

PATHWAYS TO HEALTH



A Health Promotion Project for American Indians

Student Workbook
7th Grade

PATHWAYS TO HEALTH

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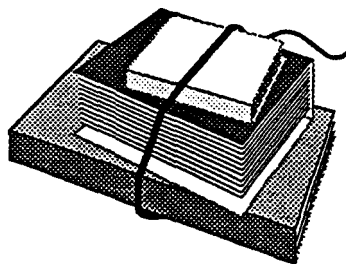
PATHWAYS TO HEALTH



UNIT ONE

LESSON ONE:
INTRODUCTION

LESSON 1



WORDS TO KNOW

1. **Behavior:** What you do.
2. **Cancer:** A serious disease in which the cells in one part of the body multiply (grow) too fast. There are many types of cancer.
3. **Diet:** The foods and beverages you eat and drink most of the time.
4. **Fiber:** The part of plant foods that your body can't digest. Plant foods include fresh fruits, vegetables, dried beans, and whole grains. Having fiber in your diet helps your digestive system and other parts of your body to be healthy.
5. **Health-Promoting Behaviors:** Something you do to increase your chances of remaining healthy.
6. **Risky Behaviors:** Something you do that increases your chances of injury or disease.



WHAT WE DO AFFECTS OUR HEALTH



Risky behaviors we will study in

Pathways to Health:

- ▼ eating a diet high in fat
- ▼ eating a diet low in fiber
- ▼ eating a diet low in fruit and vegetables
- ▼ smoking cigarettes
- ▼ using oral (chewing) tobacco

Health-promoting behaviors we will study in

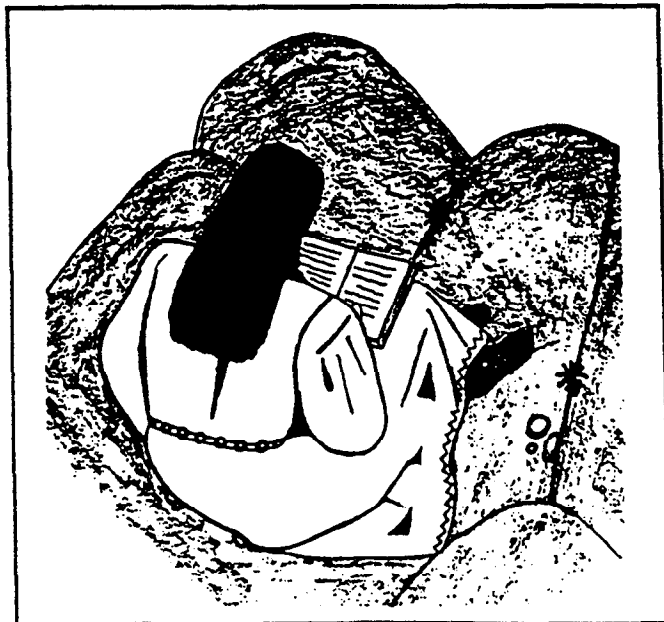
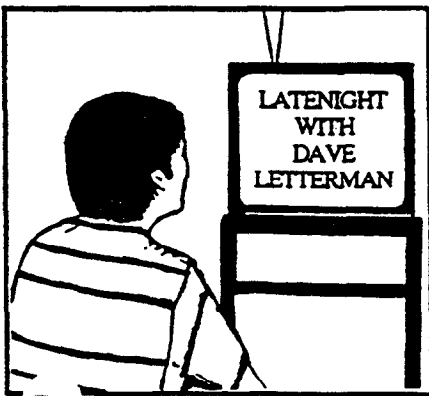
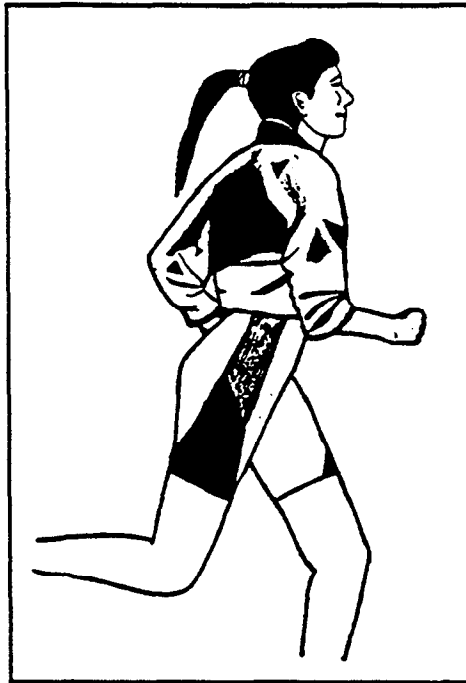
Pathways to Health:

- ▲ eating a diet low in fat
- ▲ eating a diet high in fiber
- ▲ eating a diet high in fruits and vegetables
- ▲ not smoking cigarettes
- ▲ not using oral (chewing) tobacco

ON THE RIGHT PATH?



Instructions: Review these pictures. Which ones show people doing healthful activities? Why are the other activities not good for our bodies?



HEALTHFUL ACTIVITY

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

Instructions:

Write a short story about yourself doing a healthful activity that you enjoy. Try to use some of the “Words to Know” from Lesson 1 in your story.

WELLNESS RAP

If you wanna stay **fit** and you wanna be **strong**
On the **Pathway** to **Health** you won't go **wrong!**

Listen to me **Dude**, as I got to **say**,
We **gotta** fight **cancer** in the **life** style way!

You wanna feel **good** and you wanna be **smart**
If you **don't** use **tobacco**, please don't **start!**

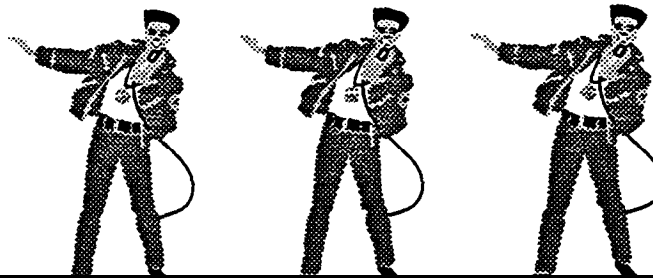
We **gotta** pick **food** that will make us **grow**
Strong and **healthy** so the people **know**

That **we** been makin' **choices** day by day
Sayin' **NO** to **tobacco** and the **JUNK FOOD WAY!**

Hey Dude, **remember** what I **came** to say,
Being **healthy** and **fit** is the **wellness way!**

Be
Cool

Be
Cool



QUIZ QUESTIONS

Instructions: Fill in the blanks with the correct answer.
There are more words than blanks, so think!

Words to choose from:

- ✓ diet
- ✓ fiber
- ✓ risky behavior
- ✓ cigarettes
- ✓ alcohol
- ✓ health-promoting behavior
- ✓ cancer

1. Smoking cigarettes is an example of a _____
2. _____ is found in fruits, vegetables, and beans.
3. Eating a _____ high in fruits and vegetables will lower your risk of _____
4. Jogging is an example of a _____

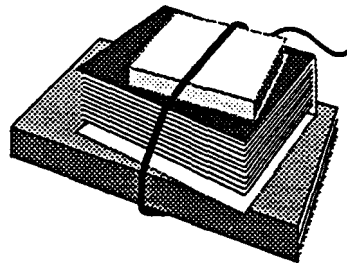
PATHWAYS TO HEALTH



UNIT TWO

LESSON TWO — EIGHT:
NUTRITION

LESSON 2



WORDS TO KNOW

1. **Contribution:** Something given or shared.
2. **Cultivate:** To grow plants or crops from seeds, bulbs, or shoots.
3. **Global:** Relating or including the whole earth; worldwide.
4. **Prehistoric:** Of the period before recorded history,
5. **Sacred:** Regarded with the respect or reverence accorded holy things.
6. **Staple:** A chief item of trade, regularly stocked and in constant demand.

SONGS AND STORIES ABOUT NATIVE FOODS

▲▲▲▲▲▲▲▲▲▲ ZUNI SONGS ▲▲▲▲▲▲▲▲▲▲

“Five things alone are necessary to the sustenance and comfort of the Indian among the children of the earth.
The sun, who is the Father of all
The earth, who is the Mother of men,
The water, who is the Grandfather,
The fire, who is the Grandmother,
Our brothers and sisters the Corn and seeds of growing things.”

Other special songs are sung as the seeds are planted. The spiritual and ceremonial roles of food in the Southwest, its healing and nourishing powers are expressed in the following Zuni pueblo song:

“Watch well o'er your seed—things and children!
Speak wisely to these our new children!
Henceforth they shall be your first speakers.
And the peace making shield of your people.”

▲▲▲▲O-NA-TAH-SPIRIT OF THE CORN▲▲▲▲

O-na-tah, Spirit of the Corn, and patroness of the fields, brings the planting season to the earth.

O-na-tah, chaste in her beauty -the sun touches her dusky face with the blush of the morning, and her eyes grow soft as the gleam of the stars that floats on dark streams. Her night-black hair flares to the breeze like the wind-driven cloud that unveils the sun. As she walks the air draped in her maize, its blossoms

plume to the sun, and its fringing tassels play with the rustling leaves in whispering promises to the waiting fields. Night follows her dim way with the dews, and Day guides the beams that leap from the sun to her path.

And the great Mother (earth) loves O-na-tah who brings to her children, the red men*, their life-giving grain.

At one time, O-na-tah had two companions, the spirits of the bean and the squash. In the olden time, when the bean, corn and squash were planted in one hill, these three sister plant spirits, the De-o-ha-ko were never separated. Each was clothed in the plant which she guarded. The Spirit of the Squash was crowned with the flaunting gold trumpet blossoms of its foliage, and the Spirit of the Bean was arrayed in the

clinging leaves of its winding vine, its velvety pods swinging to the summer breeze.

One day when O-na-tah had wandered astray in search of the lost dews, Hah-gweh-da-et-gah, capturing her, sent one of his monsters to blight her fields, and the Spirits of the Squash and the Bean fled before the death winds which pursued them.

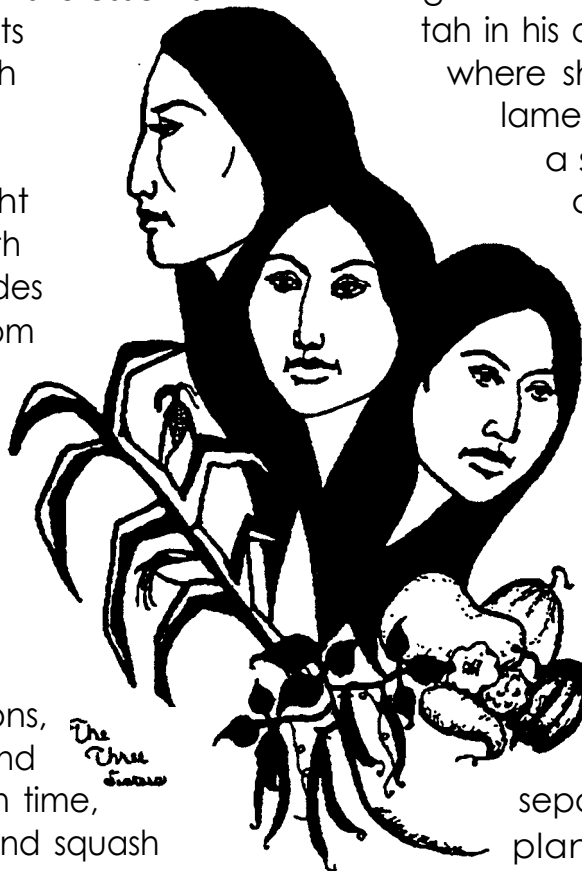
Hah-gweh-da-et-gah imprisoned O-na-tah in his darkness under the earth, where she languished,

lamenting her lost fields, when a searching sun ray discovered her and guided her back to her lands.

Bewailing the desolation of the blight, and mourning the desertion of her sister spirits of the bean and the squash, O-na-tah made a vow to the Sun that she would never leave her fields again; and now she holds her vigils alone,

separated from her sister plants.

