

TABLE OF CONTENTS

Table of Contents

Fifth Grade Curriculum Manual

Introduction: Background of the Pathways Project

I. SHARING THE BEST OF PATHWAYS – WEEK ONE

Pathways Nations Classroom Map
Seven Pathways Nations Individual Maps
Game Board - “And the Answer is”
Activity Sheet 1 - Do You Know the Pathways Nations?
Activity Sheet 1 - Key for Do You Know the Pathways Nations
Everyday Foods Poster
Pathways Nations Foods Poster
Pathways Nations Foods List
Everyday Snacks List
Everyday Physical Activities Poster
Everyday Physical Activities List
Everyday Foods List
Everyday Beverages Poster
Everyday Beverages List
Cultural Interview Sheet
Pathways Puzzle
Six Pathways Messages

II. CHALLENGING YOURSELF PHYSICALLY - WEEK TWO

Map of the White Mountain Apache Tribe
Picture of Apache Girl
Mt. Pathways Poster
Pony Bead Chart
Activity Sheet 2 - Yellow Bead Trail
Goal Calendar
Activity Sheet 3 - Red Bead Trail
Pathways Puzzle
Pathways Message
Visual Aid A - Yellow Bead Trail
Visual Aid B - Goal Calendar

III. CHOOSING A VARIETY OF FOODS

Map of the San Carlos Apache Tribe
Story Sheet - Runner Carrying Words
Activity Sheet 4 - Guess the Serving Size
Activity Sheet 5 - Meals and Snacks for Our Pathways Guests
Pathways Puzzle
Pathways Message
Visual Aid C - Nutrition Label Information

IV. DOING SOMETHING ACTIVE EVERYDAY

Map of the Oglala Lakota Nation
Bea Active Letters
Blank Letter
Activity Sheet 6 - Blue Bead Trail
Pathways Puzzle
Pathways Message
Visual Aid D - Example Letter

V. TASTING FOODS - YESTERDAY AND TODAY

Navajo Nation Map
Story Sheet - Deezbah
Picture of Diné Basket
Pathways Puzzle
Pathways Message
Visual Aid E - Traditional Ways to Cook Food
Visual Aid F - Sunflower Seeds

VI. EXERCISING WITH FRIENDS AND FAMILY

Tohono O'odham Nation Map
Story Sheet - New Times
Activity Sheet 7 - Exercise Breaks and American Indian Games
Sometimes Foods Poster
Beverage Placards
Activity Sheet 8 - White Bead Trail
Pathways Puzzle
Pathways Message
Visual Aid G - Exercise Breaks and American Indian Games

VII. EATING FRUITS AND VEGETABLES

Sicangu Lakota Map
Story Sheet - Runner
Picture of Timpsila Braid
Picture of Chokecherries
Activity Sheet 9 - How Much Fat?
Activity Sheet 10 - Pathways Project
Pathways Puzzle
Pathways Message

VIII. BEING OUR BEST AND PASSING IT ON

Gila River Indian Community Map
Story Sheet - O'odham Runner
Activity Sheet 11 - Man in the Maze
Prompter Card
Activity Sheet 12 - Green Bead Trail

PATHWAYS SUPPLEMENTAL TEACHER INFORMATION

Description of the Pathways Logo
Nutrition Information
Physical Activity Information
Suggestions for Teaching the Pathways Curriculum
Pathways Committees and Working Groups
Pathways Nations Foods
Native American Glossary
Native American Communities

PATHWAYS FAMILY CHALLENGES

Week One: Family Challenge #1

Introductory Postcard
Challenge #1 Postcard
Family Challenge #1
The Kid's Activity Pyramid
Pathways Nations Map
Envelope for Materials

Week Three: Family Challenge #2

Challenge #2 Postcard

Family Challenge #2/Food Guide Pyramid

Food Guide Pyramid: A Guide to Daily Food Choices

Everyday Foods List

Envelope for Materials

Week Five: Family Challenge #3

Challenge #3 Postcard

Family Challenge #3/Favorite Snacks

Food Label Information/Key Words on Food Labels

Seven Ways to Size Up Your Servings

Everyday Snacks

Envelope for Materials

Week Seven: Family Challenge #4

Challenge #4 Postcard

Family Challenge #4/Pathways Points

Envelope for Materials

FOOD SERVICE REQUISITIONS

Process for Ordering Food/Supplies for Classroom Snacks and Snack Packs

Checklist for Grade 5 Food and Snack Activities

MT. PATHWAYS CHALLENGE KIT

Cover Sheet

Instruction on the Mt. Pathways Challenge

Yellow Bead Trail Action Movement Cards

Red Bead Trail Action Movement Cards

Blue Bead Trail Action Movement Cards

White Bead Trail Action Movement Cards

Green Bead Trail Action Movement Cards



SHARING THE BEST OF PATHWAYS

Purpose: Set the stage for reinforcing, sharing, and developing a social support system for healthy living.

Lesson Objectives - Students should be able to:

- recall key Pathways concepts from lessons taught in the third and fourth grades.
- identify the Pathways Nations and some of their foods on the Everyday Foods poster.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Introductory Review Game	20-25		Cassette Player Pathways Theme Music Game Board Pathways Nations Class Map
2. Pathways Nations	10-15	Pathways Notebooks 7 Pathways Nations Maps Activity Sheet 1	
3. Pathways Nations Foods	10-15	Pathways Nations Food List	Everyday Foods Poster Pathways Nations Food Poster

Week 1 - Part A



Activity 1 Introductory Review Game



Pathways Background: The Third and Fourth Grade lessons introduced key concepts for Everyday Foods, Beverages, and Snacks. These are healthful foods and beverages that can be eaten “almost anytime.” They include foods and beverages with little or no fat, and beverages with little or no added sugar. Sometimes Foods can be eaten only “once in a while,” and include foods and beverages with more fat and beverages with lots of added sugar. Physical education instruction used SPARK PE and American Indian Games. In addition, classroom teachers taught Body Cues and included exercise breaks throughout the day. The Pathways Nations Map reflects the seven nations visited by Amanda and Daryl White Horse on their journey with their grandparents. During these visits, they learned about the healthy lifestyles in these nations and many of their traditional foods and physical activities.

