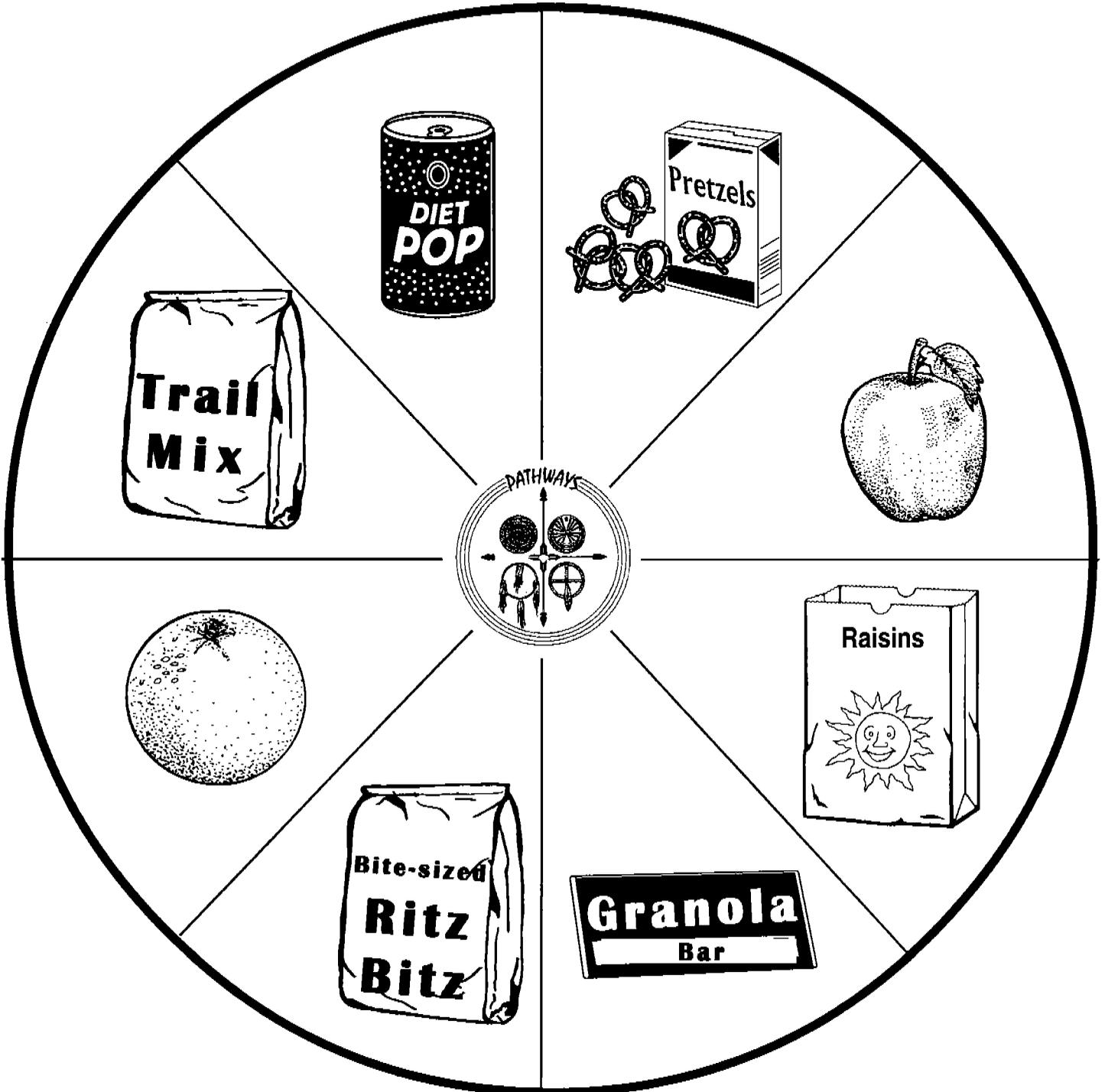
**APPENDIX A11**

**Booth #7 Materials**

# Booth #7



# Wheel of Healthy Snacks



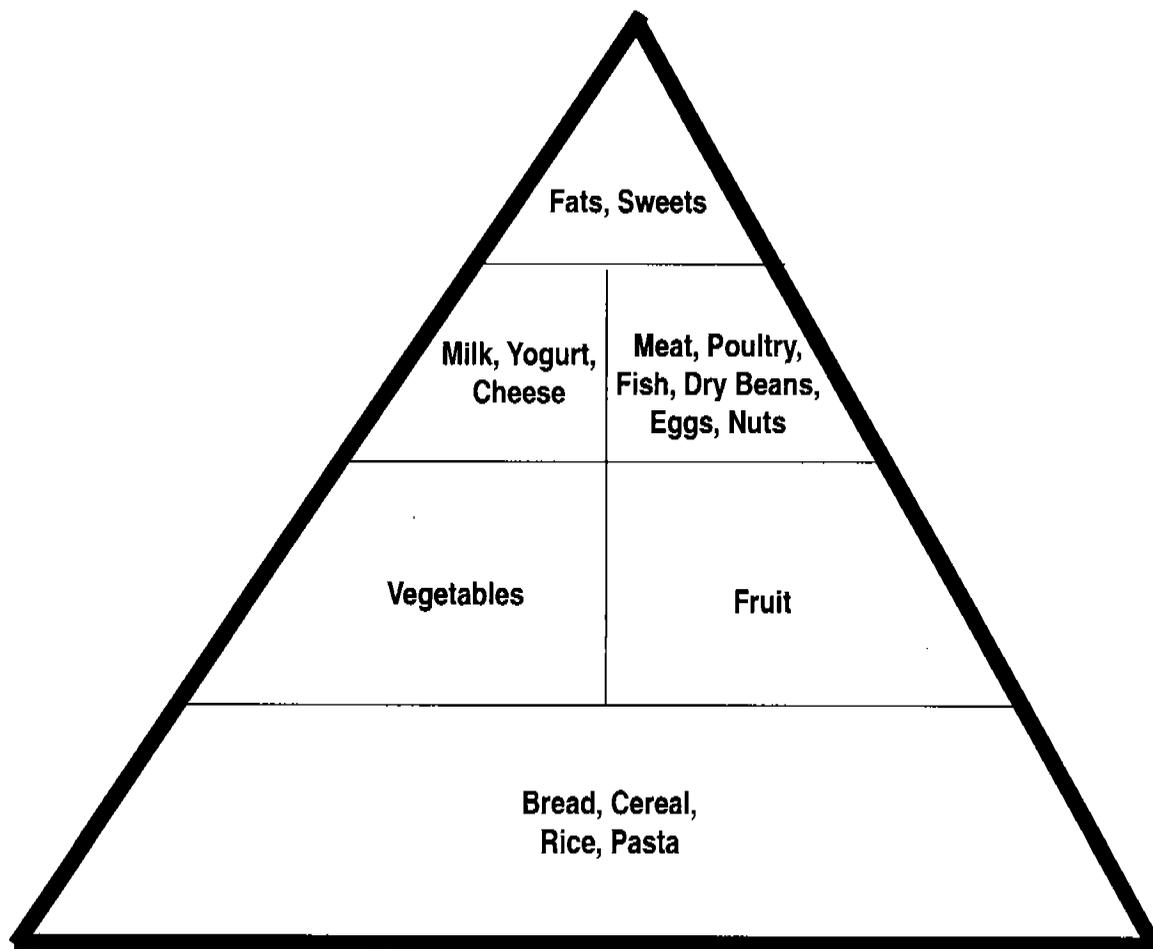
**APPENDIX A12**

**Booth #8 Materials**

# Booth #8

# Food Pyramid

## Bean Bag Toss



# Food Guide Pyramid

## *A Guide to Daily Food Choices*

### Key

- Fat (naturally occurring and added)
- ▼ Sugars (added)

These symbols show fat and added sugars in foods. They come mostly from the fats, oils, and sweets group. But foods in other groups—such as cheese or ice cream from the milk group or french fries from the vegetable group—can also provide fat and added sugars.

