

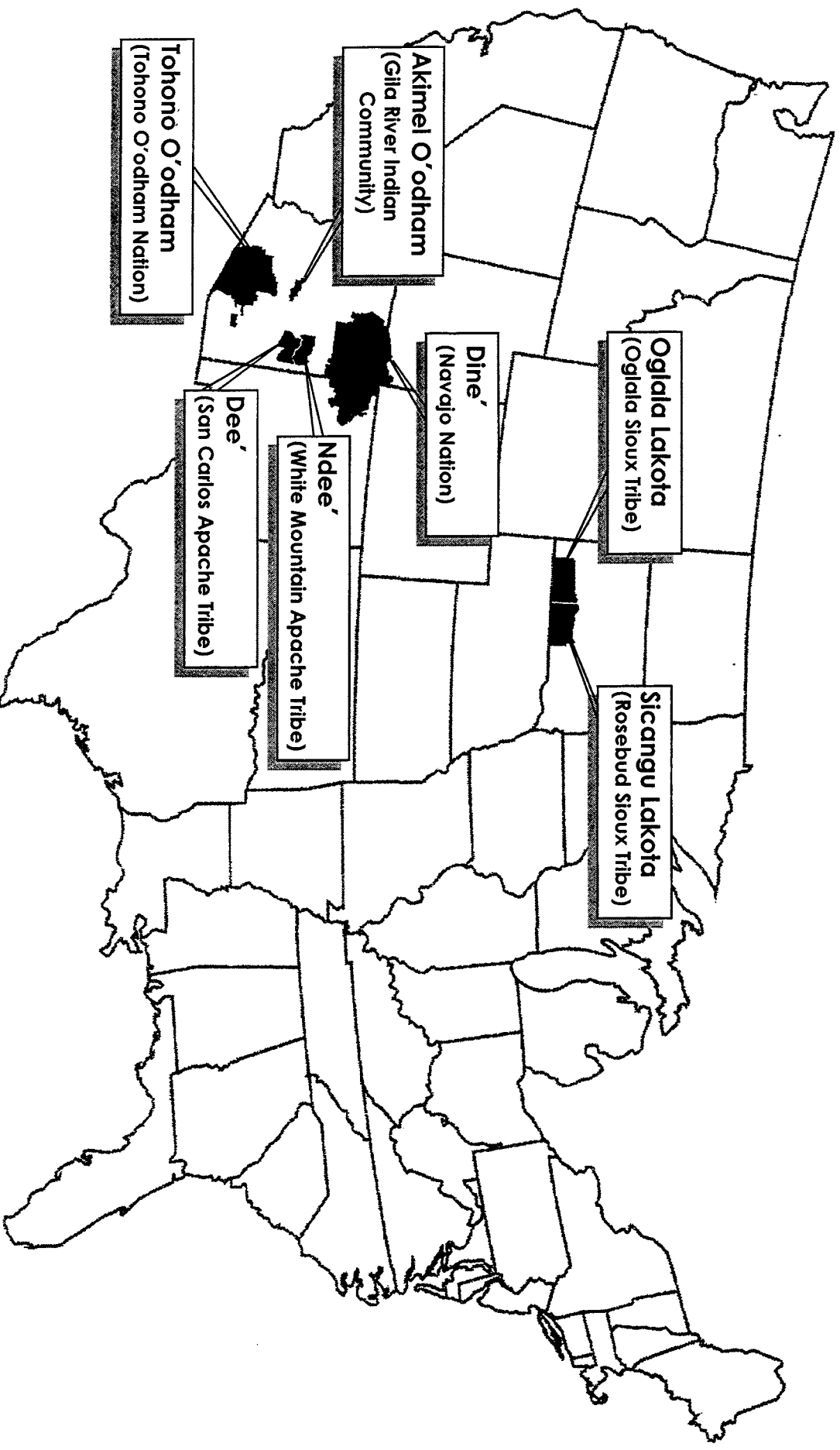
PATHWAYS



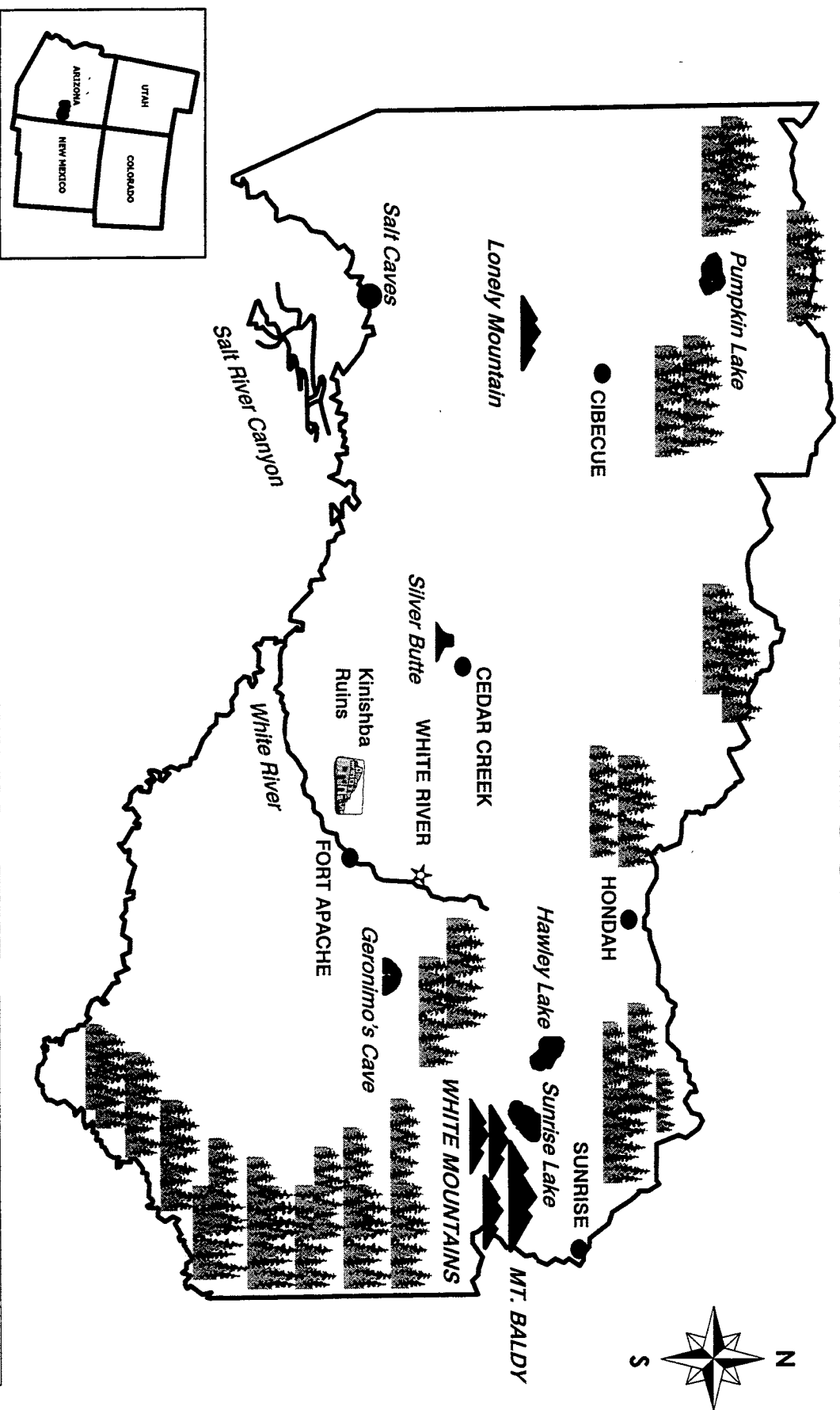
Fifth Grade Student Notebook

Name

PATHWAYS NATIONS MAP



WHITE MOUNTAIN APACHE TRIBE



LAND AREA: 1,664,972 acres
POPULATION: 13,000
ECONOMY: agriculture, livestock, fisheries, timber, tourism
LIVESTOCK: cattle, horses
TRIBAL HEADQUARTERS: Whiteriver, AZ
RADIO STATION: KQNB
NEWSPAPER: Apache Scout