Teacher Note: Be sure to display the Pathways Nations Map in your classroom prior to this introductory lesson. Also, in preparation for teaching this activity, display the game sheets for “And the Answer Is” on the chalkboard or a classroom wall. Place the six categories across the top, as shown in the manual at the end of this week. Then put each question sheet (with the answer printed on the back) in the proper order under each category. Finally, place the points sheet for each question on top of the question sheets. To play this game, decide how you will divide your class into groups of 3-5 students.

- A. Prepare students for this introduction to the fifth grade Pathways program.
1. Turn on the Pathways Theme Music cassette.
 2. Direct students to clear their desks.
 3. Ask students if they remember some of the things they learned in the third and fourth grade Pathways program and discuss, as time permits.
 4. Announce that today they will play a new Pathways game that will help them think about and review many of the things most of them discovered last year during Pathways classes.
 5. Turn off the Pathways Theme Music cassette.

Week 1 - Part A

- B. Ask students to listen carefully as you explain directions to the game entitled - **And the Answer is** while showing the game board.
- I will divide the class into teams and pick one team to be first. (You may choose some other method to determine the order of play for teams, such as flipping a coin.)
 - The first team will choose the category they will try to answer from the six categories. (Point out and read each of the six categories at the top of the game board.)
 - Then the team will choose the number of points from 10 to 50 beneath the category they chose. (Point out the number points under each category.)
 - Behind each point is the question to be answered.
 - Each team will have **30 seconds** to work together to come up with the answer to the question.
 - If the team answers the question correctly, I will remove the question sheet to reveal the correct answer on the back.
 - If the team does not answer the question correctly, I will put the points sheet back over the question, and go to the next team.
 - The team with the most points at the end of the game - wins!
- C. Divide the class into teams of 3-5 players and decide the order for taking turns.
1. Start the game using the game board.
 2. Discuss each answer and review the Pathways topics with students, as time permits.
 3. Declare a winning team or teams.
- D. Congratulate and ask for applause for all the students for successfully playing the game **And the Answer Is ...** and for correctly answering so many of Pathways review questions.

Week 1 - Part A

Activity 2 Pathways Nations

- A. Point to the **Pathways Nations Class Map** and ask students if they can say each of the Pathways Nations.

1. Pronounce the names of these nations as follows:

Akimel O'odham ¹	Gila River Indian Community
Dee' ²	San Carlos Apache Tribe
Diné ³	Navajo Nation
Ndee' ⁴	White Mountain Apache Tribe
Oglala Lakota ⁵	Oglala Lakota Tribe
Sicangu Lakota ⁶	Rosebud Sioux Tribe
Tohono O'odham ⁷	Tohono O'odham

2. Inform students that they will each receive their own notebook containing a map of the individual nations along with other activity sheets to use during Pathways.

- B. Distribute the *Pathways Notebook* to students and instruct them to write their name on the front cover.

¹ Akimel O'odham (A-key-mal Ath-thum) The O'odham term for their people who live near the Salt and Gila Rivers and who are known as "The River People."

² Dee' (Deh') The San Carlos Apache Tribe's description of themselves as "The People."

³ Diné (Diné é) The original term by the Holy People to their descendants signifying the people and clans of the Navajo Nation.

⁴ Ndee' (N deh) The term used by the White Mountain Apache Tribe to describe themselves as "The People."

⁵ Oglala Lakota (Og la' la La ko' ta) One of the seven bands of the Lakota Nation. The meaning of the name is "to scatter." The Lakota are distinct from the Dakota and Nakota Nations.

⁶ Sicangu Lakota (Si can gu) One of the seven bands of the Lakota Nation. The meaning of the name is "burnt thighs." The Lakota are distinct from the Dakota and Nakota Nations.

⁷ Tohono O'odham (To-ho-no Ath-thum) The O'odham term reflecting their homeland in the desert and describing themselves as "The Desert People."

Week 1 - Part A

- C. Ask students to find **Activity Sheet 1 - Pathways Nations** along with the seven individual maps of the Pathways Nations.
1. Instruct students to follow the directions to match the cultural name with its meaning for each Pathways Nation.
 2. Encourage students to use these cultural names because they are the names by which the people in these nations call themselves.
 3. Have students complete this activity sheet by matching the cultural name of each nation with their official government name.
- D. Congratulate students for completing this activity to recall the Pathways Nations.

Activity 3 Pathways Nations Foods

Pathways Background: The Pathways Nations Foods poster is representative of selected foods for all seven Pathways Nations. It includes foods eaten only during significant cultural events as well as foods commonly available. There are many foods on this list which will also be found on the Everyday Foods poster. This match is important to reinforce healthful foods which are a part of these cultures and that students may already eat.

- A. Explain to students that they will continue to recall in today's class what they learned in Pathways during the third and fourth grades about eating healthy.
- B. Share that they will also review of some of the Pathways Nations Foods that have been favorites in the past as well as today.
- C. Emphasize to students that it is important for them to make choices whenever possible to eat foods that are healthful for their bodies and to be physically active every day.

Week 1 - Part A

- D. Point to the **Everyday Foods** poster in the classroom and ask student(s) to read the description of these foods. Discuss, as time permits.

Everyday Foods can be eaten “almost anytime” and are:

- Foods that have little or no fat.
- Foods that are not fried.
- Food that have little or no fat added when cooked or served.
- Water, diet pop, or other beverages that have little or no added sugar.

- E. Ask students to find their list of the Pathways Nations Foods in their *Pathways Notebook* and to review these foods.

1. Emphasize that the great-great-grandparents ate these foods and lived healthy lives because most of the foods were much lower in fat than the packaged foods eaten today.
2. Explain that many of the Pathways Nations Foods are still eaten today in their homes and in the community.

- F. Ask students to identify some of the Pathways Nations Foods that they like to eat.

