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Pathways Third Grade Curriculum - Week Two

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BEGINNING OUR JOURNEY

Purpose: To support the role grandparents can play in encouraging eating healthy foods and being physically active.

Lesson Objectives – Students should be able to:

- locate the Navajo Nation on the Pathways Nations Map.
- name some of the traditional foods, games, and health practices of their Great-Great-Grandparents.
- identify some lower-fat foods called “Everyday Foods” that they can eat regularly.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	15	Pathways Nations Map	Cassette Player Theme Music Cassette Story Visuals Overhead Projector Story Tape: <i>A Weekend with Grandma Elsie and Grandpa Hastin</i> Pathways Nations Class Map
2. Activity Book Assignment - Everyday Foods	15	Everyday Foods List Activity Sheet 1	Everyday Foods Poster Sticky Dots or Highlighter
3. Activity Book Assignment - Everyday Physical Activities	10	Activity Sheet 3	

Week 2 — Part A

Activity 1 **Storytelling and Discussion**

A. Prepare students for today's lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to form a circle on the floor around you, if space allows.
In this story circle, they will listen to how their Great-Great-Grandparents lived.
3. Ask if anyone has a return card for the Return Box. If students have forgotten, remind them to bring the return card back as soon as possible.
4. Encourage students to be very good listeners to learn about the places that Amanda and Daryl will visit. Also, they should listen to the part of the story that will help them to discover:
 - Why the Diné (Navajo) people believe that it is important to run.
 - Some of the traditional foods that are eaten by the Diné (Navajo) people.
 - The physical activities that Shandiin (*Sunlight*) and Harrison did at their grandparents home.
5. Turn off the Pathways Theme Music cassette.

B. Recall with students the Pathways Journey that began last week.

1. Have students recall the clues about the high mesa, rug weaving, sheep herding, and the hogan.

2. Briefly discuss some of the student's guesses about which Pathways Nation will be visited by Amanda and Daryl.

3. Announce that they will now find out the place to be visited by Amanda and Daryl.

C. Read aloud the following story, *The Journey Continues*, to the class.

Grandma White Horse drove her truck onto a bumpy dirt road towards a hogan¹ (*hoo-ghan*). She parked and honked the horn. Within seconds, an old man with a black cowboy hat came outside. "Ya-a-teeh!² (*Hello*), we have been expecting you," hollered the man. As he came to the truck, he held out his hand for a handshake. "Welcome to the Navajo Nation. We are called the Diné."³

He spoke to Amanda and Daryl, "You can call us Grandma and Grandpa Tsosie (*Ts'osie*)⁴. We are old friends of your grandparents." They followed him inside where mutton⁵ stew was cooking on the stove. Smelling the stew made Amanda and Daryl think about being hungry. They were glad to be given some peaches to eat while Grandma

Tsosie made a stack of tortillas⁶ (*tor-ti-yas*).

While waiting to eat, Grandpa Tsosie talked about the Great-Great-Grandparents and their way of doing things. After awhile, he looked at Daryl and said, "What do you want to do while you are here?"

"I'd like to watch television and play Nintendo," replied Daryl.

"I am sorry, but we do not have any electricity," said Grandpa Tsosie.

Daryl didn't know what to say so he asked in a quiet voice, "How did you live when you were little?"

Grandpa Tsosie replied, "Times are changing. When we were young, we



¹Hogan (*hoo-ghan*) A traditional Diné dwelling built in a circular shape facing the East as dictated by the Holy People

²Yá át ééh - A Diné greeting similar to "Hello" or "Hi," meaning it is good.

³Diné (*Diné é*) The original term given by the Holy People to their descendants signifying the tribe, people, and clans.

⁴Tsosie (*alts'óó zí*), The Diné name that describes a slender person.

⁵Mutton is the meat of a sheep.

⁶A tortilla is a flat bread made of a cornmeal or flour mixture.

Week 2 — Part A

made our toys. We did not watch television or drive cars. Life was more simple.”

“Gosh, was food different, too?” asked Amanda.

Grandpa said, “Well, no one went to the store to buy packaged foods. Everyone got lots of exercise because we planted and raised our food. That was the best time in my life, because I learned how to do many things myself.”

He looked at Daryl and smiled, “There was lots of time to play games. Most of all, everyone liked to run. And, just like our Great-Great Grandparents, we played the Southwest Ball race.”

“Now”, Grandpa Tsosie became serious and looked at Daryl. “Why do you think people liked to play this game?”

“To have fun with friends,” responded Daryl.

“That’s right Daryl, and also to be active. These people walked the good path,” said Grandpa Tsosie. “They lived a good life. The game was good to strengthen their bodies. People were healthy.”

“What does it mean. That they ‘walked the good path’?” asked Amanda.

“They respected all things around them,” said Grandpa Tsosie. “They ate certain foods and were very active. In this way, they lived a good life.”

