Week 8



BEING OUR BEST and PASSING IT ON

Purpose: To reinforce the lessons learned in Pathways by sharing them with others and thereby creating a social support system for healthy living.

Lesson Objectives - Students should be able to:

- recognize and understand the O'odham Man in the Maze.
- describe why sharing what they have learned is important.

Lesson Outline				
Part A Activities	Time (approx.)	Student Materials	Teacher Materials	
1. Goal Check	5	Goal Calendar	Cassette Player Pathways Theme Music	
2. Sharing Our Culture	10	Gila River Indian Community Map Story Sheet Activity Sheet 11	Pathways Nations Class Map	
3. Helping Others	15-20	Prompter Card	•	
4. Final Preparation for the Show and Tell	15-20	Activity Sheet 10 from Week 7 *		
[* Miscellaneo during teach	us materials and supplies to be dete er training	rmined	

8



- A. Prepare students for today's lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Ask students if they completed the Pathways Puzzle from Week 7 which gave them clues to activities this week, **Being Our Best and Passing It On**.
 - 3. Explain to students that during this last week of the Pathways program they will recognize the importance of the "Man in the Maze," but first they will check their Goal #3.
 - 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 fruit or a vegetable 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 #3.
 - 3. Urge students to continue to use their **Goal Calendar** to plan to continue eating fruits and vegetables for snacks.
 - 4. Encourage those students who have not yet completed their four days to continue to try to reach their Goal #3.
- C. Stress that students need to remember to continue choosing to eat fruits and vegetables even though they have reached their goal.



Activity 2 Sharing Our Culture



Pathways Background: Culturally relevant information has been included in the third and fourth grades. The "Cooperation Village" story about a community on the Gila River Indian Reservation was a fourth grade story emphasizing the generosity of these people.

- A. Introduce this activity by sharing with students that the seven Pathways Nations have many rich stories about the people and how they help each other and share to have better lives and communities.
 - 1. Point out that they have learned many things in Pathways that they can share with their friends and family.
 - 2. Encourage students to think about times when people in their community help each other.
- B. Explain to students that their last Pathways Puzzle is to find the message for this week in a story sheet.
 - 1. Explain to students that four runners from all the Pathways Nations are bringing this last Pathways message to Gila River.
 - 2. Give students a clue that the message is eight words and that they can find each of the letters in these words as they read the story.
- C. Ask students to locate in their *Pathways Notebook* the story sheet, "*O'odham Runner*" ¹, and have students silently read this story to solve the hidden message.
 - 1. Remind students that the O'odham people include the Akimel and the Tohono.
 - 2. Encourage students to carefully look for letters in the story which will give them the words for the hidden message.



¹ Flesh-Kincaid reading level is 5.96.

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

As she ran, she remembered that the Pathways Messengers from the other nations were on their way to <u>B</u>lackwat<u>er</u>. Runners from the Lakota Nations, the Navajo Nation, and the Apache tribes wo<u>u</u>ld be arriving as arranged for this day at noontime. It was exciting to think of meeting the other <u>r</u>unners. It would be fun to learn about the Pathways schools in distant places.

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

It was almost noontime. The people at <u>B</u>lackwater strained their <u>eyes</u> to find the runners. The runners came closer toward each other. Now, they could actually <u>see</u> different homes in <u>the</u> vill<u>age</u> of Blackwater. Turning toward the school, they could see people everywhere.

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

The prior messages that they had carried were to teach others to eat healthy foods and to be active every day. Now they had been given the final Pathways message. They had dreamed of this day throughout their travels and now It was here. Happily, they arrived on time with their message.

- D. Discuss this story using the following questions.
 - What were the prior messages carried by the runners.

Answer: The messages carried were to eat healthy foods and be active every day.

• Ask for a volunteer to give the message that was carried by these runners.

Answer: To Be Our Best and Pass It On

.

