

PATHWAYS TO HEALTH



A Health Promotion Project for American Indians

Teacher Guide
7th Grade

LESSON SUPPLIES FOR PATHWAYS TO HEALTH

Lesson 1: Introduction to Pathways

Found In Curriculum Box

- Student workbooks
- Two letters to send home
- "Wellness Rap" (video)

To Be Obtained By Teacher

- VCR and monitor
-

Lesson 2: Gifts Of Food

Found In Curriculum Box

- **World map**
(Colored version for teacher, black and white version for students)
- "Mashed Potato Time" (audio tape) (Enrichment Activity)

To Be Obtained By Teacher

Enrichment Activities (5th grade)

- Potatoes
 - Pot/potting soil
-

Lesson 3: Food, Glorious Food

To Be Obtained By Teacher

- Box for food labels (for lesson 8)
-

Lesson 4: Food Choices For Health

Found In Curriculum Box

- "Better Choices" (video)

To Be Obtained By Teacher

- VCR and monitor

Lesson 5: Gifts From The Garden

Found in Curriculum Box

- 2 Fruit and vegetable posters – Superstars
- Fruit and vegetable squares

To Be Obtained By Teacher

- **12 types of fresh fruits and vegetables**
- **Knife**
- **Cutting board, paper towels or paper Plates**
- **Community member to demonstrate squash, pumpkin, apple drying (Enrichment Activity)**

Lesson 6: Gifts From the Field

Found in Curriculum Box

- Bags of grains and beans
- "Bean Game" (Enrichment Activity)
- Blue corn atole

To Be Obtained By Teacher

- **Ingredients and utensils for atole (Recipe in Student Workbook)**
- **Copies for students of "Grain: Whole Versus Refined" (Handout) (Master is in pocket of Curriculum Guide, optional)**
- **Materials for corn husk wreaths and dolls (Directions in Student Workbook) (Enrichment Activity)**

Lesson 7: Finding The Fat in Foods

To Be Obtained By 5th Grade Teacher

- **Materials for "Brown Paper Fat Test"**
 - Brown paper (8 1/2" x 11" sheets for each student)
 - Raw potato slices
 - Potato or corn chips
 - Pretzels
 - Butter, margarine, or lard
 - Avocado slices
 - Apple slices
 - Plastic knife

Lesson 7: Finding The Fat in Foods (continued)

To Be Obtained By 7th Grade Teacher

- **Materials for “Fast Food Fat Counting”**
 - Solid or liquid fat
 - Paper cups (one per student)
 - Six plastic spoons
 - Six (measuring) teaspoons
 - Six plastic knives (if using solid shortening)
- **Graph paper (Enrichment Activity)**
- **Skim, 1%, 2%, and whole milk (Enrichment Activity)**
- **Poster materials, including poster-boards, markers, construction paper, etc. (Enrichment Activity)**

Lesson 8: Reading Food Labels

To Be Obtained By Teacher

- **Food labels and empty packages with labels (Black and white copies of food labels are at the end of the Lesson 8, Teacher Information section)**

Lesson 9: Healthful Traditions

Found in Curriculum Box

- "Family Memories About Food handout
- Intergenerational Fitness (video) (Enrichment Activity)

To Be Obtained By Teacher

- **Elders from community**
- **VCR and monitor (Enrichment Activity)**

Lesson 10: American Indian Tobacco Use

Found In Curriculum Box

- "Tobacco. . . A Gift of Choice" (video)

To Be Obtained By Teacher

- **VCR and monitor**
 - **Community elder (Enrichment Activity)**
-

Lesson 11: The Inside Story

Found In Curriculum Box

- "No Smoking - Lungs at Work" (5th grade), "The Decision is Yours" (7th grade), "Smokeless Tobacco - A Chemical Bomb," and "Smokeless Tobacco" (handouts)
- "Inside Your Lungs" (poster)
- "Kid and the Dipper" (video)
- Foam lungs

To Be Obtained By Teacher

- **VCR and monitor**
 - **Unfiltered cigarette and matches**
 - **"Mr. Grossmouth" and "Mr. Dip lip" models (Available from CIYPD) (Enrichment Activity)**
-

Lesson 12: Many Pathways

Found In Curriculum Box

- "Smoking, Why Not?" (video) (7th grade)
- "Huff 'n' Puff" (handout) (5th grade)

To Be Obtained By Teacher

- **VCR and monitor (7th grade)**
-

Lesson 13: Choosing The Best For Me

Found In Curriculum Box

- "If Your Friends Smoke, Do You Have To?" (video)

To Be Obtained By Teacher

- **VCR and monitor**
- **Index cards with a refusal skill written on each**

Lesson 14: Hidden Messages

Found In Curriculum Box

- "Aren't We Smarter Than That?" and "Dusty the Dragon" (videos)

To Be Obtained By Teacher

- **VCR and monitor**
 - **Collage materials including butcher paper (posterboard), paste or glue, scissors, markers (5th grade)**
 - **(Students to bring in) Tobacco ads**
 - **Tobacco Look-Alike Chart (Materials are listed in Teacher Information Section) (Enrichment Activity)**
-

Lesson 15: What's The Scoop?

Found In Curriculum Box

- "Supergoop" (video) (5th grade)
- "What Are Those Food Ads Trying To Sell?" (5th grade) (homework handout)
- "What About Those Commercials!" (7th grade) (homework handout)

To Be Obtained By Teacher

- **VCR and monitor (5th grade)**
-

Lesson 16: Wrap-up Party

To Be Obtained By Teacher

- **Letter to parents inviting them to party**
- **Healthful foods**



This project is based on the need to recognize and respect the traditions and cultures of the Indian people it serves. It builds upon centuries-old traditions, the living resources of the elders of the population, and native foods it recognizes that changes have led to an epidemic of unhealthy lifestyles within the population. It does not attempt to impose urban, middle-class values or lifestyles. The curriculum was developed to address the people in their respective environments, to educate the young to recognize and understand the consequences of unhealthy practices, and to teach preventive measures.

-Ken Hunt
Center for Indian Youth Program Development
University of New Mexico
Department of Pediatrics
Division of School and Preventive Health



"We, as school leaders, have the greatest opportunity to teach children about personal responsibility for health. They must know with no uncertainty how their daily decisions about diet, smoking, exercise, alcohol and drug use, sexual activity, and safety will have an impact on the extent to which they will live happy, productive, and fulfilling lives. Their future and our futures depend on it. "

- Richard D. Miller

Executive Director

American Association of School Administrators, 1990

BACKGROUND

This project is based upon 19 years of work with Indian school children, their families, and communities. There has been a detailed process of curriculum development and testing to assure reliability and sensitivity to cultural values. Instruments and curricula units previously developed by the Center for Indian Youth Program Development (CIYPD) for teaching fifth grade Navajo and Pueblo students about nutrition, tobacco use, and social influences have been updated and expanded to include information about cancer and to target seventh grade students. Teachers and students from six Navajo schools and six Pueblo schools have contributed to the development of the prototype curriculum.

WHY A HEALTH PROMOTION AND CANCER PREVENTION PROJECT?

- ▲ By modifying certain lifestyle habits at an early age, some individuals may greatly decrease their risk for chronic diseases such as cancer, cardiovascular disease, and diabetes.
- ▲ Cancer is the third leading cause of death among American Indians.
- ▲ In comparison with the nonminority population, American Indians have a much higher incidence of cancers of the stomach, liver, cervix, uterus, gall bladder, and kidney. Survival rates for Native Americans are among the poorest in the nation.
- ▲ Major risk factors, such as tobacco and alcohol use, nutritional and dietary factors, and occupation, account for 72 percent of cancer mortality and 69 percent of incidence.
- ▲ Fifty percent of all cancers are diet related.
- ▲ Nearly one-third of all cancer deaths are directly related to tobacco use. Ninety percent of all lung cancer is directly related to tobacco use.

PROGRAM PHILOSOPHY AND RATIONALE

The Pathways to Health curriculum is an educational program designed to improve the health decision-making of children and adolescents. Evidence indicates that young people today are faced with critical decisions while they are still very young. Many are ill-equipped to make informed and healthful choices. Others are easily persuaded to take risks that lead to illness, addiction, and/or death. The purpose of this curriculum is to equip students at critical development stages in pre- and early adolescence with the information and skills necessary to establish healthful behaviors.

The teacher acts as a facilitator and guides the learning process by providing opportunities that require active learning and problem-solving. This approach allows students to learn decision-making skills, and to develop a sense of competence in using these skills. This approach also enhances self-concept, self-esteem, and social skills. The program promotes the physical, psychological, and social well-being of students.

THE CURRICULUM

Two important educational goals of the curriculum are:

- 1) **To promote a diet low in fat and high in fiber, fruits, and vegetables.** The nutrition portion of the curriculum emphasizes the components of a healthful diet, how to read food labels, and choose health-promoting foods, including traditional foods, like corn, beans, and squash.
- 2) **To teach students to avoid cigarette smoking and the use of smokeless tobacco.** The tobacco portion of the curriculum explores the effects of smoking, chewing, and dipping, and teaches children ways to resist pressures to use tobacco.

Other important aspects of the curriculum include:

- ▲ Oral histories by tribal elders
- ▲ American Indian use of tobacco
- ▲ The history of Native American contributions to the world's food supply
- ▲ Storytelling using a contemporary "trickster" character
- ▲ Validation of historically healthful customs



- ▲ Skills building activities which assist students in resisting social influences (peer pressure, negative role models, pressure from the media, etc.)

School staff members (including classroom teachers, educational assistants, counselors, food service personnel, and administrators) will participate in implementing the curriculum.

In addition, families will receive supplemental information and activities that promote the curriculum's goals. Community involvement is expected not only to enhance the acceptance of the program within the schools, but also to encourage its continuance long after funding has expired.

it is our goal that the use of this specially designed curriculum will help American Indian youth develop a strong foundation for making health-promoting choices in their lives. Equipped with the knowledge and skills provided in these lessons, we are confident that Indian young people will discover their own "pathways to health."

ACKNOWLEDGMENTS

The Pathways to Health staff expresses its appreciation to participating schools. We thank them for their commitment in encouraging healthful behaviors in their fifth and seventh grade students. The teachers, educational assistants, and school officials are allowing us to use many of their teaching hours to collect data, to test, and to evaluate the curriculum.

In particular we would like to thank the following teachers and administrators: Linda Maxwell, Karen Jackson, and Kilino Marquez from Laguna-Acoma Junior/Senior High School; Gwen Torivio, Galen Martinez, and Charlotte Garcia from Sky City Community School; Josie Suarez and David Oakes from Thoreau Middle School; Michael Teichert, Christine Spinks, Sandy Inman, and Joseph Collins from Thoreau Elementary School; Rhonda Hellenga, Marilyn Jim, Lois Kleveland, and Bill Poe from Borrego Pass School; Harry Lane, Karletta Charlee, Gabriela Luschei, Maria Kayate, and Virginia Jumbo from Crownpoint Community School; Elaine Hendricks, Maxine Toya, Joseph Green, and Jannita Complo from Jemez Day School; Juanita Lavadie, Marilyn Trujillo, Rosenda Trujillo, and Robert Martinez from Taos Day School; and Anna Dorame, Ida Tewa, and Marjorie Maestas from Tesuque Day School. From the Zuni Public School System we thank Hayes Lewis and Kirby Gchachu; Lue Bennett, Wesley Bobelu, Mary Jo Donlan, Charlene Wood, and Marilyn Feathers from Zuni Middle School; George DeVries, Cecelia Einfalt, Jim Ivanovich, and David Histia from Dowa Yalanne Elementary; and Barbara Gordon, Lia Rupp, Scott Vander Molen, Viola Martinez, and Donna Patty Hart from A:shiwí Elementary; and Josephine Fernando, Vangie Bautista, and Nick Cheromiah from Laguna Middle School.





The full cooperation and interest in the project by these schools has given us the opportunity to develop and evaluate a health promotion/cancer prevention curriculum that is specific to the cultures with which we work and that increases awareness in the promotion of healthful lifestyles and the prevention of cancer.

Special thanks go to the following teachers and administrators for their opinions and ideas for making the curriculum culturally appropriate and "user friendly": Jan Davis of Dzilth Na O Dith Hle Community School; Mike Jojola of Isleta Elementary School; Chester Otero of Na' Nalzhiin Ji Olta; Nick Cheromiah of Laguna Middle School; Virginia Jumbo of Crownpoint Community School; and Marilyn Jim of Borrego Pass School.

Grateful acknowledgment for contributing time and interest to the intergenerational activities is extended to the elders from local Navajo and Pueblo communities. They are allowing us to implement a unique activity in which the elders share the experiences of their youth with the students in the classroom. These intergenerational interviewing sessions give students a chance to learn how traditional lifestyles including physical activity, tobacco customs, and food ways have changed within their culture.

ORIENTATION TO THE CURRICULUM

"A quality health education program must include a written comprehensive, sequenced curriculum . . . must be culturally appropriate, and incorporate activities that allow students to acquire and demonstrate knowledge, skills, and appropriate behavior."

(A Report Card of School Health Programs in New Mexico, Nov. 1991, Executive Summary, p.4.)

We request that you teach Pathways to Health **in sequence and in its entirety.**☆
This curriculum is organized sequentially to maintain its integrity and to allow for maximum evaluation. The curriculum is designed to allow ample opportunities for flexibility in presenting the material.

The Pathways to Health curriculum guide for teachers is based on seven units. Unit One, the introductory lesson, provides the foundation for the entire curriculum.

Unit Two, the nutrition component, includes Lessons Two through Eight. These lessons (as well as most of the other lessons) will run approximately 45 minutes in length.

Lesson Nine, the intergenerational component, stands alone as Unit Three. (Please take care to allow the elders the time they will need-approximately 2-3 hours.)



Unit Four, the tobacco section, includes Lessons Ten and Eleven. Extra time may be needed with Lesson Eleven due to the cognitive content.

Unit Five, the social pressures component, includes Lessons Twelve and Thirteen, which are skills-building lessons teaching students to identify and resist social influences.

Unit Six, The Advertising Game, includes Lessons Fourteen and Fifteen and examines the tobacco and food industries' advertising strategies.

Unit Seven, the wrap up lesson, reviews the basic concepts taught in Pathways to Health. Parents, grandparents, and various school personnel will be invited to participate in the students' final sharing activities of Lesson Sixteen's healthful snacks party.

To help you more effectively understand the lesson formats, you should be familiar with the following key headings:

Overview	Teaching Goals	Before the Class
Learning Objectives	Introduction	Words to Know
Discussion	Activity	Summary
Enrichment Activity	Attention Teachers	Student Workbook
Teacher Information Sheet	Teacher Enrichment	Quizzes (optional)
Give Us Your Opinion (Evaluation)		

Most of these headings are self-explanatory **We urge you to pay very close attention to the "Before The Class" and "Attention Teachers" sections.** These headings tell you ahead of time when you will need to reserve equipment, send letters, or order things required for subsequent lessons. **Please be sure to read these sections ahead of time in order to carry out a timely progression of the curriculum.**

Icons are used to signal some sections. An icon directory follows below:



This icon precedes the **Introduction** section of each lesson.



This icon precedes the **Attention Teachers** section of each lesson.



This icon precedes the **Discussion** section of each lesson.



This icon signals an activity that would be an appropriate science fair project for students.



This icon precedes the **Activities** section of each lesson.



This icon is a signal in each lesson that uses a videotape.



To help you locate certain sections of the curriculum, we have color-coded the Teacher Enrichment and Information Sheets, and the Evaluation Sheets ("Give Us Your Opinion").

End of lesson quizzes are provided in the student workbook as an option for those teachers who wish to maintain an evaluation procedure on each student. You may want to take an average of each student's quiz scores, translate that to a letter grade, and have the final grade put on the report card if this seems to be an appropriate incentive for your students. The grade could go under "health."

The student workbook accompanies the Pathways to Health curriculum. Most lessons will include workbook activities. You have a copy of the student workbook in the back of your Teacher's Guide. The students' workbooks stay at school for the duration of time the curriculum is taught. Found in the curriculum box are loose handouts that will go home with the students and need not be returned and other lesson materials such as videos and posters.

In the Appendix you will find the New Mexico Educational competencies for 5th and 7th grades.

We hope your experience with Pathways to Health is successful as well as enjoyable.





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PATHWAYS TO HEALTH USER NOTICE

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Fourth Edition

Enhancing Students' Experiences with the Pathways to Health Curriculum

Suggestions for Seventh-Grade Teachers

These suggestions are based upon teachers' and students' experiences with the Pathways to Health curriculum. Special thanks to Gwen Torivio of Sky City Community School and Lue Benett and Mary Jo Donlan of Zuni Middle School for their participation and suggestions during a work group session on this topic.

The classroom setting in which the Pathways to Health curriculum has been taught to seventh grade students has been varied. Most often one teacher presents the entire curriculum to the students, but in one school it may be the science teacher and in another it may be the home living skills or the home economics teacher. In other schools teachers may share the responsibility of teaching the curriculum.

Because of the variety of settings in which the curriculum is taught, a certain amount of flexibility is encouraged to facilitate the appropriate presentation to the seventh grade students you teach. Below are some suggestions you may wish to utilize to enhance the learning experience of your students.

Suggested Ways to Enhance the Pathways to Health Curriculum Experience for Seventh Grade Students:

1. Vary the teaching methods to maintain student attention. For example, you may wish to form small groups to work on one curriculum activity and assign another activity as individual homework.
2. Adapt curriculum activities to students' real-life situations to broaden the relevance and pique their interest.
3. Have students broaden a curriculum activity to a fuller extent. For example, as part of Lesson 14 or 15 advertising activities, you could ask students to create their own magazine, complete with advertisements and articles based on real magazine articles they have read. This type of activity will naturally take a longer time so be prepared for that.
4. Hands-on learning is a very natural way of learning. The curriculum includes many experiential activities. Use them and extend them (some may be enrichment activities) to enhance the interest and degree of learning for the students. An example would be to illustrate a written assignment.
5. Students of this age often enjoy brainstorming sessions to create discussion on all aspects of a topic. It is the intention of the curriculum developers that the discussion portion of each lesson serve only as a guide and that classroom discussion of a lesson topic can be broadened to reflect the students'

interests and experiences. Socializing is one of seventh graders' key interests now, so utilize this interest in teaching the curriculum.

6. Middle-school students are becoming aware of the world around them and their role as product consumers. Along with this interest are their strong feelings regarding the exploitation of their age or ethnic group and others. You may wish to draw upon these interests to enhance lessons that discuss food product labels (and nutrition claims), food advertising, and tobacco products and ads (some of which use Native American symbols).
7. Students find more relevance in factual activities, especially those that are important to or directly effect them. For example, when students are asked to develop food goals in Lesson 5, make sure that they are personal to each student and not just vague dietary guidelines.
8. Cooperative learning parallels the Native American tradition of being a cooperative member of a community. Utilize this type of learning which encourages group communication, sharing, respect, and participation when involving students in the curriculum activities.

Cooperative Learning Principles include:

- Positive interdependence (depend on each other for success)
 - Individual accountability (no group grades)
 - Simultaneous participation
9. Recognize and build upon students' influence in their family. Because of their education and knowledge, students are learning new things that their parents and other family members may know little or nothing about. Encourage your students to be positive change agents in their families because of their love and responsibility for their family.

PATHWAYS TO HEALTH



UNIT ONE

LESSON ONE:
INTRODUCTION

Lesson 1

Introduction to Pathways

Overview

In this lesson students will be introduced to the Pathways to Health curriculum. They will examine the concepts of health and illness. Students will draw (5th) or write about (7th) health activities.

Teaching Goals

1. To introduce students to the concept of health-promoting behaviors.
2. To introduce students to the concept of risk-taking (unhealthy) behaviors.
3. To assist students in defining cancer and some of the risk factors and behaviors that reduce the risk of cancer.

Learning Objectives

After this lesson students will be able to:

1. List at least three healthy and three unhealthy activities.
2. Identify and define Lesson 1 vocabulary words.
3. Identify at least three cancer risk factors and three health-promoting behaviors.



Introduction

Introduce the curriculum to the students. Let them know that they will learn about healthy foods and the dangers of tobacco use as well as many skills to live a healthy life. Inform the students that there will be special activities such as videotapes, stories, a wellness rap song, food tastings, etc., to accompany the lessons.

In today's lesson they will identify common activities as being health-promoting or risky behaviors.

Words To Know

- ✓ Behavior
- ✓ Diet
- ✓ Health-Promoting Behaviors
- ✓ Cancer
- ✓ Fiber
- ✓ Risky Behaviors



Discussion

Define the vocabulary words (page 1 of the student workbook).

Ask the students the following questions and write their answers on the board:

1. **What does "being healthy" mean?** (Feeling and looking good, having energy, growing big and strong, not being sick, etc.)
2. **What can you do to stay healthy?** (Exercise, brush teeth, don't use tobacco, eat healthy foods, get enough sleep, don't drink alcohol, wear seat belts, etc.)
3. **What is cancer?** (A serious disease where the cells in one part of the body multiply (grow) too fast. There are many types of cancer. See "Teacher Information Sheet" for more information.)
4. **Do you know anyone who has had cancer?** (Do not pressure students if they seem reluctant to answer.)

