

COOPERATION: Our Strength

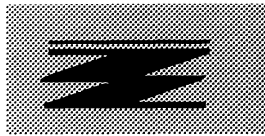
Purpose: Provide an opportunity for students to identify personal strengths, and recognize their ability to contribute these strengths towards creating an environment of social support for healthy living.

Lesson Objectives - Students should be able to:

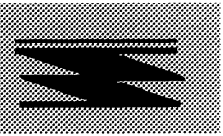
- define “cooperation” and give examples.
- give two examples of ways to help others meet goals for physical activity and eating **Everyday Foods**.

Lesson Outline

| Part A Activities | Time (approx.) | Student Materials | Teacher Materials |
|--------------------------------|----------------|--|--|
| 1. Storytelling and Discussion | 15 | Gila River Indian Community Map Tohono O’odham Nation Map | Cassette Player Theme Music Cassette Overhead Projector The Cooperative Village Cassette Story Visual |
| 2. Helping Hands Quilt | 20 | Quilt Pieces 1-4 Markers and/or Colored Pencils, Glue (Optional) Old Magazines | |
| 3. Goal Check for Goal #3 | 10 | Goal #3 Sticker Individual Story Stick | |



Activity 1 Storytelling and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to form a story circle around you, if space allows.
3. Explain that you will be reading a story about how each person belongs to a larger group, such as being a part of their family or a member of the tribe or nation.
4. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *"The Storyteller Talks About The Cooperative Village."*¹

Another letter had just come from their Pen Pals. In it, the Pen Pals talked about how everyone cheered for their basketball team at the tournament finals. It was so crowded that it seemed like the whole tribe was piled into their little gym.

The Pen Pals said, "Everyone took great pride in having such good players."

"Gosh," thought Daryl, "I would like to be able to play basketball, too."

He wondered if Amanda would someday be just as famous for her success at the long jump.

Amanda said, "Those people have a lot of pride in their tribal heritage and always have a great tribal fair."

She asked, "Do you think they would send someone over to visit our school?"

"Let's ask," said Daryl.

In a few weeks, they got a letter from their Pen Pals telling them that a storyteller would be coming to visit their school.



¹Flesh-Kincaid Grade Level 4.50

“Cool,” said Amanda. “A real storyteller is coming tomorrow. I wonder what he will say to us.”

At school, there was lots of excitement because the storyteller was a well-known elder who knew a great deal about his tribe and how the Great-Great-Grandparents lived. Everyone wondered what he would say or do.

Finally, the storyteller came and sat in front of the students. He said, “I am an elderly man who has had a long life. I want to tell you how happy I am for you. You are a part of this tribe and must be proud of who you are. Listen, **‘You are a part of the whole tribe!’** I hope you will remember this.”

Then, the storyteller said, “Our tribe is like a

quilt that is made from different pieces. Each piece is different and has its own design. But, when the quilt is put together, it is a beautiful quilt. It has a purpose. That is how each of us lives, being a part of the whole tribe.”

With that, the storyteller unfolded a quilt and began to share a short story about each piece in the quilt. In each student’s thoughts were his words, **“You are a part of the tribe.”**

Then, he smiled and said, “Let me give you a story so you will always remember how the practice of sharing is important to everyone. Remember when you share, you are helping others. That is the greatest honor.”

C. Point to the **Pathways Nations Map** and ask a student volunteer to find the Gila River Indian Community.

1. Have students open their *Pathways Folder* and locate the Cooperative Village on their map of the Gila River Indian Community.
2. Ask for a volunteer to identify where this village is located.

Answer: It is across the river from the Slippery Rock Village.

3. Ask students to define what the term “cooperative” means.

Answer: It means being helpful or working with others.

Week 6 — Part A

D. Tell students that they are going to hear the story about “*The Cooperative Village*” in which an O’odham village showed its great generosity through helping those who lost their crops.

1. Explain that long ago, people had to obtain all of their food through farming or hunting.
2. Encourage students to think about the importance of sharing and of contributing to help others.

E. Play the cassette tape, “*The Cooperative Village*.”²

Teacher Note: A script of the story is located in the manual at the end of this week.

F. Discuss the story with students using the following questions:

- What do you think is the most important thing we should remember about this story?

Answer: The O’odham people are a generous people who help each other by sharing with those who have a tragedy.

- Give some examples of how people help each other in your community.

Answer: Accept a variety of answers. Sharing what is cooked or hunted. Having a bake sale to raise money for someone. Having a benefit pow-wow when a family has an extreme hardship like illness or when they have lost their house. Receiving an item at a give-away. Sharing at a feast.

² *Flesh-Kincaid Grade Level 5.21*



Activity 2

Pathways Helping Hands Quilt



Teacher Note: This is an activity for 6A and 6B and it is advisable to plan sufficient time for completion of the activity. Also, prior to this activity, decide on the amount of space needed on the classroom wall or hallway for the Pathways Helping Hands Quilt.

