



EXERCISING with FRIENDS and FAMILY

Purpose: To reinforce physical activity by teaching leadership skills and providing opportunities to practice sharing exercises with other students and family, and to check Goal #2 for eating low fat snacks or drinking no sugar-added beverages.

Lesson Objectives - Students should be able to:

- independently choose an exercise for another class.
- work with a team to lead younger students in exercise breaks or American Indian games.
- independently choose an activity to do with family members.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Goal Check	5-10	Goal Calendar	Cassette Player Pathways Theme Music
2. O'odham Message	10-15	Tohono O'odham Map Story Sheet	Pathways Nations Class Map
3. Being a Leader	10		
4. Choosing a Game to Lead	15-20	Activity Sheet 7 Exercise Breaks 1-5 American Indian Games	Optional: Chicken Scratch Music Visual Aid G Overhead Projector

Week 6 - Part A

Activity 1 Goal Check

Pathways Background: In the fourth grade, students learned about cooperation and sharing within the community. Their practice at goal-setting with a goal partner has also contributed to working with others. Being supportive to each other and respecting their heritage of the great-great-grandparents is an important part of Pathways.

- A. Prepare students for today's lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Explain to students that this is an important week in which they will check Goal #2 and choose an exercise break activity to teach during Week 8 to another class.
 3. Ask students who completed their Pathways Puzzle to give the hidden message, Exercise with Family and Friends, and discuss, if time permits how this will occur in Week 6.
 4. Turn off the Pathways Theme Music cassette.
- B. Have students review their **Goal Calendar** to see if they have completed their goal to choose to eat a low fat snack for four or more days.
1. Ask for a show of hands by students who have completed their goal activity for the four days and those who did the optional two days.
 2. Congratulate students on completion of their Goal #2.
 3. Urge students to continue to use their **Goal Calendar** to plan to continue eating Everyday low fat snacks and no sugar-added beverages.
 4. Encourage those students who have not yet completed their four days to continue to try to reach their Goal #2.
- C. Stress that students need to continue choosing to eat low fat snacks even though they have reached their goal.



Activity 2 Being A Leader



- A. Stress to students that this week's activities will help them to learn how to teach others to do a fun exercise.
1. Emphasize to students that they are good leaders whenever they share what they know with others.
 2. Express that sharing was important to their great-great-grandparents.
- B. Explain to students that our family and friends are special because they can help support us when we try to do new and different things.
1. Ask students to think of a challenging situation when a friend or family member supported them, such as follows:
- Examples:*
- | | |
|---------------------------------|--------------------------|
| <i>Learning to ride a bike</i> | <i>Learning to read</i> |
| <i>Learning to skate</i> | <i>Learning to dance</i> |
| <i>Learning to ride a horse</i> | <i>Learning to sing</i> |
2. Give students some examples of phrases that show their support for each other:
- Examples:*
- You're great!*
Keep on trying!
Yee Go! ¹which is translated as Try harder! among the Diné.
3. Encourage students to think of ways that they can show support for others, especially in new and different situations.
- C. State that most Native Americans maintain strong family ties which gives support to all family members as well as those considered to be related.

¹ Yee Go (Yêe Go) exclamation giving encouragement to a person.

Week 6 - Part A

1. Express that close relatives are recognized in a way that reflect their responsibility towards a person.

Examples:

Mother's sister (Aunt) is also called Mother.

Mother's sister's children (cousins) are called brother or sister.

Father's brother (Uncle) is also called Father.

Father's brother's children (cousins) are called brother or sister.

2. Encourage students to learn their native language terms for these relationships:

Mother	Brother	Aunt
Sister	Father	Uncle
Grandparent	Elderly Men	Elderly Women

- D. Emphasize to students that their great-great-grandparents had to survive hardships so they took great care to recognize their family members.
- E. Explain to students that the importance of being a leader involves a responsibility like belonging in a family or being related.

Activity 3 O'odham Message

- A. Show students on the **Pathways Nations Class Map** that the Tohono O'odham¹ Nation is situated on the boundary between the United States and the country of Mexico.
 1. Tell students that these tribal members have relatives that they visit on both sides of this boundary because long ago their homeland was divided by the border between the United States and Mexico.
 2. Explain that having relatives is important for these people who know their family history and appreciate the generations in their past.

¹ Tohono O'odham (To-ho-no Ath-thum) means "The Desert People."

Week 6 - Part A

- B. Have students take out their map of the Tohono O’odham Nation and explain that the Gila River Indian Community is also a part of the O’odham Nation and is known as the Akimel O’odham.²
1. Tell students to find the border between the State of Arizona and Mexico.
 2. Ask for a volunteer(s) to name some of the communities and point out the population of the tribe and the land area for the Tohono O’odham Nation.
- C. Have students find in their *Pathways Notebook* the story sheet, “*New Times*”³, which is a special message from the Tohono O’odham Nation, and have students read silently or aloud.

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).⁴ 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 new 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.

² Akimel O’odham (A-key-mal Ath-thum) means “The River People.”

³ Flesch-Kincaid reading level is 5.90.

⁴ 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.

Week 6 - Part A

- D. Ask students to name some of the ways that Pathways students are on a journey to a good life.

Answer: Variety of responses may include doing exercise breaks, eating low fat foods, and drinking fat free milk

Activity 4 **Choosing a Game to Lead**

Teacher Note: Set up the classroom prior to this activity or take students to a designated area to do these exercise breaks.

- A. Explain to students that today they will review and practice some of the exercise breaks and American Indian games that they have learned in Pathways.
1. Ask students to name some of their favorite exercise breaks and American Indian games which they learned in the third and fourth grades.
 2. Tell students that they will have an opportunity to select these favorite exercise breaks or an American Indian game **to teach during Week 8.**
- B. Ask students to stand by their desks with sufficient room between students or have students make a circle. Caution students not to bump other students or desks.
1. **Optional:** Take students outdoors or to the gym to complete this activity.
 2. **Optional:** Play a “chicken scratch” music cassette and have students take turns doing various exercise breaks to the beat of this music.

Week 6 - Part A

- C. Have students volunteer to demonstrate and lead everyone in doing the following exercise breaks using the instructions on these sheets in their *Pathways Notebook*.

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

- D. Ask for student volunteers to demonstrate and lead the class in the following American Indian Games using the instructions on these sheets in their *Pathways Notebook* as follows:

The Wolf and the Hen
Follow the Leader
Hoop Toss

- E. Emphasize to students that in Week 8 they will be teaching a group of students in another grade how to do these fun games so they need to continue practicing until Week 8.
- F. Have students find **Activity Sheet 7 - Exercise Breaks and American Indian Games** in their *Pathways Notebook* so that they can choose which activity to do in Week 8.
1. Divide students into teams and ask each team to make their choices by ranking the exercise breaks and American Indian games on the list.
 2. Ask teams to review the exercise breaks (3 exercise breaks are in each group) and put a number 1 by their first choice, a number 2 by their second choice, until they have ranked all the exercise breaks
 3. Tell students to review the American Indian games and put a number 1 by their first choice, a number 2 by their second choice, until they have ranked by number all the American Indian games.

Week 6 - Part A

- G. Display **Visual Aid G - Exercise Breaks and American Indian Games** and ask teams to identify their choice for number 1 and write the team name next to the exercise break 1-5 and American Indian games until all teams have made a choice.
1. Stress that when an exercise break or American Indian Game has been taken by another team, it is no longer available.
 2. Continue to go through the list until all teams have chosen their exercise break or American Indian game.
- H. Encourage teams to practice the exercise break/game that they will lead in Week 8 when they teach students in a lower grade how to do these fun games.

Reminders:

- ✓ Select the team to be the Trail blazers for the White Bead Trail in Week 6 - Part B.
- ✓ Make an arrangement with a 3rd or 4th grade classroom for demonstrating the exercise breaks and American Indian games during Week 8.
- ✓ Jot notes down on the Teacher Interview form after completing this lesson.



EXERCISING with FRIENDS and FAMILY

Purpose: To reinforce physical activity through skill building; social support, and role modeling.

