



PATHWAYS: Our Story Continues

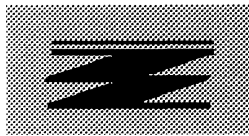
Purpose: Set the stage for establishing group work and introducing the family component.

Lesson Objectives - Students should be able to:

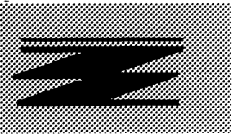
- describe why a person's traditional name is important and give an example.
- identify several healthful behaviors involving healthful eating and physical activities that they practiced during the summer.
- demonstrate that they will try to involve their families in Pathways home activities by taking home a weekly Family Pack with a return card.
- recall two things they discovered during Part A of Pathways.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette
2. Pathways Teams	20	Pathways Team Letter Team Name Cards	Paper Bag (1)
3. Family Pack	10	Family Pack: Week One	Return Box
4. Summary of the Week	5	Stop! Think and Discover	



Activity 1 Theme Story and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Have students clear their desks for the start of the Pathways lesson.
3. Tell students that they will learn how Amanda and Daryl will receive a traditional name and that during today's class, they will write a Team Letter.
4. Turn off the Pathways Theme Music cassette.

B. Read aloud to students the following story, *"Listening to Grandpa."*³

Grandpa cleared his throat. He said, "My grandchildren, soon you will be called a 'grown-up.' Among our people, it is very important to carry a traditional name besides your English name. This is a name that describes your strengths. A traditional name tells others about your physical skills or something positive about you."

Daryl and Amanda looked at each other. They both said, "Traditional names?" It gave them a tingling and happy feeling.

"Wow," they both said. Then, they wondered how this would happen.

Grandpa explained, "A traditional name is given by grandparents or a close relative."

He continued, "These traditional names are in each tribe's language. The Navajo Nation has war names for both boys and girls. In the Lakota Nation, a person is named so that people can remember that they did an outstanding or great physical feat or were a generous person." →

³ *Flesh-Kincaid Grade Level 4.38*

“What will my name be?” asked Daryl.

Grandpa said, “It is up to you, Daryl. You will have to do your best in the next few months. Only then will your new name come to you. This means that you need to show your best strength so that your name will reflect who you are. Your name may describe your good deeds, skills, or even a special interest.”

Daryl was really puzzled. He began to wonder how his new name could find him. What did Grandpa mean that he had to earn his new name through showing his

physical strengths and doing good things?

Grandma spoke, “I’m so happy that you will receive your traditional name. Your great-great-grandchildren will know that a young lady called Amanda carried a precious name and that a young man called Daryl did great things.”

Grandpa smiled. “Both of you will earn good names because you already try to live healthy lives. Your Grandma and I will help you. Now, let’s think and talk about what you can do to show that you live a good life.”

C. Discuss this theme story with students by asking the following questions:

- Think of some traditional names that may describe Amanda and Daryl.

Answer: Accept variety of answers. Names may be related to their skill, good deeds, special interests, admirable or noteworthy qualities.

- What is the difference between an English name and a traditional name?

Answer: A traditional name is in the language of the tribal group and is given by the grandparents or a close relative. It is given when a young person is considered to be ‘grown-up’ and that name describes good deeds, skills, or the special interest of the person.



Activity 2 Pathways Teams



Teacher Note: Prior to this activity, decide how you will divide your class into **no more than 8 teams of 3-4 students**. Each group will be participating in class assignments as a team throughout the curriculum, unless specified otherwise.

- A. Announce to students that the class will be divided into groups which will be called *Pathways Teams*.
1. Divide the class into groups of 3-4 students by reading the names of the students on each team, and then designating the place in the classroom where each team will meet to do their Pathways group activities.
 2. Emphasize that students will stay in the same team and in the same location for all of their activities.
- B. Hold up a paper bag containing all the team cards and explain that each team will pick one person to draw a team card.
1. Tell students that each card has an animal name written on it and whatever name is drawn will become the official name for that *Pathways Team*.
 2. Have the representative of each team draw a card out of the bag, and then announce to the class the official name of their group. The members of each team should stand while their team's animal name is announced.

Antelope
Bears
Buffalo
Deer

Eagles
Elk
Horses
Wolves

Week 1 — Part B

3. Instruct each team to write their individual names on this card and then post the card on the Pathways Story Stick displayed on the classroom wall.
 3. Ask for a round of applause for all of the *Pathways Teams*.
- C. Distribute the **Pathways Team Letter** to each *Pathways Team* and explain that their first team activity will be to write a Team Letter that will help them recall some of the fun things they did during their summer.
1. Read aloud (or ask students to take turns reading aloud) the sentences to be completed in the letter.
 2. State that each team should discuss how they want to complete each of the sentences in their letter.
- D. Instruct team members to take turns filling in the sentences in their letter (or have each team choose a recorder to fill in the letter after team members decide what they want to write).
1. Monitor the teams to be sure they understand the directions to the activity.
 2. **Optional:** If students have both computer time and expertise, this activity could be done on a computer.
- E. Call on each *Pathways Team* to read how they completed one of the sentences in the letter, **as time permits**.
- F. Congratulate teams on the completion of this activity and point out the location for posting these letters.



Activity 3 Family Pack



Teacher Note: It is important that teachers **enthusiastically promote** the participation of the student and their parents or any household member in the completion of these Family Packs.

- A. Announce to the class that the fourth grade Pathways program again includes an activity that is just for families.
1. Explain that each week, a different Family Pack will be given to them to take home and share with their family.
 2. Stress that these Family Packs will be a way for their family to learn about new ways to be more active and eat healthful foods.
- B. Distribute the **PATHWAYS FAMILY PACK: Week One** to each student and tell them to write their name on the front of the envelope.
- C. Emphasize that the items in the envelope this week include the following:
- Letter to Family
 - Agreement for Parent/Guardian and Fourth Grader to sign
 - Pathways Nations Map
 - Return Card for signature by a family member and the student
- D. Point out to students the location of the Return Box in the classroom.

Week 1 — Part B

1. Stress that this Return Box is for the return card which is in the Family Pack.
 2. Hold up a **Return Card Week 1**, and explain that after their family completes the activities this week, they should fill out this return card and sign it. Then, the card needs to be brought back and put into the Return Box.
- E. Explain to students that they will use their individual Story Stick to record the number of return cards that they bring back to the classroom.
1. Each time a **return card** is brought back, they will receive a sticker. This can be pasted on their Story Stick to show that their family has completed the activities for that week.
 2. Announce that students will receive a **Special Reward** if they complete and bring back three or more **Return Cards** during the first six weeks of Pathways.



Activity 4 Summary of the Week



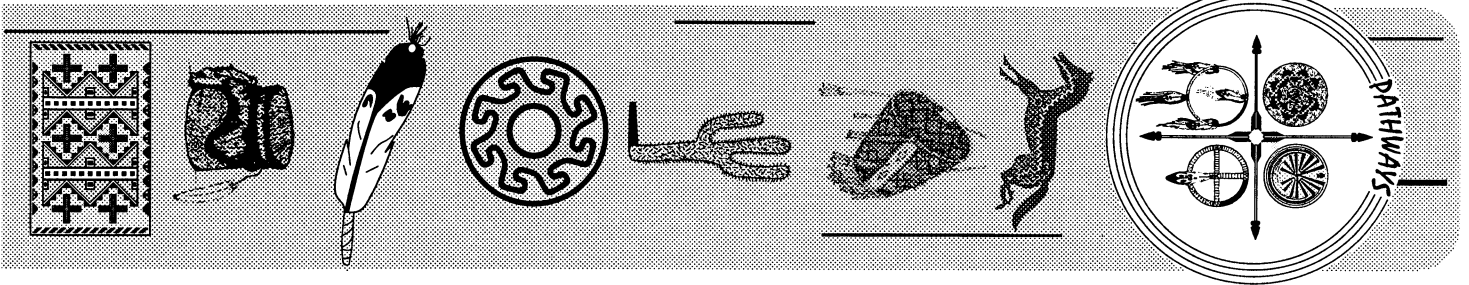
- A. Review with students their completion of Pathways activities this week.
1. Congratulate students on writing team letters and remembering their summer.
 2. Encourage students to think about how important a traditional name will be to both Amanda and Daryl.