- A. Explain to students that they are going to participate in a project that will involve their team, the whole classroom, their families, and others who work in the school building.
 - 1. Tell students that they will be able to see how they are a part of the whole school and the surrounding community.
 - 2. Encourage students to be creative in their completion of their project.
 - 3. Share with students that they should not rush as they will be able to complete this project during the next Pathways class.
- B. Instruct students to think about each of the following three areas so that they can write or draw their responses on a colored sheet of paper..
 - 1. Write on the chalkboard two major concept areas introduced in their Pathways classes:

Everyday Physical Activities

Everyday Foods

Week 6 — Part A

2. Tell students that they should **Stop! Think and Discover** what they have learned about Everyday Physical Activities and Everyday Foods.
 3. Write on the chalkboard, **Everyday Good Feelings About Pathways** and tell students that these words represent what they discovered during Pathways.
- C. Divide the class into *Pathways Teams* and describe how each team member will receive a different colored sheet representing a quilt piece on which to place these responses.
- D. Distribute a different colored block to each team member and point out how each sheet has 3 spaces for them to write or draw their responses.
1. Point to the three areas written on the chalkboard and read them aloud.

Everyday Foods
Everyday Physical Activity
Everyday Good Feelings About Pathways

2. Stress to students that they will fill in each of the three spaces on their piece with their own response to each area.
- E. Provide students with colored markers, pencils, scissors, glue, and old magazines, if available.
1. Monitor students to be sure that they understand how to complete the activity.
 2. Instruct students to sign their name at the bottom of their piece and collect the colored blocks so that this activity may be completed in Part B.



Activity 3

Goal Check for Goal #3



- A. Explain to students that they are now going to check the third Pathways goal that they set last week.
1. Instruct students to find **Pathways Page 10: Fourth Grade Goal #3** in their *Pathways Folder*.
 2. Use your goal sheet to point to the Goal Check and ask students to find it on the back side of their sheet.
 3. Explain that if they drank an Everyday Beverage, they should now put a check mark in the **YES! I DID IT!** box on their sheet.
 4. Instruct them to fill in the rest of the Goal Check and then sign their name to show that they did complete their goal.
- B. Have Pathways Goal Partners get together and share what beverage they selected for their goal.
1. Ask Pathways Goal Partners to think about when they could drink an Everyday Beverage instead of regular pop or a beverage with added sugar.
 2. Instruct Pathways Goal Partners to sign on the Pathways Goal Partner line of each other's sheet to show that they supported their partner to reach their goal.

Week 6 — Part A

- C. Announce to students that you reached your goal as you fill in the Goal Check and have your Pathways Goal Partner sign his/her name.

- D. Have a show of hands of how many students reached Goal #3 and congratulate those students.
 - 1. Call on a few students to name the Everyday Beverage that they drank.

 - 2. Distribute a **Goal #3 sticker** to each student who has reached their goal and instruct them to paste it on their own Story Stick.

- E. Encourage students who did not reach their goal to keep trying until they are able to complete their goal.
 - 1. Tell them that when they reach their goal, they should fill in the Goal Check, and then show it to you so that they can get a sticker for their Story Stick.

 - 2. Explain that if they are having trouble in drinking the Everyday Beverage that they selected, then they should ask their Pathways Goal Partner to help them to select another Everyday Beverage.

 - 3. Suggest that they use their **Beverages That Beat Pop** list for ideas of Everyday Beverages they could try to drink.

Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Allow time for students to complete the spaces on their paper quilt piece.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.



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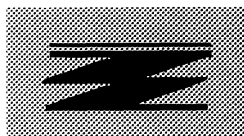
Purpose: Continue to expand student's social support system to include their team, classmates, the school, the family, and the community.

Lesson Objectives - Students should be able to:

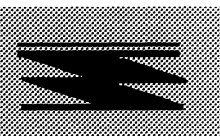
- identify two ways they are helping their family and friends.
- name at least two people who help them to live a healthful life.
- demonstrate to another person how to play "Mirror Moving."

Lesson Outline

| Part B Activities | Time (approx.) | Student Materials | Teacher Materials |
|-------------------------|----------------|---|---|
| 1. Completing the Quilt | 20 | Tape Dispensers Scissors Hand Print Page | Cassette Player Theme Music Cassette |
| 2. Mirror Moving Game | 10 | | Lively Music Cassette |
| 3. Family Pack | 5 | Week Five Sticker Individual Story Stick Special Reward | |
| 4. Summary of the Week | 5 | Stop! Think and Discover | |



Activity 1 Completing the Quilt



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will do something special with the Helping Hands Quilt that they worked on during their last Pathways class.
3. Turn off the Pathways Theme Music cassette.

B. Divide the class into their *Pathways Teams* and encourage team members to complete their individual piece.

1. Write the 3 statements on the chalkboard which are the following:

Everyday Foods

Everyday Physical Activity

Everyday Good Feelings About Pathways

2. Remind students that they can either write or draw their responses to each of these statements on their piece.
3. Redistribute the pieces that each student worked on during the last class and give each team a dispenser of transparent tape and/or masking tape.

C. Tell students to follow these instructions to tape all their pieces together as a team.

- Each team needs four pieces to make their team block; so if there are not four students on your team, be sure to get an additional blank sheet so that there is a total of four pieces.
- Be sure to place these four pieces next to each other so that they make a rectangle and carefully tape each one to the next piece.

D. Have a team member take their team block to the designated wall or bulletin board in the classroom or hallway to make the Pathways Helping Hands Quilt.

1. Check to see that there are four pieces per team block and have each team tape their team block next to another team block.
2. Recall with students how their individual piece became a part of their team's block and how each team block has now become the **Helping Hands Quilt** representing the whole classroom.
3. Ask for applause when all the blocks in the the large classroom quilt have been taped together on the wall.

E. Explain to students that they will now make a border around the **Helping Hands Quilt**.

1. Write on the chalkboard the following statement:

Ways that I can help my family or friends

Week 6 — Part B

- F. Write down the following sentences beneath the statement and give these examples.