If her fields thirst, she cannot leave them to summon the dews. When the Flame Spirit of the Sun burns the maize, O-na-tah dare not search the skies for Ga-oh, to implore him to unleash the winds and fan her lands. When great rains fall and blight her fields, the voice of O-na-tah grows



This was taken from the original 1908 version.

(See next page)

faint, and the Sun can not hear; yet, faithful, she watches and guards, never abandoning her fields till the maize is ripe.

When O-na-tah brings the planting season, her crow flocks know, and the birds whirl and call in the sky. When invoking the aid of the sun, O-na-tah scatters her first corn over her broad land, the birds flutter down and hunt the foes that follow the roots in the earth.

When the maize stalks bend low, O-na-tah is folding the husks to the pearly grains that the dew will nourish in their screening shade as they fringe to the sun. When the tassels plume, O-na-tah is crowning the maize with her triumph sign and the rustling leaves spear to the harvest breeze.

The custom of 'blessing the fields' is still continued among some of the Iroquois. When the leaf of the dogwood is 'the size of a squirrel's ear,' the planting season has come. Before the dawn of the first day of planting, a young girl is sent to the fields, where she scatters a few grains of corn to the earth as she invokes assistance of the Spirit of the Corn for harvest.

Reference: Harriet Maxwell Converse, Myths and Legends of the New York State Iroquois, Arthur Caswell Parker, ed. Albany: New York State Museum, 1908. Reprinted in Columbus Quincentenary Edition, Northeast Indian Quarterly, Spring/Summer 1989, José Barreiro, Editor, p. 40.

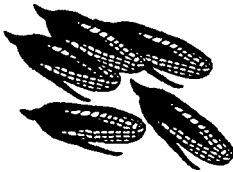
"O-NA-TAH SPIRIT OF THE CORN" DISCUSSION QUESTIONS

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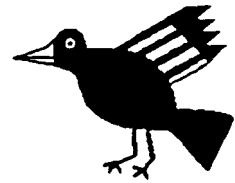
▲▲▲▲▲▲▲▲▲▲ WORKSHEET ▲▲▲▲▲▲▲▲▲▲

1. Who were O-na-tah's sisters?
2. What did each sister wear?
3. What was O-na-tah searching for when she was captured by Ha-gweh-da-et-gah?
4. Where was O-na-tah imprisoned?
5. How did she get back to her lands?
6. What had happened while she was gone?
7. Since O-na-tah was now alone to guard her fields, what vow did she make?
8. When do the Iroquois bless the fields?

9. How is this done?



HOW CORN CAME TO THE YAQUI INDIANS



The Yaqui Indians of Sonora, Mexico have a story about how corn came to them. This story has been changed so you can read it as a play.

The Cast of Characters:

- | | | |
|------------|-------------------|--------------|
| ✓ Narrator | ✓ Man | ✓ Black bird |
| ✓ Ucu | ✓ The God of Rain | ✓ Roadrunner |
| ✓ Toad | | |

Narrator: in the times when corn was not known to the Yaqui, the devil, Ucu, had lots of corn. One day, Blackbird flew by Ucu as he was secretly hiding a basket of corn under some bushes. Blackbird watched with interest and then flew away. He didn't think about telling anyone what he had seen until one day he saw a man resting in the shade of a big rock. His eyes were closed and he was breathing softly. Blackbird-being very playful-wanted to wake up the man so he decided to tell him about the corn.

Right away the man knew he wanted the corn. He also knew he wouldn't be able to get it himself-not with Ucu watching every moment. The man looked at the blackbird.

Man: *"That bird is so good at stealing things!"* (he thought to himself). He smiled and said out loud, *"Oh, blackbird. You are so wise and clever. I wonder if you could get the corn away from Ucu?"*

Narrator: Blackbird started to shake his head, no, but then the man said quickly,

Man: *"What am I thinking of? How could a small bird like you ever do something like that? I should never have asked."*

Narrator: Blackbird shook his feathers and puffed out his chest proudly. He hopped forward and said to the man,

Blackbird: *"I am just the one who could get the corn from Ucu. Just wait and see."*

Narrator: Blackbird flew to Ucu's home and sat on a branch of a juniper tree.

Ucu: *"So what are you going to steal from me today, Blackbird?"* (grumbled Ucu).

Blackbird: *"Why nothing at all, Ucu!"* (said the blackbird in a surprised tone of voice). *"I have just come to keep you company and to sing to you!"*

Narrator: Blackbird started singing and smoothing his feathers. Finally Ucu grew tired of watching him and went away. When Ucu had completely forgotten the bird, down Blackbird hopped and stole the corn from its hiding place. He returned to the man eagerly saying,

Blackbird: *"This is good to eat,"* (he said). *"Make a little hole in the ground and bury it. Take care of the corn when it is growing up."*

Narrator: The corn sprouted, but when it was still little it was dying of thirst because there was no rain. Man asked Blackbird what to do, and he said,

Blackbird: *"I'm going to bring you rain. When the corn has rain, it will grow."*

Man: "That is well," (said the man looking gratefully at the blackbird).

Narrator: Blackbird flew to the god of rains and said,

Blackbird: *"You know that man down there don't you? Will you send him rain?"*

The God of Rain: "Yes," (said the rain god). *"I will go down there right now. You go on ahead of me."*

Narrator: Blackbird went on and the god of rain caught up with him and beat him and threw him about with wind and returned to his house. So Blackbird returned to the man without any rain. Blackbird said to him,

Blackbird: *"He beat me about with wind, Send someone else to see if he can bring the rain."*

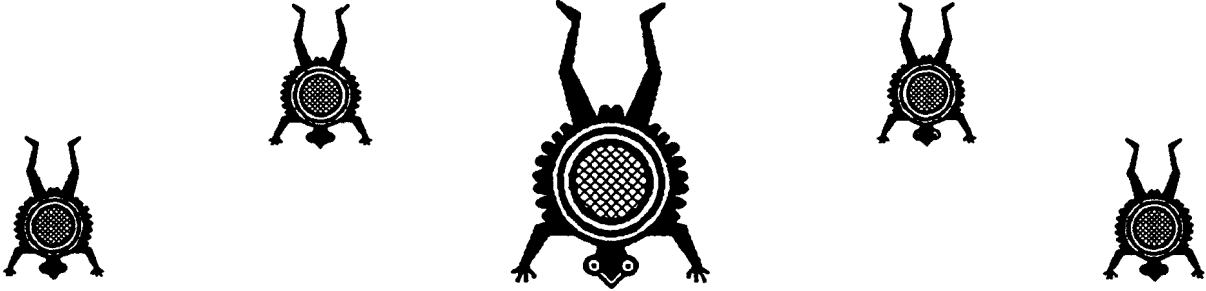
Narrator: Then the man ordered Roadrunner to the house of the god of rain. The bird arrived at the house of the rain god and said,

Roadrunner: *"You know that man down there don't you? He wants you to send him ruin."*

The God of Rain: *"Ah yes, I'll go down there. Hurry up and go ahead of me,"* (he said to Roadrunner).

Narrator: Roadrunner had only gone a short distance when the rain god started throwing bolts of lightning at him. Roadrunner returned to the man and said,





Roadrunner: *"I could not get the rain because he threw lightning bolts at me. Now send someone else up there."*

Narrator: Then the man turned to Toad and said,

Man: *"Toad, I want you to bring me rain if you can."*

Toad: *"I can bring it,"* (he croaked).

Narrator: The toad went to the house of the rain god. He sowed his children behind him on the road all the way. Then he said to the god of rain,

Toad: *"You know that man down there? Don't you know he wants rain?"*

The God of Rain: *"I know,"* (said the god of rain). *"You go on ahead of me and I'll catch up."*

Narrator: Toad began his journey and within a short time the god caught up with him. Toad was singing, and all along the road before him, his sons were singing also. The rain god went from one toad to the next and he was very pleased with their songs. He arrived where the corn was planted. He watered it and it grew. It formed ears. The corn ripened. Then man had corn.

Reference: Alfonzo Ortiz, Some Cultural Meanings of Corn in Aboriginal North America, *Northeast Indian Quarterly*, Spring/Summer 1989, p. 69.

"HOW CORN CAME TO THE YAQUI INDIANS"

DISCUSSION QUESTIONS

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

1. What tribe is this story about and where do they live?
2. Who is Ucu and what does he have?
3. Why does the blackbird tell man about the corn?
4. How does the Yaqui man get the blackbird to steal some corn?
5. How does the blackbird get the corn away from Ucu?
6. What does the blackbird say about the corn when he gives it to man to grow?
7. When the corn was dying from lack of rain, what animals are sent to bring water from the god of rain?
8. What happens when the blackbird and roadrunner ask for rain?
9. Why is the toad successful in bringing rain to the corn fields?

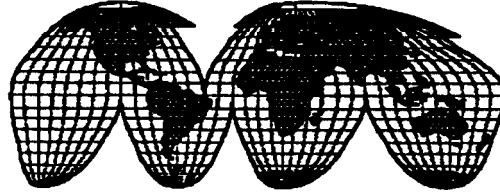
SPAGHETTI MEETS TOMATO

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

What happened when wheat flour from Europe met tomatoes from the Americas? Spaghetti with tomato sauce!

This is only one of many new dishes made from combinations of the food exchanges between the two worlds. Name other dishes made from combinations of the foods listed in the Food Exchange chart on the next page. Write your ideas below.

THE FOOD EXCHANGE



Foods From The Americas

allspice	papayas
amaranth	peanuts
avocadoes	pecans
bay leaf	peppers
brazil nuts	pineapple
butter nuts	potatoes
cactus	pumpkins
cashews	quinoa
cassava root (manioc)	squash
cherimoyas	strawberries
cocoa	sweet potatoes
corn	tomatillos
guava	tomatoes
hickory nuts	turkeys
lima beans	walnuts
onions	wild rice

Foods From Europe, Asia, & Africa

apples	lettuce
bananas	melons
barley	mint
basil	mustard seed
beets	nutmeg
black pepper	oats
cabbage	olives
capers	onions
cattle	parsley
celery	peaches
cherries	peas
chicken	pigs
cinnamon	pistachios
citrus fruits	plum
cucumber	rice
cumin	sheep
eggplant	soybeans
garlic	spinach
ginger	wheat

Foods Native To Both Worlds

coconuts	mushrooms
crustaceans	rabbits
ducks	shellfish
fish	venison
grapes	various beans
horseradish	and berries

References:

DeWitt D., The Columbus Exchange Part I: The New World, Chile Pepper, Feb 1992;
 Hawke-Davis S., Davis J.E., A joint project of the National Museum of Natural History, Smithsonian Institute and the National Council for the Social Studies. The Seeds of Change The Story of Cultural Exchange after 1492, Addison - Wesley, p. 82.

QUIZ QUESTIONS

1. Corn was first grown in:
 - a. China
 - b. America
 - c. Africa
 - d. Spain

2. In American Indian stories corn, beans, and squash are called the:
 - a. three brothers
 - b. three friends
 - c. the father, mother, and child
 - d. three sisters

3. Potatoes were first grown by the:
 - a. Irish
 - b. Italians
 - c. Native Americans
 - d. Germans

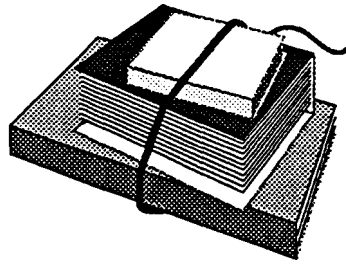
4. What food first grown by Native Americans became the important ingredient in Italian food:
 - a. potato
 - b. avocado
 - c. peanuts
 - d. tomato

5. Why are corn, beans, and squash “protective foods?”
- they are high in fat
 - they are high in fiber
 - they are low in fiber
 - they are low in moisture
6. Which of the following foods came from Europe?
- beef, lamb, pork
 - pumpkins, squash, papayas
 - avocados, tomatoes, strawberries
 - turkey, peanuts, chiles
7. On your paper write the work that best fits each meaning below.
Choose one from the following words:
- | | | |
|---------------|------------|---------|
| ✓contribution | ✓cultivate | ✓global |
| ✓prehistoric | ✓sacred | ✓staple |
- Of the period before recorded history _____
 - A chief item of trade, regularly stocked and in constant demand.