▲▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲▲

Lesson 1

Introduction to Pathways

Before the class

- ✓ Have the student workbooks ready to distribute.
- ✓ Have the two letters to the families ready to send home with the students.
- ✓ Bring the VCR and monitor into the classroom.

Evaluation

Please complete the evaluation form for Lesson 1.

(For questions 5 and 6, students may follow along in their workbook.)

5. What can cause cancer? (Exposure to certain chemicals, too many X-rays, too much sunlight, etc.)

In the Pathways to Health curriculum we will learn that:

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

can also make cancer **more likely** to develop.


6. What can we do to help lower our risk of cancer? (visit the doctor, get regular check-ups, exercise, etc.)

In the Pathways to Health curriculum we will learn that by:

- ✓ 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

we can also make cancer **less likely** to develop.

Activity



Refer students to the "On the Right Path" drawing in their workbook. Can they think of any more healthful or unhealthful activities? Then have students (5th) draw or write about someone doing a healthful and an unhealthful activity on their "Healthful Activities Worksheet" or, have students (7th) write a short story about themselves doing a healthful activity they enjoy on their "Healthful Activities Worksheet." Ask students to share their pictures or stories with the class.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 1

Introduction to Pathways

Review the "Wellness Rap" performed on video and written in the workbooks with the students. Ask for volunteers to perform it for the class.

Summary

Review Lesson 1 content: healthful and unhealthful behaviors, cancer.

Review the students' "Letter to Family" and have them sign their copy. Send that letter and the University of New Mexico letter home with the students.

Enrichment Activities

1. Have a contest to determine the best health activity drawings or stories with the teacher or a panel of students choosing the winner(s).
2. Ask several students to perform the "Wellness Rap" or make up one of their own for their own and/or other classes.



Attention Teachers!

Ask students to begin to bring in empty food containers with nutrition labels for Lesson 8, "Reading Food Labels."

Ask the head of food service for potatoes or have the children bring them from home if you plan to do some of the potato activities in Lesson 2.

▲▲▲▲▲▲▲▲ **NOTES** ▲▲▲▲▲▲▲▲

Lesson 1

Teacher Information Sheet

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.

Lifestyle Contributions to Health

Our lifestyle habits such as diet, tobacco use, amount of exercise, alcohol and drug use, and personal habits contribute greatly to our state of health (see "Factors That Influence Your Chances of Surviving" chart attached). Recognizing the importance of healthful lifetime behaviors is the basis for this lesson.

What is Cancer?

Cancer is really a group of diseases. There are more than 100 different types of cancer, but they are all diseases of some of the body's cells.

Healthy cells that make up the body's tissues grow, divide, and replace themselves in an orderly way. This process keeps the body in good repair. Sometimes, however, normal cells lose their ability to limit and direct their growth. They divide too rapidly and grow without any order. Too much tissue is produced and tumors begin to form. Tumors can be either benign or malignant.

Benign tumors are not cancer. They do not spread to other parts of the body and they are seldom a threat to life. Often, benign tumors can be surgically removed, and they are not likely to return.

Malignant tumors are cancerous. They can invade and destroy nearby tissue and organs. Cancer cells also can spread (metastasize) to other parts of the body, and form new tumors.

Because cancer can spread, it is important for the doctor to find out as early as possible if a tumor is present and if it is cancer. As soon as a diagnosis is made, treatment can begin. ("What You Need To Know About Cancer," NIH Pub. No. 90-1566, p. 2-3)

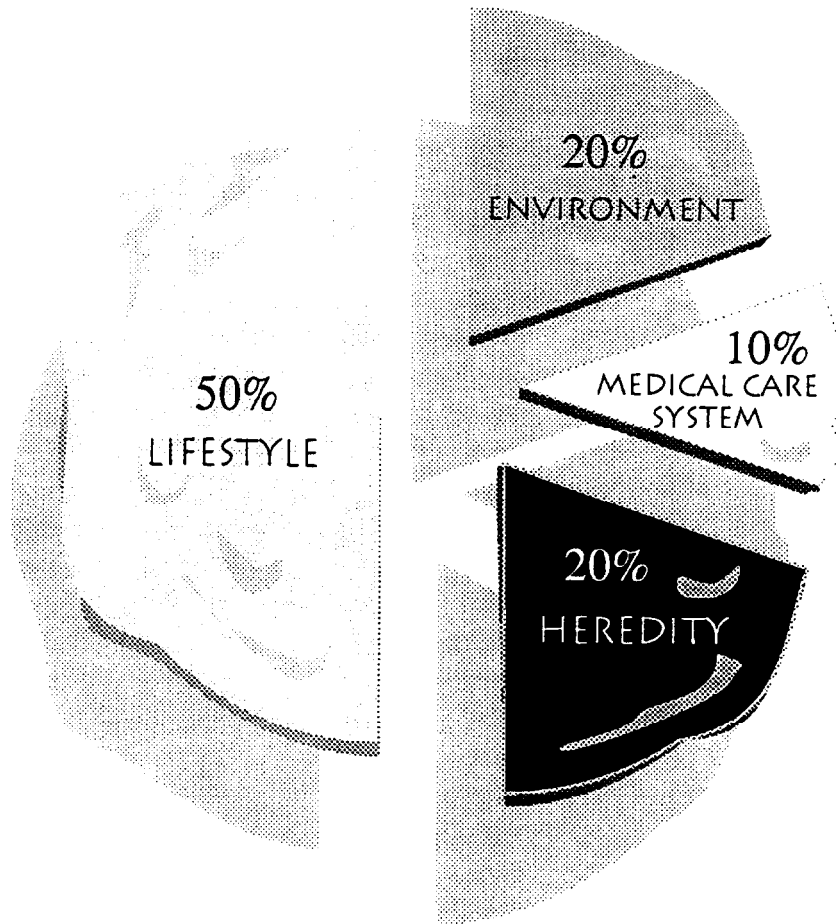
Cancer In Children

Very rarely, young people—even children—get cancer. The causes of most childhood cancers are not related to diet or tobacco use.

"Taking Control: 10 Steps To A Healthier life And Reduced Cancer Risk"

Teachers, please read this small red brochure in the front pocket of your curriculum notebook.

FACTORS THAT INFLUENCE YOUR CHANCES OF SURVIVING TO AGE 65



SOURCE: CENTER FOR DISEASE CONTROL

Lesson 1

Teacher Information Sheet

“Good News, Better News, Best News”

Read this small blue brochure, also located in the front pocket of your notebook.

Signs and Symptoms of Cancer

Cancer and other illnesses often cause a number of problems you can watch for. The most common warning signs of cancer are:

- ✓ Changes in bowel or bladder habits;
- ✓ A sore that does not heal;
- ✓ Unusual bleeding or discharge;
- ✓ Thickening or lump in the breast or elsewhere;
- ✓ Indigestion or difficulty swallowing;
- ✓ Obvious change in a wart or mole;
- ✓ Nagging cough or hoarseness.

These signs and symptoms can be caused by cancer or by a number of other problems. They are not a sure sign of cancer. However, it is important to see a doctor if any problem lasts as long as two weeks.

Don't wait for symptoms to become painful; pain is not an early sign of cancer.

("What You Need To Know About Cancer," NIH Pub. No. 90-1566, p. 3)

Cancer Prevention Resources

For more information, you may contact the National Cancer Institute at: 1-800-4-CANCER; the American Cancer Society at: 1-800-ACS-2345; and the American Institute for Cancer Research at: 1-800-843-8114.

Please Give Us Your Opinion

Lesson 1

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. The discussion of health and cancer :.....
- 2. The health pictures, stories, and activities
- 3. The vocabulary words
- 4. The Wellness Rap

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

PATHWAYS TO HEALTH



UNIT TWO

LESSON TWO – EIGHT:
NUTRITION

Lesson 2

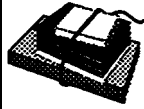
Gifts of Food

Overview

In this lesson, students will learn that many of the foods we now enjoy and are healthful for us are Native American in origin. Until the voyages of European explorers, the rest of the world knew nothing about such foods as corn, squash, pumpkins, potatoes, beans, and chile peppers—crops that were skillfully grown centuries before, and are still cultivated today.

Teaching Goals

1. To provide students with some of the rich historical background of Native contributions to the world's food supply including three of the world's staples—corn, beans, and potatoes.
2. To provide students with the opportunity to broaden their understanding of the respect Native people pay to certain foods, like corn (in dances, prayers, and ceremonies).
3. To explain the parallels between the protective powers traditionally assigned to certain foods and the protective powers assigned to these foods by science.



Introduction

Inform students that today's lesson introduces the nutrition unit in which they will be learning about foods and how to make wise choices. In this lesson they will learn about the wealth of food plants first cultivated by Native people that are now shared globally. They will learn that many Indian people consider certain foods sacred and a source of healing as well as nourishment. Therefore, these foods are handled and prepared with respect. Parallels will be drawn between traditional beliefs and contemporary nutritional information based on Western science.

Words To Know

- | | |
|----------------|---------------|
| ✓ Contribution | ✓ Cultivate |
| ✓ Global | ✓ Prehistoric |
| ✓ Sacred | ✓ Staple |

Discussion

Define the vocabulary words.



A brief discussion of the difference between the concepts of traditional and contemporary is important to include at this point.

Traditional usually refers to habits, practices, or beliefs that have been handed down through several generations.

Contemporary refers to the present or recent times.

Some foods considered to be traditional (and customarily eaten today) such as fry bread are actually contemporary foods. A more traditional bread would be blue corn tortillas. Commonly eaten foods that may be more recent additions to the diet are sometimes confused with traditional foods. Traditional foods are often more healthful than contemporary foods. They are naturally lower in fat and higher in fiber, minimally

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Lesson 2

Gifts of Food

Learning Objectives

At the end of this lesson, students will be able to:

1. Identify three of the world's staple foods that were originally grown by American Indians.
2. Identify three ways corn is honored by Native people.
3. Describe at least one parallel between traditional beliefs about food and contemporary scientific information.

Before The Class

✓ Use the map provided or locate a large world map (such as the one in the February 1992 issue of National Geographic) to trace the routes of foods from the Americas.

✓ If you plan to do any of the enrichment activities you will need to read through them and get together some of the basic materials called for in the instructions.

Evaluation

Please complete the evaluation form for Lesson 2.

processed and are baked, boiled, grilled, or stewed-not fried in fat or oil.

Explain to the students that many of the foods we now enjoy and take for granted are Native American in origin. Until Europeans came to the Americas the rest of the world knew nothing about such foods as corn, squash, pumpkins, beans, and Chile peppers-crops that were cultivated before the explorations and still grown today.

Explain that the sacred nature of food is evident in some Indian cultures. For example, there are dances, prayers, art, and ceremonies that reflect the significance and value of corn in daily existence. Bean and corn dances have been an integral part of some Indian ceremonies for centuries. And when food is taken, a little is always given back—either to the fire or to the earth—in order to replenish the source in a symbolic gesture of thanks.

Food is a source of healing as well as nourishment to many Native people. Corn pollen is placed in some Navajo sand paintings to cure the sick and special herbs have been used as medicines for centuries. A Zuni song refers to seeds as children and peace-making shields. Many tribes consider corn, beans, and squash as a sacred trinity. For example, the Iroquois refer to these crops as the Three Sisters and have stories honoring them. In Tewa thought, the metaphor for corn is mother, a figure of protection and nurturing.

Western science also considers certain foods to be protective shields against diseases. For example, eating foods high in fiber and low in fat (corn, beans, squash, among others) help protect against cancer.

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Lesson 2

Gifts of Food



Activities

Have students read the Zuni songs in their workbooks. Ask them to explain what these songs mean. (Seeds, especially corn, are one of the five things necessary to sustain life. They are honored as brothers and sisters, and they are protective, like a shield.)

Read and discuss the stories and plays included in the student workbook.

Use the map provided to locate Mesoamerica (Mexico, Central America) and North America. Using information from the teacher's colored map and the "Teacher Information Sheet" ("Native American Contributions to The World's Foods"), locate where certain foods originated and trace the routes that certain foods such as potatoes and corn traveled as their popularity spread throughout the world. Have the students draw in the routes on the student map handouts.

Have the students complete the "Spaghetti Meets Tomato" worksheet in their workbook using the "Food Exchange" chart on the page following the worksheet.

Homework Assignment

Using the "Food Exchange" chart in their workbook, have students look for foods native to the Americas in supermarkets, trading posts, gardens, or farm fields. Have the students list where they found each one.

Have students find out all they can about a Native American food with many varieties, such as Chile peppers (sweet and hot), beans, or squash. Have them bring in the items or pictures of the items, and assist them in making a display of the varieties they find. Have students list where they got them, and suggest uses for each one.

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Lesson 2

Gifts of Food

Summary

Review with students Native contributions to the world's food supply. Remind them that the Three Sisters (beans, corn, and squash), potatoes, tomatoes, and chiles were all cultivated by Indian people before European contact. Briefly remind them of the prayers, stories, poems, songs, dances, arts, and crafts created to honor corn and other foods. Call attention to the beliefs some Native people have that certain foods protect them and give them power. Compare to similar views shared by Western science.

Enrichment Activities

5th Grade Teachers:

1. Have students read and write or give oral book reports on the following books (or others you may have access to in the school library):

Corn is Maize—The Gift of the Indians, written and illustrated by Aiki, Harper Trophy, 1976. A description of how corn was found by Indian farmers thousands of years ago and how corn is grown and used today. Blends social studies, science, and history.

Corn. What it is, What it Does, written by Cynthia Kellogg, Greenwillow Press, New York, 1989. Traces corn from early cultivation to current agribusiness. Blends social studies, science, and history.

2. Plant potatoes using an old potato that has begun to sprout from the eyes. Cut pieces of potato surrounding the eyes and plant them (with the eyes pointing up) in a pot of moist potting soil or in the garden. A bushel basket is a good place to plant several potatoes. Cover the pieces with about two inches of soil and put them where they will get plenty of sunlight. Water them when the soil gets dry. When the first sprouts appear, add more soil on top. Keep covering the sprouts until there is at least four to six inches of soil on top. As

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they grow, the potato plants will need to be staked up. Don't eat the little green berries. Wait six or eight weeks until the leaves begin to turn brown and wither. Dig up the plants and the potatoes will be there, attached to the roots.

3. Learn some potato songs such as "Mashed Potato Time," Dee Dee Sharp, 1962. Make up a line dance to go with this song. A cassette tape of this song is included in the Pathways to Health curriculum box.

4. Learn a potato game such as "Hot Potato," "Pass the Potato," "Potato Sack Race," or "Steal the Potato." See instructions below.

5. Make potato prints following these instructions. Use sturdy paper like brown Kraft paper or shelf paper to print on. (Tissue and rice papers are too soft and porous to use.) Draw a simple design on notebook paper. Cut a potato in half and outline the design in the center of the cut surface. With a small, sharp paring knife, carefully cut away the potato around the outside of the design so that the pattern is raised about one-half inch. Using a stamp pad or flat dish with a little paint on it, transfer ink or paint to your design. Repeat the stamping to get an all-over effect. Re-ink for each impression.

7th Grade Teachers:

1. Have students write a report on the origin of potatoes in the Andes.

2. On the map provided, trace how potatoes travelled around the world to become the most popular vegetable on the globe.

3. Make a poster of traditional versus contemporary foods.

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Lesson 2

Gifts of Food

Instructions for Games

1. Steal the Potato

Form two teams standing in rows and facing each other about 10 feet apart. The first team numbers off. The opposite team numbers off in reverse order. Put a potato in the center between the teams. A caller shouts out a number and the players with that number race to pick up the potato. Whoever gets to it first earns a point for his/her team. When one team reaches the scoring limit you've set, the game is over.

2. Potato Sack Race

Each runner stands inside a potato sack or burlap bag. When the race starts, the runners grip the top of the sack and, without letting go, try to be the first to cross the finish line.

3. Hot Potato

The players sit in a circle. As music plays, the players pass a potato as quickly as possible from one to another. When the music stops, the player holding the "hot" potato is out. The game continues until everyone has held the "hot" potato.

4. Pass the Potato

Divide into teams and stand in two lines facing one another. The players at the front of each line tuck a potato under their chins. Then, with their hands behind their backs, they pass their potatoes to the next player in line. If a player touches the potato with his/her hands or drops it, the potato goes back to the front of the line and the team starts over. The first team to pass the potato to the end of the line wins.

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Lesson 2 Teacher Information Sheet

Words To Know

1. **Cultivate:** To grow plants or crops from seeds, bulbs, or shoots.
2. **Contribution:** Something given or shared.
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.

Native American Contributions To The World's Food

Foods from the Americas: Seeds of Change

Foods are a subject of great interest to all of us. They are a way of exploring similarities and differences between peoples all over the world, and the history of foods is a fascinating record of the ways people have coped with their environments. Nowhere is this more splendidly recorded than in the Western Hemisphere where many major foods of the world (corn, beans, squash, potatoes, tomatoes, bell and Chile peppers, lima, pole, kidney, and navy beans, pumpkins, avocados, peanuts, pecans, cashews, sunflowers, wild rice) evolved.

The spread of these food crops to Europe, Asia, and Africa through European contact in the 15th century altered nations dramatically. The far more productive food resources (potatoes, corn, sweet potatoes, peanuts, and tomatoes) provided by the Americas led to extraordinary population growth on these continents.

Particularly in Europe, the larger populations, in turn, provided the basis for enhanced political and military power and the rapid industrialization of many European countries between the 18th and 20th centuries. The labor force created by these population explosions sustained Europe's intensified industrial activities and could not have been fed without the potatoes and corn which were so successfully adapted to European soils.

Foods in the Americas: From Mesoamerica Northward

Food plants eaten by Native Americans were divided into two categories: plants harvested in the wild and cultivated plants. Harvested wild plants included acorns, berries (such as chokecherry), various herbs, mushrooms, mesquite seeds (sometimes called beans), chiltepins (wild chiles), cacti, and pinon nuts.

Cultivated plants of Mesoamerican (Mexico, Central America) and local origins included beans and squash (which were intermingled with corn), sweet potatoes,

Lesson 2

Teacher Information Sheet

cotton, and other crops.

By 1000 BC, Native Americans were full-time farmers who understood and practiced the principles of selection, irrigation, and terracing with the aid of stone tools for cleaning, planting, and cultivating. They knew how to cure corn and squash and to store crops for future use.

The Three Sisters: Corn, Beans, and Squash

The complex of corn, beans, and squash emerged as the nutritional base of the Mesoamerican Indian diet. In time, corn, beans, and squash as well as a number of farming techniques from Mesoamerica were adapted by Indian peoples living in the continental United States.

Maize—what we now call corn—is of Mexican origin and was first domesticated about 5,000 years ago. Early people must have grown tons of it for the cobs were about the size of pencil erasers! Maize moved north as the size of the cobs increased.

Corn was the most important crop and Indian farmers developed a type of corn for virtually every ecological niche from southern Canada to Argentina. Farmers grew corn in the deserts of the southwestern United States, in the swamps of the southeastern United States and Central America, on the slopes of the Andes Mountains, and along the coasts of the Caribbean Islands.

Beans were important agricultural crops for Mesoamerican Indian farmers and contributed an important part to the nutrition of the people in that region. Four species of beans grown by these farmers were closely associated with the cultivation of corn. Indian farmers may have domesticated some varieties of beans and corn at the same time. Beans have an abundant supply of lysine and tryptophan (amino acids necessary for good health) which are limited in corn.

Squash may have been raised as early as 5000 BC. Because squash flesh and seeds could be dried for winter use, squash was an important year-round food. Until beans

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were cultivated, squash complemented corn by providing the amino acid tryptophan that corn lacked.

When corn and beans are eaten together, a protein of high nutritional value is created comparable to animal products. In addition, plants like corn, beans, and squash are noted for their high fiber content and no fat.

Mesoamerican Indians recognized that the combination of beans and corn provided a healthy diet and thereafter both crops remained basic to their agricultural process.

Potatoes

The potato was native to Peru where it provided the principal food for thousands of years. Peruvian Natives developed a different kind of potato for every type of soil, sun, and moisture condition. They prized diversity and, as a result, cultivated over 3,000 different types of potatoes by the time of the Spanish conquest. This contrasts with 250 varieties now grown in North America.

Andean farmers today still grow potatoes in a variety of sizes, textures, and colors from whites and yellows, to purples, oranges, and browns. Some are used for baking and others are preserved by a freeze-dried method devised by Andean Natives.

Chiles

Wild Chile peppers probably originated in present-day Bolivia and—as wild birds dispersed the seeds—spread throughout Central and South America. Chiles were a dominant part of early American diets.