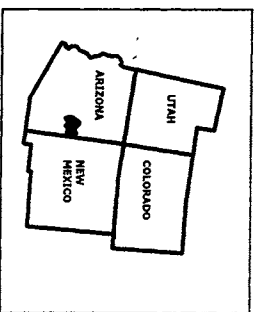
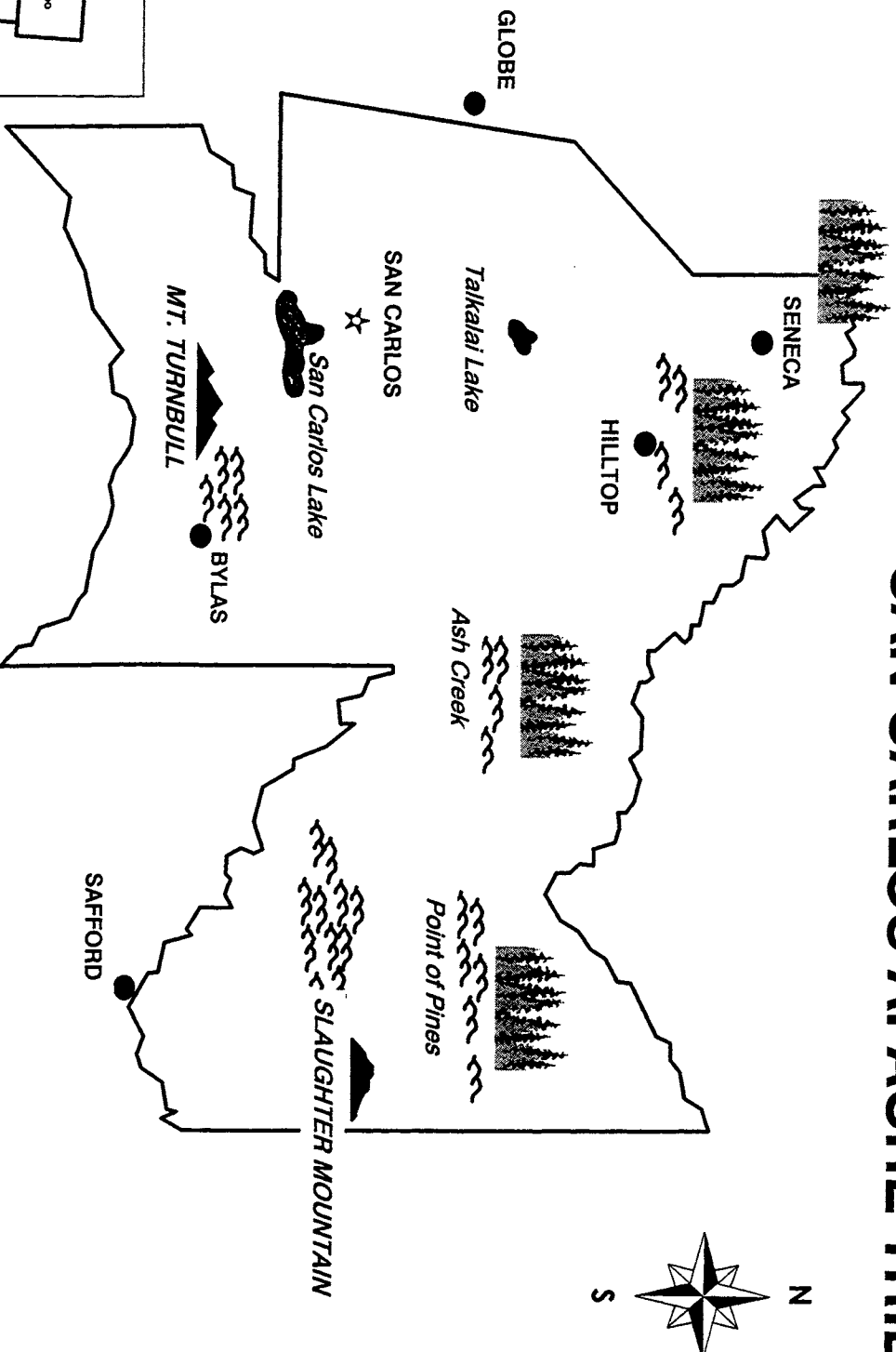
●

Communities

★

Tribal Headquarters

SAN CARLOS APACHE TRIBE



LAND AREA: 1,853,841 acres
POPULATION: 10,000
AGRICULTURE: alfalfa, jojoba beans
LIVESTOCK: cattle, horses
ECONOMY: forestry, mining, tourism
TRIBAL HEADQUARTERS: San Carlos, AZ
NEWSPAPER: *Moccasin*

- Communities
- ★ Tribal Headquarters

Lodge of the Bear



Face Track of the Animals



RED SHIRT

BADLANDS

WANBLEE

Eagle Nest Butte

POTATO CREEK

**Oglala Lakota College
(Piya Wiconi)**

LONGVALLEY

**Chimney
Butte**

KYLE

MANDERSON PORCUPINE

Porcupine Butte

MARTIN

OGILALA

WOUNDED KNEE

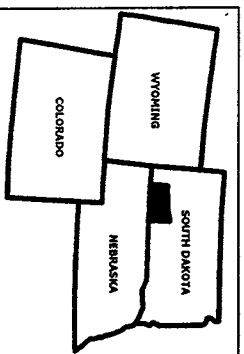
PINE RIDGE ★ O

Lacreek Lake

WYOMING

SOUTH DAKOTA

NEBRASKA



LAND AREA:

1,771,082 acres

POPULATION:

20,806

AGRICULTURE:

winter wheat, alfalfa, millet,

ANIMALS:

deer, elk

TRIBAL HEADQUARTERS:

Pine Ridge, SD

HEALTH SERVICE:

U.S. PHS, Porcupine Clinic,

RADIO STATION:

KILL

- Communities
- ★ Tribal Headquarters
- △ College Headquarters
- College Centers

NAVAJO NATION

MT. HESPERUS

Rainbow Bridge

Monument Valley

UTAH
ARIZONA

NAVAJO MOUNTAIN

Canyon
de Chelly

CHINLE

FT. DEFIANCE

WINDOW ROCK

SAN FRANCISCO PEAK

TUBA CITY

HOPI
RESERVATION

COLORADO

NEW MEXICO

SHIPROCK

MT. BLANCO

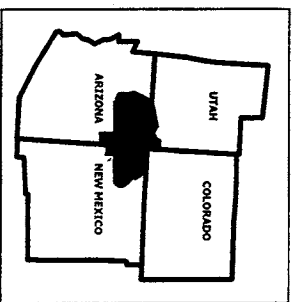
CROWNPOINT

RAIMAH

MT. TAYLOR

CANONCITO

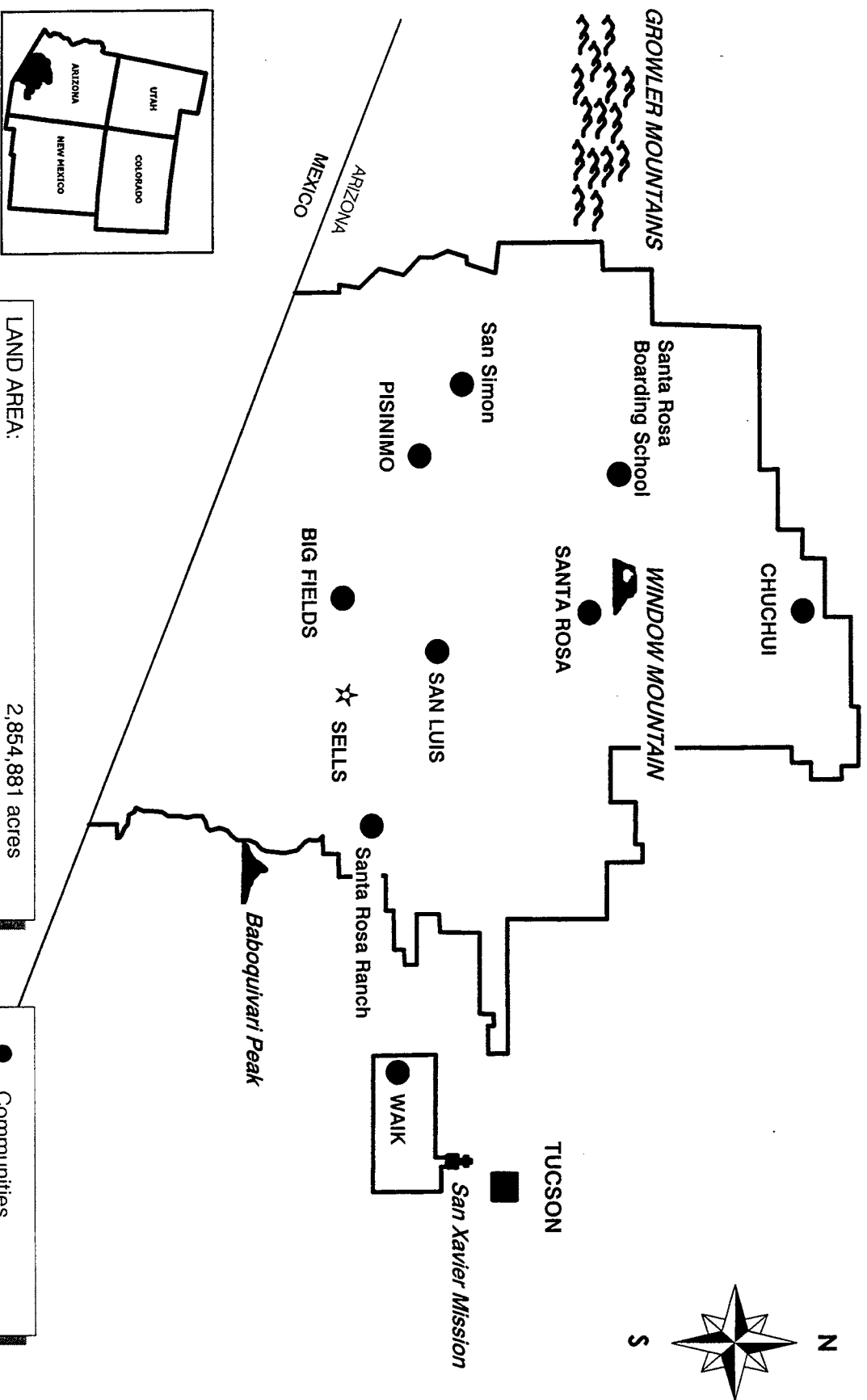
ALAMO



LAND AREA: 16,224,896 acres
POPULATION: 157,716
AGRICULTURE: alfalfa, potatoes, pumpkins, corn
LIVESTOCK: cattle, sheep, horses
TRIBAL HEADQUARTERS: Window Rock, AZ
NEWSPAPER: *Navajo Times*
RADIO STATION: KTNV