 - Something given or shared. _____
 - To grow plants or crops from seeds, bulbs, or shoots.

 - Relating or including the whole earth; worldwide. _____
 - Regarded with the respect or reverence accorded holy things.

LESSON 3



WORDS TO KNOW

1. **Appetite:** The desire for food (may be a certain kind of food), not necessarily related to hunger.
2. **Habit:** Something done very often, for example, eating a snack everyday after school can become a habit.
3. **Influences:** Something that affects our behavior (including our choices about which foods to eat).
4. **Nutrients:** Substances found in foods that support growth and health (for example, vitamins and minerals).
5. **Variety:** Many different types or kinds (for example, there are many types of fruits).

WHY WE CHOOSE THE FOODS WE DO

▲▲▲▲▲▲▲▲▲▲ WORKSHEET ▲▲▲▲▲▲▲▲▲▲

Listed below are examples of things that influence our food choices.



THE FOOD'S:

- taste
- smell
- preparation (fried, boiled, baked, etc.)
- texture



YOUR:

- habits
- hunger
- age
- level of physical activity
- appetite
- feelings
- attitudes
- friends
- culture
- community traditions



WHAT FOOD IS AVAILABLE:

- at home
- at school
- in stores



MONEY:

- your own
- your family's



ADVERTISING:

- TV
- radio
- magazines
- newspapers

Circle the 3 things that most influence y o u r food choices.

CODY COYOTE AND THE FEAST

Rachel Rabbit, Samantha Skunk, and Harvey Horned Toad were sitting together in a clearing among some pinon trees. They were busy preparing for a feast.

"Billie Bear is going to love this!" smiled Harvey as he moved a plate of berries closer to some flour tortillas.

"Watch out, everybody!" Sammy called as she made her way by Harvey and Rachel with some corn tortillas and a steaming pot of beans. "O-o-o-o-o-, these are so heavy. Be careful not to burn yourselves. The pot is still pretty warm." As she set the pot on the ground, she turned and asked, "Has anyone else arrived yet?"

"Look, here they come!" shouted Rachel who had been staring across the clearing. "I can see Billie Bear, Carson Crow, Stacey Squirrel, and some of her family." Since they had so much food in their arms, they moved slowly over the hill. After reaching the other animals, there was much joy and laughter as the old friends greeted one another.

Soon it was time to sit down and eat. The animals admired all the good food. Billy brought prickly pear pads, dried apples, and melons that he had gathered. Carson brought chiles and oven bread baked by his grandmother. Stacey brought roasted corn and squash blossoms from her fields.

Cody Coyote heard the laughter and smelled all the good things to eat. He walked over to the clearing and asked if he could join the feast. "After all," he

sighed, "I'm so tired of eating the same old thing every day-lard out of a can spread on a piece of white bread."

"Oh, we remember the last time you came to a feast, Cody!" said Rachel. "What you brought was gross!" The animals all nodded and frowned at Cody.

"Ah, guess I'll run along home and see if there's a little something to eat there," he said doubtfully.

"Yeah, that sounds like a good idea, Cody," said Billy. The animals continued to enjoy their dinners.

A short time later Cody came back. "Hey, I have a great idea," he said. "We really ought to have some music and I have a GREAT drum!" The animals looked at one another.

"Some music would be nice, Cody," said Sammy.

"Ah, glad you think so, Sammy," said Cody as he looked hungrily at the food.

"Why don't you come and eat with us," she said, "and in a little while, you could go and get the drum."

"Well," said Cody shyly, "if you don't think it would cause any problems or anything . . ." Cody quickly grabbed a plate and started helping himself to all the food.

Stacey and Carson began singing and soon everyone joined in except for Cody who kept shrugging his shoulders and

shaking his head. He just couldn't sing with all that food in his mouth.

"When are you getting that drum, Cody?" asked Billie.

Cody stood up and dusted off his mouth delicately. "Why, I was just thinking of going at this very moment, Billie," he said. "I do, however, want to give you all a special little dessert . . . a little treat I've been saving that I know all of you love and hardly ever see . . ." he said modestly.

'What?' they all demanded.

"I'll give you a little hint," said Cody. 'It's sweet.'" Everyone was pleased.

"Come on, tell us! Tell us!" they shouted.

'No, I really want it to be a surprise . . . just to thank you for this wonderful feast. If you don't mind, I'd like for all of you to go and get my drum. It's really big and it will take all of you to carry it. It's over in a cave near the river. If you go and get it, I'll have just enough time to get the dessert, OK?"

"Alright," said Harvey impatiently. "Let's go everyone. Cody, we'll see you in just a little while." The animals all went away laughing and singing. Cody watched carefully until the animals were all out of sight. Then he rubbed his paws together and laughed happily to himself. Cody grabbed a blanket that Carson and Stacey had brought. He quickly put all of the food into the blanket and started to walk away.

Cody didn't realize that three of Stacey's children were busy playing a game of tag in the trees. One of them, Sharilee, stopped playing for a moment.

She watched Cody moving slowly through the clearing. "Hey, look at this," she called to her brothers, "Cody's trying to get away with all the stuff from the feast! Let's do something to stop him."

The three huddled together for a few seconds. "Got it!" they said.

The squirrels strung a piece of vine between two trees and waited. Soon Cody came walking slowly along, his head and shoulders bent forward under the weight of his sack. As he reached the vine, the squirrels popped out in front of him chattering and throwing nuts.

"Wha-a-a-a!" shouted Cody as he looked up long enough to trip his long legs in the vine. "O-o-o-o-o-o-o-f!" Over he went as the blanket spilled out all the food. "Get out of here!" Cody shouted. "What do you think you're doing . . . attacking me like that! Help! Anyone! I'm being robbed!" called Cody.

The squirrels laughed. "What do you mean, you're being robbed?" asked the squirrels. "You're the one taking all the food from the feast, and our uncles and aunts are going to be pretty mad at you, Cody!" they said.

Cody got up from the ground and looked around nervously. "Ah, well. Perhaps, there's no harm done. I think I'll just be going along, now," he said.

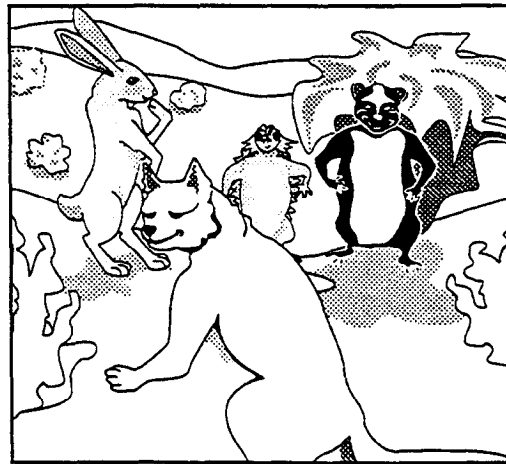
"We'll help you," shouted the squirrels as they began to chase Cody away.

The animals were just returning to the clearing when they saw Cody being chased by the squirrels. One called back, "Your stuff's all safe! Just look under the trees!" When everyone saw the blanket and the food

scattered everywhere, they shook their heads in disbelief. "Oh, we should have known!" they said to one another as they gathered up the food.

'Well, we got the drum," said Rachel. "Let's just take everything back and continue the feast." The animals all agreed and when the squirrels got back, they told their story about catching Cody and everyone had a good laugh-all that is except Cody who sat grumbling to himself in the bushes while eating his lard and white bread.

"Too bad about Cody," Billie said. "He could have enjoyed this feast by sharing with the rest of us. Instead, he's missing out because he tried to have it all for himself."



"CODY COYOTE AND THE FEAST" DISCUSSION QUESTIONS

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

1. What foods were served at the feast?
2. Where did the animals get the food?
3. What could have influenced the animals' choices of foods?
4. Was there a good variety of foods at the feast? Why?
5. What was Cody eating?
6. How did Cody's food compare to the other foods at the feast?
7. How did Cody try to trick his friends?
8. What lessons can we learn from this story?

QUIZ QUESTIONS

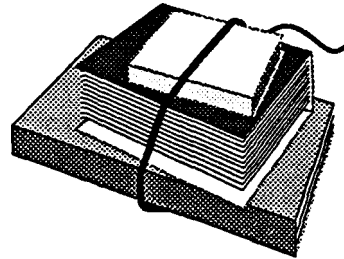
Instructions: Fill in the blanks with the correct answer. There are more words than blanks, so think!

Words to choose from:

- ✓ appetite
- ✓ habit
- ✓ lifestyle
- ✓ influences
- ✓ tradition
- ✓ nutrients
- ✓ variety

1. Vitamins are examples of _____, which support our growth and health.
2. Taste, feelings, and friends are examples of _____ on our food choices.
3. It is important to eat a _____ of foods for good health.
4. A _____ is something done very often.
5. The desire for food is one's _____.

LESSON 4



WORDS TO KNOW

1. **Bake:** To cook by dry heat, especially in the oven.
2. **Boil:** To cook in bubbling hot water or other liquid.
3. **Broil:** To cook by flame or other direct source of intense heat. Usually done in a stove with the flame or burner above the food.
4. **Fry:** To cook in a pan using hot fat or oil.
5. **Grill:** To cook by flame, usually outdoors on a barbecue with the flame or burner below the food.
6. **Raw:** Uncooked and without processing (as a raw carrot).
7. **Steam:** To cook with water vapor (heated to the boiling point) usually with the lid closed.
8. **Stew:** To cook by simmering or boiling slowly for a long time.

WHAT I ATE YESTERDAY

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

Instructions:

1. Write down everything you ate yesterday. Make sure to include added fats like butter or margarine, mayonnaise, and salad dressing.
2. For each meal or snack, fill in all of the columns except the last two (more of and less of). Review Lesson 3's "Why We Choose The Foods We Do" to complete the third column.

MEAL	FOOD	WHERE I ATE IT AND WITH WHOM	WHAT INFLUENCED MY FOOD CHOICES	MORE OF	LESS OF
BREAKFAST					
SNACK					
LUNCH					

MEAL	FOOD	WHERE I ATE IT AND WITH WHOM	WHAT INFLUENCED MY FOOD CHOICES	MORE OF	LESS OF
SNACK					
DINNER					
SNACK					

"BETTER CHOICES" DISCUSSION QUESTIONS

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

1. What were some of the foods you saw on the videotape?
2. What were some of the ways the videotape showed you to reduce the fat in fried foods?
3. What is a healthier way to prepare chicken than frying it?
4. Besides decreasing the fat in the foods we eat, what were some other ways the videotape showed you to reduce cancer risk?

FOODS

TO EAT MORE OF

High in fiber and/or
low in fat

- ✓ Whole grain breads and cereals
- ✓ Vegetables
- ✓ Fruits
- ✓ Dried beans and peas
- ✓ Fish
- ✓ Chicken and/or turkey without skin
- ✓ Lean meat
- ✓ Low- or non-fat milk or yogurt
- ✓ Low- or non-fat cheese



AND

TO EAT LESS OF

High in fat and/or
low in fiber

- ✗ Packaged snacks and bakery products
- ✗ Fats added to foods: butter, margarine, vegetable oils, salad dressing, mayonnaise
- ✗ Sandwich meats, canned meats, hot dogs
- ✗ Bacon, sausage, Spam
- ✗ Chicken and/or turkey with skin
- ✗ Meats with streaks of fat
- ✗ Fried foods
- ✗ Full-fat dairy foods: cheese, ice cream, and whole milk



QUIZ QUESTIONS

Instructions: Fill in the blanks with the correct answer. There are more words than blanks, so think!

Words to choose from:

- | | | |
|---------|---------|---------|
| ✓ stew | ✓ bake | ✓ broil |
| ✓ steam | ✓ grill | ✓ fry |

- A. To _____ is to cook by dry heat.