The archaeological record of Tehuacan, Mexico (southeast of Mexico City) shows that wild chiles were eaten in Mesoamerica at least as far back as 7000 BC and were probably domesticated by 2500 BC.

Chiles were not just eaten. They were revered by the Mayan and Aztec societies. Montezuma, the last of the Aztec emperors, drank a daily breakfast brew of chocolate and hot chiles. To the Inca, the Chile was one of the four brothers of their creation myth.

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When Columbus came to the Americas in search of spices, he found the Natives eating chiles. He mistakenly named them "peppers" thinking they were related to black pepper, *Piper nigrum*, which they are not. He took Chile plants with him when he returned to Europe and within a century, they had found their way into the trade routes and cuisines of such far-flung countries as India, China, and Africa—a testament to their universal appeal.

In the United States, the cradle of Chile civilization is New Mexico. Here, the hot days and cool nights appear to be optimal for this crop. 39,000 acres of chiles were planted in 1991—more than double the acreage of a decade ago.

Tomatoes

Today, except for the potato, the tomato is America's most important commercial vegetable, both in yearly weight consumed (recently estimated at in excess of nine million tons) and annual yield (more than 1.4 billion dollars). These figures do not include the huge amount of tomatoes that come from home gardens.

Tomatoes come in hundreds of different colors, sizes, and shapes, and are now being grown almost everywhere on Earth. However, tomatoes were not always enjoyed around the world. It is agreed that tomatoes first grew as wild, cherry-like berries in the South American Andes. The tomato, as we know it today, was developed in Mexico where it was known by the Nahuatl (Indian) name "tomatl." From there it traveled to Europe by boat with the returning conquistadores. Probably the first mention of the tomato in Europe came in 1554 when the herbalist Pier Andrea Mattioli stated that "the tomato is eaten in Italy with oil, salt, and pepper."

According to some expert calculations, among all vegetables except for potatoes, tomatoes contribute the greatest amount of nutrients to the American diet. This is largely because they are eaten by so many

Lesson 2

Teacher Information Sheet

people in so many forms. Although they rank below broccoli, spinach, Brussel sprouts, lima beans, and peas—to name a few—in concentration of ten of the most important vitamins and minerals, tomatoes make up through gross tonnage consumed what they lack individually.

Traditions Today

Indian communities today provide a rich testimony of the choices made by their ancestors for hardiness, strength, and endurance. The domestication of plants and the attendant development of agricultural technologies which supported the cultivation of varied plants led to dramatic changes throughout the world. Foods we take for granted and eat daily would not have been possible without the ingenuity, skills, and knowledge of Native people who domesticated plants that met the nutritional requirements of growing communities.

Passed from generation to generation in the form of seeds, in stories, songs, dances, in visual arts, as every day foods, as special foods, in planting techniques, in the layout of fields, and in the rotation and selection of crops, foods reflect a vital dimension of cultural identity among Indian communities and the communities and cultures of the world at large.

Agriculture in the Southwest

Since prehistory, Indian farmers of the Southwest have made the seed selections and developed the plant varieties best suited for the climatic conditions of this geographically diverse region. Corn and several varieties of squash were (and are) cultivated.

Southwestern farmers initially raised four varieties of beans: the common bean, such as the pinto and Anasazi (plateau area), the tepary bean favored by the Hohokam people (Arizona), lima beans and jack beans. The tepary bean was well suited to southwestern agriculture because of the absence of irrigation, its superior drought resistance, and its yield (more than a ratio of four to one compared to the common bean).

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Southwestern farmers did not cultivate beans among their corn plants in contrast to eastern farmers. Instead they developed bush varieties that were self-supporting rather than vining. The development of bush beans was important, because in the Southwest, closely planted seedlings could not compete successfully for the limited amount of soil moisture in the absence of irrigation. Consequently, Indian farmers seeded bean and corn crops in separate locations where the plants did not compete with one another.

In the Southwest, plant varieties were adopted that were well suited to the severe growing conditions. By using highly specialized crops, by carefully selecting field sites, and by depending upon soil fertility, elevation, and runoff, farmers have successfully raised crops for centuries.

Please Give Us Your Opinion

Lesson 2

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. The discussion of Native food contributions.....
- 2. The discussion of respect for foods:.....
- 3. The discussion of the protective powers of food

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

Lesson 3

Food, Glorious Food!

Overview

In this lesson, students will explore the many foods available for them to eat and will recognize why it is important to eat a variety of foods to remain healthy. The native foods introduced in Lesson 2 are reinforced as excellent food choices through reading and discussing the story "Cody Coyote and the Feast." Students will learn about influences on our food choices.

Teaching Goals

1. To assist students in exploring the variety of foods that are available, and the importance of a varied diet.
2. To introduce students to influences on food choices including customs and traditions.

Learning Objectives

After this lesson, students will be able to:

1. Explain why it is important to eat a variety of foods every day.
2. Name at least three influences on food choices.
3. Identify and define Lesson 3 vocabulary words.



Introduction

Review the contents of the previous lesson, "Gifts of Food," with students. In this lesson they will learn why it is important to eat a variety of foods and identify some of the influences on our food choices.

Show the students the box for food labels (see "Before The Class"), and encourage them to bring in labels.

Words To Know

- ✓ Appetite
- ✓ Influences
- ✓ Variety
- ✓ Habit
- ✓ Nutrients



Discussion

Define the vocabulary words.

Ask the students to write down three words to describe their favorite food (they can describe its taste, smell, texture, appearance, etc.). Ask for volunteers to read their words aloud, and have the other students try to guess what food is being described.

Then ask the class the following questions:

How many of you have ever eaten broccoli? Yogurt? Mushrooms? Kiwi fruit? Pita (pocket) bread? Jicama? (Teacher: Can you think of other uncommon foods?)

"How are these foods different from each other?"
(Different tastes, appearances, etc.)

"How many of you have ever eaten Chinese food? Italian food? Mexican food? (etc.)?"
(Give examples.)

"Why do we eat all these different kinds of foods?"
(It's interesting; it's fun; because we like their taste;

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Lesson 3

Food, Glorious Food!

Before The Class

✓ Find a box to store the food labels and packages students bring for Lesson 8.

Evaluation

Please complete the evaluation form for Lesson 3.

someone fixes them for us; it's healthy for us to eat different foods, etc.)

Why is it important to eat a variety of foods?

(Different foods contain different nutrients essential for growth and health maintenance. Teachers can refer to the "Teacher Enrichment" section of this lesson for more information on the specific properties of the major nutrients.)

Explain to the students that many factors or influences determine a person's food choices.

Review the "Why We Choose the Foods We Do" worksheet with the students.

Ask for volunteers to tell the class which factors most influence their food choices (hunger, taste, availability, etc.).

If we understand these influences we can make better food choices.

Activity

Read the story "Cody Coyote and the Feast" with the students and then review the discussion questions.

Summary

Review Lesson 3 content: It's important to eat a variety of foods to maintain health. There are many influences on food choices, and if we understand these influences we can make better food choices.

Enrichment Activities

1. Students can write their own stories about trying new foods.
2. Students can perform the "Cody Coyote and the Feast" story or their own stories for the class or other classes.

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Lesson 3

Food, Glorious Food!

3. Students (5th) can draw pictures to illustrate the story or (5th & 7th) write the answers to the discussion questions on their own.



Attention Teachers

Reserve a VCR and monitor for the next class.

You will need to arrange for a variety of fresh fruits and vegetables to be brought in for tasting during Lesson 5. Begin to arrange for this activity now. You may want to try several sources: school food service may be willing to order some fresh fruits and vegetables; students may be able to bring some from home; the school may have money to purchase some; or you may wish to bring some in yourself. Often stores discard vegetables and fruits that are bruised. The produce manager may be willing to donate some of the better pieces that can be trimmed and cut in small pieces for tasting.

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Lesson 3

Teacher Information Sheet

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).

About Nutrients

The Energy Nutrients:

- ✓ Carbohydrates
- ✓ Fat ✓ Protein

The Building and Regulating Nutrients:

- ✓ Water ✓ Vitamins
- ✓ Minerals ✓ Protein

Examples Of Influences On Our Food Choices

1. Physical Needs

- ✓ **Hunger** (the body's message that it needs more fuel)
- ✓ **Nutritional requirements** (different for each person, according to age, sex, weight, level of physical activity and general health status, growth, development, and state of health, or illness)

2. Personal Food Preferences

- ✓ **Taste** (the single most significant influence in personal food choice for most people)
- ✓ **Other senses** (smell, color, texture, shape, temperature, methods of preparing food)
- ✓ **Memories** (associations of food with positive or familiar activities)

3. Psychological Needs

- ✓ **Appetite** (the desire for food, not necessarily related to hunger)
- ✓ **Emotions/feelings** (happiness, sadness, anger, anxiety, boredom, worry, and loneliness are emotions that often trigger individual eating patterns)
- ✓ **Body image** (often tied to a person's general self-image and emotions: "I'm too fat," "I'm too thin," "I want to look like_____")
- ✓ **Attitudes** (often dictate food acceptability)

4. Food Availability

- ✓ **Growing seasons**
- ✓ **Food production technology**
- ✓ **Transportation**
- ✓ **Distribution channels**
- ✓ **Economic factors**
- ✓ **Family choices** (food that is usually available at home)

5. Social Settings

- ✓ **Family mealtimes**
- ✓ **School lunches**
- ✓ **After-school and weekend get-togethers**
- ✓ **Social events** (parties, holidays, going to the movies, eating out, etc.)

Lesson 3

Teacher Information Sheet

Kids' Nutrition

Elementary school-aged children are consuming high levels of total fat, saturated fat, and cholesterol.

Children get 34 percent of their total calories from fat. The U.S.D.A. recommends that a person should consume no more than 30 percent of calories from fat.

Children get 14.1 percent of their calories from saturated fat (meat products). The U.S.D.A. recommends no more than 10 percent.

At 143.5 milligrams per 1,000 calories, their daily cholesterol intake is 43.5 percent higher than the recommended 100 milligrams.

(Source: public Voice for Food and Health Policy)

6. Advertising

- ✓ **Advertisements** (use messages to convey something desirable about products. In food advertisements, the message is, "If you eat 'x', you will have . . . more energy, more fun, better athletic performance, improved health, a better self image, and lots more.")

7. Society and Culture

- ✓ **Historic and ethnic traditions** (holidays, family meals)
- ✓ **Religious beliefs**
- ✓ **Ethnic foods**
- ✓ **Peer preferences** (introduces new foods and helps determine which foods are "acceptable." These foods become important during group sharing/eating experiences.)

8. Food Supply

- ✓ **Society** (defines which foods are acceptable to eat, and as a result, these foods become more easily available)
- ✓ **Environmental factors** (land suitable for growing foods, climate, size of the population to be fed)
- ✓ **Economy** (economic status of a country dictates what resources will be allocated to agricultural development which, in turn, influences food supply)

9. Individual and Family Income

- ✓ What foods people can afford to buy (commodity foods)

Lesson 3

Teacher Enrichment

And What About Calories?

Many people are confused by the word calorie—here's what it means.

A calorie is the unit used to measure the amount of energy found in a food. A chemical calorie is the amount of energy needed to raise the temperature of one cubic centimeter of water 1 degree centigrade. A food calorie contains 1,000 times that amount of energy and is called a kilocalorie. For the sake of simplicity, we will use the term calorie to refer to a food calorie.

The higher the calorie count of any given food, the more energy it contains and the longer it will take for your body to "burn it off." For example, a cheeseburger, at 310 calories, takes longer for your body to use (metabolize) than a low-calorie food like an apple at 75 calories.

Three nutrients contribute to the energy value or calories of a food: fat, protein, and carbohydrates. Since these three nutrients contain calories and provide energy, they are often

Nutrient Information

Vitamins

The major purpose of vitamins is to help regulate body functions like the synthesis of hormones and enzymes. Vitamins also help release energy from the "energy" nutrients.

There are two major types of vitamins: fat-soluble and water-soluble

fat-soluble vitamins: A, D, E, and K

water-soluble vitamins: C and B complex

Minerals

Minerals include elements like calcium, zinc, sodium, and potassium that are taken up from the soil by plants and stored in plant cells. Our bodies are made up of large quantities of some minerals like calcium and phosphorus (bones and teeth) and minute quantities of other minerals like zinc and iron.

The major function of minerals is to build and maintain body parts and regulate body functions.

Carbohydrates

There are two forms of carbohydrates—simple and complex. Simple carbohydrates are made up of one or two sugar molecules. They are found in fruit juices, white or brown sugars, and sweeteners like molasses, honey, maple syrup, and corn syrup.

Complex carbohydrates are made up of long chains of sugar molecules. They are found in grains (like rice, wheat, corn, rye) cereals, flour products (like bread, crackers, and pasta), fruits, and vegetables.

The human body's metabolic machinery was made to convert carbohydrate foods into energy. Complex carbohydrates are the perfect fuel source because they stay in the digestive system longer, thus providing a steady, reliable source of energy compared to simple carbohydrates which burn quickly. Another benefit of

Lesson 3

Teacher Enrichment

referred to as the "energy nutrients." Carbohydrates are the ideal energy source because they are the easiest and most "smooth-burning" of the three energy nutrients.

The calories in most foods come from a combination of all three energy nutrients. Bread, for example, has 75 percent of calories from carbohydrates, 13 percent protein, and 12 percent fat. Some foods contain only one or two of the three energy nutrients. A T-bone steak is made up of 70 percent fat and 30 percent protein. Butter is 100 percent fat.

complex carbohydrates over simple ones is a higher level of fiber, vitamins, and minerals.

Protein

Protein foods are made up of long chains of molecules called amino acids. The major function of amino acids is to provide the body with building blocks for muscle, nails, hair, cell walls, and enzymes. Even though proteins fall under the "energy" nutrients category, that is not their major or best function.

Fat

Fats are made up of two substances—glycerol and fatty acids. The fatty acids portion of the fat can be either saturated or unsaturated. A fat molecule is saturated when every available space on the molecule is occupied by a hydrogen atom. If there are empty spaces on a fat molecule (not occupied by hydrogen atoms), it is an unsaturated fat. Polyunsaturated fats have many empty spaces on them.

The major functions of fats are to provide insulation as well as to make up a major portion of cell membranes. Fats also provide energy, but they are not as efficient a fuel source as carbohydrates. For this reason, it is best to limit fat intake to no more than 30 percent of total calories.

Water

A person can survive a lot longer without food (about 30 days) than without water (about 4 days). Water is the major nutrient contained in the body. It is required for the growth and maintenance of body tissue and the regulation of body processes like digestion and heartbeat.

(Some of the information for the Teacher Information sheets and the Teacher Enrichment pages came from "Changing the Course - Upper Elementary Curriculum. ")

Please Give Us Your Opinion

Lesson 3

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success, Thank you for your time.

- 1. The discussion of variety of foods
- 2. The discussion of food choice/influences
- 3. The coyote story

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Was Lesson 2 an adequate building block for Lesson 3?

Did the teacher information sheet prepare you for teaching this lesson? _____

Was the teacher enrichment information helpful to you?

Other comments _____

Today's Date _____
Teacher's Name _____
School _____

Lesson 4

Food Choices For Health

Overview

In this lesson, students will record the foods they ate yesterday, view a cancer-prevention videotape, and learn which foods to eat more of and less of to promote good health.

Teaching Goals

1. To assist students in determining the influences on their own food choices.
2. To inform students of the categories of foods to eat more of and less of to promote good health.

Learning Objectives

At the end of this lesson, students will be able to:

1. Review their own food choices and identify factors that influence them.
2. List five foods to eat more of and five to eat less of to promote health.
3. Identify and define Lesson 4 vocabulary words.

Before the Class

- ✓ Bring the VCR and monitor into the classroom.

Evaluation

Please complete the evaluation form for Lesson 4.



Introduction

Review the contents of the previous lesson, "Food, Glorious Food." Inform students that today they will learn about the kinds of foods that promote health.

Words to Know

- | | | | |
|---------|--------|---------|--------|
| ✓ Bake | ✓ Boil | ✓ Broil | ✓ Fry |
| ✓ Grill | ✓ Raw | ✓ Steam | ✓ Stew |

Activities

Define Lesson 4 vocabulary words.



Ask students to record yesterday's food intake on their "What I Ate Yesterday" worksheet.

If they are having trouble recalling what they ate yesterday, remind them of the school menu for breakfast and lunch and have them think about what they did at home.

Refer them to Lesson 3's "Why We Choose the Foods We Do" worksheet and to complete the "What Influences My Food Choices" column. Discussion and evaluation of this worksheet will occur at the next lesson.



View "Better Choices" videotape (7 minutes) and then discuss the accompanying questions in the student workbook.



Discussion

Review the "Foods to Eat More of and Less of" worksheet. Ask the students what their favorite foods are within each food group.

Ask the students to write a shopping list for a healthful snack on their "Healthful Snack Shopping List" worksheet. Advise students to select foods from the "foods to eat more of" group. Ask students to share their shopping list with the class.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 4

Food Choices For Health

Summary

Review Lesson 4 content: foods to eat more of and less of to promote health and reduce cancer risk.

Enrichment Activities

1. Students record the health-promoting foods eaten in their home.
2. Students identify healthful snack choices in various settings—at home, school, a friend or relative's home, a convenience or grocery store, a restaurant, etc.
3. Select a healthful meal from a menu.
4. Modify a favorite snack, so that it is higher in fiber and lower in fat. For example, prepare popcorn without butter.
5. Students evaluate the school lunch for its "foods to eat more of and less of" qualities.



Attention Teachers!

Make final arrangements to have 12 fresh fruits and vegetables available for the next lesson.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 4

Teacher Information Sheet

Words To Know

1. Bake: To cook by dry heat, especially in an 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 foods.

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.

Please Give Us Your Opinion

Lesson 4

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

1. Students' record of foods eaten yesterday
2. The "Better Choices" videotape and discussion
3. The "Foods To Eat More Of . . ." worksheet
4. The "Healthful Snack Shopping List" worksheet

<u>Worked Well</u>	<u>Worked O.K.</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Was Lesson 3 an adequate building block for Lesson 4?

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

Lesson 5

Gifts from the Garden

Overview

In this lesson, students evaluate their previously recorded food intake, and set some dietary change goals. They will also taste and rate different fresh fruits and vegetables.

Teaching Goals

1. To introduce students to the steps involved in changing food habits
2. To inform students of the healthful nutrients found in fresh fruits and vegetables.
3. To encourage students to try new foods.

Learning Objectives

At the end of this lesson students will be able to:

1. Identify the steps to change a food habit.
2. Identify and define Lesson 5 vocabulary words.
3. Identify and rate (in regard to personal taste preference) a variety of fruits and vegetables.

Before The Class

- ✓ Wash and cut up all but one each of the fresh fruits and vegetables. Have paper towels or paper plates for the students to hold their bite-size pieces.



Introduction

Review the contents of the previous lesson, "Food Choices for Health." Inform students that today's lesson will include evaluation of their one-day food recalls as well as tasting and rating different fruits and vegetables—our gifts from the garden.

Words To Know

- ✓ Vitamin C
- ✓ Carotenes
- ✓ Fiber



Discussion

Define Lesson 5 vocabulary words.

Have students review their "What I Ate Yesterday" worksheet and, using the "Foods to Eat More of and Less of" worksheet, check the appropriate columns for each-food eaten at every meal or snack. (Both of these worksheets were started in the previous lesson.)

Discuss the "Steps To Changing Food Habits" worksheet. Then have the students select one food (or food group, like fruits) to eat more of and one to eat less of. Have them write these foods on their "Food Choice Goals" worksheet. Let the students know that they will be evaluating their success in achieving these goals in the next few weeks.

Inform the students that they will be tasting foods that help protect their bodies against cancer and other serious diseases. Fruits and vegetables contain many nutrients, including vitamin C, carotenes, and fiber that help to make our bodies healthy in many ways. Fruits and vegetables are also low in fat.

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Lesson 5

Gifts from the Garden

✓ Display the fruits and vegetables poster in the classroom.

Evaluation

Please complete the evaluation form for Lesson 5.



Activity

The class will participate in a fruits and vegetables tasting and rating. Hold up each (uncut) fruit and vegetable. Ask the students to identify it, and write the name on the board. Ask students to turn to their "Rating Fruits and Vegetables" worksheet. With each fruit or vegetable:

1. Survey the students to see if they've ever eaten it before.
2. Have each student write the name in a box on their worksheet.
3. Have the students taste it.
4. Have them rate it.
5. Ask the students which of these fruits and vegetables were native to the Americas.

When all of the fruits and vegetables have been rated, ask the students if they would try each of them again, and have them vote for their favorite fruit and favorite vegetable.

Summary

Review Lesson 5 content: the steps to making food choices and changes, and the nutrients that fruits and vegetables are rich in (Vitamin C, carotenes, and fiber).

Enrichment Activities

1. (5th) As a group determine the average rating for each fruit and vegetable.
2. (7th) Same as above, but students do the averaging on their own.
3. Ask a community member to demonstrate squash, pumpkin, or apple drying.