△ Agency towns
☆ Tribal Headquarters
▲ Sacred Mountains

TOHONO O'ODHAM NATION

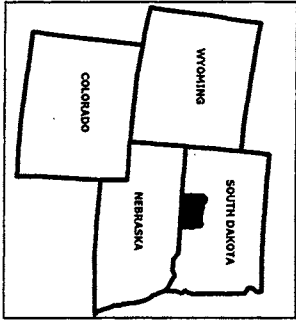
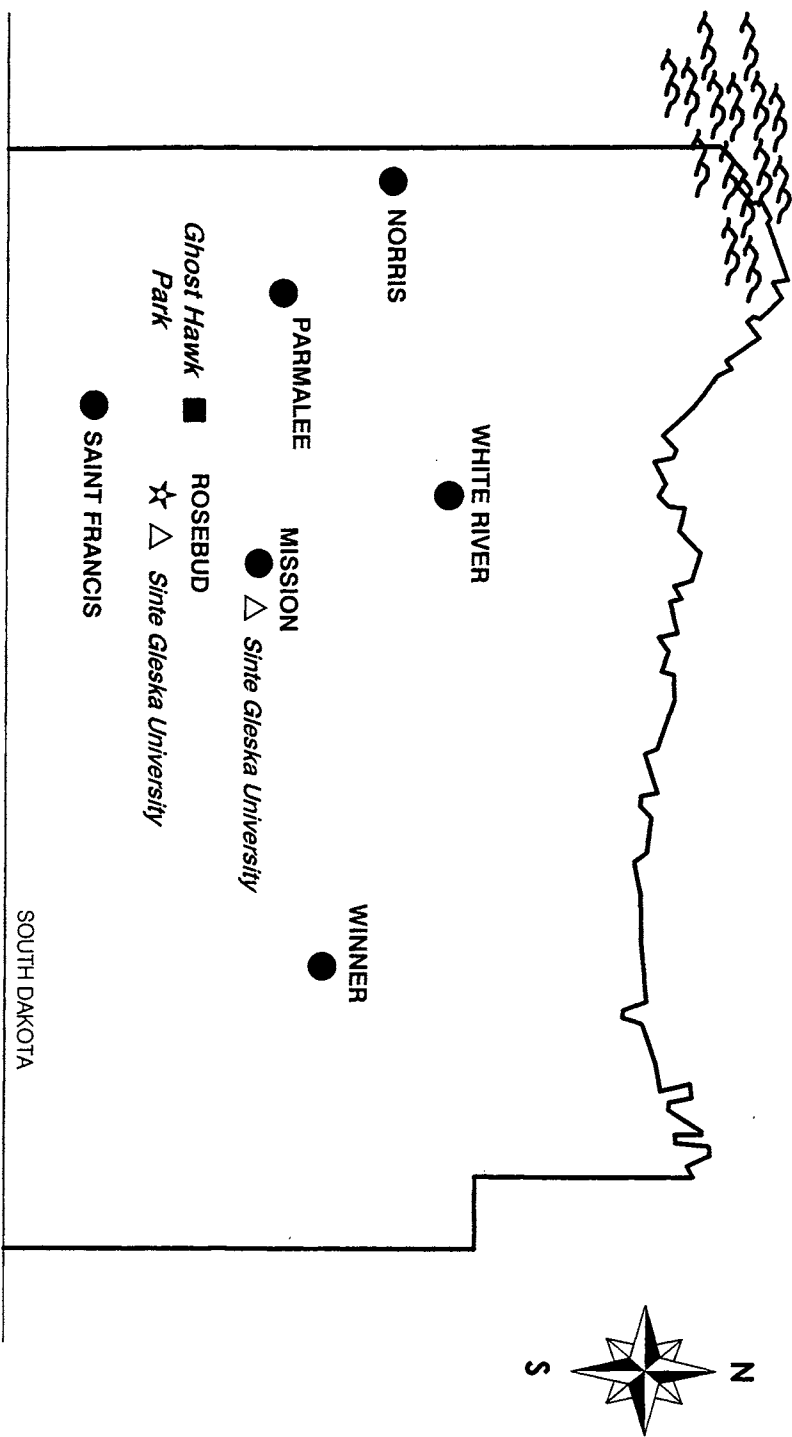


LAND AREA:
POPULATION:
ECONOMY:
TRIBAL HEADQUARTERS:
NEWSPAPER:

2,854,881 acres
18,756
agriculture, gaming,
mining, tourism
Sells, AZ
The Runner

- Communities
- ★ Tribal Headquarters
- ✛ Church

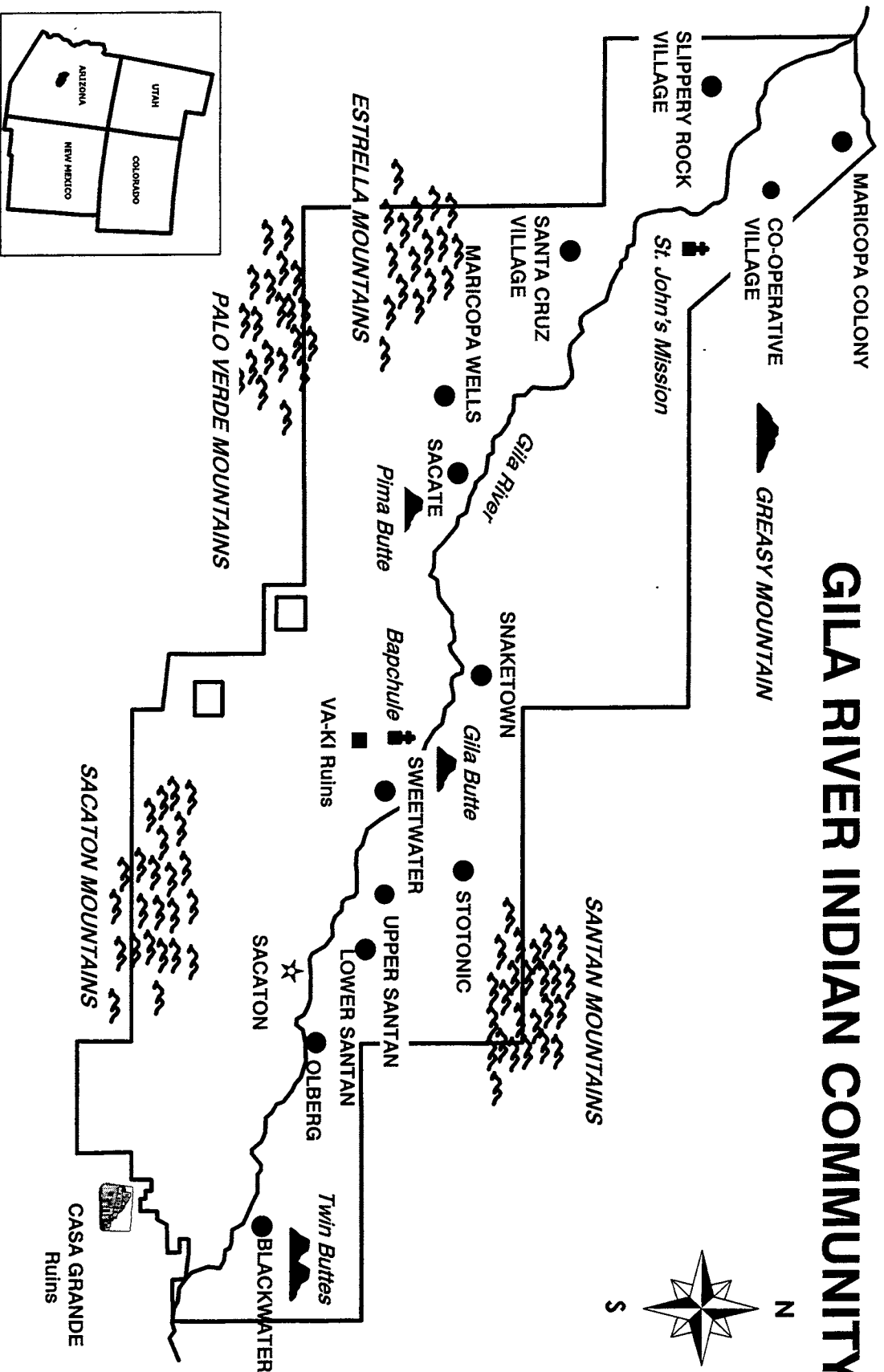
SICANGU LAKOTA TRIBE



LAND AREA:	954,571.76 acres
POPULATION:	28,000
ECONOMY:	forestry, tourism, agriculture
TRIBAL HEADQUARTERS:	Rosebud, SD
HEALTH SERVICE:	Indian Health Service
NEWSPAPER:	<i>Sicangu Sun Times</i>
RADIO STATION:	KINJ

●	Communities
☆	Tribal Headquarters
■	Ghost Hawk Park
△	University

GILA RIVER INDIAN COMMUNITY



LAND AREA: 371,933 acres
 TRIBAL ENROLLMENT: 11,550
 AGRICULTURE: cotton, wheat, millet, alfalfa, citrus, vegetables
 LIVESTOCK: cattle, horses
 TRIBAL HEADQUARTERS: Sacaton, AZ
 HEALTH SERVICE: U.S. Public Health Service

- Communities
- ☆ Tribal Headquarters
- ✙ Church
- VA-Ki Ruins
- 🏛 Casa Grande Ruins

EVERYDAY FOODS

"Foods to eat almost anytime"

Everyday Foods are:

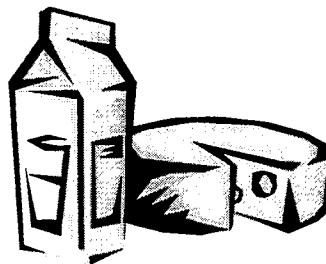
- * foods that have little or no fat.
- * foods that are not fried.
- * foods that have little or no fat when cooked or served.
- * water, diet pop, or other beverages that have little or no added sugar.