B. To cook by flame, usually outdoors on a barbeque is to _____

C. To _____ is to cook in a pan using hot oil or fat.

D. To cook with water vapor is to _____

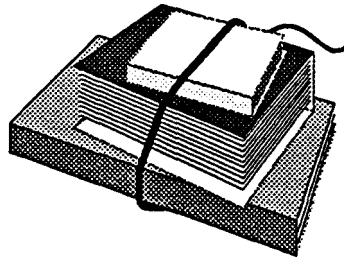
E. To _____ is to cook by simmering or boiling slowly for a long time.
2. List three foods that are low in fat:

3. List three foods that are high in fat:

4. List three foods that are low in fiber:

5. List three foods that are high in fiber:

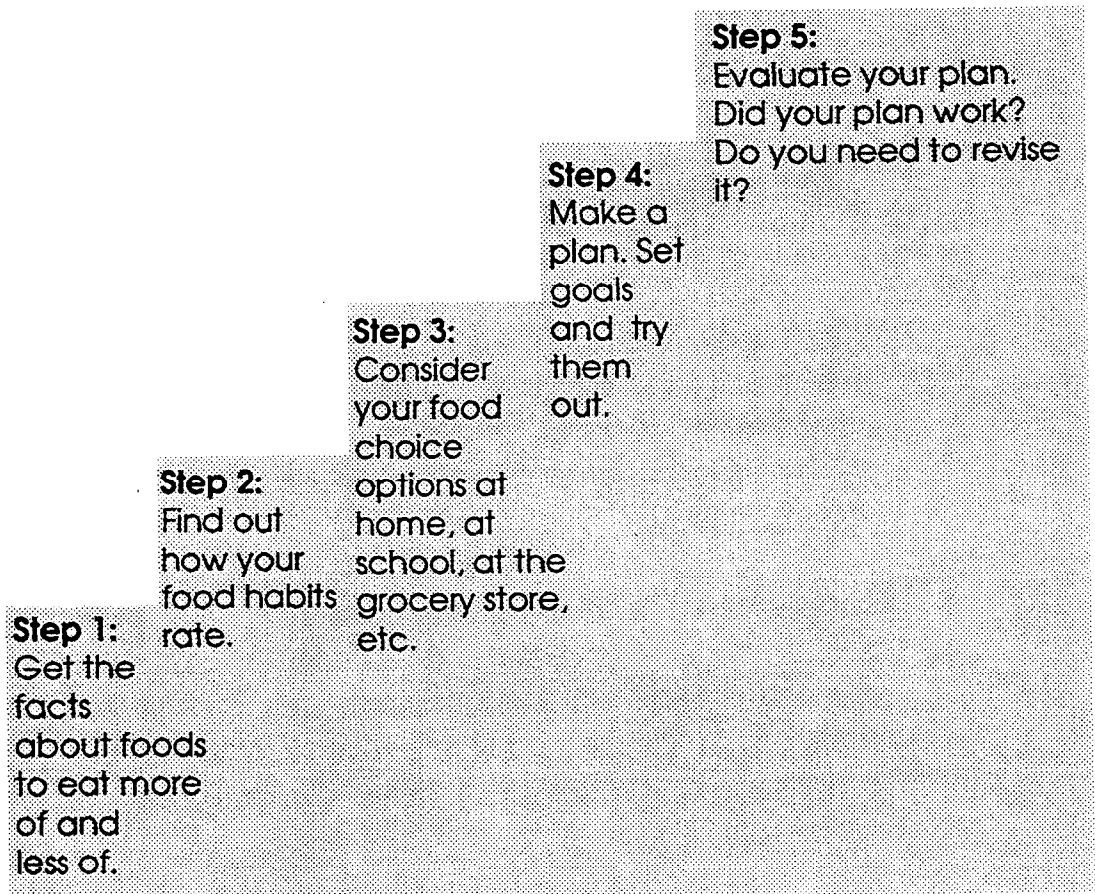
LESSON 5



WORDS TO KNOW

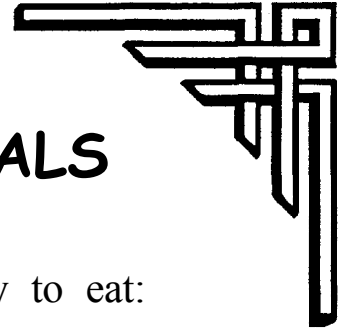
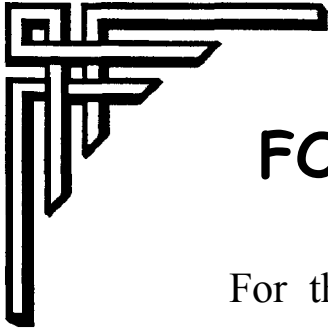
1. **Vitamin C:** A nutrient found in fruits and citrus fruits (like oranges and grapefruits) and vegetables (like cauliflower, greens, and chiles). Vitamin C protects cell membranes and helps to keep cancer cells from forming.
2. **Carotenes:** These nutrients give color to dark green and orange vegetables like broccoli, spinach, carrots, squash, and pumpkins, and some fruits like apricots and cantaloupes. Carotenes protect body cells from damage and may help to keep cancer cells from forming.
3. **Fiber:** The part of plant foods that your body can't digest. Plant foods include fresh fruits, vegetables, dried beans, and whole grains. Having fiber in your diet helps your digestive system and other parts of your body to be healthy.

STEPS TO CHANGING FOOD HABITS



Some Helpful Hints -

1. Begin with small changes in your food habits.
2. Remind yourself often of the changes you want to make.
3. Let your friends and family know about your food habit changes, and ask for support.



FOOD CHOICE GOALS

For the next three weeks I will try to eat:

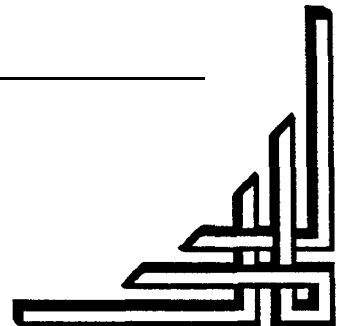
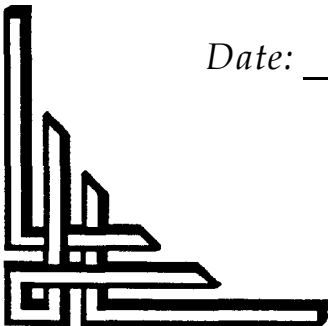
More of: _____

and

Less of: _____

Signed: _____

Date: _____





RATING FRUITS AND VEGETABLES

▲▲▲▲▲▲▲▲▲▲▲▲ WORKSHEET ▲▲▲▲▲▲▲▲▲▲▲▲

Instructions:

- 1. Write the name of each fruit and vegetable in a separate box.
- ★ 2. Rate each of the fruits and vegetables as you taste them on a scale of 1 to 10 with 1 meaning you didn't care for it, and 10 being delicious. Circle your rating.

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

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1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10



QUIZ QUESTIONS

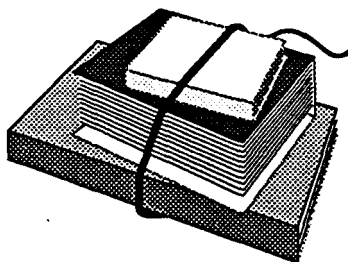
1. List in order the five steps to change your food habits.
 - A. Make a plan. Set goals and try them out.
 - B. Get the facts about foods to eat more of and less of.
 - C. Evaluate your plan.
 - D. Find out how your food habits rate.
 - E. Consider your food choice options.

STEP ONE: _____
STEP TWO: _____
STEP THREE: _____
STEP FOUR: _____
STEP FIVE: _____

2. Fill in the blanks with the correct answer. There are more words than blanks, so think! Words to choose from:
✓ Vitamin C ✓ Fiber ✓ Carotenes

_____ and _____ are nutrients found in fruits and vegetables that protect healthy cells and keep cancer from forming.

LESSON 6



WORDS TO KNOW

1. **Atole:** A cornmeal drink, mush, or cereal shared by many cultural groups.
2. **Beans:** Include dried beans such as pintos, Anasazi, kidney, and limas, as well as lentils and split peas. Another name for these beans is legumes. They are high in protein, complex carbohydrates and fiber, and low in fat.
3. **Complex Carbohydrates:** Energy nutrients found in cereals, breads, noodles, fruits, and vegetables. When people describe a food as a “starch,” they usually mean complex carbohydrates.
4. **Grains:** Include plants such as wheat, corn, rye, oats, and rice.
5. **Refined Grains:** Contain only a portion of the original kernel. Refined grains have less fiber and other nutrients than whole grains.
6. **Whole Grains:** Contain the entire kernel of the original grain. A whole grain has two to four times as much fiber as its refined version.

FIBER FOODS

Instructions: Review this list of foods that are good sources of fiber. Put an X beside the foods that are native to the Americas.

Fruits

- apples
- pears
- strawberries
- grapes
- plums
- chokecherries

Vegetables

- potatoes (with peel)
- squash
- pumpkins
- carrots
- celery
- tomatoes

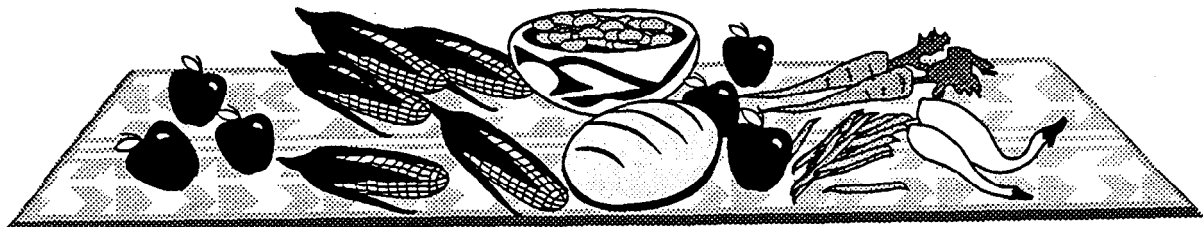
Dried Beans and Peas

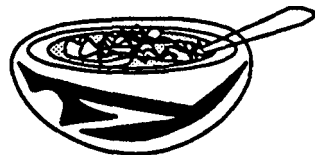
- pintos
- kidneys
- Anasazis
- navy (baked beans)
- limas
- lentils
- split peas
- garbanzo beans

Whole Grains

- whole wheat bread
- barley
- oats
- brown rice
- corn
- wild rice

Potatoes, rice and beans are examples of complex carbohydrates. Complex carbohydrates are the perfect fuel source for our bodies. Unlike sugary foods (simple carbohydrates), complex "carbs" are slowly digested, and provide us with a steady, long-lasting source of energy. Many people think they are "fattening," but it is only because of the fat that people add to them.





WHERE'S THE FIBER?



Whole grains are usually darker in color and are more healthful and higher in fiber than refined grains.

<u>WHOLE GRAIN</u>	<u>FIBER GRAMS</u>	<u>REFINED GRAIN</u>	<u>FIBER GRAMS</u>
Whole wheat bread	2.5	White bread	1.0
Bran muffin	3.5	Doughnut	0.5
Brown rice	1.5	White rice	0.5
Whole oats	3.0	Instant oatmeal	2.0
Popcorn	3.0	Corn chips	2.0
Cornbread, whole cornmeal	2.5	Cornbread, refined cornmeal	1.5
Whole wheat crackers	2.0	White crackers	0.5
Bran cereal	6.5	Wheat flake cereal	0.5

"DO YOU KNOW BEANS ABOUT BEANS?"

DID YOU KNOW:

- ... there are thousands of kinds of beans?
- ... that the American Indians gave the world kidney, string, snap, pinto, butter, navy, lima, and pole beans, just to name a few?
- ... although you may think French, Rangoon, Burma, and Madagascar beans came from those countries, they originated in the Americas?
- ... dried peas, like split peas and lentils, together with dried beans are called legumes?
- ... you already know that legumes are high in fiber, protein, and complex carbohydrates, and low in fat. But, did you also know, that when you eat beans, you don't need to eat as much (or any) meat because the beans have lots of protein like meat.
- ... refried beans are often made with lots of fat (like lard or shortening) ? But did you also know that by cooking the beans until they are very soft and mashing them well, you can make great-tasting refried beans without adding any fat?
- ... Anasazi beans were grown by the Anasazi Indians of the Southwest, almost two-thousand years ago? Some of these beans were found in caves at Mesa Verde in southwestern Colorado recently. Today, Anasazi beans are becoming very popular with people who do know beans about beans.

