

## Curriculum Component

The goal of the Curriculum component is to offer a culturally appropriate school-based curriculum that promotes healthful eating behaviors and increased physical activity for American Indian children in grades 3 – 5.

### **Description of Curriculum:**

The curriculum incorporates American Indian concepts that are culturally appropriate for seven American Indian nations who participated in the project. Some of these cultural strategies are recognized as a part of many other American Indian societies.

Pathways is a program to prevent obesity and related complications therefore the emphasis of the curriculum is designed to promote healthy lifestyles for all children. To achieve this, it is important to understand Pathways as a health promotion and not as an obesity prevention program. The framework for the Pathways curriculum is based on Social Learning Theory to encourage changes in the child's environment at home and school. These patterns are introduced by promoting healthful eating and physical activity; by providing opportunities to eat healthful foods; and by creating peer support for selecting healthful foods and doing regular physical activity.

The overall organization of the Pathways curriculum is sequential from third grade through grade five and each grade has its own Teacher's Guide. The scope and sequence includes lessons for the introduction of behaviors as well as skills building for each grade and between grade levels. These lessons average 45-60 minutes to complete. Twenty-four (24) lessons were developed at the third and at the fourth grade levels to be taught in two six-week periods. The fifth grade level has sixteen (16) lessons to be taught over an eight-week period. It is highly important for the lessons to be delivered in sequence to build skills.

The following is a summary description of the thematic approach within each grade level.

In the third and fourth grades, two American Indian characters who are elementary schoolchildren living in an Indian community model the process of changing behaviors to be more positive. They begin a journey with their grandparents, who impart their personal life experiences to stimulate changed behaviors. Through storytelling and appropriate cultural concepts, this journey becomes an educational adventure as well as a reinforcement of cultural pride and knowledge. In the fifth grade, young American Indian runners from the seven nations carry the messages of healthy eating and exercising. Knowledge about fats and sugars encourages the planning of specific meals and snacks while applying the knowledge of Everyday Foods and Sometimes Foods. In physical activity, Trailblazers lead teams to complete a series of trails called the Mt. Pathways Challenge.

*Any questions, contact Sally Davis at [smdavis@unm.edu](mailto:smdavis@unm.edu) or call (505) 272-4462.*

Week 4

# Go for Goal 2



## Goal Box

I, \_\_\_\_\_ ,  
(print your name)

set my second Pathways goal to

\_\_\_\_\_  
(write in the name of the vegetable you will try to eat)

before the next Pathways class.

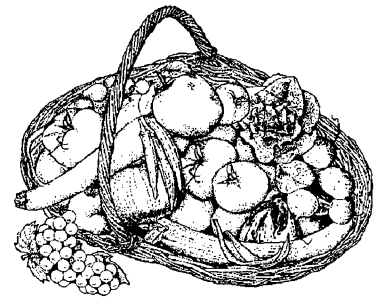
\_\_\_\_\_  
(write in today's date)

\_\_\_\_\_  
(sign your name)

**Goal Check:** ✓ the box **after** you reach your second goal.

Yes! I did it!

I ate \_\_\_\_\_ ,  
(write in the vegetable you ate)



so I reached the goal I set.

\_\_\_\_\_  
(sign your name)