Week 4



A - 1

FOOD for OUR JOURNEY

Purpose: To encourage students to eat vegetables and build goal setting skills for choosing vegetables.

Lesson Objective - Students should be able to:

- identify the Lakota trickster, Iktomi.
- identify vegetables that they have eaten.
- set a goal to eat at least one vegetable this week.

	ļ	esson Outline	
Activities	Time (Min.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	15		Cassette Player Theme Music Cassette Story Tape: <i>Stone Soup</i> Overhead Projector Story Visuals
2. Vegetables Game	15	Everyday Food List	Beanbag
3. Activity Book Assignment - Go for Goal #2	10	Activity Sheet 6 Everyday Food List My Pathways Goals	Go for the Goals Chart School Meals Menu

Activity 1 Storytelling and Discussion



Teacher Note: Prior to this activity, ask Food Service Staff on which day this week "Stone Soup" will be served for lunch.

- A. Prepare students for today's lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Remind students to bring back their return cards. If they have forgotten, tell them to bring them back as soon as possible.
 - 3. Instruct students to form a circle on the floor around you, if space allows.
 - 4. Remind students that they must be very good listeners so that everyone can hear the story of the Lakota trickster, and how he fooled the people in the village. Also, to listen to the names of the vegetables in the "Stone Soup" story.
 - 5. Turn off the Pathways Theme Music cassette.
- B. Have students recall last week's Pathways class using the following questions.
 - 1. Ask if anyone remembers what Amanda and Daryl were doing?

Answer: Hiking on Dinosaur Hill with their new friends and getting lost.

2. Ask if anyone can recall why this hill was called Dinosaur Hill.

Answer: The rocks looked like dinosaurs to Daryl. Amanda saw concrete dinosaurs on top of the hill.

C. Read the following story, Amanda and Daryl Are Found, to the class.

manda and Daryl sat on a rock near the trail. At first, they shouted and shouted in hopes that they could be heard. This yelling only made their throats very dry. No one heard them.

Daryl said, "If there were some snow on the ground, I could make a big SOS."

Amanda replied, "That might have worked in the middle of winter. Now, it is just so hot." She began to think. Then, Amanda said, "How about making a flag? Take off your red T-shirt, Daryl. Someone is sure to see that bright color."

Amanda started to pile some rocks together. Soon, everyone began to help Amanda until they had made a tall, thin stack of rocks. Then, they put the red T-shirt over the top so that it might be seen from a distance. Now, each of them hoped that someone would find them.

After a short while, they heard people shouting and calling their names. They were so relieved. Everyone jumped up and down. They had been found! !!

At the Wacipi campground, they rested and ate. The cooked buffalo tongue was delicious. People who heard about them came over to visit.

An elderly man listened as they told how hungry they had been. He remembered, "When I was about your age, I heard a story about Iktomi¹ (Ikṫo´ mi) (Spider). He was hungry just as you were. Would you like to hear this story?"

Daryl said, "Please tell us the story."

D. Play the Story Tape, *Stone Soup*², and place Story Visuals so that students may see them while listening to the story.

Teacher Note: A script of this story and the Story Visuals are located in the manual at the end of this week.

¹Iktomi (Ikto'mi) The Lakota trickster whose shape may be that of a human being, usually a handsome male. It is also the Lakota team for a spider who is considered to have traits similar to that of the original trickster.
²Flesch-Kincaid Grade Level 4.4

Week 4 — Part A

- E. Discuss the story with students using the following questions.
 - Describe Iktomi.

Answer: Iktomi (Spider) plays tricks on people. He was hungry because there were no animals to hunt.

• Do you know the name of a trickster in the stories told by your tribe?

Answer: Navajo trickster is called Mą'ii (Coyote)¹ O'odham trickster is called Ban (Coyote)² Apache trickster is called Ba' or Ma' (Coyote)³

• What was the trick that Iktomi played on the people in the village?

Answer: He got them to give him the last of their food to make a soup.

