



CHALLENGING YOURSELF PHYSICALLY

Purpose: Introduce students to the **Mt. Pathways Challenge Kit** which provides leadership development and exercises that are fun and physically active.

Lesson Objectives - Students should be able to:

- describe how to follow a Trail Course.
- use the **Mt. Pathways Challenge Kit**.
- practice the Action Movements on a Mt. Pathways Trail Course.

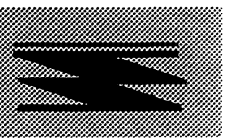
Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Mt. Pathways Challenge	10-15	White Mountain Apache Map Picture of Apache Girl	Cassette Player Pathways Theme Music Pathways Nations Class Map
2. Mt. Pathways Challenge Kit	10-15		Mt. Pathways Challenge Kit Mt. Pathways Poster Pony Bead Chart Stopwatch
3. Yellow Bead Trail	20-25	Activity Sheet 2 Station Equipment: 6 cones, 6 sign boards, 6 action movement cards, 6 bean bags (1 per person)	Visual Aid A

Week 2 - Part A



Activity 1 Mt. Pathways Challenge



Pathways Background: In the third and fourth grade, students learned to do a variety of action movements in physical education classes as well as during exercise breaks. The Mt. Pathways Challenge Kit builds upon this knowledge and encourages leadership development.

Teacher Note: Prior to this class, be sure to finalize the use of an area outside or in the gym for the Mt. Pathways Challenge. Also, display the Mt. Pathways Poster in the classroom.

- A. Prepare students for today's lesson.
 1. Turn on the Pathways Theme Music cassette.
 2. Tell students that they will learn fun and physically active ways to exercise by following Trails in a special activity called the **Mt. Pathways Challenge Kit**.
 3. Ask students to give the hidden message in the Pathways Puzzle for Week 1, **Challenge Yourself Physically**, and briefly discuss this message.
 4. Turn off the Pathways Theme Music cassette.
- B. Point out the location of the Ndee' (White Mountain Apache tribe)¹ people on the Pathways Nations Class Map.
 1. Have students pronounce Ndee' and give the translation "The People."
 2. Explain to students that the Ndee' are famous hunters in their mountains who do not waste any part of the animal, especially the hide, because they highly prize the ownership of tanned hides.
 3. Tell students that tanned animal skins are used for clothing and moccasins and other personal items.
 4. Display the picture of a young Apache girl wearing her buckskin dress.

¹ Ndee' (N-deh) - The term used by the White Mountain Apache Tribe to describe themselves as "The People."

Week 2 - Part A

- C. Announce that their class has received a *Pathways News Bulletin* which challenges them to take a journey up a mountain like one in the land of the White Mountain Apache and then read the following bulletin **with enthusiasm**.

PATHWAYS NEWS BULLETIN

Teacher Note: Explain any words not familiar to students.

NEWS FLASH !! NEWS FLASH !! NEWS FLASH !! NEWS FLASH !!

Students in the Pathways schools have been selected for a very special honor to climb to the top of Mt. Pathways. Mt. Pathways has long been thought to be the most unusual, mysterious and challenging mountain in the Western Hemisphere. This mountain has a variety of terrain including a desert, a mesa, and unusual rock formations, as well as wild animals that appear around every corner.

Your Pathways class will be challenged to complete the trails that will get the class up Mt. Pathways safely and with the most amount of fun. Each trail has a special name. Everyone will begin the challenge at the same time and will keep track of their progress up the mountain.

Your mission is to arrive at the top of the mountain before winter. Who will be the first to begin the journey?

- D. Ask students to take out their map of the White Mountain Apache Tribe and to identify the location of the White Mountains on the map.
1. Identify with students the tribal headquarters of the tribe.
 2. Review with students the population of the tribe and the amount of land area upon which they live.
 3. Have students identify the types of livestock that are raised by the White Mountain Apache Tribe and also the wild animals that live in this area.

Week 2 - Part A

- E. Point to the **Mt. Pathways** poster displayed in the classroom and explain to students that their challenge is to climb to the top of Mt. Pathways before the snow gets too deep to climb the mountain.
 - 1. Ask if anyone has ever experienced climbing a mountain or following a trail.
 - 2. Have students identify what obstacles may appear when they set out on a journey up a mountain, and discuss as time permits.
- F. Demonstrate the route for this “climb” up Mt. Pathways beginning at its base on the Yellow Bead Trail to the highest top of the mountain.
 - 1. Explain that a Trail blazer team in the class will help all teams to monitor their “climb” up Mt. Pathways.
 - 2. Emphasize that everyone is challenged to do their best and to work together as a team.
- G. Inform students that they will learn to use the **Mt. Pathways Challenge Kit** to help them to “climb” Mt. Pathways.



Activity 2

Mt. Pathways Challenge Kit



- A. Hold up the **Mt. Pathways Challenge Kit** to show the Trail Courses and action movement cards inside the kit.
 - 1. Explain that this kit will be used for each Trail Course and point out the names of the five different trails on the **Mt. Pathways** poster and the location of these folders in the **Mt. Pathways Challenge Kit**.
 - 2. Inform students that they will work together in teams and that each team will choose a name for themselves.

Week 2 - Part A

3. Show students that there are challenging trails which are a circle, an hourglass, and a zig zag located in the **Mt. Pathways Challenge Kit**.
 4. State that you will demonstrate the special role of the “Trail blazer” team during this first trail, thereafter teams will be chosen as “Trail blazers” to lead the class.
 5. Describe the responsibilities of the Trail blazers as monitoring the set up of the trail course, the return of all equipment, issuing a challenge to the class, and recording the progress of the class on the **Mt. Pathways** poster.
- B. Display **Visual Aid A - Yellow Bead Trail** and show students there are **action movements for each of the 6 stations** and tell them that teams will do these action movements in a clockwise direction around this circle.
- C. Stress that after completing each of the 6 stations everyone will **jog a Bonus Lap** around the circle **without doing** any action movements.
1. Inform students that the Trail blazer team will challenge the class to jog this Bonus Lap which can be at one of three levels: “**Great**” is to jog around the circle for one minute, “**Outstanding**” is to jog for two minutes, and “**Awesome**” is to jog for three minutes.
 2. Tell students they will complete five trails during their Pathways classes and that they can do additional trails during recess or before and after the periods for breakfast and lunch, if time is available to them.
- D. Ask students to find the **Pony Bead Chart** in their *Pathways Notebook*.
1. Explain that the word “pony bead” refers to a special bead that became a trade item for animal furs between traders and Native Americans in the plains area.
 2. Emphasize that this word originated because ponies were used to carry these special beads for the trader.
 3. Inform students that each trail on the Mt. Pathways poster is named for a colored pony bead (Yellow, Red, Blue, White, Green) and that in cultural activities some of these colors represent the four directions, East, South, West, and North.