1. Instruct a volunteer(s) to find some of these foods on the **Everyday Foods** poster and circle them.
2. Encourage students to eat the **Pathways Nations Foods** that are on the **Everyday Foods** poster.

Reminders:

- ✓ Check with the PE teacher to designate a special area outside or in the gym for the Mt. Pathways Challenge to begin in Week 2. Be sure the area is large enough to place 6 cones at least 10 to 15 paces apart.
- ✓ Jot notes on the Teacher Interview form after completing this lesson.



SHARING THE BEST OF PATHWAYS

Purpose: Review concepts for healthy living from Pathways Third and Fourth Grade Curriculum.

Lesson Objectives - Students should be able to:

- name and discuss three important facts about Everyday Foods.
- name and discuss at least three Pathways Nations Foods that are also Everyday Foods.
- name and discuss three ways they can keep their family exercising everyday.
- demonstrate they can involve their families in activities by taking home a family packet with a family challenge sheet.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Key Messages in Pathways	15-20	Pathways Nations Food List Everyday Snacks List Physical Activities List Everyday Foods List Everyday Beverages List	Cassette Player Pathways Theme Music Chalkboard Pathways Nations Foods Poster Physical Activities Poster Everyday Foods Poster Everyday Beverages Poster
2. Pathways Family Challenge	15	Postcard #1 Family Challenge #1 Kids' Activity Pyramid Pathways Nations Map Envelope	
3. Summary of the Week	10	Pathways Puzzle	Option: Cultural Interview Pathways Messages (6)

Week 1 - Part B

Activity 1 Key Pathways Messages

Pathways Background: Students learned key concepts in the Third and Fourth grade regarding healthful eating and physical activity. The fifth grade uses clues and messages to reinforce their understanding of these concepts.

- A. Prepare students for today's lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Introduce this lesson by explaining that in the third and fourth grades they learned about certain key messages important to good health.
 3. Remind them that many of these messages were part of the "**And the Answer Is**" game that they played this week.
 4. Turn off the Pathways Theme Music cassette.
- B. Inform students that you will give them the following clues and then write their responses (or the correct answer) on the chalkboard:
- Eat foods that have little or no **what** is a clue to?
(Answer: little or no **fat** is a clue to Eat low fat foods.)
 - Faster heartbeat, sweating, breathing faster, working muscles, and warm face are clues to?
(Answer: Body Cues which tell us that "We are physically active.")
 - Foods that are eaten "almost anytime" is a clue for?
(Answer: Everyday Foods)
 - Foods that are eaten only "once in a while" is a clue for?
(Answer: Sometimes Foods)

Week 1 - Part B

- C. Encourage students to recall many of the important messages they learned during third and fourth grade Pathways through review of the lists in their *Student Notebook*, such as:

Everyday Snacks
Everyday Physical Activities
Everyday Foods
Pathways Nations Foods
Everyday Beverages

- D. Emphasize that the posters for **Everyday Foods** and Everyday Snacks displayed on the classroom wall can help them to make good choices about low fat foods.
1. Remind students that these lists are a selection of foods and not all foods.
 2. Stress that students continue to read the nutrition labels on foods.
- E. Encourage students to continue to drink water as the best Everyday Beverage and review the beverages on this list.
- F. Point out that it is important to be physically active every day and the poster for Everyday Physical Activities can remind them about different ways to be active and to learn about their Body Cues.
- G. Encourage students to eat those Pathways Nations Foods which are also on the **Everyday Foods** list.
- H. Announce to students that they will be learning more about these important Pathways messages and doing activities that can help them stay healthy, feel good, and have the energy to do the things they enjoy doing.

Week 1 - Part B

Activity 2 Pathways Family Challenge

Teacher Note: Please adjust this activity for students who are in a boarding program and do not return home each day. In those cases, check with the Dorm Director for dorm staff to assist students who do not go home on weekends.

- A. Announce to students that each of their families have received (or soon will receive) a Pathways postcard mailed directly by the Pathways staff to their parents/guardians at their home address.
1. Tell students that it is important for their families to again participate in some of the activities that they are doing in the Pathways class.
 2. Explain that the introductory postcard will describe the new Pathways family activities with their family.
 3. Inform them that there will also be four packets of information that they will take home during Pathways this year.
 4. Announce there will be a mystery photo on a postcard included in each packet and students and their families should try to identify the Pathways Nation where this photo was taken.
- B. Distribute **Postcard #1 - “Be Active Every Day”** materials and urge students to have their families complete this Family Challenge with them.
1. Review the Postcard #1 materials which are:
 - Introductory Postcard (At most sites, this will be mailed directly to families)
 - Postcard #1
 - Family Challenge #1
 - Kids’ Activity Pyramid
 - Pathways Nations Map
 - Envelope for materials

Week 1 - Part B

2. **Optional:** Pathways staff will inform each school if they will mail Postcard #1 directly to the families.
 3. Instruct students to put these materials in the envelope, take them home, and to complete the activities with their family.
- C. Remind students to bring back the signed Family Challenge #1 sheet as soon as it is completed and show them where to place it in the classroom.
- D. Announce that there is a very special reward for every student who returns all four completed Family Challenges.
- E. Encourage students to help their families complete each challenge and to continue sharing what they learn in Pathways with their families.



Activity 3 Summary of the Week



- A. Congratulate students on their completion of this first week of the Pathways program.
1. Tell students that they will learn to be leaders by sharing what they have learned in Pathways with their family and other students in their school.
 2. Encourage students to remember their Pathways nations and the important messages that they have learned in Pathways.
- B. Emphasize to students that Pathways helps them discover some of the ways of healthy living like their great-great-grandparents with fun activities about eating low fat foods and doing active games.

Week 1 - Part B

- C. Describe to students that they will participate in an important Pathways project at the end of Week 8 which includes all the key messages that they will have learned during Pathways.