Week 1 — Part B

- B. Explain to students that at the end of each week, they will decide what was the best thing they learned or discovered during the week.
 - 1. Distribute the **Stop! Think and Discover** sheet for Weeks 1-6 and tell students to keep it in their *Pathways Folder*.
 - 2. Ask students to write a word or phrase or draw a picture that represents what they discovered within **Week 1**.
 - 3. Allow students time to complete this part of the activity.
- C. Point to the Pathways Story Stick and review each of the following items with the class.
 - 1. Ask a student to recall the names of the Pathways Nations on the **Pathways Nations Map**.
 - 2. Ask for a volunteer(s) to name some of the Everyday Physical Activities and **Everyday Foods** on the Pathways Story Stick.
 - 3. Ask for a volunteer to name some traditional physical activities and traditional foods on these posters.
- D. Remind students that they will have fun learning new ways to keep themselves healthy so that they will feel good and have the energy to do all the fun things that they like to do.

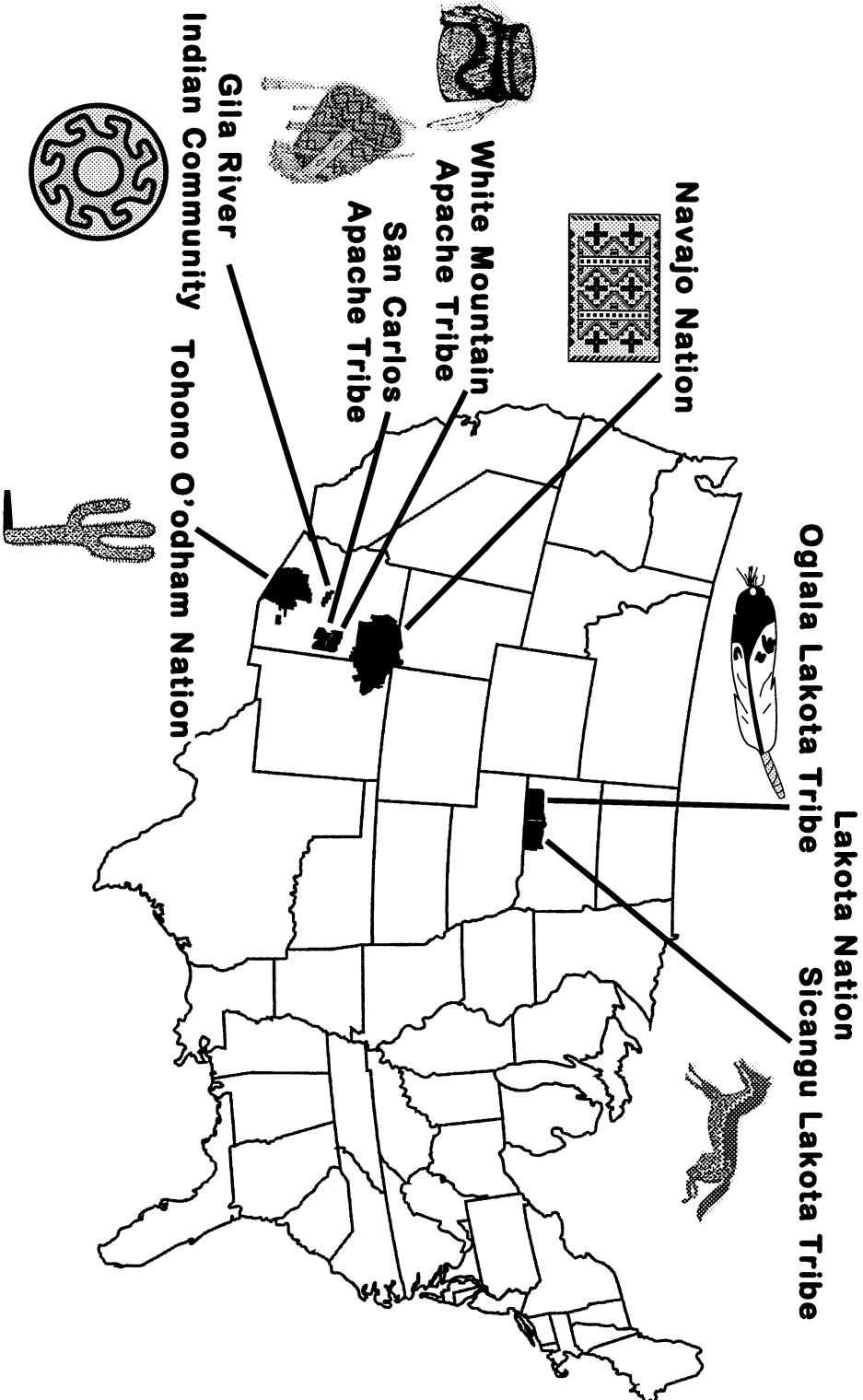
Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Set aside space in the classroom to post the Team Letters.
- ✓ Check with Food Service on the foods/supplies for the class snacks and the Family Packs in Week 3, Part B and Week 5, Part B.
- ✓ You may wish to arrange for a “room parent” or teacher’s aide to assist you with the snack preparation and Family Pack activities during Week 3, Part B; Week 5, Part B; Week 7, Part B; and Week 10, Part B.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.