Week 2 - Part A

- E. Inform students that they will use this **Pony Bead Chart** to record their completion of each Trail.
1. Point out to students that they will shade in **five pony beads** on this chart after they complete each Trail.
 2. Explain that in addition to these five pony beads, they can shade **one pony bead** if the Trail blazers challenged them to jog a “Great” Bonus Lap , **two pony beads** for an “Outstanding” Bonus Lap, and **three pony beads** for an “Awesome” Bonus Lap.
- F. Emphasize to students that at the end of Pathways, they will receive all of the pony beads that they recorded on their **Pony Bead Chart** and can use these beads to make different items, such as a key chain, bracelets, a necklace, a zipper tag, or other sample items that are displayed in the classroom.
- G. Summarize for students the important leadership role of the Trail blazer team.
- Trail blazers will first issue the challenge for all teams to complete a Bonus Lap for one, two, or three minutes, designated as Great, Outstanding, or Awesome around the Trail Course.
 - Trail blazers will monitor teams in setting up the Trail Course and will assist with equipment placement as necessary.
 - After a trail has been completed, a member of the Trail blazer team will write the name of their team on the **Mt. Pathways** poster beneath the Trail, shade in the trail with a colored marker, and write in the Bonus Lap circle which challenge “Great, Outstanding, or Awesome” was completed by the class.



Activity 3

Yellow Bead Trail



Teacher Note: Prior to this activity, be sure to have selected a location for the Trail Course activity. Teams need to be formed with a division of the class into six Pathways groups if there are a sufficient number of students. If you are unable to create six groups, set up fewer groups with a minimum of 2-3 students in each group. Remember that there will be six stations even though there may be fewer than 6 groups. Lastly, review the description of the Mt. Pathways Challenge in the supplement and the folders in the Mt. Pathways Challenge Kit.

- A. Explain that everyone will be placed on a team to complete their Trail Courses.
1. Give each student a number from 1 - 6 so that those having the same number will be members of the same team.
 2. **Optional:** Divide the class into teams prior to this activity or allow students to select their own members of a team.
 3. Give team members time to choose a name for their team that will be used throughout the rest of Pathways.
- B. Display **Visual Aid A - Yellow Bead Trail** and give the location, either in the gym or outdoors, as the place to do this Circle Trail.
1. Have students find **Activity Sheet 2 - Yellow Bead Trail** in their *Pathways Notebook*.
 2. Review with students the sequence for the six stations by stating that Team 1 will use Station 1 as a homebase, Team 2 will use Station 2 as a homebase, and so on for all six teams.
 3. Remind students that each team will begin and finish at their homebase.

Week 2 - Part A

- C. Remove the following action movement cards from the folder for the Yellow Bead Trail in the **Mt. Pathways Challenge Kit** and name the action movements for each station as follows:

Station 1	Arm Circles	Station 2	Jump Turns
Station 3	Ski Slalom	Station 4	Flat Tire
Station 5	Basketball Blast Off	Station 6	Bean Bag Jacks

1. Hold up the action movement card for Arm Circles and inform students that each card has important information.
2. Show students that the written directions for doing the Arm Circles are written on the card.
3. Stress that teams always check below these written directions to see if any equipment is needed for that action movement.

Example: the card for Bean Bag Jacks (Station 6) shows that the equipment needed is one bean bag for each person at the station.

- D. Ask if students are familiar with the action movements as you hold up each card and then, if necessary, demonstrate the action movement (or ask for a volunteer who knows the actions).

Arm Circles: Place feet shoulder width apart. Extend arms straight out to the side and circle forward. Reverse motion.

Jump Turns: Stand straight. Jump and turn at the same time. (Try one quarter, half, three quarter, and full turns) Bend knees to jump and throw arms up to help.

Ski Slalom: With feet together, jump side to side over a real or imaginary line.

Flat Tire: Start in a push-up position with legs extended out behind you, hands under shoulders, back parallel to the ground. "Let the air out" like a flat tire. Return to starting position by pushing back up and repeat the flat tire motion.

Basketball Blast Off: Start with feet together and bend knees. Swing arms back and forth. Jump straight up as high as possible

Bean Bag Jacks: Toss a bean bag into the air and perform a jumping jack. Catch the bag before it hits the ground. Repeat and add another jumping jack.

Week 2 - Part A

- E. Tell students that they will now move either outdoors or to the gym to practice doing the Yellow Bead Trail.
1. Ask each team to assist with the following equipment: their homebase cone, a sign board, station equipment, and the action movement card for that station.
 2. Have each team place their cone at their homebase (station) at least 10-15 paces from the next cone on the Yellow Bead Trail Course and then attach their action movement card to the cone.
 3. Summarize for students these final directions for the Yellow Bead Trail.
 - Remind students that each team will move from their homebase to the next station in a clockwise direction.
 - Express that on the word “go,” each team will begin doing their action movements **for one minute at their station**.
 - Tell students that when they hear a whistle or a clap that it is a signal to stop and move to the next station.
 - Ask students to help you by choosing which challenge they wish to jog for a Bonus Lap after all the teams have completed their action movements and are back at their homebase. If necessary, remind students that the challenge for Great is to jog for one minute, Outstanding is to jog for two minutes, and Awesome is to jog for three minutes.
- F. Ask all teams to return all equipment, sign boards, and replace the action movement cards in the Yellow Bead folder located in the **Mt. Pathways Challenge Kit**.
- G. Instruct students to record their completion of the Yellow Bead Trail as follows:
- Turn to the **Pony Bead Chart** and shade in **five pony beads** to represent your completion of the Yellow Bead Trail.
 - Shade in the pony bead(s) for completing the Bonus Lap which is one pony bead for Great, two pony beads for Outstanding, and three pony beads for Awesome.