Lesson Objectives - Students should be able to:

- read a nutrition label and determine the amount of sugar in a beverage
- complete their fourth trail course.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Guessing the Amount of Sugar	15-20	Supplies for Groups *	Cassette Player Pathways Theme Music Sometimes Foods Poster Everyday Foods Poster Beverage Placards
2. White Bead Trail	20-25	Activity Sheet 8 Station Equipment: 6 cones, 6 sign boards, 6 action movement cards, and 5 hula hoops	Mt. Pathways Challenge Kit Mt. Pathways Poster Pony Bead Chart Stopwatch
3. Summary of the Week	5	Pathways Puzzle	Pathways Message

* Use empty beverage containers for label reading from Week 3

Week 6 - Part B

Activity 1 Guessing the Amount of Sugar

Pathways Background: Third grade students were taught that water is the best beverage and practiced a Water Rap. In the fourth grade, students read labels to determine the teaspoons of sugar in different beverages. An Everyday Beverages list was also provided which gave the names of beverages with no added sugar.

Teacher Note: Prior to this activity, glue the sugar cubes onto the answer side of each beverage placard. Also, decide if either you or the students will select the beverage placards for this activity. To begin, set the placards in random order on a table in the front of the classroom. Make sure that only the side with the name of the beverage is visible to students. Place an actual beverage container (if available) by each placard. Determine how you will divide your class into groups of 3-5 students.

- A. Introduce students to today's lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Explain to students that they will learn about the amount of sugar in beverages and will complete the White Bead Trail.
 3. Turn off the Pathways Theme Music cassette.
- B. Introduce the activity on **Guessing the Amount of Sugar** by asking for a volunteer/s to explain what makes some beverages "Everyday Beverages" and others "Sometimes Beverages."

Answer: Everyday Beverages are low in fat or have little or no added sugar.

1. Enhance this discussion by reading aloud the last point in the description of **Everyday Foods** on the **Everyday Foods** poster.
 - *Water, diet pop, and other beverages that have little or no added sugar*
2. Read aloud the last point in the description of Sometimes Foods on the Sometimes Foods poster.
 - *Pop and other beverages that have a lot of sugar in them.*

Week 6 - Part B

- C. Ask for a show of hands of how many students think they know the amount of sugar in their favorite beverages.

1. Ask students to name some of these favorite beverages.
2. Proceed either to select these beverage placards **or** select 8 to 10 of the beverage placards out of the total of 16 which include:

Water	Surge
7-Up	Sugar-Free Kool-Aid
Root Beer	Pepsi
Mt. Dew	POWERade
Orange Crush	Kool-Aid
Gatorade	Diet Pepsi
Diet Mt. Dew	Diet Coke
Crystal Lite	Coke

- D. Point to the final display of beverage placards and explain that students will work in groups to discuss how much sugar is in the beverages that are named on the placards.

1. Divide the class into groups of 3-5 students and instruct groups to record the order of the beverages from the least amount of sugar to the most amount of sugar.
2. Emphasize that they should work quietly in their groups so that other groups cannot hear their discussions.

- E. After all groups have completed their recording, call on a student from one of the groups to read the order that was determined by their group.

1. Line up the placards according to the group's decision.
2. Then call on a student from the next group to read the order that was determined by their group, and again line up the placards according to that group's decision.
3. Continue asking each group for their listing of beverages and lining up the placards according to the group's decision.

Week 6 - Part B

- F. After all the groups have finished reporting, reveal the actual order by turning around each placard to display the sugar cubes glued onto the back of each placard.
1. Be sure to correctly line up the beverage placards from the least amount of sugar (start with WATER) to the beverage with the most amount of sugar.
 2. Discuss the different variations that groups had, and determine which group/s, if any, had the correct order.
 3. Ask for a volunteer/s to explain how to figure out the amount of sugar in beverages.
- G. Distribute beverage containers saved from Week 3 and point out to students the line which is labeled "Sugars."
1. Ask how many grams of sugar are in one serving of this sample beverage, and then point out the serving size and the teaspoons of sugar in the beverage.
 2. Remind students that 4 grams equals approximately 1 teaspoon.
- H. Urge students to think about how much sugar there is in the beverages that they often drink and to remember that drinking more than one serving (like 2 or more cans or a whole bottle) doubles and triples the amount of sugar that they drink.
1. Instruct students to turn to **Everyday Beverages** in their *Pathways Notebook* and read this list of great Everyday Beverages.
 2. Encourage students to drink **WATER** when they are thirsty and choose other Everyday Beverages to drink most of the time.

Activity 2 White Bead Trail

Teacher Note: Have Trail blazers remove the following action movement cards from the Mt. Pathways Challenge Kit for the White Bead Trail.

Trunk Twists
Knee Pushups

Grapevine
Jump and Turn

Run Around the Mesa
Stepping Stone

- A. Inform students that they will complete their fourth trail which is a Zig Zag Trail called the White Bead Trail.

1. Have students locate **Activity Sheet 8 - White Bead Trail** in their *Pathways Notebook* and review the sequence for the six stations on this Zig Zag Trail.

Station 1	Trunk Twists
Station 2	Grapevine
Station 3	Run Around the Mesa
Station 4	Knee Pushups
Station 5	Jump and Turn
Station 6	Stepping Stone

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

Trunk Twists: Place feet shoulder width apart. Raise elbows up to the side with hands touching in front of chest. Slowly twist upper body at waist from one side to the other side. Repeat.

Grapevine: Start with feet together. Step sideways with right foot. Cross left foot in front of right. Step to right with right foot and cross left foot behind the right foot. Continue with feet crossing first in front and then in back.

Run Around the Mesa: Run a zig-zag pathways through three cones placed in a straight line 5 paces apart. Return by jogging on the right side of the cones.

Week 6 - Part B

Knee Pushups: Lay flat on stomach with hands flat on the ground by your shoulders, elbows bent. Bend at the knees so both feet are up in the air. Push up until arms are straight and upper body is off the ground. Keep back straight, bend elbows to lower body to ground.

Jump and Turn: Stand with feet together on a line. Twist trunk and bend knees. Jump and turn to face the opposite direction. Repeat.

Stepping Stone: Jump, hop or leap from stone to stone across an imaginary stream.

- B. 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.
- C. Tell students that they will now move either outdoors or to the gym to complete the White 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 each cone marking a station so that they are **at least 20 paces** from the next cone on the White Bead Trail.
- D. Summarize for students these final directions for the White 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**.
 - Monitor the class after they have begun this activity to make certain that students understand directions and action movements.
 - Upon completion of the White Bead Trail, students will complete their Bonus Lap challenge.

Week 6 - Part B

- E. Ask the Trail blazer team to monitor the return and storage of all equipment, sign boards, and the replacement of the action movement cards in the **Mt. Pathways Challenge Kit**.
- F. Instruct students to record their completion of the White Bead Trail as follows:
- Turn to the **Pony Bead Chart** and shade in **five pony beads** on the White 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 write the name of their team beneath the White Bead Trail and then write either Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge chosen for the class.
- G. Congratulate all teams and notify them that their next trail is the Green Bead Trail and that they can think about the shape they would like to choose for this Trail.

Activity 3 **Summary of the Week**

- A. Congratulate students on becoming leaders in their school because they can teach others to be physically active.
1. Encourage students to think of themselves as leaders.
 2. Inform students that they should continue to practice exercise breaks so they can do their chosen exercise breaks with students in another class during Week 8.
- B. Encourage students to drink water as the best Everyday Beverage and to continue to read the nutrition labels to see how much sugar is in the beverages that they are drinking.