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Lesson 5

Gifts from the Garden

4. Explore the possibility of a class garden.

5. Discuss fruits and vegetables traditionally grown by Indian people.

Attention Teachers!



Please review the atole recipe that will be demonstrated and tasted in the next lesson, and begin to collect ingredients and utensils.

Review Lesson 9's "Before the Class" section and begin to arrange for elders to participate in the intergenerational activity.

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Lesson 5 Teacher Information Sheet

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.

The Behavioral Change Process

In order to reach the behavioral goals of the curriculum, many students will need to consciously change some aspect of their current eating patterns. The behavioral change process underlies this portion of the curriculum, and the activities give students a chance to process new information and practice the appropriate skills. Without this component of the curriculum, students would not be able to apply their new knowledge. It is by changing their behaviors that they have the chance to make a real difference in their own lives and health.

Changing Food Habits

In order to make changes in their eating patterns, students must be aware of some basic facts and concepts about behavioral change:

- ✓ Change isn't easy for anyone-kids or adults.
- ✓ To change eating habits, we must have a clear idea of what we usually eat, when and where we eat, how we feel when we eat-all of these factors influence food choices.
- ✓ To make important changes and stick to them, it's best to begin with small changes.
- ✓ It helps if we build in some reminders of the changes we want to make; otherwise we might find that they are easy to forget.
- ✓ We have little or no control over some factors (for example, what is served in the cafeteria). These factors can make it harder to make the changes we really want to make.

Fiber: Where You Find It

It is important to eat a variety of high-fiber foods. Whole grains, fruits, vegetables, and dried beans and peas are all high in fiber, but they contain different types of fiber.

There are two basic kinds of fiber: insoluble and (water)

Lesson 5

Teacher Information Sheet

soluble. Insoluble fibers are found in the bran from wheat and other grains and in certain vegetables like broccoli, peppers, and cabbage. Insoluble fibers absorb water, making stools bulkier and softer and elimination easier. This type of fiber acts like a "broom" sweeping out your intestinal track and providing it with a kind of internal exercise. Indeed, fiber has been called "nature's laxative." Soluble fibers can be found in fruits and certain vegetables, in oatmeal and oatmeal products, and in legumes (dried beans and peas). Soluble fibers bind with bile acids in your gut. There is some evidence that soluble fibers may lower blood cholesterol and glucose (sugar) levels.

Processing lowers the fiber content of most foods. In general, the more a food is processed, the more fiber it loses. This happens for several reasons:

1. During processing, the skin (which may contain half or more of the total fiber) is often removed from fruits and vegetables.
2. In processing of grains, the outer husk (bran) and the core (germ) are removed, along with the fiber content.
3. Cooking, canning, and processing breaks down some of the fiber from the raw food.

Fruit or Vegetable (one average serving)	Grams of Fiber
Apple, fresh	4.0
Apple sauce	1.0
Apple juice	0.0
Orange, fresh	2.0
Orange, canned sections	1.5
Orange juice	0.5
Tomato, fresh	1.0
Tomato, canned	0.5

(Some of the information for Lesson 5 "Teacher Information Sheet" has been adapted from "Changing the Course - Intermediate Curriculum.")

Please Give Us Your Opinion

Lesson 5

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

1. The students' evaluations of their diet
2. The students' setting food choice goals
3. The fruits and vegetables tasting and rating

**Worked
Well**

**Worked
O K**

**Didn't
Work**

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Was Lesson 4 an adequate building block for Lesson 5?

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

Lesson 6

Gifts from the Field

Overview

In this lesson, students will learn that whole grains and beans are rich sources of fiber, complex carbohydrates, and other nutrients, and that it is important to eat a diet high in fiber to maintain good health. They will also learn which original native foods are good sources of fiber.

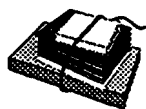
Teaching Goals

1. To inform students of the superior nutritional qualities of whole grains and beans, including fiber, complex carbohydrates, and other nutrients.
2. To inform students of the variety of foods that are fiber-rich.
3. To assist students in identifying beans and grains native to the Americas.

Learning Objectives

At the end of this lesson students will be able to:

1. Identify five high-fiber foods.
2. List three whole grains and their refined counterparts.



Introduction

Review the contents of the previous lesson "Gifts From The Garden."

Inform the students that today's topic is whole grains and beans—our gifts from the field. They will learn about native foods and commonplace foods that are good sources of fiber and complex carbohydrates. They will make and taste atole and read and discuss Native songs and poems about corn.

Words To Know

- | | |
|-------------------------|----------------|
| ✓ Atole | ✓ Beans |
| ✓ Complex carbohydrates | ✓ Grains |
| ✓ Refined grains | ✓ Whole grains |



Discussion

Define the vocabulary words.

Review the "Grain: Whole Versus Refined" handout (a master for student copies is in the front pocket of your curriculum guide) and "Fiber Foods" worksheet with the class. Contrast the fiber content of whole grains and their refined counterparts in the "Where's the Fiber?" worksheet.

Review the "Do You Know Beans About Beans?" worksheet. Pass around the bags of whole grains and beans, and discuss the varieties and their fiber content.

Finally, complete the "Which Foods Have More Fiber?" worksheet with the students.



Activity

Make the atole recipe in class and have the students taste it. While it is cooking, read and discuss the "Native Songs and Poems" and the "Abnaki Origin of Corn Story" (7th only). Both can be found in the student workbook.

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Lesson 6

Gifts from the Field

3. List three reasons why beans are good for you.
4. Identify and define Lesson 6 vocabulary words.

Before The Class

- ✓ Assemble the materials for making atole (cornmeal drink, mush, or cereal).
- ✓ Have the bags of different grains and beans ready to pass around the classroom.

Evaluation

Please complete the evaluation form for Lesson 6.

Summary

Review Lesson 6's content: foods that contain fiber, whole grains versus refined grains, and beans.

Enrichment Activity

1. Play the Bean Game with the students. All supplies are in your curriculum box.
2. Make corn husk wreaths or dolls as art projects. (Directions are in the student workbook.) Discuss how children in the past made and played with similar dolls.
3. Have students give a report on Indian games using corn husks and corn cobs. One such game, "Throwing The Wheel," is Hopi in origin and has a wide distribution throughout the western part of the United States and Canada. A description of this game is included in the student workbook.



Attention Teachers!

Review the activity section for Lesson 7 and begin to gather your materials now.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 6

Teacher Information Sheet

Words To Know

1. Atole: A hot 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.

Read the "Extraordinary Facts About Beans" in the front pocket of your curriculum notebook.

A Whole Grain . . .

contains the entire kernel of the original grain which includes the endosperm, bran, and germ. A whole grain usually has two to four times as much fiber as its refined counterpart.

A Refined Grain. . .

is processed so that the outer husk or bran and the core germ are removed. What remains is the endosperm – a starch that primarily contributes calories. Refined grains thus have less fiber than whole grains.

Fiber Sources Include:

✓ Fruits

✓ Whole Grains

- whole wheat
- cracked wheat
- oatmeal
- brown rice
- wild rice
- rye
- corn
- barley

✓ Nuts and Seeds

- (high in fiber, but also high in fat, so use in moderation)
- almonds
 - peanuts
 - sesame
 - pumpkin
 - sunflower
 - pinon nuts
 - cashews
 - walnuts
 - macadamia nuts

✓ Vegetables

✓ Dried Beans and Peas

- pinto
- Anasazi
- kidney
- black-eyed peas
- garbanzos or chick peas
- black or turtle beans
- navy beans
- fava
- lima
- lentils
- split peas

Lesson 6

Teacher Information Sheet

Fascinating Facts About Corn

Cultural anthropologists define civilization as "an order based on the cultivation of a particular crop." Corn, wheat, and rice are three examples . . .

"Mexico remains a part of an American Indian civilization because the majority of the population has preserved the ancient patterns of corn cultivation..."

"Mexico has evolved 124 different ways of preparing corn-on-the-cob, 166 types of (corn) tortillas, 86 kinds of tamales, more than 100 puddings, pastries, and candies of corn, and seventeen corn-based drinks..."

Although Mexico was conquered by Spain and has been Europeanized to some extent, it should not be considered "Hispanic" since the ancient "corn civilization" still defines modern Mexican life for the vast majority of Mexicans...

Pre-Hispanic "tortilla chips," called totopos, were baked on the outside of a hot clay pot and perforated with lots of little holes to prevent bubbling. Totopos are still made today and are fat-free.

*Robb Walsh
Chili Pepper, The pre-Hispanic Foods of Mexico
February 1992, p. 16*

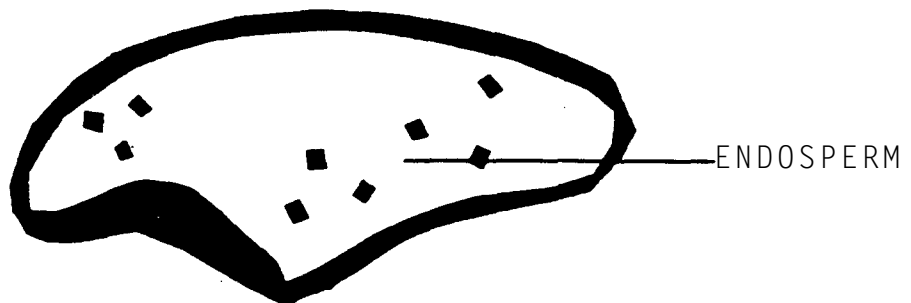
From "Changing the Course," Intermediate Curriculum, Class 6, National Cancer Institute, American Cancer Society, Inc., 1990.

GRAIN: WHOLE VERSUS REFINED

- ▶ In processing or refining grains, like wheat, corn, rye, oats, and rice, the *bran* (outer husk) and *germ* portions are removed-what remains is starch, or endosperm



- ▶ A whole grain of wheat
 - contains the whole kernel
 - is high in fiber
 - has high nutrient value



- ▶ A refined grain of wheat
 - contains only the endosperm
 - is low in fiber
 - has low nutrient value

Please Give Us Your Opinion

Lesson 6

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. The fiber worksheets
- 2. The bean worksheet and bags of beans.....
- 3. The atole demonstration and tasting
- 4. The stories and poems about corn.....

<u>Worked Well</u>	<u>Worked O K</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Was Lesson 5 an adequate building block for Lesson 6?

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teachers Name _____

School _____

Lesson 7

Finding the Fat in Foods

Overview

This lesson explores the many sources of fat in the foods we eat, and suggests some lower-fat alternatives to high-fat foods. Students will participate in a fat-finding activity.

Teaching Goals

1. To explore with students the many sources of fat in the foods we eat.
2. To inform students of low-fat alternatives to high-fat foods.
3. To review the importance of eating low-fat foods.

Learning Objectives

At the end of this lesson students will be able to:

1. Identify three sources of fat.
2. List three low-fat alternatives to high-fat foods.
3. Describe some of the nutrient differences between whole milk and lower-fat milks.
4. List at least two reasons for choosing low-fat foods.



Introduction

Review the contents of the previous lesson, "Gifts from the Field" with the students. Inform them that today's lesson will focus on the many sources of fat in the foods we eat, and some lower-fat foods that we can choose to eat instead.

Words To Know

(There are none for this lesson.)



Discussion

Discuss with students why it is important to eat foods low in fat. Review with the students the "Foods High in Fat" and "Foods Low in Fat" worksheets. Discuss food preparation methods (such as frying) that add fat to foods. Mention the new salad dressings, mayonnaises, spreads, and cheeses that are reduced in fat or are fat-free. (You need to read the ingredients list and food labels very carefully to determine the content.)

Emphasize that the message is not to give up all high-fat foods, but to eat less of them and low-fat foods more often.

Next, review the "Ways to Reduce Hidden Fat" worksheet. Ask students which of the lower-fat alternatives they would be willing to try.

Finally, review and complete the "What's in a Cup of Milk?" worksheet. Ask students to compare the four types of milk.

(You may wish to combine a review of this worksheet with Enrichment Activities #1-charting milk nutrients; or #2-tasting different types of milk.)

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Lesson 7

Finding the Fat in Foods

Before The Class

✓ Assemble the necessary materials for the class activity.

Evaluation

Please complete the evaluation form for Lesson 7.



Activities

5th Graders: **Brown Paper Fat Test**

Materials needed:

- ✓ Enough brown paper (or lunch bags cut in two) for each student to have one 8 1/2" x 11" sheet
- ✓ Raw potato slices
- ✓ Potato chips or corn chips
- ✓ Pretzels
- ✓ Butter, margarine, or lard
- ✓ Avocado
- ✓ Apple slices
- ✓ A plastic knife to smear the solid fats onto the paper

Explain to the students that they are going to conduct a fat-finding experiment. Using a pencil or pen, have them divide their paper into six squares and label each one with one of the names of the six foods you've brought to class. Ask the students to vote for whether or not they think each food contains fat. Write the majority answer on the board for each food. Then, food by food, pass out samples for the students to "squish" into the appropriate square on their paper. The fat-containing foods will leave a fatty (not wet) streak. Did the students correctly guess which foods contained fat?



7th Graders: **Fast Food Fat Counting**

Materials Needed:

- ✓ Solid (shortening or lard) or liquid (oil) fat
- ✓ Paper cups
- ✓ Six plastic knives (if using solid shortening)
- ✓ Six (measuring) teaspoons

Divide the class into six groups. Review their "Fast Food Fat Counting" worksheet with them. Have the group members take turns measuring out the amount of fat in their favorite fast foods into their paper cups. Were they surprised at the amount of fat in the fast foods? Now have them review

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Lesson 7

Finding the Fat in Foods

the "Lower-Fat Fast Foods" worksheet for other favorites that contain less than 15 grams (3 teaspoons) of fat per serving.

Summary

Review Lesson 7 content: the importance of a low-fat diet, sources of fat and lower-fat alternatives.



Enrichment Activities

1. Have the students compare the different types of milk listed in the "What's in a Cup of Milk?" worksheet, by charting the protein, fat, calcium, and cholesterol contents on graph paper.
2. Have a panel of blindfolded students taste skim, 1%, 2%, and whole milk. Can they guess which ones they are drinking? Did they taste a difference between the milks? Would they be willing to switch to a lower-fat milk?
3. Have the students create the poster "How Much Fat is in the Bread You Eat?" following the directions listed in the 'Teacher Enrichment' section.



Attention Teachers!

Just a reminder to finalize arrangements for elders to visit the classroom during Lesson 9.

Remind students to bring in food labels for the next lesson.

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Lesson 7

Teacher Information Sheet

Did you Know...

1. One teaspoon of fat contains 5 grams of fat?
2. A gram is a small unit of weight used to measure food? (There are 28 grams in one ounce.)
3. A healthful lunch or dinner should contain no more than 5 teaspoons or 25 grams of fat?

Fat Sources Include:

- ✓ butter
- ✓ margarine
- ✓ shortening
- ✓ lard
- ✓ vegetable oils
- ✓ meats
- ✓ poultry with skin
- ✓ cheese
- ✓ whole milk
- ✓ cream
- ✓ sour cream
- ✓ ice cream
- ✓ nuts and seeds

More Information On Fats:

Saturated Fats are solid at room temperature and contribute to heart disease. In general they are found in such animal products as:

- ✓ lard
- ✓ butter
- ✓ poultry with skin
- ✓ whole milk dairy products – ice cream, sour cream, cream, etc.
- ✓ cheese
- ✓ meats

Monounsaturated and Polyunsaturated fats are liquids at room temperature. Products containing higher percentages of mono and polyunsaturated fats should be consumed more often than saturated fats. However, all fat sources should be limited.

Oils are liquids at room temperature and are generally composed of small amounts of saturated fats and larger amounts of monounsaturated and polyunsaturated fats. Each oil is unique in its composition. The following list categorizes the oils, with the oil containing the least amount of saturated fats listed first.

Lesson 7

Teacher Information Sheet

- ✓ canola
- ✓ safflower
- ✓ sunflower
- ✓ corn
- ✓ olive
- ✓ soybean
- ✓ peanut

Tropical Oils are liquid at room temperature but are high in saturated fats (which should be limited). Watch for these in processed foods!!

coconut oil

palm oil

palm kernel oil

Hydrogenated products are liquid fats that have been made solid, and thus, higher in saturated fats, such as:

margarine

shortening

Review the "Eat Less Fat" handout on the front pocket of your curriculum notebook.

Lesson 7

Teacher Enrichment

Enrichment Activity

How much fat is in the bread you eat?

Objective: To create a visual comparison of the differences in fat content between fry bread, tortillas, and (oven) bread.

Materials:

- 1 cup flour
- Elmer's white glue
- 9 plastic spoons
- 1/2 cup salt
- yellow food coloring
- 9 1/2" strips of velcro

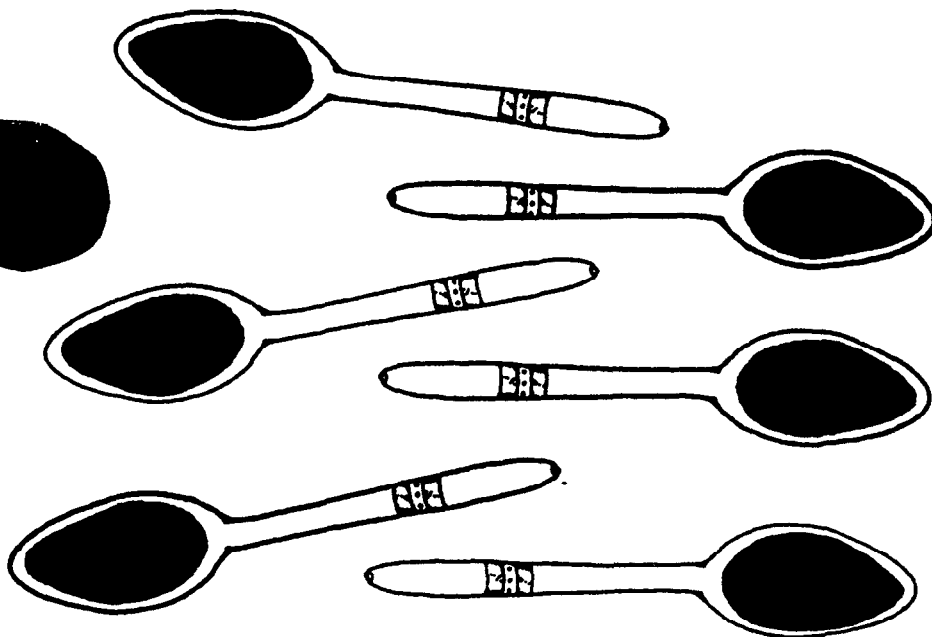
Materials (you supply):

- medium-sized bowl
- water
- large spoon for mixing
- large piece of poster board

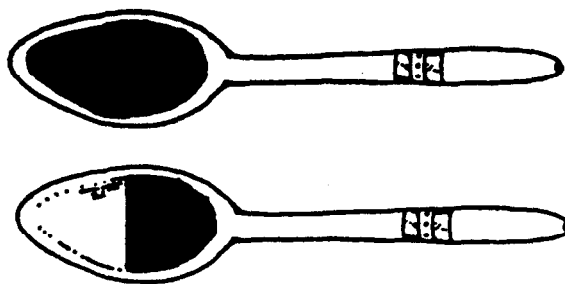
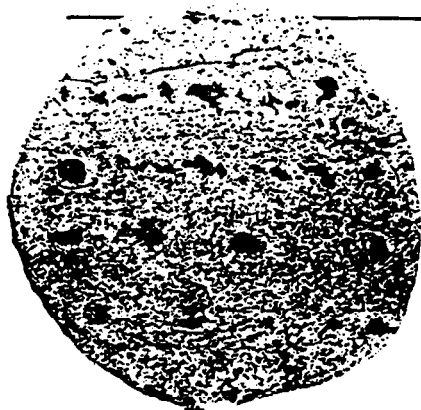
Procedure:

1. Have students mix the flour and salt in a medium-sized bowl.
2. Gradually add water and drops of food coloring to the flour and salt mixture until you have a bright yellow doughy consistency.
3. Add a small amount of Elmer's glue until dough hardens.
4. Place enough glue at the bottom of each plastic spoon to keep the dough in place.
5. Place the appropriate amount of fat paste in each of the plastic spoons. (See chart for correct amount.)
6. Add glue to the sides of fat paste in each spoon to prevent breaking.
7. Allow spoons to stand for 5 -10 minutes.
8. On the poster board, print the information that is provided on the next page.
9. Attach the spoons to the poster with velcro.

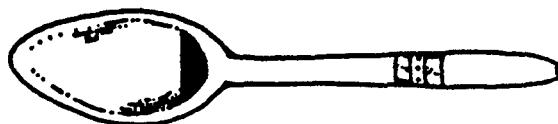
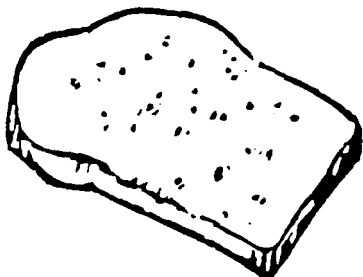
How much fat is in the bread you eat?



