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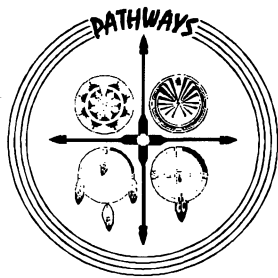
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# PATHWAYS: Our Story Continues

**Purpose:** Review concepts for healthy living from the Pathways Third Grade Curriculum.

## Lesson Objectives - Students should be able to:

- name and discuss two important ways to be healthy.
- describe one active physical behavior and one eating behavior to be healthy.
- explain how often to exercise and give a reason.
- demonstrate a physically active game such as the “Turn-Around.”

## Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10	Pathways Student Folder Gila River Community Map Tohono O’odham Map	Cassette Player Theme Music Cassette
2. Creating a O’odham Story Stick	15	Individual Story Stick Pathways Logo Sticker (Optional) 36” String	Pathways Story Stick Optional: Activity Box
3. Review of Pathway Concepts	15	Pathways Page 1	Everyday Foods Poster Physical Activities Poster
4. Turn-Around Game	10		Overhead Projector Visual Aid A Lively Music Cassette



### Activity 1 Theme Story and Discussion

A. Prepare students for this introduction to the fourth grade Pathways program.

1. Turn on Pathways Theme Music.
2. Have students clear their desks to begin the Pathways class.
3. Announce to students that they are about to begin a new Pathways program for Fourth Grade.
4. Turn off the Pathways Theme Music cassette.

B. Ask students to think about the Pathways activities that most of them did in the third grade using the following questions.

- Who traveled on the Pathways Journey and where did they go?

*Answer: Daryl and Amanda White Horse along with Grandma and Grandpa White Horse traveled to the homeland of different tribal groups .<sup>1</sup> These were the Ndee' (the White Mountain Apache Tribe), the Dee ' (San Carlos Apache Tribe), the Dine' (Navajo Nation) ,Oglala Lakota Tribe (Oglala Sioux Tribe), Sicangu Lakota Tribe (Rosebud Sioux Tribe), the Tohono O'odham Nation, and the Akimel O'odham (Gila River Indian Community).*

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<sup>1</sup> Pathways recognizes the cultural name of each Pathways Nation throughout the curriculum as follows:  
Ndee' (N deh) The term used by the White Mountain Apache Tribe to describe themselves as "The People."  
Dee' (Deh' ) The San Carlos Apache Tribe's description of themselves as "The People."  
Diné (Diné é) The term of the Holy People for their descendants, the people and clans of the Navajo Nation  
Oglala Lakota (Og la' la La kó' ta) The meaning of Oglala is "to scatter." Lakota is a seven-band confederacy.  
Sicangu Lakota (Si cañ ġu) The meaning of the name is "burnt thighs." Lakota is a seven- band confederacy.  
Tohono O'odham (To-ho-no Ath-thumb) The O'odham term reflecting their homeland in the desert and describing themselves as "The Desert People."  
Akimel O'odham (A-key-mal Ath-thumb) The O'odham term for their people who live near the Salt and Gila Rivers and who are known as "The River People."

- Do you remember some of the things that Amanda and Daryl White Horse learned on their journey about being healthy?

**Answer:** *Accept answers related to making healthy eating and being physically active. They ate more fruits and vegetables and less fat and sugar. They became physically active and started to walk or run every day.*

C. Read aloud the following story, “*Revisiting with Amanda and Daryl.*” <sup>1</sup>

**D**aryl White Horse leaned close to the ground to watch a small bug move through the grass. Kneeling closer to count its tiny, tiny legs, he thought about how they moved so quickly to carry the bug towards a puddle of water.

Somewhere, far away, Daryl could hear Amanda's voice as she repeated louder and louder, "Daryl, Darrrryyyylllll, where are you?"

Daryl didn't want to lose sight of this bug. He wanted to see how it was using all those legs. Now, it began to scoot faster and faster. It was doing a bug run climbing onto a pile of dirt. Its legs churned and strained to crawl higher and higher.

He could hear Amanda's footsteps getting closer. Soon, he heard her breathing as she gasped for air climbing up the hill. At last, she rushed towards him.

“Daryl, leave that bug alone! I came to tell you that we have to go to Grandpa’s house right now. Grandpa is going to tell us about how the O’odham kept a calendar stick that was full of stories.” She took a deep breath. “He said that

we could make one for ourselves. Hurry, now."

Daryl decided right then to catch the bug later. This Story Stick sounded exciting.

"What's a Story Stick?" asked Daryl. Amanda replied, "The O'odham people use a Story Stick to help them remember the most important things that happened among their people. Let's hurry, Daryl. Grandpa wants us to make a Story Stick about our Pathways Journey."