Fats, Oils, & Sweets  
**USE SPARINGLY**

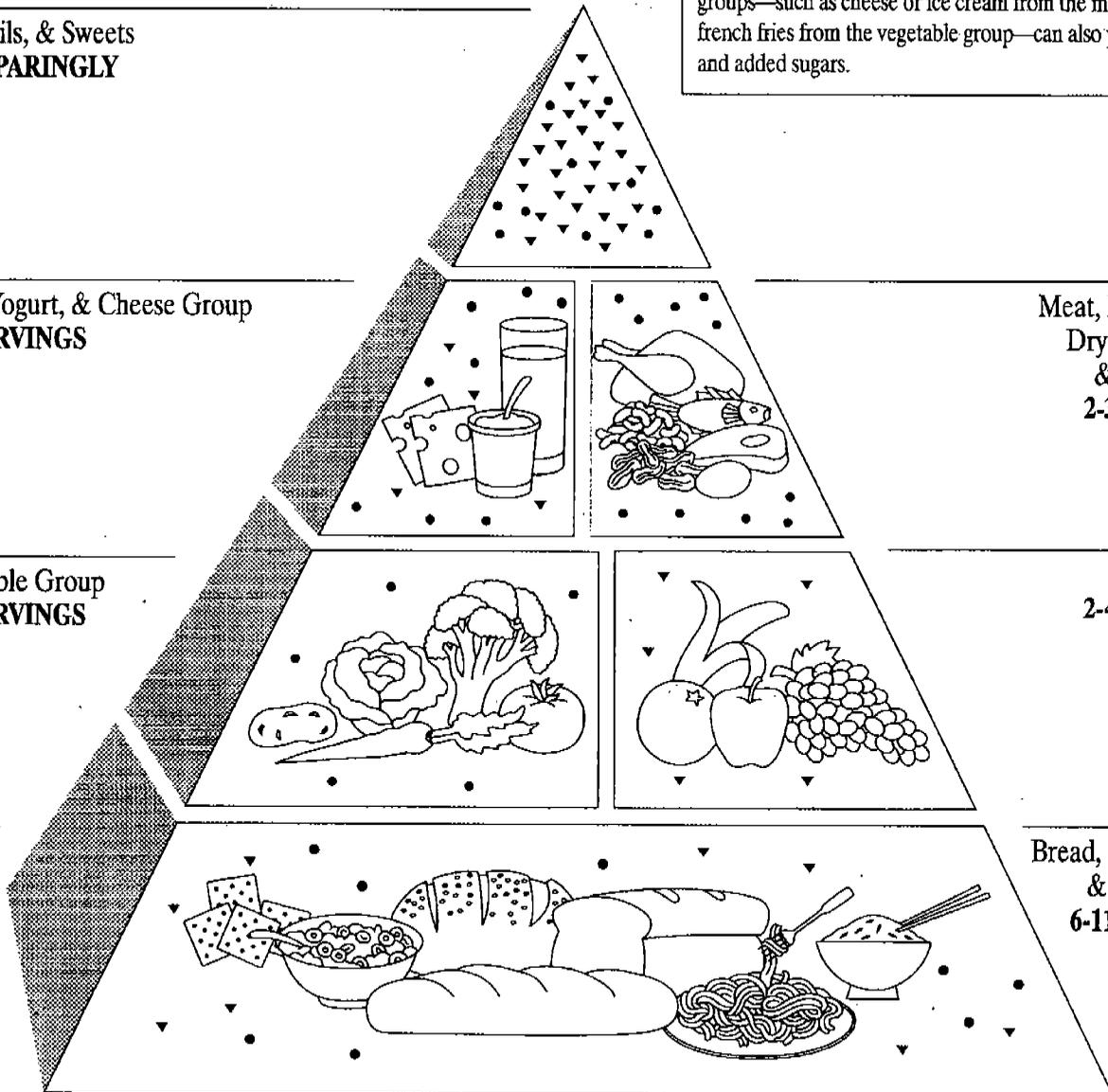
Milk, Yogurt, & Cheese Group  
**2-3 SERVINGS**

Meat, Poultry, Fish,  
Dry Beans, Eggs,  
& Nuts Group  
**2-3 SERVINGS**

Vegetable Group  
**3-5 SERVINGS**

Fruit Group  
**2-4 SERVINGS**

Bread, Cereal, Rice,  
& Pasta Group  
**6-11 SERVINGS**



# Food Guide Pyramid

## A Guide to Daily Food Choices

### What's the Best Nutrition Advice?

It's following the Dietary Guidelines for Americans. These are seven guidelines for a healthful diet—advice for healthy Americans 2 years of age or more. By following the Dietary Guidelines, you can enjoy better health and reduce your chances of getting certain diseases—such as heart disease, high blood pressure, stroke, certain cancers, and the most common type of diabetes. These Guidelines are the best, most up-to-date advice from nutrition experts.

- Eat a variety of foods.
- Maintain healthy weight.
- Choose a diet low in fat, saturated fat, and cholesterol.
- Choose a diet with plenty of vegetables, fruits, and grain products.
- Use sugars only in moderation.
- Use salt and sodium only in moderation.
- If you drink alcoholic beverages, do so in moderation.

### What is the Food Guide Pyramid?

The Food Guide Pyramid is an outline of what to eat each day based on the Dietary Guidelines. It's not a rigid prescription but a general guide that lets you choose a healthful diet that's right for you.

The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain healthy weight.

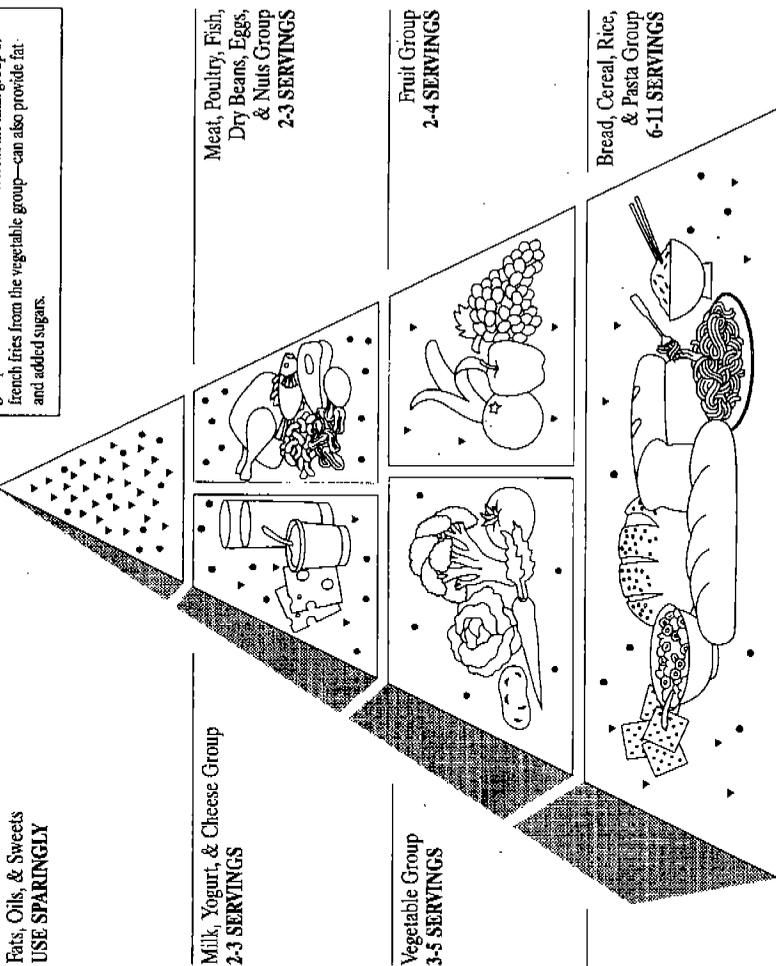
Use the Pyramid to help you eat better every day... the Dietary Guidelines way. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add 2-3 servings from the milk group and 2-3 servings from the meat group. Remember to go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

### The Food Guide Pyramid A Guide to Daily Food Choices

**Key**

- Fat (naturally occurring and added)
- ▼ Sugars (added)

These symbols show fat and added sugars in foods. They come mostly from the fats, oils, and sweets group. But foods in other groups—such as cheese or ice cream from the milk group or french fries from the vegetable group—can also provide fat and added sugars.