Grandma Tsosie spoke up, “Tell them the story about Harrison and Shandiin⁷ (*Shándíín*) (*Sunlight*). They went to live with their grandparents, Grandma Elsie and Grandpa Hastiin⁸ (Has-tiin) (Male), to learn how to be healthy.”

“All right,” he answered, “but pay close attention, because there are important lessons to hear.

D. Play the Story Tape, *A Weekend with Grandma Elsie and Grandpa Hastiin*⁹, and place Story Visuals for students to see while they listen 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.

⁷Shandiin (*Shá ní díín*) The Diné word meaning rays of sunlight is often a girls' given name.

⁸Hastiin (*Has-tiin*) a mature male or husband.

⁹Flesch-Kincaid Grade Level 4.29

E. Discuss the story with students using the following questions.

- Why do you think the Diné (Navajo) believe that it is important to run?

*Answer: Running helps keep you strong and feeling good.
It also can help you to keep slim.*

- What are some of the traditional foods eaten by the Diné (Navajo) people?

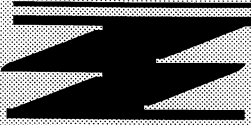
Answer: Corn, squash, wild tea, melons

- What are some of the activities which Shandiin (*Sunlight*) and Harrison did at their grandparents' home?

Answer: They herded sheep, hoed weeds, carded wool, and got up before daybreak to run.

F. Instruct students to return to their desks and find the **Pathways Nations Map** which is in their activity book.

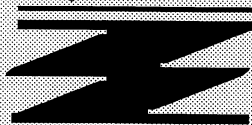
1. Choose a student to locate the Navajo Nation on the **Pathways Nations Class Map**.
2. Instruct students to draw a line from Amanda and Daryl to the Navajo Nation in their activity book.



Activity 2

Activity Book Assignment

Everyday Foods



- A. Remind students that Grandpa and Grandma White Horse had told Amanda and Daryl they would find out many things their Great-Great-Grandparents did to live a healthy life during their Pathways Journey.
1. Point out that in the Pathways Journey to the Navajo Nation, several traditional ways have been described as to how the Diné (Navajo) people view their health.
 2. Explain that students should think about themselves. They may find things that are the same or different from their Great-Great-Grandparents. One example may be which foods are eaten today by students and their families.
 3. Emphasize that they will also discover that there are many ways to live a healthy life today, so they can feel good and have the energy to do the things that they like to do.
- B. Show students the **Everyday Foods** poster and display it in the classroom.
1. Explain that this poster lists some great **Everyday Foods** that they should try to eat and beverages to drink. **Everyday Foods** are lower in fat and the beverages do not have lots of sugar (like regular pop).
 2. Discuss with students that the word “everyday” on the **Everyday Foods** poster doesn’t mean that students need to eat these foods “every day.” It means that these are foods to eat “almost anytime.”
 3. **Stress that choosing to eat Everyday Foods may help a person from being chubby and keep them healthier so they don’t get diabetes or have a heart attack.**

C. Instruct students to find the **Everyday Foods** that are listed on the green pages in their *My Pathways Journey Activity Book*.

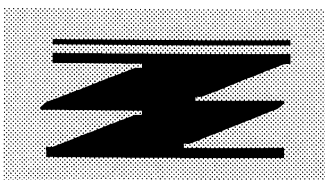
1. Explain that these pages include the same foods that are listed on the **Everyday Foods** poster in their classroom.
2. Point out that the first page explains what are Everyday Foods. Read aloud from the poster **Everyday Foods are**
 - **Foods and beverages that have little or no fat.**
 - **Foods that are not fried.**
 - **Foods that have little or no fat added when cooked or served.**
 - **Water, diet pop, and other beverages that have little or no sugar.**
3. Tell students to underline their favorite foods on the Everyday Foods lists in their activity book as the foods are read aloud.
4. Ask students to take turns reading aloud the names of the foods.

D. Tell students to find **Activity Sheet 1 - Pathways Nations Foods** in their activity book.

1. Explain that many of the Pathways Nations Foods are also Everyday Foods.
2. Ask students to take turns to identify those Pathways Nations Foods that are on the **Everyday Foods** poster.
3. Allow a student(s) to use sticky dots or a highlighter to place a mark by those Everyday Foods that are also a Pathways Nations Food.

