

BODY CUES: Our Cues to Exercise

Purpose: Introduce a cultural role model, goal setting, and reinforce physical activity as important and fun.

Lesson Objectives - Students should be able to:

- name two Native American athletes and tell what they did to become famous.
- name and describe four body cues they may feel after being physically active.
- practice a variety of physical activity in the classroom.
- set and complete an in-class goal activity.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	15	Oglala Lakota Map Sicangu Lakota Map	Cassette Player Theme Music Cassette Overhead Projector Billy Mills Story Cassette Story Visual
2. Action BINGO	20	Pathways Page 2	
3. Review of Body Cues	10		Physical Activities Poster Body Cues Poster

Activity 1 Storytelling and Discussion

A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to make a story circle on the floor around you, if space allows.
3. Explain to students that Native Americans often sit in a circle to visit and share information or stories. In this story circle, they will listen as you read about Amanda and Daryl and hear about a famous Native American athlete named Billy Mills.
4. Tell students that they will learn about their Great-Great-Grandparents and how important it is to play games to be physically active.
5. Turn off the Pathways Theme Music cassette.

B. Read aloud to students the following story, *“Indian Leaders in Sports.”*¹

Both Daryl and Amanda liked thinking about new names. Even though he teased Amanda, Daryl knew that he should be serious about their new names.

Daryl thought about himself and his name.

Then, he asked Grandpa, “Can a name

describe how a person plays in a game?”

“Yes” answered Grandpa. “Long ago, a player had to be able to walk, run, jump, climb, and use other skills. In those days, people needed to be strong and fast to survive war or to hunt. Many people carry these same names like their Great-Great-Grandparents.”



¹ *Flesh-Kincaid Grade Level 4.78*

Daryl reminded Grandpa. “So, what kinds of names do they have?”

Grandma said, “People are given names for being strong or being able to be quick and fast. They can also be given an animal name because they are as brave or fast as that animal.”

“Remember!” said Grandpa. “Having these skills meant that a person had to eat healthy foods and to exercise every day. The Great-Great-Grandparents and our people admire those who excel and do their very best.”

“What kinds of games did our Great-Great-Grandparents play?” asked Amanda.

Grandpa answered, “They had games for children like hide and seek, follow-the-leader, crack-the-whip, marbles, and hopscotch. Some of their games turned into this country’s favorite sports. These games are ice hockey, basketball, football, lacrosse, baseball and archery.”

With a faraway look, Grandpa continued, “In America, a Sac and Fox from Oklahoma was voted The Greatest Athlete for the First Half of the 20th Century.”

He looked at Daryl and Amanda, “Do you know about this person?”

“I know!” shouted Daryl. “I read about him. His name is Jim Thorpe. His traditional name was Bright Path. He played football and baseball and won Olympic Medals. He even became the first president of the NFL (National Football League).”

“That’s right,” said Grandpa. “Thorpe was truly the greatest athlete in this country.”

Amanda said, “I heard that there is an American Indian Athletic Hall of Fame. It recognizes famous Indian athletes from many tribes and nations.”

Grandma said, “There’s another Indian person who is the only American to win the 10,000 meter race in the Olympics. That is 6.2 miles. Do you know about him?”

“Yes, he is Billy Mills” said Amanda. “Our teacher told us about him.”

“Yah, his traditional name is Makoce Tehi-la, (Ma^{ko}’ce ^{Te}hi’-la) which means Loves His Country,” said Daryl.

“Both of these men worked hard to win. They practiced and exercised every day,” said Grandpa. “Now, would you like to hear about Billy Mills?”

² Makoce Tehi-la (Ma^{ko}’-ce ^{Te}hi’-la) indicates a love of country

Week 2 — Part A

- C. Tell students that they are going to hear the story about Billy Mills who is a member of the Lakota Nation. He is a famous person who shares his dream of winning the Gold Medal at the Olympics.
1. Explain that this story describes how a person can dream to be great and that a person can work to make good things happen in their lives.
 2. Encourage students to listen to how Billy Mills lived as a young person in South Dakota.
- D. Play the cassette tape, “*Billy Mills Story*.”³

Teacher Note: A script of the “Billy Mills Story” is located in the manual at the end of this week.

- E. Discuss the story with students using the following questions:

- Can anyone describe the dream of Billy Mills and where he wrote about this dream?

Answer: He wrote in his diary that he would win the 10,000 meter race or Gold Medal. Stress that 10,000 meters is equal to 6.2 miles and compare this distance to that between local landmarks.

- The story tells about Billy Mill’s victory as the greatest upset in Olympic history. What is an upset?