6 inch diameter fry bread contains 6 tsp. fat.



5 inch diameter tortilla contains 1 1/2 tsp. fat.



1 slice bread contains 1/8 tsp. fat.

Please Give Us Your Opinion

Lesson 7

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

1. The fat-related worksheets
2. The "What's in a Cup of Milk?" handout.....
3. The fat-finding activity.....

<u>Worked Well</u>	<u>Worked O K</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teachers Name _____

School _____

Lesson 8

Reading Food Labels

Overview

This is the final lesson of the nutrition unit. In this lesson, students will compare the foods they ate yesterday with their food choice goals and identify selected information on food nutrition labels.

Teaching Goals

1. To assist students in evaluating their success at meeting their food choice goals.
2. To assist students in finding the fat and fiber information on food nutrition labels.
3. To assist students in comparing the nutrient content of foods based on their nutrition label information.

Learning Objectives

At the end of this lesson, students will be able to:

1. Evaluate yesterday's food choices for meeting goals they identified in Lesson 5.
2. Read a food nutrition label and correctly identify the amounts of fat and fiber.



Introduction

Review the contents of the previous lesson "Finding the Fat in Foods." Inform students that today's lesson will include evaluating their success in meeting their food choice goals, and learning how to find fat and fiber information on a food nutrition label.

Words to Know

(There are none for this lesson.)



Activities and Discussion

Have students complete their (second) "What I Ate Yesterday" worksheet by filling in all the columns. They may refer to the worksheets "Why We Choose the Foods We Do" and "Foods to Eat More of and to Eat Less of" to help them complete their forms. (Copies are included with this lesson's worksheets.)

Next, have students refer to their "Food Choice Goals" from Lesson 5. On their current "What I Ate Yesterday" worksheet, have them circle any foods they made a goal to eat more often. Have them draw an "X" through any foods they made a goal to eat less often. Have a discussion about their perceived success in meeting these goals. Was it easy or hard to change their food choices? Why?

Review with students their "What You Should Know About Food Nutrition Labels" worksheet. Have them compare the two labels and fill in the fat and fiber information. Finally, pass out food labels and empty packages with labels that the students have brought from home. Have them find the grams of fat and fiber (if any) per serving on the nutrition label. From the ingredients list, ask students to identify sources of fat and fiber.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 8

Reading Food Labels

Before the Class

✓ Collect the food labels students have brought to class. If there aren't enough labels for each student to have one, make copies of the sample food labels found at the end of this lesson.

Evaluation

Please complete the evaluation form for Lesson 8.

Summary

Review Lesson 8's content: the students' evaluation of their success in meeting their food choice goals, and the reading and evaluating of food nutrition labels for their fat and fiber content.

Enrichment Activities

1. Have the students make a revised plan of their food choice goals. This time indicate how often each week they will make these food choices. At the end of the curriculum, have them evaluate their success.



2. Have students make up a new food product, complete with nutrition label and ingredients list, and develop an advertisement to sell their product.

3. Have the students determine the sources of fat and fiber in selected foods by reading the ingredients list on food packages.



Attention Teachers!

Reserve the VCR and monitor for the next lesson if you plan to show the intergenerational enrichment videotape.

Make final arrangements for elders to visit your classroom for the next lesson. Plan for a one to two-hour session.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 8

Teacher Information Sheet

Some Nutrition Label Reading Tips:

To evaluate a packaged food product, use the label to look at the total number of fat and fiber sources and look for the sequence (first, second, third, etc.) of fat and fiber sources.

A healthful, packaged food product will have a fiber source listed as the first ingredient, and/or contain several other high-fiber ingredients. It will have only a small amount of added fat (or none at all).

Some packaged products may rate well on fiber, but still contain a great deal of fat (for example, granola bars or peanut butter). It's best to eat them less often. Other products may be low in fat, but also low in fiber (for example, cottage cheese, fish, skim milk). They are healthful foods with plenty of other nutrients (calcium, protein) and can be eaten often as long as plenty of high-fiber foods are eaten along with them.

Eating refined foods that are fortified with nutrients, or taking vitamin pills, are not the best ways to be healthy. It is far better to eat a high-fiber, low-fat diet that is naturally high in nutrients.

(Taken from "Changing the Course," p. 183. Intermediate Curriculum.)

FDA/USDA KEY LABEL EDUCATION MESSAGES

There are some simple steps consumers can take to effectively use the new label without having to learn definitions or complex nutrition concepts. Four basic messages need to be conveyed to all consumers:

You can believe the claims on the package

(You will be able to believe the descriptor terms that say a food is "low in fat" or the health claims that link a certain nutrient to a specific disease because government regulations now define and regulate the terms and claims.)

You can more easily compare products because serving sizes will be more comparable for similar food products.

(For the first time, virtually all processed and packaged products will have to contain nutrition information. The information on the label will reflect an average serving in amounts customarily consumed. Since the serving size for each product is defined in the regulations, product comparisons will be easier and more meaningful than previously.)

By using the % Daily Value, you can quickly determine if a product is high or low in a nutrient.

(You can use the % Daily Value column to easily compare one product to another. If you want to lower the fat in your diet, you can compare products and select the ones with the lower %. You can also use the % Daily Value to make dietary trade-offs with other foods throughout the day. This means you don't have to deprive yourself of a favorite food that might be high in fat, if you watch what else you eat the rest of the day.)

By consulting the Daily Values, you can determine how much (or how little) of the major nutrients you should eat on a daily basis.

(Daily Values serve as a reference for dietary guidance. They help consumers understand how much of a nutrient they should eat at a minimum (say for fiber or calcium) or maximums (fat and cholesterol). The Daily Values are listed for people who eat approximately 2000 calories a day (many older adults, children and sedentary women) or 2500 calories a day (active men, teenage boys and very active women).)

People use labels in many different ways; we should focus on both those who only want to make a quick-and-dirty comparison as well as those who want to calculate their nutrient intake. If a consumer wants to use the label in a more sophisticated way, the information is there, but our education efforts should first be geared to helping consumers to use the label without requiring them to learn definitions or understand nutrition concepts.

NOT QUITE AS COMPLICATED AS IT LOOKS, BUT...

The New Food Labels

By May 1994, virtually all packaged foods will be required to display new government-mandated food labels.

The Food and Drug Administration says the new labels are designed to do three things:

1. Clear up the confusion about what's in packaged foods,
2. Help people make healthy food choices; and
3. Encourage food companies to start "tinkering with the food in the packages, not just the words on the labels."

LABEL NOTES

The new labels will *not* include the familiar list of eight to 12 vitamins and minerals, or the RDAs (Recommended Daily Allowances).

The "rationale" is that Americans are *not* dying of diseases brought on by vitamin deficiencies (e.g. beriberi, scurvy), but of diseases brought on by excesses—particularly of fat and sodium.

There will be detailed information on the new labels about fat, dietary cholesterol, sodium, sugar, fiber, and protein.

Vitamin A, vitamin C, calcium, and iron will still appear "because many people have an interest in them."

Here's what labels will look like, what they mean...

A The new labeling guidelines call for "standardized serving sizes" for 131 classes of food — stated in common household measures.

This means that if you're trying to decide which brand of, say, macaroni and cheese to buy, it will be *easier* because different brands will have to list the *same* serving sizes.

B Tells you how many standard servings of macaroni and cheese are in this box—four servings.

Editor's Note: Be careful! If you share this macaroni and cheese dinner with only one other person, you'll have to *double* the calories and fat (and other information) on this label.

C Shows how many *total* calories from fats, carbohydrates, and proteins are contained in one serving.

One serving of this macaroni and cheese dinner supplies 260 calories.

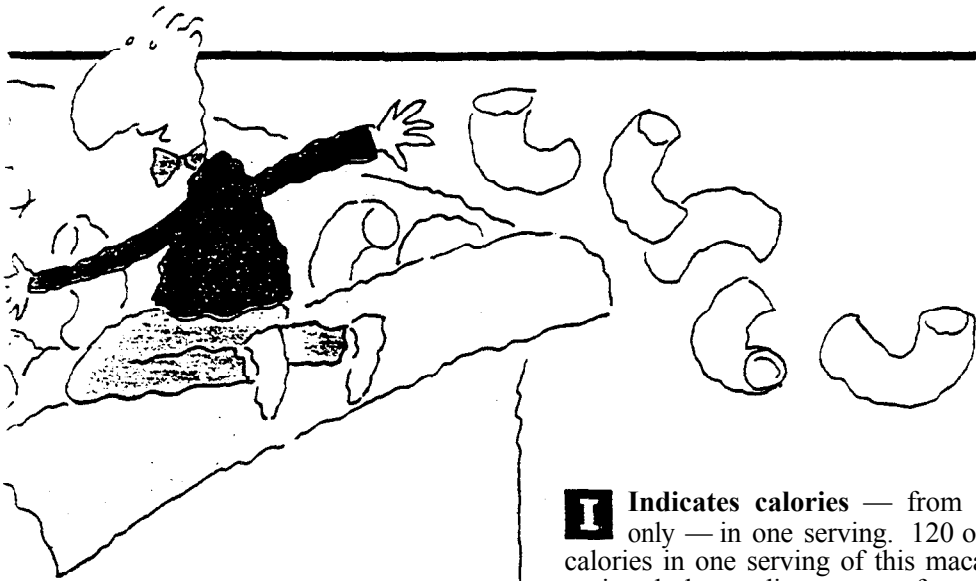
D Shows the amount of a particular nutrient in one serving (expressed in grams or milligrams).

This information allows you to compare the nutritive content of similar products, and tally you day's total intake for each nutrient.

E Shows the amount of protein in one serving. There are 5 grams of protein in 1/2 cup of this macaroni and cheese. (Because no dietary requirement has been set for protein, there's no % Daily Value.)



Nutrition Facts			
Serving Size 1/2 cup (114 g)			
Servings Per Container 4			
Amount Per Serving		Calories from Fat 120	
Calories 260			
% Daily Value*			
Total Fat 13g		20%	
Saturated Fat 5g		25%	
Cholesterol 30mg		10%	
Sodium 660mg		28%	
Total Carbohydrate 31g		11%	
Sugars 5g			
Dietary Fiber 0g 0%			
Protein 5g			
Vitamin A 4%		Vitamin C 2%	
Calcium 15%		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.			
		2,000	2,500
Nutrient		Calories	Calories
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g
1g Fat = 9 Calories			
1g Carbohydrate = 4 Calories			
1g Protein = 4 Calories			



F The % Daily Value for vitamin A, vitamin C, calcium, and iron.

GENERAL INFORMATION

G To determine your daily dietary allowances, look at this section of the label. The % Daily Values (above, on this label) are based on a 2,000-calorie/day diet.

Editors Note: The fat recommendations on the new labels are based on the idea that 30% of our daily calories should come from fat. Many health experts recommend no more than 20% fat, however. So, take the "LESS THAN" on this label very seriously.

For example...

If you want to restrict fats to 20% of your total daily calories, this means you're allowed only 44 grams of total fat for a 2,000 calorie/day diet (44 grams fat x 9 calories in one gram = 396 fat calories, which is about 20% of 2000).

This one serving of macaroni and cheese provides 120 of these 396 fat calories — or about 36% (not 20%) of your daily fat allot-

H General information (how many calories in one gram of fat, carbohydrate, and protein).

I Indicates calories — from fat only — in one serving. 120 of the calories in one serving of this macaroni and cheese dinner come from fat.

J Shows total fat contained in one serving (mono-unsaturated, poly-unsaturated, and saturated). One serving of this macaroni and cheese dinner contains 13 grams of fat, which is 20% of your daily fat allotment (if you eat 2,000 calories/day and want 30% of those calories to come from fat).

K Shows you how much saturated fat (the type of fat that increases blood cholesterol is in one serving). A single serving of this macaroni contains 5 grams of saturated fat, which is 25% of your daily saturated fat allotment if you eat 2,000 calories/day.

L Shows you how much dietary cholesterol is in a single serving — 30 mg., or 10% of your daily limit.

Editors Note: For 95% of Americans, it's not dietary cholesterol that increases blood cholesterol, it's saturated fat. You can pretty much ignore the "cholesterol" info on labels concentrate on restricting the fat and saturated fat.

M Shows you how much sodium is in one serving. A single serving of this food contains 660 mg. of sodium — 26% of a healthy person's recommended daily intake. (Folks with high blood pressure may want to cut back more.)

N Tells you how many grams of carbohydrate are in one serving.

“ We’ve been married so long, we’re on our second bottle of Tabasco sauce. ”

— Walter Netzel

O Tells you how much simple (refined) sugars are in one serving — information important for people with blood sugar problems. No dietary allowance has been set for sugars, so there's no % Daily Value.

P Shows how much dietary fiber one serving provides (fiber helps prevent colon cancer and can help lower blood cholesterol).

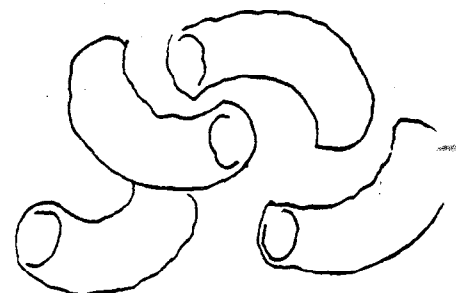
This food supplies 0% dietary fiber because it's made out of refined flour.

HEALTH CLAIMS THAT WILL BE ALLOWED

- Calcium and osteoporosis ("brittle bones")
- Sodium and high blood pressure ("hypertension")
- Fat and cancer
- Fat and heart disease
- Fiber and cancer
- Fiber and heart disease
- Antioxidants (such as vitamins C and E) and cancer •

Source: Adapted from USDA materials

The information in this publication is meant to complement the advice and guidance of your physician, not to replace it. You should by all means discuss any major change in your diet or activity level with your doctor.



Please Give Us Your Opinion

Lesson 8

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The evaluation of the students' food choice goals . . .
2. The label reading worksheet
3. The label reading activity

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Was Lesson 7 an adequate building block for Lesson 8?

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____
 Teacher's Name _____
 School _____

Lesson 9

Healthful Traditions

Overview

The session will bring elders from the community into the classroom to discuss what life was like for them when they were young. Students will have the opportunity to interview elders about traditional foods, their preparation, and their importance to a healthful lifestyle. They may also hear about ceremonial tobacco use.

Teaching Goals

1. To compare traditional lifestyles in the community with present-day lifestyles.
2. To reinforce traditional values taught by elders of the community about physical fitness, hardiness, survival, and taking care of oneself.

Learning Objectives

At the end of the lesson, students will be able to:

1. Identify at least three traditional foods that were commonly eaten by the population.
2. Identify three ways in which food is traditionally prepared that is different from contemporary methods.

Introduction

Lesson 9 is a two-part session.

Review contents of the previous lesson, "Reading Food Labels." Inform the students that there will be special guests visiting the classroom. Explain "intergenerational" and reasons why elders will be in the classroom. Provide a brief explanation of some of the differences between now and when community elders were children. Explain why it is important to hear from them what the differences are and why they need to be remembered.

Words To Know

- | | |
|---------------------|---------------------|
| ✓ Elder | ✓ Intergenerational |
| ✓ Interview | ✓ Oral History |
| ✓ Traditional Foods | ✓ Values |

Activities and Discussion

Provide an appropriate and effective seating arrangement for the elders and your students. This may mean having your students sit on the floor in a semi-circle around the elders, or in chairs depending upon classroom layout. A table may be necessary so that elders can share items they have brought with them.

Distribute "Family Memories About Food" handout (in your box) to students. Tell them it is for a homework assignment, but they may use the handout during the elders' visit as a guide for questions they may want to ask. However, students should not write on their forms since they will use them during their homework assignment. Ask students to pay special attention to statements made by elders regarding the difference between life then and now:

- ✓ work
- ✓ play
- ✓ free time

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 9

Healthful Traditions

3. Identify 3 values related to taking care of oneself that can be used throughout one's lifetime.

Before the Class

✓ Arrange for elders from the local community to come to the classroom for a one to two hour session to discuss and demonstrate traditional foods and their preparation, as well as to interact with the students.

✓ Please follow the directions provided in the "Teacher Information Sheet" about identifying contacts and arranging the presentation.

✓ Set-up VCR and monitor if you will be showing the intergenerational enrichment video.

Evaluation

Please complete the evaluation form for Lesson 9.



- ✓ kinds of foods that were eaten when they were young that are not available now
- ✓ preparation and storage of food
- ✓ traditional herbs

Have elders (and the interpreter, if one is needed) introduce themselves and allow them whatever time is necessary to speak to the students. The interpreter (if needed) should be prepared to listen to what is being said, to take notes, and to clarify/interpret for the students. If someone else is doing the interpreting, the teacher should serve as a facilitator. This includes following the discussion, observing students, asking questions of students and elders, encouraging discussion, assisting the elders if needed, and keeping order in the classroom. Elders may want to take the opportunity to speak about other issues. This is permissible since it will reinforce what is being taught as traditional values.



Homework Assignment: Explain what an interview is. Students will identify an elder to interview. Interviews should be done with a grandparent, parent, or other older person. Elders should be in their 60s or older. Students can use the "Family Memories About Food" questionnaire as a guide to conduct their interviews. Set a due date for the assignment and indicate that students will share what they have learned.

If the students attend a boarding school and are living in a dormitory, they will need extra time to complete this assignment since they may not be going home until the weekend. They could also interview dorm parents, or other older personnel.

On the due date, have students take out their homework assignments and discuss them. Ask for volunteers to either read the information or discuss what they learned in the interviews. Also ask what it was like to conduct their interviews.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 9

Healthful Traditions

7th Grade Teachers: Have the students write an essay using the information they acquired during their interviews. Students may choose to audiotape or videotape their sessions, making sure they obtain prior permission from the elder. The interview should be the basis for the essay.

Summary

When the intergenerational session ends, it will be important for the teacher to summarize and reinforce what has been said by the elders. It will also be important to reemphasize the value of intergenerational communication. The knowledge and experience that only elders may have should be shared through the generations.

Students should be reminded of the homework assignment and that it must be completed by the due date so that a discussion can take place.

Thank the elders for their participation and close the session.



Enrichment Activities

Show the videotape, "A Navajo and Pueblo Intergenerational Approach to Cardiovascular Fitness" and have a discussion with students.

You may wish to have students write thank-you letters to the elders. Be sure to get a mailing address during their visit.

7th Grade: Students may do some research at the library on traditional Native storytelling, games, running, traditional foods, agriculture, or hardiness. The assignment can be for a grade or for extra credit depending on teacher preference.

7th Grade: Students may do oral presentations of their interviews as an enrichment activity.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 9

Healthful Traditions

! Attention Teachers!

For this lesson, you will note that it will take some extra effort on your part to assure that elders are a part of the lesson. This means that you will need to spend extra time on the telephone or personally meeting with someone who can help you to make these arrangements.

Working with elders takes patience and understanding. You may have to check back with them two or three times before the actual presentation is made. Understand that unforeseen events might prevent elders from coming or may cause them to arrive late. If this happens, you should select one of the enrichment activities as a back-up and re-schedule the elders for another time.

It is suggested that you schedule more than the usual amount of time for this session. We know, from our own experience, that these sessions take longer than the usual class time. Because it is a special class, you will want to take advantage of all the elders have to offer. You must be able to give them as much time as they need to say what they want. The elders can be told in advance the length of the session. However, once they actually begin speaking it is disrespectful to interrupt them or to cut them off.

The students should be reminded that respect for their elders is a traditional value. Elders have a great deal of knowledge and experience that they acquired from their elders and have information we may not have access to today. It is important for students to hear this information because oral teaching is a traditional form of cultural preservation.

Reserve a VCR and monitor for the next lesson.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 9

Teacher Information Sheet

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.

Identifying Contacts and Arranging the Presentation

1. Identify a person/program in the community associated with elders who might be willing to participate. These may include:

- a. the community elderly center, an elderly food program, or Foster Grandparent program;
- b. a foster grandparent who may work at the school;
- c. Community Health Representatives (CHRS);
- d. IHS Field Health personnel.

2. Contact the person by phone or arrange an appointment to meet and discuss the objectives of the classroom.

- a. Discuss the handout "Family Memories About Food" with the contact person. The goal is for students to hear and learn about traditional foods, preparation, and differences between the past and now. Also, students should hear what these elders were told by their parents and grandparents about being strong, fit, and healthy.
- b. If possible, request an even number of male and female elders.
- c. Ask if an elder from the group would like to bring or prepare a traditional food to share with the students. Making this request requires a tactful approach. Preparing a food would occur at an elder's own expense and should be pursued only if an individual volunteers. There are alternative items that could be shared like samples of herbs, ears of blue corn, or other vegetables.
- d. Discuss whether an interpreter is needed to help facilitate the discussion and provide better understanding for all students. In general, there will be some students who will not understand all that is being said if a native language is being used. The interpreter could be the teacher, a teacher/aide, or someone from the community.