I help my _____ to _____.

I help my _____ by _____.

*Example: **I help my** mother **to** take care of my little sister.*

*Example: **I help my** grandmother **by** washing dishes.*

*Example: **I help my** dad **to** build fences.*

*Example: **I help my** grandfather **by** doing chores.*

1. Distribute a sheet of paper to each student so that they can outline their hand and then use scissors to cut out the outline.
 2. Have students complete their statements and then tape their hand prints around the edges of the quilt.
- G. Make your own hand print and then tape it to one corner of the **Helping Hands Quilt**, while explaining to students that this represents your helping them to live healthier lives. (Be sure that you have written your name inside your hand print.)
- Ask if they can think of anyone else who is helping them with healthful eating and physical activity.

Answer: Parent, Food Service staff, Physical Education Teacher, Principal, etc.

- H. Tell students in this week's Family Pack is a sheet of paper for those at home who are helping them to live a healthful life. They can trace the hand of their parent(s) or family member and ask them to sign their name on the inside of the hand print. Then, cut out the hand print and add it to the border around the quilt.
1. Give a sheet of paper to each team member and assign the name of someone in their school who is helping with healthful eating or physical activity.
 2. Have them ask the individual for their hand print and name to add to the quilt.
 3. Encourage students to bring back as many hand prints as they can fit around the border of the **Helping Hands Quilt**.
- I. Congratulate students on completing their **Pathways Helping Hands Quilt** which shows the importance of doing physical activities every day and eating **Everyday Foods**, so that they can feel good and have fun living a healthy life.



Activity 2

Physical Activity: Mirror Moving Game



Teacher Note: Prior to this activity, set up a cassette tape player with a taped variety of lively music.

- A. Explain to students that they will do this physical activity with their Pathways Goal Partner and that they need to check their **Body Cues** following this activity.

Week 6 — Part B

1. Have students find their Pathways Goal Partner and stand facing each other about two feet apart.
 2. Ask students to limber up and relax so they can move in rhythm to the music.
 3. Tell students that they will closely observe and follow the movements of their Pathways Goal Partner in this physical activity.
- B. Point out to students that one partner is a Leader and the other partner is a Mirror.
1. Ask students to place their hands upright and at shoulder height with their palms facing forward and about an inch from the other person's palms.
 2. Remind students that they are facing each other as in looking into a mirror so they must be very watchful so that when the Leader does something, the person who is the Mirror will follow.
 3. Explain that their feet cannot move and that they must use just their hands and arms.
- C. Caution students that this activity is not about trying to fake out each other by moving too fast. They need to build teamwork and communication by watching each other and letting one person be the Leader.
- D. Tell students to do a practice in which the Leader will move their hands and arms and the Mirror reflects these movements.

1. Give a short period of practice without the music.
 2. Start the music, and tell the Leader to keep in rhythm to the music.
 3. Reverse the roles of the students and repeat the process.
 4. **Optional:**
 - Let Leaders and Mirrors travel around the room together.
 - Have three students on a team with two Mirrors to each Leader.
 - Try different speeds of music.
- E. Have students check their **Body Cues** and ask for a show of hands for those who have warm faces, faster heartbeat, muscles that feel tired and are sweating or breathing harder.
- F. Congratulate students on their completion of this Mirror Movement game and encourage them to do this at home with their family.



Activity 3 Family Pack



- A. Explain that this is the last Family Pack activity before the Holidays.
1. Ask students how their family enjoyed the beverage that they took home last week.
 2. Tell students that they should encourage their family to use the Everyday Beverage list to help them choose beverages other than water.

Week 6 — Part B

- B. Remind students to continue to bring back their return card and place it in the Return Box.
1. Give a sticker to those students who brought back a signed **Return Card Week 5** to put on their Story Stick.
 2. Have students place this sticker on their Story Stick.
- C. Explain to students that they will take home two important handouts.
- *"The Cooperative Village,"* a Gila River Indian Community story
 - Hand Print Directions Page for the Helping Hands Quilt
- D. Ask those students who have brought back at least three Return Cards to raise their hands.
1. Instruct these students to show you their Story Stick while you distribute the **Special Reward**.
 2. Congratulate all students who received the **Special Reward**.
- E. Encourage students who need to bring back a return card to do so as soon as possible. Give them the **final date** you will accept the cards.
- F. Remind students to bring back their family Hand Print sheet to complete the Helping Hands Quilt.



Activity 4 Summary of the Week



- A. Review with students their Pathways activities this week.
 - 1. Congratulate students on the completion of their **Helping Hands Quilt**.
 - 2. Tell students that they can take pride in being a part of their community and of their tribe.
 - 3. Encourage students to always be helpful and contribute towards helping others.
- B. Tell students 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 6**.
 - 3. Allow students time to complete this part of the activity.
- C. Ask students who completed Goal #3: Choosing an Everyday Beverage to hold up their hand.

Week 6 — Part B

1. Locate the Goal #3 icon above **Reaching Our Goals!** on the **Pathways Story Stick**.
 2. Place the sticker for Goal #3 inside the Goal #3 icon.
 3. Congratulate students for the completion of this goal and encourage those who did not reach their goal to keep trying until they complete it.
 4. **Stress to all of the students that it is important to continue doing these goal activities even after they reach their goal.**
- D. Review with students the first six weeks on the **Pathways Story Stick**.
1. Ask students to name the Pathways Nations on the **Pathways Nations Map**.
 2. Have the class read aloud the names of the posters: **Everyday Foods**, **Everyday Physical Activities**, and **Sometimes Foods**.
- E. Tell students that since this is the last Pathways class until after the Holidays, their *Pathways Folders* need to be kept together until the class starts again.
1. Have students place their *Pathways Folders* in a designated location in the classroom.
 2. Collect students' Story Sticks if they are keeping them in their desk and place them in a safe location.