WHICH FOODS HAVE MORE FIBER?

Instructions: Put a ✓ mark in the good or poor column for each. Remember fiber comes from plant foods.

FOODS	SOURCES OF FIBER	
	GOOD	POOR
Meat		
Cornmeal (whole grain)		
Bean burrito		
White flour tortillas		
Corn tortillas		
Beans		
Hard candy		
Raisin Bran Cereal		
Fruit Loops Cereal		
Pears		
Chocolate bar		
Dried apples		
White bread		
Whole wheat bread		
Oatmeal		
French fries		
Potato with skin		
Potato chips		
Soda pop		

Can you think of other foods? Where do they belong?

NATIVE SONGS AND POEMS

SAN JUAN RAIN SONG

Ready we stand in San Juan town,
 Our Corn Maidens, and Corn Youths!
 Our Corn Mother and Corn Father!
 Now we bring you misty water
 And throw it different ways,
 to the north, the west, the south, the east,
 To heaven above and the drinking earth
 below!
 Then likewise throw your misty water
 Toward San Juan!
 Many that you are, pour water
 All around about us here
 On Green Earth our flesh and breath,
 Now grows our strength of arm and leg,
 Now take form our children's food!

From PUEBLO INDIAN RELIGION
 by Elsie Clews Parsons

THE ORIGIN OF CORN

It is well, brothers younger!
 Dwell in peace by our firesides.
 Guard the seed of our maidens
 Each kind as ye see it,
 Apart from the others,
 And by toiling and loving,
 Men win the full favor
 And hearts of their maidens.
 So, from year unto year
 Shall ye win by your watching,
 And power of beseeching,
 And care for the corn-flesh,
 The favor and plenish
 Of our seven corn Maidens.
 They Shall dance for the increase
 And strength of the corn-seed,
 Of each grain, making many,
 Each grain, making many,
 Each grain ye nourish
 With new soil and water!

From ZUNI CREATION STORY

TO MOTHER CORN

See! The Mother Corn comes
 hither,
 Making all hearts glad!
 Give her thanks, she brings a
 blessing.
 Now, behold! she is here!
 Yonder Mother Corn is
 coming,
 Coming unto us!
 Peace and plenty she is
 bringing;
 Now behold! She is here!

From THE HAKO. A PAWNEE
 CEREMONY

THANKS FOR GIFTS FROM MOTHER CORN

Rev'rent our hearts turn unto the
 One who brings to us
 Long life and children, peace,
 And the gifts of strength and food.
 Rev'rent our hearts turn unto our
 Mother Corn!

Rev'rent our hearts turn unto the
 Source whence come to us
 Long life and children, peace.
 And the gifts of strength and food,
 Gifts from Tira'wa, sent through our
 Mother Corn.

From THE HAKO, A PAWNEE CEREMONY
 translated by Alice Fletcher

An Atole Recipe

1 cup cold water
1 cup finely-ground cornmeal
2 cups boiling water
milk (optional)
sugar or sweetner (optional)

MIX cornmeal and cold water.
ADD cornmeal mixture to boiling water and boil until mixture thickens.
SIMMER 5 minutes.
SERVE hot, plain or with milk and sweetener
MAKES 3 1/4 cups (13 small servings)

You will need:
a 2-quart pot, bowl, hot plate,
wooden spoon, and insulated cups to serve it in.

Navajo names for atole include "too' shiin" and "ado'ola." Some Keresan-speaking people call it "hy-yun-e'." Atole can be made with any type of finely-ground cornmeal, including blue or white. If prepared in the traditional way, the corn first needs to be ground into meal by hand before the drink, mush, or cereal can be made. Atole can be served for breakfast or any other time of the day. It is usually made for special occasions (like feasts or holidays) or when someone is sick.

THE ABNAKI ORIGIN OF CORN

The Abnaki tribe of Indians originally emigrated from the Southwest to Maine sometime before 1498. They later moved to Canada, settling around St. Francis in the province of Quebec. This is their story of the origin of corn.

A long time ago, when the Indians were first made, one man lived alone, far from any others. He did not know fire, and so he lived on roots, bark, and nuts. This man became very lonely for companionship. He grew tired of digging roots, lost his appetite, and for several days lay dreaming in the sunshine. When he awoke, he saw someone standing near, and at first, was very frightened.

But when he heard the stranger's voice, his heart was glad, and he looked up. He saw a beautiful woman with long light hair! "Come to me," he whispered. But she did not, and when he tried to approach her she moved farther away. He sang to her about his loneliness, and begged her not to leave him.

At last she replied, "If you will do exactly what I tell you to do, I will also be with you."

He promised that he would try his very best. So she led him to a place where there was some very dry grass. "Now get two dry sticks," she told him, "and rub them together fast while you hold them in the grass."

Soon a spark flew out. The grass caught fire, and as swiftly as an arrow takes flight, the ground was burned over. Then the beautiful woman spoke again: "When the sun sets, take me by the hair and drag me over the burned ground."

"Oh, I don't want to do that!" the man exclaimed.

"You must do what I tell you to do," said she. "Wherever you drag me, something like grass will spring up, and you will see something like hair coming from between the leaves. Soon seeds will be ready for your use."

The man followed the beautiful woman's order. And when the Indians see silk on the cornstalk, they know that the beautiful woman has not forgotten them.

Seeds of Change-Readings on Cultural Exchange after 1492, A joint project of the National Museum of Natural History, Smithsonian Institution and the National Council for the Social Studies. Addison-Wesley Publishing Co., 1993.

"THE ABNAKI ORIGIN OF CORN"

DISCUSSION QUESTIONS

▲▲▲▲▲▲▲▲▲▲WORKSHEET▲▲▲▲▲▲▲▲▲▲

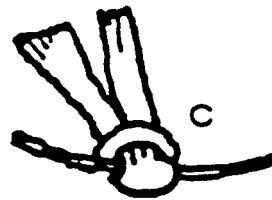
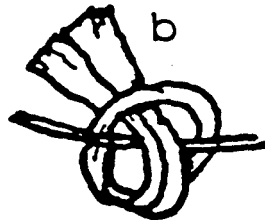
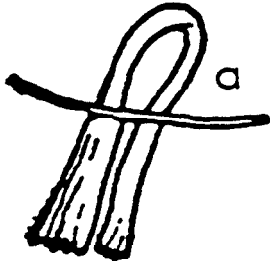
1. According to the Abnaki tribe of Indians, the first man lived on what three things?
2. Who was the stranger who came to see him as he lay dreaming in the sunshine?
3. Why did he beg her not to leave him?
4. What did she promise him?
5. What did she ask him to do?
6. What happened when he followed the beautiful woman's order?
7. What was the plant that grew where he dragged the woman?
8. When the Abnaki Indians see silk on the cornstalk, what does it remind them of?

DIRECTIONS FOR MAKING CORN HUSK WREATH



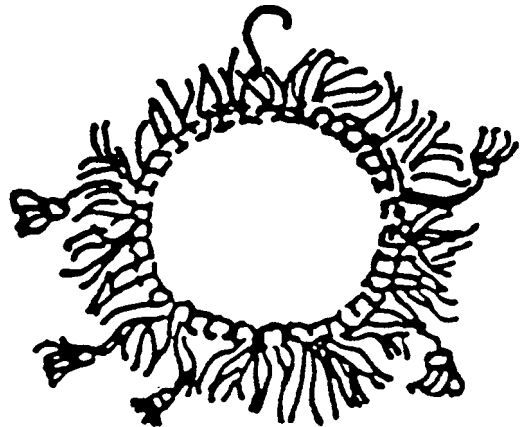
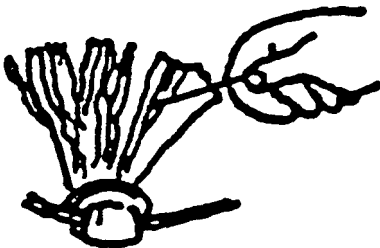
1. Bend a wire hanger.

2. Fold one fresh husk (or soak dry ones in warm water until soft) (a) and tie it over hanger (b and c). Repeat and repeat. When wire is full —



3. — use pin to shred each husk. Let it dry.

4. Finished wreath.



CORNHUSK DOLL

It is generally believed that American Indians were the first people to make cornhusk dolls and that they taught the early American settlers how to make them. Below are the instructions for making one doll. This project works best if you have a helper to tie the corn husks in place.

Approximate time to complete the doll: 2 hours.

Materials

To make one doll, you will need the following:

- ✓ husks from four ears of corn
- ✓ cornsilk or colored yam for hair
- ✓ string (embroidery floss thickness)
- ✓ craft pipecleaner for arms
- ✓ a black felt tip pen
- ✓ craft glue (Sabo glue or a glue gun will work better than Elmer's Glue)
- ✓ dye or food coloring (optional)
- ✓ a bucket for soaking corn husks
- ✓ a pan or bucket for dyeing corn husks different colors (optional)
- ✓ cloth, ribbon, beads, etc. for hats, aprons, scarves (optional)



How to Make the Doll

Soak the husks in warm water for 30 minutes or longer until the husks are soft and flexible. Take husks from the water only as you need them to make the doll. This activity is a little messy since the husks are wet! You should work with a couple of paper towels underneath your husks or work on a table surface that can get wet.

A helper is important when it's time to tie strings. It's hard to keep the head, body, and arms together. To make sure the doll's skirt, hat, or shawl remains in place you will a helper.

Head

- Pick a nicely shaped husk with no holes in it.
- Unfold it and tear a strip down the length of the husk. It should be 1/4 inch wide at the top (The strip will not be 1/4 inch wide all the way down the husk because of its shape.)
- Roll the husk into a ball by overlapping the strip several times over itself.
- Hold and wrap the ball tightly!

- Add more strips until the ball is 3/4 inch in diameter. Keep wrapping tightly!
- Tie the ball in place with string.

Upper Body

- Tear a strip down the length of the husk. It should be 1/2 inch wide at the top. (The strip will not be 1/2 inch wide all the way down the husk because of its shape.)
- Roll the husk into a ball by overlapping the strip several times over itself.
- It is very important to hold and wrap the ball tightly!
- Add more strips until the ball is 3/4 inch in diameter. Keep wrapping tightly!
- Tie the ball in place with string.

Arms

- To make arms, tear one piece of husk in half.
- Carefully roll a piece of husk lengthwise around the pipecleaner so it looks like a log or straw. Wrap tightly!
- Tie at the wrists with string or very narrow strips of husk.

To Assemble Head, Upper Body, and Arms

- Start by draping a long, a one inch-wide piece of husk over the head. The inside of the husk should be on the outside in order to make a smoother face.
- Gather the ends together. Tie to form the neckline.
- Place the arms just under the neck and the upper body under the arms,
- Holding the head, arms, and upper body together, add comhusk "shoulders" to keep everything together. Make an "X" shape across your doll's chest by placing one 1 inch strip of husk over the left shoulder and one 1 inch strip of husk over the right shoulder. (This should help you to hold the doll securely in place.)
- Tie a string over the front of the doll's chest so that it holds everything together tightly. (It would be helpful to have someone tie the string in place.)
- To make a sash to cover the string, tear a 1 inch strip of husk (a long one so you can tie the ends together more easily) and lay it over the top of the string.

- Remember you can dye the sash and other pieces of clothing with food coloring. Simply add some food coloring to a pan of water. Soak the corn husks until they turn the pastel colors you would like.

To Make a Skirt

- Place a layer of full-length husks, pointed ends up, around the waistline. (Choose the widest husks you can find.)
- Tie securely. (It would be helpful to have someone tie the string in place while you hold the skirt together. Lay the string down on a flat surface. Then lay your doll on top but do not let go until your helper has tied the knot!
- Add and tie husk layers until the skirt is very full (perhaps three to four layers of husks). You need to have a full skirt so the doll will stand upright.
- Trim husks off evenly at the bottom.
- Add an overskirt or apron if you like made from dyed comhusks or cloth.