Answer: An upset is a term used in competition when the finish to a race is very different than anyone had thought would happen. In this race, Billy Mills was an unknown and Ron Clarke was the favorite to win.

³Flesh-Kincaid Grade Level 5.7

- Is there a person in our community who is well-known as a leader in sports?

Answer: Answers may vary depending upon athletes in high school or in the elementary school or among adults in the community.

F. Tell students that the homeland of Billy Mills is one of the Pathways Nations.

1. Ask students to locate the two Lakota Nations on their **Pathways Nations Map**.
2. Have students identify which is the Oglala Lakota and which one is the Sicangu Lakota.
3. Tell students that Billy Mills was raised on the lands of the Oglala Lakota Tribe.

G. **Optional:** A listing of other outstanding Native American athletes is located in the supplement section of this manual. These individuals are those who have been enshrined in the American Indian Athletes Hall of Fame. This Hall of Fame is located in Lawrence, Kansas, at the Haskell Indian University. Review it to find athletes from the other Pathways Nations.

Activity 2 **Action Bingo**

Teacher Note: You may want to arrange to do this active game in the gym or outside the school building. To maintain safety levels, have students use a crayon to mark their card instead of a pencil. Use music, a bell, or clapping your hands to signal the change of partners in this activity.

- A. Explain to students that they will now get to feel some of their Body Cues by playing a special kind of **BINGO** with a partner.
- B. Distribute a **Pathways Page 2: Action BINGO Card** to each student.
 1. Explain that the object of this game is to do as many of the physical activities listed in the squares on their **Action BINGO Card**.
 2. Tell students that they can choose to complete a row of squares that is vertical, horizontal, or diagonal.
 3. Read aloud (or ask students to take turns reading aloud) the actions listed within the squares on the card.
- C. Have each student pair up with another student as a partner to do this activity.
- D. Move desks aside to open an area for students to play this active game, or arrange to use another area in the gym or outside the school building.

E. Instruct partners to listen carefully as you read aloud the directions for the **Action BINGO**:

- Pick an action from one of the squares (like “Jumping Jacks”).
- Do the “Jumping Jacks” with your partner.
- When you complete the action, sign your name with a crayon on each other’s card inside the “Jumping Jacks” square. This shows that each of you did the activity.
- When you hear the music stop (or the sound of a bell or clap of hands), find another partner.
- With your new partner, decide on an action for both of you to do together.
- Again, after you and your partner complete the activity, sign each other’s card.
- The game will continue until everyone has signed a vertical, horizontal, or diagonal row on their card.
- **Optional:** Extend this activity by having students play until they have completed all of the actions with different partners and have checked off all of the squares on their card.

F. Announce that students should begin playing “**Action BINGO.**”

1. Monitor students as they participate in this activity.
2. Join in, whenever possible, by participating with students in the game.

G. Ask for a round of applause after all of the students have filled in their card.

Activity 3 Review of Body Cues

Teacher Note: Be sure to have the list of **Body Cues** ready to attach with tape beneath the poster, **Everyday Physical Activities**.

- A. Ask students to describe some of the ways their body felt while they did the physical activities in **Action BINGO**.

1. List on the chalkboard some of the feelings described by the students.

Possible answers: Breathing hard, feeling hot or sweaty, faster heart beat, stretching their muscles, etc.

2. Tell students that these feelings are called “Body Cues” because they are signals that the body sends to tell what it is feeling.

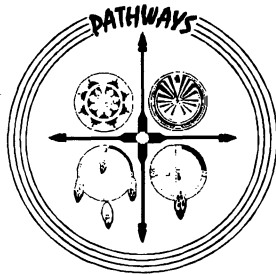
- B. Attach the listing labeled **Body Cues** beneath the **Everyday Physical Activities** poster and read aloud each of the following:

- **Body Cues:** Feelings your body gives you when you are being very active.
- **Warm Face:** Your face feels warm because the physical activity you did caused your body’s temperature to rise.
- **Faster Heartbeat:** Your heart beats harder because it is pumping blood to all of the muscles that you are using.
- **Breathing Harder:** You are breathing harder because your body needs more oxygen for all of the muscles that you are using.
- **Sweating:** You may begin to perspire or “sweat” because your body is hot. The “sweat” helps to cool down your body’s temperature as you do a physical activity.
- **Working Muscles:** You feel your muscles moving because they are working to help you.

- C. Remind students their Body Cues are normal, healthy feelings signaling that a person is being physically active.
1. Encourage students to notice their Body Cues when they are playing actively during **Pathways PE** or **Recess** and outside of school.
 2. Stress that it is important to have fun doing physical activities and getting to exercise every day.