- E. Ask students to locate their map of the Gila River Indian Community.
 - 1. Ask for a volunteer to name some of the villages that are located on the Gila River.
 - 2. Have a volunteer find the locations for two ruins (Va-Ki and Casa Grande) on this map and explain that these ruins were built by the Huhukam who are the ancestors of the Akimel O'odham.
 - 3. Have a volunteer provide information about the land area and population of the Akimel O'odham.
- F. Emphasize to students that their great-great-grandparents had knowledge about how to live and taught young people this information in different ways.
 - 1. Ask students to locate **Activity Sheet 11 Man in the Maze** in their *Pathways Notebook* and point out that this symbol with a figure is used to teach O'odham students their way of life.
 - 2. Inform students that the "Man in the Maze" represents a journey of life, which has both happiness and sadness, and that reaching the center of this circle is to end the journey and be in peace.
 - 3. Explain that O'odham students learn to make healthy decisions as taught by the Man in the Maze where the lines are like a person's life beginning with birth and going through all stages of growth.

Example:	Birth and Growing Up Years
	Teenage Years
	Adult Lives
	Elders

4. Tell students that the Man in the Maze is also used to teach O'odham students about important decisions to make during school, such as:

Staying in school	Learning your culture
Having good sportsmanship	Graduating

G. Encourage students to learn about their own cultural stories to live a healthy life.

Activity 3 Helping Others



Pathways Background: In the third and fourth grade, students demonstrated exercise breaks/American Indian Games for their parents during several Family Events.

Teacher Note: Prior to this lesson, arrange for a visit to another classroom where students can demonstrate and lead the exercise breaks/American Indian Games.

- A. Inform students that they will be leaders in going to another classroom(s) to demonstrate and lead students on how to do fun exercise breaks/American Indian Games.
 - 1. Explain that they will work together in their teams and need to think of whom to select to introduce their demonstration.
 - 2. Instruct teams on the time frame for teams to be able to lead their activity within a ten-minute period of time.
 - 3. **Optional:** Allow one team at a time to leave the classroom and alternate between teams.
 - 4. Tell teams the location and procedures for visiting another classroom.
- B. Ask teams to prepare for their demonstration.
 - 1. Encourage teams who have chosen an American Indian Game to share the history of the game by reading the information about their game which is on the American Indian Games 1, 2, or 3 sheet in their *Pathways Notebook*.
 - 2. Allow time for teams to select the equipment needed for their demonstration.
- C. Encourage students to be leaders and show a helping attitude towards others.

- D. Ask students to select one or two persons who can introduce the purpose of their demonstration after all the teams have introduced themselves.
 - 1. Provide the Prompter Card (located at the end of this week) to the student(s) to review and practice reading as follows:

Physical Activity is important for you to do. It makes you healthier, It makes you stronger, It makes you have more energy, and it's really fun!!

We are going to share our exercise breaks and American Indian Games with you. Are you ready? Let's get started!!

To do an exercise break, stand with enough room between you and your desk. Be careful not to bump others or your desk.

- 2. Explain that to do an American Indian Game will require more space and teams may have to demonstrate with a smaller participating number of students or go outside to lead these games.
- E. Allow time for teams to do their demonstration and then lead the exercise breaks/American Indian Games in the selected classroom.
- F. Congratulate all the students when they have completed this activity.

A - 7



- A. Tell students that they will make final preparations to do their **Show and Tell** on the Pathways activities they liked the best.
- B. Ask students to turn to **Activity Sheet 10 Pathways Project** in their *Pathways Notebook* and review the remaining tasks for the Show and Tell.
 - Ask teams to describe, if they have not already done so, what will be done in the Show and Tell.
 - Team need to name their Show and Tell and could use a catchy phrase or slogan that best describes what they will present.
 - Ask teams to list the materials and supplies that they will need for their project and then share that list with you.
- C. Point to the bottom portion of the activity sheet for teams to fill in the Preparation and Presentation sections.
 - 1. Review with teams the Preparation section on the activity sheet asking for teams to think of the work that each member of their group will need to do and assign each member to complete their task **before** the Show and Tell.
 - 2. Review with teams the Presentation section on the activity sheet asking for teams to assign each member to a specific job to do **during** the Show and Tell.
- D. Encourage students to have fun and be creative in their Show and Tell, and remind them of the date that they will do their presentation.
- E. Allow time for students to discuss and complete their activity sheet for the Show and Tell, and monitor the teams as they work together.