1. Ask for volunteer/s assistance with the six Pathways Messages to either post them on a wall surface or display on a modified mobile.
2. Instruct students to read together each of the following Pathways Messages:

Challenge Yourself Physically
Choose a Variety of Everyday Foods and Beverages
Do Something Active Every Day
Eat Low Fat Foods and Drink Low Fat Milk
Exercise with Family and Friends
Eat More Fruits and Vegetables

- D. Distribute the **Pathways Puzzle** to each student and explain that they will receive a puzzle each week to do outside of class.

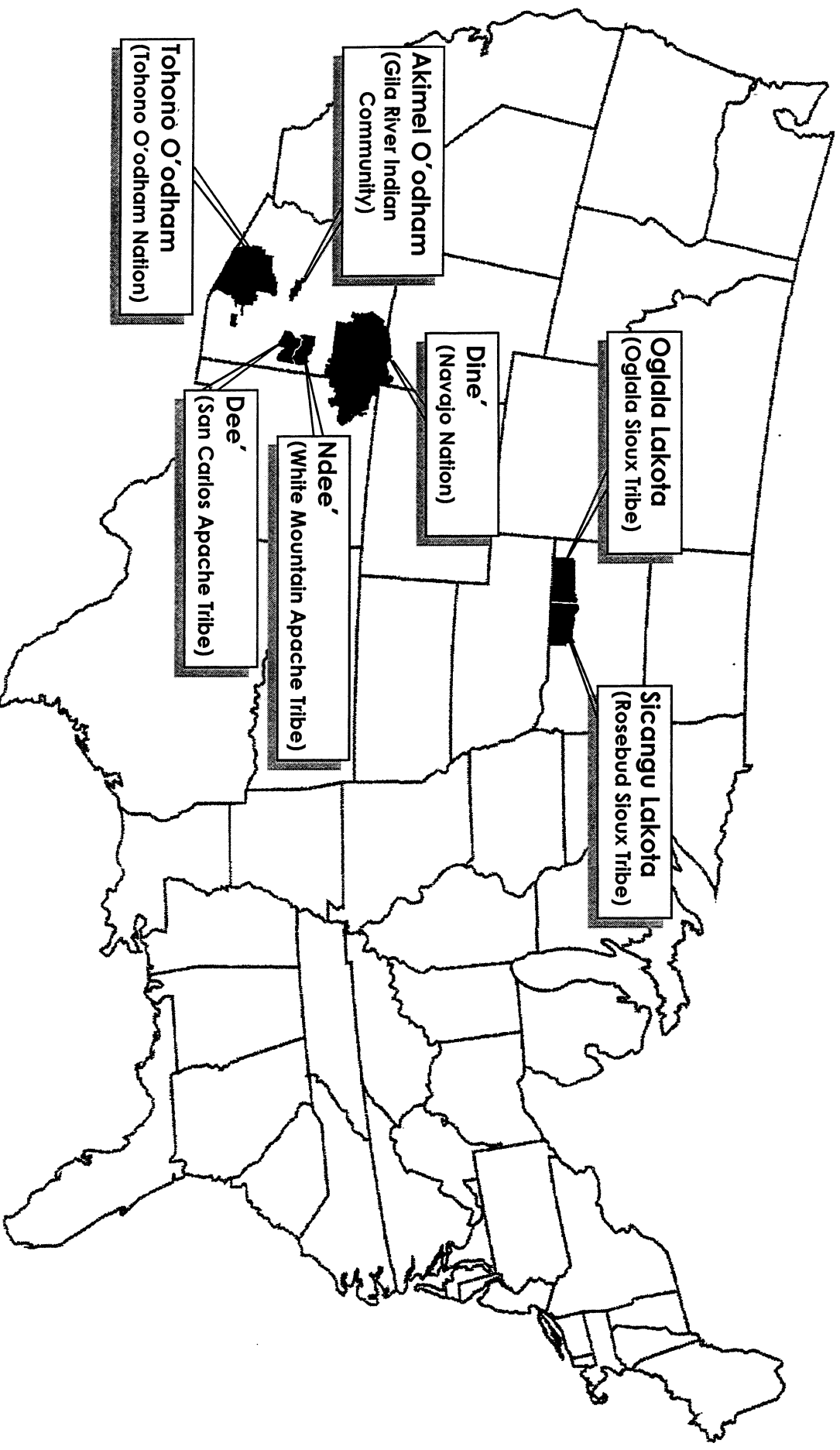
1. Inform students that the puzzle contains words or phrases that will give them a clue to their next class.
2. Tell students that they can check their work and give them the location of the key to this week's puzzle.

- E. **Optional:** During this introductory week or following weeks, invite an elder from the community who will speak about the teachings in the culture on how to live a healthy life. See the list of questions at the end of this week for the elder to respond to during his/her visit.