Reminder:

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



BODY CUES: Our Cues to Exercise

Purpose: Introduce and demonstrate a new physical activity, help students set a goal for physical activity outside of school, and show the importance of a goal partner for social support.

Lesson Objectives - Students should be able to:

- demonstrate how to play “Count Ten” as if they were teaching family or friends to play the game.
- explain four ways a goal can help them plan to be physically active.
- name five reasons for being physically active.
- explain the importance of a “goal partner.”
- name five physical activities they can do when they are outside of school.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Count Ten Game	15	5 Paper Bags Labeled “A” 5 Paper Bags Labeled “B”	Cassette Player Theme Music Cassette
2. Goal Setting #1	15	Pathways Page 3	Overhead Projector Visual Aid B Visual Aid C
3. Family Pack	10	Week One Sticker Individual Story Stick Family Pack: Week Two	Return Box
4. Summary of the Week	5	Stop! Think and Discover	

Activity 1 Physical Activity: Count Ten Game

Teacher Note: Count to be sure that there are ten bags. Five of them are labeled “A” and contain cards that have been numbered 1-10. The other five bags are labeled “B” and contain a card with a physical activity..


A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will participate in a Physical Activity Game called “**Count Ten**” and then they will set their first Pathways goal for the fourth grade.
3. Turn off the Pathways Theme Music cassette.

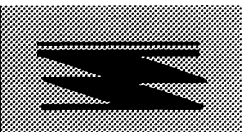
B. Explain to students that this is a lively activity to help them be physically active.

1. Divide the class into five groups and tell each group to select two leaders.
2. Have each leader take either Bag “A” or Bag “B” and then stand to the side of this bag in front of their group.
3. Ask the leader next to Bag “A” to draw a card with a number from 1-10 and the other leader beside Bag “B” to draw a card with a physical activity written on it.

- C. Stress to students that the card drawn from Bag “A” indicates the number of times they will do the physical activity which has been drawn from Bag “B”. (See the Physical Activity and Number Cards at the end of this week.)
1. Ask each leader to tell their group what they drew from their bag.
 2. Have one leader demonstrate and then lead their group in doing the physical activity that was drawn while the other leader counts aloud the number of times to do the physical activity.
- D. Encourage students to do these physical activities with their family at home or whenever they have been sitting and feel like moving around.



Activity 2 Goal Setting #1



- A. Announce to students that they are now going to set their first goal in fourth grade Pathways, and review with them the importance of setting goals.
1. Tell students that goal setting can help them plan to do something by figuring out **how** they will do it, **when** they will do it, and **where** they will do it.
 2. State that to set a Pathways goal they must decide what it is they will do and then find the time to reach their goal.
 3. Explain that their first Pathways goal will be to plan a time when they can do physical activities **outside of school time**.

Week 2 — Part B

B. Remind students that it is important to be active by doing some physical activities **every day**.

1. Emphasize that, too often, a person just sits around watching television or videos instead of doing a physical activity.
2. Ask students if they can name some of the reasons they should be active, and list them on the chalkboard or overhead projector.

Suggestions:

*staying fit
feeling better
being better at sports
having fun with others
being healthier now and later as a grown-up*

3. Ask students to name some of the physical activities, games, and/or sports they could do instead of just sitting around at home, and list them on the chalkboard or overhead projector.

Suggestions:

<i>running</i>	<i>jumping rope</i>
<i>playing frisbee</i>	<i>riding a bike</i>
<i>walking</i>	<i>hiking</i>
<i>swimming</i>	<i>jogging</i>
<i>playing basketball</i>	<i>playing soccer</i>
<i>playing softball</i>	<i>playing baseball</i>
<i>dancing</i>	<i>herding sheep</i>
<i>chopping wood</i>	

C. Distribute **Pathways Page 3: Fourth Grade Goal #1** to each student.

1. Display **Visual Aid B: Fourth Grade Goal #1** and ask students to follow along as you read aloud this Goal Statement.
 2. Explain that each student is to decide **what** physical activity they can do at least two times outside of the school day, then **when** they will do this activity (before school or after school or that weekend), and **where** they will do the activity (inside a particular room or area or outside).
 3. Inform students that after they make their decisions, they should fill in the Goal Statement on the front side of their goal sheet.
 4. State that the **Goal Date** is the first Pathways class next week, and give the date of that class.
- D. Have students pair up with another member in their *Pathways Team* to become a “**Pathways Goal Partner**” in order to help each other to reach their goal.

Teacher Note: Either assign partners or assist students with pairing up. Make the “extra student” your Pathways Goal Partner as you set a goal for yourself.

