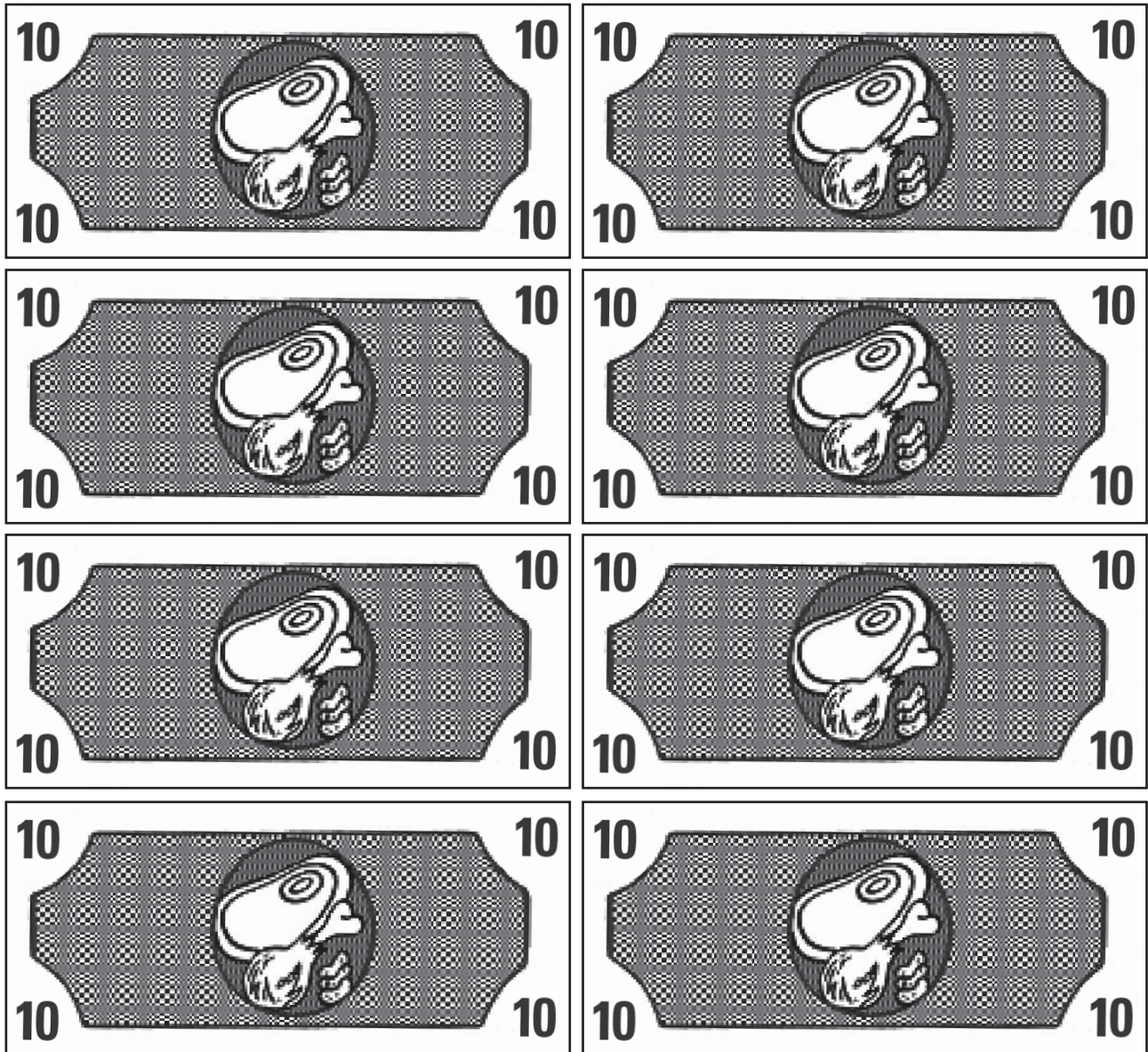




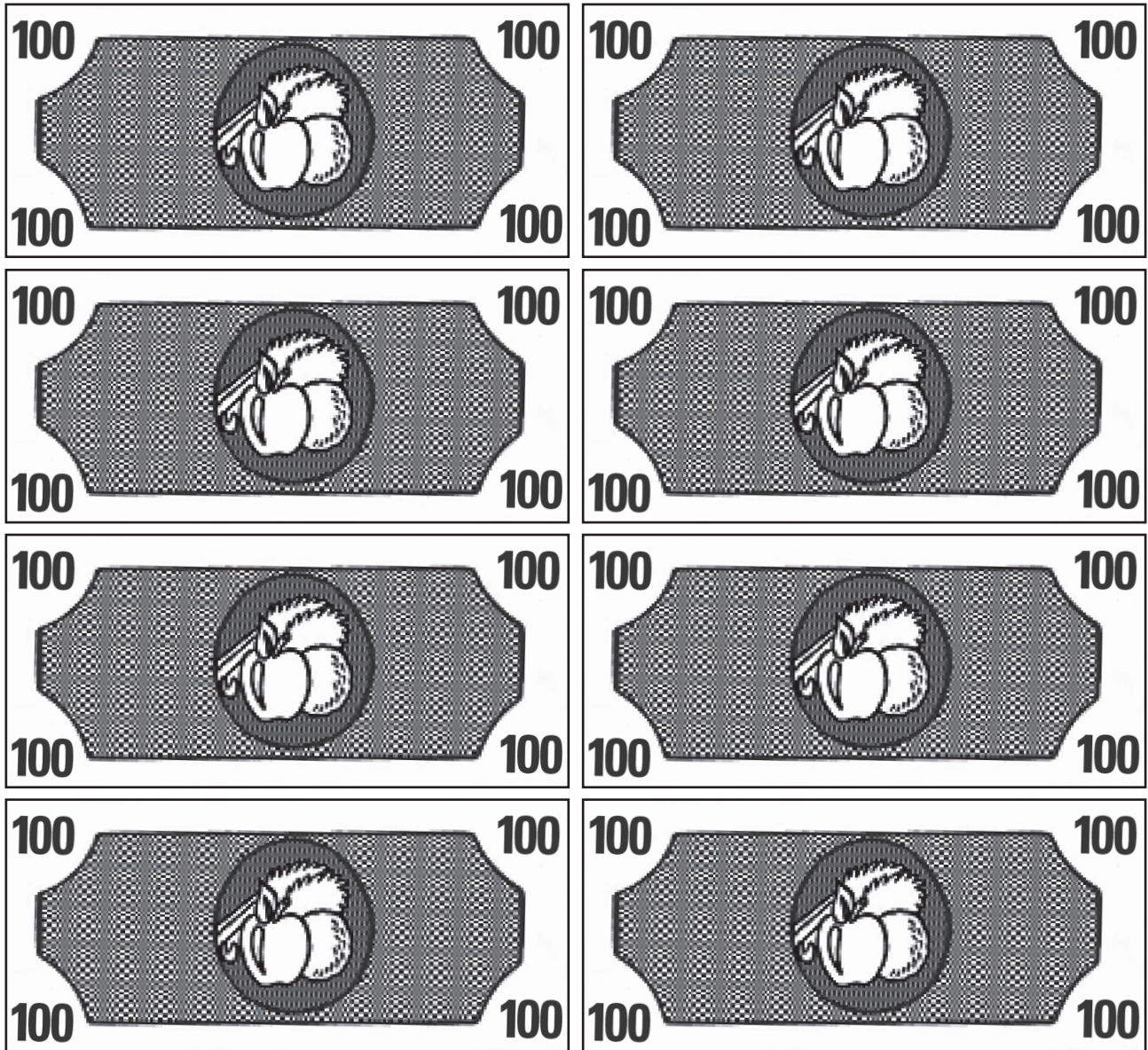
1.1

Energy Game Bills





1.1





1.2

Biff's Food and Activity Journal

What Biff Ate in One Day (Energy *In*)

Breakfast

Pancakes with butter and syrup	400 Calories
Glass of orange juice	100 Calories

Lunch

Large cheeseburger	400 Calories
Medium French fries	400 Calories
Soda (16 ounces)	200 Calories

Dinner

Hot dog	240 Calories
Chocolate shake (small)	400 Calories

After you have finished counting all your energy bills and putting them in the cup, count all of them again. Write the total number of Calories that Biff ate during the day here: _____





1.2

Biff's Activity in One Day (Energy *Out*)

Sleeping (10 hours)	500 Calories
Sitting (8 hours)	400 Calories
Walking (1 hour)	120 Calories
Video games (3 hours)	200 Calories
Watching TV (2 hours)	120 Calories

1. Did you have enough energy bills for all of the Calories Biff needed for his activities? Yes or no?

If you answered yes, answer these two questions:

- a. How many Calories are in your paper clip? (Count the Calories on the bills in the paper clip.) _____
- b. How many Calories are still in the cup? (Count the Calories on the bills still in the cup.) _____

If you answered no, answer these two questions:

- a. How many Calories are in your paper clip? (Count the Calories on the bills in the paper clip.) _____
- b. How many Calories did you still need after removing all the bills from the cup? (From your list, add the Calories for each activity that you didn't have bills for.) _____





1.2

2. Which of the following is true based on the results of your energy game?

Circle one.