MILK, CHEESE, YOGURT

Milk

Fresh, canned, or dried

fat free - skim milk
low fat - 1% milk
fat free - skim chocolate milk
low fat - 1% chocolate milk
skim evaporated
buttermilk



Cheese

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

Yogurt

low-fat yogurt
low-fat frozen yogurt

MEAT, POULTRY, FISH, DRIED BEANS

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

Fish

all fish not fried
tuna canned in water

Poultry

chicken without skin
turkey without skin
wild turkey

Dried Beans

black (turtle)
dried lima
tepany (white)
tepart (brown)
garbanzo (chick-peas)

navy
pinto
lentils
split peas

Meat

beef
buffalo
deer
gopher
lean ground beef
hot dogs labeled "low-fat"
luncheon meat labeled 'low-fat'

mountain sheep
mutton
ham
kidney

elk
squirrel
goat
rabbit
heart
pork

FRUITS

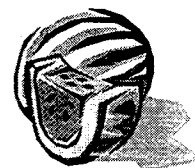


Fresh, frozen, canned, or dried.

apples
applesauce
apricots
bananas
berries
blackberries
blueberries
buffaloberries
cantaloupe
cherries
chokecherries
currants
desert hackberry
figs
frozen fruit juice bars
grapes
grapefruit
juneberries



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



All juices made from fruits

BREADS, RICE, PASTA, CEREALS

CRACKERS, COOKIES, CAKES

air-popped popcorn
alkaad (Puberty Cake)
animal crackers
cookies labeled "low-fat"
Crackers Jacks
fig bars
ginger snaps
graham crackers
pretzels
rice cakes
saltine crackers
vanilla wafers

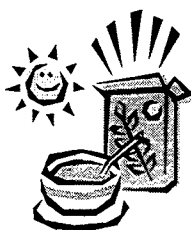


RICE AND PASTA

brown, white, and wild rice
macaroni
noodles
spaghetti

CEREALS

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



BREADS

ash bread
kabubu bread
corn tortillas
flour tortillas
sandwich buns
kneel-down bread

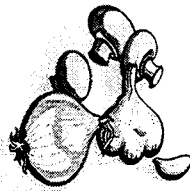
pancakes
bagels
waffles
French toast
wheat (pinole)

yeast breads
oven bread
pita bread
taco shells
soba

VEGETABLES

Fresh, frozen, canned, or dried.

asparagus
beets
boiled potatoes
broccoli
cabbage
carrots
cauliflower
celery
chile



peas
potatoes
pumpkin
spinach
squash
string beans
sweet potatoes
timpisila
tomatoes

cholla buds
corn
cucumbers
green beans
hominy
lettuce
lima beans
onions
pangi (wild artichoke)

wax beans
wild asparagus
wild celery
wild mushrooms
wild onions
wild spinach
wild turnip
zucchini

All juices and sauces made from vegetables

Pathways Nations Foods

Vegetables

agave
asparagus
bean (Lima)
bean (Pinto)
bean (String)
beets
boiled potatoes
cabbage
chile
cholla buds
corn
cucumbers
fried potatoes
fried potatoes with
cornbeef
green beans
pangi (wild artichoke)
pumpkin
squash
tepary beans (white)
tepary beans (brown)
tomatoes
wild asparagus
wild celery
wild mushrooms
wild onions
wild spinach
wild turnips
yucca blossoms



Grains & Cereals

acorn stew
alkaad (Puberty Cake)
ash bread
barley
biscuits
bread (corn)
corncake
cornmeal mush (blue)
cornmeal mush (yellow)
corn stew
corn tortillas
cracked corn
Cracker Jacks
flour tortillas
frybread
kabubu bread
kneel-down bread
macaroni
popover
soba
sun-dried corn
tamales
wheat (pinole)



Nuts


acorns
mesquite pods
palo verde pods
pinons
squash seeds
sunflower seeds
walnuts

Beverages

atole (adoola)
box elder tea
cedar leaves tea
chokecherry juice
coffee
creosote tea
mesquite pod juice
Mormon tea
Navajo tea
peppermint tea
rose hip tea
walnut pod juice
water
wild tea

Pathways Nations Foods

Fruits



apples
apricots
bahidaj
blackberries
buffaloberries
cantaloupe
chokecherries
currants
desert hackberry
hodge hog
jun (saguaro)
juneberries
Navajo melon
organ pipe
peaches
plums
prickly pear
rose hips
sandcherries
watermelon
wild bananas
wild grapes
wild strawberries
wojapi

Seasoning

rock salt

Four-Legged Animals

ach'ii'
antelope
backbone
beef
blood sausage
bone marrow
brains
buffalo
caterpillars
cicadas
deer
elk
goat
gopher
heart
hooves

jerky
june bugs
kidney
menudo
mutton
mountain sheep
muskrat
prairie dogs
rabbit
ribs
spleen
squirrel
stew
stomach
taniga
wakapape

Two-Legged Animals

chicken
chicken eggs
dove
geese
grouse
pheasant
quail
wild bird eggs
wild duck
wild turkey



Fish

bass
blue gill
bullhead
carp
catfish
northern pike
sunfish
trout

EVERYDAY PHYSICAL ACTIVITIES

walking
riding a bike
tag
swimming
hoeing
stacking wood
herding sheep
push ups
skate boarding
softball
dancing
aerobics
hiking
hide and seek
soccer

WORKING MUSCLES

BREATHING HARD

SWEATING

WARM FACE

FASTER HEARTBEAT

basketball
frisbee
running
hackey sack
kickball
track and field
volleyball
lacrosse
field hockey
jump rope
jogging
riding horses
roller skating
roller blading
sit ups
climbing rocks

EVERYDAY SNACKS

Fruits & Vegetables

Fresh fruits
100% fruit juices
Canned Fruits
Dried fruits
Frozen 100% fruit juice bars
Fresh vegetables
Vegetable juices

Milk, Yogurt & Cheese

String cheese
Low fat yogurt
Low fat dip
Low fat - 1% milk
Fat free - Skim milk
Low fat - 1% chocolate milk
Fat free - Skim chocolate milk
Frozen low fat yogurt
Low-fat ice cream

Breads, Rice, Pasta & Cereals

Pretzels	Cookies labeled "low-fat"
Animal crackers	Rice cakes
Crackers labeled "low-fat"	Air-popped popcorn
Graham crackers	Chips labeled "low" or "non-fat" - like potato, corn, and tortilla
Fig bars	Granola bars labeled "low-fat"
Ginger snaps	Cereals
Vanilla wafers	



EVERYDAY BEVERAGES

Water

Diet Pop

Sugar-free Koolaid

Low fat - 1% milk

Fat free - Skim Milk

Low fat - 1% chocolate milk

Fat free - Skim chocolate milk

100% Fruit Juice

Sparkling Water

SOMETIMES FOODS

"Foods to eat Sometimes"

Sometimes Foods are:

- ♦ foods that have a lot of fat in them.
- ♦ foods that are fried.
- ♦ foods that have added fat when cooked and served.
- ♦ pop and other beverages that have a lot of sugar in them.

BREADS, RICE, PASTA, & CEREALS

BREADS

Breads with a lot of added butter or margarine
Fry bread
Biscuits
Croissants
Doughnuts
Muffins
Sweet Rolls

VEGETABLES

Deep fat fried vegetables, like French fries
Vegetables with added fat

SAUCES, DRESSINGS AND SPREADS

Gravy
Mayonnaise
Cheese
Cream
Salad dressing
Butter
Margarine
Lard
Bacon Grease
Oil

CRACKERS, COOKIES & SNACKS

Chips: potato, corn, and tortilla
Crackers
Cakes
Cookies
Popcorn with added butter

RICE AND PASTA

Rice and pasta with added
butter, oil or cheese

MILK AND CHEESE

Whole milk, 2% milk, and 1 - 1/2 % milk

Cheese:

American
Swiss
Cream cheese
Whole cottage cheese
Ice cream
Sour cream

Cheddar
Colby

MEAT, POULTRY, FISH, DRIED BEANS, NUTS, SEEDS & EGGS

MEAT

Ground meat not drained and rinsed
Beef with fat not trimmed
Pork and ribs with fat not trimmed
Hot dogs
Luncheon meat

POULTRY

Fried Chicken
Wild duck
Dove
Quail

EGGS

DRIED BEANS

Dried beans with added fat

Sausage
Spam
Bacon
Antelope
Jerky
Muskat
Canned Meat

FISH

Fried fish - sticks and fillets
Fish - canned, packed in oil

NUTS & SEEDS

Nuts
Peanut Butter
Peanuts
Pilon
Sunflower seeds

DO YOU KNOW THE PATHWAYS NATION?

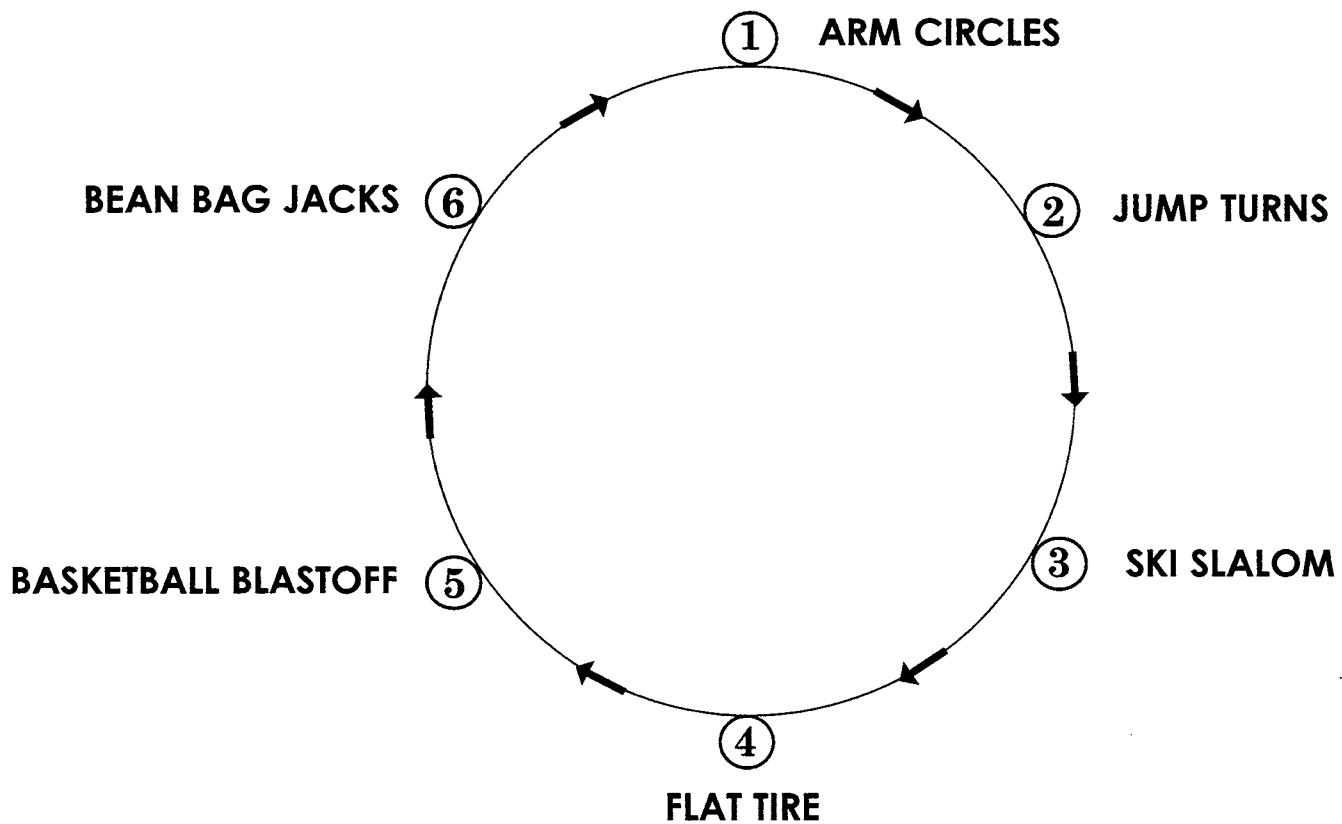
Directions: Match the cultural name of each Pathways Nation with its correct meaning. It is a challenge to see if you know the meaning of each cultural name. Good Luck!