1. Explain ways in which **Pathways Goal Partners** can help each other.
 - Give support and encouragement to each other to reach their goal
 - Do their goal together
 - Talk out any problems about their goal
 - Meet during **breakfast or lunch** to discuss their goal progress

Week 2 — Part B

2. Point to the line for **Pathways Goal Partners** on the visual aid, and explain to students that **after** they have discussed their goals with their partner, they should sign each other's sheet to show that they will encourage each other to reach their goal.
 3. Display **Visual Aid C: Goal Check Page** and point to the **Goal Check** that is on the back side of their goal sheet, and explain that they do not fill in this box until **after** they reach their goal.
 4. Give students time to discuss their goal with their Pathways Goal Partner and to fill in their Goal Statement.
 5. Monitor students to be sure they understand this activity.
- E. Write the goal you set for yourself on **Visual Aid B**, then point out your Goal Statement to the class, and be sure to ask your Pathways Goal Partner to sign his/her name to show that they will help you reach your goal.
- F. Tell students that they will be checking their goals during the first Pathways class next week.
1. Remind students to be good Pathways Goal Partners and encourage each other to really try to reach the goal that they set.
 2. Tell students that everyone who reaches their goal will receive a **Goal 1** sticker to add to their Story Stick.



Activity 3 Family Pack



- A. Congratulate the class on bringing back their return cards from Week 1 and putting them in the Return Box.
1. Give a sticker to those students who brought back a signed **Return Card Week 1** to put on their Story Stick.
 2. Have students place this sticker on their Story Stick.
 3. Remind students that each time they bring back a return card, they will receive a sticker for their Story Stick to show that their family has completed the activity for that week.
- B. Distribute the **PATHWAYS FAMILY PACK: Week Two** to each student and tell them to write their name on the front of the envelope.
- C. Emphasize that the items in the envelope to be taken home include the following:

“Billy Mills Story,” a Lakota story

Family Team BINGO Card

Return Card for signature by a family member and the student

Week 2 — Part B

- D. Stress that these Family Packs are ways for their family team to learn about healthful eating and physical activities just as the students are doing in the classroom.
1. Ask students if they are having any difficulty in getting their family to complete the return card activities.
 2. Encourage students to help their family to do these activities.
- E. Remind students that they will receive a **Special Reward** if they complete and bring back three or more **Return Cards**.



Activity 4 Summary of the Week



- A. Review with students their Pathways activities this week.
1. Congratulate students for remembering their Body Cues.
 2. Point to the **Reaching Our Goals!** statement written on the **Pathways Story Stick** and encourage students to remember to complete their goal by doing their physical activity twice before the next Pathways class.
 3. Remind students to continue to play the physical activity games, **Action BINGO** and **Count Ten**, because these are fun, active games

B. Tell students that they need to **Stop! Think and Discover** what they did during Pathways this week.

1. Have students take out their **Stop! Think and Discover** sheet and think about what they did in Pathways this week.
2. Ask students to write a word or phrase or draw a picture that represents what they discovered within **Week 2**.
3. Allow students time to complete this part of the activity.

C. Point to the **Pathways Story Stick** and review the following items with the class.

1. Recall the location of the Oglala and the Sicangu Lakota Tribes.
2. Ask for a volunteer to name the Physical Activity Body Cues.

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Check with Food Service about the food/supplies ordered for the Class Snacks and Family Packs in Week 3, Part B.
- ✓ You may wish to arrange for a “room parent” or teacher’s aide to assist you with the class snacks and Family Pack activities in Week 3, Part B.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.

Week 2

Billy Mills Story



It was a great race for the United States of America! It still is the greatest upset in Olympic history – the 10,000 meter race at the 1964 Olympic Games in Tokyo.

The Gold Medal winner was William (Billy) Mills, an Oglala Lakota. Billy Mills is a legend. No other American has ever won the 10,000 meter race.

His mother died when he was seven years old and his father died when he was twelve years old. Raised by his father's relatives, Mills was sent to the boarding school in Pine Ridge.

After high school, he went to college and began to learn to run. His rivals described him as a runner who had wings on his feet.

When Mills joined the Marines, he continued to practice running. At last, he qualified for the United States Olympic team. Going to the Olympics meant he would compete against the best runners in the world. It was the chance of a lifetime. He knew that he was an unknown in this race.

Billy Mills kept a diary. Every day he would record his practice time. In this diary, he wrote a note that he would reach his dream and win the Gold Medal. To do this, he knew that he would have to run faster than he had ever run. When the time came for the Olympics, there were forty-two runners from all over the world. It was like running inside a

crowd of people. The faster runners began to overlap those who were slower.