Reminders:

- ✓ Be sure that Trail blazers have been selected for the Green Bead Trail during Week 8 – Part B.
- Make final arrangements with the classroom(s) where the Pathways Projects will be demonstrated after the end of Pathways.
- ✓ Jot notes on the Teacher Interview form after completing this lesson.
- Suggest to students other times during the school day when they will be able to work together on preparing their Pathways Projects.
- ✓ Procure the materials and supplies that teams will need to complete their projects for the Show and Tell.

8



BEING OUR BEST and PASSING IT ON

Purpose: To use cultural history, beliefs, and customs to build an environment that supports healthy choices and behaviors.

Lesson Objectives - Students should be able to:

- finalize a demonstration for others on key activities in Pathways.
- complete the Green Bead Trail, the final Pathways Challenge Trail.

Lesson Outline				
Part B Activities	Time (approx.)	Student Materials	Teacher Materials	
1. Show and Tell	5-10		Cassette Player Pathways Theme Music	
2. Green Bead Trail Finale	25-30	Activity Sheet 12 Pony Bead Chart Station Equipment: 6 cones, 6 sign boards, 6 action movement cards, and 6 bean bags (1 per person)	Mt. Pathways Challenge Kit Mt. Pathways Poster Stopwatch	
3. Pathways Family Challenge	5	Special Reward	•	
4. Summary of the Week	5-10	Pony Bead Chart Pony Beads		



- A. Prepare students for this final Pathways class.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Explain that today they will organize for the Show and Tell; complete the Green Bead Trail; receive their Pony Beads (if planned), and the Special Reward for their Family Challenges.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Explain to students to whom and the date that they will be presenting their Show and Tell to another classroom(s) after the end of Pathways.
 - 1. **Optional:** Students may present their Show and Tell at the Family Celebration held after Week 12.
 - 2. If necessary, plan additional times for teams to complete their preparations for this activity.
- C. Monitor students as they review all the items to prepare for this activity.
 - 1. Have students check their planning sheet to determine if they have everything.
 - 2. Give guidance on these final preparations.
- D. Explain to students that each team will take turns to present their Show and Tell and ask for a show of hands for the order that the teams would present.
- E. Congratulate all students on their preparations for the Show and Tell and restate the time and date to do the Show and Tell.





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

Forward Lunges	Alternate Heel Slap	Side Run
Line Pushups	Abdominal Curls	Bean Bag Challenge

- A. Inform students that they will complete their final trail in the **Mt. Pathways Challenge Kit** and name the Trail blazer team.
- B. Have students locate **Activity Sheet 12 Green Bead Trail** in their *Pathways Notebook* to review the sequence for the six stations.

Station 1	Forward Lunges
Station 2	Alternate Heel Slap
Station 3	Side Run
Station 4	Line Pushups
Station 5	Abdominal Curls
Station 6	Bean Bag Challenge

- 1. Ask the Trail blazer team to draw on the chalkboard the trail they have decided to do, which may be a circle, hourglass, or zig zag, or any other shape.
- 2. Have students draw this trail course on the blank side of their activity sheet and write in the number for each of the stations.
- C. Have the Trail blazer team remove the action movement cards from the folder for the Green Bead Trail in the **Mt. Pathways Challenge Kit.**
- D. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the Green Bead Trail with the class as follows:

Forward Lunges: Start with feet together, take a big step forward, bend front knee. Place arms on hips or out to the side for balance. Keep back straight. Push off front foot to return to standing position. Alternate front foot each time.