Week 2 — Part A

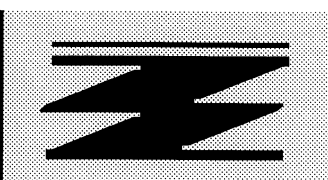
- E. State that many of the foods that students eat in their school breakfast and lunch are Everyday Foods.
1. Stress that the cooks are working hard to prepare their school breakfast and lunch. They use many Everyday Foods that are tasty and great for students to eat.
 2. **Encourage students to choose Everyday Foods at school or at home. These foods are low in fat. They help a person to look and feel good, stay well, and have lots of energy.**



Activity 3

Activity Book Assignment

Everyday Physical Activities



- A. Instruct students to turn to **Activity Sheet 3 – Everyday Physical Activities** in their activity book.
1. Point out that in **Pathways PE** students are doing lots of physical activities.
 2. Stress that the physical activities can be simple or more difficult. Even though everyone's ability to do these activities differs, everyone can have fun doing some kind of physical activity. A person's ability to do these activities varies depending upon how physically fit they are.
 3. On **Activity Sheet 3**, students should underline all the physical activities that they have done either in **Pathways PE** or on their own.
 4. After they have completed their underlining, tell students to circle those activities that they enjoy doing the most.

5. Announce to students that they will get a chance to do a physical activity that is fun this week during recess. They will get to play the Southwest Ball Race that Daryl and Amanda heard about in the Diné (Navajo) story. (A description of this game can be found at the end of this week.)
 6. Explain that the Southwest Ball Race was originally played by the Zuni Pueblo. It is a traditional game that became very popular among Native Americans in the southwestern part of the country. The Diné (Navajo) adopted this ball race from their Zuni neighbors in the early 1800's.
- B. Emphasize that students need to eat many lower fat foods and do a physical activity every day.
1. Remind students that they should look for Everyday Foods in their school breakfasts and lunches.
 2. Encourage students to continue the physical activities that they enjoy and to learn new games, like the Southwest Ball Race.

Reminders:

- ✓ Complete the **Evaluation Form** for this lesson.
- ✓ Schedule the Southwest Ball Race during recess this week.



BEGINNING OUR JOURNEY

Purpose: To provide an opportunity for students to have fun and make healthy food choices by learning more about Everyday Foods.

Lesson Objectives – Students should be able to:

- identify categories of Everyday Foods and describe their characteristics.
- describe the reasons they like Everyday Foods.
- describe the **Pathways Family Action Pack: Week Two**.
- demonstrate the Southwest Ball Race at recess.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Identification of Everyday - Foods	25	10 Envelopes with Food Cards	Cassette Player Theme Music Cassette Activity 1 Key
2. Family Pack	10	Family Pack Stickers Star Chart Family Action Pack: Week Two	Return Box
3. Summary of the Week	5		



Activity 1

Identification of Everyday Foods



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Announce that it is time for the Pathways class.
3. Turn off the Pathways Theme Music cassette.

B. Point to the **Everyday Foods** poster, and ask students to find the green Everyday Foods pages in their activity book.

1. Remind students that these lists include the names of foods that can be eaten almost anytime because the foods are lower in fat.
2. Review why it is important for them to eat Everyday Foods.

Answer: Because these foods are lower in fat, choosing to eat Everyday Foods may prevent them from becoming too chubby or keep them from someday getting diabetes or having heart diseases. Everyday Foods come in all shapes, sizes, colors, flavors, and smells.

3. Emphasize that the **Everyday Foods** poster does not include all of the different foods that are lower in fat, but it does include a lot of them.

4. Remind students that Everyday Foods include:

- **Foods and beverages that have little or no fat.**
- **Foods that are not fried.**
- **Foods that have little or no fat added when cooked or served.**
- **Water, diet pop, and other beverages that have little or no sugar.**

C. Announce that students are now going to do a special group project.

1. State that each Pathways group is going to get an envelope containing Food Cards with pictures of Everyday Foods.
2. Explain that they should look at all of the Food Cards in their envelope and separate the cards into the groups as listed on the **Everyday Foods** poster and in their activity book.
3. Tell students that after each group has finished, they will make a report to the class on the **Everyday Foods** pictures in their envelope. They need to describe these foods and tell why these foods are **Everyday Foods**.

D. Divide the class into their Pathways groups and distribute an envelope containing Food Cards to each group.

1. Tell students to use the Everyday Foods lists in their activity book to help them to separate and group the Food Cards.
2. After separating their Food Cards, students should think of why they like all or some of these Everyday Foods.
3. Students should discuss where foods can be found in their community, such as the name of a store, trading post or other location.

Week 2 — Part B

4. Monitor groups to be sure they understand how to do the activity.
 5. Call on each group to show the class the Food Cards that were in their envelope.
(A key to the Food Cards in each envelope is included at the end of this week.)
- E. Ask each group to select some of their favorite Food Cards to be displayed next to the **Everyday Foods** poster in their classroom.
1. Post these Food Cards now or at another time. Optional: Students can make a mobile with the Food Cards.
 2. Encourage students to choose to eat Everyday Foods.

The header graphic consists of a central black rectangle with the text "Activity 2" and "Family Pack" in white. On either side of this rectangle is a grey rectangular area containing a stylized, abstract graphic of a person in motion, possibly running or jumping, with lines suggesting movement.