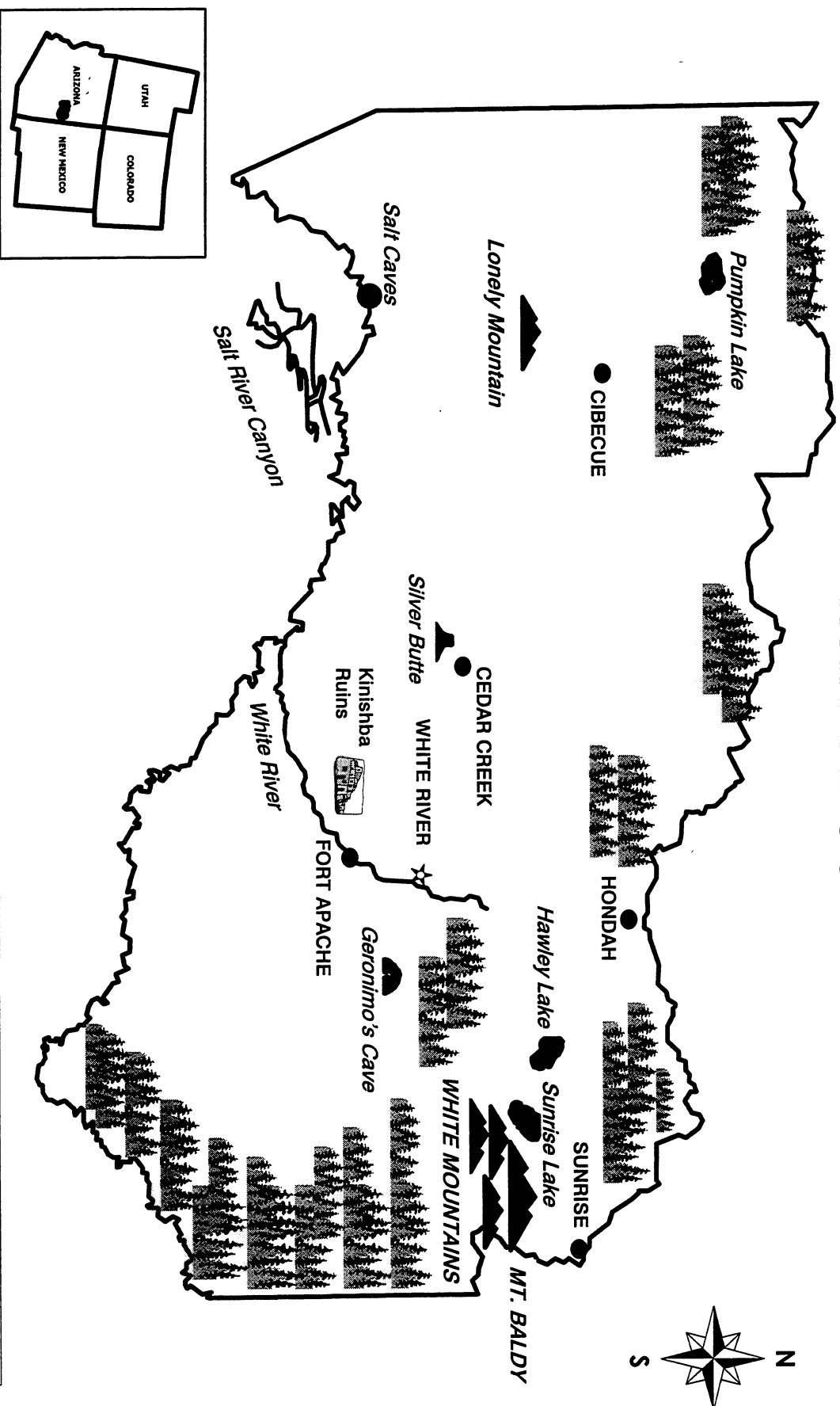
Reminders:

- ✓ Finalize with the PE teacher the area outside or in the gym which can be used for trailmaking throughout the next seven weeks. **Be sure the area is large enough to place 6 cones at least 10-15 paces apart.**
- ✓ Review the **Mt. Pathways Challenge Kit** under separate tab in the Supplement section of this manual and the **Mt. Pathways Challenge Kit** in preparation for activities in Week 2.
- ✓ Jot notes down on the Teacher Interview form after completing this lesson.
- ✓ Ask students to assist with the Week 3, Part A lesson by bringing empty food packages or containers from home and place them in an assigned area of the classroom. Also, place a box in the office or teacher's lounge for staff to contribute empty food packages.