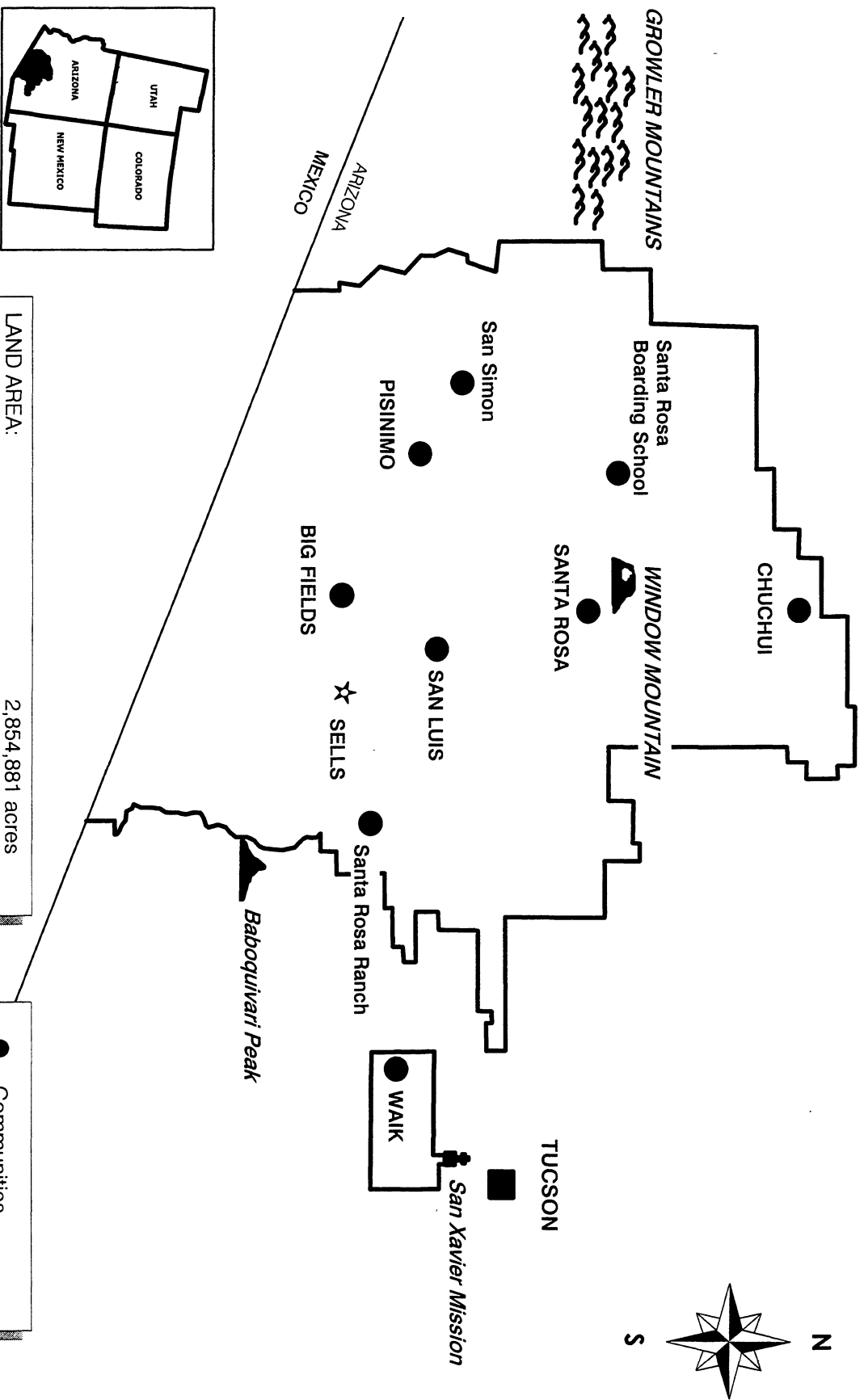
Week 6 - Part B

- C. Point to the Pathways Message **Exercise with Family and Friends** and remind students to share the exercise breaks and American Indian games that they learned in Pathways with their family and friends.
- D. 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 where the key for this sheet is located so that they can check their answers.
- E. Congratulate students on completing this sixth week of Pathways.

Reminders:

- ✓ Jot notes down on the Teacher Interview form after completing this lesson.
- ✓ Contact Food Service to plan for the tasting of a fruit and vegetable snack in Week 7 - Part A.

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

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.

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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.

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
Dover Publications, Inc., NY
copyright 1958

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
Sausage
Spam
Bacon
Antelope
Jerky
Muskrat
Canned Meat

POULTRY

Fried Chicken
Wild duck
Dove
Quail

EGGS

DRIED BEANS

Dried beans with added fat

FISH

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

NUTS & SEEDS

Nuts
Peanut Butter
Peanuts
Pistachio
Sunflower seeds



Coke

Coke (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 27 grams of sugar or almost 7 teaspoons.

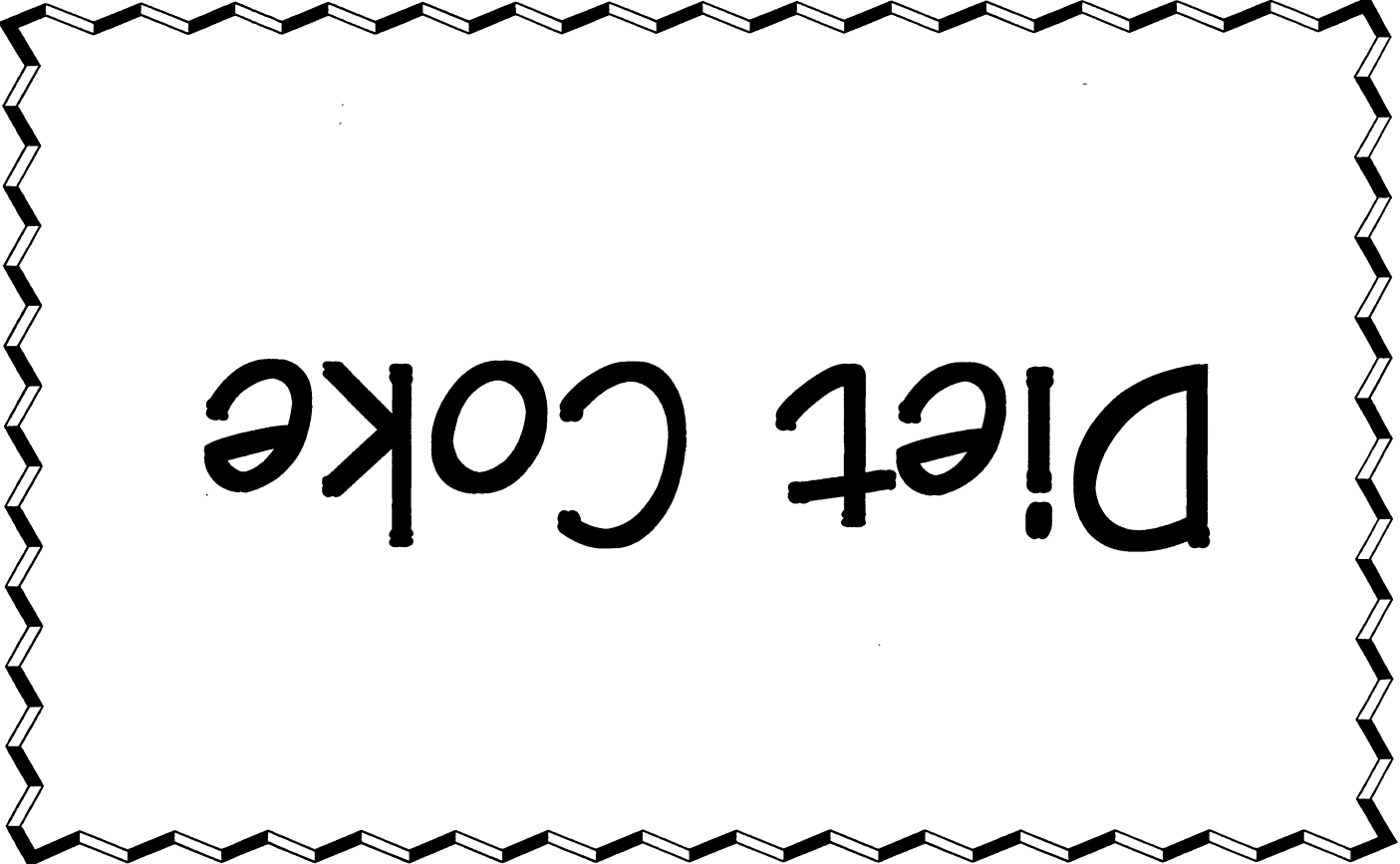
Whole bottle = 67-1/2 grams of sugar or almost 17 teaspoons!



Crystal Lite

Crystal Lite (8 oz. glass = 1 serving)

One 8 oz. serving = 0 grams of sugar.



Diet Coke

Diet Coke (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 0 grams of sugar.

Whole bottle = 0 grams of sugar!