- Explain to students that the Lakota make soup by putting hot stones inside a buffalo paunch (stomach). The stones heat the water and cook the meat and vegetables inside the paunch. Afterwards, everything is eaten, including the paunch.
- What are some of the vegetables that were used to make Stone Soup?

Answer: corn, carrots, onions, potatoes, beans, turnips, and tomatoes.

• Explain that vegetables are tasty when raw or when cooked in a soup. They are called "Everyday Foods" because they contain little or no fat.

¹Ma´ ii (Mą́ ii) The Diné trickster who takes the animal shape of a coyote. ²Ban (Ban) The O´odham trickster who takes the shape of a coyote. ³Bá (Baa) The Apache trickster who takes the shape of a coyote.



- F. Ask students to return to their desks.
 - 1. Tell students that they will have "Stone Soup" during their school lunch this week, and tell them the day it will be served.
 - 2. Encourage them to share the story of Iktomi with other students.

Activity 2 Vegetables Game

- A. Point to the Vegetable List on the Everyday Foods poster.
 - 1. Tell students to find this list of vegetables in the Everyday Foods pages of their activity book.
 - 2. Explain to students that there are many different vegetables on this list.
 - 3. Instruct them to draw a circle around all of the vegetables that they have tasted or eaten.
- B. Announce that students will now play a game where they will name their favorite vegetable and then describe it's color, taste, or how it feels, such as smooth, fuzzy, or rough, or how they like to eat these vegetables (Examples: Carrots. They are orange-colored. They are crunchy. I like raw carrots. I like cooked carrots. I like to eat carrots in a salad.)
 - 1. Instruct students to stand in a circle so that they are facing each other or, if space is limited, have students stand by their desks.
 - 2. Explain that you will start the game by throwing a beanbag to a student.

Week 4 — Part A

- 3. Emphasize that after they catch the beanbag, they should name their favorite vegetable. Then, describe its color or texture and tell why they liked it. After this, they may throw the bag back to you.
- 4. If a student does not have a favorite vegetable, ask them to name one that has been served in the school lunch program.
- 5. Continue the game until everyone has had a chance to name and describe their favorite vegetable.



- A. Explain to students that they will now set their second Pathways goal which is to eat at least one vegetable before the next Pathways class.
 - 1. Ask students to recall that when they set a goal to do something, they must decide what to do and then find the time to reach the goal.
 - 2. Instruct students to turn to Activity Sheet 6 Go For Goal #2 in their activity book.
- B. Explain that students should think about a vegetable that they can choose as a goal. To help them, they can use the vegetable list in their activity book or the school menu, if available
 - 1. Have students refer to the vegetable list to identify at least one vegetable that they will have the opportunity to eat during school lunch or at home.
 - 2. Read aloud (or ask a student to read aloud) all the different vegetables listed on the school menu, if available, that will be served in school lunch this week.



- C. Hold up an activity book and point out the **Goal Box.**
 - 1. Tell students that after they select a vegetable, they can print their name, today's date, and sign their name to show that they are really going to try to eat at least one vegetable this week.
 - 2. Point out the **Goal Check** at the bottom of their activity sheet. Explain that after they have reached their goal of eating a vegetable, they can check this box and fill in the blank spaces.
- D. Divide the class into their groups to discuss the vegetables they might choose to eat for this second goal.
 - 1. Encourage students in each group to help each other set their goals.
 - 2. Have students discuss some vegetables they could eat and complete their goal sheets.
 - 3. Monitor groups to be sure that students understand how to complete their goal sheets.
- E. After students have completed their goal sheets, call on volunteers to name some of the vegetables they will eat this week.
- F. Announce to students the vegetable that you will eat to complete your goal.
- G. Remind students that for every goal they reach in Pathways, they will receive two stickers, one to place on the **My Pathways Goals** chart in their activity book and one to place on the **Go for the Goals** classroom chart.