Week 2 - Part A

- H. Demonstrate their completion of the Yellow Bead Trail on the **Mt. Pathways** poster as follows:
- Shade in the Yellow Bead Trail with a yellow marker and write the name of all teams beneath this trail.
 - Write either Great, Outstanding, or Awesome in the circle for Bonus Lap to designate the challenge chosen by the teams.
- I. Congratulate students on completing this Trail and announce that before the next Pathways class, you will assign a Trail blazer team who will be responsible to monitor the set up of the Red Bead Trail.

Reminders:

- ✓ Be sure to select a team to be the Trail blazers for Week 2 –Part B.
- ✓ Remember to contact the Food Service and Pathways staff to select food(s) and plan for the preparation and/or tasting of the Pathways Nations Food in Week 5 - Part A.
- ✓ Check to see that all supplies are available for the Food Stations in Week 3 - Part A.
- ✓ Jot notes down on the Teacher Interview form after completing this lesson.
- ✓ Remind students to bring in empty food packages or containers from home for the Week 3, Part A activity to read labels. If necessary, place a sign and a box in the office or teacher's lounge for staff to contribute empty food packages.



CHALLENGING YOURSELF PHYSICALLY

Purpose: Introduce students to a physical activity “challenge” that can be done regularly at school to increase energy expenditure and to encourage fun and physically active ways to play; review the process of goal-setting.

Lesson Objectives - Students should be able to:

- review and set a goal to do a physical activity at least 30 minutes per day for four days.
- name three potential barriers to achieving a physical activity goal.
- demonstrate how to use the **Mt. Pathways Challenge Kit** to set up and complete a Trail Course.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Pathways Goal #1	10-15	Goal Calendar	Cassette Player Pathways Theme Music Visual Aid B Chalkboard Overhead Projector
2. Red Bead Trail	20-25	Activity Sheet 3 Station Equipment: 6 cones, 4 small cones, 6 sign boards, 6 action movement cards, 6 hula hoops (1 per person)	Mt. Pathways Challenge Kit Mt. Pathways Poster Pony Bead Chart Stopwatch
3. Summary of the Week	10	Pathways Puzzle	Pathways Message

Week 2 - Part B

Activity 1 Pathways Goal #1

Pathways Background: Goal setting has been practiced by students in the third and fourth grade Pathways classes. These goals have followed key concepts for increasing physical activity, eating low fat foods, and drinking beverages with little or no added sugar. Goals have increased in difficulty and in duration since the third grade.

- A. Prepare students for today's lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Explain that students will receive a challenge to set their first Pathways Goal and do a Trail Course called the Red Bead Trail during this lesson.
 3. Turn off the Pathways Theme Music cassette.
- B. Remind students that they have had a lot of experience in Pathways to set and reach goals.
1. Ask students to recall some of the goals that they set in previous years.
(*Examples: Goals to do physical activities, eat fruits and vegetables, choose low-fat snacks, drink water or other Everyday Beverages with little or no added sugar.*)
 2. Reinforce the answers given by stressing that **when they set a goal to do something, they must decide what it is they want to do and then find time to do it.**
 3. If there are students who have not participated in Pathways, write the following statements on the chalkboard to review the major points in goal setting:

Step 1: Decide what to do for a goal.

Step 2: Find the time to do it.

Step 3: Then – remember to do the goal.

Week 2 - Part B

- C. Ask students to think some of the reasons why it may be difficult to reach any goal.
1. Have students identify the barriers that they may encounter in setting a physical activity goal.
(Examples like watching television, the weather, lack of equipment, too many chores, no time, etc.)
 2. Write these barriers on the chalkboard and briefly discuss finding ways to overcome these barriers.
(Examples like limiting TV time, doing indoor exercises, making schedules, etc.)
- D. Instruct students to turn to the **Goal Calendar** on the colored pages at the back of their *Pathways Notebook*.
1. Explain that their first goal is to do a physical activity at least 30 minutes a day outside of school time for the next four days with an option to do an additional two days.
 2. Encourage students to think of physical activities that can be done at home or at school or both places.
- E. Project **Visual Aid B – Goal Calendar** and point to the days between now and the date of the next Pathways class that they have to complete their goal.
1. Review with students the following steps for planning and reaching Goal #1.
 - Think about when you can exercise each day and what physical activities you would like to do.
 - Set your goal by recording the activities on the calendar.
 - Write down the approximate time you will do each activity.
 2. Demonstrate how to fill in the calendar by writing in the activity that you plan to do each day for the next four or six days and at what times you plan to do the activities.

Week 2 - Part B

- F. Allow students time to fill in their **Goal Calendar** with the physical activities that they plan to do for **at least 30 minutes**.
1. Monitor students as they record their activities.
 2. Encourage students to think of doing an activity with a family member or friends and write their name on the calendar.
 3. Remind students of the period of time available for them to complete their goal.
 4. Congratulate students on setting their first goal in Pathways this year.

Activity 2 **Red Bead Trail**

Teacher Note: Have the Trail blazer team remove the following action movement cards for the Red Bead Trail from the Mt. Pathways Challenge Kit.

Rag Doll
Triceps Dip

Jumping Jacks
Standing Long Jump

Pacer
Hula Hoop

- A. Inform students that they will complete another circle trail course using the **Mt. Pathways Challenge Kit** and name the team that is the Trail blazer team.
- B. Have students locate **Activity Sheet 3 – Red Bead Trail** in their *Pathways Notebook* and review the sequence for the six stations.

Station 1	Rag Doll
Station 2	Jumping Jacks
Station 3	Pacer
Station 4	Triceps Dip
Station 5	Standing Long Jump
Station 6	Hula Hoop

Week 2 - Part B

- C. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the Red Bead Trail with the class as follows:

Rag Doll: Place feet shoulder width apart with knees slightly bent. Bend forward at the waist towards feet and allow your arms and shoulders to be limp like a rag doll. Slowly raise back up. Repeat.

Jumping Jacks: Stand with feet together and arms to your side. Hop up and land with feet apart to the side while raising arms straight above your head and clap hands together. Hop up and land with feet together while bringing your arms back to your side. Repeat.

Pacer: Start at one line and run to touch opposite line with one hand. Run back to starting point and touch with the other hand. Repeat.