- F. Explain that after the Holidays they will join Amanda and Daryl for the rest of the Pathways classes.
1. Congratulate students on completing this first six weeks of Pathways and having a successful time.
 2. Tell students that they will discover more during the next six weeks after the Holidays.

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Continue to remind students to bring back their families Hand Print sheet and those of staff members in order to complete the Helping Hands Quilt.
- ✓ If you take down posters during the break, be sure to keep them in a safe location.
- ✓ Encourage students to do Exercise Breaks during their Holiday Break.

The Cooperative Village

Credits: Emmett and Jean White, members of the Gila River Indian Community

The elderly Storyteller leaned forward. He said, "I'd like to tell you about the O'odham people. They are a generous people who shared with others. They had great farms and liked to play lively games."

He looked at the students saying, "Maybe you would rather hear about how some animals were changed because of a rough ball game."

The students started clapping so he would know that they wanted to also hear this story.

Storyteller said, "Once, long, ago, the animals played games. They tried to play, but they were too rough.

An animal was chosen to be the ball for each game. The ball game lasted until whoever was the ball got kicked too hard and would cry or run away.

The little animals were usually chosen to be the ball. Rabbit would cry so he would not be chosen. In those days, he couldn't run fast so he was easy to catch. Snake didn't like to play. He was always rolled into such a tight ball that he would get dizzy and full of cramps. Fat Lizard hid in any crack to avoid being chosen.

Since that time, Rabbit got the strength to run fast. Nobody can catch him when he is running. Snake grew fangs so he

warns everyone not to bother him. And, the lizard became skinny."

The students laughed about how the animals played their ball game.

The Storyteller got serious and said, "In olden days, our people took care of each other. The strong helped those who were less fortunate or those who were needing help. This often happened when houses were being built, or when there was a tragic event, like a crop failure. To do this, a Name-Calling Dance was held.

The men would hold a council and send a wise man to the village that had lost their crops. It was his duty to find out the names of these people. Meanwhile, a runner was sent to every home in the village for donations of food.

People would gather squash, wheat, melons, corn, beans and special foods like saguaro syrup,³ mesquite⁴ cakes, cholla⁵ fruit, and pinole.⁶ These were put into baskets to be given to the villagers. →

³Saguaro (Sa-wa-ro) The Spanish name for the giant cactus that the O'odham called, the Ha:san.

⁴Mesquite (Mes-keet) The Spanish name for a spiny tree or shrub that has an edible sugary, beanlike pod.

⁵Cholla (Ch-o-ya) A cactus plant that has buds which are eaten like a vegetable.

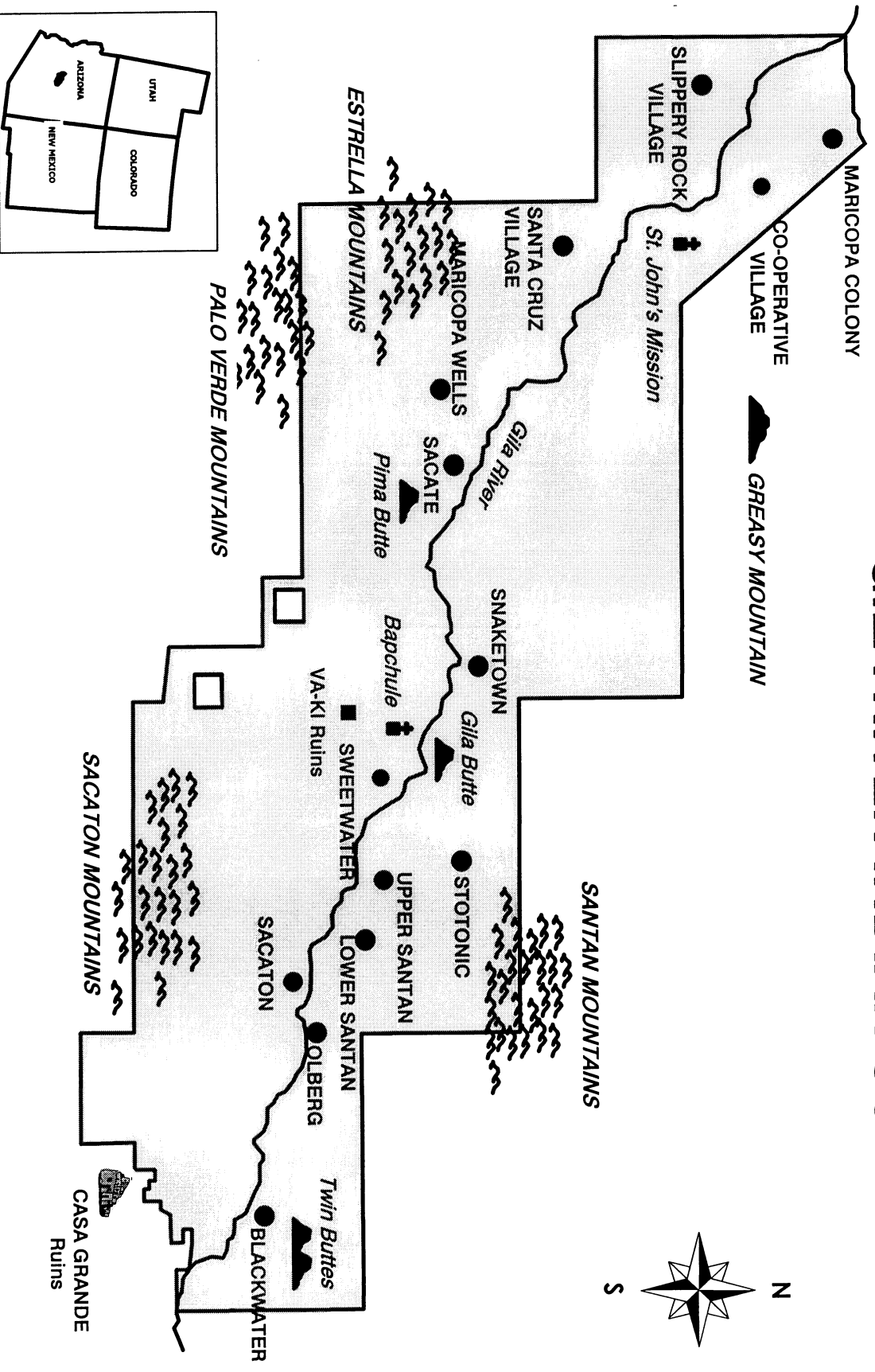
⁶Pinole (Pin-o-le) Ground wheat that is made into cakes.