Week 4 — Part A

- 1. Point to **Goal #2** line in the circle on the **Go for the Goals** chart where the class will be placing their new stickers when they reach their second goal. Fill in the Goal #2 line on the chart with "**Eating Vegetables!**"
- 2. Remind students that if they reach all of their goals and fill in the circle with stickers by Week 6 (the end of the first part of their Pathways Journey), the class will celebrate by getting to do a special activity.
- H. Congratulate students on setting their second Pathways goal and urge them to encourage each other so that everyone in the class completes their goal before the next Pathways class.
 - 1. Repeat the date of the next Pathways class this week.
 - 2. Emphasize that students should notice which vegetables are served during school lunch, and encourage them to try vegetables that they have never tasted to see how they like them.

Reminders:

- ✓ Complete the **Evaluation Form** for this lesson.
- ✓ Check with Food Service on the foods/supplies needed for the snack preparation and Family Snack Pack activities in Part B.





FOOD for OUR JOURNEY

Purpose: To provide students an opportunity to prepare and taste fresh vegetables with non-fat dip.

Lesson Objective - Students should be able to:

- report the vegetables they ate to reach their second Pathways Goal.
- describe the vegetables and non-fat dip snack they prepared.
- · describe the Pathways Family Snack Pack: Week Four and tell why it is important.
- locate the Tohono O'odham Nation and the Gila River Indian Community on the Pathways Nations Map.

		_esson Outline	
Activities	Time (min.)	Student Materials	Teacher Materials
1. Snack Preparation – Fresh Vegetables with Non-Fat Dip	15	Activity Sheet 7 Food / Supplies*	Cassette Player Theme Music Cassette
2. Goal Check #2 for Vegetables	10	Activity Sheet 6 Goal #2 Stickers My Pathways Goals	Go for the Goals Chart Goal Stickers
3. Family Pack	10	Family Pack Stickers Star Chart Family Action Pack: Week Four Family Snack Pack Foods* Snack Bags	Return Box
4. Summary of the Week	10	Pathway Nations Map	Pathway Nations Class Map
PATHWAYS Project	* See I	Food Service section of this manual for	r order forms. 4 B - 1

Activity 1 Snack Preparation Fresh Vegetables with Non-Fat Dip



- A. Prepare students for today's activities.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Instruct students to wash their hands prior to preparing their snack. Students should soap their hands and let water run for twenty seconds over their hands to be sure they are clean.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Instruct students to turn to Activity Sheet 7 Veggies with Dip in their activity book.
 - 1. Explain to students that they will be taste testing fresh vegetables with a non-fat dip. A "fresh vegetable" means that it is raw or not cooked.
 - 2. Define for students that **ingredients** means the foods needed to make a snack and the amount of each ingredient.
 - 3. Explain that the **directions** are step by step instructions that will help to make the snack.
- C. Explain the procedure for taste testing the fresh vegetables.
 - 1. Point out to students the overall location of the Everyday Foods, the supplies, and the placement of the dip.



- 2. Call out the name of the fresh vegetable on each tray.
- 3. Have students form line(s) and take a paper plate.
- 4. Have students use a tong to select a vegetable from the trays
- 5. Have students place a portion of the dip on their plate.
- 6. Encourage students to put their vegetable into the dip and do a taste test.
- D. Instruct students to fill in the bottom of **Activity Sheet 7** after they have finished their snack.
- E. Discuss their reactions to today's snack preparation.
 - What did you like about the vegetables that you tasted?

Answer: Accept variety of answers. May be colorful, crunchy, tasty, etc.

• What did you like about the dip that you tasted?

Answer: Accept variety of answers. It was sweet, sour, creamy, smooth, etc.

• Are all fresh vegetables called Everyday Foods?

Answer: Yes.

• Why?

Answer: They have no fat.

Week 4 — Part B

• Where can you buy fresh, canned, or frozen vegetables?

Answer: In the sections for Fresh Produce or Canned or Frozen Food in the grocery store or the trading post.

- F. Encourage students to eat vegetables served for school lunch and to try vegetables for snacks.
- G. Explain the clean-up procedure appropriate for your classroom.