Triceps Dip: Take a crab walk position (weight on the palms of your hands and feet with fingers pointing towards your feet). Stomach facing up and parallel to the ground. Bend and straighten elbows to raise and lower the body while keeping the back straight.

Standing Long Jump: Start with feet together and bend knees. Swing arms back and forth. Jump as far forward as possible. Land on two feet.

Hula Hoop: Stand inside a hoop and grasp it at waist level. Push hoop and start swinging hips to keep the hoop circling your waist. Repeat.

- D. Remind students that the Trail blazers are to decide on the **Bonus Lap** challenge for the class which will be either Great, Outstanding, or Awesome to be completed after all teams have returned to their homebase.

- E. Tell students that they will now move either outdoors or to the gym to complete the Red Bead Trail.

1. Ask each team to assist with the following equipment: their homebase cone, a sign board, station equipment, and the action movement card for that station.
2. Have Trail blazers monitor the placement of cones so that they are at least 10 to 15 paces between stations and also assist with the set up for the Pacer station where 2 lines need to be marked 10 steps apart.

Week 2 - Part B

- F. Summarize for students these final directions for the Red Bead Trail.
- Remind students that each team will move from their homebase to the next station in a clockwise direction.
 - Express that on the word “go,” each team will begin doing their action movements **for one minute at their station**.
 - Tell students that when they hear a whistle or a clap that it is a signal to stop and move to the next station.
 - Monitor the class after they have begun this activity to make certain that students understand directions and action movements.
 - Upon completion of the Red Bead Trail, students will complete their Bonus Lap challenge.
- G. Ask all teams to return all equipment, sign boards, and replace the action movement cards in the Red Bead Trail folder in the **Mt. Pathways Challenge Kit**.
- H. Instruct students to record their completion of the Red Bead Trail as follows:
- Turn to the **Pony Bead Chart** and shade in **five pony beads** to represent the finishing of the Red Bead Trail.
 - Shade in one pony bead for the Bonus Lap at the level of Great, two pony beads for Outstanding, and three pony beads for Awesome.
 - Ask the designated recorder from the Trail blazer team to shade in the Red Bead Trail on the **Mt. Pathways** poster with a red colored marker, write the name of their team beneath the trail and write Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge for the class.
- I. Congratulate all students for working with their team members to complete the Red Bead Trail.



Activity 3

Summary of the Week



- A. Congratulate students on the completion of their activities for this week.
 - 1. Suggest that students set up Trail Courses at home with their friends or family so they can join in on the physical activity.
 - 2. Encourage students to do a physical activity at least 30 minutes each day outside of school time until they have completed their Goal.

- B. Point to the **Pathways Messages** on the classroom wall or the mobile and ask students to read the message **Challenge Yourself Physically**.
 - 1. Emphasize to students that they have done very well in their teamwork and fellowship for sharing as members of a Team and in supporting each other.
 - 2. Encourage students to remember that **Challenge Yourself Physically** offers the opportunity to do many different fun activities which helps them to be physically active every day.

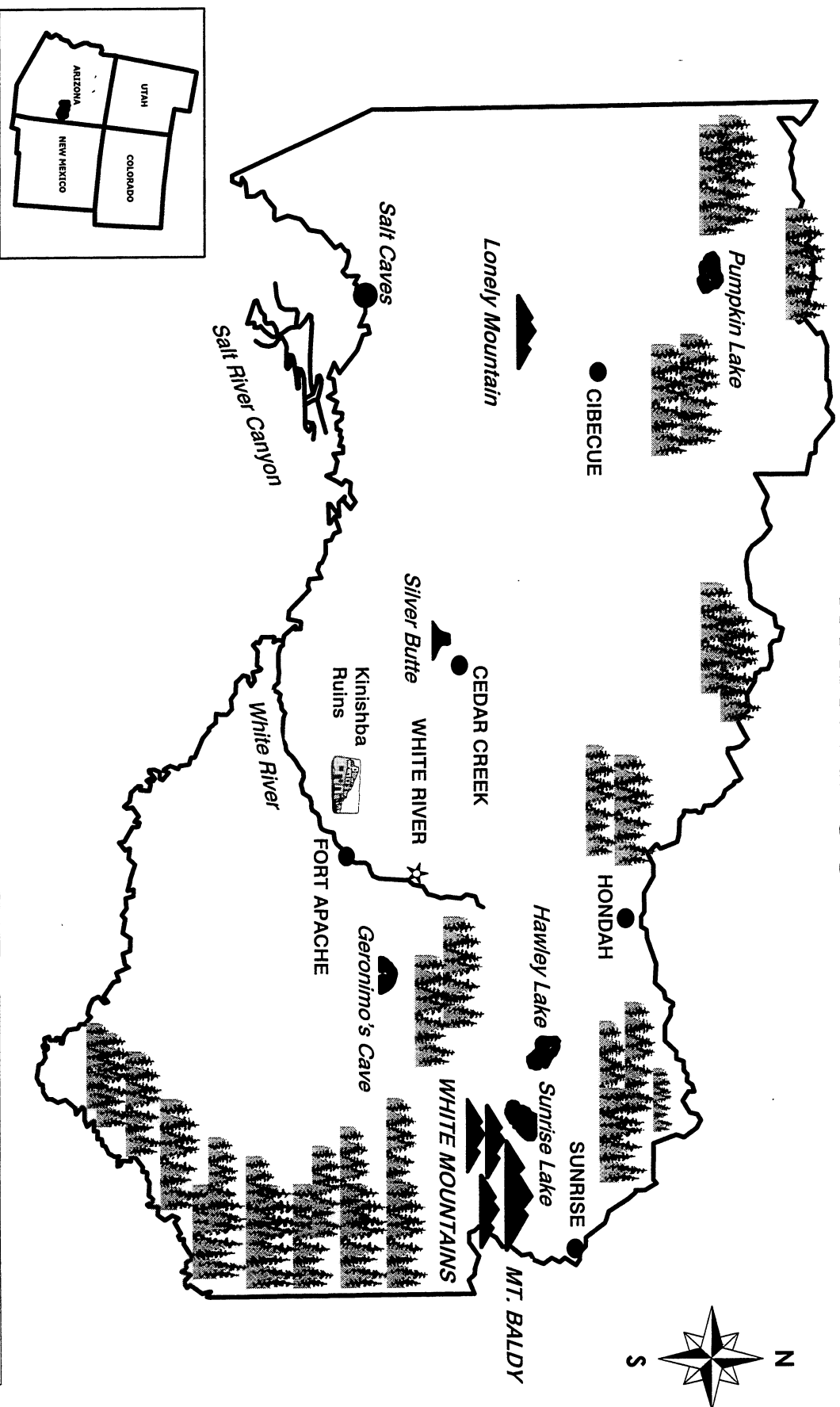
- C. Distribute this week's **Pathways Puzzle** to each student for completion outside of class.
 - 1. Remind students that the puzzle contains words or phrases that will give them a clue to their next class.
 - 2. Tell students that they can check their work and give them the location of the key to this week's puzzle.