On a certain day, the invited guests came to a feast. After eating, the singers began a song by calling out the name of each invited villager. One by one, they joined in dancing. Afterwards, they were told to take the baskets of food to their homes.

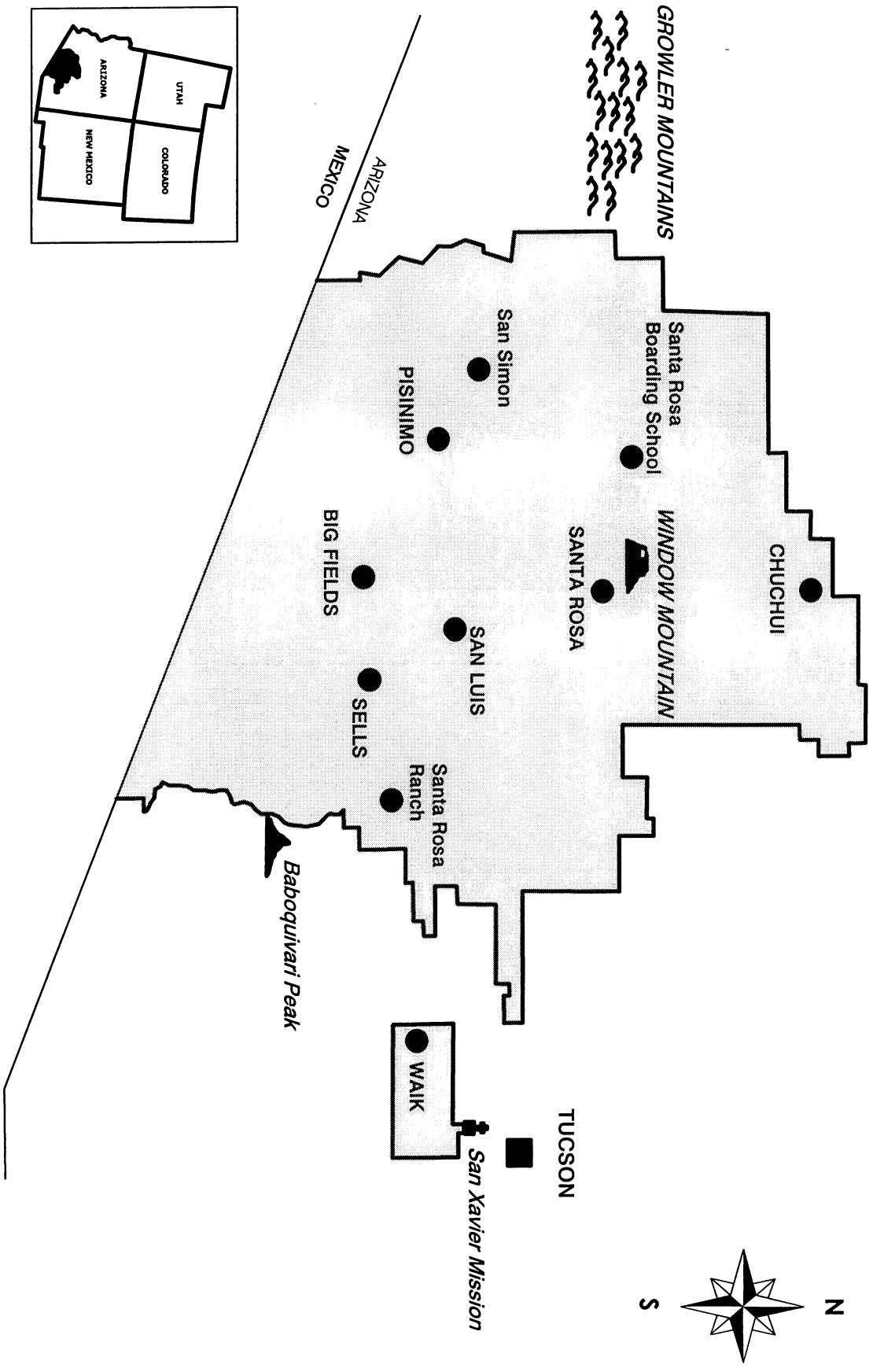
Many speeches were made throughout the day. The gratitude of the invited guests was deeply felt. They knew that they could not survive without these gifts and the offer of help from the other villagers.