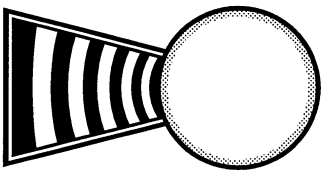
Pathways 4th Grade

Pathways Nations

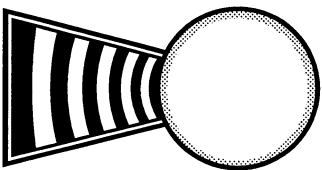


• **Everyday Physical Activities** • **Everyday Foods** •

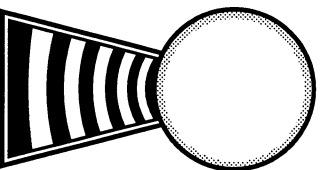
Goal 1



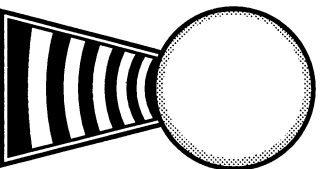
Goal 2



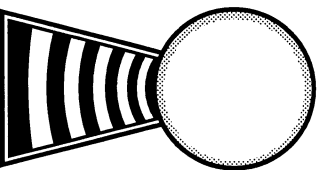
Goal 3



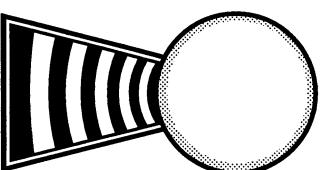
Goal 4



Goal 5



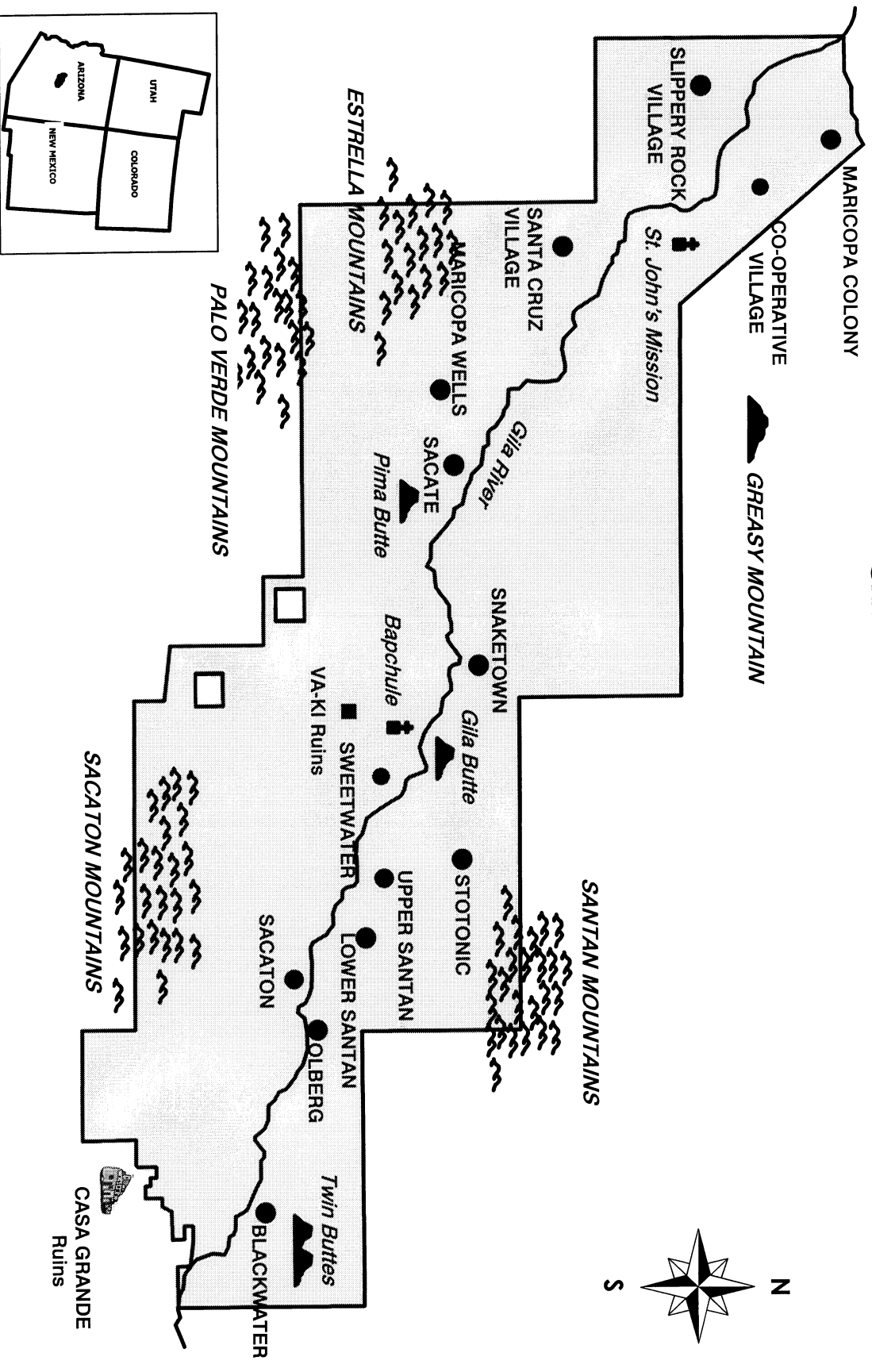
Goal 6



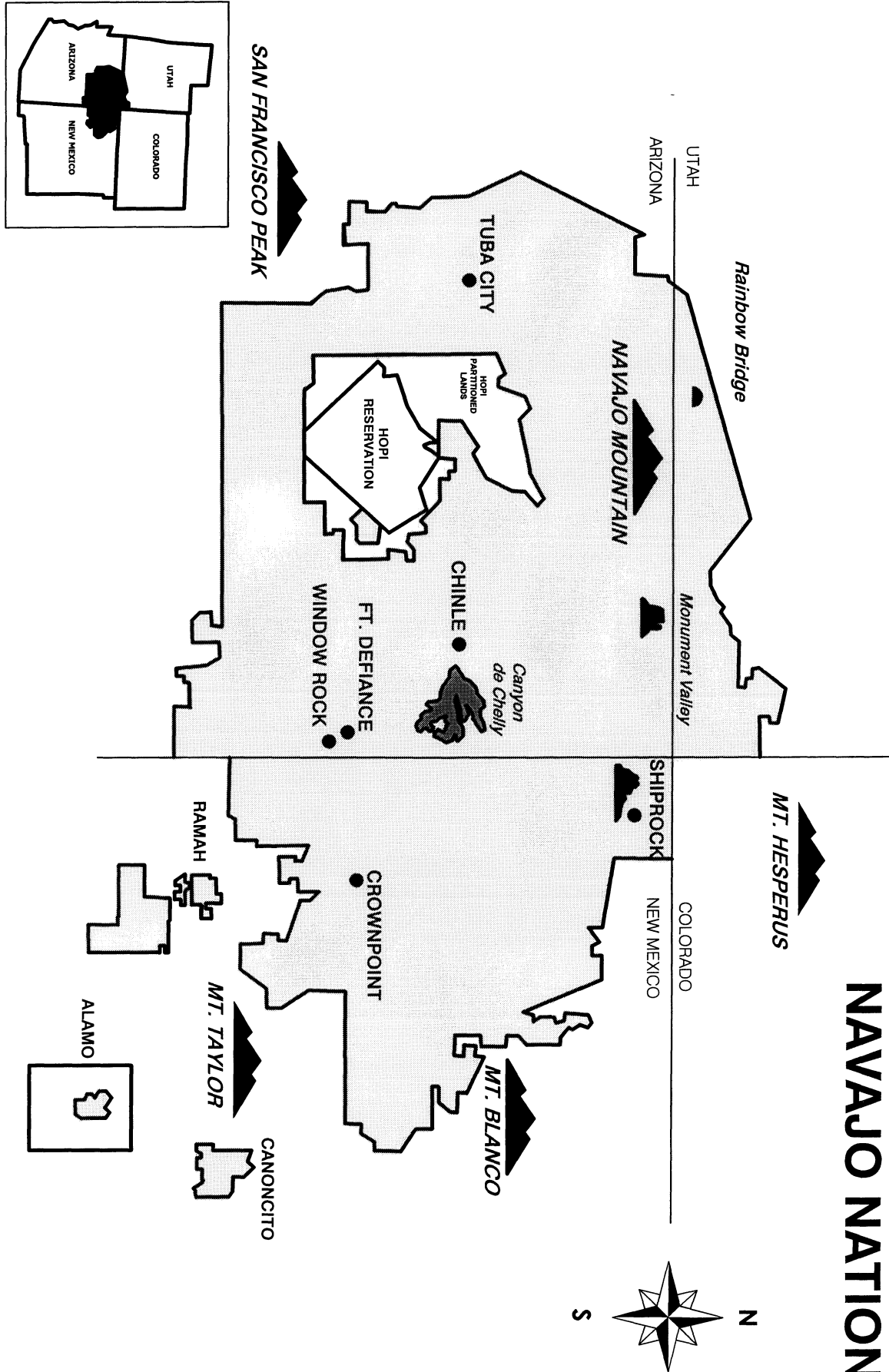
• **Everyday Beverages** • **Everyday Snacks** • **Sometimes Foods**

Reaching Our Goals!