### Looking at the Pieces of the Pyramid

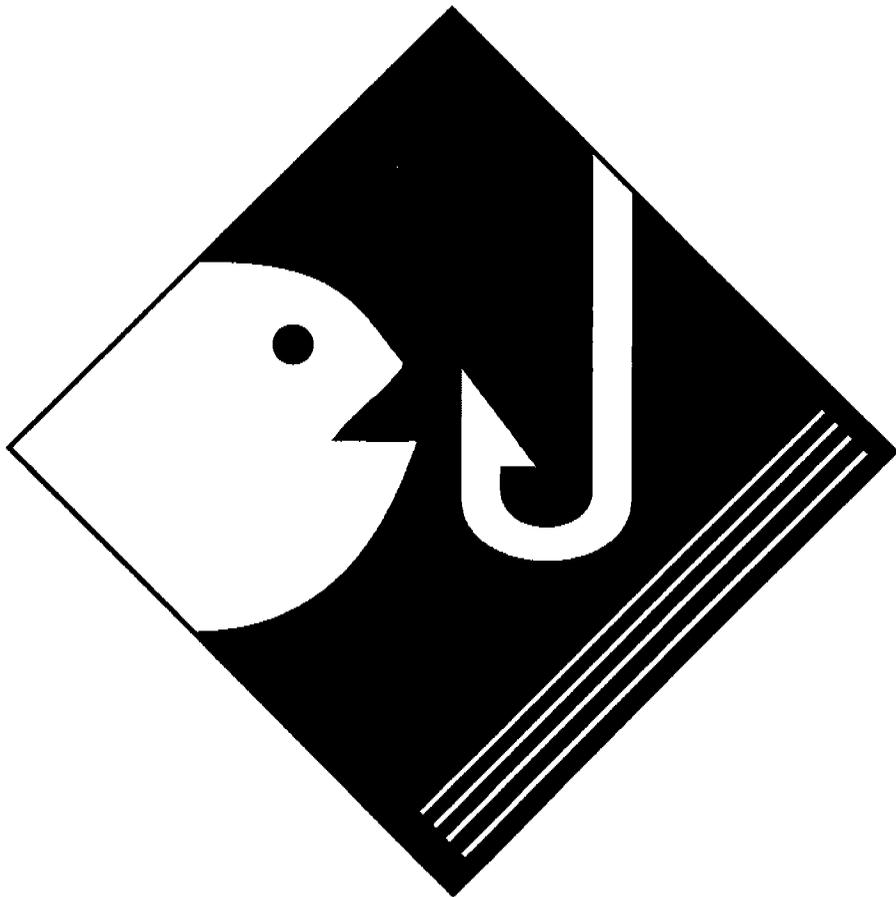
The Food Guide Pyramid emphasizes foods from the five major food groups shown in the three lower sections of the Pyramid. Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one of these major food groups is more important than another—for good health, you need them all.

**APPENDIX A13**

**Booth #9 Materials**

# Booth #9

# Fishing for Fruit





# Enjoy Fruit!

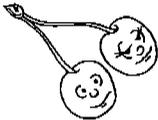
## What's in a fruit for you?



Fruit makes a healthy meal or snack.



Fruit come in all shapes, sizes, and colors.



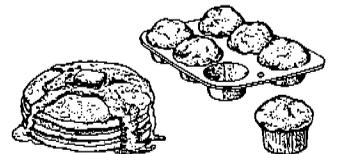
Fruit has many vitamins which help your body grow and stay healthy.



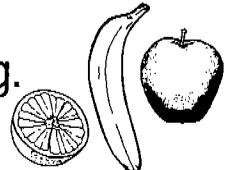
## Here are some ways you can use fruit in your meals:



At breakfast use fruit in cereal, muffins, or pancakes.



At lunch pack an apple, banana, or orange in your lunch bag.



At dinner add crushed pineapple to coleslaw.



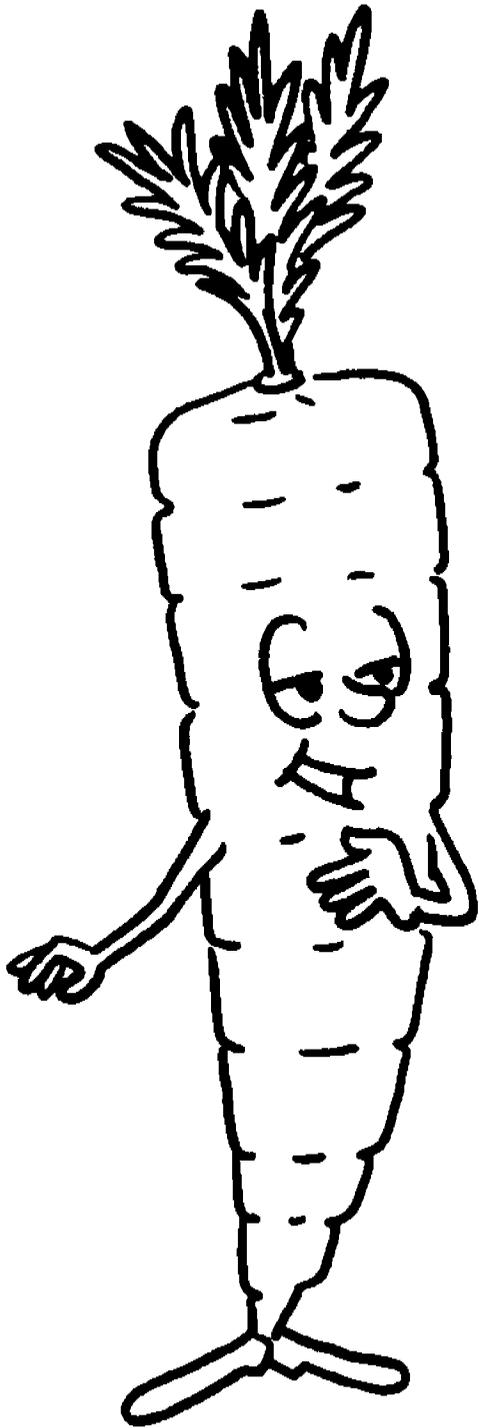
For snacks, spread low-fat peanut butter on apple slices.



**APPENDIX A14**

**Booth #10 Materials**

# Booth #10



# Carrot Dip Race



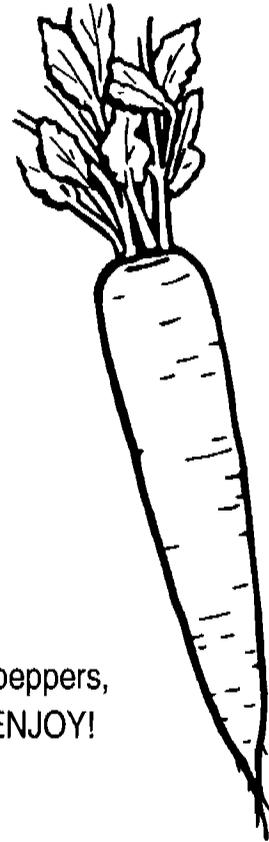
# PATHWAYS Recipe

## Carrot Race Dip

- 4 carrots (or try baby carrots)
- 1/4 cup fat-free ranch salad dressing

Peel carrots and dip into fat-free ranch dressing.

**Health tip:** Many other veggies can be added: Green peppers, cauliflower, celery, radishes, mushrooms. ENJOY!



## **APPENDIX A15**

### **Evaluation and Registration Forms**

There are two different evaluation forms. Please make every effort to have every child (third grade or older) and adult workshop participant complete the appropriate evaluation form.







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: \_\_\_\_\_



To be completed by Pathways staff:

School ID: \_\_\_\_\_ Form Code: **FNC**  
Version: **A** Grade: **3** Seq. #: \_\_\_\_\_

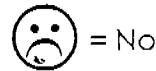
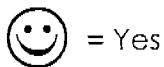
## THIRD GRADE FAMILY FUN NIGHT

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

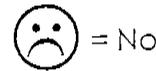
### Evaluation Form for Child Participants (under 16 years old)

Please circle the one picture that shows us how you feel

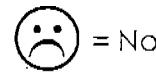
1. I liked the Family Fun Night.



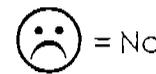
2. I learned about healthy foods to eat.



3. I learned about the importance of doing physical activity.



4. I would come to another Family Fun Night.



5. Circle the **total** number of booths you visited tonight.

1    2    3    4    5    6    7    8

Thank you!