Activity 2 Goal Check #2 for Vegetable



- A. Explain to students that they are they are now going to check their second Pathways goal to eat at least one vegetable.
 - 1. Instruct students to turn to Activity Sheet 6 Go For Goal #2, in their activity book.
 - 2. Hold up your goal sheet and pointing to the **Goal Check** at the bottom of the sheet, and ask students to find that box on their activity sheet.
 - 3. Explain that if they did complete the goal to eat the vegetable that they wrote down in their **Goal Box**, they should now put a check mark in the Yes! I did it! box on their activity sheet.
 - 4. Instruct them to fill in the rest of the **Goal Check** with the name of the vegetable that they ate, and then sign their name to show that they did complete the goal.



- 5. Monitor students as they fill in their Goal Check.
- 6. Ask for a show of hands of how many students reached their goal. Call on several students to name the vegetable they ate and share whether or not they liked the vegetable.
- 7. Announce that you reached the goal that you set and fill in the Goal Check.
- B. Tell students to turn to the **My Pathways Goals** chart on the back cover of their activity book.
 - 1. Instruct students to write the name of the vegetable they ate on the line next to Goal #2.
 - 2. Distribute two **Goal #2 stickers** to each student who reached their goal and instruct them to paste one of them in the Goal #2 circle on their **My Pathways Goals** chart.
 - 3. Call on individual students or Pathways groups to take turns going to the **Go for the Goals** chart and pasting their second sticker in the Goal #2 part of the circle.
 - 4. Congratulate all students who reached their Goal #2: **Eating Vegetables!** Encourage them to remember to continue to eat vegetables like the ones they ate to reach their goal.
 - 5. Remind students to also continue doing physical activities like the ones they did to reach their first goal.
- C. Encourage students who did not reach their goal to keep trying. When they do reach their goal, they should fill in the **Goal Check** at the bottom of their activity sheet. Then, they need to show it to you so that they can get their goal stickers.

Week 4 — Part B

- 1. Explain that if they are having trouble getting the vegetable they choose to eat, then they should select a different vegetable.
- 2. Suggest that they try to eat some fresh vegetables with non-fat salad dressing for dip, like they did in class today.
- D. Remind students that if they complete all three goals and fill in the circle with stickers by Week Six (the end of the first part of their Pathways Journey), the class will celebrate by getting to do a special activity.



- A. Ask students how their family members liked the third Family Pack that included a family walk.
 - 1. Ask for a show of hands of how many went on a walk with their family.
 - 2. Ask if anyone has a return card for the Return Box. Tell students that if they have forgotten, they should bring the card back as soon as possible.
 - 3. Reward the students who brought their card back with a **sticker** for their **Star Chart** in their activity book.
- B. Announce to the class that they will be taking home a special Family Pack this week.
 - 1. Emphasize to students that this Family Pack includes tips and facts about healthful foods and a snack.



- 2. Tell them that their family will taste a healthy snack just as they did in the classroom.
- C. Distribute a **Pathways Family Action Pack: Week Four** to each student and instruct them to write their name on the outside of the envelope.
 - 1. Explain that the items in their envelope include:
 - Lakota story, Stone Soup, to share with your family.
 - A Variety of Veggies Tip Sheet about buying, preparing, and eating vegetables.
 - Vegetable List from the Everyday Foods.
 - Return Card: Week 4 for signature by a family member and the student.
 - 2. Instruct students to put their Family Action Pack envelope into a bag and add the special snack to share with their family.
 - 1-package of fresh vegetables
 - 2-packages of non-fat salad dressing
- D. Remind students that they are to share their Family Packs with their family, so they should not open them until they are at home.
- E. Remind students that they will receive a Special Reward during Week Six, if they bring back three or more return cards.