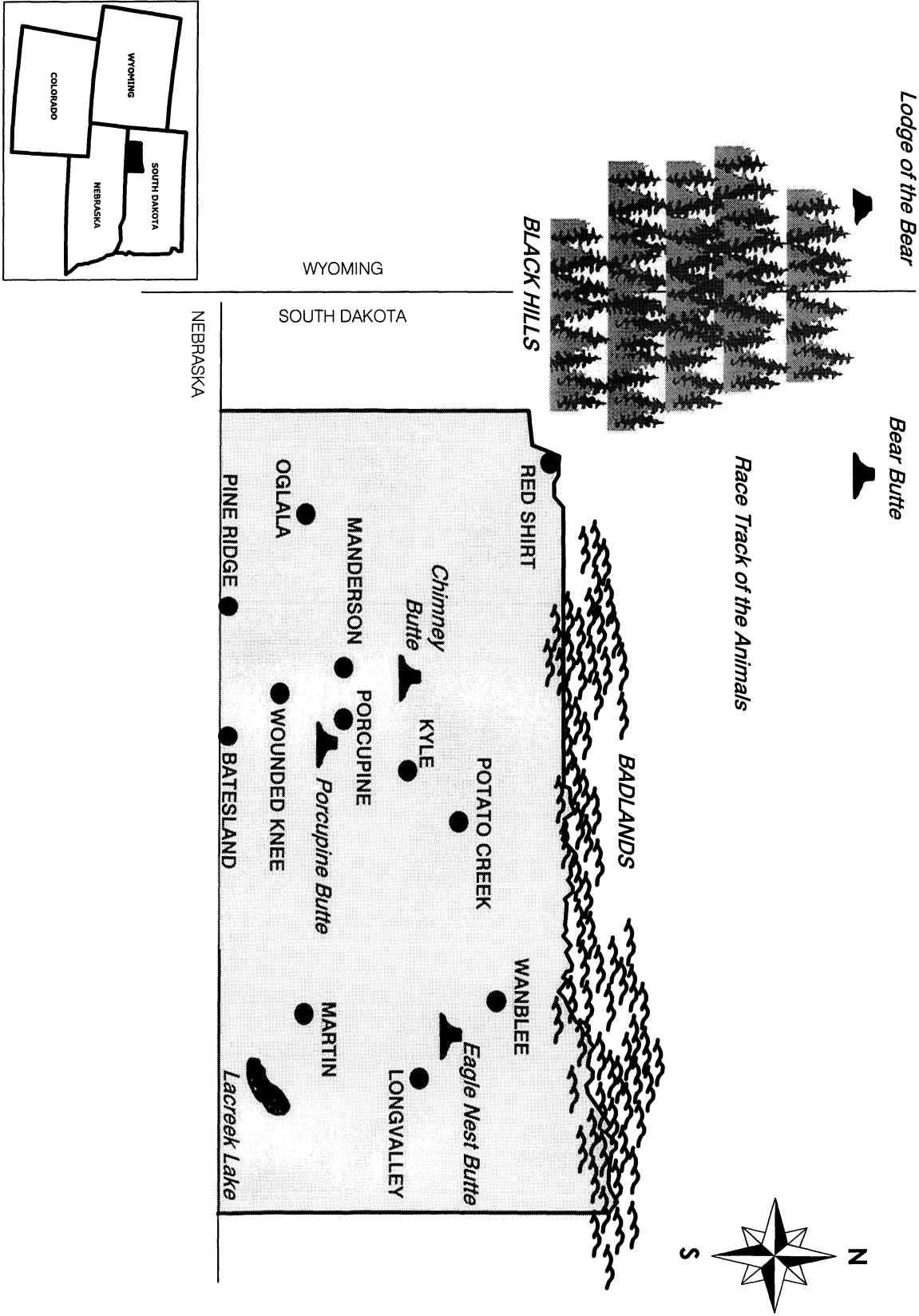
GILA RIVER INDIAN COMMUNITY



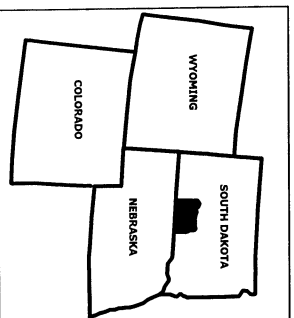
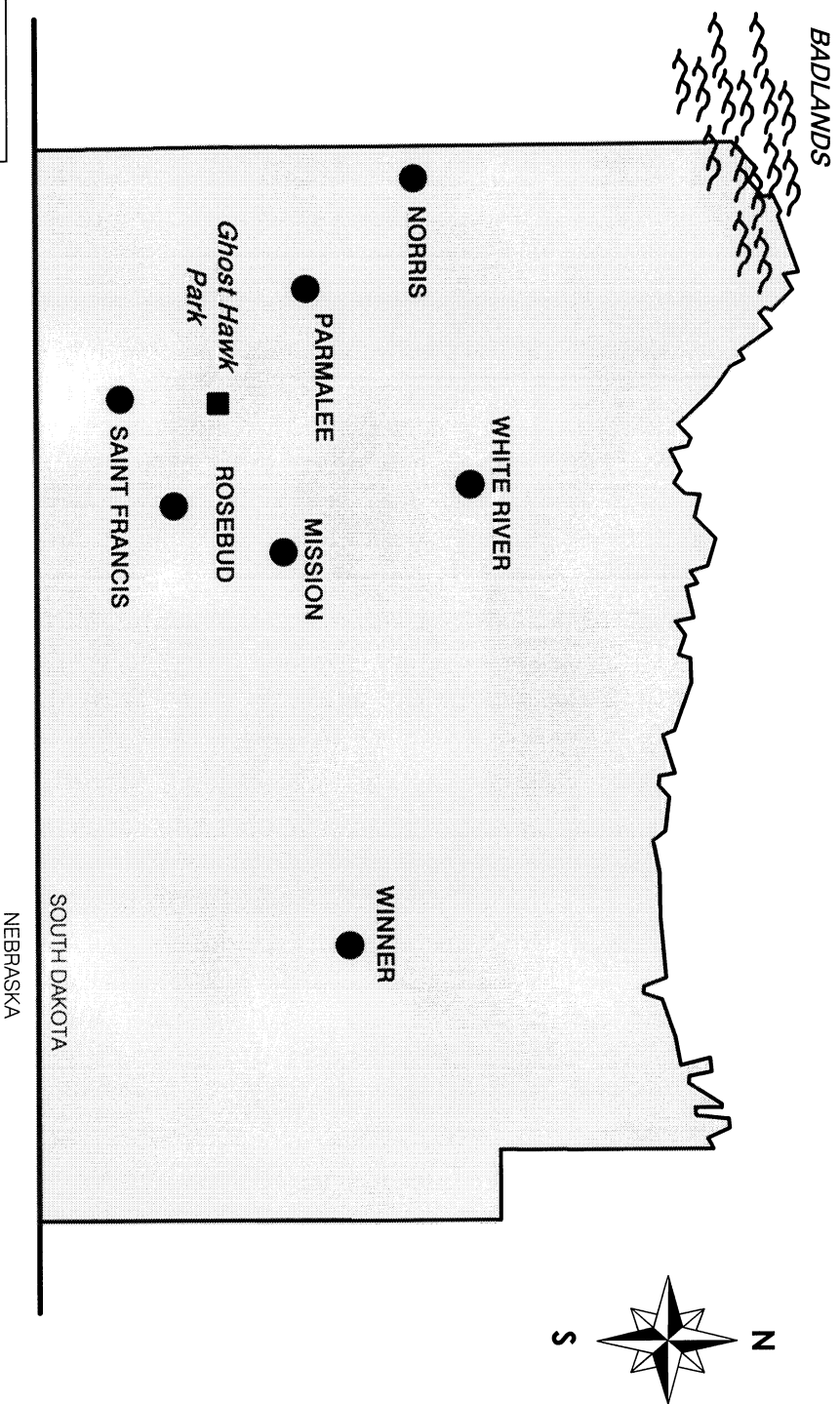
NAVAJO NATION