To be completed by Pathways staff:  
School ID: \_\_\_\_\_ Form Code: **FNA**  
Version: **A** Grade: **3** Seq. #: \_\_\_\_\_

## THIRD GRADE FAMILY FUN NIGHT

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

### Evaluation Form for Adult Participants (16 and older)

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

1. This Family Fun Night was a worthwhile event.

1=Yes      2=No      3=Not Sure

Comments:  
\_\_\_\_\_

2. I learned about healthy foods at this Family Fun Night.

1=Yes      2=No      3=Not Sure

Comments:  
\_\_\_\_\_

3. I found the information about healthy foods useful.

1=Yes      2=No      3=Not Sure

Comments:  
\_\_\_\_\_

4. I learned about the importance of doing physical activity.

1=Yes      2=No      3=Not Sure

Comments:  
\_\_\_\_\_

5. I would attend another Family Activity.

1=Yes      2=No      3=Not Sure

Comments:  
\_\_\_\_\_

6. Circle the **TOTAL** number of booths you visited tonight.

1      2      3      4      5      6      7      8

7. What could be done to improve the Family Fun Night?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



To be completed by Pathways staff:		
School ID: _____	Form Code: <b>FS3</b>	
Version: <b>A</b>	Grade: <b>3</b>	Seq. #: _____

## Third Grade Family Activity Registration Summary Form

Site: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

### Instructions:

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

### Pathways Third Graders

- 1) Number of Pathways third grade girls: \_\_\_\_\_
- 2) Number of Pathways third grade boys: \_\_\_\_\_

### Adults Accompanying Third 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: \_\_\_\_\_

### Additional Children

- 10) Number of additional children attending: \_\_\_\_\_

Pathways staff person completing this form: \_\_\_\_\_



To be completed by Pathways staff:		
School ID: _____	Form Code: <b>FBS</b>	
Version: <b>A</b>	Grade: <b>3</b>	Seq. #: _____

## Third Grade Family Fun Night Booth Summary Sheet

Name of Pathways Staff: \_\_\_\_\_

Site: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Write the name of each booth:

BOOTH #1: \_\_\_\_\_

BOOTH #2: \_\_\_\_\_

BOOTH #3: \_\_\_\_\_

BOOTH #4: \_\_\_\_\_

BOOTH #5: \_\_\_\_\_

BOOTH #6: \_\_\_\_\_

BOOTH #7: \_\_\_\_\_

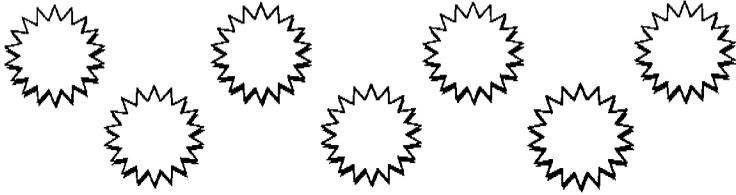
BOOTH #8: \_\_\_\_\_



### PATHWAYS Drawing

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

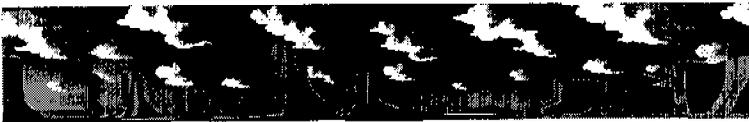
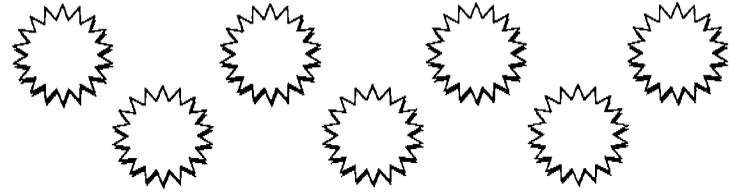
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

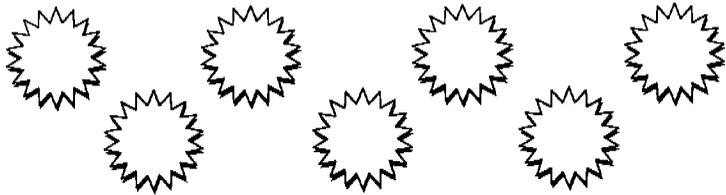
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

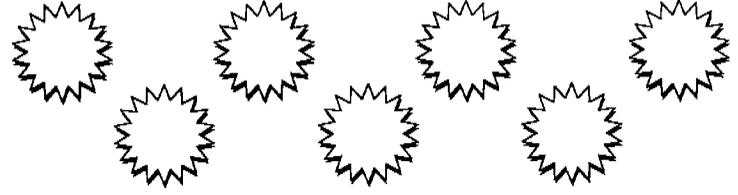
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

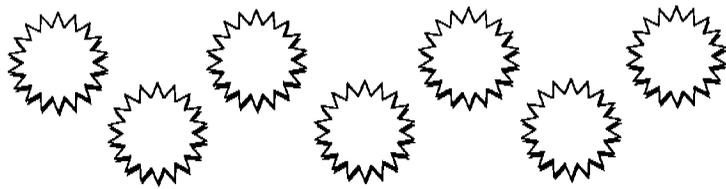
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

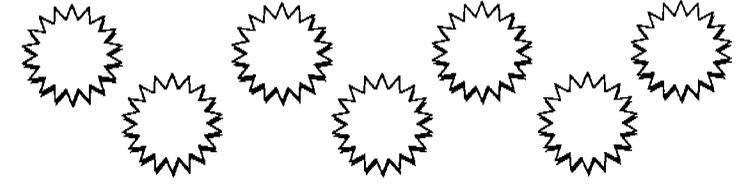
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

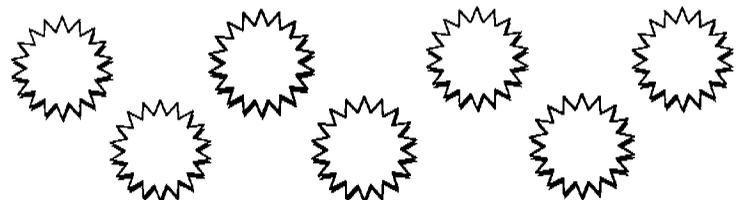
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

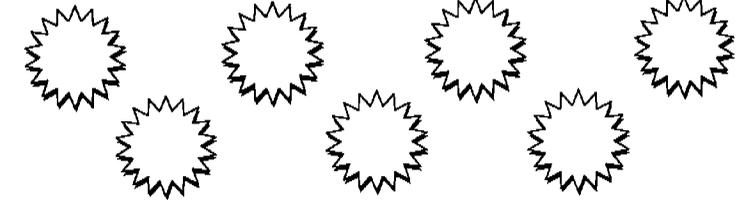
Name: \_\_\_\_\_



### PATHWAYS Drawing

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

Name: \_\_\_\_\_



## **APPENDIX B1**

### **Site-Specific Flyers**

Flyer (approximate size shown) should be duplicated and sent home with children along with the Family Pack two weeks before the scheduled event.

Same flyer enlarged to poster size (suggested 18" X 48") should be hung in the classroom to remind children of the event.

# You're Invited to an Evening of a Fun Family Event

*All third graders and their families please  
come and join Pathways. Bring your family  
to an evening of fun games and healthy fun snacks!!*

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Door Prizes!!**

**Healthy Snacks!!**

**Fun Games!!**

Please wear comfortable clothing and shoes.

Please cut along dotted line.

Plan to Attend the  
Family Workshop

We will be attending the Pathways Family Workshop at \_\_\_\_\_ p.m.  
on \_\_\_\_\_, 19\_\_, at the \_\_\_\_\_.

We expect that a total of \_\_\_\_\_ members of our family will be attending.

Signed: \_\_\_\_\_

Adult/guardian signature

*Students should return this slip to their teacher as soon as possible.*

## **APPENDIX B2**

### **Site-Specific Flyers**

A second flyer should be duplicated and sent home with children the day before the workshop.

# *A Friendly Reminder!*

## *Pathways Family Event*

*All third graders and their families please  
come and join Pathways. Bring your family  
to an evening of fun games and healthy fun snacks!!*

***When:*** \_\_\_\_\_

***Where:*** \_\_\_\_\_

***Time:*** \_\_\_\_\_

**Door Prizes!!**

**Fun Games!!**

**Healthy Snacks!!**

Please wear comfortable clothing and shoes.

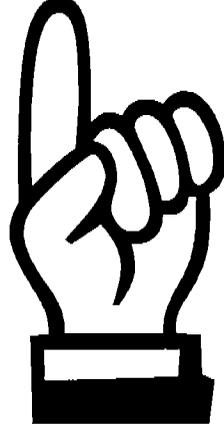
## **APPENDIX B3**

### **Entry Door Sign**

A sign should be posted at the one entry door, directing adults and children to the same room.