- | | |
|-------------------------|-------------------|
| 1. Akimel O'odham means | The People |
| 2. Dee' means | Burnt Thighs |
| 3. Dine' means | To Scatter |
| 4. Ndee' means | The Desert People |
| 5. Oglala Lakota means | The River People |
| 6. Sicangu Lakota means | The People |
| 7. Tohono O'odham means | The People |

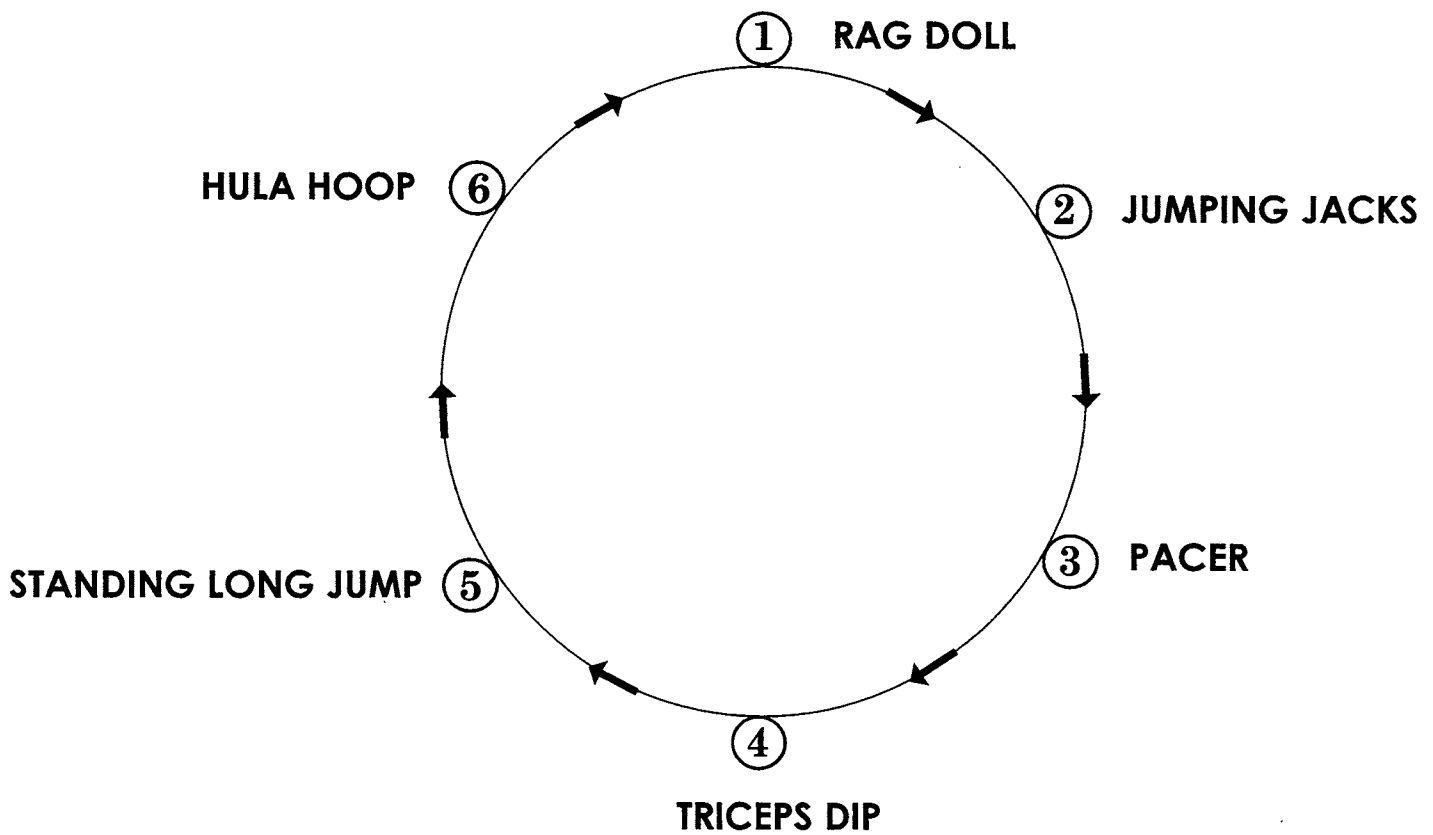
Now, match each cultural name with its government name.

- | | |
|----------------|-----------------------------|
| Akimel O'odham | Navajo Nation |
| Dine' | White Mountain Apache Tribe |
| Tohono O'odham | San Carlos Apache Tribe |
| Ndee' | Gila River Indian Community |
| Dee' | Tohono O'odham |
| Sicangu Lakota | Oglala Sioux Tribe |
| Oglala Lakota | Rosebud Sioux Tribe |

Yellow Bead Trail



Red Bead Trail



GUESS THE SERVING SIZE

Directions:

- 1) Write down the name of the food item at a station.
- 2) Either count or measure your guess for 1 serving size.
- 3) Then, check the **Nutrition Facts** on the food label for the actual size of 1 serving.
- 4) Finally, count or measure the size of 1 serving according to the Nutritional Facts.
- 5) After you have visited each station, answer the question at the bottom of this sheet.

Food Station #	Name of Food	My Guess of 1 Serving Size	Actual Serving Size (according to the Nutrition Facts)	My Guess was ✓
1				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
2				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
3				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
4				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
5				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving

Which foods were the most difficult for you to guess the serving size? Why?

FOR OUR PATHWAYS GUESTS

Meals, Snacks and Fun

Directions: Choose a menu for each mealtime and then count the number of food groups in each meal. If there are none, put a zero by that food group. Finally, add up the total number of servings in each food group for the whole day.

Menu for Breakfast:

Breakfast

Total Number of Servings from each food group at breakfast:

- _____ Bread, Rice, Pasta, Cereals
- _____ Fruits
- _____ Meat, Poultry, Fish, Dried Beans
- _____ Vegetables
- _____ Milk, Cheese, Yogurt

Menu for Lunch:

Lunch

Total Number of Servings from each food group at lunch:

- _____ Bread, Rice, Pasta, Cereals
- _____ Fruits
- _____ Meat, Poultry, Fish, Dried Beans
- _____ Vegetables
- _____ Milk, Cheese, Yogurt

Menu for Dinner:

Dinner

Total Number of Servings from each food group at dinner:

- _____ Bread, Rice, Pasta, Cereals
- _____ Fruits
- _____ Meat, Poultry, Fish, Dried Beans
- _____ Vegetables
- _____ Milk, Cheese, Yogurt



Snacks

List one or two snacks:

Total Number of Servings from each food group
in the snacks:

- _____ Bread, Rice, Pasta, Cereals
- _____ Fruits
- _____ Meat, Poultry, Fish, Dried Beans
- _____ Vegetables
- _____ Milk, Cheese, Yogurt

Total Servings from each Food Group

Directions: Write your total servings from each Food Group on each blank.
Compare your total servings with the recommended number for 1 day on the
Everyday Foods List.

- _____ Bread, Rice, Pasta, Cereals
- _____ Meat, Poultry, Fish, Dried Beans
- _____ Milk, Cheese, Yogurt

- _____ Fruits
- _____ Vegetables

Fill in the following:

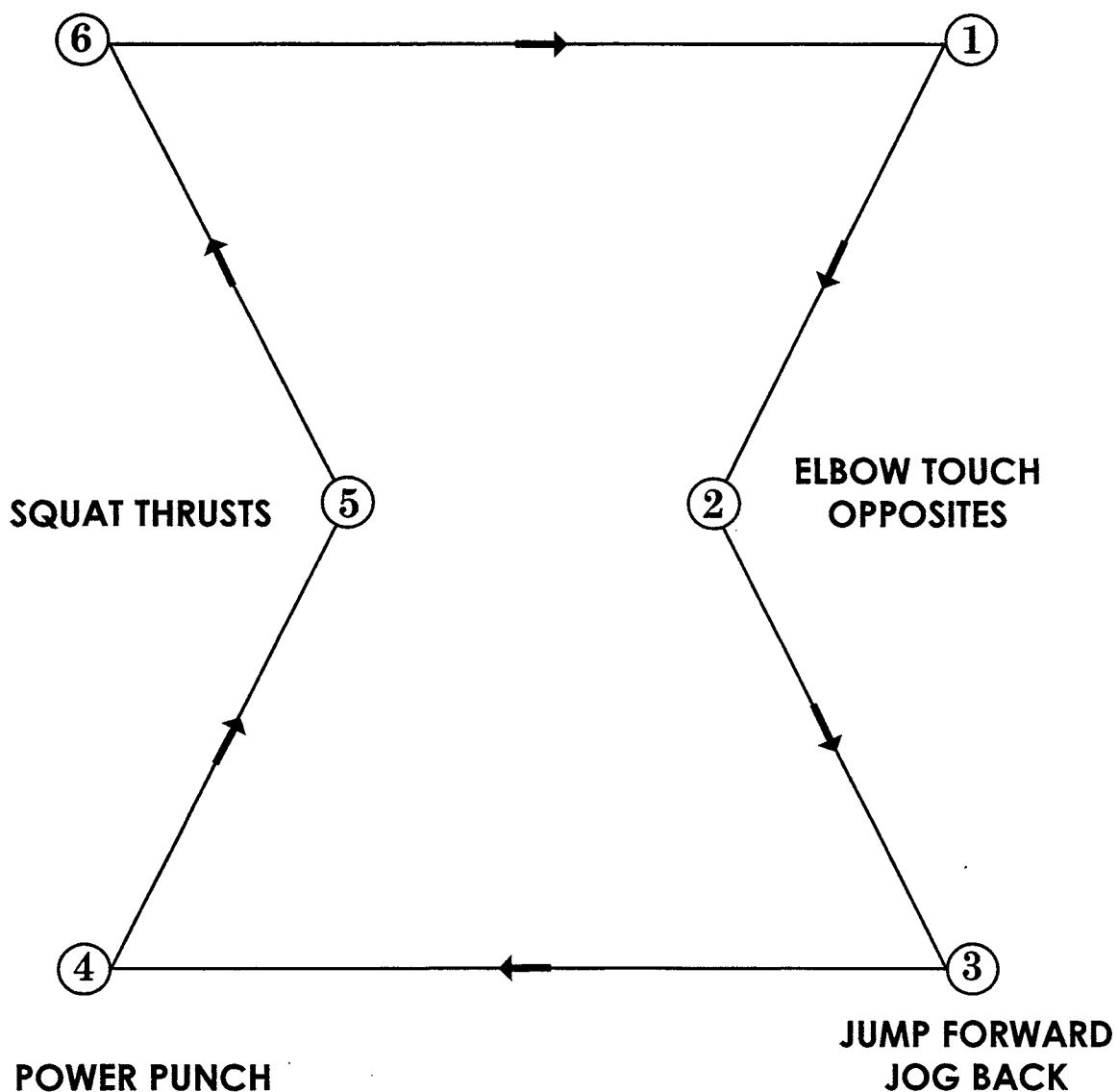
The American Indian Game will be _____

Two exercise breaks to do are: _____

Blue Bead Trail

BEAN BAG TOSS

SIDE BENDS



EXERCISE BREAKS AND AMERICAN INDIAN GAMES

Directions: Decide which group of Exercise Breaks or American Indian Games that your team would like to teach. Place a #1 by the first choice, a #2 by the second choice, and a #3 by the third choice.

Exercise Breaks

- Ski Slalom
- Trunk Twists
- _____ Bottoms Up

- Jump Tucks
- Side Bends
- _____ Chair Curl Ups

- Arm Circles
- Blast Off
- _____ Do the Twist

- Heel Lifts
- Foot Circles
- _____ Jump Forward and Jog Back

- Sit, Stand, and Move!
- Animal Walks
- _____ Partner Stand Up

American Indian Games

- _____ The Wolf and the Hen
- _____ Follow the Leader
- _____ Hoop Toss

Heel Lifts

Approximate Time: 1-2 minutes

Preparation: Have students stand by their desks an arm's width apart.

Instructions:

1. Stand with your feet about 4 inches apart and your arms at your sides.
2. Lift your heels off the floor to stand on the balls of your feet. Hold for 2-3 seconds.
3. Lower heels slowly; repeat several times.

Foot Circles

Approximate Time: 1-2 minutes

Instructions:

1. Standing on your right foot, or sitting at your desk, circle your left foot to the right several times and then to the left.
2. Switch feet.
3. Pretend you have a pencil between your toes and rotate your foot as if you are writing your name.
4. Switch feet.

Jump Forward/ Jog Back

Approximate Time: 3-10 minutes

Preparation: Have students stand by their desks an arm's width apart.

Instructions:

1. With feet together, jump two steps forward.
2. Then turn and jog carefully back to starting point.
3. Repeat.

Arm Circles

Approximate Time: 1-3 minutes

Instructions:

1. Gently circle both arms in a forward circle, nice and slow.
Repeat approximately 5-10 times.
2. Gently circle both arms in a backwards circle.
Repeat approximately 5-10 times.
3. Circle forward, then circle backward. Repeat.

Blast Off

Approximate Time: 1-3 minutes

Preparation: Have students stand by their desks an arm's width apart.

Instructions:

1. With feet together and knees bent, swing arms back and forth and jump up as high as you can!
2. Repeat several times.

"Ready, Set, 5...4...3...2...1 -- Blast Off!"

Do the Twist

Approximate Time: 3-10 minutes

Equipment: Optional: Boom Box, Music

Preparation: Have students stand by their desks.

Instructions:

1. With knees bent and arms out, twist the hips from side to side!

Sit, Stand, and Move!

Approximate Time: 3-10 minutes

Preparation: Space the desks apart so that each student can walk around his/her desk.

Instructions:

1. Sit at desk.
2. On command, stand up, walk around your desk, and sit back down.
3. Then repeat walking in the opposite direction around your desk.
4. Vary by having teacher or leader call out a movement to do around desk (hop, jump, skip, crawl, etc.).

Partner Stand-Up

Approximate Time: 3-5 minutes

Preparation: Have the students pair off by choice, or have them play Back to Back (exercise break) to find a partner.

Instructions:

1. Partners sit back to back with knees bent and elbows interlocked.
2. Try to stand up at the same time by pushing against each other's backs for support.

Animal Walks

Preparation: Clear a path around the boundaries of the room, or around the majority of the desks.

Instructions: 1. Have one student at a time lead the class around the room performing an animal walk of his/her choice:

Crab Walk - Hands and feet on the ground, while facing the ceiling. Move hands and feet like a crab.

Bear Walk - Hands and feet on the ground, facing the floor. Move right hand and right foot forward together; then left hand and left foot.

Cat Walk - Hands and feet on the ground, facing the floor. Move right hand and left foot forward together, then left hand and right foot.

Jump Tucks

Approximate Time: 1-3 minutes

Preparation: Have students stand by their desks.

Instructions:

1. From a standing position, jump straight up and raise your knees as high as you can. Be sure to land on both feet with knees slightly bent.
2. Repeat 5 to 10 times.

Side Bends

Approximate Time: 1-3 minutes

Instructions:

1. Stand with feet shoulder width apart.
2. Raise your right hand over head, and rest your left arm across the belly.
3. Gently stretch sideways, toward the left. Hold at least 10 seconds.
4. Switch hand positions and stretch to the right.

Chair Curl Ups

Approximate Time: 1-3 minutes

Preparation: Have students sit by their desks with enough room to straighten their legs. Have a partner hold the back of the chair to steady it.

Instructions:

1. Sit on the edge of your chair and hold onto the edges.
2. Extend both legs straight out to the floor.
3. Slowly curl your knees to your chest, and then extend them back out.

Ski Slalom

Approximate Time: 3-5 minutes

Preparation: Have students stand by their desks and draw an imaginary line by their feet.

Instructions:

1. See how long you can jump side to side over your imaginary line. Pretend you are skiing!

Trunk Twists

Approximate Time: 1-2 minutes

Instructions:

1. Place feet shoulder width apart.
2. Raise your elbows up with your hands touching in front of chest.
3. Slowly twist your upper body at the waist from one side to the other.

Bottoms Up

Approximate Time: 3-5 minutes

Preparation: Have the students pair off by choice, or have them play Back to Back (exercise break) to find a partner.

Instructions:

1. Partners sit down facing each other, and place the bottoms of their feet together (knees are bent and arms are on the ground behind the body for support).
2. Push against your partner's feet and try to lift your bottom off the ground!

The Wolf and the Hen (Pueblo)

Instructions:

Divide class into groups of 6.

Each group chooses one player to be the "wolf" and another the "mother hen." The other 4 members line up behind mother hen as "chick."

The mother hen approaches the wolf with outstretched arms. The chicks follow behind her, each holding the chick in front at the waist.

Wolf peeks around the mother hen and describes the clothes of one of the chicks in line.

As the wolf approaches the mother hen, mother hen says, "How do you do, Mr. Wolf? What are you looking for?"

The wolf slyly replies, "How do you do? I am looking for a chick!"

Mother hen replies, "Well, what does your chick look like?"

Wolf then describes one of the chicks in line color of clothing, hair color, etc.

Mother hen replies, "Well, try and get your chick!"

Wolf tries to get the chick, but mother hen protects her flock with outstretched arms. Chicks move together to stay behind mother hen.

**Tokelecon Kin
(Follow the Leader)**

Equipment:

4 cone for boundaries

Instructions:

Select 1 student to be the leader.

Rest of students follow single file, doing whatever movements the leader does.

You may want to write the basic locomotor skills on a card to give to the leader (walk, hop, skip, jump, side-slide, gallop, run, leap).

Switch leaders every 2-3 movements. You can signal a change of leaders by stopping the music, or by calling out "Change Leaders".

The student behind the leader becomes the leader, leader moves to the end of the line.

Stay together! Pretend our line is a long snake, don't break the snake!

Background of the Game:

Crooked Path was played by many Indian tribes throughout the United States and Canada.

Groups of boys, girls, and mixed groups of boys and girls would play this game. The leader would sign a simple song as he led the line of players. Simple steps and jumps or movements of birds or beasts and dance steps were sometimes imitated so the followers had a difficult time following the leader.

Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY
Copyright 1958

Hoop Toss (Apache)

Equipment:

3 hula hoops

Instructions:

Divide students into 3 teams.

The object of the game is to move the hoop from one end of the line to the other end as quickly as possible. To do that pass the hoop over the head, body and legs and on to next player.

Line up shoulder to shoulder and join hands.

On "Go", the first person passes hoop over head, body, and legs then to the next player without releasing hands.

Continue until hoop reaches the other end of the line, then pass it back.

"How quickly can your group pass the hoop to the other end of the line and back?"

Remember to keep your hands connected with your teammates!

Background of the Game:

Hoop games were played by nearly all young Indians in a variety of ways. One version was originated by the Plains Indians including the Lakota. Other versions were played by tribes in the Southwest and several others.