The world record holder, Ron Clarke from Australia, was the favorite to win. Mohamed Gammoudi of Tunisia followed Clarke. Mills had to work hard to keep up the pace behind them. In the last lap, Billy Mills burst past both Clarke and Gammoudi and won by three meters.

True to his dream, he had run faster than he ever had run. He ran 6.2 miles in a time of 28 minutes and 24.4 seconds. That day, he had cut forty-six seconds off his best time. He had won the Gold Medal for the 10,000 meter race.

When the favorite, Ron Clarke, was asked if he had ever heard of Mills, he answered that he had never even heard his name.

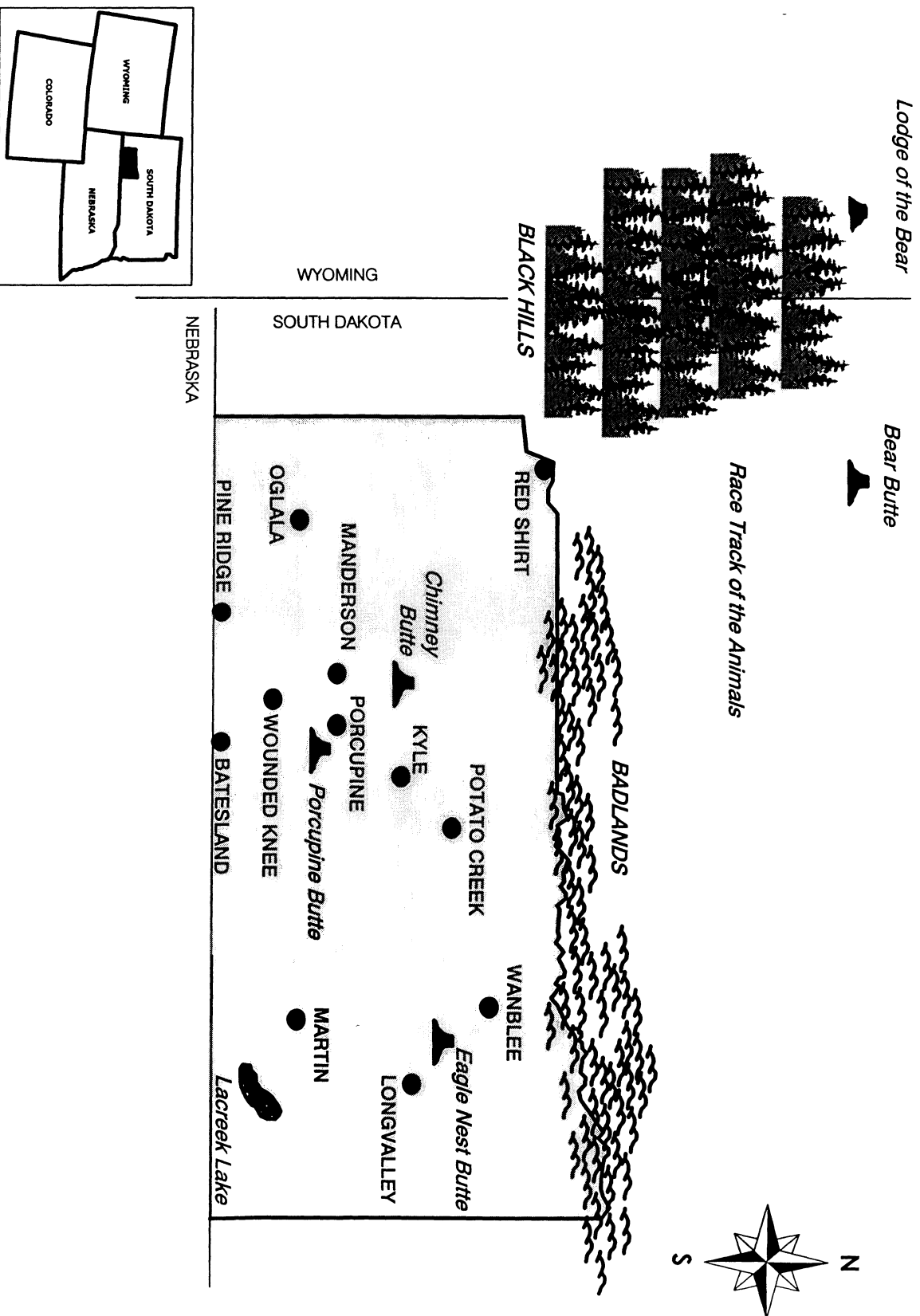
After the Mills Olympic victory, the Oglala Lakota people bestowed the name, *Makoce Tehila*, ⁴ Loves his Country, on Billy Mills. His warrior name shows the pride and strength of a man who is known for his greatness.