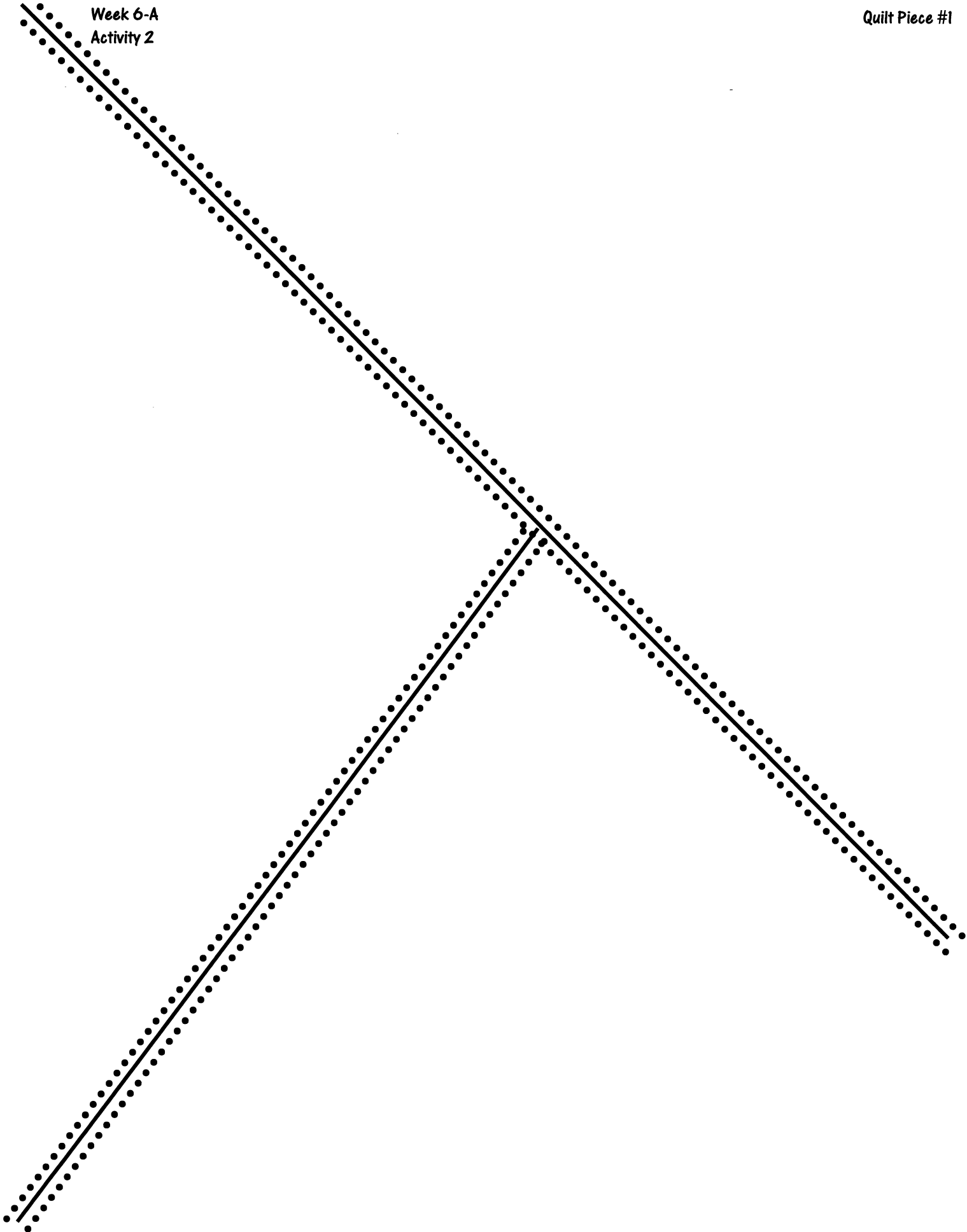
Among the O'odham villages, there was one village whose generosity was well-known. This whole community came together to help each other to build their homes. They shared their labor just as they shared their food. Because of this, they became known as the Cooperative Village. This village existed before the coming of the whiteman and can be found in the Gila River Indian Community."