PATHWAYS NATIONS MAP

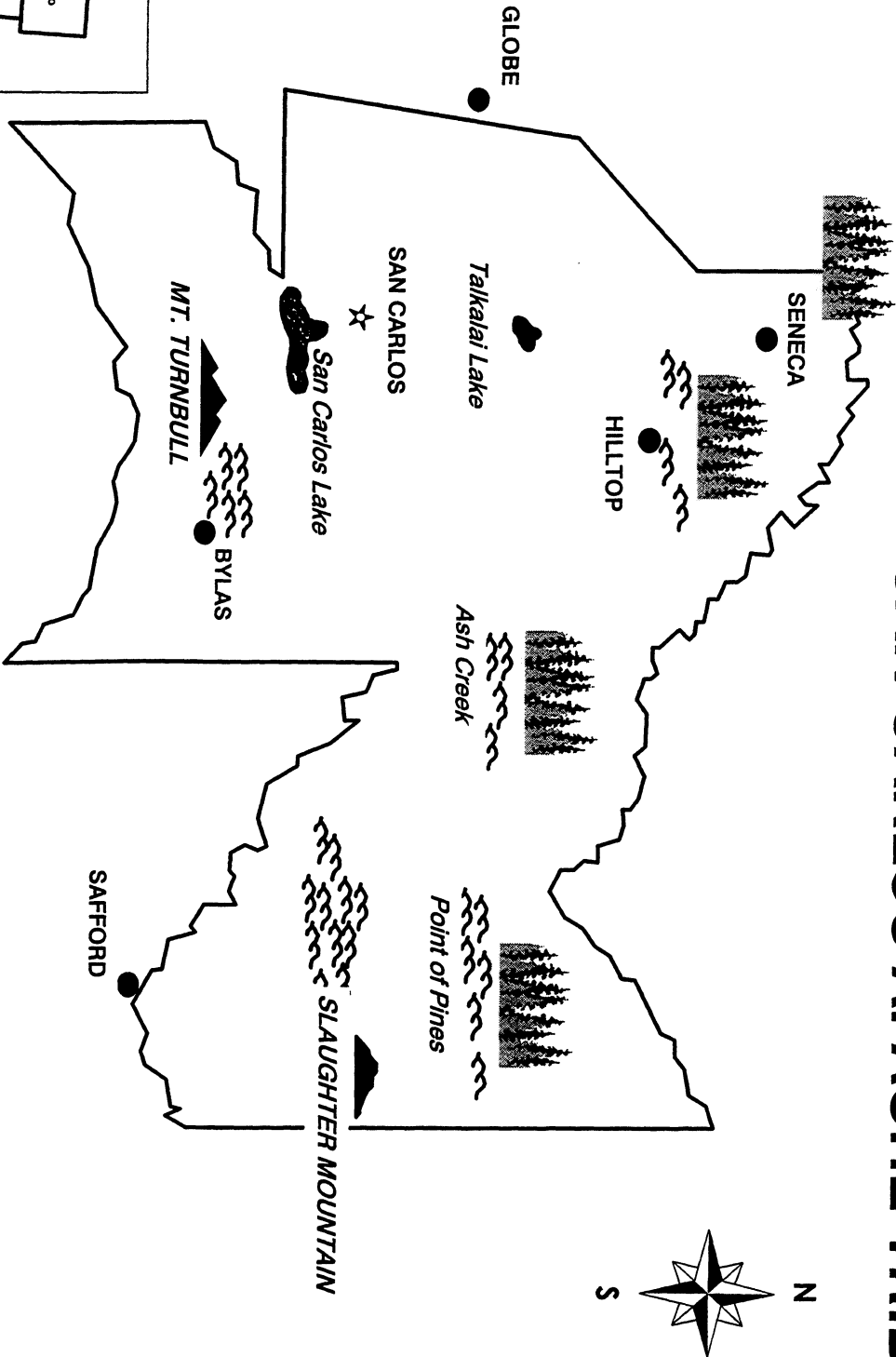


WHITE MOUNTAIN APACHE TRIBE



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

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

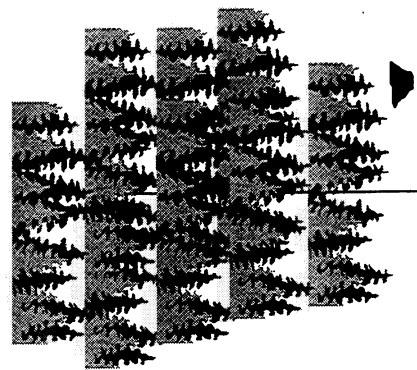
Bear Butte

Face Track of the Animals

OGLALA LAKOTA TRIBE



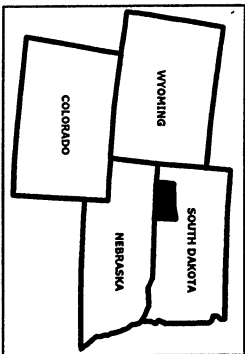
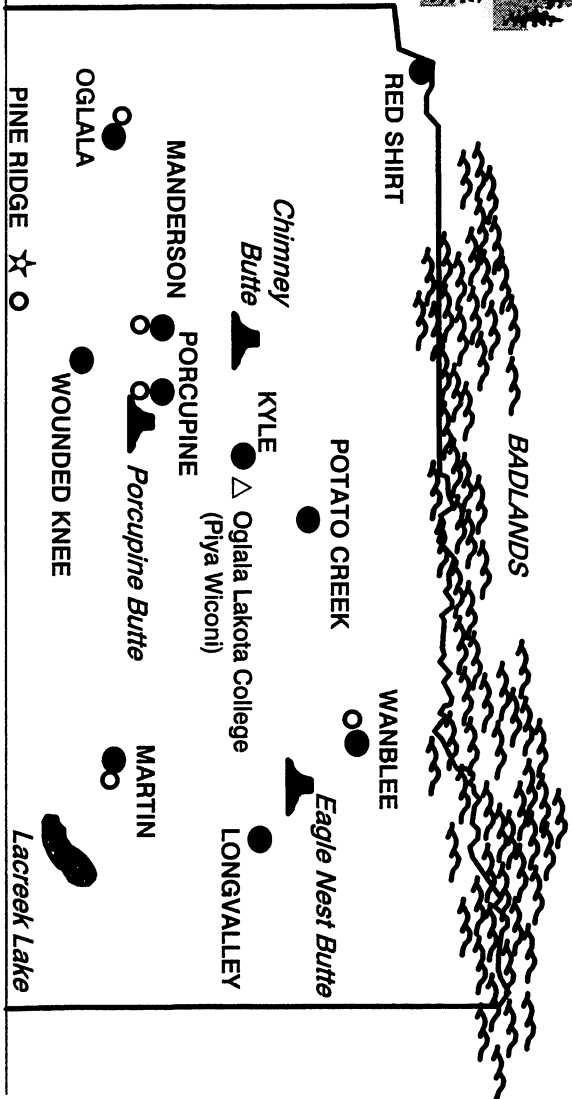
BLACK HILLS



WYOMING

SOUTH DAKOTA

NEBRASKA



LAND AREA: 1,771,082 acres
POPULATION: 20,806
AGRICULTURE: winter wheat, alfalfa, millet, safflower
ANIMALS: cattle, buffalo, antelope, deer, elk
TRIBAL HEADQUARTERS: Pine Ridge, SD
HEALTH SERVICE: U.S. PHS, Porcupine Clinic, & community clinics
RADIO STATION: KLL

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

NAVAJO NATION

MT. HESPERUS

Rainbow Bridge

Monument Valley

COLORADO

UTAH
ARIZONA

NAVAJO MOUNTAIN

SHIPROCK

NEW MEXICO



TUBA CITY

HOP
LANDS

CHINLE

*Canyon
de Chelly*

FT. DEFIANCE

WINDOW ROCK

SAN FRANCISCO PEAK

CROWNPOINT

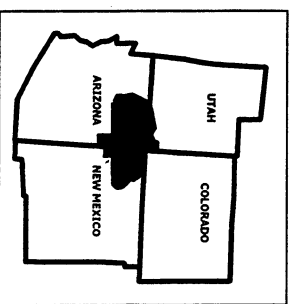
RAIAH

MT. TAYLOR

CANONCITO

MT. BLANCO

ALAMO



LAND AREA:

POPULATION:

AGRICULTURE:

LIVESTOCK:

TRIBAL HEADQUARTERS:

NEWSPAPER:

RADIO STATION:

16,224,896 acres

157,716

alfalfa, potatoes,

pumpkins, corn

cattle, sheep, horses

Window Rock, AZ

Navajo Times

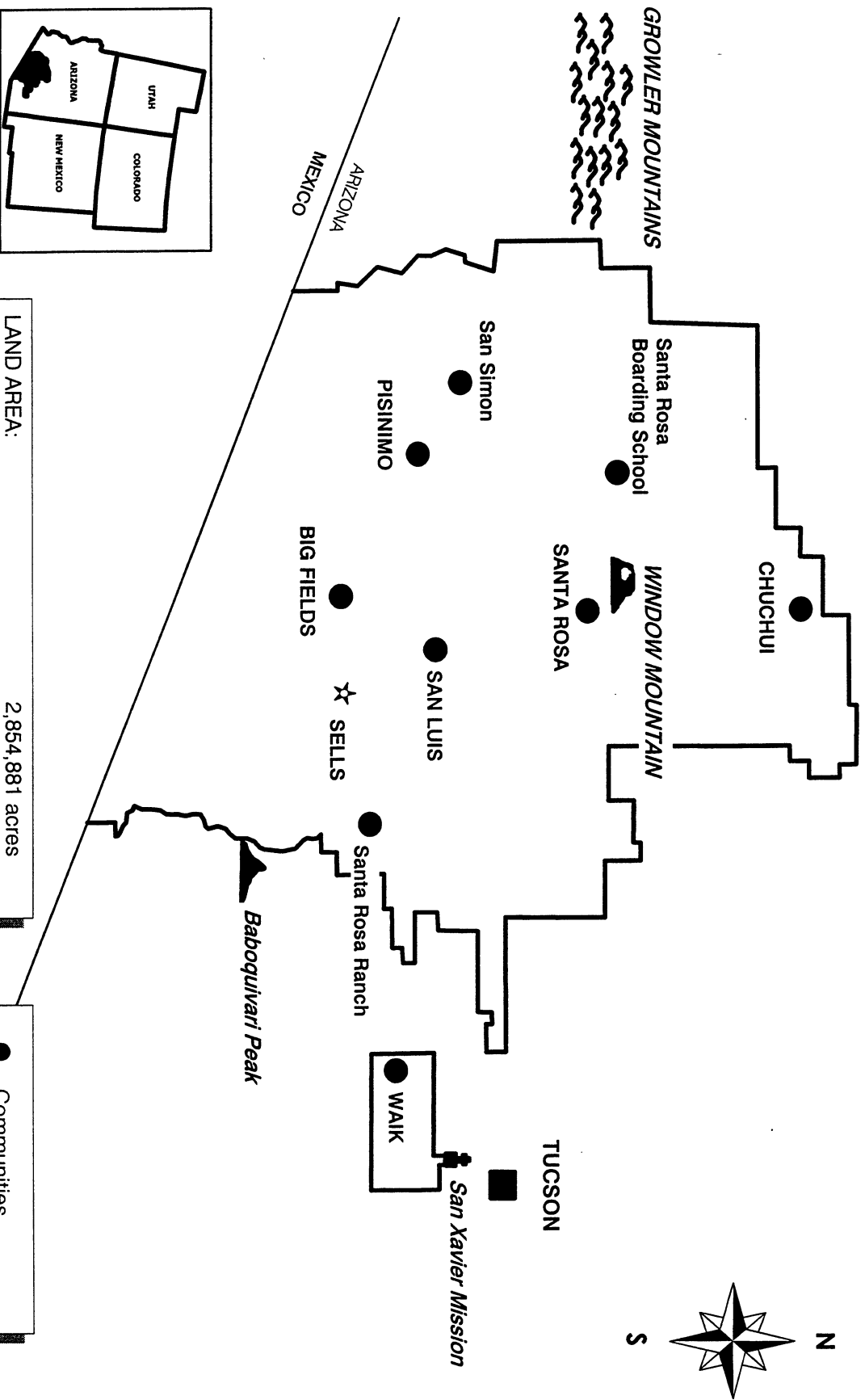
KTNV

Agency towns

Tribal Headquarters

Sacred Mountains

TOHONO O'ODHAM NATION

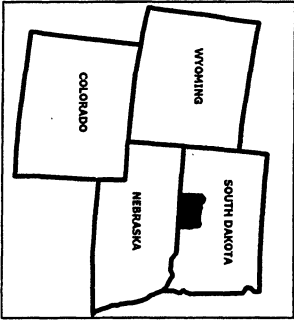
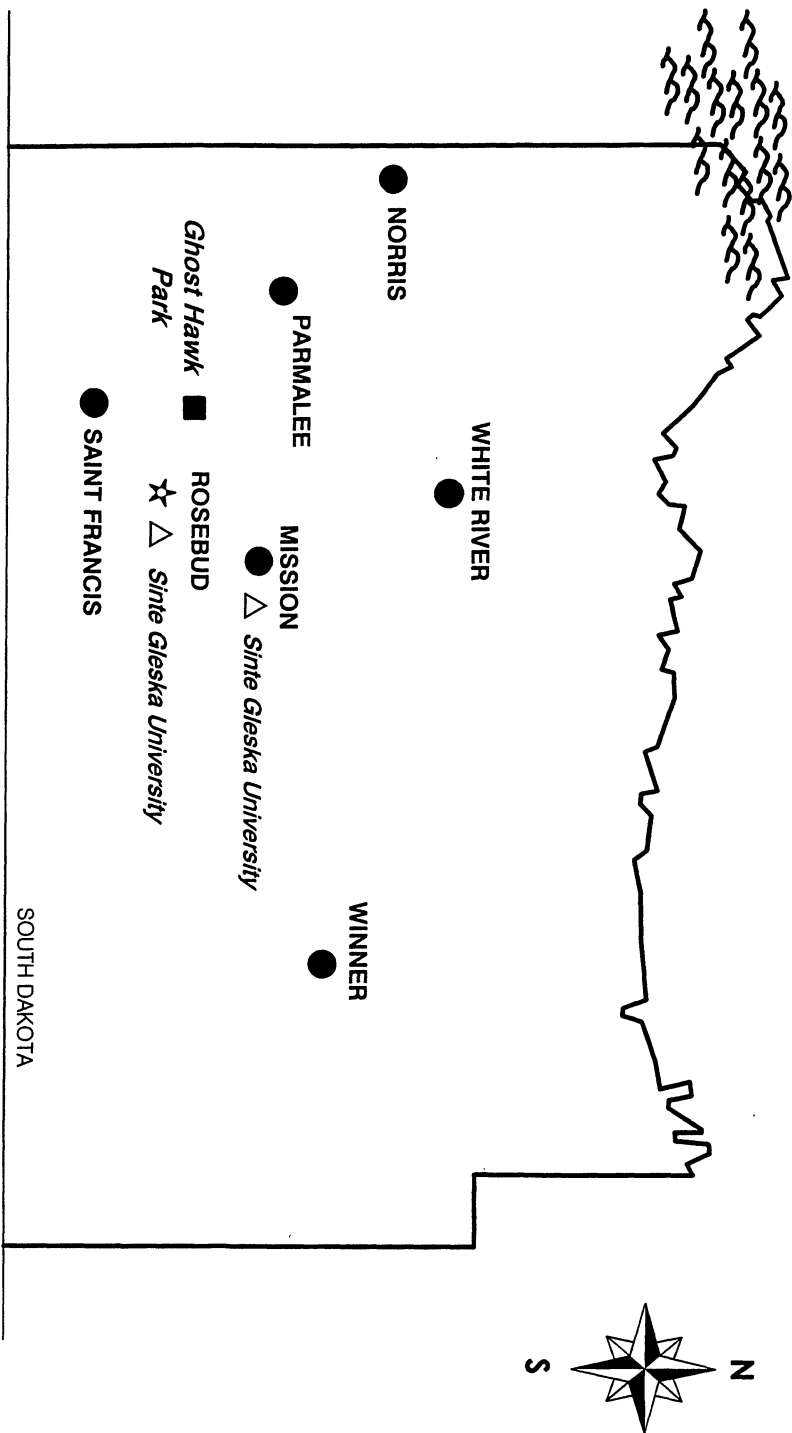