A movie, *Running Brave*, was made about the life of Billy Mills so that young people could be inspired to succeed. Today, Billy Mills continues to share and to encourage Native American students all over the country to do their best and to run. He tells them that he had a dream to win and that he practiced to reach this dream.

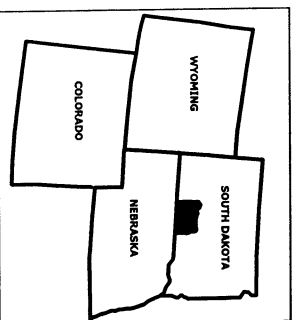
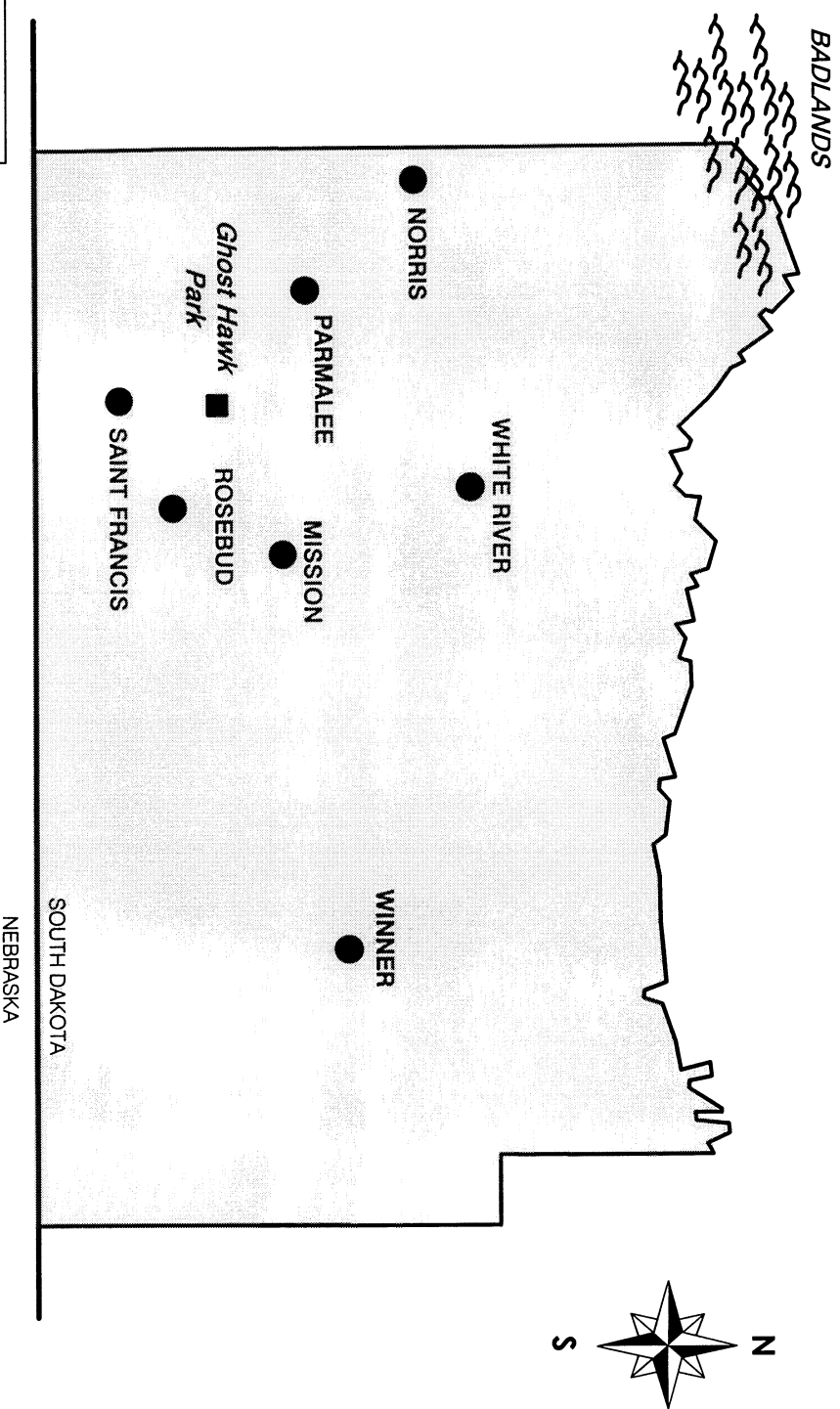
Billy Mills is still the only American to have won the 10,000 meter race.