***Welcome to  
Pathways  
Third Grade  
Family Event!***

***Please Go To The Gym***



## **APPENDIX B4**

### **Registration Roster**



To be completed by Pathways staff:

School ID: \_\_\_\_\_ Form Code: **FR3**  
Version: **A** Grade: **3** Seq. #: \_\_\_\_\_

## Third 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.

### Third Graders

- 1) Number of ALL third grade girls: \_\_\_\_\_
- 2) Number of ALL third grade boys: \_\_\_\_\_
- 3) Number of third grade girls with a Pathways I.D. Number: \_\_\_\_\_
- 4) Number of third grade boys with a Pathways I.D. Number: \_\_\_\_\_

### All People Accompanying Third 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 Third 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 B5**

### **Statement of Pathways' Goals**



# 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
- Tohono O'odham Nation, Arizona
- Gila River Indian Community, Arizona
- 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.

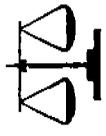
## **APPENDIX B6**

### **Physical Activity Information Sheets**

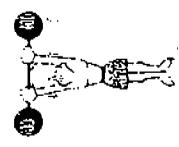
# HOW DOES EXERCISE HELP YOU?

Being physically active improves your health!

Exercise can help you:



Control your weight



Improve your muscle tone and strength

Lowers your blood pressure

Reduce your risk of diabetes



Reduce your risk of heart diseases

Relax and sleep better



Feel good about yourself

# HERE ARE IMPORTANT TIPS FOR EXERCISING

\* Start out slowly if you have not exercised for a while.

\* Warm up your muscles before you stretch out. Warm up your muscles by walking around. Stretch out your muscles and slowly increase your pace.



\* Cool down after you have exercised. Slow down your pace until you are relaxed. Do not forget to stretch-out after you have exercised.

\* To help you stick to an exercise plan remember to:  
Choose an activity that is fun.

Choose a time you are more likely to stick with.

Reward yourself for exercise.

Get an exercise buddy.

Avoid boredom by changing your routine.

Be Creative, try new activities!!

## Choose Activities that you will enjoy.

If you are inactive, increase daily activity by:

- \* walking whenever you can
- \* working in your garden
- \* parking your car further away
- \* taking a walk with your family, spouse or friend



Avoid sitting for more than 30 minutes at a time

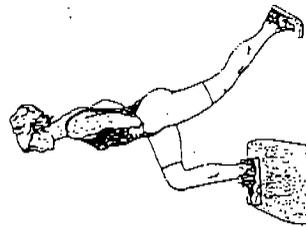
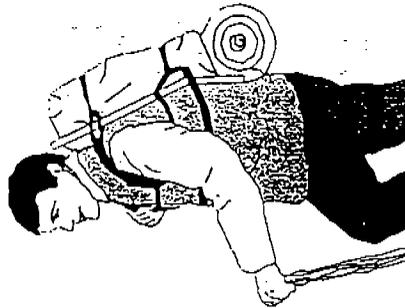
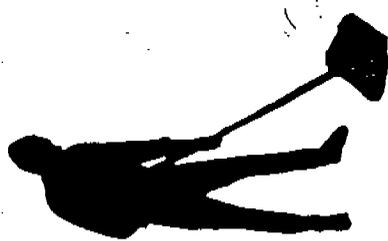
- \* take a break by walking in place for a few minutes

Enjoy aerobic and recreational activities:

- \* brisk walking
- \* swimming
- \* aerobic dance
- \* hiking
- \* soccer
- \* basketball
- \* bicycling



# FUN WAYS TO STAY PHYSICALLY ACTIVE



Be creative, try new activities  
Remember finding something fun is important.

## **APPENDIX B7**

### **Physical Activity Station Signs**

A sign should be posted at each physical activity station and booth.

**EXERCISE  
BREAK**

# BASKETBALL SHOOT-OUT

**AMERICAN  
INDIAN  
GAME**

# INFORMATION BOOTH

**SNACK**

**BOOTH**

## **APPENDIX B8**

### **Evaluation Forms**

There are two different evaluation forms. Please make every effort to have every child (third grade or older) and adult workshop participant complete the appropriate evaluation form.



To be completed by Pathways staff:		
School ID: _____	Form Code: <b>FR3</b>	
Version: <b>A</b>	Grade: <b>3</b>	Seq. #: _____

## Third 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.

### Third Graders

- 1) Number of ALL third grade girls: \_\_\_\_\_
- 2) Number of ALL third grade boys: \_\_\_\_\_
- 3) Number of third grade girls with a Pathways I.D. Number \_\_\_\_\_
- 4) Number of third grade boys with a Pathways I.D. Number \_\_\_\_\_

### All People Accompanying Third 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 Third 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 B9**

### **Physical Activity Procedure**



## 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.



## 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!



## Animal Walks



**Type of Activity:** Animal Walks

**Approximate Time:** 5-15 minutes

**Preparation:** Clear a path around the boundaries of the room, or around the majority of the chairs.

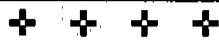
**Instructions:**

1. Have one person at a time lead everyone around the room performing an animal walk of his/her choice:

Crab Walk - Hands and feet on the ground, while facing the ceiling. Move hands and feet like a crab.

Bear Walk - Hands and feet on the ground, facing the floor. Move right hand and right foot forward together; then left hand and left foot.

Cat Walk - Hands and feet on the ground, facing the floor. Move right hand and left foot forward together, then left hand and right foot.



## 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.



## Foot Circles



**Type of Activity:** Stretches

**Approximate Time:** 1-3 minutes

**Instructions:**

1. Standing on your right foot, or sitting in your chair, circle your left foot to the right several times and then to the left.
2. Switch feet.



## Sit, Stand, and Move!



**Type of Activity:** Movement

**Approximate Time:** 3-10 minutes

**Preparation:** Space the desks apart so that each student can walk around his/her desk.

**Instructions:**

1. Sit in chair.
2. On command, stand up, walk around your desk, and sit back down.
3. Then repeat walking in the opposite direction around your desk.
4. Vary by having leader call out a movement to do around chair (hop, jump, skip, crawl, etc.).



## Reach for the Sky



**Type of Activity:** Stretches

**Approximate Time:** 1-3 minutes

**Instructions:**

1. Place feet shoulder width apart.
2. Raise your arms over head.
3. Then raise up onto the balls of your feet.
4. Alternate arms reaching for the sky!

## Grizzly Bear

### Objectives

Agility, feinting, fleeing

### Instructions

Designate boundaries within play area (20 by 20 paces).

Scatter three hula hoops around playing area. These are home bases for the teams. Place a 4th hula hoop in the middle of the playing field; this will be the "bear's den." In the bear's den place 20 bean bags.

Select one student to be the bear and 1 to be the keeper. Divide remaining students into 3 teams.

Have bear and keeper stand next to hoop (bear's den). Bear and keeper each hold one end of a jump rope. Keeper cannot move.

The bear may tag anyone attempting to take a bean bag.

### Equipment

4 cones, 4 hula hoops, 20 bean bags, 1 jump rope

### Teaching Cues

On the music start or "Go," each team member attempts to steal one bean bag and bring it back to home base without being tagged by the bear.

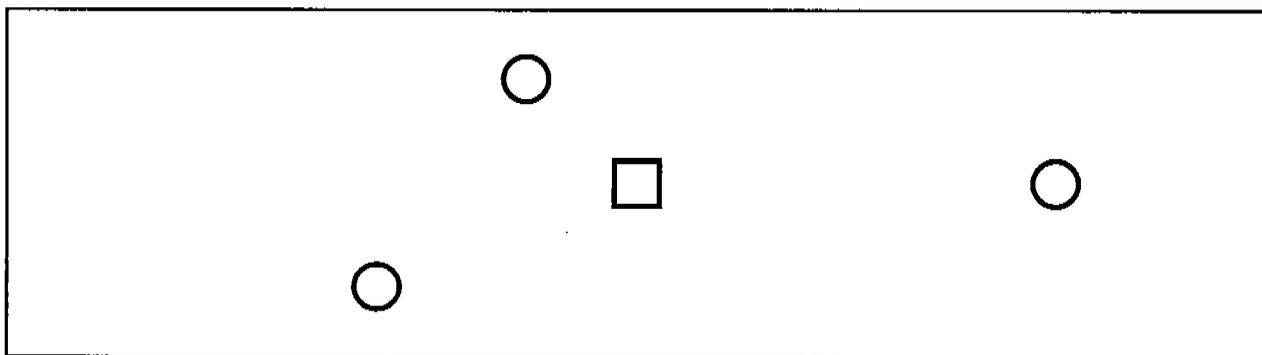
Place bean bags into home base; no throwing!!