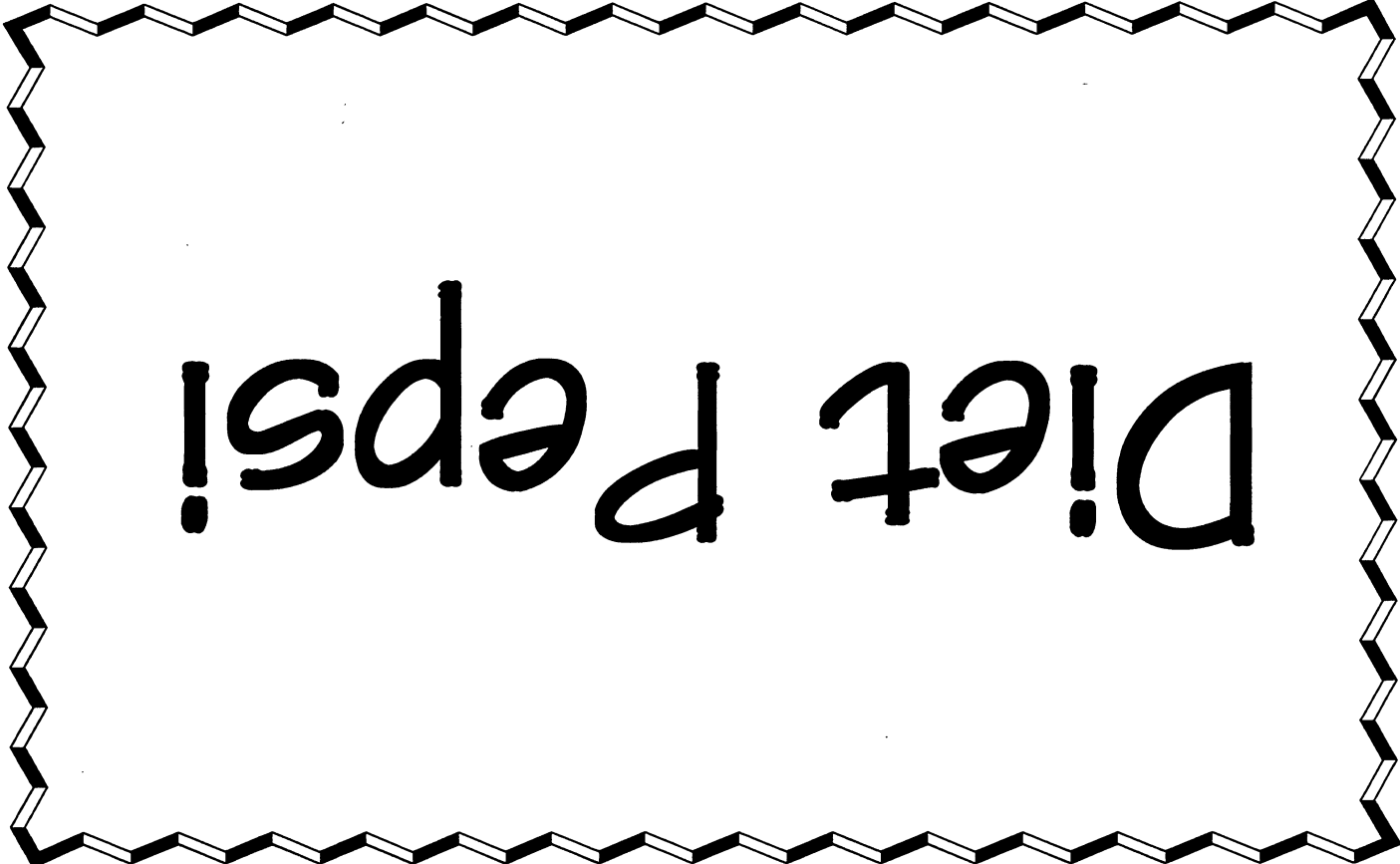
Diet Mt. Dew

Diet Mt. Dew

(20 oz. bottle = 2-1/2 servings
per bottle)

One 8 oz. serving = 0 grams of sugar.

Whole bottle = 0 grams of sugar!



Diet Pepsi!

Diet Pepsi (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 0 grams of sugar.

Whole bottle = 0 grams of sugar!

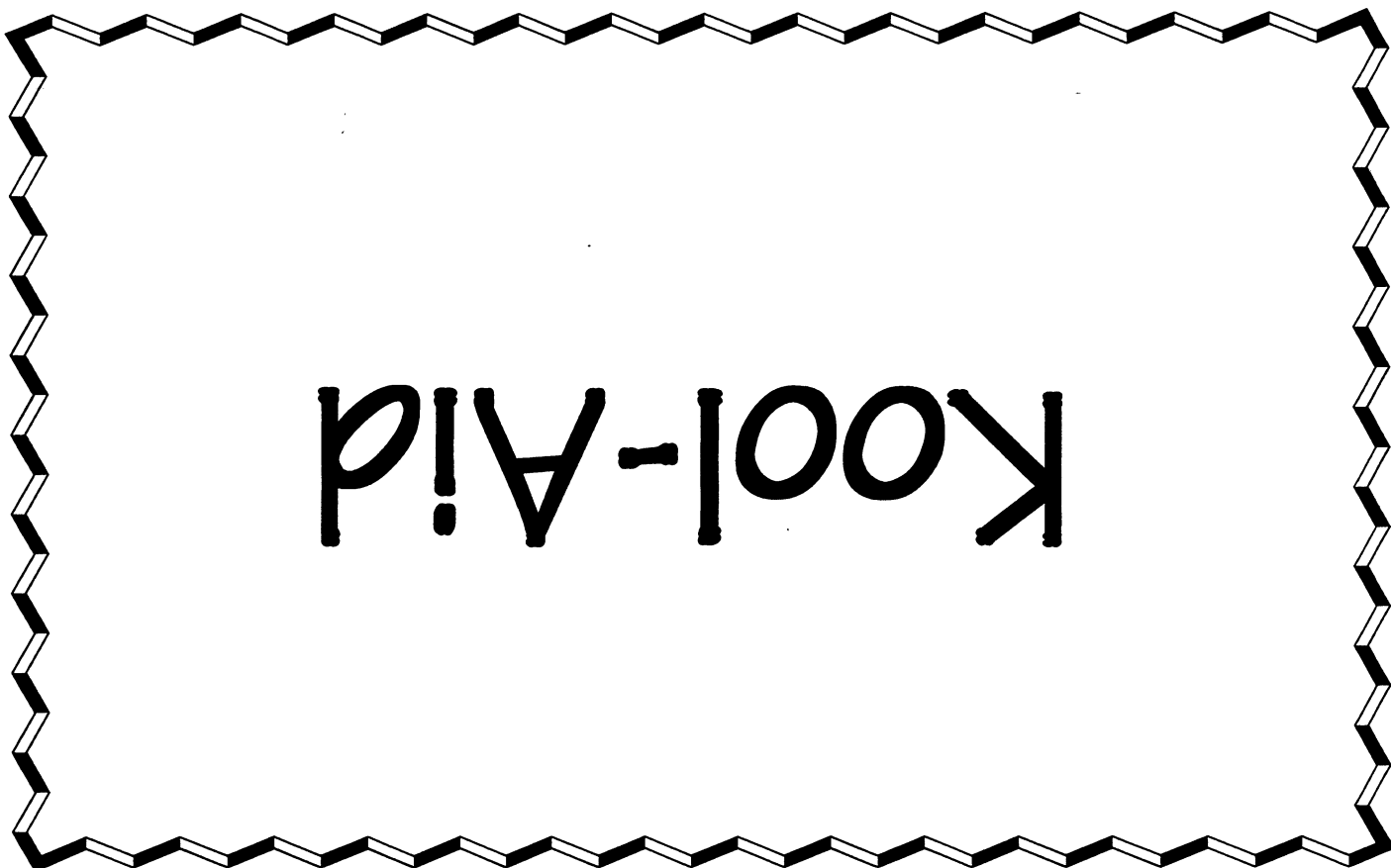


Gatorade

Gatorade (20 oz. bottle = 2-1/2 servings
per bottle)

One 8 oz. serving = 14 grams of sugar or about 3-1/2 teaspoons.