⁴*Makoce Tehi-la (Ma-ko'-ce Tehi'-la) means a love of country.*

OGLALA LAKOTA TRIBE



SICANGU LAKOTA TRIBE



Action Bingo



B I N G O

Jumping jacks	Line push-ups	Jog in place	Bend knees, touch toes: jump up, reach for the sky	Hop on one foot, then the other foot
Spread feet, twist body slowly from side to side	Hop in place	Arm circles forward, arm circles backward	Side bends on each side	Jump rope without the rope
Do the Funky Chicken	Ski jump from side to side	Say a tongue twister: Pathways Pals perform perfect push-ups	Hop forward, back, left, right	Twist, twist, twist – from right to left and then left to right
Jump up and click your heels	Smell the roses on the right and lilies on the left	Balance on one foot, circle your other foot; change feet	Run in place	Jump, up and down, flashing a victory sign
Jump with feet together, then apart	Mirror your partner's movement	March up and down and keep knees high	Bent leg sit-ups	Cool waves to the left, then to the right

Body Cues

(Feelings your body gives you when you are being very active.)



Warm Face



Faster Heartbeat



Breathing Harder



Sweating



Working Muscles

1

2

3

4

5

6

7

8

9

10

Do Jumping Jacks

Jog in place

**Bend your knees
Touch your toes
Jump back up
Reach for the sky**

**Smell the roses
to the right
Smell the lilacs
on the left**

Do Line Push-Ups

Do the Funky Chicken

**Hop on one foot and
then the other foot**

**Hop around the
room**

**Do sit-ups with
knees bent**

**March in place with
your knees as high
as possible**

Do the twist

**Jump and try to
touch the ceiling**

Fourth Grade Goal #1



I, _____, set the following goal to do more
(fill in your name)
exercise outside of school:

I plan to _____
(fill in the physical activity you plan to do)
at least 2 different times before the next Pathways
class on: _____ .
(fill in the goal date)



The days that I plan to do the activity are

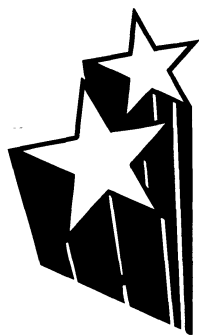
_____ and _____
(fill in one of the days you plan to do your activity)
(fill in the other day you plan to do your activity)

The place where I will do the activity is

_____ .
(fill in the place where you plan to do your activity)

_____ (your signature) _____ (signature of goal partner)





GOAL



☐ **Yes! I DID IT! I reached my Goal #1.**

I did the following physical activity outside of school

(fill in the physical activity that you did to accomplish your goal)

The days I did the activity were

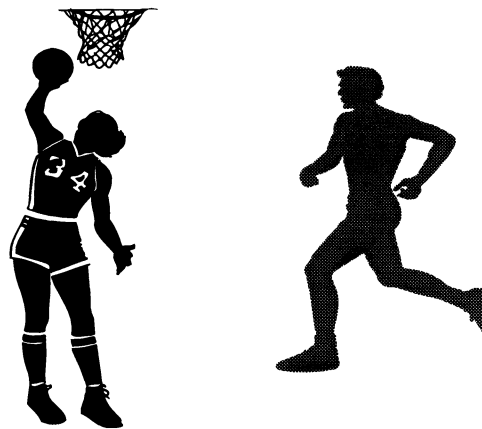
(fill in the days you did your activities)

The place I did the activity was

(fill in the place or places where you plan to do your activity)

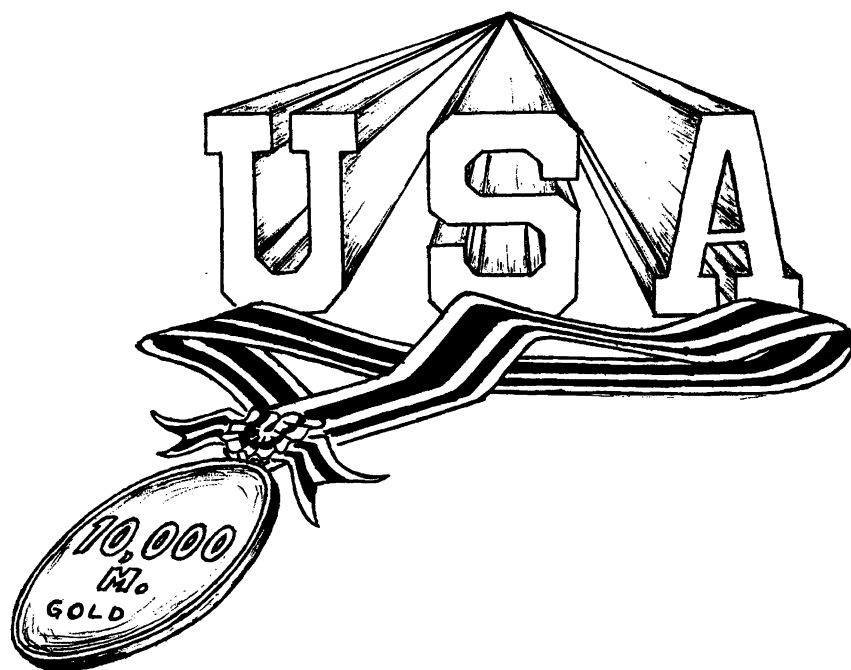
I know I was actively exercising because I felt the following body cues:

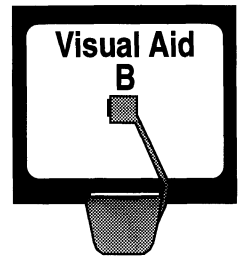
- ☐ warm face
- ☐ faster heart beat
- ☐ breathing harder
- ☐ sweating
- ☐ working muscles



(your signature)

(signature of goal partner)

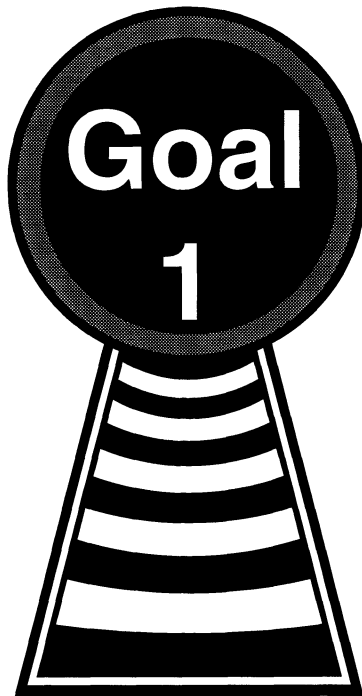




Fourth Grade Goal #1

I, _____, set the following goal to do more
(fill in your name)
exercise outside of school:

I plan to _____
at least 2 different times before the next Pathways
class on: _____ .
(fill in the goal date)



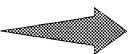
The days that I plan to do the activity are

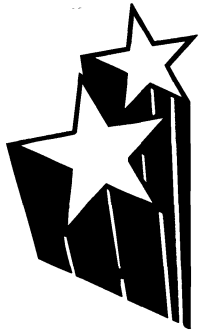
_____ .
(fill in one of the days you plan to do your activity)
and _____ .
(fill in the other day you plan to do your activity)

The place where I will do the activity is

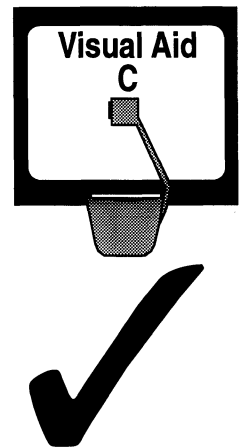
_____ .
(fill in the place where you plan to do your activity)

_____ (your signature) _____ (signature of goal partner)





GOAL



☐ **Yes! I DID IT! I reached my Goal #1.**

I did the following physical activity outside of school

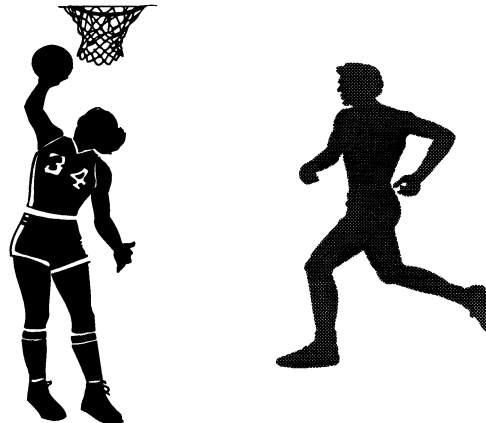
_____ .
(fill in the physical activity that you did to accomplish your goal)

The days I did the activity were _____ .
(fill in the days you did your activities)

The place I did the activity was _____ .
(fill in the place or places where you plan to do your activity)

I know I was actively exercising because I felt the following body cues:

- ☐ warm face
- ☐ faster heart beat
- ☐ breathing harder
- ☐ sweating
- ☐ working muscles



(your signature)

(signature of goal partner)