If tagged, move to an outside boundary and perform a "bear task" to rejoin the game.

A bear task is an activity designated by the bear before the game begins. Bear may choose between 6 jumping jacks, 6 sit-ups, or 6 push-ups.

Let's see which team collects the most bean bags!

Remember to take only 1 bean bag at a time and place it in your home base.

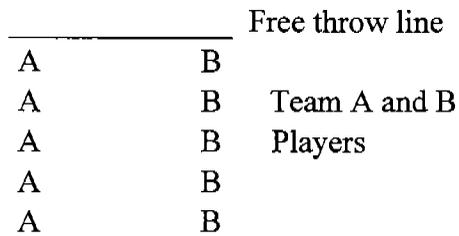


○ Home base      □ Bear's den

## Basketball Shoot-Out

Divide players into two teams, A and B. Have both teams line up behind free-throw line (see diagram). Toss the basketball to the first person in line A. That person will attempt to shoot a basket from the free throw line. After his or her turn, he or she goes to the end of line B. The first person in line B will run to retrieve the basketball and toss to the next person in line A. Continue until everyone has had a turn to shoot the basket and retrieve the ball.

○ Basketball Hoop



## **APPENDIX B10**

**Line Dancing  
Macarena**

# Electric Slide

Electric Slide Steps:

START POSITION: Feet together face forward

Grapevine step to the right:

Right foot step one step to the right

Left foot one step to the left

Right foot step behind left foot

Left foot step left

Right foot tap

Going back:

Right foot, left foot, right foot, left foot tap.

Rock forward on left foot (put all your weight on left foot)

Rock back on right foot (put all your weight on right foot)

Step on left foot and pivot 1/4 turn to the left.

Start at the beginning step.....

# Macarena

by Los Del Rio

(cassette tapes can be purchased at WalMart or Kmart for \$3.00)

Macarena steps:

- Extend right arm out in front of body at shoulder height with palm facing down (count 1).
- Extend left arm out in front of body at shoulder height with palm facing down (count 2).
- Turn right hand up so palm is now facing up (count 3).
- Turn left hand up so palm is now facing up (count 4).
- Cross right hand over body and touch left shoulder (count 5).
- Cross left hand over body and touch right shoulder (count 6).
- Move right hand to behind right ear (count 7).
- Move left hand to behind left ear (count 8).
- Cross right hand over body and touch left hip (count 1).
- Cross left hand over body and touch right hip (count 2).
- Move right hand to right back hip (count 3).
- Move left hand to left back hip (count 4).
- Move hips in circular motion for 3 counts (count 5,6,7).
- Turn 1/4 turn to the left, clap hands, and repeat sequence (count 8).

Continue to make 1/4 turns with each sequence. Be sure to put your own rhythm into the dance!

## **APPENDIX C1**

### **Site-Specific Flyers**

Flyer (approximately size shown) should be duplicated and sent home with children along with the Family Pack two weeks before the scheduled workshop.

Same flyer enlarged to poster size (suggested size 18" x 48") should be hung in the classroom to remind children of the event.

# You're Invited to Pathways Third Grade Family Workshop

*All third graders and their adult family members  
please come and join Pathway in making  
a healthy, supportive environment for our children.*

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Door Prizes!!**

**Healthy Snacks!!**

**Fun Games!!**

Please wear comfortable clothing and shoes.

Please cut along dotted line.

Plan to Attend the  
Family Workshop

We will be attending the Pathways Family Workshop at \_\_\_\_\_ p.m.  
on \_\_\_\_\_, 19\_\_\_\_, at the \_\_\_\_\_.

We expect that a total of \_\_\_\_\_ members of our family will be attending.

Signed: \_\_\_\_\_

Adult/guardian signature

*Students should return this slip to their teacher as soon as possible.*

## **APPENDIX C2**

### **Site-Specific Flyers**

A second flyer should be duplicated and sent home with children the day before the workshop.

***Don't forget!***

***Pathways  
Third Grade  
Family Workshop***

*Tomorrow night, (date).  
The fun begins at (time)  
at the (place).*

**Door Prizes!!**

**Healthy Snacks!!**

**Fun Games!!**

Please wear comfortable clothing and shoes.

## **APPENDIX C3**

### **Entry Door Sign**

A sign should be posted at the one entry door, directing adults and children to the same room (the room where the adult activity will occur).

**WELCOME**  
**to**  
**PATHWAYS**  
**THIRD GRADE FAMILY**  
**WORKSHOP !**

*Please Go To The Cafeteria.*

## **APPENDIX C4**

### **Registration Rosters**







To be completed by Pathways staff:  
School ID: \_\_\_\_\_ Form Code: **FR3**  
Version: **A** Grade: **3** Seq. #: \_\_\_\_\_

## Third 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.

### Third Graders

- 1) Number of ALL third grade girls: \_\_\_\_\_
- 2) Number of ALL third grade boys: \_\_\_\_\_
- 3) Number of third grade girls with a Pathways I.D. Number \_\_\_\_\_
- 4) Number of third grade boys with a Pathways I.D. Number \_\_\_\_\_

### All People Accompanying Third 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 Third 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 C5**

### **Statement of Pathways' Goals**

## **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:

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

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 (NHLBI)

## **APPENDIX C6**

### **Low-Fat Taco Salad Recipe, Preparation and Storage Tips for Taco Salad, and Suggested Recipe Variations**

## 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.

## **Preparation and Storage Tips for the Low-Fat Taco Salad**

If you want to complete some of the preparation for this salad ahead of time, or if you want to avoid having the salad get soggy for family members who eat at different times:

- A. Prepare and store separately the following four components:
  - 1. Meat mixture with steamed onions.
    - (a) If cooked meat and onions will not be eaten immediately, store in covered container in refrigerator.
    - (b) Reheat the mixture just prior to eating.
  - 2. Torn (not cut) lettuce, chopped tomatoes, and green peppers can be mixed and stored together in the same covered container in the refrigerator.
  - 3. Tortilla chips.
  - 4. Grated cheese, stored in covered container in refrigerator.
  
- B. Mix together the separately-stored ingredients just before eating.
  
- C. Once the ingredients are mixed together, storage does not really work because the salad (especially the chips!) gets soggy.

## 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.

## **APPENDIX C7**

### **Cooking for Good Health**

# Cooking for Good Health

TITLE: Low-Fat Meat Cooking

## REVIEW CLASS OBJECTIVES:

At the end of tonight's workshop, I hope you can do the following:

1. Know 2 ways to identify a 3 ounce serving of meat.
2. Name 2 ways to cook meat that results in eating less fat.
3. Name 1 way to get lean meat at the supermarket.

## SERVING SIZES OF MEAT:

One way to control the amount of fat we eat is to control the size serving of meat we eat. Serving sizes are easy to determine for some food groups like vegetables (1/2 cup cooked is a serving) and for fruit (one orange is a serving). But meat serving sizes are hard to judge because they are given in weight, not volume. Using a scale to weigh meat would be most accurate, but not very practical. Who would carry their scale into a restaurant?

The recommended serving of meat is 3 ounces. Two methods for measuring meat are:

1. Using the palm of your hand, and
2. Using a deck of cards.

Because sausages and processed meat have the fat combined into the meat, they are not measured in the same way. Their serving size is smaller and should be used less often.

## ACTIVITY:

One way to estimate a 3 ounce serving of meat is using your palm -- that is, looking just at your palm, not including your fingers.

A second way to estimate a 3 ounce serving of meat is using a deck of cards. A cooked, 3 ounce serving of beef tenderloin compares in size to a deck of cards.