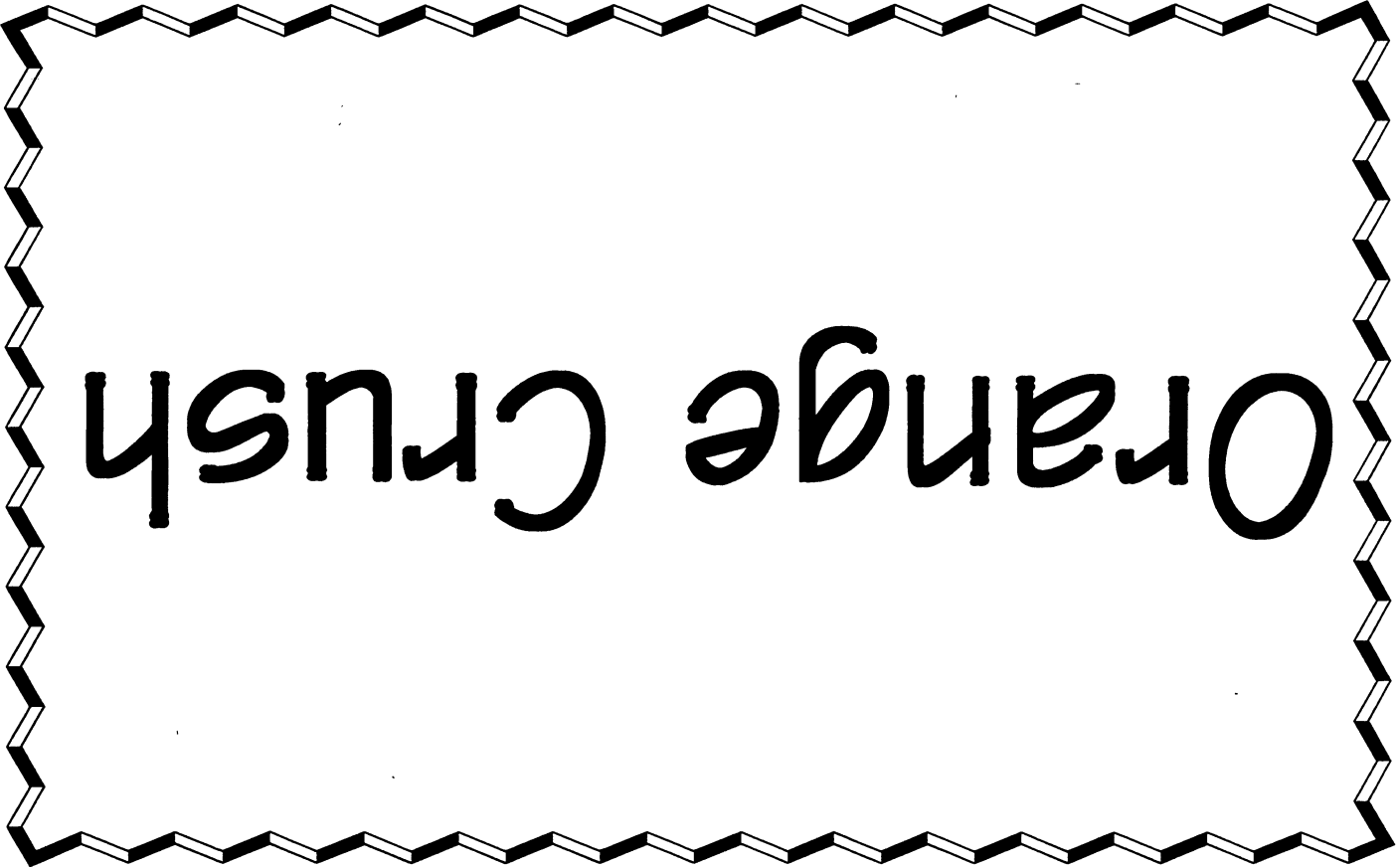
Whole bottle = 35 grams of sugar or almost 9 teaspoons!



Kool-Aid

Kool-Aid (8 oz. glass = 1 serving)

One 8 oz. serving = 24 grams of sugar or about 6 teaspoons.



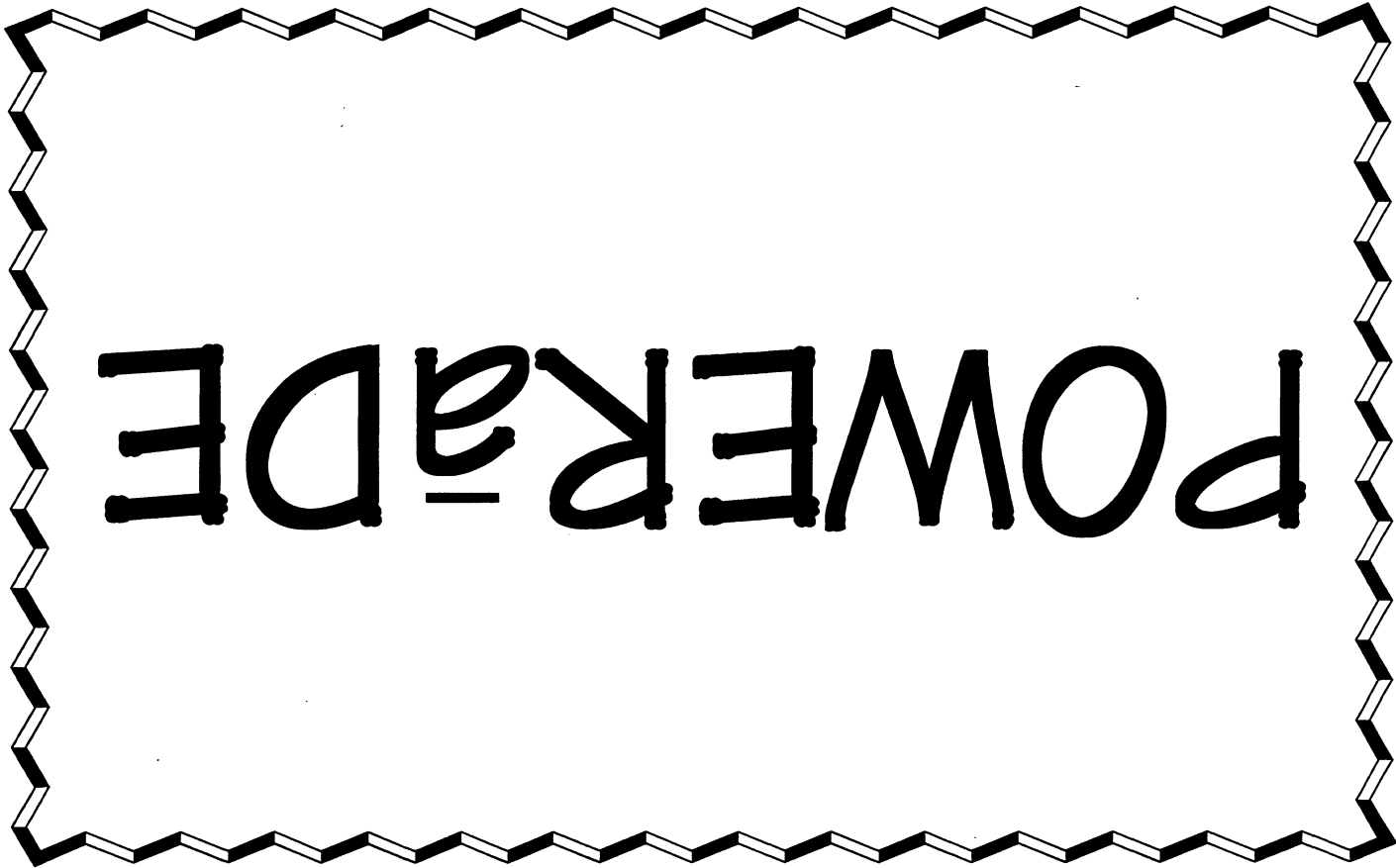
Orange Crush

Orange Crush

(20 oz. bottle = 2-1/2 servings
per bottle)

One 8 oz. serving = 34 grams of sugar or about 8-1/2 teaspoons.

Whole bottle = 85 grams of sugar or over 21 teaspoons!