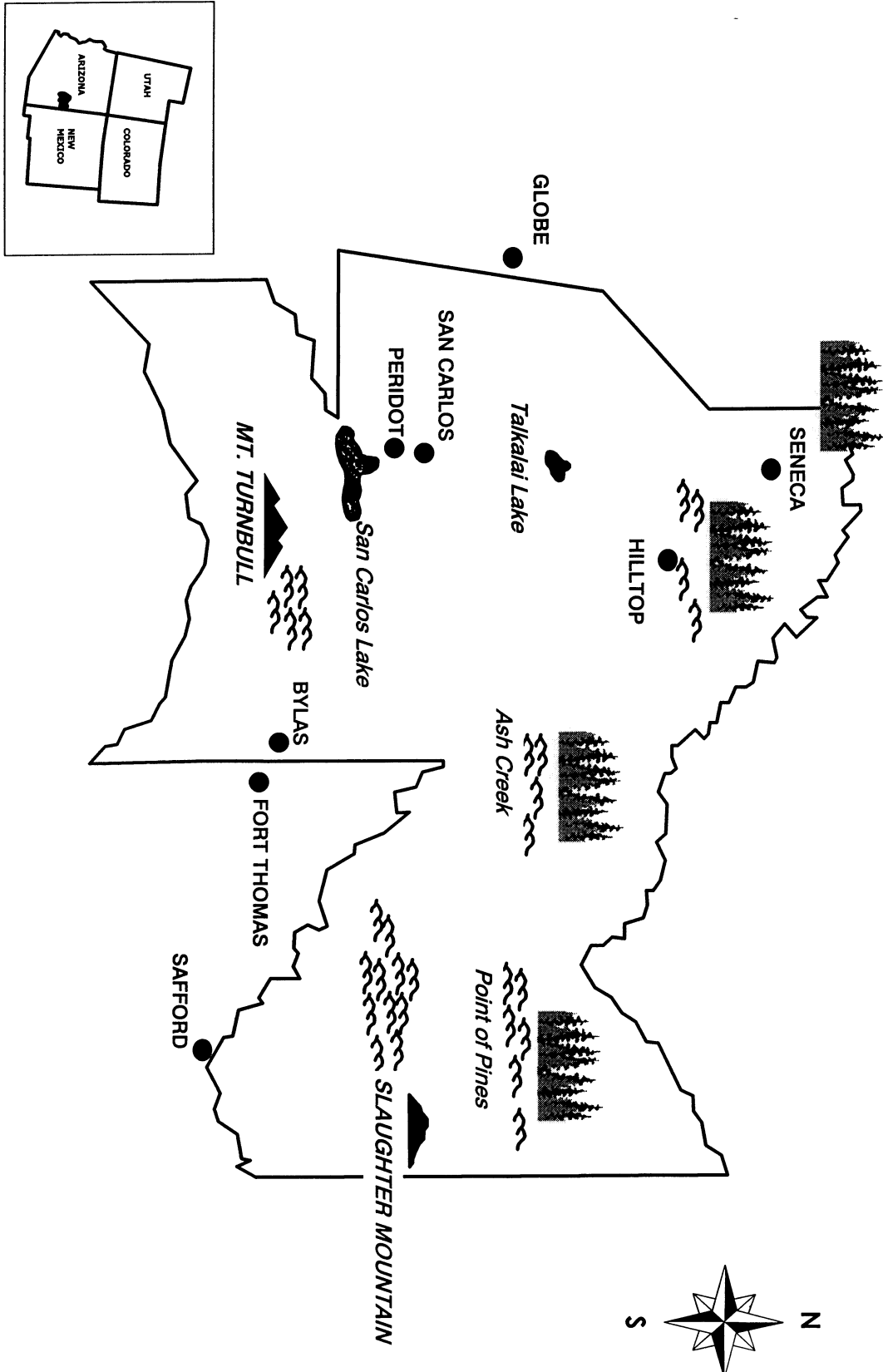
OGLALA LAKOTA TRIBE



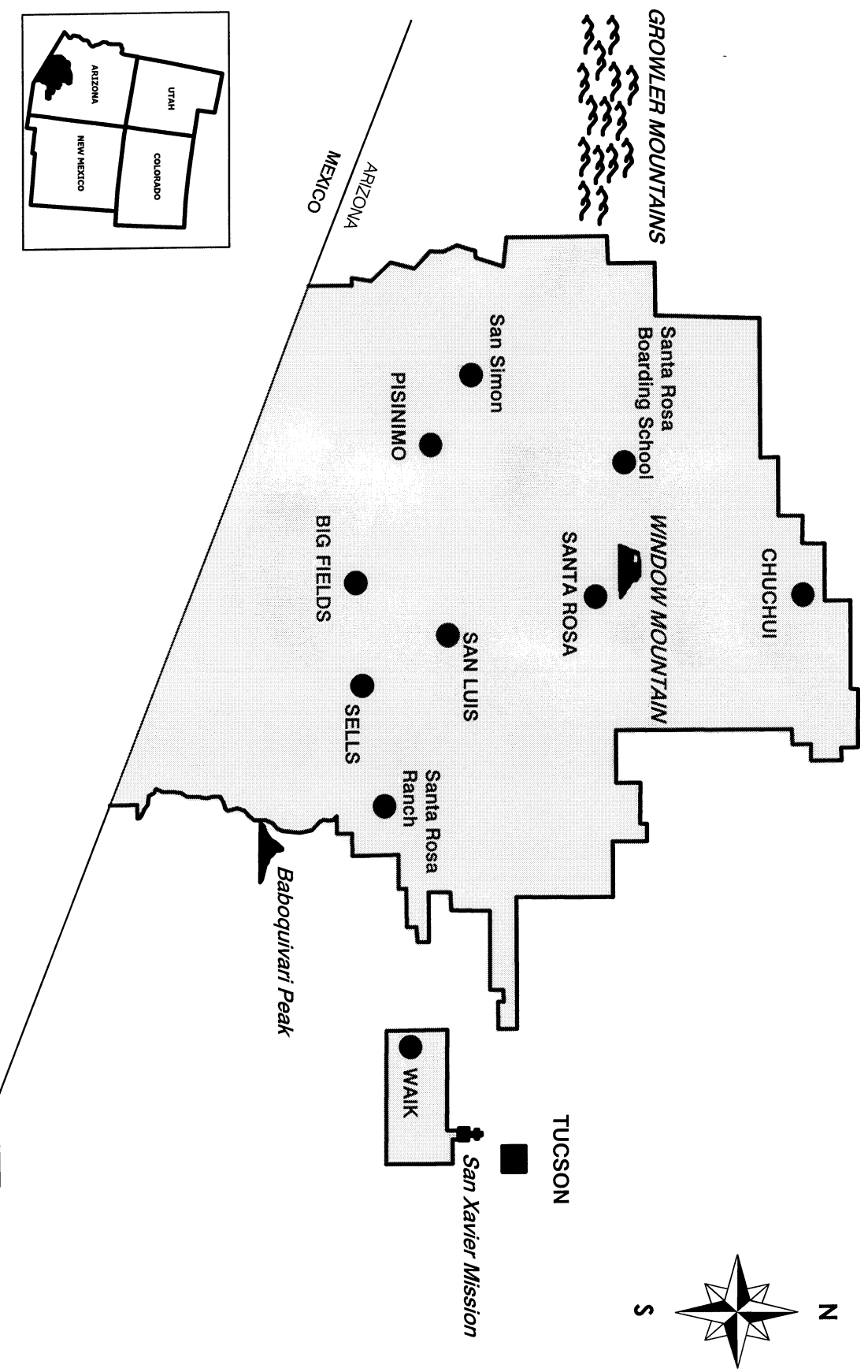
SICANGU LAKOTA TRIBE



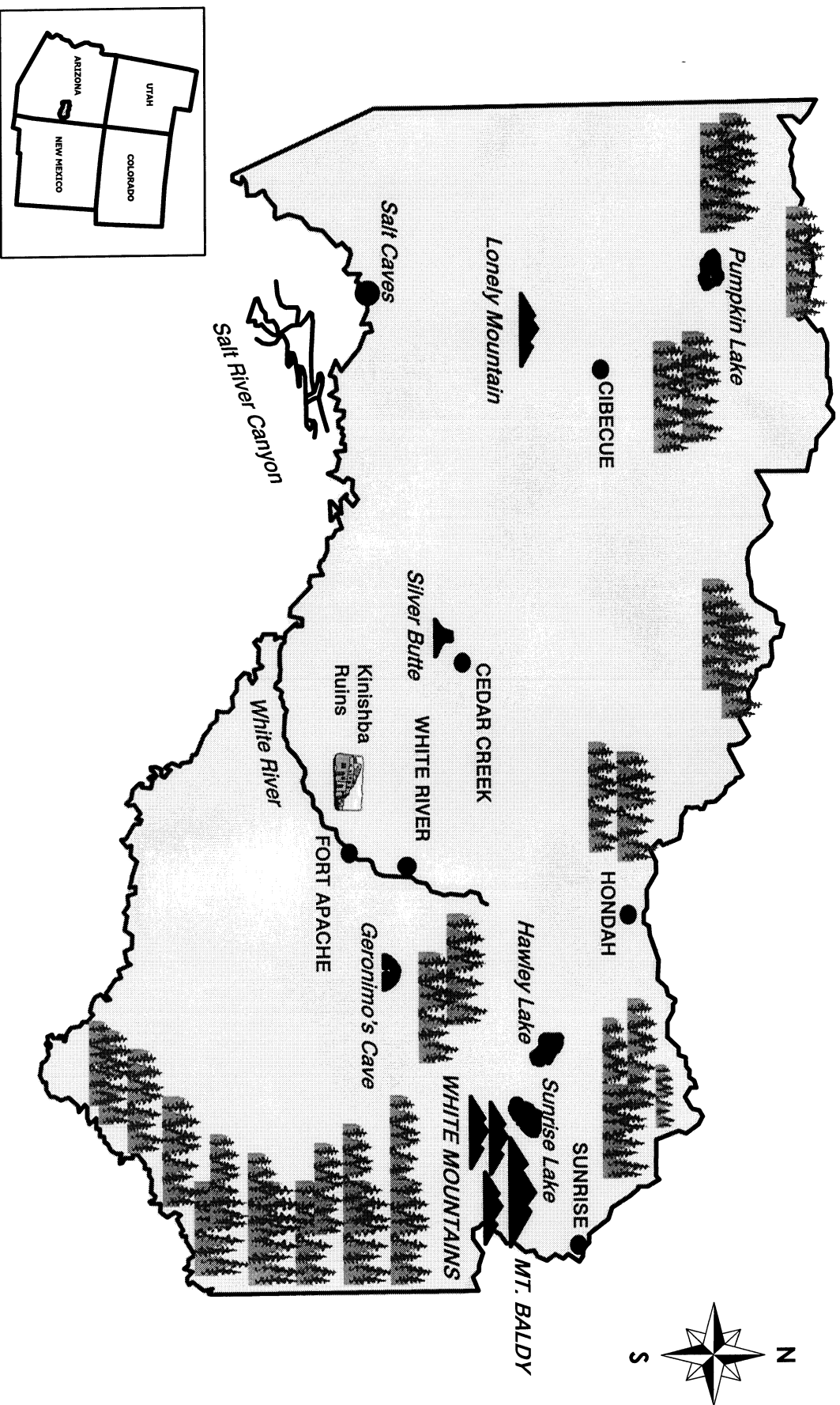
SAN CARLOS APACHE TRIBE



TOHONO O'ODHAM NATION



WHITE MOUNTAIN APACHE TRIBE





walking
riding a bike
tag
swimming
hoeing
stacking wood
herding sheep
push ups
skate boarding
softball
dancing
aerobics
hide and seek
soccer

hiking
basketball
frisbee
running
hackey sack
kickball
toka
volleyball
lacrosse
field hockey
jump rope
jogging
riding horses
roller skating

roller blading
sit ups
climbing rocks or trees
hunting
chopping wood
carrying water
fishing
building a shelter
herding cattle
playing active outdoor games
cooking outside
making a shade house
carrying wood
picking berries

Everyday Foods



“Foods to eat almost anytime”

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.