To Make Pants

- Divide the skirt into two parts for pants.
- Wrap each side with string or strips of husks

To Make a Shirt

- Take two husk strips, 1/2 inch wide, and cross them front and back.
- Tie the husks at the waist with string.
- Cover the waistline with a 1/2 inch-wide husk sash. Tie securely.

To Make a Shawl

- Tear a 2 inch strip of husk the length of one husk from top to bottom. Wrap the shawl around the doll's shoulders. Arms will be pressed to the doll's sides.
- Gather the ends of the shawl together in front, on the doll's chest. Have your helper tie a piece of very thin corn husk around the ends.

To Make Hair

- Glue corn silk or shredded husk to the head.

To Make Hats, Bandanas, Headbands, etc.

- Use small pieces of fabric, husk, paper or other materials to make bonnets, scarves, bandana, headbands, or hats.

To Make Faces

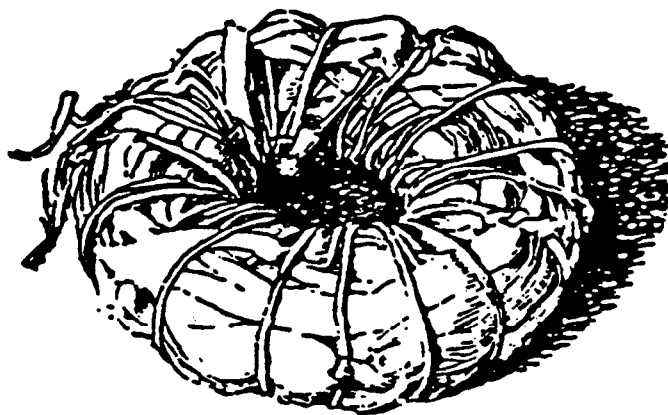
- After doll has dried (wait 24 hours) draw facial features with a fine-point black felt tip pen.
- Sometimes only eyes and two tiny dots for the nose are drawn.
- If you draw a mouth, make it small.

Use your imagination to make an umbrella, a broom, a bag, a baby, a pet, or other items for the doll to carry using pipe cleaners, husks, twigs, fabric, paper scraps, etc.

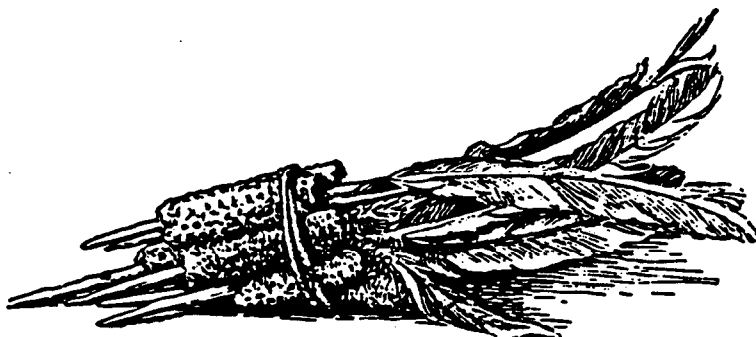
adapted from "Dolls and Doll Clothes" by Margaret Perry and Irving Chais. The Family Creative Workshop Vol.5, Plenary Publications International, Incorporated, New York, 1974.

DIRECTIONS FOR THROWING THE WHEEL

1. A ring is made of corn husks, 7 inches in diameter, half overwrapped with white and half with red cord.



2. Four corncob darts, each with two feathers and wooden points, from 10 to 12 inches in length, are used.



3. This game is generally designated by the term "throwing the wheel" or "throwing at the wheel". The wheel is thrown on the ground, and the darts are thrown at it or thrown into the air. When the darts descend, the pressure of the air causes them to rotate rapidly.



Stewart Cullen, Games of the North American Indians, Dover Publications Inc., New York, 1975, pages 494-499.

QUIZ QUESTIONS

Instructions: Fill in the blanks with the correct answer. There are more words than blanks, so think!

Words to choose from:

- ✓ beans
- ✓ refined grains
- ✓ atole
- ✓ whole grains
- ✓ complex carbohydrates
- ✓ grains
- ✓ oats

1. _____ are high in fiber, protein, and _____ and include types like Anasazi, pinto, and lima.
2. _____ have more fiber and nutrients than _____
3. A cornmeal drink, mush or cereal is called _____

FOODS HIGH IN FAT



Fats and oils,

Vegetable oils:
 corn, soy, peanut, olive, etc.
 Salad dressings
 Margarine
 Shortening, lard

Full-fat dairy products

Butter
 Cream
 Sour cream
 Whole milk
 Many cheeses, cheese sauce
 Ice cream
 Whipped cream

Meats

Beef, lamb, and pork with
 streaks of fat
 Hamburgers, cheeseburgers
 Chicken and turkey with skin
 Conned meat and sandwich
 meat
 Ham

Fried Foods

French fries, fried potatoes
 Onion rings
 Fried eggs
 Fried chicken
 Potato chips, tortilla chips
 Doritos, Cheetos, etc.
 Fry Bread
 Sopapillas

Other Foods

Avocados, guacamole
 Snack crackers
 Doughnuts, pastries
 Cookies, cokes, pies
 Egg Yolks

 Nuts
 Peanuts
 Cashews
 Walnuts,
 Pecans, pinons
 Peanut butter

Can you think of any others?

FOODS LOW IN FAT



Fruits

Apples
Oranges
Bananas
Berries
Grapefruit
Peaches
Pears
Plums
Melons
Chokecherries
Etc.

Vegetables

Carrots
Celery
Broccoli
Cauliflower
Potatoes (no fat added)
Onions
Tomatoes
Red and Green Chiles
Squash
Pumpkins
Bell Peppers
Etc.

Grains

Breads (baked, not fried)
Pastas, noodles
Most cereals
Corn
White, brown, and wild rice

Low-Fat Dairy Products

Skim milk
Low-fat milk (1% or 2%)
Low-fat or nonfat yogurt
Low-fat or nonfat frozen yogurt
Low-fat or nonfat cheese

Beans (any kind, except refried with lots of fat)

Pintos
Anasazi
Limos
Kidney
Block or turtle
Navy

Low-fat Snacks

Pretzels
Rice cokes
Low-fat saltines
Popcorn (no fat added)
Fruits (any kind)
Dried fruits (apricots, raisins, etc.)
Vegetables (any kind)
Cereal (with low- or nonfat milk)

Can you think of any others?

WAYS TO REDUCE HIDDEN FAT

You may be eating high-fat foods without knowing it. Do you know how much fat is hidden in these foods?

1 teaspoon = 


Each teaspoon equals 5 grams of fat.

A gram is a small unit of weight used to measure foods.

High-Fat Foods. . .

1 doughnut = 

1/2 cup granola cereal = 

1/2 cup "gourmet" ice cream = 

2 slices bologna = 

1 hot dog = 

5 snack crackers = 

3 chocolate chip cookies = 

1 slice apple pie = 

1 small bag potato chips = 

Choose Instead . . .

1 bagel = 

1/2 cup whole wheat cereal =  NO FAT

1/2 cup frozen yogurt = 

2 slices "turkey ham" = 

1 turkey frank = 

5 saltine crackers = 

3 animal crackers =  NO FAT

1 apple =  NO FAT

1 small bag pretzels = 

WHAT'S IN A CUP OF MILK?



Protein		Calcium	
Whole	8.0 g	Whole	291 mg
2%	8.0 g	2%	297 mg
1%	8.0 g	1%	300 mg
Skim	8.0 g	Skim	302 mg
Fat		Cholesterol	
Whole	8.0 g	Whole	33 mg
2%	5.0 g	2%	22 mg
1%	2.5 g	1%	10 mg
Skim	trace	Skim	4 mg

1. Is the protein content different between the milks?
2. Is the calcium content different between the milks?
3. Are the fat and cholesterol contents different? If so, how?

g = grams
mg = milligrams (1/1000 of a gram)



FAST FOOD COUNTING



How much fat do the most common foods at your favorite fast food restaurant contain? This activity will help you find out.

Directions:

1. Look at the foods below and find one of your favorite fast food meals.
2. In the right-hand column, find the number of grams of fat contained in one serving of each of the foods. Circle the fat grams for each food.
3. Add up all the fat grams and write the total on the bottom of the next page.
4. Divide the fat grams by 5 to find out how many teaspoons of fat your favorite fast food meal contains, and write this information at the bottom of the next page.
5. Label your cup with the names of the foods you've chosen and the total grams and teaspoons of fat they contain.
6. Fill your cup with the amount of fat your fast food meal contains.

Hamburgers

Burger King Whopper	41
Jack-in-the-Box Jumbo Jack	28
McDonald's Big Mac	33
Wendy's Old Fashioned	22
McDonald's Cheeseburger (small)	14
McDonald's Quarter Pounder	22
McDonald's Quarter Pounder With cheese	31
Burger King Double Whopper With cheese	60
Burger King Whopper Junior	20
Wendy's Triple With cheese	68
McDonald's Plain Hamburger	11

Fat Grams

Chicken

Kentucky Fried Chicken Snack Box	21
Churches Chicken Breast	17
McDonald's McNuggets	19
Kentucky Fried Chicken Extra Crisp Dinners	45
Kentucky Fried Popcorn Chicken, small	45

Fat Grams

Fish

Long John Silvers	27
Churches Fish Fillet	18
McDonald's Filet-O-Fish	25
Burger King Whaler	34

Fat Grams

Pizza, Tacos, Chili	Fat Grams
Wendy's Chili	09
1/2 13" Thin'n Crispy Pizza Hut Pizza Supreme	34
Pizza Hut Standard, cheese 1/2 13"	38
Jack-in-the-Box Taco	26
Taco Bell Bean Burrito	11
Taco Bell Beef Burrito	21
Taco Bell Beefy Tostada	20
Taco Bell Enchirito	21
Taco Bell Tacos	08

Other Stuff	Fat Grams
French Fries, regular	11
Onion Rings	16
Shakes, Regular	09
Baked Potato With Broccoli and Cheese	25
Roll with Butter	07
Taco Salad	37
Coleslaw	11

Sandwiches	Fat Grams
Roy Rogers Roast Beef Sandwich	12
Burger King Chopped Beef Steak Sandwich	13
Hardee's Roast Beef Sandwich	17
Arby's Roast Beef Sandwich	15
Arby's Roast Beef with Cheese	22
Arby's Super Roast Beef	28
Arby's Turkey Deluxe	24

Desserts	Fat Grams
McDonald's Apple or Cherry Pie	14
McDonald's Cookies	11
McDonald's Chocolate Chip Cookies	16
McDonald's Hot Fudge Sundae	11
Dairy Queen Banana Split	15
Dairy Queen Freeze	13
Dairy Queen Hot Fudge Brownie Delight	22
Dairy Queen Large Cone, Chocolate Dipped	20
Dairy Queen Ice Cream Sandwich	04
Jack-in-The-Box Apple Turnover	24

Sources:

Center for Science in the Public Interest [Nutrition Action Health Letter](#); [Diet for the Young at Heart](#); and [Best Foods Food Values](#), Pennington and Church

Total Fat Grams _____ divided by 5 equals _____ Teaspoons of Fat

BETTER CHOICE FAST FOODS



Crazy about fast foods? Then try any of these items for 15 grams (3 teaspoons) of fat or less.