Activity 2 Family Pack

- A. Ask the students how their family members liked the Family Pack that they took home last week.
1. **Emphasize again to the students that it is important for them and for their family members to eat healthful foods and to do physical activities everyday.**
 2. Explain that sharing the action packs with their family can help everyone to identify Everyday Foods and to learn physical activities that they can do with their family.
- B. Ask if anyone has a return card for the Return Box.
1. Explain that if they have forgotten, they need to bring back the card as soon as possible. Remind students to place their return card in the Return Box.

2. Reward the students who brought back their card this week with a **sticker**. Have them place the sticker on the **Star Chart** in their activity book.

C. Distribute the **Pathways Family Action Pack: Week Two** to each student and tell them to write their name on the front of the envelope.

1. Explain that the items in the envelope include:

- Diné (Navajo) story, *A Weekend With Grandma Elsie and Grandpa Hastiin*, to read with your family.
- Everyday Foods List to share with your family.
- Everyday Physical Activities List to share with your family.
- **Return Card: Week 2** for you and a family member to sign when you're finished with the Action Pack.

2. Remind students that they will receive a Special Reward during Week Six, if they complete and bring back three or more return cards.



Activity 3

Summary of the Week



A. Review this week's Pathways Journey.

1. Congratulate students on discussing some great Everyday Foods with their envelopes of Food Cards, and encourage them to look for these Everyday Foods in their school breakfasts and lunches.
2. Explain that they will learn new games throughout their Pathways Journey in recess and during the **Pathways PE** class.
3. Remind students that these new games will help them to feel good and have the energy to do all the fun things that they would like to do.

B. Read the **Cliffhanger for Week 2** to the class.

Playing the Southwest Ball Race had been a lot of fun. Amanda and Daryl were happy even though their team had not won.

All of the team members had laughed and cheered each other during the game.

Daryl told Amanda, "Gosh, I really liked playing with my new Diné (Navajo) friends at the Pathways school."

Today, they needed to hurry and get ready to visit another Pathways Nation. Grandma had said that they would need to say good-bye to their new friends.

Amanda and Daryl thanked the Tsosie family for letting them learn about the Diné (Navajo) people. They said they hoped to come back someday.

Grandma White Horse said, "We have a long ride to the next nation, but it will be worth the trip. You'll be camping at a traditional dance ground. Every night, you will sleep inside of your own tipi (*tí-pi*)¹. You will also get to taste soup made from the meat of a buffalo."

After placing their suitcases into the back of the truck, they climbed into the front cab with



¹tipi (*tí-pi*) A tipi is the traditional dwelling of the Lakota people. It is constructed in a conic shape and was originally made out of buffalo skins.

Grandma. She began driving them towards town. After traveling several miles down the road, there was a noise like “bump, bang,

thump, and pop.” Suddenly, they saw steam coming out from under the truck hood.

C. Discuss how Amanda and Daryl will get to the next Pathways Nation using these questions.

- What would you do if your truck broke down?
- Can anyone imagine which Pathways Nation will be next?


D. Tell students that they will learn about this nation in the Pathways class next week.

Reminders:

- ✓ Complete the **Evaluation Form** for this lesson.
- ✓ Be sure to read and post the **Class Letter** received from another Pathways school, as soon as you receive it.

A Weekend with Grandma Elsie and Grandpa Hastiin

By Alberta Becenti, member of the Navajo Nation
Illustrations by Adrian Long, member of the Navajo Nation

handiin¹ (Shá-ní-díín) (*Sunlight*) felt someone tugging at her shoulder. She rubbed the sleep out of her eyes. She heard her brother, Harrison, laughing. He looked at her and said, "Get up, sleepy head."

Grandpa Hastiin² (Has-tiin) (*Man*) said, "Grandchildren, it is time for a morning run. Remember, Talking God will bless you with good health and make you rich."

"Who is Talking God and how does he make you rich?" asked Shandiin.

"Talking God is the Grandfather of all the Holy People," replied Grandpa Hastiin. "When a person runs before dawn, they can be seen by Talking God. Then, Talking God will make you rich in happiness, good health, and a long life. If Talking God finds you asleep, he will think, 'this person does not need my help.' I was raised with these teachings," said Grandpa Hastiin.

Shandiin and her brother went outside. They walked around the hogan several times. This warmed up their bodies. Then, they stretched their legs. Soon, they ran towards the rising sun.

After the run, they walked again to catch their breath and to cool down. Grandpa Hastiin reminded them to pray. He gave

them a leather bag filled with white powdered cornmeal. They took a pinch of cornmeal and offered it to the Earth and to the rising sun. Then, they went inside to eat.