Alternate Heel Slap: Run in place with hands at side. Run so that the right heel touches the right hand and the left heel touches the left hand.

Side Run: Start facing forward and slide to the right a few steps. Slide back to the left. Repeat.

Line Pushups: Assume a push-up position, with legs extended out behind you, hands under shoulders, back parallel to the ground. Walk hands back and forth over an imaginary line: right over, left over, right back, left back. Repeat.

Abdominal Curls: Lay down on back with bent knees and feet about one foot off the ground. With arms across chest, hands on shoulders, squeeze stomach muscles to curl up and touch elbows to thighs. Repeat.

Bean Bag Challenge: Toss a bean bag into the air and perform a stunt and catch the bean bag before it hits the ground (sit down, stand up, touch your toes, turn around, bend your knees, and so on).

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

B - 4

- G.. Summarize for students these final directions for the Green 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 Green Bead Trail, students will complete their Bonus Lap challenge.
- H. 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.**
- I. Instruct students to record their completion of the Green Bead Trail as follows:
 - Turn to the **Pony Bead Chart** and shade in **five pony beads** on the Green 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 Green Bead Trail on the **Mt. Pathways** poster with a green 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.
- J. Congratulate teams on completing all the trails to reach the top of Mt. Pathways.



- A. Ask students how many were able to correctly identify the Pathways Nation where this photo was taken of a sacred butte. (Lakota Nation)
- B. Have students do a show of hands for those who returned their Family Challenge #4 sheet.
 - 1. Congratulate students who have completed and returned this fourth challenge.
 - 2. Encourage those students who have not yet returned their Challenge #4 (or Challenges #2 and #3) to do so as soon as possible and give them a date by which to complete this task.
- C. Ask for a show of hands for all students who returned all four Family Challenges and distribute the **Special Reward** to these students.
- D. Emphasize to students that they continue to be leaders who can share all the fun times and Pathways activities with their family and friends.
- E. Arrange a time to privately talk with any student who is having problems returning their Family Challenges and help them figure out a way to complete them.
- F. Congratulate students on their role in the completion of the Family Challenges.



Activity 4 Summary of the Week



- A. Explain that students will complete their Goal Calendars and the Pony Bead Chart at this time.
 - 1. Instruct everyone to find their Goal Calendar in their *Pathways Notebook* to review how many have now completed all of their goals.
 - 2. Review some of the low fat snacks eaten for Goal #2.
 - 3. Review some of the fruits and vegetables that they ate for Goal #3.
- B. Congratulate all students on setting and completing these goals and stress that since students now know a lot about setting and completing goals, they should continue to do so after Pathways.
- C. Have students take out their **Pony Bead Chart** on which they have recorded their progress on the trails up Mt. Pathways.
 - 1. Ask students to count the number of beads on each trail and write this number next to each trail.
 - 2. Inform students that they will receive that number and color of pony beads and a leather thong with which they can make items like a bracelet, tag, necklace, key chain, or other creative items.
 - 3. Distribute the pony beads to students or set a time in which to complete this activity.
- D. Congratulate students on their completion of the trails up Mt. Pathways.

8

Reminders:

- ✓ Allow students to take home their *Student Notebook* etc. and the items which they made with the pony beads.
- ✓ Jot down notes on the Teacher Interview form after completing this lesson.
- ✓ Sign Student Certificates for completing the fifth grade Pathways to be given out at the Final Family Celebration.
- ✓ Be sure to schedule time within the next week for the Show and Tell or plan to do so during the Final Family Celebration.

B - 8



Story Sheet

Week 8

O'odham Runner

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

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

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

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

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

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

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

-

Activity Sheet



Man in the Maze



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



Activity Sheet 12



Green Bead Trail

Student Choice

- 1 FORWARD LUNGES
- (2) ALTERNATE HEEL SLAP

(3) SIDE RUN

- 4 LINE PUSH-UPS
- (5) ABDOMINAL CURLS
- (6) BEAN BAG CHALLENGE