Breads, Rice, Pasta & Cereals

Breads

ash breads
bagels
corn tortillas
flour tortillas
French toast
kububu bread
kneel-down bread
oven bread
pancakes
pita bread
sandwich buns
soba
taco shells
waffles
wheat (pinole)
yeast breads

Crackers, Cookies & Snacks

air-popped popcorn
alkaad (Puberty Cake)
animal crackers
cookies labeled “low-fat”
crackers labeled “low-fat”
Cracker Jacks
fig bars
ginger snaps
graham crackers
pretzels
rice cakes
saltine crackers
vanilla wafers

Cereals

all cereals
corn meal mush (blue)
corn meal mush (yellow)

Rice & Pasta

brown, white, & wild rice
macaroni
noodles



Vegetables

Fresh, wild, frozen, canned, or dried.

asparagus	peas
beets	potatoes
boiled potatoes	pumpkin
broccoli	spinach
cabbage	squash
carrots	string beans
cauliflower	sweet potatoes
celery	timpsila
chile	tomatoes
cholla buds	wax beans
corn	wild asparagus
cucumbers	wild celery
green beans	wild mushrooms
hominy	wild onion
lettuce	wild spinach
lima beans	wild turnips
onions	zucchini
pangi (wild artichoke)	

All juices and sauces made from vegetables

Fruits

Fresh, wild, frozen, canned, or dried.

apples	kiwi
applesauce	Navajo melon
apricots	oranges
bananas	peaches
berries	pears
blackberries	pineapple
blueberries	plums
buffaloberries	pomegranate
cantaloupe	prickly pear
cherries	prunes
chokecherries	rose hips
currants	sandcherries
desert hackberries	strawberries
figs	watermelon
frozen fruit juice bars	wild bananas
grapes	wild grapes
grapefruit	wild strawberries
juneberries	

All juices made from fruits

Meat, Poultry, Fish & Dried Beans

Trimmed and cooked without added fat. Baked, boiled, broiled, grilled, microwaved.

Meat

beef	mutton
pork	rabbit
elk	squirrel
kidney	ham
deer	buffalo
gopher	goat
mountain sheep	heart
lean ground beef	
hot dogs labeled "low-fat"	
luncheon meat labeled "low-fat"	

Dried Beans

black turtle
dried lima
navy
tepary (brown)
tepary (white)
lentils
pinto
split peas
white
garbanzo (chick peas)

Fish

all fish not fried
tuna canned in water

Poultry

chicken without skin
turkey without skin
wild turkey



Milk, Cheese & Yogurt

Activity Sheet 1
page 3

Milk

Fresh, canned, or dried.

skim (fat-free)

1% (low-fat)

skim chocolate

skim evaporated

buttermilk

Cheese

string

low-fat cottage cheese

part-skim mozzarella

farmer cheese

processed cheese spread

cheese labeled "low-fat"

Yogurt

low-fat yogurt

low-fat frozen yogurt

Sauces, Dressings & Spreads

low-fat gravy

catsup

mustard

tomato sauce

barbeque sauce

salsa

syrup

low and non-fat

mayonnaise

low and non-fat

salad dressing

jam

jelly

honey

Everyday Foods

"Foods to eat almost anytime"

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.

Milk, Cheese, & Yogurt

Milk

Fresh, canned or dried -
buttermilk
1% (low-fat)
skim (fat-free)
skim chocolate
skim evaporated

Cheese

cheese labeled "low-fat"
farmer cheese
low-fat cottage cheese
part-skim mozzarella
processed cheese spread
string

Yogurt

low-fat yogurt
low-fat frozen yogurt

Vegetables

Fresh, frozen, canned, or dried

All juices and sauces made from vegetables

asparagus	pangl (wild artichoke)
beets	peas
boiled potatoes	pumpkin
broccoli	spinach
cabbage	squash
carrots	string beans
cauliflower	sweet potatoes
celery	timpila
chile	tomatoes
cholla buds	wax beans
corn	wild asparagus
cucumbers	wild celery
green beans	wild mushrooms
hominy	wild onion
lettuce	wild spinach
lima beans	wild turnips
onions	zucchini
potatoes	

Sauces, Dressings & Spreads

barbeque sauce	low and non-fat mayonnaise	salsa
catsup	low and non-fat salad dressing	syrup
honey	low-fat gravy	
jam and jelly	mustard	

Meat, Poultry, Fish, Dried Beans

Trimmed and cooked without added fat. Baked, boiled, broiled, grilled, microwaved.

Meat

beef	buffalo
deer	goat
elk	ham
gopher	heart
kidney	mutton
pork	rabbit
mountain sheep	squirrel
lean ground beef	
hot dogs labeled "low-fat"	
luncheon meat labeled "low-fat"	

Dried Beans

black (turtle)
dried lima
garbanzo (chick-peas)
lentils
navy
pinto
split peas
tepary (brown)
tepary (white)
white

Fish

all fish not fried
tuna canned in water

Poultry

chicken without skin
turkey without skin
wild turkey

Bread, Rice, Pasta, & Cereals

Bread

ash bread	pancakes
bagels	pita bread
corn tortillas	sandwich buns
flour tortillas	soba
French toast	taco shells
kabubu bread	waffles
kneel-down bread	wheat (pinole)
oven bread	yeast breads

Crackers, Cookies, Cakes

air-popped popcorn	ginger snaps
alkaad (Puberty Cake)	graham crackers
animal crackers	pretzel
cookies labeled "low-fat"	rice cakes
crackers labeled "low-fat"	saltine crackers
Cracker Jacks	vanilla wafers

Rice and Pasta

brown, white, and wild rice
macaroni
noodles

Cereals

all cereals
cornmeal mush (blue)
cornmeal mush (yellow)

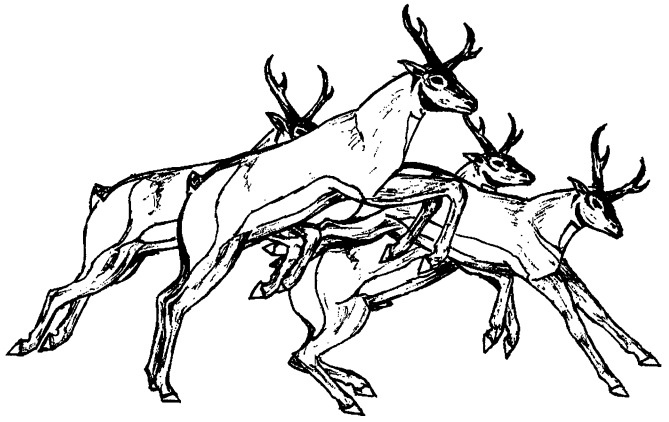
Fruits

Fresh, frozen, canned, or dried.