"I hope you are hungry," said Grandma Elsie. She was filling their bowls with a blue-colored mush. This morning, you are going to taste traditional foods that I ate as a child. You will eat some cornmeal mush and drink wild tea. These foods are good for our bodies."

At first, Shandiin did not want to taste the mush. She looked at Harrison. He was scooping one spoonful after another into his mouth. Slowly, she tasted it. To her surprise, it really was good. It had a good taste that she liked.

After breakfast, Harrison walked with Grandpa. They passed a small hut that was sticking out of the ground. Harrison asked, "Grandpa, what is that mud-covered hut?"

"That is a sweat lodge," replied Grandpa. It is for taking traditional sweat baths. Hot rocks are placed inside to make a person sweat. Sweating the body gets rid of bad things like sickness, stress, aches, and pains. Also, it is a place to pray for a good life. Taking a sweat bath makes a person feel stronger and have more energy."



¹Shandiin (Shá ní díín) The Diné word meaning rays of sunlight is often a girls given name

²Hastiin (Has-tiin) A mature male or husband.

Grandpa and Harrison came to a cornfield. They could see weeds around each plant. Everywhere, there were cornstalks, melons, and squash growing. Grandpa explained that these were traditional foods of the Diné (Navajo) people. He said, "Each of these plants are a precious harvest for our people." He took his hoe and showed Harrison how to remove the weeds. They worked down one row after another.

By noon, Harrison's arms began to tire out. "Boy, Grandpa, now I know how you and Grandma work so hard," said Harrison.

Meanwhile, at the hogan, Grandma handed some wool to Shandiin. She showed how raw wool is carded into yarn before weaving a rug. Shandiin tried to do the same motions. It was awkward. Before long, her arms began to hurt. She became very tired. Grandma Elsie told her, "You are working so hard. I will weave a beautiful rug for you." Then, she told Shandiin to take a snack to her brother and Grandpa.

As Shandiin walked, she looked at the clouds moving overhead. The shadow under the clouds felt cool until they moved away. Wherever she stepped her shoes began to fill with sand. Finally, she found Grandpa and Harrison. They were watering the sheep. She gave them the snack of oranges and apples.

They relaxed under a nearby pinon tree. Harrison lay on the ground while Shandiin sat near Grandpa.

Harrison remarked, "Grandpa, you sure get plenty of exercise." He was feeling mostly tired himself.

Grandpa said, "Walking, running, and

herding sheep is good for your body. In my day, I have learned that a person who is active is taking good care of their body."

"Today, people don't get much exercise. They watch too much television, too," said Harrison.

"Yah, they eat too much and get overweight," said Shandiin.

"You are both right," replied Grandpa. "People forget that they need to be active to use up the excess of what they eat. Many people get fat because they are not active. Remember, my grandchildren, your body is precious."

Shandiin asked, "What can people do to help themselves?"

Grandpa said, "Everyone can start with what they are eating and be active. Too many foods are full of fat or sugar. If a person is not active, this food turns into fat. This fat is stored in the body and the person starts getting fatter and fatter. Remember that people are very special. You can see that some are tall, short, and slim or chubby. Everyone is raised with their own teachings about life. These differences make people special. It is what we do with who we are that makes each of us so different. I'm proud of who you are, because you are special to your family," said Grandpa Hastiin.

"Thank you for letting us spend the weekend," said Harrison and Shandiin. "We have learned a lot. We can choose to be healthy."

"You both are welcome to visit anytime," said Grandpa, as he got up and began to herd the sheep back home.

Week 2

Playing the Southwest Ball Race

A. This game is to be played during the recess period following the Part B lesson.

1. Play the Southwest Ball Race outdoors or in the gymnasium.
2. Divide students into three teams with an equal number of students in each team. In case of an unequal number, ask for a volunteer to run twice for their team.
3. A cone is placed twenty (20) feet from the Start/Finish Line in front of each team.

Southwest Ball Race Set up

X X X X X (Team 1, leader in front)	0
X X X X X (Team 2, leader in front)	0
X X X X X (Team 3, leader in front)	0

4. Hand a ball to the leader of each team and have them stand in a ready position with the ball on the ground in front of them. During the game, the hands are not to be used at any time.
5. On the given signal, each team leader will kick the ball around the cone and back towards their team. The ball must be kicked with his/her foot.
6. The team leader crosses the finish line and tags the next person. Repeat this until the last person has crossed the finish line.
7. The team that crosses the finish line first wins the game.

- B. Acknowledge the teams for their participation in this traditional game.
- C. Allow students time to drink water. Emphasize the importance of replacing body fluids with water.