“Our Story Stick will be about our Pathways Journey,” repeated Daryl. “That was all about healthful eating and physical activities.”

"Yes, and the places we visited," said Amanda.

Daryl remembered, “Oh, like Dinosaur Hill near the Lakota people. I liked the Dine’ (Navajo) hogans and herds of sheep. And I found that little lost calf that was hungry and Grandpa found George, the cook, at White Mountain. Yeah! I can think of lots of good memories from our Pathways Journey to put on the Story Stick.”



<sup>1</sup> *Flesh-Kincaid Grade Level 4.51*

## Week 1 — Part A

Daryl shouted with excitement, “Let’s hurry to Grandpa and Grandma.”

Without speaking, they jogged together towards the home of their grandparents. Daryl was happy that Amanda let him set the pace for jogging. Though she was older, she tried to let Daryl do things on his own.

They were sweaty and breathing hard when they reached the house. Daryl remembered that these were his body cues. After walking around the yard to cool down, they went inside. Both took a drink of water and then sat down beside Grandpa and Grandma.

“My grandchildren, I want to tell you that we are so proud of you,” spoke Grandpa. “Both of you learned about other tribes and especially about living a healthy life.” He continued, “Living a healthy life means exercising and eating healthy foods. That

way, diseases that roam the world will have a hard time finding you. These diseases come when a person is not eating healthy and is not physically active.”

Amanda and Daryl listened quietly. Grandpa talked about the Great-Great Grandparents. They had healthy lives because they ate traditional foods that had little fat or sugar and they exercised a lot. Today, young people can be just like their Great-Great-Grandparents.

Grandpa opened a box. “This is an O’odham Calendar Stick.” He held up a long cane with carvings on it. “Look at how the O’odham people made symbols to remember their stories about important events . Now, I want you to make your own story stick about your Pathways Journey.”

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D. Discuss this story with students using the following questions:

- How can young people live like their Great-Great-Grandparents?

*Answer: Eat foods that have little fat and exercise a lot.*

- Describe a way in which the people in your local community keep a record of the most important events?

*Answers may vary: Winter Counts. Ledger books. Oral history. Written documents.*

## Activity 2

### Creating an O’odham Story Stick

**Teacher Note:** In Pathways fourth grade, there are two types of Story Sticks. One is the Pathways Story Stick for the classroom and the other is the individual student’s own Story Stick.

*Pathways Story Stick:* Secure the Pathways Story Stick on an open blank wall in a vertical position. Piece A is the Pathways Nations Map. Piece B contains a goal chart for Goals 1-6.

*Individual Story Stick:* Each student will make a Story Stick that may be kept in their desk or hung on a peg or hook. (If pegs or hooks are not available, make a clothesline and use paper clips for hooks.) Please use scotch tape on stickers if they do not adhere to the cardboard tube that is the student’s Story Stick.

**Optional:** Give students an opportunity to decorate their story sticks using ribbons, pony beads, or any other decorative items that you have on hand.

**Optional:** Set up a Pathways Related-Activity Box in the classroom to include a variety of Word Finds whenever students have free time after completing their work.

A. Tell students that the O’odham people keep a record of important events on a stick that looks like a cane. There is a Keeper who takes care of the cane for each village. Different marks are carved on the cane to help the Keeper remember each story about a certain event.

1. Point to the **Pathways Story Stick** that is displayed on the wall and tell students that the left side represents an O’odham Story Stick.

## Week 1 — Part A

2. Explain that the **Pathways Story Stick** contains the **Pathways Nations Map** and that each nation is represented by a symbol.

B. Review with students the Pathways Nations that were visited by Amanda and Daryl White Horse and their Grandpa and Grandma.

1. Remind students that their own tribal group is a Pathways Nation.
2. Point to the **Pathways Nations Map** at the top of the Story Stick and recall the location of the Pathways Nations.

Navajo Nation  
Oglala Lakota Tribe  
Gila River Indian Community  
Tohono O'odham Nation  
Sicangu Lakota Tribe  
White Mountain Apache Tribe  
San Carlos Apache Tribe

3. Pronounce the cultural name of each Pathways Nation with the class.

Diné (Diné é)  
Oglala Lakota (Og-la'-la La-ko'-ta)  
Akimel O'odham (A-key-mal Ath-thumb)  
Tohono O'odham (To-ho-no Ath-thumb)  
Sicangu Lakota (Si caŋ ǵu La-ko'-ta)  
Ndee'  
Dee'