Arby's

Ham 'n Cheese (14 g)
Roast Beef Sandwich (15 g)
Roast Chicken Breast (7 g)
Jr. Roast Beef (9 g)

Burger King

Cheeseburger, small (15 g)
Chicken Tenders, 6 (10 g)
Hamburger, Small (9 g)
BK Broiler (4 g)
Fettucini Broiler (4 g)

Taco Bell

Bean Burrito (12 g)
Bell Beefer (13 g)
Combination Burrito (14 g)
Pintos and Cheese (10 g)
Taco (8 g)
Tostada (11 g)
Fajita Steak Taco (11 g)

Pizza Hut

Thin 'n Crispy Cheese Pizza-
3 slices (15 g)

McDonald's

Cheeseburger, small (13 g)
Hamburger, small (9 g)
Chef Salad, Without
Dressing (9 g)
Egg McMuffin (11)
Garden Salad, Without
Dressing (2 g)
McLean (10 g)
Chicken Fajita (8 g)

Kentucky Fried Chicken (KFC)

Original Recipe, Leg (9 g)
Extra Crispy, Leg (11 g)

Wendy's

Cheeseburger, small (12 g)
Chef salad, without dressing (9 g)
Chili, 9 oz (8 g)
Garden salad, without
dressing (5 g)
Hamburger, small (9 g)
Baked Potato, Plain (2 g)
Fish Fillet (11 g)

QUIZ QUESTIONS

1. List three high-fat foods, and three low-fat foods.

High-fat foods

Low-fat foods

2. Please circle T for True and F for False for the following statements.

- T F a. Skim has more fat than low-fat milk
- T F b. Hot dogs are a high-fat food.
- T F c. Apples are a high-fat food
- T F d. Nuts are a low-fat food

3. What is your favorite low-fat snack?

WHAT I ATE YESTERDAY

▲▲▲▲▲▲▲▲▲▲ WORKSHEET ▲▲▲▲▲▲▲▲▲▲

Instructions:

1. Write down everything you ate yesterday. Make sure to include added fats like butter or margarine, mayonnaise, and salad dressing.
2. For each meal or snack, fill in all of the columns. Use the worksheets on the next two pages to help you.

MEAL	FOOD	WHERE I ATE IT AND WITH WHOM	WHAT INFLUENCED MY FOOD CHOICES	MORE OF	LESS OF
BREAKFAST					
SNACK					
LUNCH					

MEAL	FOOD	WHERE I ATE IT AND WITH WHOM	WHAT INFLUENCED MY FOOD CHOICES	MORE OF	LESS OF
SNACK					
DINNER					
SNACK					

FOODS

TO EAT MORE OF

High in fiber and/or
low in fat

- ✓ Whole grain breads and cereals
- ✓ Vegetables
- ✓ Fruits
- ✓ Dried beans
- ✓ Fish
- ✓ Chicken and/or turkey without skin
- ✓ Lean meat
- ✓ Low- or non-fat milk or yogurt
- ✓ Low- or non-fat cheese



AND

TO EAT LESS OF

High in fat and/or
low in fiber

- ✗ Packaged snacks and bakery products
- ✗ Fats added to foods: butter, margarine, vegetable oils, salad dressing, mayonnaise
- ✗ Sandwich meats, canned meats, hot dogs
- ✗ Bacon, sausage, chorizo
- ✗ Chicken and/or turkey with skin
- ✗ Meats with streaks of fat
- ✗ Fried foods
- ✗ Full-fat dairy foods: cheese, ice cream, and whole milk



THE NEW FOOD LABEL

Nutrition Facts

Serving Size 1/2 cup (114 g)

Servings Per Container 4

Amount Per Serving

Calories 90

Calories from Fat 30

% Daily Value*

Total Fat 3 g

5%

Saturated Fat 0 g

0%

Cholesterol 0 g

0%

Sodium 300 mg

13%

Total Carbohydrate 13 g

4%

Dietary Fiber 3 g

12%

Sugars 3 g

Protein 3 g

Vitamin A 80%

Vitamin C

60%

Calcium 4%

Iron

4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65 g	80 g
Sat Fat	Less than	20 g	25 g
Cholesterol	Less than	300 mg	300 mg
Sodium	Less than	2,400 mg	2,400 mg
Total Carbohydrate		300 g	375 g
Fiber		25 g	30 g

Calories per gram:

Fat 9

Carbohydrate 4

Protein 4

More nutrients may be listed on some labels.

QUIZ QUESTIONS

1. List four items included on a food nutrition label:

2. MATCHING. Write the word that best fits each meaning below. There are more words than blanks, so think. Choose from the following words:

✓ calories

✓ nutrition label

✓ grams

✓ ingredients list

A. The _____ tells what the food is made of.

B. The amount of fiber is listed on a nutrition label as a certain number of _____ of fiber.

C. The number of _____ per serving can be found on the nutrition label.

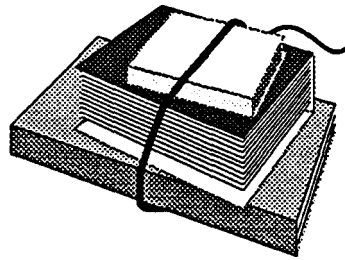
PATHWAYS TO HEALTH



UNIT THREE

LESSON NINE:
LIFESTYLES

LESSON 9



WORDS TO KNOW

1. **Elder:** An older person with some authority, stature, or dignity in a tribe or community.
2. **Intergenerational:** involving persons of different generations, such as children and grandparents.
3. **Interview:** A face-to-face meeting in which one person asks the other person about personal views, information, activities, etc.
4. **Oral History:** Spoken information consisting of personal recollection and preservation of such information. The passing of traditional information from one generation to the next.
5. **Traditional Foods:** The kinds of foods that were prepared in the past or that are prepared today only on special occasions. May also refer to foods that are still prepared today in a traditional manner.
6. **Values:** The social goals, principles, or standards held or accepted by a society, culture, community, or individual.

QUIZ QUESTIONS

1. An older person in a tribe or community with some authority, dignity, and knowledge is called an _____

2. A face-to-face meeting between two people in which one person asks the other person about information and personal views is called an _____

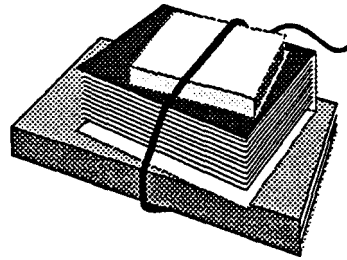
3. Intergenerational means people who:
 - a. are the same age
 - b. are both older
 - c. are both younger
 - d. are of different generations, like children and grandparents

4. What are three foods eaten now by elders that they didn't eat when they were children:

5. What are examples of traditional values:
 - a. drinking alcohol is OK when you reach age 21
 - b. getting up early so you won't become lazy
 - c. having respect for elders
 - d. making a lot of money is important to success
 - e. it is important to take care of your body, mind, and spirit

6. What are three ways foods were traditionally prepared:

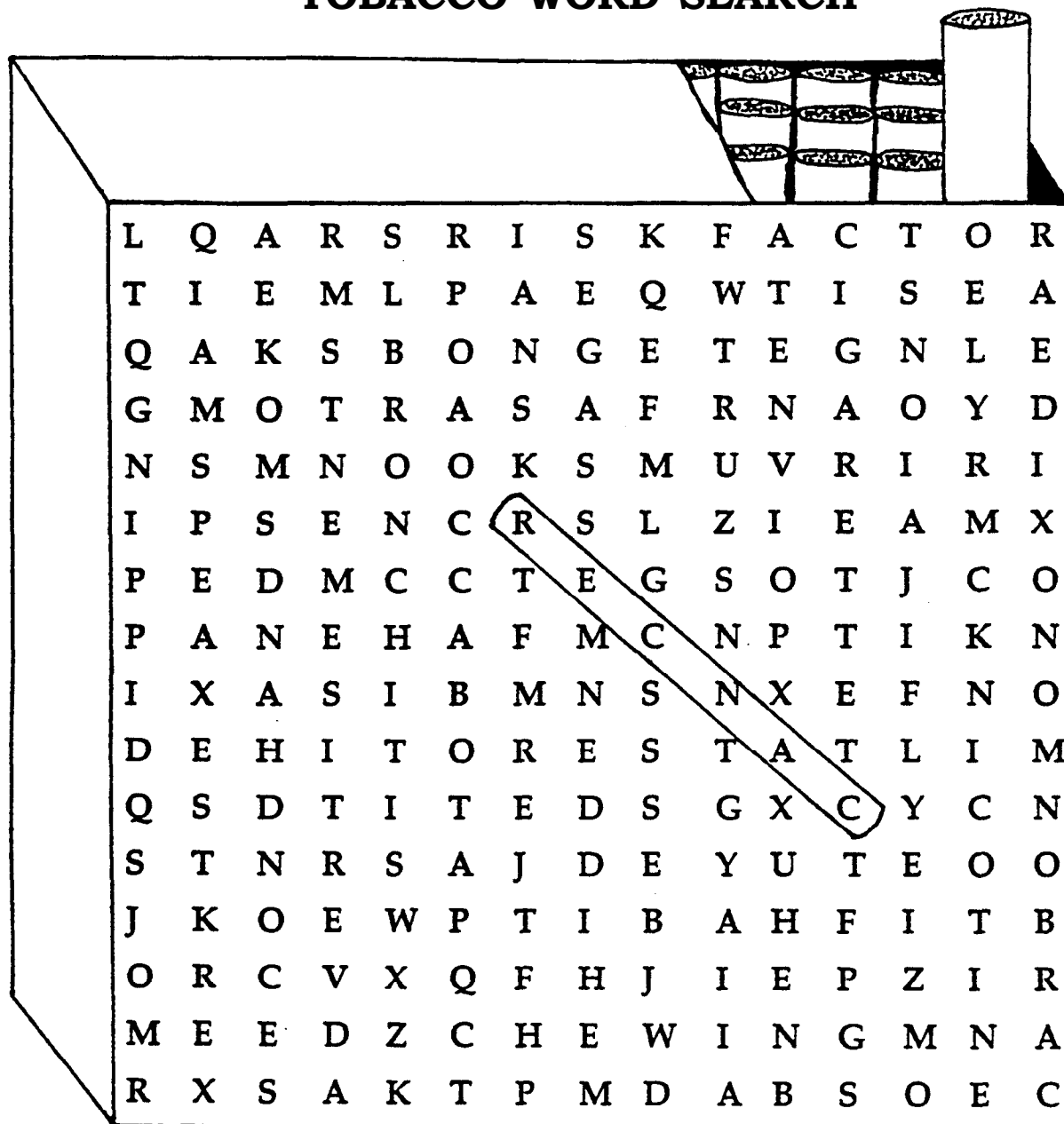
LESSON 10



WORDS TO KNOW

1. **Abuse or Recreational Use:** Using tobacco (smoking, dipping, or chewing) for recreation; that is, any use for nonceremonial purposes. Usually this is tobacco that is purchased at a store.
2. **Ceremonial Use:** Using tobacco in a spiritual and/or religious act for praying, blessing, offering, or curing.
3. **Tobacco:** A plant with wide leaves used for smoking, dipping, chewing, and burning.

TOBACCO WORD SEARCH



Find the following words hidden in the cigarette package:

risk factor

bronchitis

tobacco

habit

dipping

second hand smoke

advertisements

chewing

hidden messages

emphysema

cancer

lungs

nicotine

tar

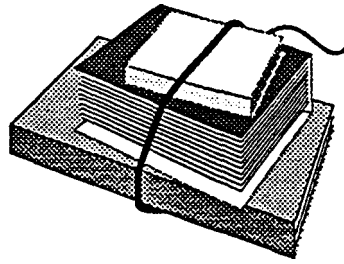
cigarette

carbon monoxide

QUIZ QUESTIONS

Please circle T for true or F for false on the following statements:

- T F 1. Ceremonial use of tobacco is abuse.
- T F 2. Native American people had no tobacco before
Columbus came in 1492.
- T F 3. Some American Indians use tobacco for praying.
- T F 4. A cigarette bought at the store is sometimes used
by Indians in ceremonies.
- T F 5. There is no difference between the recreational and
ceremonial use of tobacco.
- T F 6. Examples of recreational use of tobacco is smoking or
chewing it because your friends smoke or chew
tobacco.