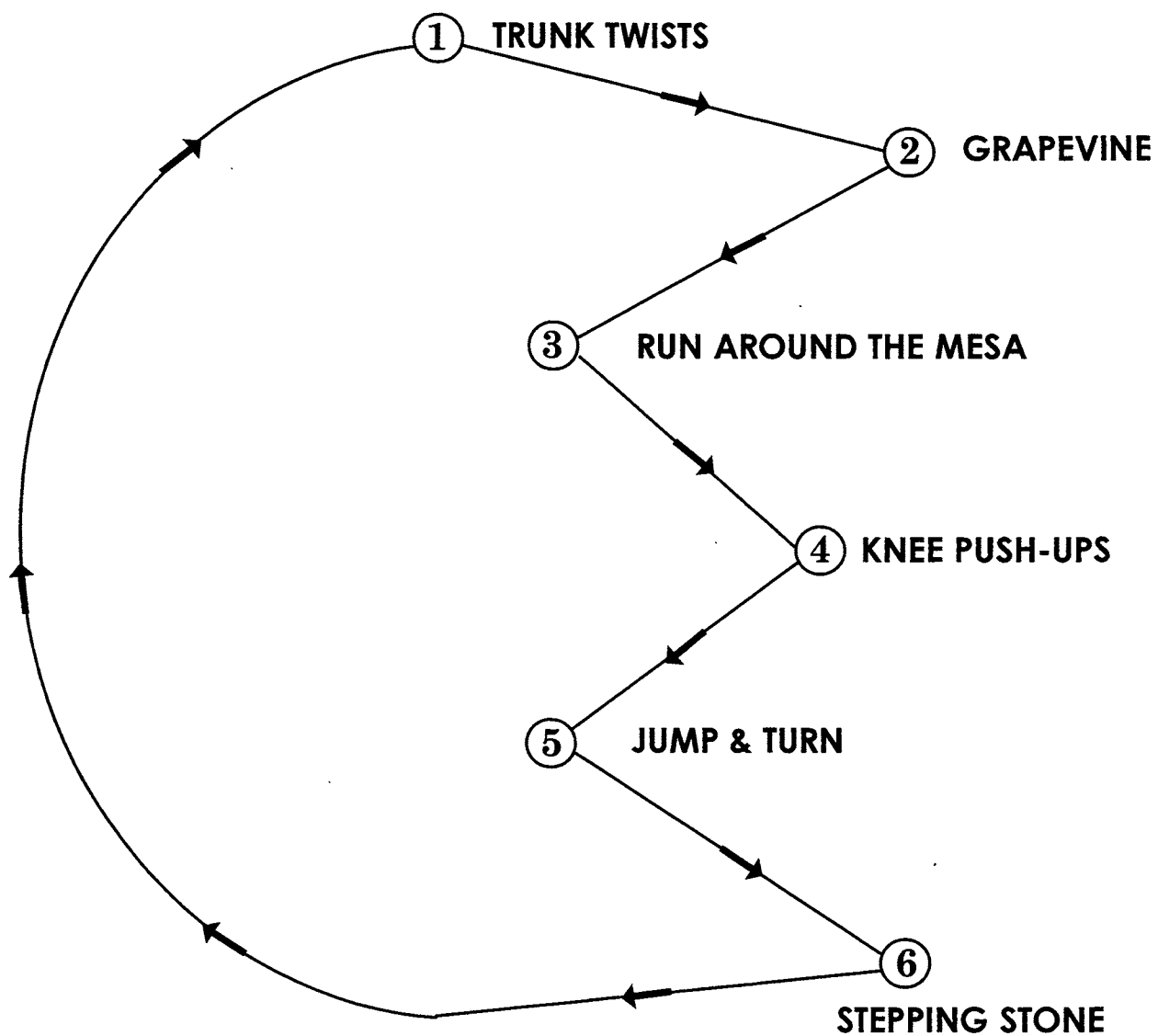
The Lakota game was played for fun by young boys. It was a way of mimicking certain movements of dancers. For example, they would twirl it around their ankles or their wrists. Equipment was abandoned hoops from ceremonial dances. These hoops could be made by flexible branches.

In the Southwest and other locations the Indian children would throw pine cones into a hoop as a test for accuracy.

Other variations of hoop games included tossing hoops over an upright pole, or devising games to play with other children like the one described on the opposite side of this page.

Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
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copyright 1958

White Bead Trail



HOW MUCH FAT?

Directions: Find the Nutrition Facts for the following foods. Fill in the amount for one serving size and the total grams of fat per serving. Then decide if this food is an **Everyday Food** or a Sometimes Food. Write your decision.

Food	One Serving Size	Total Grams Fat/Serving (grams)	Is it an Everyday or Sometimes Food?
Apple (raw)		0 grams	
Apple snack pie		grams	
Dried Apple			
Potato (raw)			
French fries			
Potato chips			
Canned corn			
Popcorn			
Corn chips			

Pathways Project

Group Members: _____

Write out the information you will show and tell about Pathways:

Name your show & tell: " _____ "

List the materials and supplies you will need:

Preparation – Explain the job each member of your group will need to do before the show & tell:

Presentation – Explain the job each member of your group will need to do during the show and tell:

Man in the Maze



Directions: Fill in the blanks for the following words. These are the four stages of life represented on this “Man in the Maze”.

B _ _ t h

A d _ _ t

T e _ n a g _

_ l d e r

Green Bead Trail

Student Choice

① FORWARD LUNGES

④ LINE PUSH-UPS

② ALTERNATE HEEL SLAP

⑤ ABDOMINAL CURLS

③ SIDE RUN

⑥ BEAN BAG CHALLENGE

Runner Carrying Words

Runner Carrying Words (Ya ti nayi ahé)¹ moved quickly to dodge the rocky areas on the trail. In just a few hours, a little wind had made the weather colder. It was important to think about getting the Pathways Message to the next school.

The clouds moved overhead and seemed to be traveling in the same direction. In a few minutes, white snow flakes began floating in the air. Soon the trail was empty of animals who took shelter from the storm. Runner Carrying Words ran toward the desert over the soft snow.

With good thoughts, Runner reflected on how much he had enjoyed the summer. How good and warm the summer had been!

The trail seemed smoother as he ran over the new snow. It blew into even the tiniest crevice. Grass would grow well by spring with thanks to this snowstorm.

Runner Carrying Words was from Dee' ² (Deh), also known as the San Carlos Apache Tribe. This tribe was respected for its strong runners. In olden days, runners traveled at night to avoid being seen by enemies. Today, it is just as important to run to keep healthy and physically fit.

Using the muscles in his legs, Runner moved carefully uphill. He sipped from a water bag decorated with green, black, and yellow pony beads. Mostly, he thought about the message he carried, "Eat a Variety of Foods." His thoughts went back into olden days when his tribe traded with other tribes to obtain different food. The Dee' knew that it was always important to have enough different foods for the people to survive during the wintertime.

Yes, variety was important to the great-great grandparents. They knew that there was a balance in eating different foods. In this way, they took care of themselves to lead healthy lives.

¹ Ya ti nayi ahé (Ya ti nayi ahé) The name for a person who is a messenger and who runs while carrying the words.

² Dee' (Deh) - The name that the San Carlos people call themselves, meaning "The People."

Deezbaa

Deezbaa (Deez bah)¹ whose name means “She is going first on a raid” took the buckskin containing a Pathways Message. She was grateful and welcomed her friends who would travel alongside so she would not be left alone.

Her brother Hashke’ Dilwo’ii (Ash kee’ Dil we’i)² was called “Fleet Warrior.” During the last three nights, he had sung songs for her journey. Everyone wished her well.

Today, she had been washed in a beautiful meal-basket filled with white cornmeal. This same basket served as a drum when it was turned upside down and tapped with a yucca drumstick by her brother. She felt refreshed and ready for her tasks.

Swiftly, Deezbaa tied her shoes and moved towards the highway. The sand was warm on the ground as she ran past cornfields and melon patches that were ripening.

She thought about the message of eating foods that are low in fat and remembered how Grandmother cooked delicious meat over the coals by an open fire. This meat had less fat. Wild tea was always served with the meat. Most of all, she remembered that eating healthy foods meant choosing low fat foods every day. This message was valuable beyond words to carry.

Deezbaa laughed as they passed a herd of sheep and goats grazing in the sagebrush. The goats stared with great curiosity at the runners while the sheep simply ignored any distraction. She loved these animals but needed to hurry along with the message of low fat foods to the next Pathways school.

¹ Atse Deezbaa (At-se Deez-baa) a given name for a girl that means ‘she is going first on a raid’.

² Hashke Dilwoii (Ha-sh-ke Dil-woii) a given name for a boy that means ‘Fleet Warrior’.

New Times

Cactus stood like a forest of trees as the young girl ran in between them. Without hesitation, she dodged left and right. She ran beneath the towering branches of the Ha:sañ (Haa-shan).¹ Shadows on the dry desert ground reflected how the heavy branches balanced both sides of the cactus trunk.

Without slowing, she flipped back her hair and focused her eyes into the distance. The desert was very flat and bordered by cool mountains. She saw dark canyons that were shady and inviting. These canyons held treasures of silver, gold, and copper.

Long ago, early prospectors came to build mines. They sought to find wealth beyond their dreams. Today, new people held dreams like the old prospectors. They built resorts and spas to help others to live healthier lives. This new way of living was the wealth that people sought here in the desert.

The O'odham village stood amidst the cultivated fields and cattle ranches. From behind these flat-roofed houses floated the music of a chicken scratch band. High notes drifted in the air and spread across the valley. The music was enticing and encouraged those who heard it to follow the sound. It reminded her that doing exercises with music made them more fun.

In the Pathways school, students did exercise breaks, ate low fat food, and drank low fat milk. She thought of the importance of healthy living. She was glad that the Pathways students were well on their journey to a good life.

Even the long ago prospectors would agree it is wealth beyond dreams to know how to have good health.

¹ Ha:sañ (Haa-shan) The O'odham word for the giant Saguaro. This cactus yields useful wood and bears an edible fruit that is harvested.

Runner

Runner stood on top of the hill for just a moment, then put his hand over his eyes. He scanned the grassy slope to pick out the silver-green color of where the timsila (tin'-psila) (*wild turnips*) were growing. Turning, he called to his Grandmother and sister who were slowly coming up the hill. He pointed as he said, "There's timsila over there".