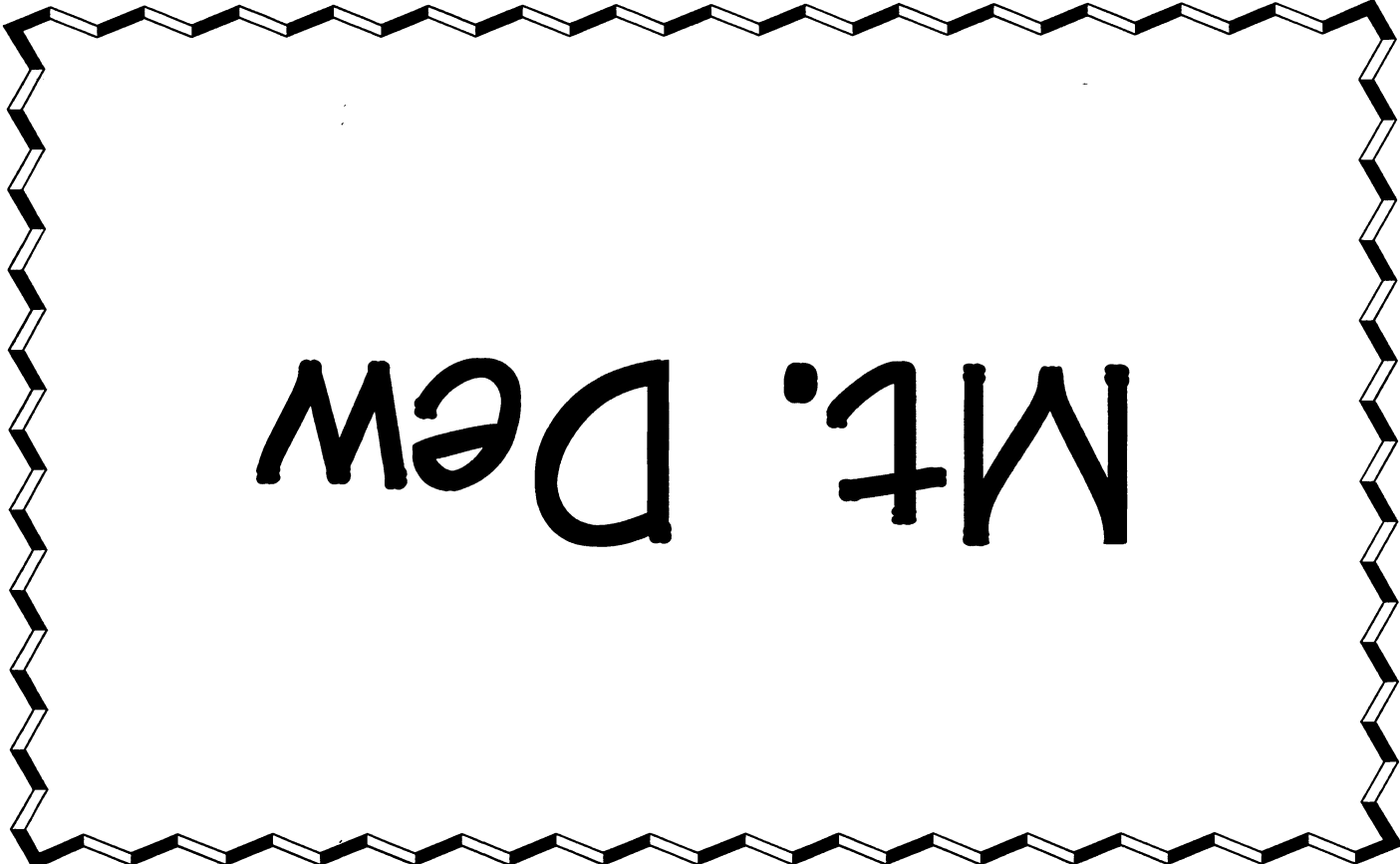


POWERade

POWERade (20 oz. bottle = 2-1/2 servings
per bottle)

One 8 oz. serving = 31 grams of sugar or almost 8 teaspoons.

Whole bottle = 77-1/2 grams of sugar or over 19 teaspoons!



Mt. Dew

Mt. Dew (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 31 grams of sugar or almost 8 teaspoons.

Whole bottle = 77-1/2 grams of sugar or over 19 teaspoons!

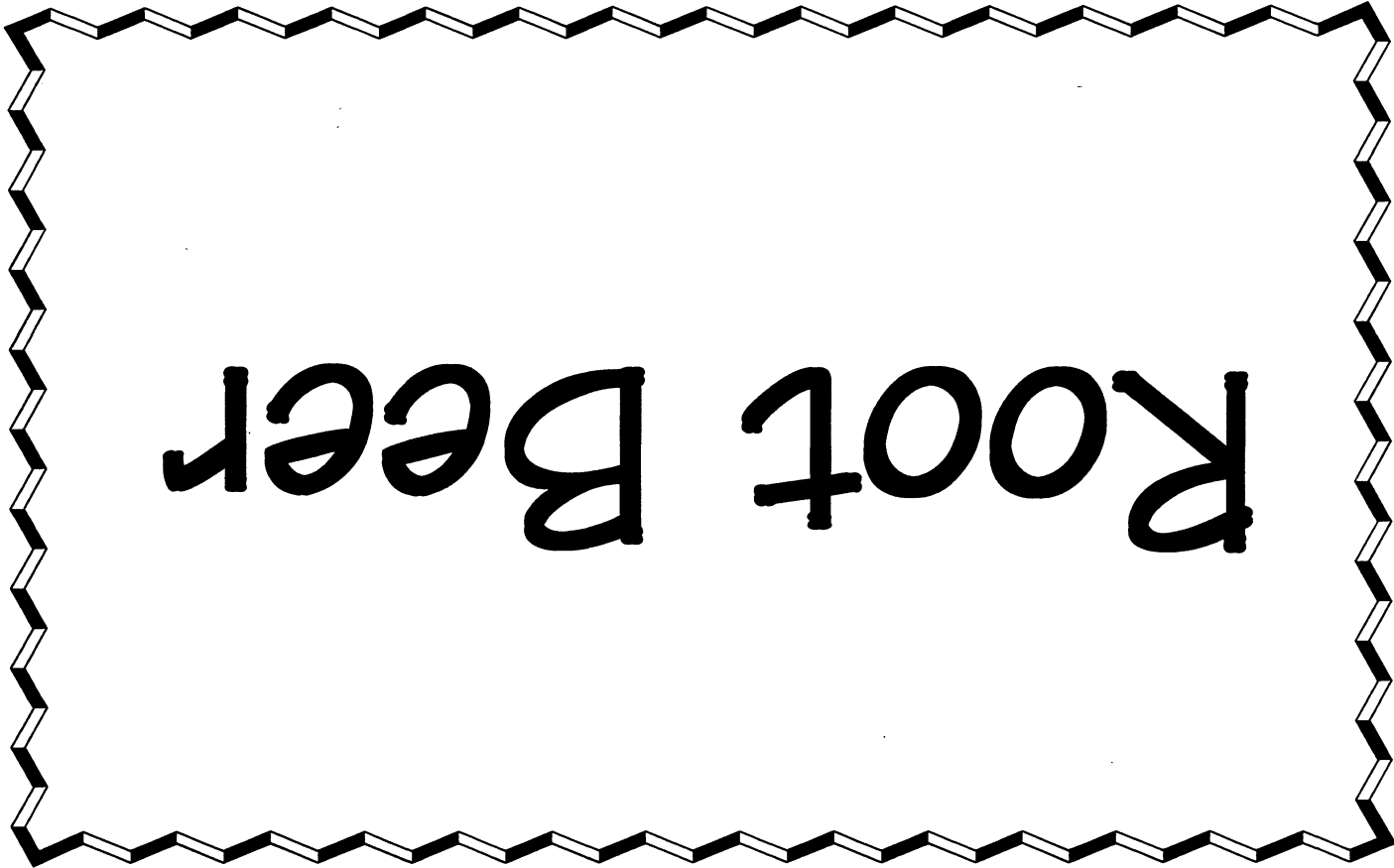


Pepsi

Pepsi (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 27 grams of sugar or almost 7 teaspoons.

Whole bottle = 67-1/2 grams of sugar or almost 17 teaspoons!