Activity 4 Summary of the Week



- A. Review with students this week's Pathways Journey.
 - 1. Congratulate students on sharing the Family Packs with their families and bringing back the return cards.
 - 2. Remind students that vegetables are great Everyday Foods because they contain no fat and are easy and fun to eat.
 - 3. Encourage students to eat vegetables in the school lunch and at home.
- B. Explain to students that Amanda and Daryl will next be visiting the O´odham people in Arizona. They will travel to the Tohono O´odham Nation and the Gila River Indian Community.
 - Using the Pathways Nations Class Map, point out the location of the Tohono O'odham¹ Nation, the Akimel O'odham in the Gila River Indian Community, and the Oglala Lakota and Sicangu.
 - 2. Ask students locate these places on their **Pathways Nation Map** in their activity book.
 - 3. Have students trace the Pathways Journey from the Oglala and Sicangu Lakota Nation to the Tohono O'odham Nation on their map.
- C. Explain to students that a desert is a very dry land where it seldom rains or snows. This land is sandy, rocky, and usually very hot.

¹Tohono O'odham (To-ho-no Ath-thumb) means "The Desert People."



- 1. Tell students that as they learn about the Tohono O´odham, they will discover that there is food to eat even though the desert is very dry.
- 2. Ask if anyone has been to a desert or traveled to the homeland of the O'odham people.
- D. Read aloud Cliffhanger for Week 4 to the class.

fter another very long bus ride, Amanda and Daryl and Grandma White Horse arrived in Chuichu *(Choo-Choo)*, a village of the Tohono O'odham *(Ath-thumb)* people. They were staying at the home of Auntie Lopez.

That evening, Auntie Lopez invited Amanda and Daryl to join her for a walk in the desert. She said, "I want you to know how this land has been a teacher to the O´odham."

She continued, "The desert looks quiet and dry. It seems like nothing worthwhile can grow in such a place. But, this desert can teach you about what is good for your body. This land gives life through its gifts of fruits and plants. The O´odham people have learned to harvest these gifts." Auntie Lopez asked Amanda and Daryl to help prepare snacks for their walk in the desert. Quickly, Daryl found a sack to carry the snacks. Auntie Lopez said, "Put in those vegetables and the dried fruit on the table, and be sure to take a jug of water."

Amanda looked at the dried fruit. It had a dark red color. She wondered how it tasted and if it was sweet. "What kind of fruit is this?" she asked Auntie.

Auntie Lopez just smiled. She said, "I'll show you the plant that this fruit came from. It is a plant that is taller than a house. You will learn to find this plant very easily."

Amanda and Daryl stared at each other and wondered what kind of plant could be taller than a house!

- E. Discuss some of the clues that Auntie Lopez gave about this dried fruit, as time permits, using the following questions.
 - 1. What plant do you think would grow this red fruit?
 - 2. Name some plants that grow in the desert.

Reminders:

- ✓ Be sure to complete the **Evaluation Form** for this lesson.
- ✓ Check with Food Service about the food/supplies ordered for the snack preparation and Family Snack Pack activities in Week 5, Part B.

Stone Soup

Adapted by Lydia Whirlwind Soldier, member of the Sicangu Lakota Tribe Illustrated by Tim Shoulders, member of the Oglala Lakota Tribe

ktomi (*Ikto mi*) (Spider) was very weary. He was going home after a hunt. He had found no food in two whole days. He was very hungry. Iktomi wondered how he could get something to eat. He was just too weak to go hunting again. Slowly, he trudged through a village. There he saw a Grandma airing out her tipi (*ti -pi*) (home). Iktomi said, "Unci (*Unci'*) (Grandmother), I haven't eaten in two days. Could I have something to eat?"

"Maaaaa, we hardly have anything to eat. I am very sad because our children are hungry. No one can find any buffalo or deer. We have been having a very hard time."

"Well," Iktomi said, "I guess I'll just have to make stone soup." And with that, he pulled an ordinary-looking stone out of his pocket.

Unci stared at him, "Weeeee, soup from a stone? How can a stone be eaten?" Iktomi grinned and replied, "I can make soup from this stone. But, I will need a big pot and some water." She hurried off to get a pot and some water. Soon, the pot of water was boiling over a roaring fire. Unci watched as Iktomi dropped the stone into the pot.