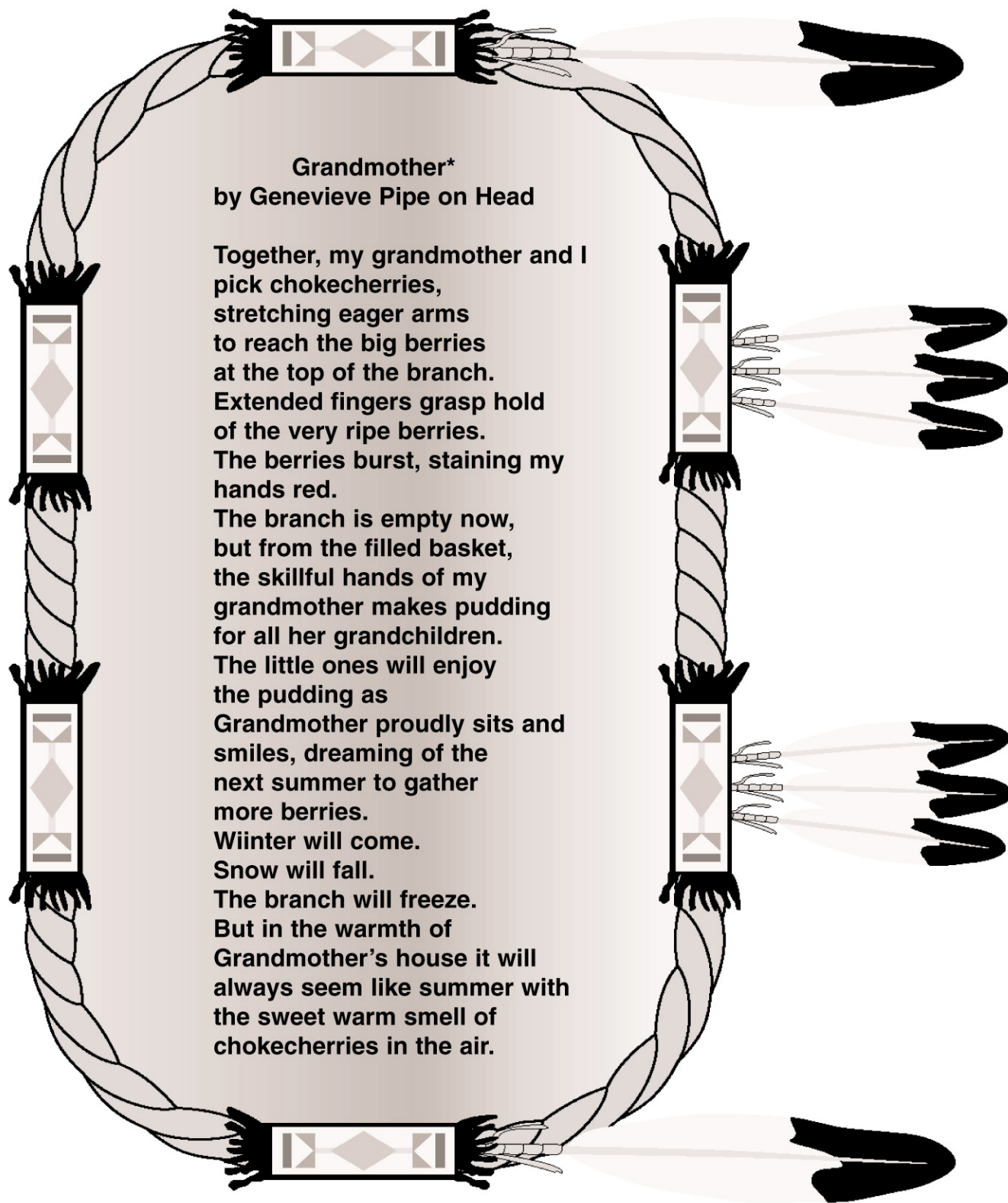
Grandmother gave a shrill call which meant that she was delighted that there would be timsila to eat all winter. These timsila were easy to pull out of the soft ground. The skin was peeled and then it was braided into a rope-like strand and dried. Whenever making wastunkula or dried corn soup, Grandmother always added dried timsila to the soup. This soup was delicious in the wintertime.

Runner liked eating the timsila while they were fresh. They tasted crunchy like a ripe apple. Also, they smelled sweet and clean when they were peeled. He often ate most of those that he pulled from the earth.

The next day, Runner woke up early and prepared to leave. It was time for him to take the Pathways Message from the Lakota food service to another Pathways school. He knew that the message had something to do with eating more fruits and vegetables. Now, he left his village of Red Shirt and began walking towards the town of Mission.

As Runner walked, he thought of the poem that a young Lakota girl wrote about her grandmother and picking chokecherries.

(Read this poem on the back of the sheet)



Grandmother*
by Genevieve Pipe on Head

Together, my grandmother and I
pick chokecherries,
stretching eager arms
to reach the big berries
at the top of the branch.
Extended fingers grasp hold
of the very ripe berries.
The berries burst, staining my
hands red.
The branch is empty now,
but from the filled basket,
the skillful hands of my
grandmother makes pudding
for all her grandchildren.
The little ones will enjoy
the pudding as
Grandmother proudly sits and
smiles, dreaming of the
next summer to gather
more berries.
Wiinter will come.
Snow will fall.
The branch will freeze.
But in the warmth of
Grandmother's house it will
always seem like summer with
the sweet warm smell of
chokecherries in the air.

O'odham Runner

The sun was rising as the O'odham runner crossed the Sacaton Mountains and saw the village of Blackwater in the distance. She trotted slowly through the thick patches of cactus that covered these hills. Picking her way through this maze of cactus, she avoided a certain cactus. This cactus threw its barbs at any movement close to it. Slowly, she ran into the dry desert and toward the Gila River.

As she ran, she remembered that the Pathways Messengers from the other nations were on their way to Blackwater. Runners from the Lakota Nations, the Navajo Nation, and the Apache tribes would be arriving as arranged for this day at noontime. It was exciting to think of meeting the other runners. It would be fun to learn about the Pathways schools in distant places.

The sun was high in the sky. Pathways Messengers were running from all directions. The runners looked like small dots on the farthest hills. Each one ran effortlessly showing they were prepared for this last meeting. Around their wrists were bracelets of colored pony beads that were blue, green, white, yellow, and red. They wore these with great pride. The beads represented some of the four directions and the hard work in Pathways.

It was almost noontime. The people at Blackwater strained their eyes to find the runners. The runners came closer toward each other. Now, they could actually see different homes in the village of Blackwater. Turning toward the school, they could see people everywhere.

Without slowing their pace, the runners moved closer together. Each runner carried only two words of the whole message. None of them knew what was in the last message. In their travels, they remembered that the Pathways schools tried to tell students to be your best.

The prior messages that they had carried were to teach others to eat healthy foods and to be active every day. Now they had been given the final Pathways message.

They had dreamed of this day throughout their travels and now it was here. Happily, they arrived on time with their message.

October 1999

Fri		Sat	
1		2	
3		4	
5		6	
7		8	
9		10	
11		12	
13		14	
15		16	
17		18	
19		20	
21		22	
23		24	
25		26	
27		28	
29		30	
31			

Goal Calendar

Goal Calendar

	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			27

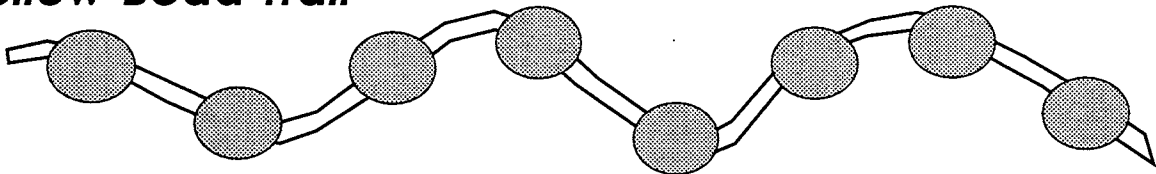
December 1999

December 1999					Wed	Thu	Fri	Sat
Sun	Mon	Tue			1	2	3	4
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				

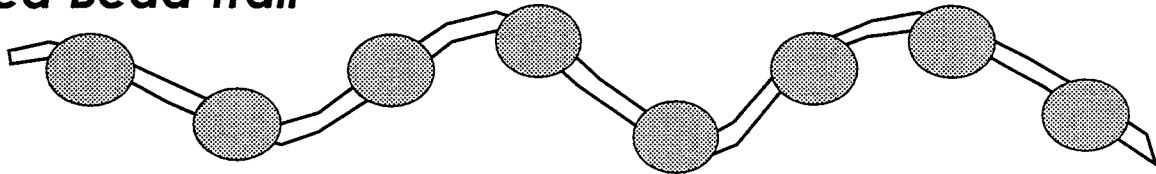


Pony Bead Chart

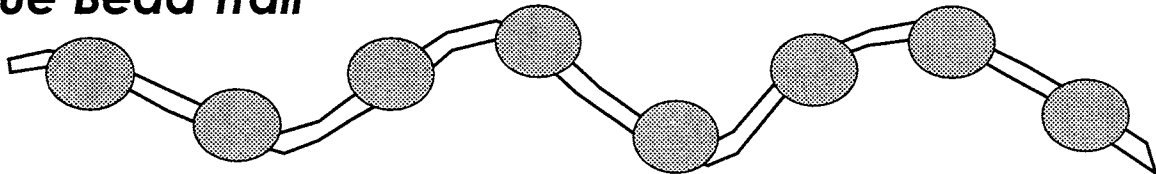
Yellow Bead Trail



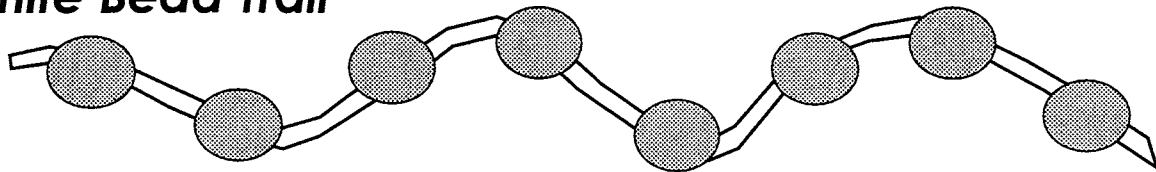
Red Bead Trail



Blue Bead Trail



White Bead Trail



Green Bead Trail