Week 2 - Part B

Reminders:

- ✓ Jot notes down on the Teacher Interview form after completing this lesson.
- ✓ Check for food/supplies needed to do the Food Station in Week 3 – Part A.
- ✓ Remind students to bring in empty food packages or containers from home for their label reading activity in Week 3 - Part A.

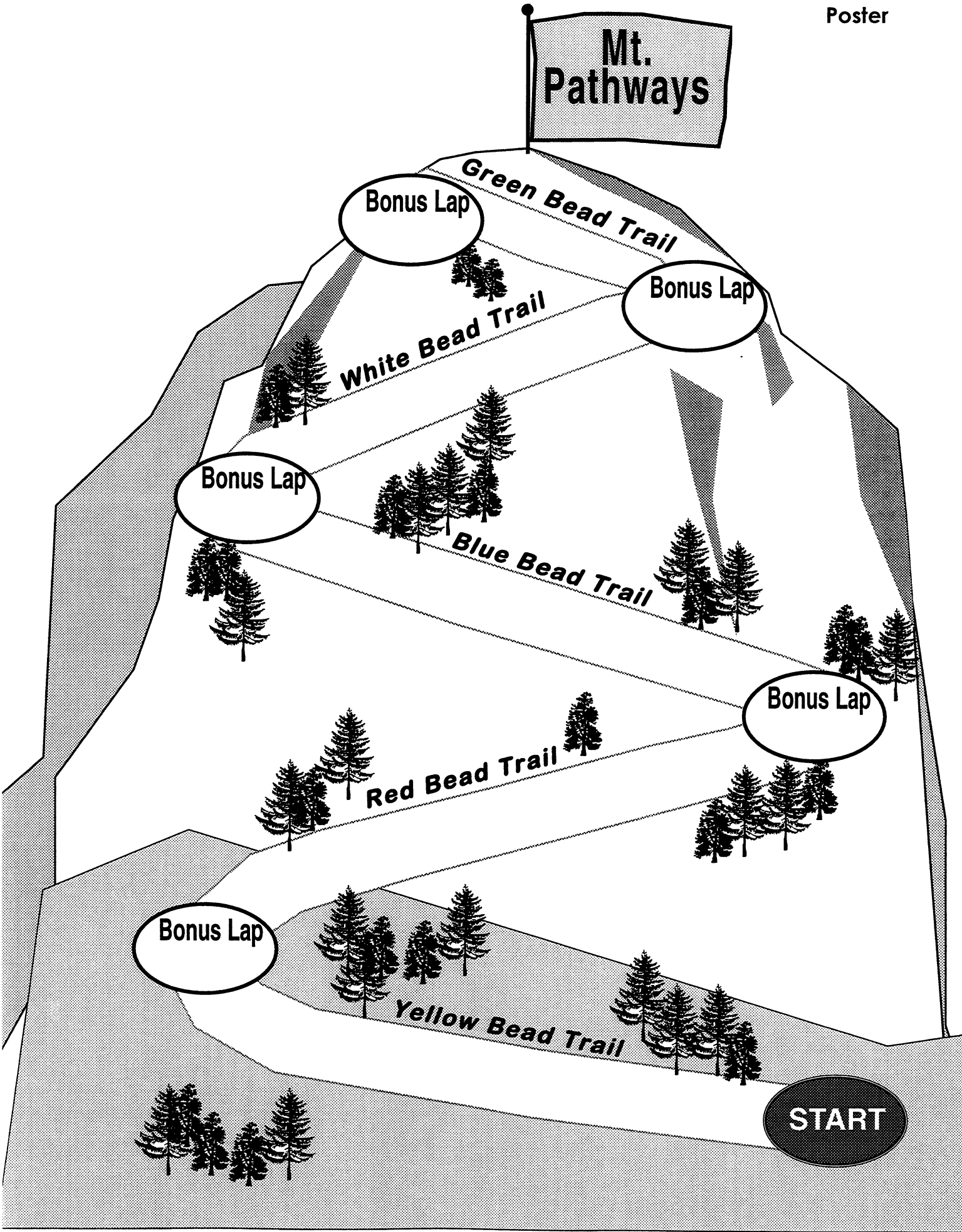
WHITE MOUNTAIN APACHE TRIBE



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



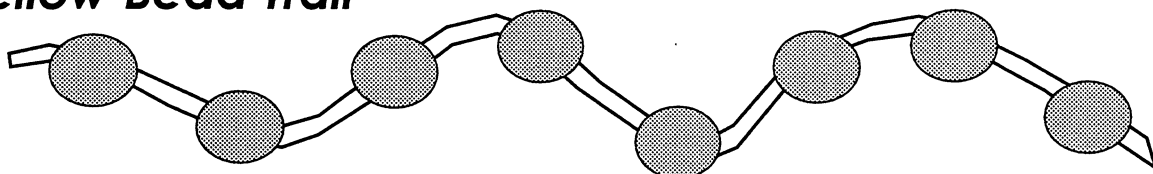
Apache Girl in Buckskin Dress



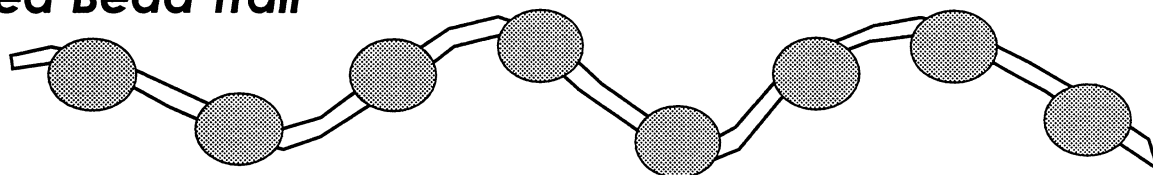


Pony Bead Chart

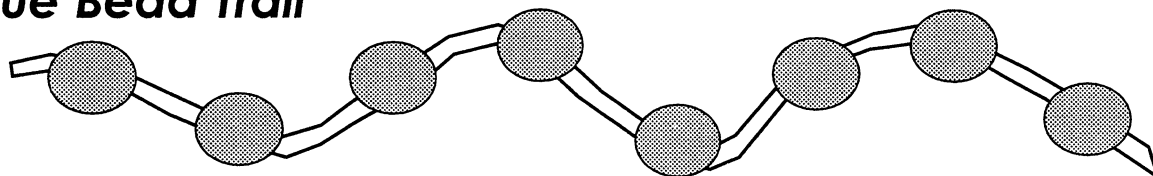
Yellow Bead Trail