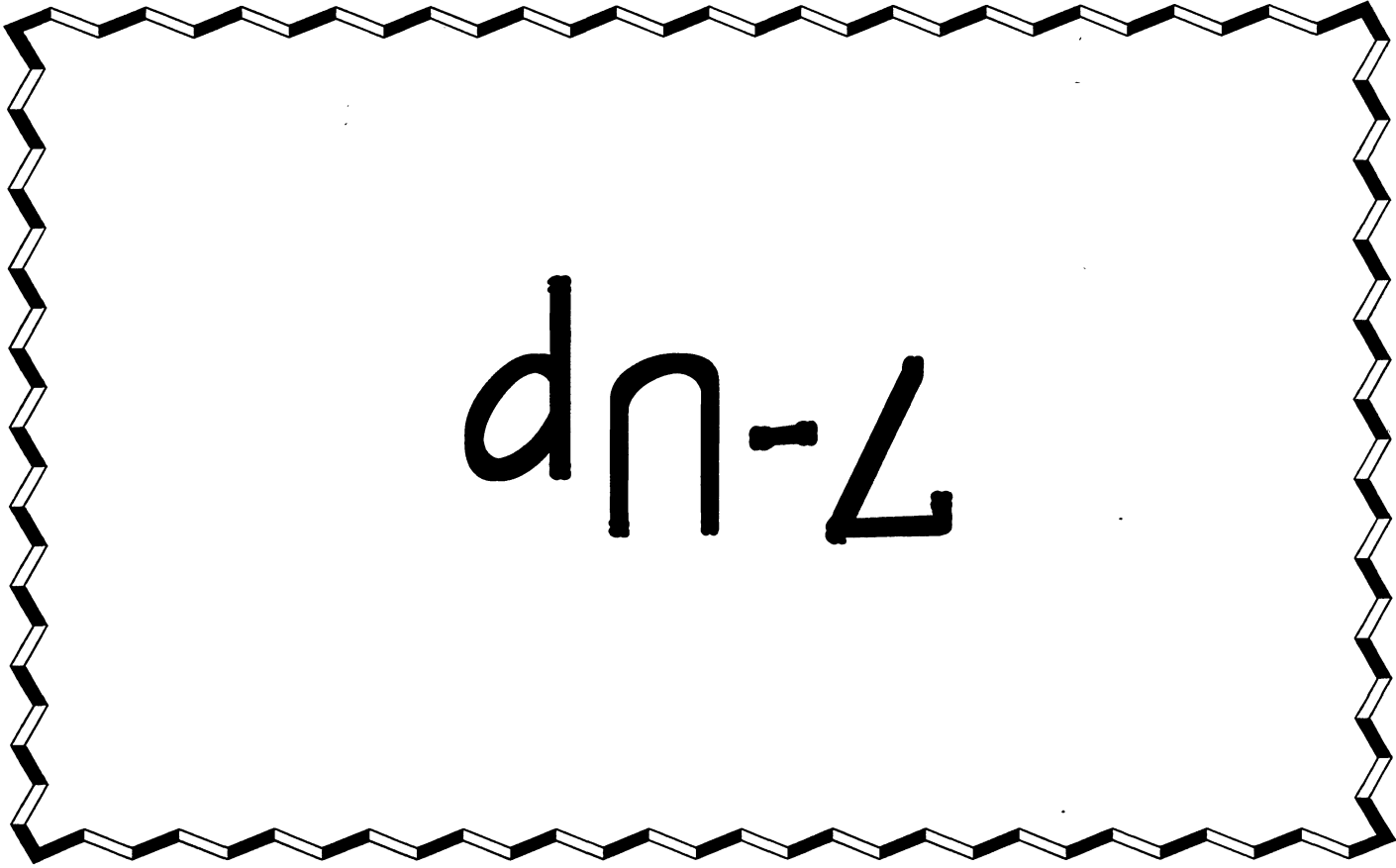


Root Beer

Root Beer (20 oz. bottle = 2-1/2 servings
per bottle)

One 8 oz. serving = 30 grams of sugar or almost 7 teaspoons.

Whole bottle = 75 grams of sugar or almost 19 teaspoons!

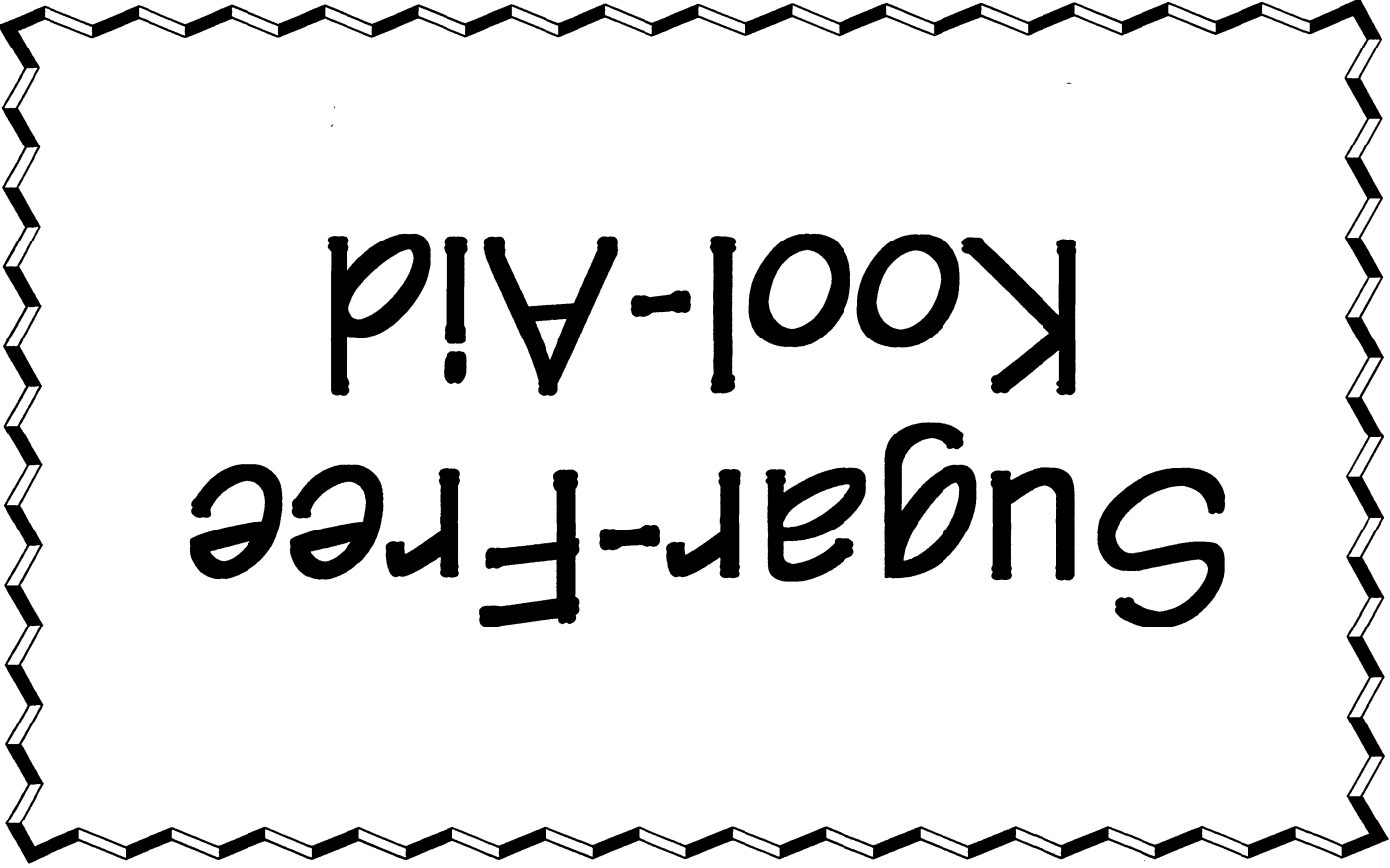


dn-L

7-Up (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 26 grams of sugar or about 6-1/2 teaspoons.


Whole bottle = 65 grams of sugar or over 16 teaspoons!



Sugar-Free Kool-Aid

Sugar-Free Kool-Aid (8 oz. glass =
1 serving)

One 8 oz. serving = 0 grams of sugar.




Surge

Surge (20 oz. bottle = 2-1/2 servings per bottle)

One 8 oz. serving = 28 grams of sugar or about 7 teaspoons.

Whole bottle = 70 grams of sugar or about 17-1/2 teaspoons!