Week 2 – Part B
Activity 1 Key

Envelope #1

Bread, Cereal, Rice, Pasta Group

hot dog bun
white bread

Vegetable Group

green peas
mashed potatoes

Fruit Group

raisins
watermelon

Milk, Yogurt, Cheese Group

skim milk

Meat, Poultry, Fish, Dry Beans Group

halibut

Envelope #2

Bread, Cereal, Rice, Pasta Group

rye bread
white bread

Vegetable Group

celery
tomato juice

Fruit Group

cantaloupe
pears

Milk, Yogurt, Cheese Group

low-fat milk, 1%

Meat, Poultry, Fish, Dry Beans Group

ground beef

Envelope #3

Bread, Cereal, Rice, Pasta Group

English muffin
pancake

Vegetable Group

corn
spinach
winter squash

Fruit Group

apple

Milk, Yogurt, Cheese Group

low-fat plain yogurt

Meat, Poultry, Fish, Dry Beans Group

tuna

Envelope #4

Bread, Cereal, Rice, Pasta Group

pita bread
waffle
popcorn

Vegetable Group

baked potato
green beans

Fruit Group

grapefruit

Milk, Yogurt, Cheese Group

skim milk

Meat, Poultry, Fish, Dry Beans Group

roast beef

Envelope #5

Bread, Cereal, Rice, Pasta Group

graham crackers

Vegetable Group

broccoli
cabbage

Fruit Group

banana
fruit cocktail
orange juice

Milk, Yogurt, Cheese Group

low-fat strawberry yogurt

Meat, Poultry, Fish, Dry Beans Group

roast beef sandwich

Envelope #6

Bread, Cereal, Rice, Pasta Group

pretzels
tortilla

Vegetable Group

tomato
tossed salad
zucchini

Fruit Group

orange

Milk, Yogurt, Cheese Group

low-fat cottage cheese, 1%

Meat, Poultry, Fish, Dry Beans Group

black-eyed peas

Envelope #7

Bread, Cereal, Rice, Pasta Group

egg noodles
oatmeal
saltine crackers

Vegetable Group

carrots

Fruit Group

grapes
peach

Milk, Yogurt, Cheese Group

frozen yogurt

Meat, Poultry, Fish, Dry Beans Group

turkey

Envelope #8

Bread, Cereal, Rice, Pasta Group

bran flakes
pasta
whole wheat bread

Vegetable Group

green pepper
lettuce

Fruit Group

pineapple

Milk, Yogurt, Cheese Group

mozzarella cheese

Meat, Poultry, Fish, Dry Beans Group

Envelope #9

Bread, Cereal, Rice, Pasta Group

bagel
corn flakes
rice

Vegetable Group

cauliflower

Fruit Group

peaches
pear

Milk, Yogurt, Cheese Group

non-fat plain yogurt

Meat, Poultry, Fish, Dry Beans Group

beef stew
(combination: beef & vegetables)

Envelope #10

Bread, Cereal, Rice, Pasta Group

grits
rye crackers

Vegetable Group

corn on the cob
sweet potato

Fruit Group

applesauce
strawberries

Milk, Yogurt, Cheese Group

buttermilk

Meat, Poultry, Fish, Dry Beans Group

turkey sandwich
(combination: turkey, bread, vegetables)

EVERYDAY FOODS

“Foods to eat almost anytime”

Everyday Foods are:

- foods that have little or no fat.
- foods that are not fried.
- foods that have little or no fat added when cooked or served.
- water, diet pop, or other beverages that have little or no sugar.

Vegetables

Fresh, frozen, canned, or dried.

asparagus	green beans	sweet potatoes
beets	hominy	timpsila
boiled potatoes	lettuce	tomatoes
broccoli	lima beans	wax beans
cabbage	onions	wild asparagus
carrots	pangi (wild artichoke)	wild celery
cauliflower	peas	wild mushrooms
celery	potatoes	wild onion
chile	pumpkin	wild spinach
cholla buds	spinach	wild turnips
corn	squash	zucchini
cucumbers	string beans	

All juices and sauces made from vegetables

Fruits

Fresh, frozen, canned, or dried.

apples	desert hackberry	plums
applesauce	figs	pomegranate
apricots	fozen fruit juice bars	prickly pear
bananas	grapes	prunes
berries	grapefruit	rose hips
blackberries	juneberries	sandcherries
blueberries	kiwi	strawberries
buffaloberries	Navajo melon	watermelon
cantaloupe	oranges	wild bananas
cherries	peaches	wild grapes
chokecherries	pears	wild strawberries
currants	pineapple	

All juices made from fruits

Milk, Cheese, Yogurt

Milk

Fresh, canned, or dried.

skim (fat-free)
1% (low-fat)
skim chocolate
skim evaporated
buttermilk

Cheese

string
low-fat cottage cheese
part-skim mozzarella
farmer cheese
processed cheese spread
cheese labeled “low-fat”

Yogurt

low-fat yogurt
low-fat frozen yogurt

Meat

beef
buffalo
deer
elk
goat
gopher
ham
heart
hot dogs labeled “low-fat”
kidney
lean ground beef
luncheon meat labeled “low-fat”
mountain sheep

mutton
pork
rabbit
squirrel

Fish

all fish not fried
tuna canned in water

Poultry

chicken without skin
turkey without skin
wild turkey

Dried Beans

black (turtle)
dried lima
garbanzo (chick-peas)
lentils
navy
pinto
split peas
teparty (white)
teparty (brown)
white

Meat, Poultry, Fish, Dried Beans

Trimmed and cooked without added fat. Baked, boiled, broiled, grilled, microwaved.