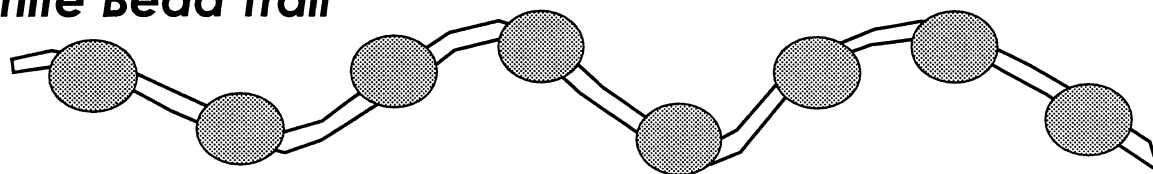
Red Bead Trail



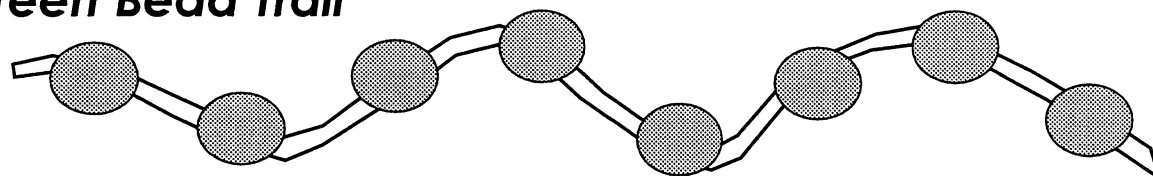
Blue Bead Trail



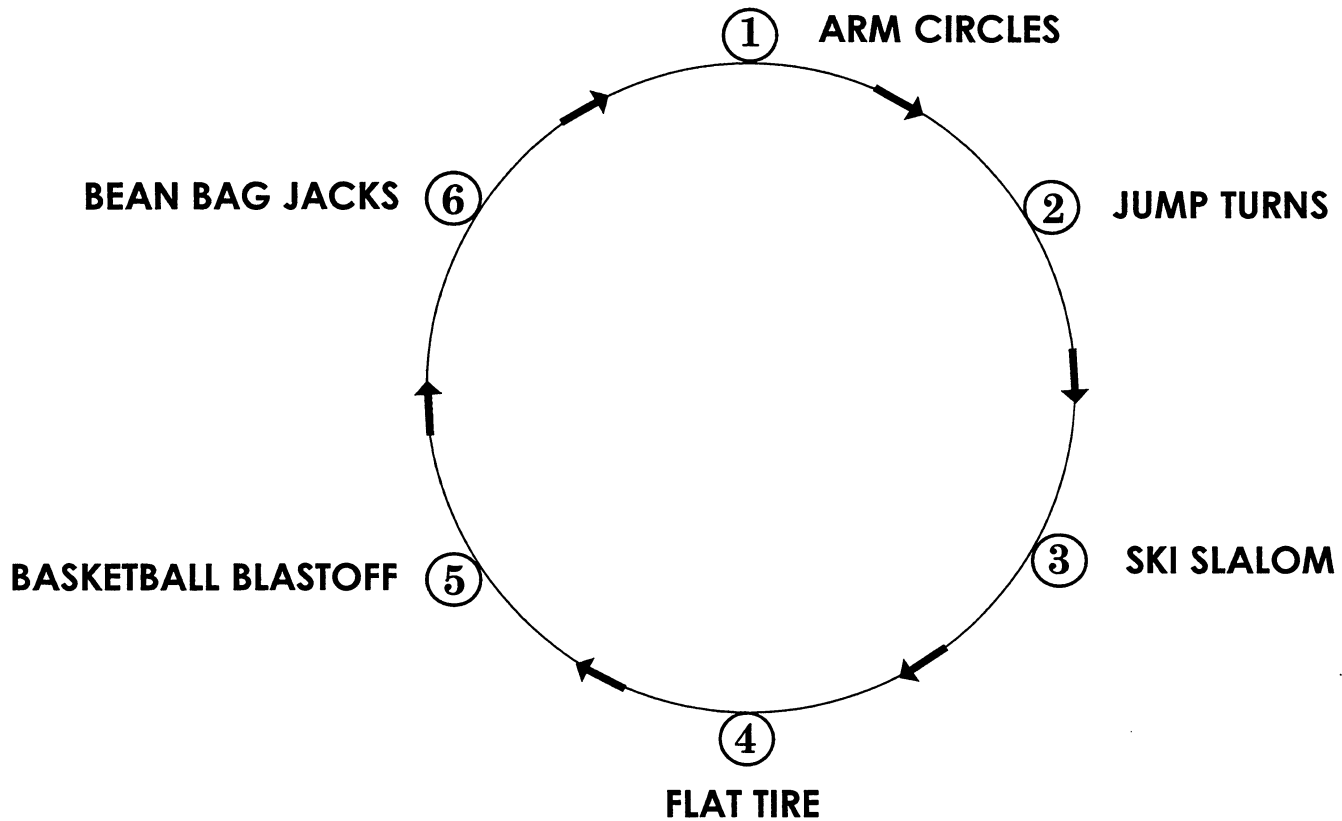
White Bead Trail



Green Bead Trail



Yellow Bead Trail



October 1999

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

Goal Calendar

Goal Calendar

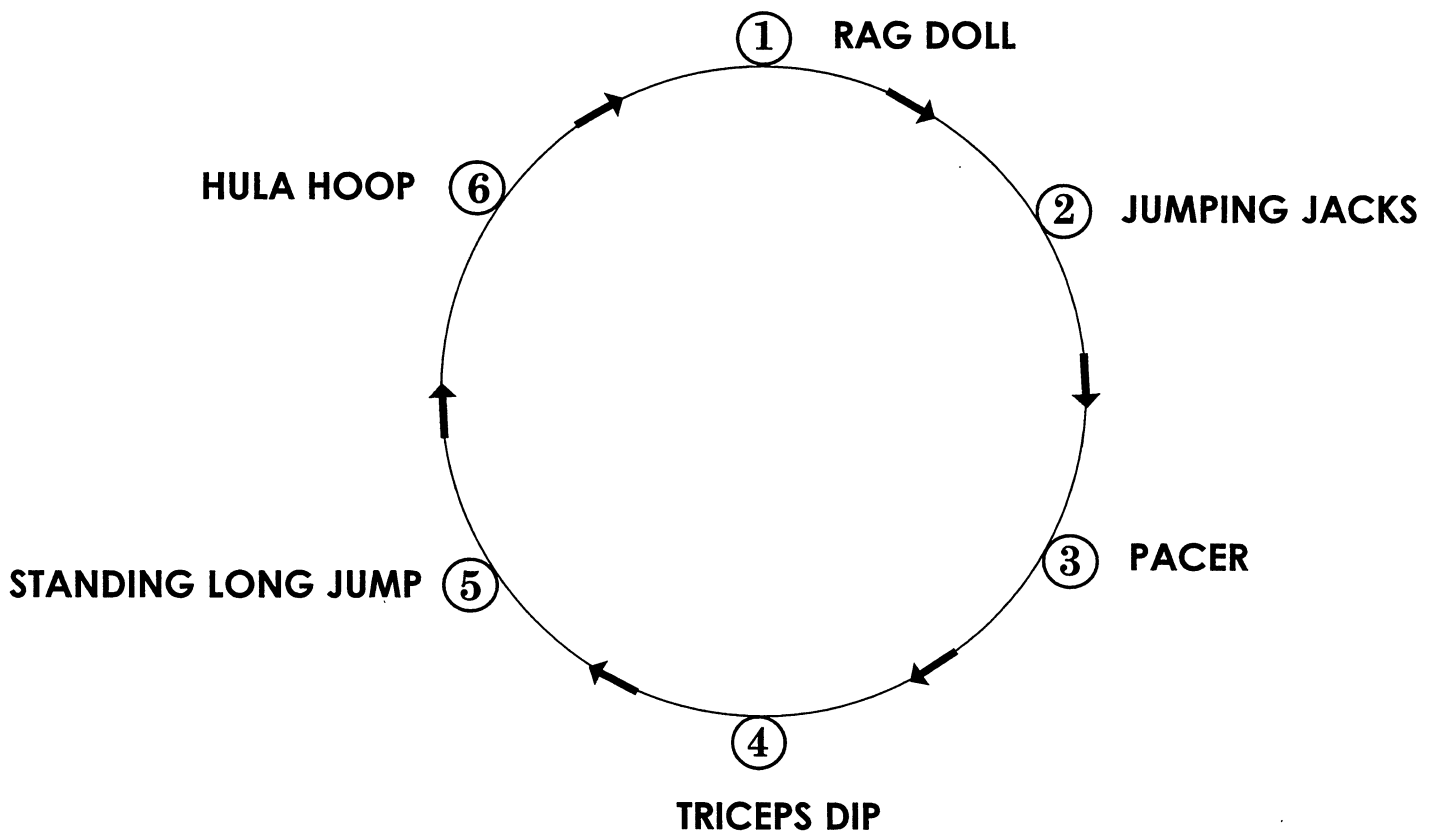
	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
Sun	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

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			

Goal Calendar

Red Bead Trail



Week 2

Name: _____

Pathways Puzzle

Directions:

Find the following **Everyday Foods** in this puzzle and then solve the hidden message.

BEEF
BUFFALO
BUFFALOBERRIES
CANTALOUPE

CHOKECHERRIES
ELK
MACARONI
MUTTON

PLUMS
POTATOES
PRETZELS
SQUASH

TORTILLAS
TURNIPS
WATER

B	S	N	P	R	E	T	Z	E	L	S	F	N	S
T	U	Q	W	H	V	Z	T	J	L	E	O	E	M
O	E	F	U	E	A	V	T	U	E	T	I	T	A
R	S	P	F	A	L	K	Y	B	T	R	H	U	C
T	B	S	C	A	S	K	E	U	R	V	V	R	A
I	U	Q	J	D	L	H	M	E	P	C	I	N	R
L	F	G	O	A	G	O	H	Z	Z	C	A	I	O
L	F	J	F	K	S	C	B	W	D	K	Q	P	N
A	A	Y	H	M	E	C	M	E	A	Z	C	S	I
S	L	P	U	K	I	G	F	V	R	T	G	Q	B
I	O	L	O	O	G	P	C	Y	U	R	E	X	P
C	P	H	L	P	O	L	V	L	Y	Q	I	R	G
F	C	P	O	T	A	T	O	E	S	Z	S	E	D
C	K	R	C	A	N	T	A	L	O	U	P	E	S

Week 2

Name: _____

Directions: Use these cues and find the hidden message.