*(Adapted from Cooking For Good Health: A series of cooking classes designed to teach healthy eating to American Indian People. The Blackfeet Diabetes Program.)*

## **APPENDIX C8**

### **Children's Activity Protocol**

# Macarena

by Los Del Rio

(cassette tapes can be purchased at Wal-Mart or K-Mart for \$3.00)

## Macarena Steps:

- Extend right arm out in front of body at shoulder height with palm facing down (count 1).
- Extend left arm out in front of body at shoulder height with palm facing down (count 2).
- Turn right hand up so palm is now facing up (count 3).
- Turn left hand up so palm is now facing up (count 4).
- Cross right hand over body and touch left shoulder (count 5).
- Cross left hand over body and touch right shoulder (count 6).
- Move right hand to behind right ear (count 7).
- Move left hand to behind left ear (count 8).
- Cross right hand over body and touch left hip (count 1).
- Cross left hand over body and touch right hip (count 2).
- Move right hand to right back hip (count 3).
- Move left hand to left back hip (count 4).
- Move hips in circular motion for 3 counts (count 5, 6, 7).
- Turn 1/4 turn to left, clap hands, and repeat sequence (count 8).

Continue to make 1/4 turns with each sequence. Be sure to put your own rhythm into the dance!

# Turn-Around Game

Use lively music to accompany this activity.

Write "Turn-Around Game" on the chalkboard and ask students if they remember this game.

Ask for a show of hands of how many are still doing this activity.

Explain to students that they will do this active game in fourth grade to continue having fun being physically active.

Ask students to stand by their desks or chairs with sufficient room between each other and caution students not to bump other students or chairs.

Begin the game with a slow pace in Part I and then increase the pace in Part II.

Tell students to look at you or other leader(s) who will demonstrate the action movements.

## Part I.

Clap your hands twice (demonstrate, cue: Clap)

Slap your thighs twice (demonstrate, cue: Slap)

Put your fists on top of each other and tap them twice on top, and twice on bottom (demonstrate, cue: Fist)

Open up your left hand and then tap that hand with your right fist twice (demonstrate, cue: Open)

Open up your right hand and then tap that hand with your left fist twice (demonstrate, cue: Open)

Tap your left elbow twice with your right fist (demonstrate, cue: Elbow)

Tap your right elbow twice with your left fist (demonstrate, cue: Elbow)

Now put these all together and do the first part with the leader calling out the cues:

Clap

Slap

Fist

Fist

Open

Open

Elbow

Elbow

## Part II.

With your right arm, pretend you are twirling a lasso (rope) over your head for four rotations (demonstration, cue: Lasso, 2, 3, 4)

Now with your left arm, pretend you are twirling a lasso (rope) over your head for four rotations (demonstration, cue: Lasso, 2, 3, 4)

Pretend you are hitchhiking (seeking a ride): signal your wish with your right thumb, move to the right four steps (demonstration, cue: Hitchhike, 2, 3, 4)

Pretend you are hitchhiking (seeking a ride): signal your wish with your left thumb, move to the left four steps (demonstration, cue: Hitchhike, 2, 3, 4)

You got your ride, so you give the car a “cool wave,” move to the right while waving in a cool fashion for four counts (demonstration, cue: Cool Wave, 2, 3, 4)

Repeat in the other direction, with the left hand for four counts (demonstration, cue: Cool Wave, 2, 3, 4)

Grab your hands together over your head in a victory grasp and shout Victory, Victory! (demonstration, cue: Victory, Victory)

Catch a leaf in the air (grab at an imaginary leaf in the air) put it in your hand (place it in your hand), throw it to the floor and jump over the imaginary leaf (demonstration, cue: Catch a Leaf)

Now put these together and do the second part, with the leader calling out cues:

Lasso  
Lasso  
Hitchhike  
Hitchhike  
Cool Wave  
Cool Wave  
Victory  
Victory  
Catch a Leaf

Teacher note: Once Part I and Part II have been demonstrated and the class has gone through the exercise, put Part I and Part II together. This creates some energy in the room because most students (and adults!) can't remember the sequence. As a progression, you can start out performing the exercise by standing and build to jogging in place for an active exercise break.

Introduce the total exercise by saying: O.K. Now we'll put the two parts together. Do you think you can do them both? Let's see how we do! On the count of three, I want everyone to start by clapping their hands twice.

Clap

Slap

Fist

Fist

Open

Open

Elbow

Elbow

Lasso

Lasso

Hitchhike

Hitchhike

Cool Wave

Cool Wave

Victory

Victory

Catch a Leaf

## **APPENDIX C9**

### **Evaluation Forms**

There are two different evaluation forms. Please make every effort to have every child (third grade or older) and adult workshop participant complete the appropriate evaluation form.







SCHOOL: \_\_\_\_\_

NAME: \_\_\_\_\_

PAW STATION/BOOTH ADMINISTERED: \_\_\_\_\_

DATE: \_\_\_\_\_

**THIRD GRADE PHYSICAL ACTIVITY WORKSHOP  
STAFF EVALUATION**

<b>Evaluation Form for Volunteers and Pathways Staff</b>	
Please circle to what extent you agree or disagree with the following statements. Additional comments are encouraged and welcome. If you did not observe the activity, please write N/A (not applicable) in the rating column.	
1. This Physical Activity Workshop was a worthwhile event.  1=Strongly Disagree 2=Disagree 3=Agree 4= Strongly Agree N/A=Not Applicable  Comments: _____	
2. The students and their families enjoyed the activities (please comment on what people liked and/or disliked about the event in general).  1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree N/A=Not Applicable  Comments: _____	
3. The families enjoyed my station or booth (what did families seem to like?).  1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree N/A=Not Applicable  Comments: _____	
4. The families did not enjoy my station or booth (what did the families dislike?).  1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree N/A=Not Applicable  Comments: _____	
5. My station or booth was great just as it was (what could be done to improve your station or booth?).  1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree N/A=Not Applicable  Comments: _____	
6. The families enjoyed the snacks.  1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree N/A=Not Applicable  Comments: _____	
7. What could be done to improve the Physical Activity Workshop?  Comments: _____	

**THANK YOU!**

UNM.LJ

## APPENDIX A

Invitation flyer from Week 11 of Third Grade Curriculum: Teacher's Guide.

Note: This flyer can be customized for each school or the site can design its own flyer. One option for customization is an RSVP. This flyer is sent home with the child in the family pack of Week 11.



# Plan to attend the Third Grade **PATHWAYS** Celebration! for Families of **PATHWAYS** Third Graders

## **PROGRAM INCLUDES**

- ◆ Welcome
- ◆ Blessing
- ◆ Free Lunch for Families of Third Graders
- ◆ Presentation of Pathways Certificates and Awards
- ◆ Special Activity Presentation by Third Graders
- ◆ Raffle for a Few Family Prizes