- C. Distribute a *Pathways Folder* to each student and announce whether you wish to collect the folders after each Pathways class or have the students keep the folders in their desk.
1. Inform students that the folder contains all of the **Pathways Nations** maps that they will use in their Pathways class.
  2. Explain that the folder will hold all of the **Pathways Pages** that they will receive in their Pathways class.
  3. Instruct them to write their name on the front of their *Pathways Folder*.
  4. **Optional:** Encourage students to decorate the outside of their *Pathways Folder* with drawings or words that express their favorite things about Pathways.
- D. Ask students to open their *Pathways Folder* and locate the map showing the Gila River Indian Community and the Tohono O’odham Nation.
1. Have students identify the location of the Gila River Indian Community which is part of the Akimel O’odham Nation<sup>2</sup>, **The River People**.
  2. Tell students to find the location of the Tohono O’odham Nation<sup>3</sup> who call themselves **The Desert People**.
  3. Have students reason why the O’odham people have these descriptive names.
- Answer: The Tohono O’odham live in the desert. The Akimel O’odham live next to the Gila River.*

<sup>2</sup> Akimel (A-key-mal) O’odham (Ath-thumb)

<sup>3</sup> Tohono (To-ho-no) O’odham (Ath-thumb)

## Week 1 — Part A

**Teacher Note:** Determine if student's individual Story Stick will be kept in their desk or hung by a string.

- E. State to students that they will now make their own Story Stick which will be a record of how many goals they reach and their activities with their families.
  - 1. Distribute to each student a cardboard tube, a Pathways logo, and a length of string.
  - 2. Instruct students to place the Pathways logo at the top of one end of the tube and print their name on the tube.
  - 3. **Optional:** If the Story Stick is to be hung in the classroom, students can complete their Story Stick by looping the string through the core before tying a knot.
  - 4. Have students put their Story Stick in their desk or hang them in the designated location.
- F. Congratulate students on the beginning of the Pathways Fourth Grade class.
- G. **Optional:** Encourage students to decorate their Story Stick with hanging ribbons or beads whenever they have extra time. Suggest a possible time when they may be able to do this. Point out the Pathways Related-Activity Box in the classroom for fun activities after students finish their work.



## Activity 3

### Review of Pathways Concepts



- A. Point to the term “**Everyday Physical Activities**” on the Pathways Story Stick and remind students that in third grade Pathways they discovered the importance of doing physical activities each day.
- B. Display the **Everyday Physical Activities** poster on a classroom wall and instruct students to think of which physical activities they do every day.
1. Distribute a copy of the **Everyday Physical Activities** poster and have a student read aloud the list of physical activities.
  2. Ask students to decide which physical activities they do **every day**.
  3. Ask students to name which traditional physical activities they do every day.
- C. Emphasize to students that they should try to be active **every day** by playing active games or by doing other physical activities, because games and activities help them to exercise their bodies. Explain that:
- Exercising **every day** is very important because it helps all of the muscles in your body stay healthy and strong.
  - Your heart is a muscle and it becomes better at pumping blood throughout your body if it is exercised **every day**.



## Week 1 — Part A

- D. Point to the term “**Everyday Foods**” on the Pathways Story Stick and remind students that during third grade Pathways they discovered the importance of choosing these healthy foods.
- E. Display the poster of **Everyday Foods** on the wall in the classroom.
1. Inform students that this poster contains the **names of foods that can be eaten almost anytime because the foods are low in fat.**
  2. Announce that this poster includes many of the foods eaten by their Great-Great-Grandparents.
  3. State that the poster does **not include** all of the foods that are low in fat.
  4. Point to the “REMEMBER” box on the **Everyday Foods** poster and read the message in this box aloud:

**REMEMBER . . . . Everyday Foods are:**

- **Foods and beverages that have little or no fat.**
  - **Foods that are not fried.**
  - **Foods that have little or no fat added when cooked or served.**
  - **Water, diet pop, and other beverages that have little or no sugar.**
5. Point out the five different food groups on the Everyday Foods poster by reading aloud the name of each group and, if necessary, discuss the names of foods in these groups. Example: define poultry, pasta, or any other infrequently used words.

**Vegetables**

**Fruits**

**Milk, Cheese, Yogurt**

**Meat, Poultry, Fish, Dried Beans**

**Breads, Rice, Pasta, Cereals**

- F. Distribute a **Pathways Page 1: Everyday Foods** to each student and explain that this is their own copy of the **Everyday Foods** poster.
1. Remind them that many of these **Everyday Foods** are served in their school breakfasts and lunches.
  2. Ask students to name some of their own favorite **Everyday Foods** that they eat **at school breakfast or lunch**. List these foods on the chalkboard, **as time permits**.
  3. Instruct students to circle their favorite **Everyday Foods** on Pathways Page 1.
- G. Emphasize that there are a lot of **Everyday Foods** and that **Everyday Foods are good to eat almost anytime**.