Just then, a little Hoksila (*Hok-śi´-la*) (Boy) walked by the fire. "What are you doing?" he asked. Unci whispered in his ear about the

soup. Hoksila exclaimed, "Soup from a stone? How can anyone eat a stone?"

Iktomi stirred the soup. "It's almost ready," he said. "But, it would be tastier if we had some corn or carrots to add."

The little Hoksila thought for a moment and said, "I think Ina (*E-na*^{*}) (Mother) has some corn and maybe some carrots. I'll go and find out." The little boy was back in no time with them. Iktomi quickly put them into the pot.

A Wicasa (*Wicá-śa*) (Man) rode by on a beautiful horse. He stopped to see what was happening. The little Hoksila told him about the soup. The Wicasa said, "Hoooh, soup from a stone? Tuwale, (*Tu-wa-le*) (Ridiculous). How can anyone eat a stone?"

Iktomi stirred the soup. He had a serious look on his face. He said, "It would taste better if some potatoes were added to this stone soup."

The Wicasa said, "I have a few potatoes to add to the soup. Then, everyone can share the soup." He carefully put the potatoes into the pot.

A young Winyan (*Wiη´-yan*) (Woman) walked by with her hungry little children. "What smells so good?" she asked. The Wicasa whispered in her ear. She said, "Hunheee! Soup from a stone? How can anyone eat a stone?"

Iktomi happily smiled as he stirred the soup. "I think this soup would taste wonderful if we added some onions."

The Winyan said, "I have some at home. I'll go get the onions." She hurried away. When she came back, Iktomi put the onions into the pot.

More and more people came to the cooking fire as the smell of the delicious soup drifted throughout the camp. Each one listened as someone whispered in their ear about the soup. They all exclaimed, "Soup from a stone? How can anyone eat a stone?"

It was not long before KaKa ($\dot{G}a$ - $\dot{G}a$) (Grandfather) gave Iktomi some beans. Tunwin ($Tu\eta$ -wi) (Aunt) gave Iktomi turnips and the Wakanyeja ($Waka\eta$ -ye-ja) (Grandchildren) brought tomatoes. Someone brought the last portion of their dried buffalo jerky. Iktomi put all of these items into the soup. The soup smelled more and more delicious the longer it cooked.

Iktomi stirred the soup while everyone watched. They were anxiously waiting for the

soup to get done. At last, Iktomi tasted the soup. He spoke loudly, "This is the best stone soup that I have ever tasted. Now, it's ready. Would any of you care to sample this soup?" Everyone ran to get their bowls and spoons.

The people scrambled to get into line. A Wicasa said, "The Wakanyeja are first, then the Wakankake (*Wakan´-ka-ke*) (Elderly), and then everyone else. He picked up the serving spoon and started pouring soup into the bowls.

Now, Iktomi tried several times to squeeze into the line. People just pushed him aside each time. Soon, he ended up being the last one in the line. He could hear the serving spoon begin to scrape the bottom of the soup pot.

He knew that the pot was very large. There just had to be enough for everyone and plenty for himself. "I will wait for my turn since there will be plenty of soup," he thought to himself. His stomach growled. "Quiet!" Iktomi spoke to his stomach.

At last, Iktomi got to the soup pot. He sighed, "I will finally get to eat." Then, he looked into the soup pot. To his great surprise, the only thing left was the stone.

	Cool Boy
	Goal Box
Goal #2	I,(print your name)
	set my second Pathways goal to
	(write in the name of the vegetable you will try to eat
	before the next Pathways class.
(write in today's date)	(sign your name)
	the box after you reach your second goal.

Week 4

Veggies with Dip

Ingredients

- 4 baby carrots
- 3 pieces of broccoli
- 1 tablespoon non-fat salad dressing

Directions

- 1. Take a plate and napkin.
- 2. Put carrots, broccoli, and salad dressing on your plate.
- 3. Dip veggies into the non-fat salad dressing.
- 4. EAT!

What did you think?

What did you like about this snack? ____

Why do you think the veggies are Everyday Foods?

Why do you think the dip is an Everyday Food?_____