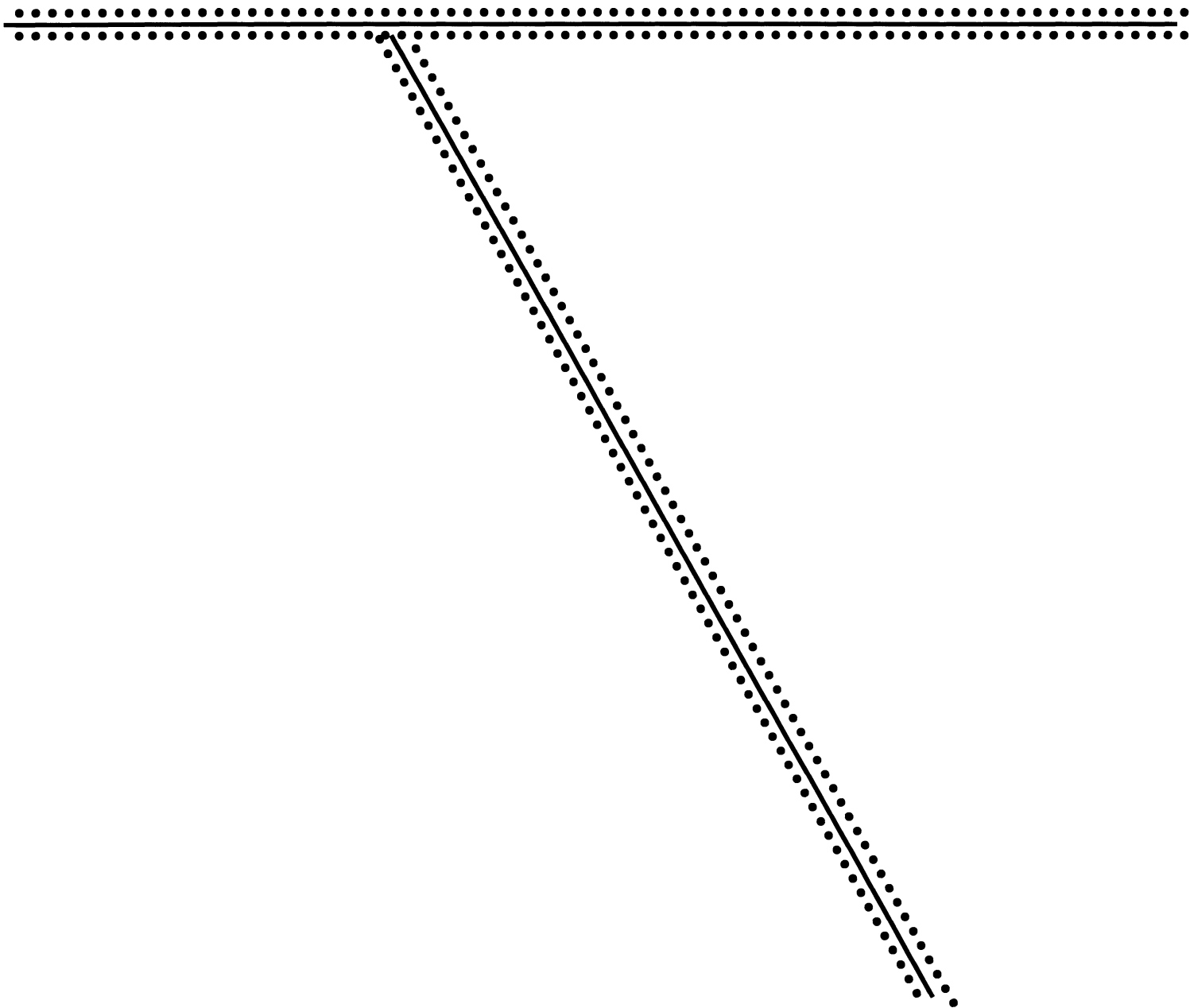
GILA RIVER INDIAN COMMUNITY

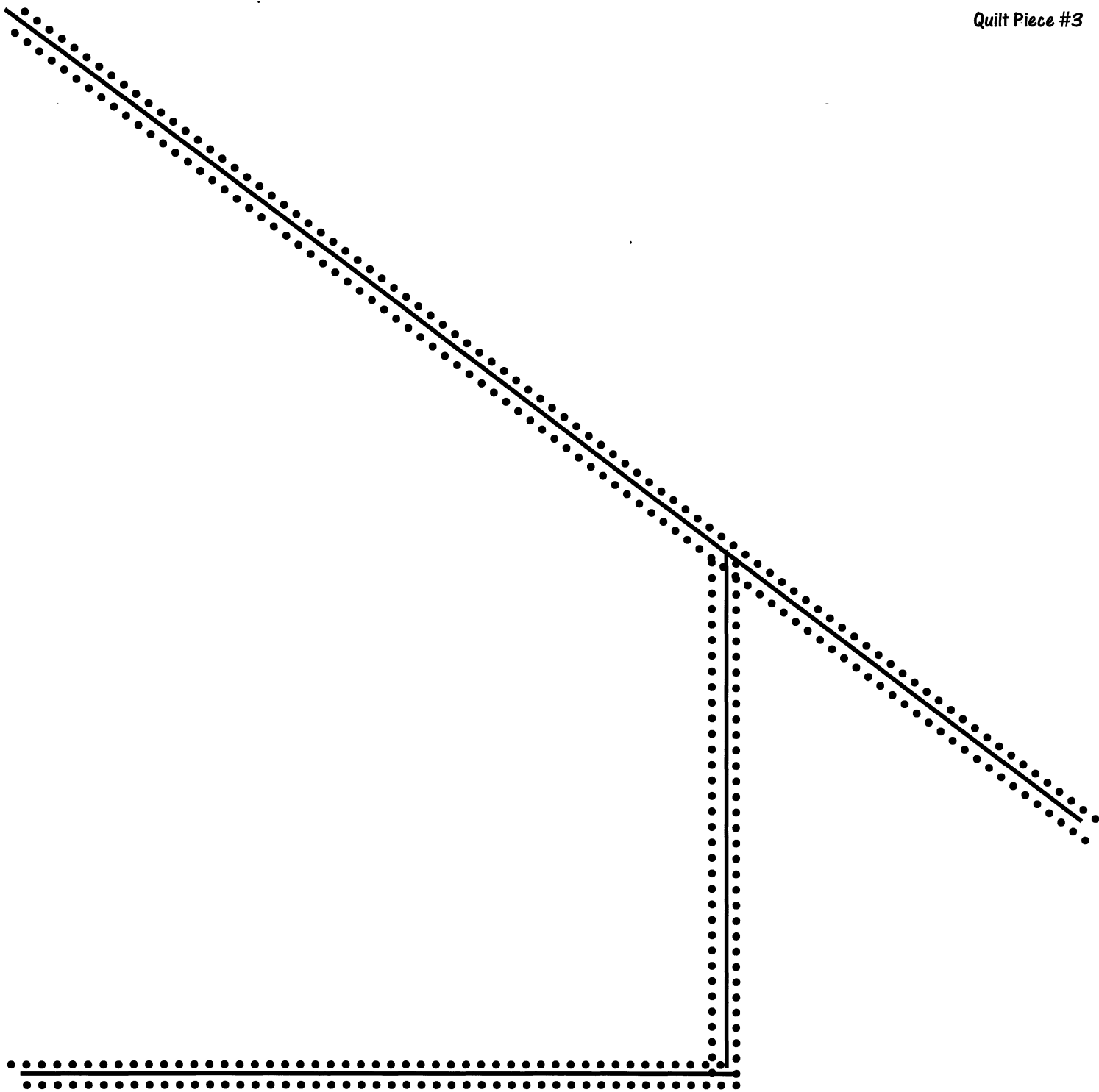


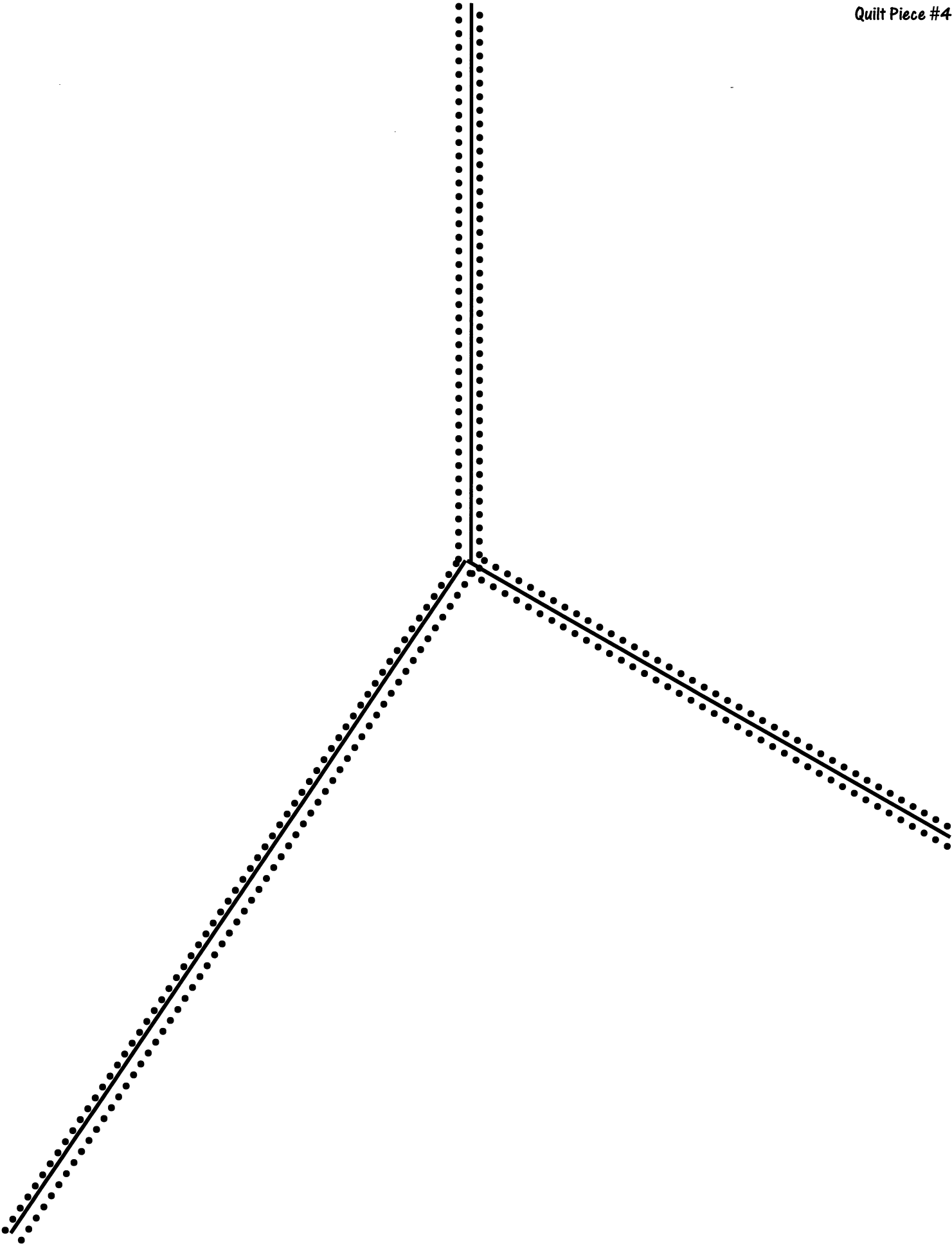
TOHONO O'ODHAM NATION











Hand Print Page

Directions: Hand prints of the adults who are an important part of each Pathways fourth grader's life will be added to a special Pathways classroom quilt. Please trace one of your hands on this paper. Write your name and today's date in the middle of your hand print. Give your hand print back to the fourth grader to cut out and take back to his/her classroom. Thank you!