Lesson 9

Teacher Information Sheet

Examples Of:

1. Traditional Foods

- ✓Roasted corn
- ✓Blue corn tortillas
- ✓Atole
- ✓Dried apricots and peaches
- ✓Venison

2. Traditional Food Preparation

- ✓Drying or Curing
- ✓Boiling
- ✓Baking in an outdoor oven
- ✓Cooking over an open fire
- ✓Roasting in an underground pit

3. Values To Take Care Of Oneself

- ✓Getting up early so as to not become lazy
- ✓Having respect for elders
- ✓Preserving tradition
- ✓Taking care of one's body, mind, and spirit

e. Give the contact person extra copies of the "Family Memories About Food" handout so that he/she can discuss with the elders the content of the presentation to be made. Indicate the length of time for the presentation, location of the classroom, and any other information.

f. 2-3 days prior to the planned intergenerational session, call to make sure that arrangements have been made. Ask whether special items will be needed, e.g., cups, spoons, hot plate, etc. Possibly these items could be obtained from the school cafeteria or from another staff member.

g. Arrange for an interpreter if needed.

h. Notify a staff person in the office that guests will be coming and ask someone to be responsible for greeting and bringing the guests to the classroom as soon as they arrive.

Note: In preparation for Lesson 10 (American Indian Tobacco Use), you may want to take advantage of the opportunity to have one of the elders speak about ceremonial or traditional tobacco use. If so, please review Lesson 10 so that in contacting elders, you will be able to discuss with them the contents of the next section. Sometimes males only speak on this topic. In other communities, it can be either male or female. Also they should understand that they can speak in general terms and are not expected to provide specific details about ceremonial use.

GUIDELINES FOR ELDERS

We welcome you to the classroom today. Your willingness to come and share demonstrates that you care for our future generation.

The Pathways to Health curriculum has been designed to teach children how to have a healthy lifestyle and reduce their chances of getting cancer.

In the traditional lifestyles unit, we want the children to know that living a healthy life is not new. When you were young you were taught specific things about how to take care of yourself, how to become strong, and how to grow, preserve, and prepare foods. There have been many changes since you were young. Children today may not know what your lifestyle was like and this will be an opportunity for them to hear it directly from you. We would like to hear about your experiences as a child and especially as it relates to foods: what was eaten; how it was preserved; and how it was prepared. Also we would like to hear about any special foods you ate then that aren't available now. We know that many traditional foods were very healthy. Many of the foods that children eat today are not. We are teaching them, in this program, to become more aware of healthful and unhealthful foods and to make some healthful choices about eating and taking better care of themselves.

We hope you will share with us what your experiences have been. Your experience is very valuable to us and something we cannot read about. Children don't often have the opportunity to hear from their elders and especially not at the school.

We thank you for your participation in this activity. Your presence in the classroom can be a very special time with the young ones.

*Note to the Elders: As you share your knowledge, please keep in mind that the students' responses to your talk may vary according to the differences in beliefs among the families the children represent.

Please Give Us Your Opinion

Lesson 9

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. The oral presentation
- 2. The "Family Memories ... "assignment
- 3. Did you use an enrichment? Which one?
The enrichment activity you chose

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

Lesson 10 American Indian Tobacco Use

Overview

This lesson will acknowledge the American Indian uses of tobacco and differentiate between "ceremonial use" and "abuse or recreational use" of tobacco.

Intergenerational activities will enhance this lesson. A word search puzzle and a videotape are included.

Teaching Goal

To inform students that, in most Indian communities, there are special uses of tobacco. When we say "avoid using tobacco," we are not referring to its ceremonial uses.

Learning Objectives

At the end of this lesson, students will be able to:

1. Differentiate between American Indian tobacco use and recreational abuse of tobacco.
2. Identify and define Lesson 10 vocabulary words.

Before the Class

- ✓ Have "Tobacco... A Gift of Choice" videotape ready for viewing.



Introduction

Review contents of the previous lesson "Traditional Lifestyles." Inform students that today's lesson will begin the unit on tobacco. In this unit they will learn about American Indian tobacco use, tobacco, and their bodies.

Words To Know

- ✓ Tobacco
- ✓ Ceremonial Use
- ✓ Abuse or Recreational Use



Discussion

Go over Lesson 10 vocabulary words and make sure students understand the definitions. Discuss (from "Teacher Information Sheet") the difference between the American Indian ceremonial use and abuse or recreational use of tobacco.



Show "Tobacco. . . A Gift of Choice" videotape (18 minutes) and discuss. Discussion questions are in the student workbook.



Activity

Have the students do an intergenerational interview with a relative or neighbor about Indian tobacco use. In the classroom, help the students develop interview questions. Using group decision making, decide on a list of interview questions. If you would like to use "interview teams," divide the class into four or five teams and whichever team brings in the most interviews can be given an incentive (for example, extra free-time, privileges, or special pencils, etc.). Give the students one week to complete the interviews. Discuss the interviews with them prior to Unit Six, the Advertising Game.

Have your students complete the "Tobacco Word Search" in their workbooks during class time. Put target words on the board.

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Lesson 10 American Indian Tobacco Use

✓ If you are using the enrichment activity: Invite an Indian community elder or tribal member to discuss the local ceremonial use of tobacco. This person could be a grandparent or relative of one of your students (*see "Attention Teachers" section). Remember, the individual you invite may need a translator.

Evaluation

Please fill out the evaluation form for Lesson 10 after the students have turned in their interviews.

Summary

Review Lesson 10 content: American Indian ceremonial use of tobacco and how that is different from abuse or recreational use of tobacco (see "Teacher Information Sheet").

Enrichment Activity

Have the community elder or tribal member discuss with the students the local customary ceremonial use of tobacco. Allow time for the students to ask questions and have interactions with the guest. (See Guideline for Elders sheet.)



Attention Teachers!

Please be aware that in some Indian communities you may not be able to find an individual willing to discuss traditional tobacco use customs. Please be culturally sensitive to this possibility and respect that reluctance. There are activities such as the videotape provided and sufficient information is given on the "Teacher Information Sheet" to complete the lesson.

Remember to reserve a VCR and monitor for the next lesson.

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Lesson 10

Teacher Information Sheet

Words to Know

1. Abuse or Recreational

Use: Using tobacco (smoking, dipping, or chewing) for recreation; that is, any use for non-ceremonial purposes.

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.

Native American people had tobacco before Columbus came in 1492. The interpretation, symbolism, and purposes of tobacco use by Native Americans is as varied in understanding as there are tribes. Remember that in some tribes tobacco has never been used ceremonially. Additionally, the individual's acceptance of the cultural use of tobacco will vary in degrees—from complete rejection to a wholehearted embrace—depending on personal and family beliefs and values.

Indian tobaccos are gathered from special places for use in prayer or special events. The tobacco is prepared by a medicine person. When Indian tobacco is not available, commercially processed tobacco is used. Today, with the effort to continue American Indian traditions, the use of tobacco ceremonially and recreationally should be understood.

In general, the giving of tobacco, the inhaling of smoke, and the burning of tobacco are traditionally viewed as sacred and religious acts. Many Native American tribes use tobacco as an offering to the Creator, in the same light as corn meal or corn pollen. Tobacco smoke can also be used to "pray with," as is water. It is respected for its curative and spiritual powers, and is accepted as a gift from the Earth, not to be abused or misused.

Other herbal mixtures are also smoked or burned, which may or may not include commercial tobacco. Today some medicine people use a manufactured cigarette, or self-rolled cigarette made of commercially processed tobacco, in the same way traditional tobaccos are used. Therefore, students whose families participate in some aspects of traditional religion may smoke or partake in the burning of cigarettes. This traditional or ceremonial use of commercial tobacco is not the same as the recreational or experimental smoking of cigarettes.

Today many Native American people, as well as other people, abuse tobacco. They become addicted and expose themselves and those around them to the health hazards associated with tobacco use. It is the recreational/habitual abuse of tobacco that we seek to prevent.

GUIDELINES FOR ELDERS (OR TRIBAL MEMBERS)

We welcome you to the classroom today. Your willingness to come and share demonstrates that you care for our future generation.

The Pathways to Health curriculum has been designed to teach children how to have a healthy lifestyle and reduce their chances of getting cancer and other diseases.

In the tobacco unit we point out to the children that to live a healthy lifestyle they should not smoke, chew, or dip tobacco. We tell them that tobacco was not given for abusive or recreational purposes (to be used everyday or for "fun"). Some American Indians have a special use for tobacco, according to their local customs and beliefs. We invite you to speak about the traditional, non-abusive use of tobacco.

We thank you for your participation in this activity. Your presence in the classroom can be a very special time with the young ones.

*Note to the Elder: As you share your knowledge, please keep in mind that the students' responses to your talk may vary according to the differences in beliefs among the families the children represent.

Please Give Us Your Opinion

Lesson 10

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. Interviews of tribal members
- 2. If you did the enrichment tribal member visit activity, it
- 3. The interaction between the visitors and students
- 4. The Tobacco Word Search
- 5. The videotape "Tobacco . . . A Gift of Choice"

Worked <u>Well</u>	Worked <u>OK</u>	Didn't <u>Work</u>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

Lesson 11

The Inside Story

Overview

This lesson introduces the respiratory system using pamphlets, a discussion of the effects and diseases of smoking and chewing, a classroom demonstration of smoking effects on the lungs, and a videotape on smokeless tobacco.

Teaching Goals

1. To teach students the anatomy and functions of the respiratory system.
2. To inform students of the harmful effects and diseases caused by abusive tobacco behaviors.

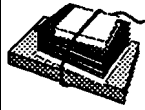
Learning Objectives

At the end of this lesson, students will be able to:

1. Describe the respiratory system.
2. Describe at least three harmful effects and three diseases caused by smoking and/or chewing tobacco.
3. Define Lesson 11 vocabulary words.

Before the Class

✓ If you participate in the enrichment activity, either reserve a date with the Pathways office to have



Introduction

Review contents of Lesson 10 "American Indian Tobacco Use." Inform students that today's lesson will discuss the harmful effects of tobacco on the respiratory system.

5th Grade Teachers - For the function and anatomy section of this class, you may want to allow more time if your students have not studied the respiratory system.

Words To Know

- ✓ Bronchitis
- ✓ Carbon Monoxide (7th)
- ✓ Chewing
- ✓ Dipping
- ✓ Lungs
- ✓ Tar
- ✓ Cancer
- ✓ Carcinogenic (7th)
- ✓ Cigarette (5th)
- ✓ Emphysema
- ✓ Nicotine



Discussion

Using the "Inside Your Lungs" poster, discuss the anatomy and function of the respiratory system. Distribute and discuss pamphlets: "No Smoking-Lungs at Work" (5th) and "The Decision is Yours" (7th). Discuss smoking, chewing, and dipping, and their harmful effects on the body. Discuss diseases related to abusive tobacco use behaviors ("Teacher Information Sheet"). Use Lesson 11 vocabulary words.

Activities

Show the videotape, "The Kid and the Dipper" (19 minutes). Distribute and discuss the "Smokeless Tobacco - A Chemical Time Bomb" (5th & 7th) pamphlet. Have the students take the "Smokeless Tobacco" handout home.



Wet the sponge inside the lung model. Insert a lit cigarette into the plastic lung tube. Hold the cigarette to avoid skin burns while a student squeezes the foam lungs. Give the lungs a couple

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Lesson 11

The Inside Story

the "Mr. Grossmouth" and "Mr. Dip Lip" models delivered for demonstrations, or check with a local dentist or IHS service unit to borrow these models.

The school may order these from a supplier (HEALTH EDCO, P.O. Box 21207, Waco TX, 76702-1207, 1-800-299-3366).

✓Have pamphlets: "no Smoking—Lungs at Work" (5th), "The Decision is Yours" (7th), "Smokeless Tobacco - A Chemical Time Bomb" (5th & 7th) and "Smokeless Tobacco" (5th & 7th) ready for distribution.

✓Have matches, an unfiltered cigarette, and the foam lung set ready for demonstration.

✓Have "Inside Your Lungs" poster ready to be taped to the board for this lesson. (Please review ahead of time.)

✓Have "kid and the Dipper" videotape ready for viewing.

Evaluation

Please complete evaluation for Lesson 11.

of minutes to "inhale" on their own while explaining the harmful effects of tobacco. To exhale, squeeze the lungs again and let them reinflate. Repeat until the cigarette is gone. Circulate the model around the classroom, pointing out the tar and nicotine stains in the lung model. This activity takes about 10 minutes.

Summary

Review Lesson 11 content: anatomy and functions of the respiratory system; harmful effects and diseases caused by smoking/chewing tobacco; and the vocabulary words. Ask students to bring in magazine ads on smoking for Lesson 12.

Enrichment Activities

Divide the class into two groups to look at the "Mr. Grossmouth" and "Mr. Dip tip" models. Your educational assistant may show one model while you show the other one. Let the students touch the model as you point out its features.

Use a student-to-student teaching activity to reinforce information learned in this lesson. Student-to-student teaching is a powerful educational method. It serves as a positive influence for those learning and will help reinforce the decision of the student teachers not to use tobacco.

Split your students into two or three teaching groups of eight to ten students. Use a state Educational Personnel Directory to find a local, private, or parochial school that would be willing to host your students in a student-to-student teaching activity on tobacco and its effects on our bodies. Select same-age classrooms or a grade lower. Set up some ground rules so that the visiting "teachers" and their students will have a positive exchange. Let the host teachers know that the student "teachers" will conduct a panel discussion based on information they have learned from the Pathways to Health curriculum. The students will bring audio-visual aids in the form of posters and other materials.

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Lesson 11

The Inside Story

Set a time for their presentation, Follow-up with a letter to the host teachers confirming the number of student teachers who will make a presentation and the time and date of their visit. Since there will be a panel discussion, request a long table and chairs for presenters.

Plan in-class committee time so the teaching groups can decide what they want to teach, materials they want to include, or materials they want to develop themselves. Schedule rehearsal times for the groups so they can help one another in making stronger presentations. Organize materials each group will need in boxes they can carry with them to the host schools. Boxes should contain tape, markers, handouts, etc.

When student teachers reach their "classrooms," they should set up their presentations, introduce themselves, and begin their teaching session. After their presentations, have the student teachers divide their classes into small groups for a question and answer period and discussion of tobacco use.



Attention Teachers

Teachers: You may want to divide this lesson into two class sessions.

When doing the lung smoking demonstration, you should notify the office ahead of time that you'll be using a lit cigarette in your classroom. Opening the windows and closing your classroom door is a good idea.

Before Lesson 14, ask students to bring in magazine tobacco advertisements.

7th Grade Teachers: Reserve a VCR and monitor for the next class.

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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 (7th): A poisonous gas found in cigarette smoke that can't be seen or smelled.

4. Carcinogenic (7th): Something that 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. Cigarette (5th): A small roll of finely cut tobacco wrapped in paper for smoking.

7. 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.

Statistics

One-third of the U.S. population smokes. 1.6 million boys and 1.7 million girls between the ages of 12 and 18 are regular smokers. That's 12 percent of all teenagers. A 1992 survey of 240 Navajo and Pueblo 5th and 7th graders found that 42 percent of the students had tried cigarettes and/or chewing tobacco. Five percent of the students described themselves as regular smokers, and three percent described themselves as regular chewers.

The Functions and Anatomy of the Respiratory System

Lungs have tiny air tubes in them. These tubes branch out into smaller and smaller tubes. The inside walls of these tubes are made of cells that are packed closely together. Some of these cells have hairlike projections called cilia which move back and forth like little brooms. Normally they sweep dust particles that are in cigarette smoke upward toward the throat. The dirt particles are swept into the back of the mouth and are coughed out of the body or swallowed.

Harmful Effects of Smoking on the Respiratory System

When a person smokes, tiny particles of tar are carried into the lungs with the smoke, and the cilia are weakened and paralyzed for 15 to 20 minutes. The tar and smoke slow down the work of the cilia, and the tar collects in the lungs. This tar contains hundreds of chemicals, some of which cause cancer.

A person who smokes a pack of cigarettes a day puts a cup of tar into his/her lungs each year. Evidence suggests that the health benefits of low-tar versus regular cigarettes are minimal.

Diseases Related to Cigarette Smoking

There are long-term physical effects from smoking. People who smoke put themselves at risk for developing:

1. Carcinoma (cancer) of the lung(s): The tar from cigarette smoke creates a change in the cells in one spot in the lungs that may eventually produce lung cancer.

8. Emphysema: A serious lung disease that destroys lung tissue and makes it very hard to breath.

9. 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 the lungs. Blood comes into the lungs and gets oxygen from that air. The lungs remove carbon dioxide from the blood.

10. 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. As a result it gets hard to quit smoking. Nicotine makes a person want to smoke and is more addictive than the illegal drugs heroin and cocaine.

11. Tar: A dark, oily mixture of particles found in cigarettes that can cause cancer.

2. Emphysema: Adequate amounts of air (oxygen) cannot get into the lungs and bloodstream. Stale air full of carbon monoxide is trapped in the lungs. Breathing becomes very difficult.

3. Chronic bronchitis: The walls of the air tubes in the lungs become inflamed and excess mucus is formed. There is a lot of coughing to bring up the mucus.

4. Coronary heart disease: Complications of the heart such as heart attack and stroke may be a result of, and may be exacerbated by, the abuse of tobacco.

Other Effects of Smoking

1. Trembling hands. There is an immediate increase in hand tremor after smoking. In one experiment, students tried to hold a metal probe steady in a small hole in a brass plate. They discovered they had four times as many "hits" against the brass plate after smoking a cigarette.

2. Bad breath.

3. Yellow teeth.

4. Stained fingers.

5. Smelly hair, clothes, etc.

6. Excess phlegm (mucus).

7. Loss of appetite. Smoke slows down the digestion of food, so the smoker wants to eat less. Smoke can also lessen the sense of taste.

8. Less money. Smoking is an expensive habit. A person who smokes one package of cigarettes a day spends approximately \$1,405.25 a year on this habit.

9. Fires. Cigarettes are the leading cause of fatal home fires.

10. Burn holes in clothes, furniture, and cars.

Lesson 11

Teacher Information Sheet

Harmful Chemicals in Smoke

Cigarette smoke contains 4000 chemicals, 40 of which are carcinogenic. The following are the most harmful:

- 1. Tar:** a dark, oily mixture of hydrocarbons which contains many cancer-causing agents.
- 2. Nicotine:** a poison that is the addictive part (more addictive than heroin or cocaine) of the tobacco. A pack of cigarettes contains an amount of nicotine which-if given to a man or woman in a single injection-would seriously injure or perhaps kill him/her. The nicotine in one cigarette increases the heartbeat 15 to 25 beats per minute. Nicotine is also found in smokeless tobacco.
- 3. Cyanide:** a poisonous gas used to execute criminals in gas chambers.
- 4. Carbon monoxide:** a poisonous gas emitted from the exhaust pipes of cars that can kill people.
- 5. Arsenous oxide:** a form of arsenic, a poison that can be used to kill weeds and insects.
- 6. Ammonia:** an alkaline gas that is used in household cleaning products.
- 7. Formaldehyde:** a powerful disinfectant gas that is used as a surgical and general antiseptic and as a preservative.

Please Give Us Your Opinion

Lesson 11

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

1. The pamphlets in Lesson 11
2. If you did the enrichment student teaching activity, it ..
3. The amount of information on the Teacher Information Sheet.....

**Worked
Well**

**Worked
OK**

**Didn't
Work**

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

PATHWAYS TO HEALTH



UNIT FIVE

LESSON TWELVE — THIRTEEN:
SOCIAL PRESSURES

Lesson 12

Many Pathways

Overview

This lesson introduces the social pressures associated with why people engage in risky behaviors. This lesson includes a videotape (7th only) and discussion on what social influences are and how to identify them. An in-class worksheet identifying situations where someone is being influenced is included in the activity and a pamphlet (5th grade).

Teaching Goals

1. To introduce students to social influences associated with risky behavior such as tobacco use and eating junk food.
2. To teach students to identify situations where they are being pressured to engage in risky behaviors.

Learning Objectives

At the end of this lesson students will be able to:

1. Identify three sources of social influences.
2. Name three behaviors others might pressure students to try.
3. Identify and define Lesson 12 vocabulary words.



Introduction

Review contents of the previous lesson on "Tobacco and Your Body." Inform students that today's lesson will begin the unit on social pressures. In this unit they will learn about social influences and refusal skills. Today's lesson will help them learn to identify social influences and to know from whom and where they are coming.

Words to Know

- ✓ Avoid
- ✓ Behavior
- ✓ Influence
- ✓ Lifestyle
- ✓ Peers
- ✓ Peer Pressure
- ✓ Pressure
- ✓ Resist
- ✓ Risk
- ✓ Social Influences

Discussion

Discuss (from "Teacher Information Sheet") some of the reasons why people start to smoke and chew tobacco.