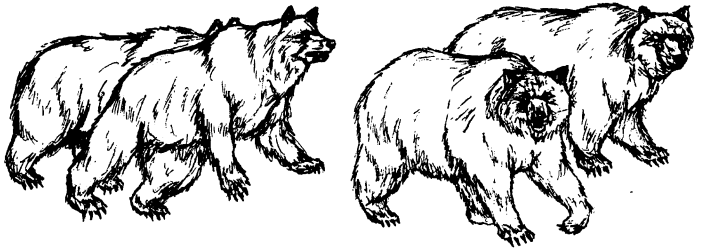
All juices made from fruits

apples	kiwi
applesauce	Navajo melon
apricots	oranges
bananas	peaches
berries	pears
blackberries	pineapple
blueberries	plums
buffaloberries	pomegranate
cantaloupe	prickly pear
cherries	prunes
chokecherries	rose hips
currants	sandcherries
desert hackberries	strawberries
figs	watermelon
frozen fruit juice bars	wild bananas
grapes	wild grapes
grapefruit	wild strawberries
juneberries	

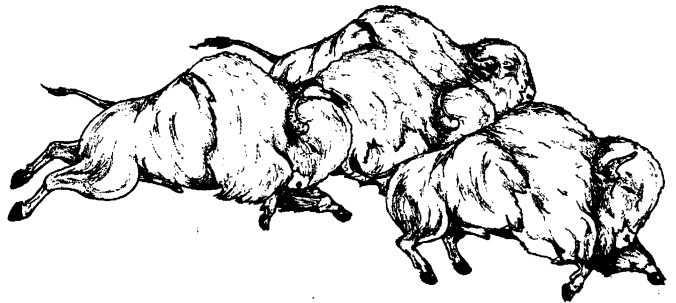
Antelope



Bears



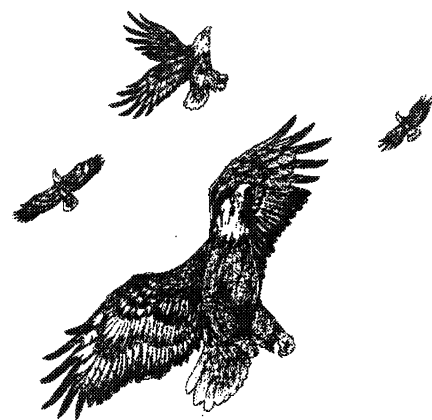
Buffalo



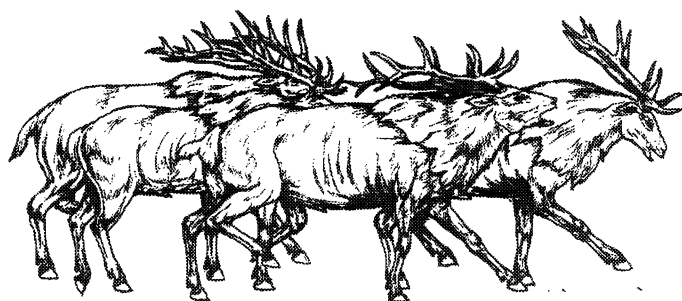
Deer



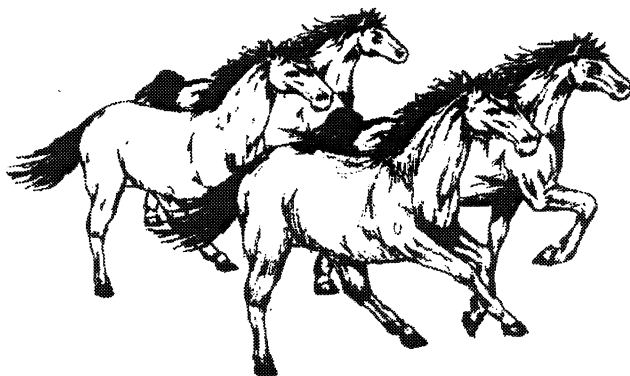
Eagles



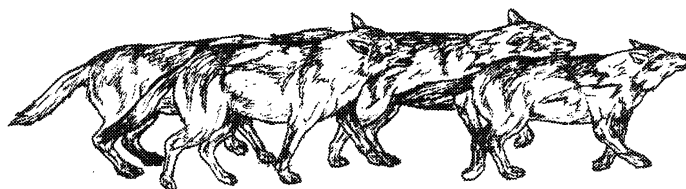
Elk

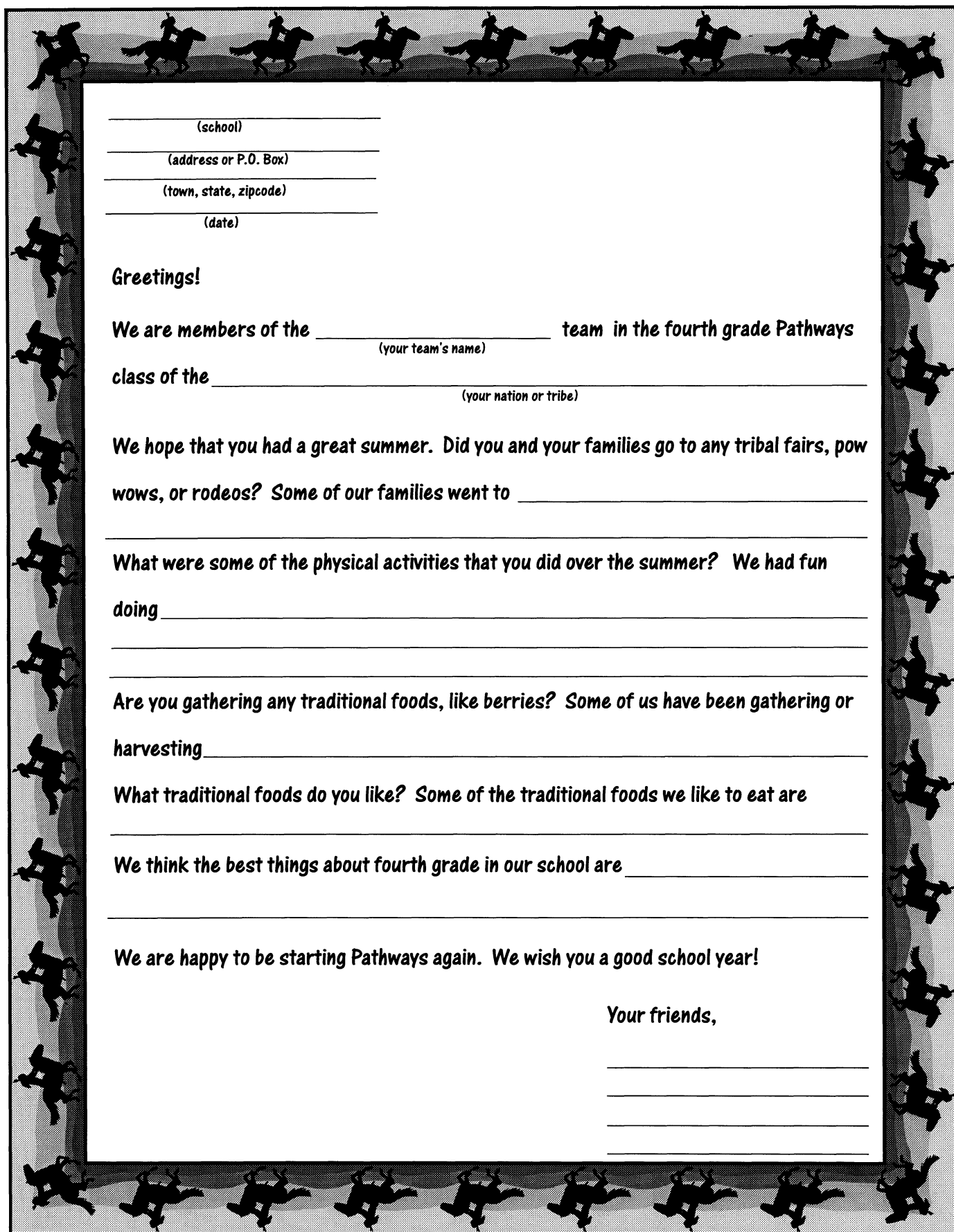


Horses



Wolves





(school)

(address or P.O. Box)

(town, state, zipcode)

(date)

Greetings!