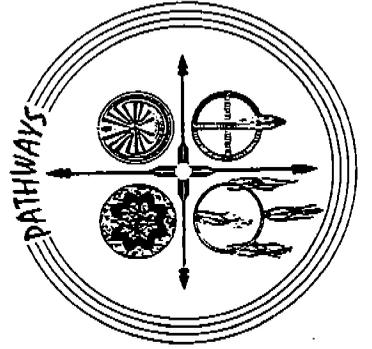
## APPENDIX B

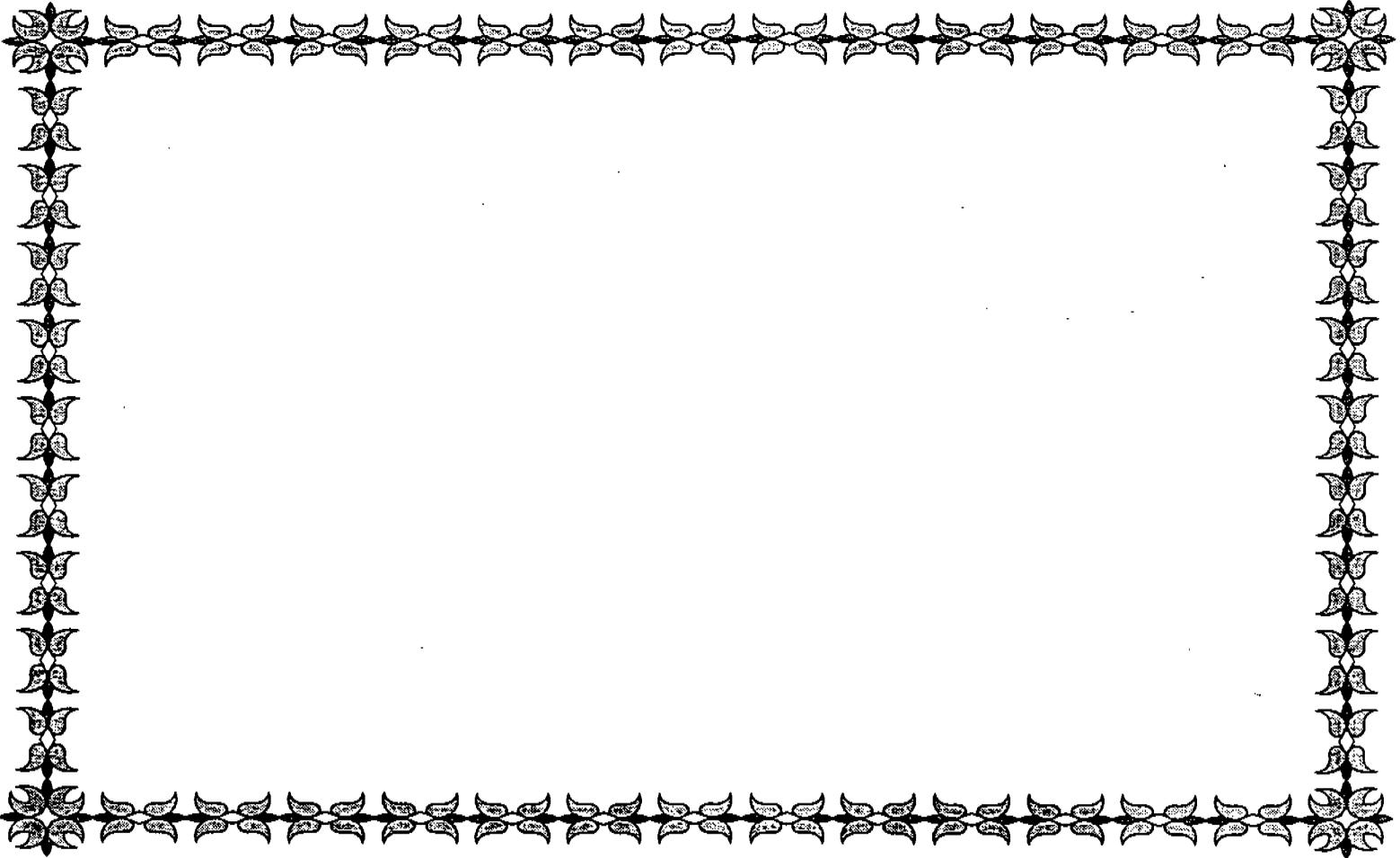
### Student's invitation to family

Note: This is a component of the Third Grade Curriculum: Teacher's Guide, is completed in class and taken home in Week 12.

*You're Invited*

to the  
Third Grade  
**PATHWAYS**  
Celebration!





To: \_\_\_\_\_

From: \_\_\_\_\_

At: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

 <b>PROGRAM</b> 
◆ Welcome
◆ Blessing
◆ Free Lunch for Families of Third Graders
◆ Presentation of Pathways Certificates and Awards
◆ Special Activity Presentation by Third Graders
◆ Raffle for a Few Family Prizes

## APPENDIX C

### Reminder flyer

Note: This flyer can be customized for each school or the site can design its own flyer. It is sent home with the child a day or two prior to the event.



# Don't Forget !

## Tomorrow is the

# *PATHWAYS* Celebration

## for the Families of Third Graders

### **PROGRAM INCLUDES**

- ◆ Welcome
- ◆ Free Lunch for Families of Third Graders
- ◆ Presentation of Pathways Certificates and Awards
- ◆ Special Activity Presentation by Third Graders
- ◆ Drawing for Family Prizes



APPENDIX D

Registration Form





## APPENDIX E

### Food Service Order Form

Family Coordinator please work with Food Service Coordinator to complete this form. Please share completed form with School Food Service Manager.



## Pathways Family Food Order Form Third Grade Family Celebration Event

### To be completed by Family Coordinator

From: Family Coordinator: \_\_\_\_\_ To: Food Service Coordinator: \_\_\_\_\_

School: \_\_\_\_\_ Date & Time of Event: \_\_\_\_\_

Estimated number of people: \_\_\_\_\_ Children: \_\_\_\_\_ Adults: \_\_\_\_\_

### To be completed by Food Service Coordinator

School Food Service Manager: \_\_\_\_\_

Date foods needed by: \_\_\_\_\_ Date foods must be ordered by: \_\_\_\_\_

Food Items	Amounts	Food Items	Amounts
Menu:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Optional:

bottled water \_\_\_\_\_ cans/bottles

coffee \_\_\_\_\_ lbs

School to purchase additional foods for families and Pathways pays for family meals.

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

\_\_\_\_\_

Date of Delivery: \_\_\_\_\_

12/19/97

APPENDIX F

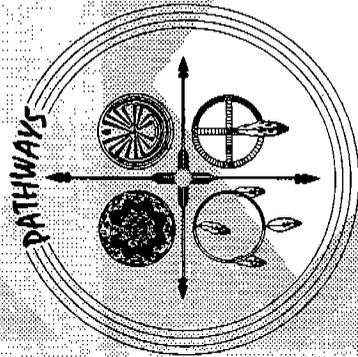
Certificate of Completion

# Certificate of Completion

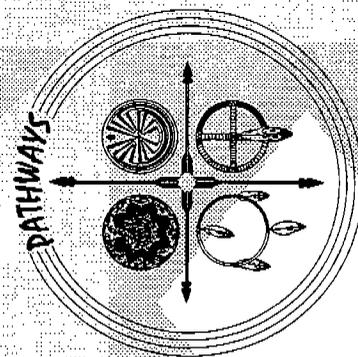
Awarded to

\_\_\_\_\_

for participating  
in the  
Third Grade  
PATHWAYS Program



Teacher



PATHWAYS Staff

## **Pathways Family Third Grade Ending Celebration Event Field Activities Checklist**

### ***Two months prior to Family Ending Celebration Event***

- Contact school principal, school food service, and teachers to arrange date/location of the ending celebration.*
- Reserve equipment for event with appropriate school administrators.*
- Send a confirmation letter to the principal, administrators, school food service, and teachers.*
- Request school custodian time during the event to help set up and clean up.*
- Invite a community elder or member to deliver the blessing (Optional)*

### ***One month prior to Celebration Event:***

- 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 via Pathways Food Coordinator. Use family food order form (Appendix E)*
- Schedule adequate meetings/training's with all staff who will help carry out event.*
- obtain current class roster.*
- Establish with the teacher the best time for teacher to sign certificates and check for misspellings or students missing certificates.*
- Make site flyers/posters/copy forms from the procedures manual.*
- Review procedures manual to see what you will need to purchase equipment/supplies/food/incentives.*
- Arrange for staff transportation to event*
- Contact community organizations to recruit some volunteers.*

### ***Two weeks prior to Celebration Event***

- 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 which the teachers will send home with the students in lesson 11 (Appendix A)*
- Remind the classroom teachers of the date, time, and place of the event and the invitations to be completed in Lesson 12B.*
- Verify the food orders with food service or Pathways Food Coordinator.*

***Week prior to Celebration Event (after Lesson 12B)***

- Verify with the teachers that the invitations went home with the Family Pack. (Appendix B)*
- Provide reminder flyers which the teachers will send home with the students the day before event.*
- Query the teacher on the Pathways physical activities selected by the students to lead at the event, and inquire whether or not the teacher needs assistance with the games.*
- Confirm reservation of equipment needed for the Pathways physical activities.*
- Prepare poster, table tents, and/or handout of meal description (Optional).*
- Prepare celebration agenda (Optional)*
- Copy agenda, posters, table tents, and/or handouts of meal description. (Optional)*
- Discuss with the teacher the event agenda and their role.*
- Keep contact with food service or Pathways food coordinator about the meal preparations and food orders.*
- Obtain process evaluation forms (registration roster from the site Process Evaluation staff. May want to type in students names using class roster.*
- Verify with community elder/member the date and time of the event and purpose of their participation (blessing)*

***Day before Celebration Event:***

- Send flyer home with third graders. (Appendix C)*
- Remind students, staff, school, volunteers, and families of event. Show students door prizes.*
- Assign set up and clean up staff, volunteers, etc.*
- Verify with food service the receipt of food orders and preparation of meals.*

***Day of Celebration Event:***

- Arrive at least one hour to finalize coordination and setup of the event and to help with lunch preparation.*

***After Celebration Event:***

- Remind teachers of the suggestion 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.*
- 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.*

12/19/97