WORDS TO KNOW

1. **Bronchitis:** A disease that makes the tubes going into the lungs sore and red so that a person coughs all the time.
2. **Cancer:** A serious disease where the cells in one part of the body multiply (grow) too fast. There are many kinds of cancer that kill people, including lung cancer and oral cancer (of the mouth).
3. **Carbon monoxide:** A poisonous gas found in cigarette smoke that you can't see or smell.
4. **Carcinogenic:** Something which causes cancer.
5. **Chewing:** People chew tobacco by placing a wad or quid (bunch of tobacco) between the cheek and teeth and sucking on it.
6. **Dipping:** People dip snuff (finely cut tobacco) by placing a pinch (small amount) between the lower lip and teeth where it mixes with saliva and is taken into the blood.
7. **Emphysema:** A serious lung disease that destroys lung tissue and makes it very hard to breath.
8. **Lungs:** Two spongy organs located in the chest on

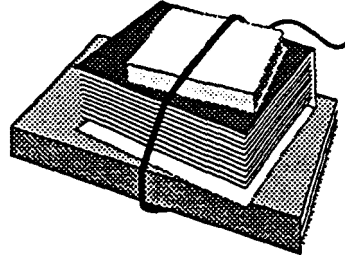
both sides of the heart. When breathing in air through the mouth or nose, the air goes to your lungs. Blood comes into the lungs and gets oxygen from that air. The lungs remove carbon dioxide from the blood.

9. **Nicotine:** A poison that is the addictive part of tobacco. When a person smokes or chews tobacco, his or her body gets used to this drug and wants more and more of it. As a result it gets hard to quit. Nicotine is more addictive than the illegal drugs heroin and cocaine.
10. **Tar:** A dark, oily mixture of particles found in cigarettes that can cause cancer.

QUIZ QUESTIONS

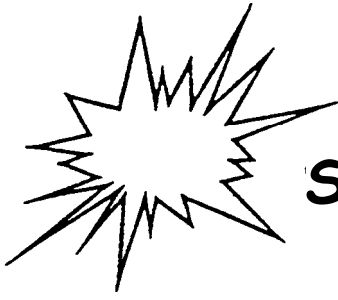
Circle T for true and F for false for the following statements:

- T F 1. The lungs are a major part of the respiratory system.
- T F 2. To breathe in tar from cigarette smoke is not harmful.
- T F 3. Using chew, dip, and snuff can lead to cancer of the mouth and can kill a person.
- T F 4. Bronchitis is a disease of the heart.
- T F 5. Smoking cigarettes with filters stops people from getting cancer.
- T F 6. Nicotine in cigarettes and chewing tobacco makes tobacco users want more and more.

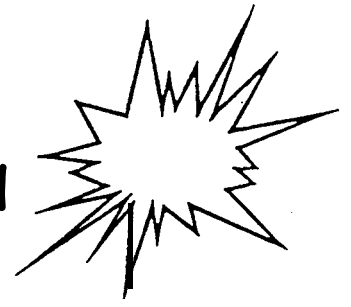


WORDS TO KNOW

1. **Avoid:** To not go near someone or something.
2. **Behavior:** How you act or what you do.
3. **Influence:** To say or do something that changes how other people behave.
4. **Lifestyle:** The way you choose to live every day; the things you do every day like eating, playing, working, sleeping, and taking care of yourself.
5. **Peers:** Students who are the same age or in the same grade.
6. **Peer Pressure:** Influence that comes from people your age or other students in your grade.
7. **Pressure:** Things people say or do to try to get you to do something.
8. **Resist:** To not do what others try to make us do.
9. **Risk:** When there is a chance of danger or loss.
10. **Social Influences:** How people (young, old, on TV, or in magazines) try to make you think like they **do**, or make you think a certain way.



SKILLS TO DEAL WITH SOCIAL PRESSURES



PEOPLE MIGHT PRESSURE YOU TO:	PRESSURE CAN COME FROM:	HOW PEOPLE APPLY PRESSURE:	HOW TO RESIST PRESSURE:
<p style="text-align: center;">↓</p> <p style="text-align: center;">Smoke</p> <p style="text-align: center;">Chew tobacco</p> <p style="text-align: center;">Eat junk food</p> <p style="text-align: center;">Steal</p> <p style="text-align: center;">Lie</p> <p style="text-align: center;">Gossip</p> <p style="text-align: center;">Be lazy</p> <p style="text-align: center;">Take drugs</p> <p style="text-align: center;">Drink alcohol</p> <p style="text-align: center;">Sniff spray paint</p> <p style="text-align: center;">Destroy something</p> <p style="text-align: center;">Cheat</p> <p style="text-align: center;"><i>(Can you think of others?)</i></p>	<p style="text-align: center;">↓</p> <p style="text-align: center;">Yourself</p> <p style="text-align: center;">Peers</p> <p style="text-align: center;">Older kids</p> <p style="text-align: center;">Adults</p> <p style="text-align: center;">Media (movies or TV)</p> <p style="text-align: center;"><i>(Can you think of others?)</i></p>	<p style="text-align: center;">↓</p> <p style="text-align: center;">Do what we do and be like us</p> <p style="text-align: center;">Make a friendly offer</p> <p style="text-align: center;">Say they will leave you out</p> <p style="text-align: center;">Use violence</p> <p style="text-align: center;">Use a trick</p> <p style="text-align: center;">Use logic</p> <p style="text-align: center;">Use guilt</p> <p style="text-align: center;">Nag</p> <p style="text-align: center;">Tease</p> <p style="text-align: center;"><i>(Can you think of others?)</i></p>	<p style="text-align: center;">↓</p> <p style="text-align: center;">Say no</p> <p style="text-align: center;">Make an excuse</p> <p style="text-align: center;">Ignore others</p> <p style="text-align: center;">Make a joke</p> <p style="text-align: center;">Stand up for yourself</p> <p style="text-align: center;">Give a better idea</p> <p style="text-align: center;">Walk away</p> <p style="text-align: center;">Use praise</p> <p style="text-align: center;">Change the subject</p> <p style="text-align: center;">Act shocked</p> <p style="text-align: center;"><i>(Can you think of others?)</i></p>

Q U I Z Q U E S T I O N S

Fill in the blanks with the right answers. There are more words than blanks, so think! Words to choose from:

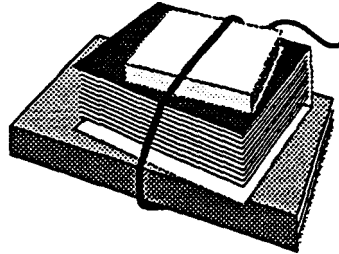
- ✓ influence
- ✓ power
- ✓ choose
- ✓ behavior
- ✓ lifestyle
- ✓ bad habit
- ✓ pressure

1. How you act or what you do is your _____
2. Your _____ is the way you choose to live everyday.
3. Peer _____ is the influence of people your own age or students in your grade.
4. Social comes from TV, radio, magazines or people.
5. You can _____ not to do things that might be bad for you.

Circle T for true and F for false for the following statements.

- T F 6. To influence is to say or do something that changes how other people behave.
- T F 7. A peer is someone who is in the same grade or is the same age as another.

LESSON 13



WORDS TO KNOW

(REFUSAL SKILLS)

1. **Excuse:** Make up a reason to leave.
2. **Ignore:** To act like something or someone is not there.
3. **Joke:** To be funny and make people laugh to avoid pressure.
4. **Praise:** To tell someone what is good about them.
5. **Resist:** To not do what others try to make us do.
6. **Say No:** To tell someone no with words or body language such as walking away.
7. **Stand Up for Yourself:** To tell someone you do not want to do something you are being pressured to do.

QUIZ QUESTIONS

Circle T for true and F for false for the following statements:

- T F 1. If you are being pressured to use tobacco you can choose to say no.
- T F 2. To avoid a group of friends who are smoking means to join them.
- T F 3. To make an excuse is to give a reason you need to leave.
- T F 4. It is worse to start a risky behavior than to tell a "friend" no.
- T F 5. If a person is a true friend its OK for him or her to try to make you smoke.
- T F 6. Those who care for you should respect your wishes.

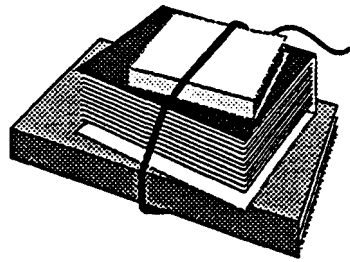
PATHWAYS TO HEALTH



UNIT SIX

LESSON FOURTEEN — FIFTEEN:
THE ADVERTISING GAME

LESSON 14



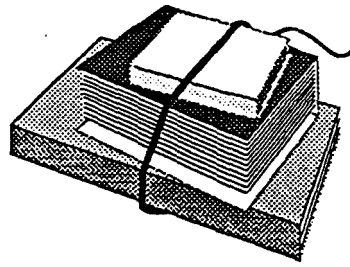
WORDS TO KNOW

1. **Advertisement:** A message or commercial on TV, in newspapers or magazines, on the radio, or on billboards designed to get people to pay attention and buy things.
2. **Hidden Messages:** These are messages that advertisements tell through pictures rather than words. For example: A beautiful woman is drinking a soda in an ad. The hidden message is: "If you drink this soda, you will be beautiful." The words in the ad say one thing, the picture says another.
3. **Target Audience:** A group of people manufacturers aim their ads at in order to persuade them to buy their product. Example: A young, healthy-looking man is perched on a rock on the side of a mountain. He has a cigarette hanging from his mouth. The members of the target audience are young men who enjoy outdoor activities.

QUIZ QUESTIONS

Circle the best answer.

1. Tobacco advertisers **want to make money / want to promote health.**
2. Tobacco advertisers spend billions of dollars a **year / day** on advertising.
3. Hidden messages **are / are not** truthful.
4. "If you smoke our brand of cigarette, you will be beautiful," is a **target audience / hidden message.**
5. A target audience is a group of people advertisers **want / don't want to** know their message,
6. The surgeon general's warning **should / should not** be taken seriously.



WORDS TO KNOW

1. **Appeal Techniques:** Ways advertisers try to get you to pay attention to their ads and want their products.
2. **Brand Name:** The name a company gives a group of its products (for example, Frito Lay chips).
3. **Consumer:** Someone who buys and/or uses products
4. **Exaggeration:** To enlarge or overstate the truth.
5. **Message:** The main idea of an advertisement, usually expressed through words and/or pictures.
6. **Misleading:** To try to make the product seem better than it actually is.
7. **Persuade:** To try to convince someone to believe something.
8. **Product:** An item for sale.
9. **Slogan:** A brief attention-getting phrase used in advertising.
10. **Trademark:** A symbol used only with a certain brand or product (for example, McDonalds' Golden Arches).



WAYS TO MAKE ADS APPEALING



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Food companies spend a lot of time and money to make their advertisements very appealing so people will buy their products. Consumers should also spend some time thinking about these ads to make sure they spend their money wisely.

The following are examples of appeal techniques advertisers use to get you to pay attention to their ad and want their product.

LIFESTYLE: The ad shows popular, successful people enjoying an active and carefree life.

Examples = Mountain Dew soda pop, Grey Poupon mustard

Can you think of others? _____

HUMOR: The ad uses funny characters or situations to make you laugh.

Example = Eveready Bunny - "He keeps going and going and going . . ."

Can you think of others? _____

SENSE APPEAL: The ad shows beautiful or memorable sounds or pictures.

Example = A Dove ice-cream bar being covered in chocolate.

Can you think of others? _____

PRODUCT ENDORSEMENTS: Famous people appear on ads with the product and imply that you should buy it.

Examples = Air Jordan athletic shoes, Elton John for Diet Coke

Can you think of others? _____

SEX APPEAL: Attractive men and women who make you think that if you buy their product, you can be attractive like them.

Examples = Taco Bell's Louise, Diet Pepsi (Cindy Crawford)

Can you think of others? _____

QUIZ QUESTIONS

1. A TV commercial for a brand of beer shows a beautiful mountain landscape. The appeal technique the advertisers are using is:
A. familiarity
B. humor
C. sense appeal
D. product endorsement
2. A magazine ad that shows a box of cereal with the name clearly on the front is using what selling technique?
A. repetition
B. familiarity
C. jingle
D. trademark
3. A _____ is someone who buys or uses products.
4. To _____ means to try to convince someone to believe something.
5. A _____ is a brief attention-getting phrase used in advertising.
6. Jennifer bought some new cereal at the store because the TV ad said it had a BIG! NEW! taste. When Jennifer tried it, it had the same old taste. The TV ad was:
A. misleading
B. truthful
C. funny
D. traditional