We are members of the _____ team in the fourth grade Pathways
(your team's name)

class of the _____
(your nation or tribe)

We hope that you had a great summer. Did you and your families go to any tribal fairs, pow
wows, or rodeos? Some of our families went to _____

What were some of the physical activities that you did over the summer? We had fun
doing _____

Are you gathering any traditional foods, like berries? Some of us have been gathering or
harvesting _____

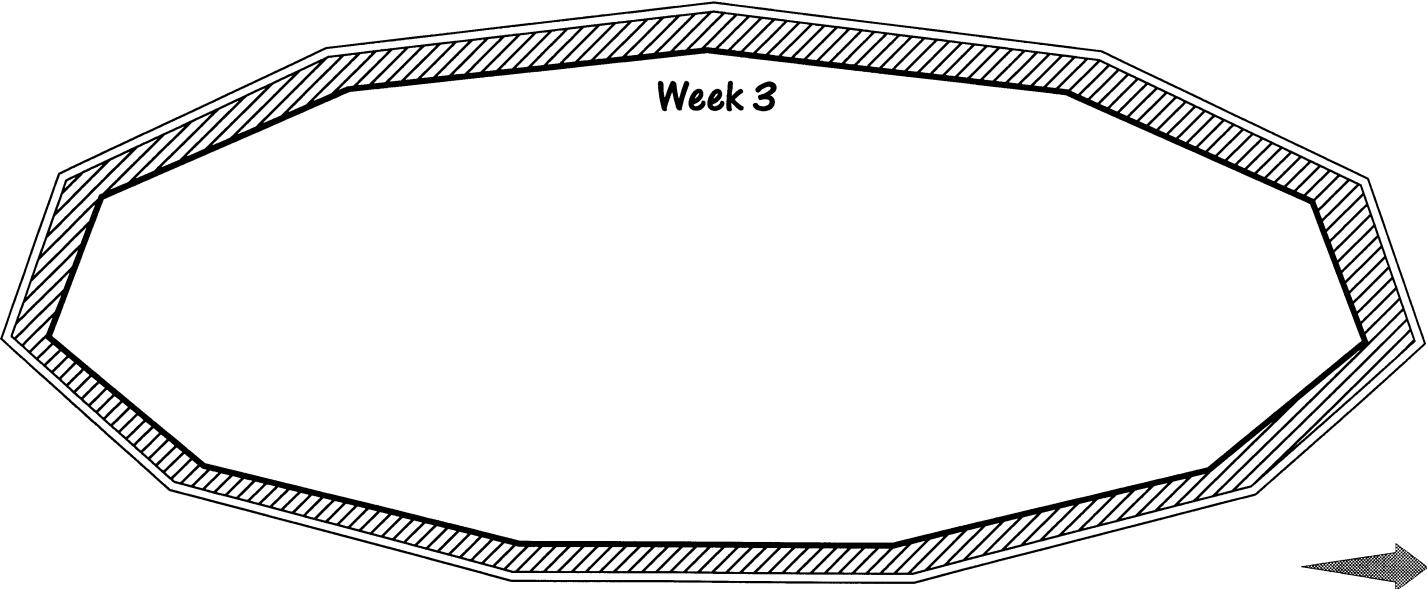
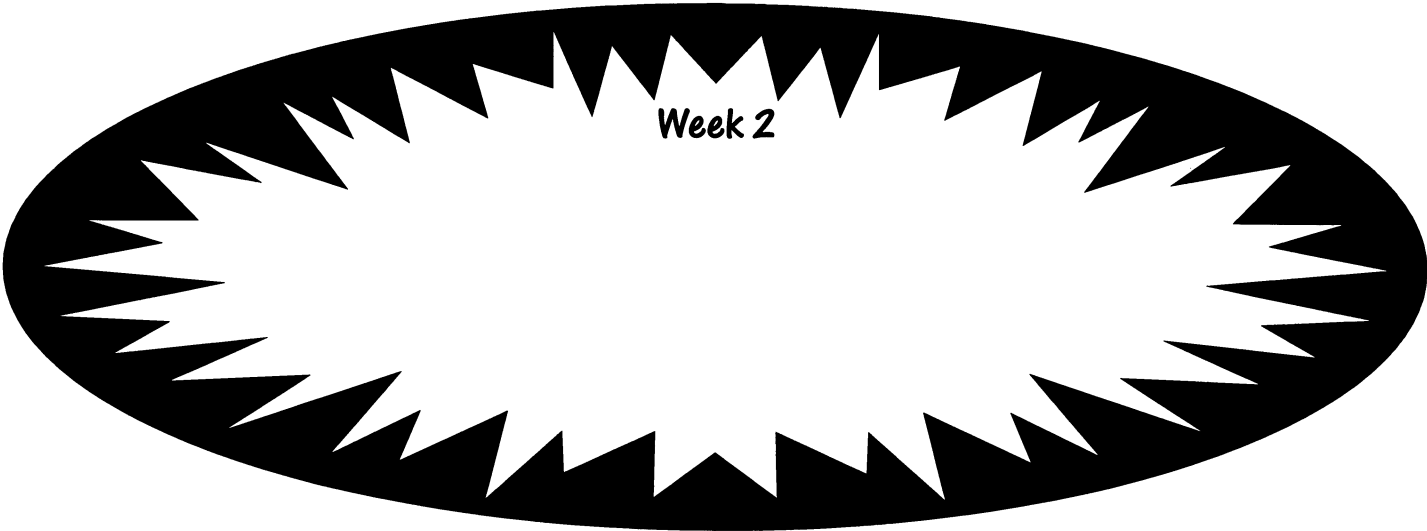
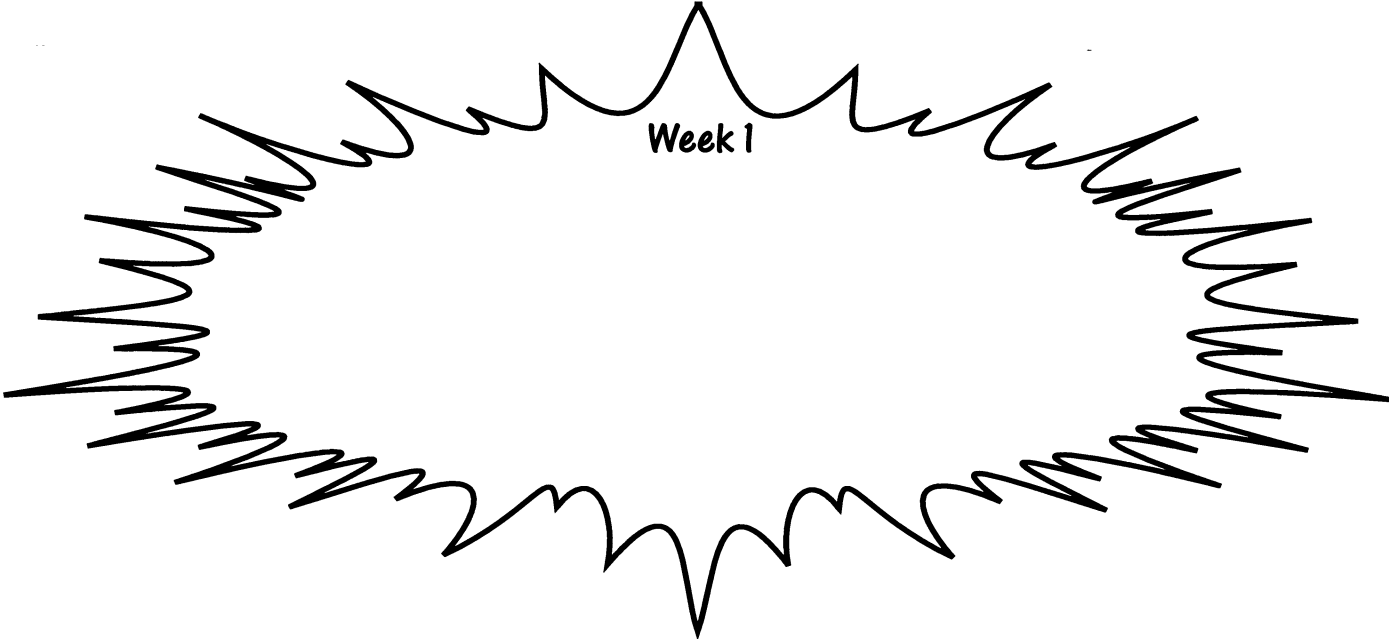
What traditional foods do you like? Some of the traditional foods we like to eat are

We think the best things about fourth grade in our school are _____

We are happy to be starting Pathways again. We wish you a good school year!

Your friends,

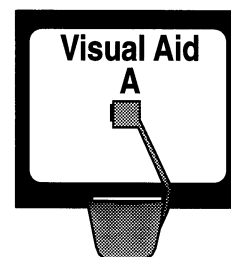
Stop! Think and Discover



Week 4

Week 5

Week 6



Turn-Around Game

Part 1

Clap - Clap

Slap - Slap

Fist - Fist

Fist - Fist

Open - Open

Open - Open

Elbow - Elbow

Elbow - Elbow

Part 2

Lasso - 2, 3, 4

Lasso - 2, 3, 4

Hitchhike - 2, 3, 4

Hitchhike - 2, 3, 4

Cool Wave - 2, 3, 4

Cool Wave - 2, 3, 4

Victory - Victory

Catch a Leaf