Breads, Rice, Pasta, Cereals

Breads

ash bread
bagels
corn tortillas
flour tortillas
French toast
kabubu bread
kneel-down bread
oven bread
pancakes
pita bread
sandwich buns
soba
taco shells
waffles
wheat (pinole)
yeast breads

Crackers, Cookies, Cakes

air-popped popcorn
alkaad (Puberty Cake)
animal crackers
cookies labeled “low-fat”
Cracker Jacks
fig bars
ginger snaps

graham crackers
pretzels
rice cakes
saltine crackers
vanilla wafers

Cereals

all cereals
cornmeal mush (blue)
cornmeal mush (yellow)

Rice and Pasta

brown, white, and wild rice
macaroni
noodles
spaghetti

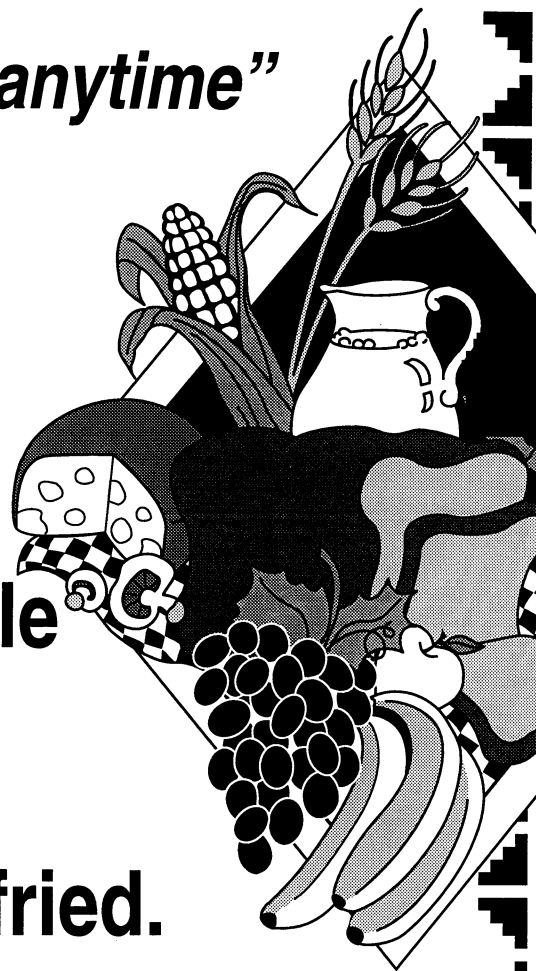
Everyday Foods

"Foods to eat almost anytime"

Remember . . .

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- ◆ foods that have little or no fat added when cooked or served.
- ◆ water, diet pop, or other beverages that have little or no sugar.



Vegetables

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broccoli
cabbage
carrots
cauliflower
celery
chile
cholla buds
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cucumbers
green beans
hominy
lettuce
lima beans
onions
pangi (wild artichoke)

peas
potatoes
pumpkin
spinach
squash
string beans
sweet potatoes
timpila
tomatoes
wax beans
wild asparagus
wild celery
wild mushrooms
wild onions
wild spinach
wild turnips
zucchini

All juices and sauces made from vegetables



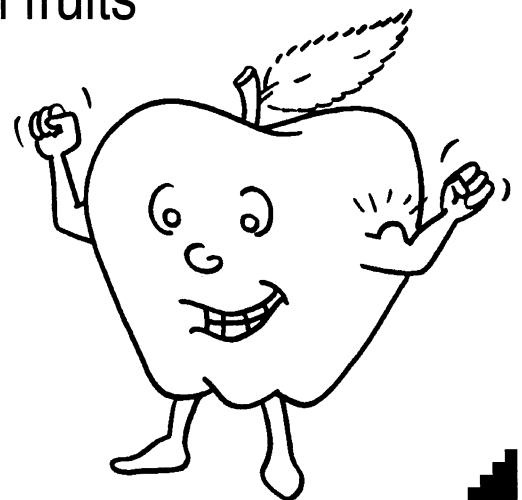
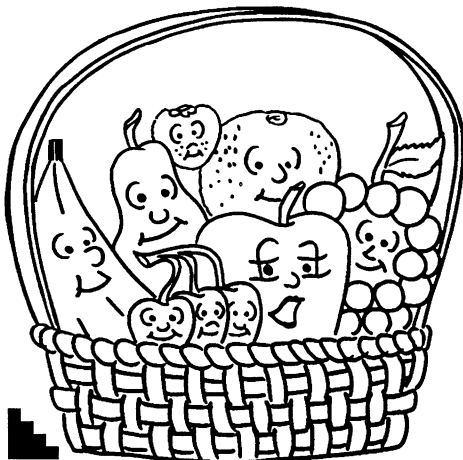
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grapefruit
juneberries

kiwi
Navajo melon
oranges
peaches
pears
pineapple
plums
pomegranate
prickly pear
prunes
rose hips
sandcherries
strawberries
watermelon
wild bananas
wild grapes
wild strawberries