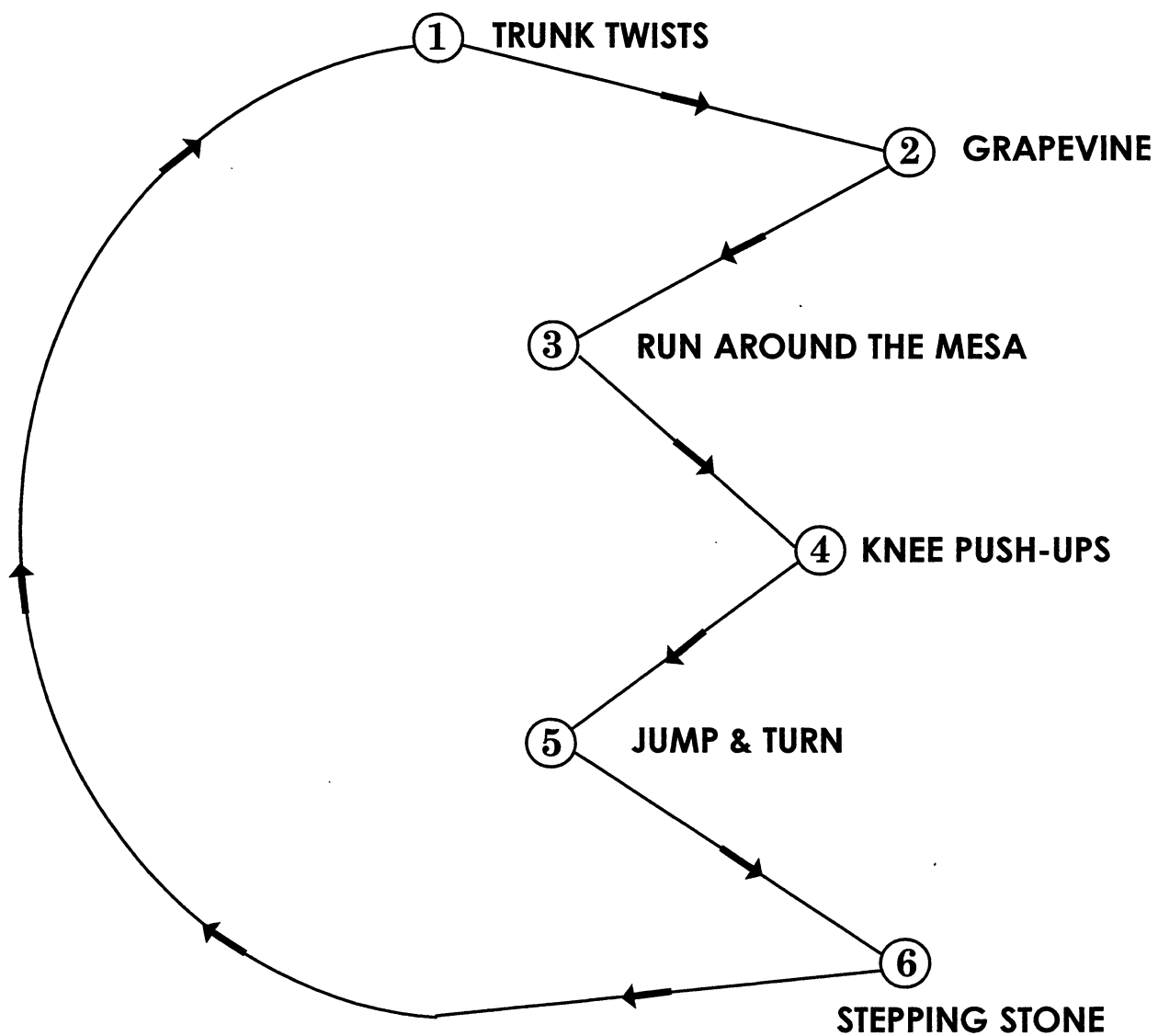


Water

Water

0 grams of sugar – 0 teaspoons!

White Bead Trail



Pathways Puzzle

Draw a  around each one you find!

Draw a star ★ next to your favorites.

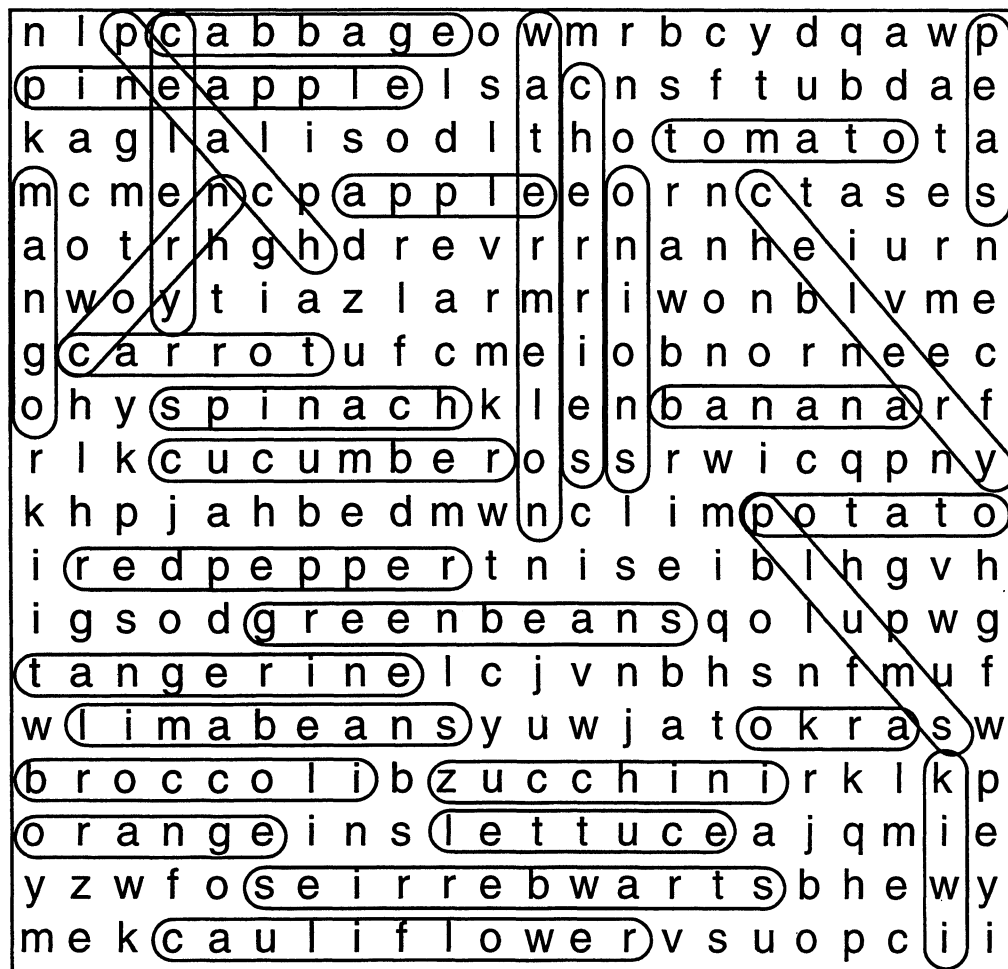
Put a checkmark ✓ next to the ones you have never eaten.

cabbage	peas	cucumber	lettuce	banana	red pepper
peach	cherries	okra	kiwi	watermelon	spinach
orange	pineapple	celery	apple	broccoli	lima beans
onions	tomato	corn	zucchini	plums	green beans
carrot	tangerine	potato	mango	cauliflower	strawberries

n	l	p	c	a	b	b	a	g	e	o	w	m	r	b	c	y	d	q	a	w	p
p	i	n	e	a	p	p	l	e	l	s	a	c	n	s	f	t	u	b	d	a	e
k	a	g	l	a	l	i	s	o	d	l	t	h	o	t	o	m	a	t	o	t	a
m	c	m	e	n	c	p	a	p	p	l	e	e	o	r	n	c	t	a	s	e	s
a	o	t	r	h	g	h	d	r	e	v	r	r	n	a	n	h	e	i	u	r	n
n	w	o	y	t	i	a	z	l	a	r	m	r	i	w	o	n	b	l	v	m	e
g	c	a	r	r	o	t	u	f	c	m	e	i	o	b	n	o	r	n	e	e	c
o	h	y	s	p	i	n	a	c	h	k	l	e	n	b	a	n	a	n	a	r	f
r	l	k	c	u	c	u	m	b	e	r	o	s	s	r	w	i	c	q	p	n	y
k	h	p	j	a	h	b	e	d	m	w	n	c	l	i	m	p	o	t	a	t	o
i	r	e	d	p	e	p	p	e	r	t	n	i	s	e	i	b	l	h	g	v	h
i	g	s	o	d	g	r	e	e	n	b	e	a	n	s	q	o	l	u	p	w	g
t	a	n	g	e	r	i	n	e	l	c	j	v	n	b	h	s	n	f	m	u	f
w	l	i	m	a	b	e	a	n	s	y	u	w	j	a	t	o	k	r	a	s	w
b	r	o	c	c	o	l	i	b	z	u	c	h	i	n	i	r	k	l	k	p	
o	r	a	n	g	e	i	n	s	l	e	t	t	u	c	e	a	j	q	m	i	e
y	z	w	f	o	s	e	i	r	r	e	b	w	a	r	t	s	b	h	e	w	y
m	e	k	c	a	u	l	i	f	l	o	w	e	r	v	s	u	o	p	c	i	i

Pathways puzzle

cabbage	peas	cucumber	lettuce	banana	red pepper
peach	cherries	okra	kiwi	watermelon	spinach
orange	pineapple	celery	apple	broccoli	lima beans
onions	tomato	corn	zucchini	plums	green beans
carrot	tangerine	potato	mango	cauliflower	strawberries



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

Exercise with Family and Friends