- a. Biff ate more Calories than he used in his activities on this day.
- b. Biff ate fewer Calories than he used in his activities on this day.
- c. Biff ate the same number of Calories as he used in his activities on this day.

3. For Biff, his energy *in* was _____ his energy *out*.

Use one of the following in the blank:

- a. greater than
- b. less than
- c. equal to





1.3

Teena's Food and Activity Journal

What Teena Ate in One Day (Energy *In*)

Breakfast

Strawberry toaster pastry	400 Calories
Diet soda	0 Calories

Lunch

Hot dog	240 Calories
Ranch chips	200 Calories
Diet soda	0 Calories

Dinner

Taco	300 Calories
Diet cookies	200 Calories
Diet soda	0 Calories

After you have finished counting all your energy bills and putting them in the cup, count all of them again. Write the total number of Calories that Teena ate during the day here: _____





1.3

Teena's Activity in One Day (Energy Out)

Sleeping (10 hours)	500 Calories
Sitting (8 hours)	400 Calories
Running (2 hours)	620 Calories
Dancing (2 hours)	600 Calories
Watching TV (2 hours)	120 Calories

1. Did you have enough energy bills for all of the Calories Teena needed for her activities? Yes or no?

If you answered yes, answer these two questions:

- How many Calories are in your paper clip? (Count the Calories on the bills in the paper clip.) _____
- How many Calories are still in the cup? (Count the Calories on the bills still in the cup.) _____

If you answered no, answer these two questions:

- How many Calories are in your paper clip? (Count the Calories on the bills in the paper clip.) _____
- How many Calories did you still need after removing all the bills from the cup? (From your list, add the Calories for each activity that you didn't have bills for.) _____





1.3

2. Which of the following is true based on the results of your energy game?

Circle one.

- a. Teena ate more Calories than she used in her activities on this day.
- b. Teena ate fewer Calories than she used in her activities on this day.
- c. Teena ate the same number of Calories as she used in her activities on this day.

3. For Teena, her energy *in* was _____ her energy *out*.

Use one of the following in the blank:

- a. greater than
- b. less than
- c. equal to





1.4

Pat's Food and Activity Journal

What Pat Ate in One Day (Energy *In*)

Breakfast

Cereal with 2% milk	200 Calories
Banana	100 Calories

Lunch

6-inch roasted chicken sub sandwich	300 Calories
Raw veggies and dip	100 Calories
Baked sour cream and chives chips	100 Calories
Chocolate milk (8 ounces)	140 Calories

Dinner

Turkey and Swiss on whole wheat bread	320 Calories
Tossed salad with light dressing	200 Calories
Reduced-fat frozen yogurt	100 Calories
Popcorn	100 Calories
Apple	100 Calories

After you have finished counting all your energy bills and putting them in the cup, count all of them again. Write the total number of Calories that Pat ate during the day here: _____

page 1 of 3





1.4

Pat's Activity in One Day (Energy *Out*)

Sleeping (10 hours)	500 Calories
Sitting (8 hours)	400 Calories
Walking (1 hour)	120 Calories
Dancing (1 hour)	300 Calories
Playing basketball (2 hours)	300 Calories
Helping around the house (1 hour)	80 Calories
Watching TV (1 hour)	60 Calories

1. Did you have enough energy bills for all of the Calories Pat needed for her activities? Yes or no?

If you answered yes, answer these two questions:

- How many Calories are in your paper clip? (Count the Calories on the bills in the paper clip.) _____
- How many Calories are still in the cup? (Count the Calories on the bills still in the cup.) _____

If you answered no, answer these two questions:

- How many Calories are in your paper clip? (Count the Calories on the bills in the paper clip.) _____
- How many Calories did you still need after removing all the bills from the cup? (From your list, add the Calories for each activity that you didn't have bills for.) _____





1.4

2. Which of the following is true based on the results of your energy game?

Circle one.