7th grade teachers: Show Minnesota Series videotape Part I, "Smoking, Why Not?" (12 minutes). Discuss content.

5th grade teachers: Distribute "Huff 'n' Puff" pamphlet and discuss.

Define Lesson 12 vocabulary words.

Using the "Skills to Deal With Social Pressures" chart in the workbook, go through all four columns with the students, paying particular attention to the first three. Allow the students to share ways someone may have applied pressure to them to participate in risky behavior. Have the group suggest ways that someone might try to get them to do something they don't want to do.



Activity

Do the "Social Influences Worksheet" with the students.

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Lesson 12

Many Pathways

Before the Class

✓7th grade teachers: Have monitor and VCR reserved for this session. Also have the Minnesota series videotape ready to view, Part 1, "Smoking, Why Not?"

✓5th grade teachers: Have the "Huff 'n' puff" handout ready to distribute.

Evaluation

Please fill out the evaluation form for Lesson 12.

Summary

Review Lesson 12 content: reasons why people engage in risky behaviors, and skills to deal with social pressures.

Enrichment Activity

Have students write a paragraph or two about a time when they felt they were exposed to a strong social influence to engage in a risky behavior. (No one needs to say whether he/she did the behavior.)



Attention Teachers!

The "Skills to Deal With Social Pressure" chart is the most important guide for you in Lesson 12 and 13. (See "Teacher Information Sheet")

Reserve a VCR and monitor for the next lesson.

Now is a good time to start preparing for Lesson 16's Healthful Snacks Party, including sending an invitation to parents (see example below), and ordering food. You may request food items ahead of time from the head cook of your school. ***See lesson 16 "Before the Class" section for further information.**

Dear _____,

In the past few weeks, your child has been learning many exciting things in the Pathways to Health curriculum. This health promotion curriculum seeks to promote healthy lifestyles through good nutrition and tobacco avoidance. In order to share what your child has learned, we would like to invite you to participate in our Healthful Snacks and Sharing Party, held on (date), at (time), in our classroom.

We are asking the students to bring in, if possible, a low-fat or high fiber snack to share (fresh fruits, vegetables, pretzels, etc.). The students will be showing you some of the activities they worked on in the Pathways to Health curriculum including projects, skits, interviews, and raps.

Please come and join us in the fun!

Sincerely,

(Teacher's Name)

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Lesson 12

Teacher Information Sheet

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, radio or in magazines) try to make you think like they do, or make you think a certain way.

Some Reasons Why People Start To Smoke And Chew Tobacco:

1. Peer pressure from friends who try to get them to smoke or chew.
2. A family member smokes or chews.
3. They think smoking or chewing makes them look "grown up"
4. They think smoking or chewing relaxes them.
5. Advertising makes them think smoking and chewing are good things to do.

Some other risky behaviors that you may be pressured into are eating junk food or not exercising. The first column of the social pressures chart lists other risky behaviors.

Skills To Deal With Social Pressures Chart:

When discussing the chart, examples may be used that are realistic to your community, school, or classroom. For example, students may easily relate to a situation that may occur at a basketball game or a cultural event in your community.

Please Give Us Your Opinion

Lesson 12

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

1. The "Skills to Deal with.. ." chart
2. The "Social Influences" worksheet
3. If you did the enrichment paragraph writing activity, it

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher "Skills to Deal with . . ." chart help prepare you for teaching this lesson? _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

Lesson 13

Choosing the Best for Me

Overview

This lesson includes a videotape, a discussion, and a skit on how to develop refusal skills.

Teaching Goals

1. To make students aware that they have choices when social pressures are applied to them.
2. To teach students various refusal skills.

Learning Objectives

At the end of this lesson, students will be able to:

1. Name at least three refusal skills.
2. Demonstrate at least three refusal skills.

Before the Class

- ✓ Have the Minnesota Series videotape, Part II, "If Your Friends Smoke, Do You Have To?" ready to view.
- ✓ Write Lesson 13 Words to know on separate index cards (one word per card, one card per group) for the activity.
- ✓ Read the Teacher Information Sheet.

Evaluation

Please fill out the evaluation form for Lesson 13.



Introduction

Review contents of previous lesson on "Many Pathways." Inform students that today's lesson will discuss refusal skills and how to develop them.

Words to Know (Refusal Skills)

- ✓ Excuse
- ✓ Ignore
- ✓ Joke
- ✓ Say No
- ✓ Stand Up For Yourself

Discussion



Show videotape Minnesota Series Part II, "If Your Friends Smoke, Do You Have To?" (9 minutes) Discuss content.

Using the "Skills to Deal with . . ." chart in the workbook, go over each concept, emphasizing those in the fourth column.

Review the "Words to Know (Refusal Skills)" list with the students. (See "Teacher Information Sheet.")

Activity



Divide class into groups of three students each. Assign each student a number 1, 2, or 3. Using the workbook information, have them go to different areas of the room in those groups of three to make a "Refusal Skills Skit." All the "1s" will be the persons that the "2s" and "3s" are trying to pressure into smoking or chewing tobacco. Hand each group an index card with a refusal skill on it. That word will be the technique they will use to demonstrate refusal skills. Give students several minutes to come up with their lines and to practice the skit once. Encourage them to be creative. Ask a group to volunteer to be first to perform their skit while the others are seated. Have the audience identify which refusal technique was used in the skit.

Summary

Review Lesson 13 content. Point out good refusal skills you saw in the skits—let students have their input as well.

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Lesson 13

Choosing the Best for Me

Enrichment Activity

Perform the refusal skills skit as a class contest. Give prizes to the group with the best skit. Invite the principal, counselor, or other interested staff to be part of the audience on the day of the skit.

Attention Teachers!



Remind students to bring in tobacco ads (including magazine ads, T-shirts, hats, key chains, drink coolers).

Reserve a VCR and monitor for the next lesson.

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Lesson 13 Teacher Information Sheet

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. **Say No.** To tell someone no with words or body language, such as walking away.
5. **Stand Up for Yourself.** To tell someone you do not want to do something you are being pressured to do.

Refusal Skills

This outline provides detailed information on the five techniques emphasized in this lesson.

1. How To Make An Excuse:

- Think of something you could or should do instead.
- Tell only the truth, because if you don't you could get caught in a lie. As a result, people could get *really* mad at you. Here are some examples:
 " My uncle is supposed to come over. I've got to go."
 "I need to go help get supper ready."
 "I'm expecting a phone call."
 "I've got other plans."
- There's one excuse that never fails. "I have to go to the bathroom. See you later."

2. How To Ignore:

- You can ignore what other people say or suggest. You can:
 1. listen to music
 2. listen to what someone else is saying
 3. start doing something else, like getting ready to go
- You can ignore:
 1. bad ideas, like smoking or chewing tobacco
 2. what people say when they are gossiping or passing rumors

3. How To Make A Joke:

- Can you make people laugh sometimes? Then you can make a joke to avoid pressure.
- Such as:
 They say: "Want to go for a ride?"
 You say: "Where, on the Ferris wheel?"
- Have fun with people.
- They might stop teasing somebody and go along with you if you make a joke.

4. How To Say No:

- "No" is simple and honest.
- It's important to say no quickly.
- Avoid a discussion.

Lesson 13

Teacher Information Sheet

- Your voice and face will also help.
- Two ways to say no:
 1. words (verbally)
 2. body language (non-verbally)
- For example, you can say or do the following or both:

"That's dumb"	Shake your head
"Don't want to"	Wave your hands
- You can walk away from trouble, or from something you don't want to do.
 1. if in a group, leave without being noticed.
 2. if with one other person, walk away if you can't think of anything to say
- You don't have to explain yourself; what you do speaks louder than words.
- How you leave is important. Be confident. You can:
 1. walk off casually
 2. wave your hand as you walk away as if to say no, not for me
- It's important to leave the area completely and not return soon, or else that person may begin pressuring you again.
- If somebody won't take no for an answer after you've said it two times, you probably need to leave. If you don't, two things might happen:
 1. you could get talked into trouble, or
 2. you could get into a serious argument

5. Stand Up For Yourself:

- There might be times when you have to get tough with people. You've said no or tried not to get involved and it just won't work. Then it's probably time to stand up for yourself.
- **Be careful: this can backfire!** People can make us mad when they tease us and could have a fight on their hands.
- **There's a better way!** You need to learn to fight with words. Words are more powerful than fists.
- What if someone calls you a chicken? You could stand up for yourself and say:

"Scared to do it by yourself?"

"Big deal. I'd rather be a chicken than a turkey like you."

"Yeah, I am. Anybody smart would be."

Lesson 13

Teacher Information Sheet

- **Best Friends**

What if you say no to your best friend and he or she gets mad at you. He or she might say. "I thought you were my friend!"

You can stand up for yourself by being honest and truthful. You could say:

"If you were my friend, you wouldn't be so bossy."

"If you were my friend, then you wouldn't try to talk me into doing something that I don't want to do."

Please Give Us Your Opinion

Lesson 13

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. The "If Your Friends Smoke . . ." videotape
- 2. The refusal skills skit

**Worked
Well**

**Worked
OK**

**Didn't
Work**

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Was Lesson 12 an adequate building block for Lesson 13? _____

Other comments _____

Today's Date _____

Teacher's Name _____

School _____

PATHWAYS TO HEALTH



UNIT SIX

LESSON FOURTEEN — FIFTEEN:
THE ADVERTISING GAME

Lesson 14

Hidden Messages

Overview

This lesson includes a videotape, a discussion of advertising's hidden messages and its target audiences. There is an in-class analysis of advertisements and a collage-making activity for 5th grade. 7th grade will do a rap contest refusing the suggestions of tobacco ads.

Teaching Goal

To teach students to identify hidden messages in advertising so they will become wiser consumers.

Learning Objectives:

At the end of this lesson, students will be able to:

1. Identify at least three types of hidden messages in tobacco advertising.
2. Identify and define vocabulary words.

Before the Class

- ✓ Have butcher paper, paste or glue, scissors, and markers ready for the collage-making activity (5th).
- ✓ Set-up VCR and monitor.
- ✓ Have your tobacco ad collection ready to share with students.



Introduction

Review contents of previous lesson, "Choosing the Best For Me." Inform students that today's lesson will show them how to identify hidden messages in tobacco advertising.

Words to Know

- ✓ Advertisements
- ✓ Hidden Messages
- ✓ Target Audience



Discussion

Identify and define the vocabulary words.

Show Minnesota Series videotape Part III, "Aren't We Smarter Than That?" Discuss.



Collect ads from the students. Generate a discussion on how tobacco manufacturers target a certain audience to sell their products to. Use the ads to identify who the target audiences are and what the hidden messages say.

Show "Dusty the Dragon" videotape and discuss. This is a good summary of Lessons 11-14.

Activity

5th grade teachers: "Tobacco Ad Refusal Collage." Have the students make a collage from the magazine tobacco ads that were collected. Cut a piece of butcher paper to accommodate all the ads. Have students glue the ads to the paper. Leave space to write around the pictures. When the collage is dry, each student can use a marker to write the hidden message, and his/her own refusal response near his/her ad(s). Comments can be serious or funny. Have fun with them.

7th grade teachers: "Tobacco Ad Refusal Rap." Have students analyze the ads. Have them react to an ad with a negative response written as a

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Lesson 14 Hidden Messages

✓ Read "Teacher Information Sheet."

Evaluation

Please fill out the evaluation form for Lesson 14.

rap. (They might want to work in pairs.) When they finish the written raps, have students perform them in a class contest for the "most popular rap." Have the students vote for the best rap. Give an incentive (extra points, pencils, extra privilege, etc.) to the winner(s).

Summary

Review Lesson 14 content: what are hidden messages in advertising and who are their target audiences?

Enrichment Activity

Do a "Look-Alike Tobacco Chart" with the class. See "Lesson 14, Enrichment Activity" instructions.



Attention Teachers!

Make sure letters of invitation have been sent to parents for Lesson 16's healthful snacks party. Other arrangements with the head cook should also have been made (see Lesson 12 "Attention Teachers!" section).

Reserve VCR and monitor for Lesson 15.

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Lesson 14 Teacher Information Sheet

Words to Know

1. Advertisements: 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 the 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.

Tobacco Advertising

The cigarette industry spends \$1.5 billion dollars a year on advertising. Ads are effective because of their hidden messages. Hidden messages are messages that advertisements tell through pictures rather than words. For example: A tough looking cowboy is smoking in an ad. The hidden message is: "If you smoke you will be macho." The words in the ad say one thing, the picture says another.

Some of the hidden messages in cigarette ads are:

1. "If you smoke these cigarettes, you will be popular and have many friends."
2. "Smoking these cigarettes will help you to relax and be calm."
3. "Smoking these cigarettes will help you to look beautiful or handsome, "
4. "If you smoke these cigarettes, you will have material wealth."

Advertising states that cigarettes deliver flavor and satisfaction. They imply that smoking is a way to achieve outdoor freshness and sociability (sex appeal and romance, athletic ability, and individuality). The ads appeal to rugged male and emancipated female images.

Chewing and dipping smokeless tobacco ads make you think there's a safe way to use tobacco. The ads imply that chewing and dipping is less harmful to your health than smoking. Famous professional athletes, rock stars, rodeo riders, and country western musicians are named as chewers to promote an image of chewers as popular, tough, and liking the "great outdoors."



ENRICHMENT ACTIVITY INSTRUCTIONS: TOBACCO LOOK-ALIKES



Materials needed:

- ✓ 2 posterboards, 28" X 22" (a color that shows printed letters well)
- ✓ glue
- ✓ markers

samples of tobacco products:

- ✓ 1 can of snuff
- ✓ 1 pouch of chewing tobacco
- ✓ 1 pack of cigarettes (preferably one that can be matched by a candy look-alike)
- ✓ 1 cigar

samples of tobacco look-alikes:

- ✓ 2 cans of gum "smokeless tobacco" (6' Bubble Tape, Jerky Stuff)
- ✓ 1 pouch of chewing gum "smokeless" tobacco (Big League Chew)
- ✓ 2 packs of candy cigarettes (facsimile of real cigarettes if possible, e.g. KOOL)
- ✓ 1 candy/gum cigar

Directions:

- ✓ Label posterboards, A (top) and B (bottom).
- ✓ Important! Remove all real tobacco products and candy

On Sheet A:

- ✓ Arrange all product samples to clearly demonstrate their similarities by placing real and imitation packages next to each other.
- ✓ Group all smokeless tobacco containers together, all cigarettes, cigars, etc.
- ✓ Allow an appropriate amount of space between each group of samples,
- ✓ Outline all the items in pencil. Place a star or dot on the outlines of the real products.
- ✓ Remove all products.
- ✓ With a penknife, scissors, or Exacto knife, cut out the pencil-outlined areas of the real tobacco products.

- ✓ Be sure each item will fit through the openings you have cut since you will glue these real tobacco products to sheet B.

Place Sheet A over B:

- ✓ Trace the stencils of the real products on sheet B.
- ✓ Glue the real tobacco products to their outlines on sheet B.
- ✓ Let glue set until items are securely fastened.

On sheet A:

- ✓ Glue the look-alike items to sheet A.
- ✓ Let glue set until the look-alike items are securely fixed to the sheet.

On sheet B:

- ✎ Use colored markers to print information about tobacco around each of the real products on sheet B.

- ✎ Include the following information:

The decision is yours!

Tobacco trouble: Bad breath, yellow teeth, bums, smelly hair, smelly clothes, loss of appetite, stained fingers, tooth decay, emphysema, chronic bronchitis, cancer, heart disease, leukoplakia, mouth cancer, gum disease, chronic cough, excess mucus, nicotine addiction . . .

Save your lungs - Protect your heart

Don't use tobacco

On Sheet A:

- ✎ Center and print the title "Tobacco Look-alikes" on this sheet.

Note:

You can also do a smaller version of this activity by cutting one posterboard (28" x 22") in half and using those halves as A (top) and B (bottom). You may not be able to use as many tobacco products and look-alikes as the larger project, but the smaller scale may make the activity easier for students.



Please Give Us Your Opinion

Lesson 14

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

- 1. The discussion to identify hidden messages in ads . . .
- 2. The "Tobacco Ad Refusal Collage" (5th)
- 3. The "Refusal Rap" (7th)
- 4. If you did the enrichment activity, the chart

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Was Lesson 13 an adequate building block for Lesson 14?

Other comments _____

Today's Date _____

Teachers Name _____

School _____

Lesson 15 What's the Scoop?

Overview

In this lesson, students will learn about food advertising techniques and learn how advertising can influence their food choices.

Teaching Goals

1. To introduce students to the advertising strategies used in promoting foods and food products.
2. To introduce students to the relationship between advertising and behavior (e.g., how advertising can influence food choices).

Learning Objectives

At the end of this lesson students will be able to:

1. Identify five advertising strategies.
2. Discuss how advertising influences their selection of foods.
3. Identify and define Lesson 15 vocabulary words.

Before the Class

- ✓ Bring the VCR and monitor into the classroom (5th grade only).

Evaluation

Please fill out the evaluation form for Lesson 15.

Introduction

Review the contents of the previous lesson, "Hidden Messages." Inform students that today's lesson will discuss advertisements and the role they play in our selection of foods.

Words to Know

- | | |
|--------------------|----------------|
| ✓ Appeal Technique | ✓ Brand Name |
| ✓ Consumer | ✓ Exaggeration |
| ✓ Message | ✓ Misleading |
| ✓ Persuade | ✓ Product |
| ✓ Slogan | ✓ Trademark |

Discussion

Define the vocabulary words.

Discuss (from "Teacher Information Sheet") how advertising and brand names developed historically. Describe how today's advertisers persuade us to buy their products.

Ask the students the following questions. You may wish to write the answers to some of the questions on the board.

1. **What is your favorite commercial on TV? (On radio? In magazines? In stores? On billboards?)**
2. **Why do you like them?** (song, visuals, characters, funny, cool, etc.)
3. **What are some of the food advertisements you have seen on TV?**
4. **How often have you seen the following advertised: Apples? Oranges? Bananas? Carrots? Broccoli? Potatoes? Meat? Milk?**

Are these advertised as often as other food products? (No) Why not? (Less popular, less profitable, advertised through other media, etc.)

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Lesson 15 What's the Scoop?

5. What reasons do food ads give (or imply) for you to buy their products? (tastes better than others, value, etc.)

6. What is the real reason they want you to buy their product? (profit for them)

7. Have you ever been disappointed after trying a new food product that was advertised? Why?

8. Was the ad misleading? How?

9. Do you believe everything an ad says? Should you? (No, if it sounds too good to be true—be careful!)

10. How do advertisers try to appeal to people your age? (“cool” characters, use actors of same age, use of cartoons, show activities that you like to do, etc.)

11. What are some of the words advertisers use to attract your attention? (new, free, improved, great taste, more, cool, fun, etc.)

12. What do these words tell you about the actual product? (not much)

13. Are there hidden messages in food advertisements? (yes) What are some of them? (popularity, happiness, wealth, longevity, athletic ability, etc., very similar to tobacco ads)

Complete the following worksheets with the students:

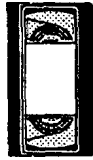
"Ways To Make Ads Appealing"

"Why We Remember Ads"

"Matching Slogans To Food Products" (5th)

"Fill in the Product Slogan" (7th)

Lesson 15 What's the Scoop?



Activities

5th Grade Teachers:

View the "Supergoop" videotape with the class (13 minutes). This videotape shows how advertising works, what ads don't tell you, and reinforces the selling for profit aspect of ads. Discuss questions on the Supergoop worksheet.

7th Grade Teachers:

Have the students create an ad for a healthful food using one or more appeal or selling techniques to sell the product to the rest of the class. They may wish to create a trademark, song, or funny character to go with their ad. Ask students to perform their ad (you may wish to videotape this) or put it on a poster and have the other students vote if they would buy it.

Homework

5th Graders:

Have the students complete the "What Are Those Food Ads Trying to Sell?" handout and present their findings to the class.

7th Graders:

Have the students complete the "What About Those Commercials!" handout and present their findings to the class.

Enrichment Activities

1. Schedule a field trip or assign as homework a trip to a grocery store or market. Have students locate heavily advertised foods (cereal, candy, etc.). Are they easier to find than less advertised foods like fruits, vegetables, or milk? Have students identify where on shelves (eye level) and where in the store (up front, near the checkout counter) these heavily advertised foods are located. Discuss with students why shelf position of their products is so important to advertisers.

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Lesson 15

What's the Scoop?

2. Have the students collect trademarks from print media (newspapers, magazines, junk mail) and ask them to identify the target audience of each.

3. (5th) Assist the students in making collages of foods to eat more of versus foods to eat less of, using food advertisements in old magazines and newspapers. Discuss why the foods fall into one category or the other.

4. (5th) Have students make a wall mural by drawing a map of their community and showing places where they find ads (home - TV; car - radio; store - circulars, food packages, posters; roadways -billboards).