## **Activity 4**

### **Physical Activity: Turn-Around Game**



**Teacher Note:** Use lively music to accompany this activity.

- A. Write “**Turn-Around Game**” on the chalkboard and ask students if they remember this game from the third grade.
1. Ask for a show of hands of how many are still doing this game.
  2. Explain to students that they will do this active game in the fourth grade so they can continue having fun being physically active.

## Week 1 — Part A

B. Ask students to stand by their desks with sufficient room between each other and caution students not to bump other students or desks.

1. Using **Visual Aid A: Turn-Around Game**, begin the game with a slow pace in Part I and then increase the pace in Part II.

2. Tell students to look at you or other leader(s) who will demonstrate the action movements for **Part I**.

Clap your hands twice (demonstrate, cue: **Clap, Clap**).

Slap your thighs twice (demonstrate, cue: **Slap, Slap**).

Put your fists on top of each other and tap them twice on top, and twice on bottom (demonstrate, cue: **Fist, Fist**).

Open up your left hand and tap that hand with your right fist twice (demonstrate, cue: **Open, Open**).

Open up your right hand and tap that hand with your left fist twice (demonstrate, cue: **Open, Open**).

Tap your left elbow twice with your right fist (demonstrate, cue: **Elbow, Elbow**).

Tap your right elbow twice with your left fist (demonstrate, cue: **Elbow, Elbow**).

**Now put these all together and do the first part with the leader calling out the cues:**

CLAP	——	CLAP
SLAP	——	SLAP
FIST	——	FIST
OPEN	——	OPEN
ELBOW	——	ELBOW

**Now, begin with PART II.**

With your right arm, pretend you are twirling a lasso (rope) over your head for four rotations (demonstration, cue: **Lasso, 2, 3, 4**).

Now with your left arm, pretend you are twirling a lasso (rope) over your head for four rotations (demonstration, cue: **Lasso, 2, 3, 4**).

Pretend you are hitchhiking (seeking a ride), signal your wish with your right thumb, and move to the right four steps (demonstration: cue: **Hitchhike, 2, 3, 4**).

Pretend you are hitchhiking (seeking a ride), signal your wish with your left thumb, and move to the left four steps (demonstration, cue: **Hitchhike, 2, 3, 4**).

You got your ride, so you give the car a “cool wave,” move to the right while waving in a cool fashion for four counts (demonstration, cue: **Cool Wave, 2, 3, 4**).

Repeat in the other direction, with the left hand for four counts (demonstration, cue: **Cool Wave, 2, 3, 4**).

Grab your hands together over your head in a victory grasp and shout Victory, Victory! (demonstration, cue: **Victory, Victory**).

Catch a leaf in the air (grab at an imaginary leaf in the air), put it in your hand (place it in your hand), throw it to the floor, and jump over the imaginary leaf (demonstration, cue: **Catch a Leaf**).

**Now put these together and do this second part, with the leader calling out cues:**

<b>LASSO</b>	—	<b>2, 3, 4</b>
<b>HITCHHIKE</b>	—	<b>2, 3, 4</b>
<b>COOL WAVE</b>	—	<b>2, 3, 4</b>
<b>VICTORY</b>	—	<b>VICTORY</b>
<b>CATCH A LEAF</b>		

## Week 1 — Part A

**Teacher Note:** Once Part I and Part II have been demonstrated and the class has gone through the exercise, put Part I and Part II together. This creates some energy in the room because most students (and adults!) can't remember the sequence. As a progression, you can start out performing the exercise by standing, and build to jogging in place for an active exercise break.

- C. Introduce the total exercise by saying: **O.K. Now we'll put the two parts together. Do you think you can do them both? Let's see how we do! On the count of three, I want everyone to start by clapping their hands twice.**

CLAP	——	CLAP
SLAP	——	SLAP
FIST	——	FIST
OPEN	——	OPEN
ELBOW	——	ELBOW
LASSO	——	2, 3, 4
HITCHHIKE	——	2, 3, 4
COOL WAVE	——	2, 3, 4
VICTORY	——	VICTORY
CATCH A LEAF		

- D. Encourage students to remember to do this game for exercise whenever they have time, such as during television commercials or if they have been sitting for awhile.
1. State that their Great-Great-Grandparents did a lot of exercise each day of their lives.
  2. Stress that **Pathways PE and Recess** add exercise while they are in school and remind students that exercise is important to do **every day**.

**Reminder:**

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Encourage students to do Exercise Breaks like the Turn-Around game **outside of school time.**