LAND AREA:
POPULATION:
ECONOMY:
TRIBAL HEADQUARTERS:
NEWSPAPER:

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

- Communities
- ★ Tribal Headquarters
- ✕ Church

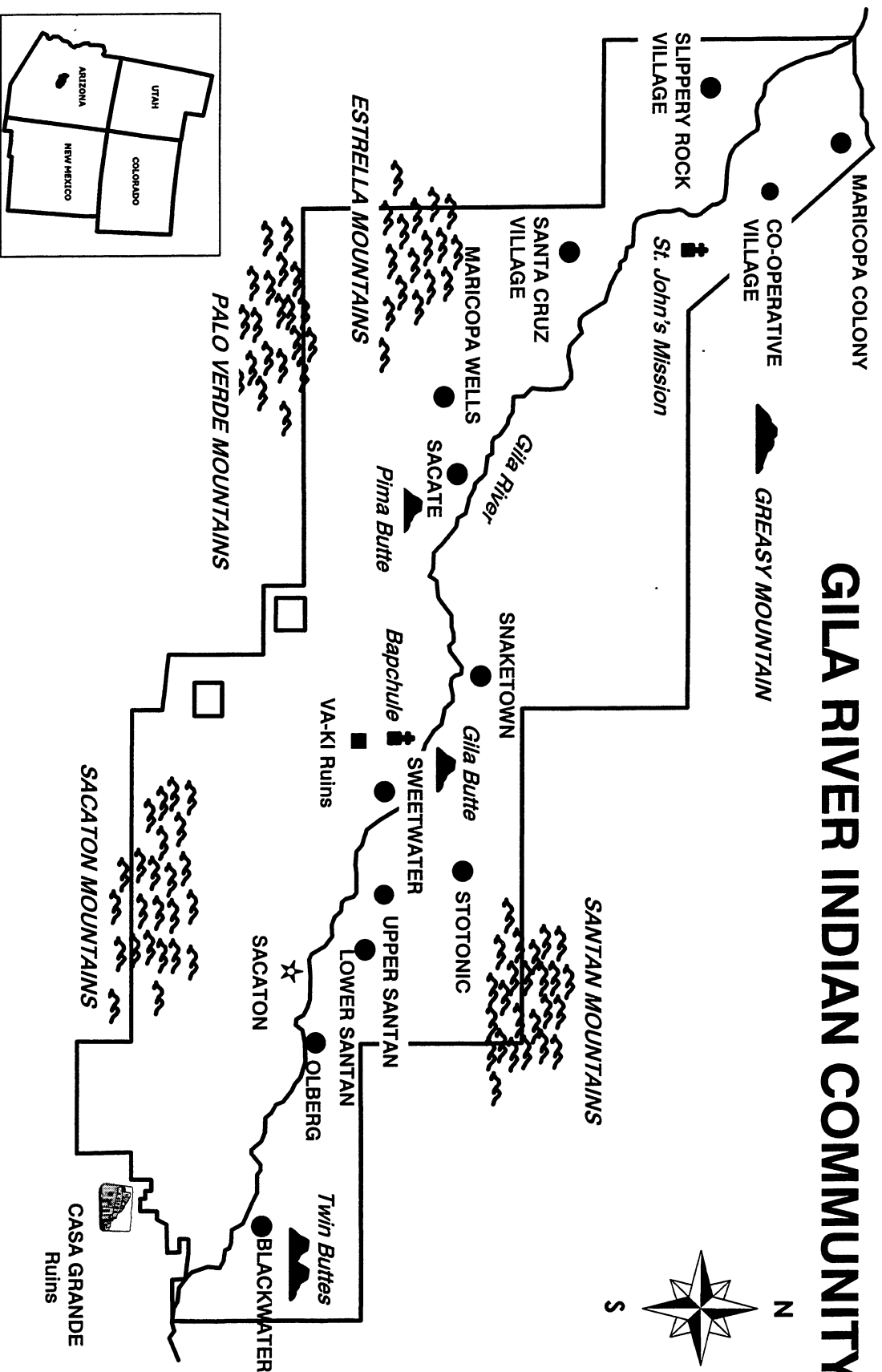
SICANGU LAKOTA TRIBE



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

- 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