A	-	R
B	-	G
C	-	N
D	-	W
E	-	C
F	-	U
G	-	A
H	-	O
I	-	D
J	-	K
K	-	I
L	-	T
M	-	L

N	-	V
O	-	E
P	-	Y
Q	-	F
R	-	Q
S	-	H
T	-	P
U	-	J
V	-	Z
W	-	M
X	-	S
Y	-	B
Z	-	X

Hidden Message:

E S H H X O

G

N G A K O L P

H Q

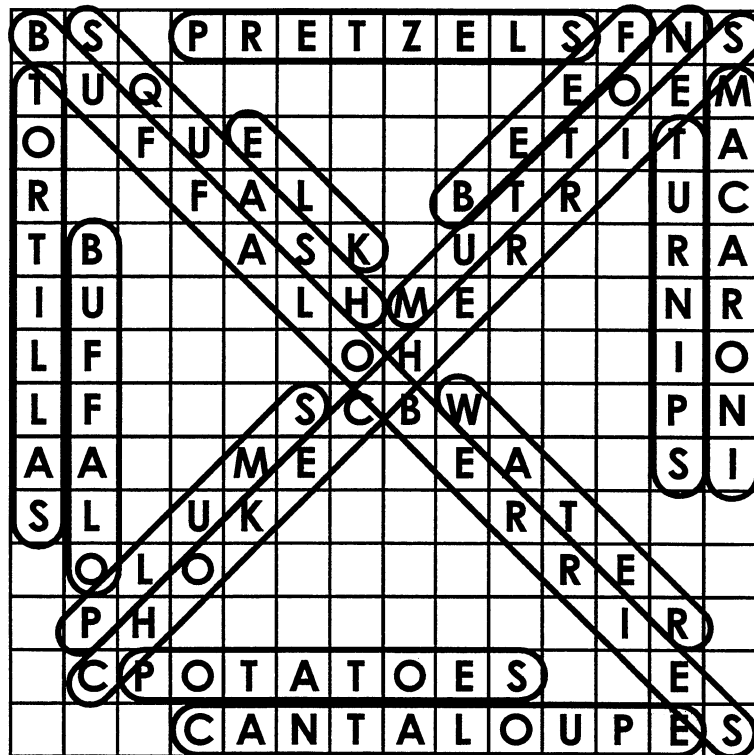
O N O A P I G P

Q H H I X

G C I

Y O N O A G B O X

Pathways puzzle



BEEF	CHOKECHERRIES	PLUMS	TORTILLAS
BUFFALO	ELK	POTATOES	TURNIPS
BUFFALO BERRIES	MACARONI	PRETZELS	WATER
CANTALOUPE	MUTTON	SQUASH	

Hidden Message:

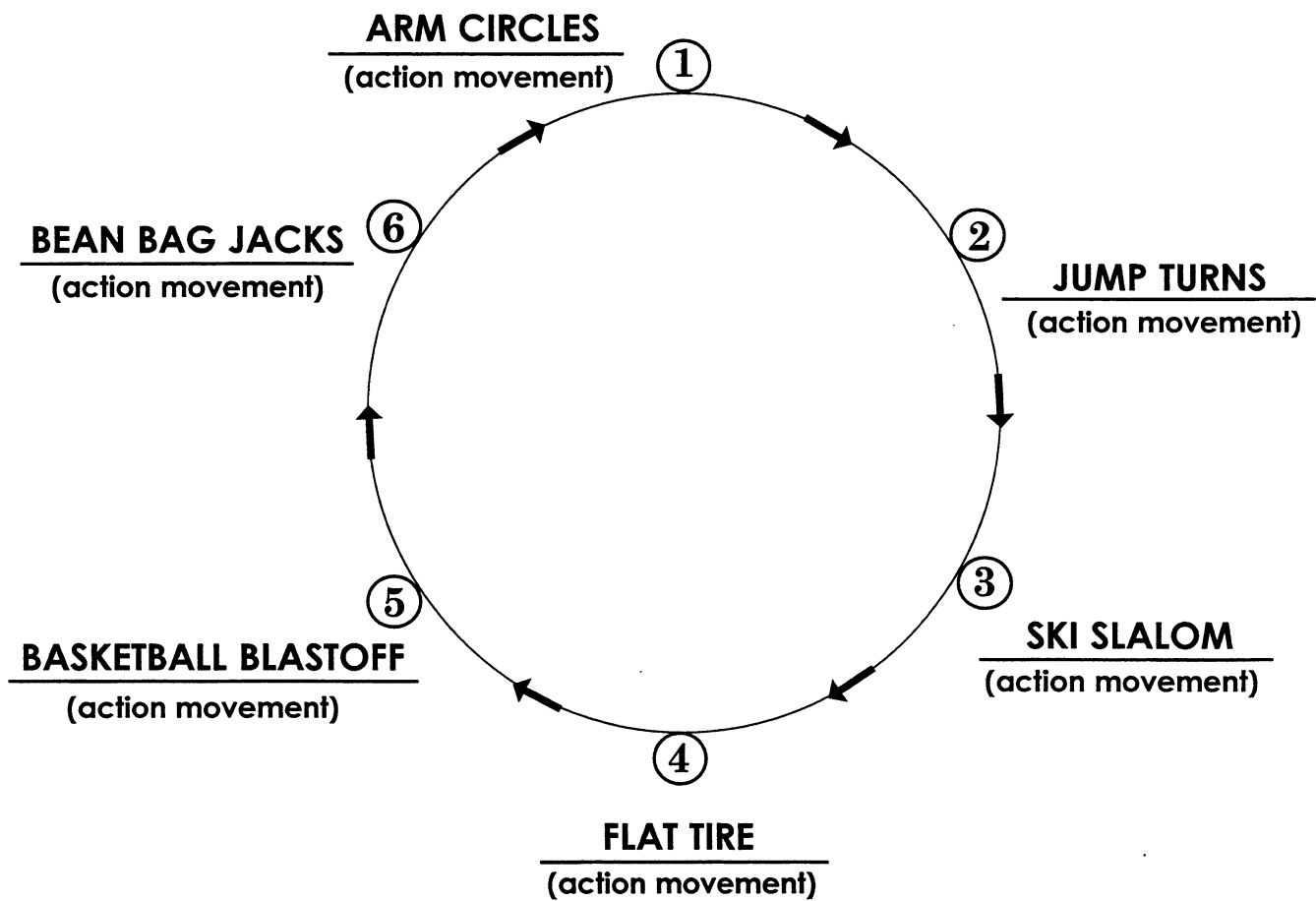
CHOOSE A VARIETY

OF EVERYDAY FOODS

AND BEVERAGES

Challenge Yourself Physically

Yellow Bead Trail



October 1999						Fri		Sat	
Sun	Mon	Tue	Wed	Thu		1	2		
3	4	5	6	7					
10	11	12	13	14		15	16		
17	18	19	20	21		22	23		
24	25	26	27	28		29	30		
31									

Visual Aid B

November 1999

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

December 1999

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

Goal Calendar