- a. Pat ate more Calories than she used in her activities on this day.
- b. Pat ate fewer Calories than she used in her activities on this day.
- c. Pat ate the same number of Calories as she used in her activities on this day.

3. For Pat, her energy *in* was _____ her energy *out*.

Use one of the following in the blank:

- a. greater than
- b. less than
- c. equal to





2.1

Then and Now

Foods	Then	Now
Activities	Then	Now





2.2

hunting deer for food and clothing
hunting buffalo for food and clothing
hunting bear for food and clothing
men working hard to take care of everyone
strong, healthy bodies
women working hard to take care of families
planting seeds in a garden for food
children helping with chores
children playing games outside
children inside most of the time
eating foods that are not healthy
drinking soda
drinking water
eating chips
eating hamburgers
children inside watching TV
children inside playing video games
many getting sick with diabetes
eating fresh vegetables from the garden
walking to the store for food
riding in cars to the store
riding horses to get from place to place



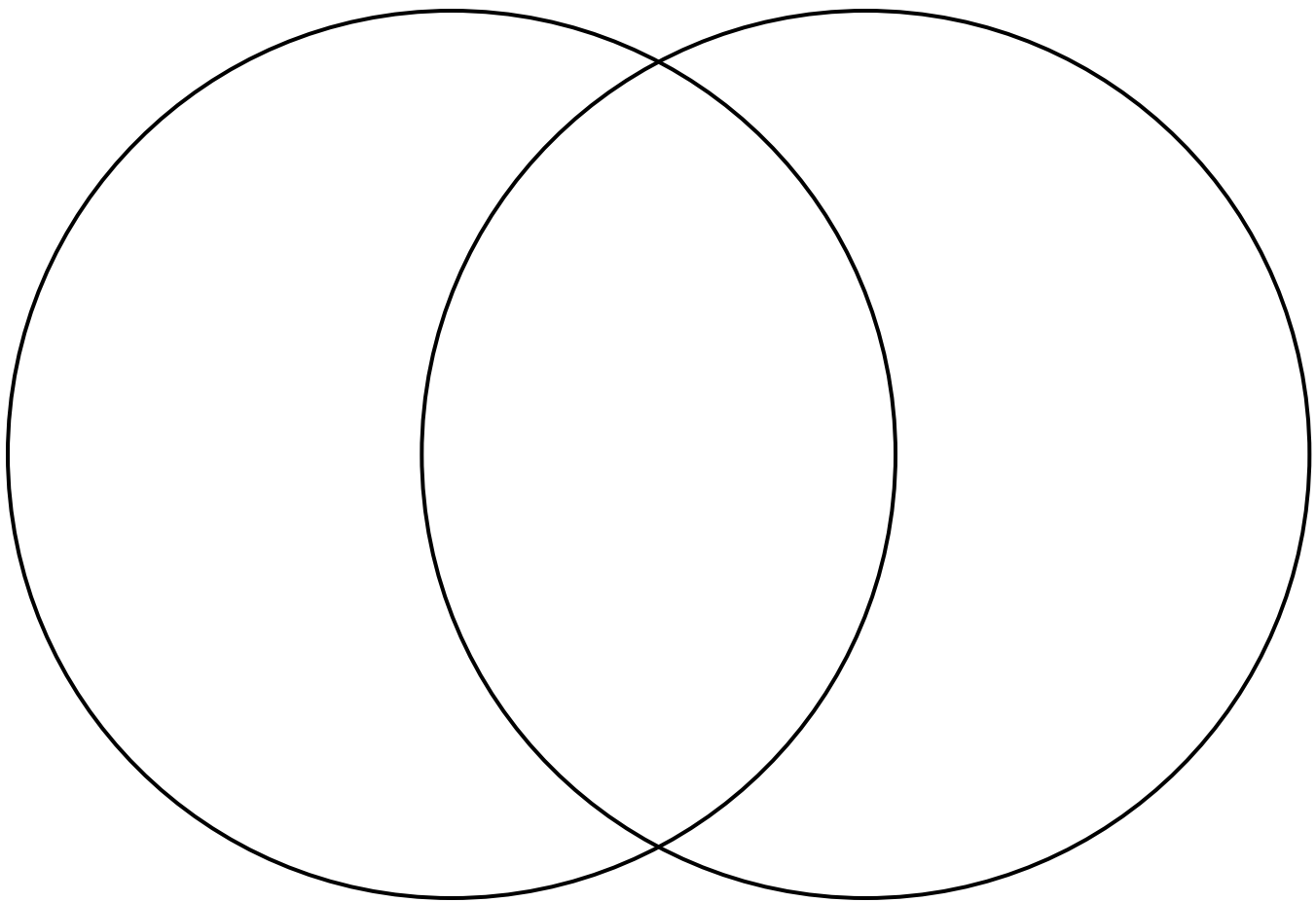


2.3

Then and Now Venn Diagram

then

now





5.1

Native American Foods

Chocolate	“Trail mix”	Chilis	Pineapple
Cranberries	Squash	Pumpkins	Turkey
Enchiladas	Tapioca	Vanilla	Tomatoes
Maple sugar	Peppers	Pancakes	Maple syrup
Wild game	Chia (seeds)	White potatoes	Seaweeds
Dried fruits	Peanuts	Pemmican (jerky)	Watermelon
Sunflowers	Wild rice	Amaranth (grain)	Chewing gum
Venison	Beans	Sweet potatoes	Fish
Popcorn	Tamales	Tortillas	
Corn	Manioc	Quinoa (grain)	





5.2

Four Directions Woodlands Traditional Foods Model





5.3

Explanation of the Woodlands Food Circle

At the center of the Woodlands Food Circle drawing is water, the lifeblood of Mother Earth and a need of all living things. We need to have eight or more glasses of water a day to stay healthy. Foods associated with water radiate out from the center and divide the parts of the circle: maple leaves and seeds to symbolize maple