5. (7th) Have the students prepare a report on the selling techniques of infomercials, the one-half to one-hour long ads that resemble a talk-show (e.g., The Juice Man).

6. (7th) Ask the students to write about their favorite food ad, including why they like it, the appeal technique(s) used, the main message, and if they feel the ad is truthful.

▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲

Lesson 15

Teacher Information Sheet

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).

Every child is a consumer, and, as a result, television and other forms of advertising target many of their efforts to this segment of the audience.

Children are especially susceptible to misleading information and are easily persuaded to desire products they may not need or otherwise want. They watch, on average, in excess of 27.5 hours of television per week (Nutrition Comes Alive, 1985) and more than 20,000 commercials per year. Approximately 60% of commercials targeting children are for food products, the majority of which are not nutritious.

One of the goals of schools is to foster informed consumer skills in students. By providing your students with the information in this lesson, you can increase their knowledge of the techniques used to sell products through advertising and enhance their skills as informed consumers.

Protection From False Advertising

The Federal Trade Commission (FTC) is a regulatory agency charged with protecting the rights of consumers. This protection includes scrupulous surveillance of advertising. As consumers have become more wary of puffed-up or exaggerated advertising claims, the FTC has instated regulations that require advertising claims to be substantiated by scientific or otherwise reliable proof. If an advertisement does not meet these requirements, the FTC can take one or more of the following actions:

1. levy a fine on the offender;
2. require that the advertisement be withdrawn, and/or;
3. require the offender to run "corrective advertising."

Kids Against Junk Food

Members of the new Kids Against Junk Food organization released a survey of cartoon shows broadcast between 8 a.m. and noon on the Washington DC. affiliates of ABC, CBS, NBC, Fox, and Nickelodeon on Saturdays in February 1992. Out of a total of 433 commercials and public service announcements counted, 263 were about food. Seventy-nine were for sugar-coated cereal, eight for low-sugar cereal, 59 for candy, 35 for fast food, 30 for beverages or

Lesson 15 Teacher Information Sheet

chocolate syrup, 27 for entrees of canned pasta, 14 for cookies and four for chips. Seven were nutrition ads or public service announcements. There were no paid ads for fresh fruits, fresh vegetables, bread, or fish, the survey said (*Health Education Reports*, vol. 14, No. 17, September 10, 1992).

The History of Advertising

Advertising as we know it today has its roots in the European Industrial Revolution (late 18th century). With an increased demand for mass production of food, manufacturers had to inform larger groups of people that they had something for sale. In those days there was no TV or radio; therefore, advertisements began appearing in newspapers and were distributed with the help of peddlers. Peddlers would go door to door, or town to town trying to sell their products. The advertisement messages were simple: "Bread for Sale" or "Pies for Sale." That was enough information for the public because they knew what bread and pies were made of. As more food products were mass produced, greater competition developed. To help distinguish their products, competitors began to use "brand names" such as "Betty's Baked Bread" or "Larry's Lemon Pies."

As the number of brand names increased, creative advertising became more necessary. With the development of radio and TV, the advertising segment exploded. Advertisers began using methods that would increase the sales of their brand name product. They composed jingles or songs. Characters were introduced that appealed to consumers. Packages with bright colors were used and words like new or improved were added. Free gifts were offered as incentives for purchasing the product. Advertisers soon realized that the placement of the product in the grocery store was very important—it was found that the best place to put a product was at eye level or the end of an aisle.

Most of these methods are still practiced today. It is important to remember that highly advertised foods are not necessarily nutritious, of better quality, or less expensive. All advertisers want is for us to buy their products.

Lesson 15 Teacher Information Sheet

Target Audience Programming

Advertisers have long been savvy at matching their products with the target audience of specific TV and radio programs. That is why commercials for children's products proliferate during children's programs.

Why “Un-Brands” Are “Un-Advertised”

Why is it that you see TV ads for different brands of fast foods and soda pop all too often, but hardly ever see commercials for wholesome foods like fresh fruits and vegetables? The answer is because there usually is no owner brand for fresh produce unlike for high-profit, highly processed snack foods. This situation is slowly changing, however, as trade associations (like the American Dairy Association, the Beef Council of America, and the Produce Marketing Association) begin mass-marketing campaigns in hopes of increasing over all consumption regardless of the brand or producer.

The following article, "Why Does Cereal Cost So Much?," describes the cost breakdown of brand name cereals and why the price of cereals has increased so dramatically in the last few years. The information in this article is applicable to other brand name products as well.

Please Give Us Your Opinion

Lesson 15

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

1. The discussion of ads?
2. The student worksheets?
3. The videotapes?
4. The ad creation? (7th only)
5. The homework assignment?

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Did the teacher information sheet prepare you for teaching this lesson? _____

Was Lesson 14 on adequate building block for Lesson 15?

Other comments _____

Today's Date _____
 Teacher's Name _____
 School _____

Lesson 16 Pathways to Health Wrap-Up

Overview

This lesson will include a review of the concepts in the previous units.

Through a Healthful Snacks and Sharing Party, the students will be able to practice concepts they learned in the Nutrition Unit.

The students will also share a couple of the best-liked skits and/or raps, their tobacco collages, their intergenerational interviews, or they may share other Pathways to Health activities they have completed.

Teaching Goals

1. To review the major concepts of the Pathways to Health curriculum.
2. To provide a forum (Healthful Snacks and Sharing Party) for the students to demonstrate what they've learned.

Learning Objectives

1. The students will recall and discuss cancer risk factors:
 - a) high-fat diet
 - b) low-fiber diet
 - c) diet low in fruits and vegetables
 - d) smoking tobacco use
 - e) oral tobacco use



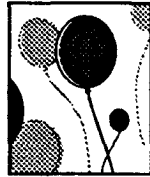
Introduction

In spite of the festive atmosphere of this lesson, remind students that they will be reviewing Lessons 1-15 before they start the party.



Discussion

With Lesson 16 learning objectives in mind, review the five health-promoting behaviors. This review summarizes the main concepts of the Pathways to Health curriculum.



Activity

Party time! Before eating, have the children share with their parents some of the activities they have done in the past few weeks. Given a limited amount of time, it is a good idea to make an agenda of the students' activities. Encourage the students to share their feelings toward their Pathways to Health experience. Have fun!



Attention Teachers!

Please be aware that some students may not be able to bring in healthful snacks for the party. Arrange to have low-salt pretzels, unbuttered popcorn, and a vegetable or fruit tray, if possible. Remember, food service may be able to provide appropriate foods for you.

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Lesson 16

Pathways to Health Wrap-Up

2. The students will recall and discuss the following health-promoting factors:

- a) low-fat diet
- b) high-fiber diet
- c) diet high in fruits and vegetables
- d) avoid using smoking tobacco
- e) avoid using oral tobacco

Before the Class

✓ Be sure to send a letter to the parents inviting them to your Healthful Snacks and Sharing Party for the last day of the Pathways to Health curriculum.

✓ If you want to serve low-fat individual frozen yogurt or Ice Juice Bars, they should have been ordered ahead from the head cook.

✓ Have a group of volunteers memorize the "Wellness Rap" to perform for the parents.

Evaluation

Please fill out the evaluation form for Lesson 16

▲▲▲▲▲▲▲▲ NOTES ▲▲▲▲▲▲▲▲

Please Give Us Your Opinion

Lesson 16

Teacher: Please take a few moments to fill out this survey. Since this is a new curriculum, your comments are vital to its future success. Thank you for your time.

<u>Worked Well</u>	<u>Worked OK</u>	<u>Didn't Work</u>
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- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1. | The curriculum review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The Healthful Snacks and Sharing Party | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The parental participation in the party | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Major strengths of today's lesson _____

Major weaknesses of today's lesson _____

Other comments _____

Today's Date _____

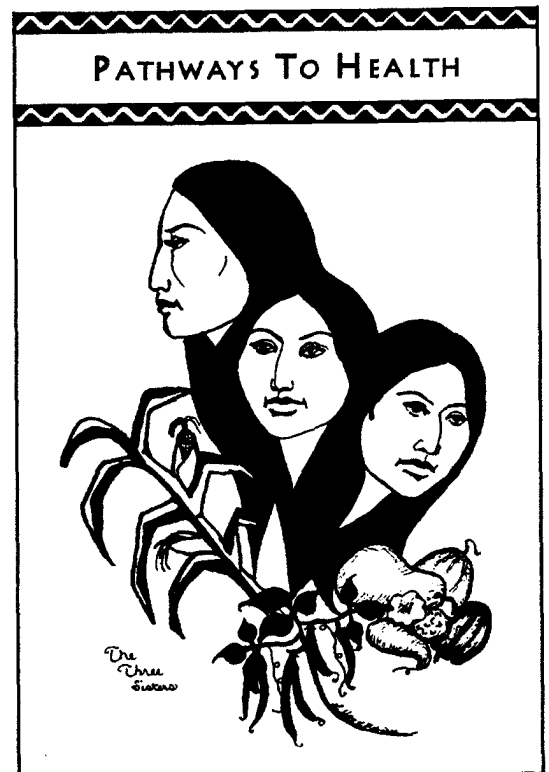
Teacher's Name _____

School _____

NEW MEXICO STATE DEPARTMENT OF EDUCATION

Competencies

7th Grade



PATHWAYS TO HEALTH CURRICULUM

Nutrition Unit

HEALTH EDUCATION

7H: Nutrition

1. Explain the relationship between caloric intake and level of activity to body weight

7K: Disease Prevention

1. Explain how lifestyle choices help reduce the risk of disease

LANGUAGE ARTS

7A: Reading

1. Make generalizations
2. Classify information
4. Propose possible explanations/outcomes
5. Compare and contrast
7. Summarize
8. Visualize and create images
13. Understand and use information from materials such as textbooks, trade books, references, magazines, newspapers, schedules, and directories

7B: Writing

1. Follow sequential order and use exact verbs in a narrative
2. Describe a person, place, or thing using vivid modifiers
3. Include emotional appeal to support an opinion in persuasion
5. Compose/draft sentences that use standard grammatical construction
7. Edit/proofread for conventions such as correct spelling, capitalization, and punctuation

7C: Listening

1. Receive and interpret verbal and nonverbal messages and respond with understanding by using active listening techniques
3. Participate in dialogue with peers and adults
6. Listen to conversation, drama, music, poems, stories, and electronic media, and react through art, dance, discussion, drama, and/or writing

7D: Speaking

1. Give impromptu/informal/formal presentations
4. Speak clearly
5. Communicate to express ideas and to accomplish a variety of purposes such as informing, persuading, reporting, and entertaining
7. Participate in informal/formal group discussions/activities

7E: Studying

3. Interpret maps, graphs, tables, and charts
4. Classify information/materials into categories
8. Select appropriate study methods or formulas such as SQ3R (survey, question, read, recite, review), memorization, etc.
9. Use test-taking techniques
10. Build/expand vocabulary

11. Produce materials by adapting formats for specific purposes and/or occasions

MATHEMATICS

7A: Whole Numbers

1. Add, subtract, multiply, and divide whole numbers

SCIENCE

7A: Observing

1. Describe the texture of various substances
2. Compare properties of two or more objects

7B: Classifying

1. Group similar objects on the basis of quantitative properties

7D: Measuring

1. Use appropriate derived units for specific measurements

7E: Communicating

4. Communicate information between data points on line and bar graphs

7F: Inferring

1. Make inferences about a real event or an object from a model

7G: Interpreting Data

1. Deduce cause and effect relationships from given data
2. Recognize the meaning of selected terms used in the field of science

7I: Formulating Questions and Hypotheses

2. Identify conditions that cause or influence a change in variables

7M: Recognizing Impacts

1. Select cause-and-effect relationships to explain contemporary problems
5. Use scientific knowledge and skills in everyday situations
6. Be aware of the application of science to everyday life in the areas of consumerism, safety, careers, and computers
7. Recognize relationships between specific rapid changes in technology and their impact upon society
12. Demonstrate the use of scientific processes in personal decision-making

SOCIAL STUDIES

7A: United States History

2. Recognize the ethnic/cultural diversity that characterizes American society
4. Recognize factual claims supported by evidence

7C: United States Economy

2. Describe how people meet basic needs from sources at hand
3. Describe the interrelationship of technology and society
4. Identify New Mexico's natural resources, major crops, products, and industries and determine their roles in the growth of the state

7D: Geography

2. Define the interrelationships between climate and land use
3. Identify the interrelationships between the physical environment and people
4. Describe the impact that technology has had on land usage

6. Compare and contrast the geographic, economic, social and cultural similarities among countries in the Americas

7E: New Mexico

1. Describe the Indian cultures of New Mexico from pre-Columbian times to the present in New Mexico
2. Cite examples of the contributions of Spain, Mexico and the United States to New Mexico's development
4. Describe the multiple uses of the environment by people in the state
8. Hypothesize the impact of one culture on another
9. Identify economic, political, cultural, and technological linkages of New Mexico to neighboring states, the nation, and the world

7F: World History

1. Recognize cultures that influenced New Mexico's history

ART

Create Art

2. Express personal ideas, feelings, and experiences

Exhibit Sensory Awareness and Problem-Solving Abilities Through Art

1. Use the senses through exploration of a variety of art media

PATHWAYS TO HEALTH

Lifestyles Unit

HEALTH EDUCATION

7K: Disease Prevention

1. Explain how lifestyle choices help reduce the risk of disease

LANGUAGE ARTS

7A: Reading

1. Make generalizations
2. Classify information
4. Propose possible explanations/outcomes
5. Compare and contrast
7. Summarize
8. Visualize and create images
13. Understand and use information from materials such as textbooks, trade books, references, magazines, newspapers, schedules, and directories

7B: Writing

1. Follow sequential order and use exact verbs in a narrative
2. Describe a person, place, or thing using vivid modifiers
3. Include emotional appeal to support an opinion in persuasion
5. Compose/draft sentences that use standard grammatical construction
7. Edit/proofread for conventions such as correct spelling, capitalization, and punctuation

7C: Listening

1. Receive and interpret verbal and nonverbal messages and respond with understanding by using active listening techniques
3. Participate in dialogue with peers and adults
6. Listen to conversation, drama, music, poems, stories, and electronic media, and react through art, dance, discussion, drama, and/or writing

7D: Speaking

1. Give impromptu/informal/formal presentations
4. Speak clearly
5. Communicate to express ideas and to accomplish a variety of purposes such as informing, persuading, reporting, and entertaining
7. Participate in informal/formal group discussions/activities

7E: Studying

4. Classify information/materials into categories
10. Build/expand vocabulary
11. Produce materials by adapting formats for specific purposes and/or occasions

SCIENCE

6. Compare and contrast the geographic, economic, social and cultural similarities among countries in the Americas

7E: New Mexico

1. Describe the Indian cultures of New Mexico from pre-Columbian times to the present in New Mexico
2. Cite examples of the contributions of Spain, Mexico and the United States to New Mexico's development
4. Describe the multiple use of the environment by people in the state
8. Hypothesize the impact of one culture on another
9. Identify economic, political, cultural, and technological linkages of New Mexico to neighboring states, the nation, and the world

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1. Recognize cultures that influenced New Mexico's history

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PATHWAYS TO HEALTH CURRICULUM

Tobacco Unit

HEALTH EDUCATION

Psychomotor

1. Develop complex fundamental, perceptual, motor, and rhythm skills for a variety of team sports and activities

Affective

1. Exhibit socially desirable and acceptable behaviors in the area of assuming responsibility

7B: Mental/Emotional/Source Health

1. Describe constructive ways to reduce stress

7K: Disease Prevention

1. Explain how lifestyle choices help reduce the risk of disease

LANGUAGE ARTS

7A: Reading

1. Make generalizations
2. Classify information
3. Identify propaganda
4. Propose possible explanations/outcomes
5. Compare and contrast
6. Make inferences
7. Summarize
8. Visualize and create images
13. Understand and use information from materials such as textbooks, trade books, references, magazines, newspapers, schedules, and directories

7B: Writing

3. Include emotional appeal to support an opinion in persuasion
4. Write, using the process involving prewriting/brainstorming

7C: Listening

1. Receive and interpret verbal and nonverbal messages and respond with understanding by using active listening techniques
2. Listen to specific information and correctly convey the message to a third person
3. Participate in dialogue with peers and adults
4. Construct questions to elicit specific information needed to clarify a message
6. Listen to conversation, drama, music, poems, stories, and electronic media, and react through art, dance, discussion, drama, and/or writing

MATHEMATICS

7M: Consumer Mathematics

2. Calculate final price of an item including tax

7N: Calculator Math

2. Use the decimal point key

SCIENCE**7A: Observing**

1. Describe the texture of various substances
2. Compare properties of two or more objects

7F: Inferring

1. Make inferences about a real event or an object from a model

7G: Interpreting Data

1. Deduce cause and effect relationships from given data
2. Recognize the meaning of selected terms used in the field of science

7I: Formulating Questions and Hypotheses

2. Identify conditions that cause or influence a change in variables

7J: Experimenting

3. Recognize and define a problem, then formulate a research question
5. Employ safe laboratory procedures and practices

7K: Modeling

2. Demonstrate the use of prepared models to explain phenomena

7M: Recognizing Impacts

1. Select cause-and-effect relationships to explain contemporary problems
2. Describe the direct and indirect role of individuals on the quality of the environment
5. Use scientific knowledge and skills in everyday situations
6. Be aware of the application of science to everyday life in the areas of consumerism, safety, careers, and computers
7. Recognize relationships between specific rapid changes in technology and their impact upon society

SOCIAL STUDIES**7A: United States History**

2. Recognize the ethnic/cultural diversity that characterizes American society

7C: United States Economy

2. Describe how people meet basic needs from sources at hand

7E: New Mexico

1. Describe the Indian cultures of New Mexico from pre-Columbian times to the present in New Mexico
2. Cite examples of the contributions of Spain, Mexico and the United States to New Mexico's development
8. Hypothesize the impact of one culture on another

7F: World History

1. Recognize cultures that influenced New Mexico's history

ART**Create Art**

1. Produce original and imaginative works of art through both traditional and experimental means
2. Express personal ideas, feelings, and experiences
4. Develop techniques used in expressive materials for two- and three-dimensional forms
5. Demonstrate basic techniques in the proper care of tools, equipment, and materials

Exhibit Sensory Awareness and Problem-Solving Abilities Through Art

1. Use the senses through exploration of a variety of art media
2. Respond to ideas in the students own and others' artwork and know how best to express these ideas (forming and producing)

Experience Historical and Cultural Art

2. Actively produce and display art that reflects the student's unique experience and awareness of self and others with an appreciation for the final product

MUSIC

Make Music, Alone and With Others

4. Respond to the conducted beat of simple and compound meters
5. Demonstrate listening skills required for performance level
6. Demonstrate the importance of the individual role in achieving group performance goals
7. Perform by memory as required for festivals, choral performances, and marching band performances, etc.

Use The Vocabulary and Notation of Music

4. Reproduce simple rhythmic and melodic patterns

PATHWAYS TO HEALTH **Social Pressures Unit**

HEALTH EDUCATION

7B: Mental/Emotional/Social Health

2. Demonstrates refusal and decision making skills using real life situations

7K: Disease Prevention

1. Explain how lifestyle choices help reduce the risk of disease

LANGUAGE ARTS

7A: Reading

1. Make generalizations
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7E: Studying

4. Classify information/materials into categories
10. Build/expand vocabulary
11. Produce materials by adapting formats for specific purposes and/or occasions

SCIENCE

7M: Recognizing Impacts

1. Select cause-and-effect relationships to explain contemporary problems
2. Describe the direct and indirect role of individuals on the quality of the environment
5. Use scientific knowledge and skills in everyday situations
7. Recognize relationships between specific rapid changes in technology and their impact upon society
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SOCIAL STUDIES

7A: United States History

2. Recognize the ethnic/cultural diversity that characterizes American society
4. Recognize factual claims supported by evidence

7E: New Mexico

1. Describe the Indian cultures of New Mexico from pre-Columbian times to the present in New Mexico
8. Hypothesize the impact of one culture on another

7F: World History

1. Recognize cultures that influenced New Mexico's history

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PATHWAYS TO HEALTH
The Advertising Game Unit

HEALTH EDUCATION

7B: Mental/Emotional/Social Health

1. Demonstrate refusal skills and decision making skills using real life situations

7K: Disease Prevention

1. Explain how lifestyle choices help reduce the risk of disease

LANGUAGE ARTS

7A: Reading

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9. Identify economic, political, cultural, and technological linkages of New Mexico to neighboring states, the nation, and the world

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Exhibit Sensory Awareness and Problem-Solving Abilities Through Art

1. Use the senses through exploration of a variety of art media

LIBRARY MEDIA

7C. Selection of Resources

3. Demonstrate an ability to locate information by using the library catalog, asking the librarian, and browsing
7. Determine which resources are appropriate for an assignment

7D. Utilization of Resources

3. Demonstrate the proper care of the following non-book materials and equipment necessary for their use: filmstrips; computer software; audio recordings; video cassettes; pictures/illustrations; and slides