All juices made from fruits



Milk, Cheese, Yogurt

Milk

Fresh, canned, or dried

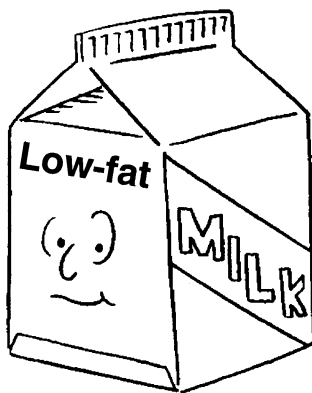
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1% (low-fat)

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Cheese

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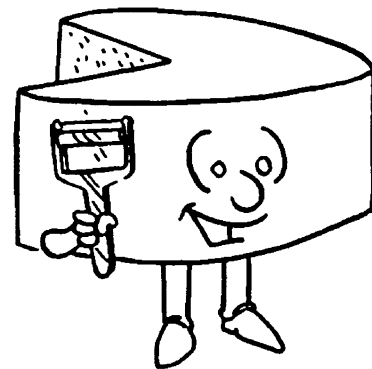
low-fat cottage cheese

part-skim mozzarella

farmer cheese

processed cheese spread

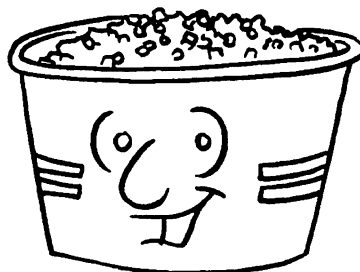
cheese labeled "low-fat"



Yogurt

low-fat yogurt

low-fat frozen yogurt



Meat, Poultry, Fish, Dried Beans

Trimmed and cooked without added fat. Baked, boiled, broiled, grilled, microwaved.

Meat

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buffalo
deer
elk
goat
gopher
ham
heart
hot dogs labeled "low-fat"
kidney
lean ground beef
luncheon meat labeled "low-fat"
mountain sheep
mutton
pork
rabbit
squirrel

Poultry

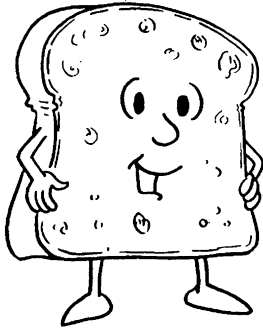
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Dried Beans

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lentils
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split peas
teary (white)
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Breads, Rice, Pasta, Cereals

Breads

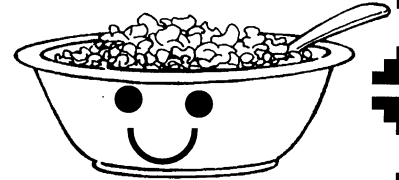
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wheat (pinole)
yeast breads

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spaghetti

Cereals

all cereals
cornmeal mush (blue)
cornmeal mush (yellow)



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alkaad (Puberty Cake)
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fig bars
ginger snaps
graham crackers
pretzels
rice cakes
saltine crackers
vanilla wafers



Week 2

Everyday Physical Activities



Directions

1. Underline each physical activity that you have ever done either in Pathways PE or on your own.
2. Circle those activities that you enjoy doing the most.

walking

riding a bike

tag

swimming

hoeing

stacking wood

herding sheep

push ups

skate boarding

softball

dancing

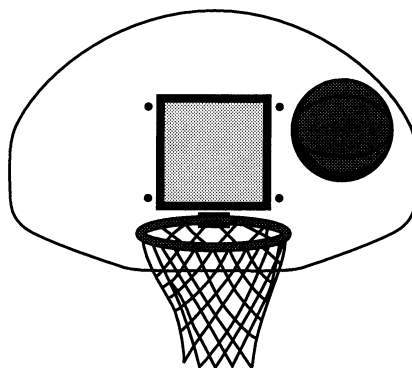
aerobics

dancing to music

hide and seek

soccer

hiking



basketball

frisbee

running

hackey sack

kickball

track and field

volleyball

lacrosse

field hockey

jump rope

jogging

riding horses

roller skating

roller blading

sit ups

climbing rocks or trees