syrup, potatoes, nuts, and fish. Stories for this part of the drawing are the *Water Stories*, *The Gifts of the Trees*, and *The Manaboosho and the Maple Trees*. The sugar bush stories also deal with flavorings and how we used the plant as a medicine. The work involved with making maple syrup was a way to help the people stay in shape.

At the top right of the circle are the grain foods. The main plant here is wild rice. Other seeds that are used for food are added—possibly sorghum, sunflowers, or chia. The dandelion at the outside of the circle shows that the color of this segment is yellow. For many tribes, corn would be the most important plant in this segment, but in the Lake Superior region, the summers have usually been too short and cool for grain corn to ripen, so corn is shown as a vegetable. Starchy potatoes are at the edge of this group. They are high in carbohydrates, but are not grains or seeds. The stories *Wild Rice and Nanaboozho* and *Father of Indian Corn* are for wild rice and corn, and we need six to eight servings a day to stay healthy.

At the lower right of the circle, often colored red for ripeness and the fullness of life, are the fruits and berries. The picture shows strawberries, wild cherries, wild plums, blueberries, blackberries, and raspberries. *The Heartberry* is a story about fruits (available on the TRCD). We need four to six servings of fruit each day.





5.3

The lower left of the circle shows animals commonly used for meat: ducks or geese, buffalo, deer, rabbits, turtle, bear, and fish. High-protein nuts are on the edge of this section. This part of the circle would often be colored black. *How the Deer Got His Antlers* and *Rabbit's Revenge* are for the animal and meat portion of the drawing. We should eat three to four servings of meat or other high-protein foods a day to stay healthy.

The upper left part of the circle shows vegetables: corn, pumpkins, mushrooms, beans, greens, and squash. Stories about the three sisters tell of peas, beans, and squash. We need three to five servings a day to stay healthy.

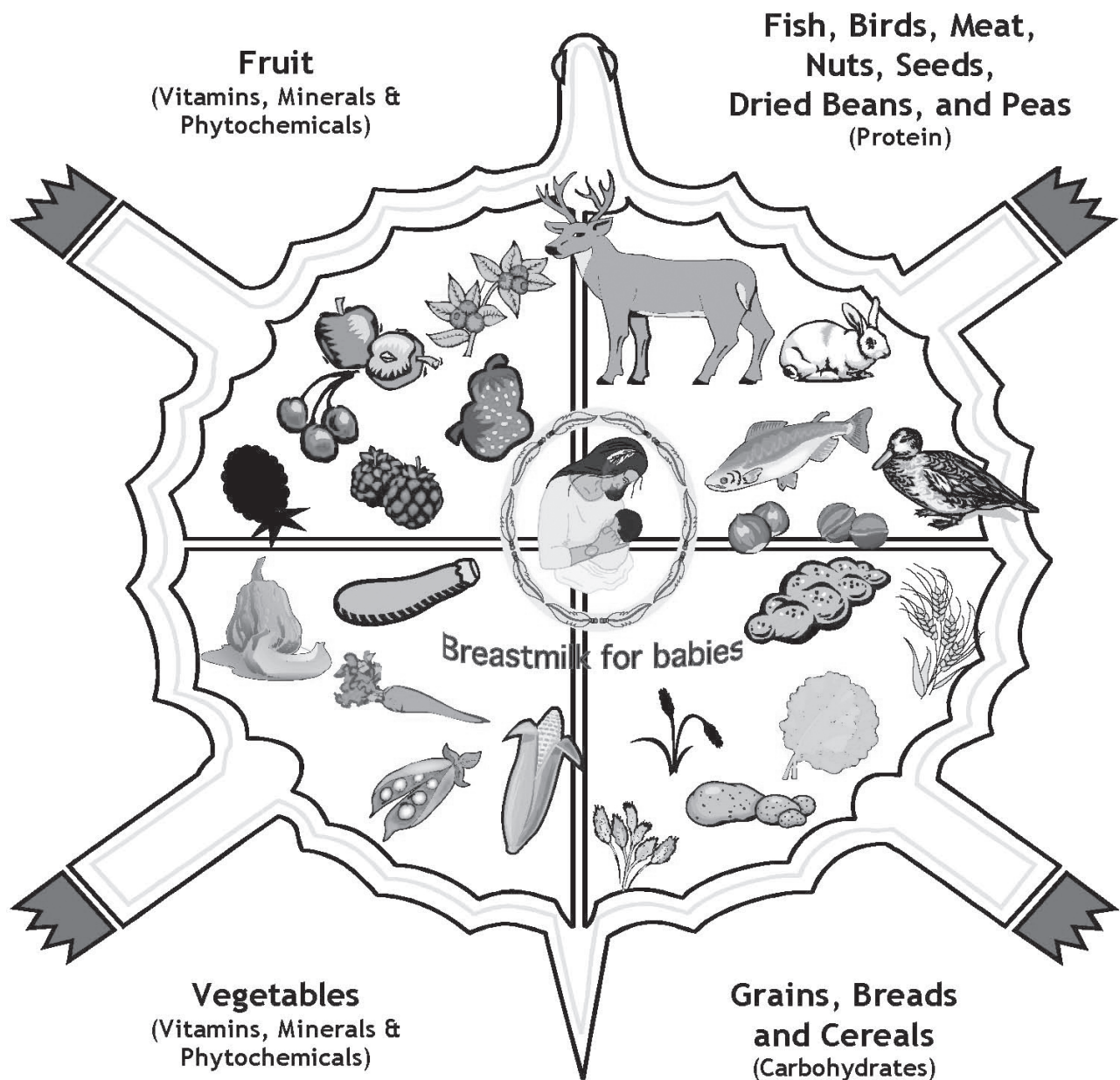
Milk and dairy foods do not appear in this drawing of traditional foods because, except for babies getting mother's milk, Woodland peoples did not use any milk or dairy foods until dairy animals were brought from other countries.





5.4

Native Food Circle: Choices for a Healthy Lifestyle



Dairy products were not a traditional food.





5.5

Explanation of the Native Food Circle

Recommended Number of Servings per Day

Food Group <i>(Count as one serving.)</i>	Sedentary Adults and Children Ages 1 to 4 Years	Children Ages 5 to 12 Years	Active Adults and Teens	Pregnant or Breast-feeding Women or Teens
Grains, breads, cereals: 1 slice bread, 1 roll, 1/2 bun or bagel, 1/2 cup cooked rice, pasta, cereal	6	6–9	9–11	9
Vegetables: 1/2 cup cooked, 3/4 cup vegetable juice, 1 cup raw leafy vegetable	3	3–4	4	4
Fruit: 1/2 cup small pieces of fruit, 3/4 cup fruit juice, 1 medium fruit, 1/4 cup dried fruit	2	2–3	3	3
Fish, birds, meat, nuts, seeds, dried beans, and peas: 2–3 ounces cooked lean meat, fowl, or fish; 1/2 cup nuts or seeds; 1 cup cooked dried beans, and peas	2	2	2	3

Breast milk: Breast milk should be given to all infants from birth to one year or older. Solid foods should be introduced around six months of age.

Dairy: Dairy products were not a traditional food. They provide calcium and vitamin D. Some native people cannot tolerate dairy products because they lack an enzyme that breaks down the “milk sugar”, or lactose. Native people





5.5

obtained calcium from alternative sources such as bone soup or broth, fish-head soup, salmon with the bones, coush, camas, wild carrots, oysters or clams, and leafy greens like dandelion leaves. Today, calcium-fortified orange juice, leafy green vegetables, dried beans, canned salmon with the bones, or supplements can help Native people get the right amount of calcium. If you tolerate dairy products, two to three servings a day are recommended. One serving equals 1 cup of milk, 1½ ounce cheese, 1 cup yogurt, or 2 cups cottage cheese.

Water: Water is a natural resource and given to Native people by the Creator. Teas were made with a variety of plants. Eight to ten glasses of water a day are recommended.

Extras—fats and sweets: These foods provide a lot of extra calories, but very few of the vitamins and minerals needed by the body to function well. Foods like butter, margarine, salad dressing, soda pop, soft drink mixes, sport drinks, pies, cakes, desserts, sugar, honey, candy, fried foods, chips, and fry bread are recommended in very small amounts. Traditional fats and sweets include animal fat, fish oil, honey, and maple syrup.





6.1

Energy In—Traditional and Fast Foods

Traditional Meal

Venison roast (4 ounces)	200 Calories
Wild rice (1 cup)	180 Calories
Fiddleheads (greens; 1 cup)	35 Calories
Bannock (flat bread; 4 ounces)	150 Calories
Raspberries (1/2 cup)	35 Calories

Total traditional meal: 600 Calories

Fast-Food Lunch

Cheeseburger (4 ounces)	530 Calories
French fries (2 cups)	610 Calories
Soda (16 ounces)	200 Calories
Ice cream (1 cup)	320 Calories

Total fast-food meal: 1,660 Calories





6.2

Energy Out—Activities

Activity	Calories per Hour
Sleeping	50
Sitting	60
Walking	120
Playing video games	80
Watching TV	60
Running	310
Dancing	300
Playing basketball	150
Helping around the house	80
Riding a bike	350
Playing soccer	360
Swimming	300





6.3

Name _____

How much activity would a person need to do to use the Calories from each meal? Choose activities listed on the handout *Energy Out—Activities* to find out how many Calories a person uses when doing different activities.

	Traditional Meal	600 Calories	Fast-Food Meal	1,600 Calories
Activity and number of Calories used	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
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	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Total number of Calories used in activities				

Write one or two sentences explaining why it is important for Energy In to balance Energy Out.



6.4

School-to-Home Activity: Exploring the Food Groups

Linking Food Groups with Physical Activity

At school and at home, your child has been learning about different food groups and examples of physical activity. Your child has also learned the importance of being physically active every day, or most days, and to make healthful food choices.

We realize that parents provide the foundation for these concepts at home. We realize that you provide the guidance for your children in healthful eating and physical activity. Here are three activities to do at home with your child to promote healthful eating and physical activity to reinforce the concepts he or she has learned in class.

The following activities will help incorporate healthful eating, experimenting with new foods, and physical activity.

Directions: *Choose one or more of the following activities. These activities can take place during the weekend or anytime that is convenient for you and your child.*

Home Activity 1: Integrate your child into the kitchen. Invite your child to start helping with cooking so that it becomes a family affair. Cooking together also keeps your child active. Show your child the difference between slicing and dicing. Give your child small, safe cooking duties such as stirring dry ingredients or placing fresh vegetables and reduced-fat cheese on your homemade pizza. Remind your child why you're cooking the nutrient-rich foods you chose, rather than fast food or a frozen





6.4

dinner. If your child shows absolutely no interest in culinary activities, suggest that he or she go outside and play.

Home Activity 2: Introduce the “Three-Bite Rule”: be open to the adventure of new tastes! Let your child know that you will be trying several new foods. Remind your child that this can be fun:

- Implement the three-bite rule: everyone has to take at least three bites of every food on the plate.
- After trying all the foods, give each food a grade. A means it’s great, B means it’s pretty good, C means it’s just OK, D means it’s not very good, and F means blah!
- Reassure your child that you will serve a lot more of the A foods, and no more of the F foods.

Make sure your child understands these concepts and be sure to answer any questions so that you can both be working toward the same goal.

Home Activity 3: Take 45 minutes to go outside and play with your child. Play tag, ride a bike, fly a kite, play hide-and-seek, chase your child or have your child chase you. Take a walk around your neighborhood. Help your child see how fun being active can be.

