WEEK 9



PRACTICING: Our Great Race

Purpose: Encourage on-going exercise by initiating physical activity planning and reinforcing goal setting.

Lesson Objectives - Students should be able to:

- record their regular exercise practice on the physical activity card.
- practice their Walk/Run for the Great Race.

Lesson Outline				
Part A Activities	Time (approx.)	Student Materials	Teacher Materials	
1. Storytelling and Discussion	20	Oglala Lakota Map	Cassette Player Theme Music Cassette The Great Race Book	
2. Introduction of the Great Race Event	15	Pathways Page 14	Great Race Chart	
3. Goal Check for Goal #5	10	Goal #5 Sticker Individual Story Stick		

Week 9 — Part A

Activity 1 Storytelling and Discussion

- A. Prepare students for this lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Have students clear their desk and make a story circle to listen to a Lakota story about *"The Great Race"* describing how the animals raced around the Black Hills in South Dakota.
 - 3. Explain to students that they will soon be involved in a physical activity called the Great Race Event which will help them stay physically active.
 - 4. Turn off the Pathways Theme Music cassette.
- B. Read aloud to students the following story, "Long Ago." 1

randpa and some elderly men were sitting outside in the twilight of the evening. They talked in low tones as they shared their thoughts.

Amanda and Daryl sat down beside Grandpa and listened as he was speaking.

"Long ago, there was nothing more precious than food. Food was always shared and the giver was highly praised and thanked. Hunters were honored because they found food for everyone. Farmers were respected because they raised crops to eat. When there was no food, the people starved. Those were troubled times . . . hard times."

Grandpa continued, "Children were taught to remember others whenever they ate or drank water. They were taught to eat food slowly and to fill only one side of a cheek." He sighed, "Ah, times and teachings have changed." The other men murmured, "Yes, yes, the times have changed."

¹ Flesh-Kincaid Grade Level 3.78

A white-headed elder lifted his eyes to look at Amanda and Daryl. "Do you know the teachings of long ago? Or, he challenged, "Do you think only of yourself?"

Daryl sat up straight and spoke, "My sister and I have learned to help others and to share. We make good food choices and take care of our bodies so that we can have a good life."

He sighed and smiled, "Ah, good grandchildren! Now, do you know what a dangerous life the two-legged lived?" The old man pressed forward to listen for an answer. After a long pause, he said, "And, do you know about the winged and the four-legged?"

Both Amanda and Daryl shook their heads and sat still.

He closed his eyes and said, "Well, then, you must listen carefully so that you will remember and tell others that you heard this story." He pushed himself back into his chair and began talking.

- C. Have students to find the map of the Oglala Lakota in their Pathways Folder.
 - 1. Ask a student to volunteer to locate the Black Hills on this map.
 - 2. Point out the circular formation of the Black Hills which got its shape as a result of this great race.
- D. Explain to students that they are now going to hear a story, *"The Great Race,"* which describes a race between animals and humans in a long ago time.
- E. Tell students that this Lakota story is at the beginning of time and has been handed down for many generations among the Lakota people.

Week 9 — Part A

F. Read aloud from the book, "*The Great Race*,"² written by Paul Goble.

Teacher Note: Text of this story is included in the manual at the end of this lesson.

- G. Discuss this story with students using the following questions:
 - Identify the two-legged and the four-legged who participated in this race.

Answer: Young Man, magpie, and all birds were the two-legged. The fourlegged were the buffalo, deer, antelope, badger, etc..

• Predict what the future of this world would have been had the buffalo won the race.

Answer: They probably would have continued eating people. Maybe they would have become wiser and peace would have been restored.

• How do students think that the animals and birds got water during the race?

Answer: They probably drank from the rivers or streams that they found.

• Ask students if there are any landmarks in the local area that have a story about how they came to have their peculiar shape or how they got a certain name.

(Discuss or share these landmarks with students)

² Flesh-Kincaid Grade Level 4.48



Introduction of the Great Race Event

Teacher Note: Plan with the Physical Education teacher to locate a place outdoors where the Pathways Great Race Event can be held and where students can have access to practice their walk/run activity. Be aware of weather conditions and select an alternative site indoors, if necessary, for the Great Race Event.

- A. Explain to students that there will be a Pathways Great Race Event that will be scheduled near the end of the school year at which they will participate as a Pathways Team.
 - 1. Tell students that the Great Race Event will be a Walk/Run for a distance of two miles which has been marked in a loop pattern near the school.
 - 2. Encourage students to think about times when they can practice their Walk/Run before and after school on this track or a similar distance near their homes.
 - 3. Have students identify and discuss whether there are any difficulties that would keep them from practicing their Walk/Run every day.
 - 4. Each student will participate as a member of their *Pathways Team* and each team member will encourage their teammates to practice for the Great Race.
- B. Tell students that there are many reasons to be physically active and that each of them know some great reasons as to why they like to be physically active.

Week 9 — Part A

- C. Distribute Pathways Page 14: Why I Like to Exercise to each student.
 - 1. Instruct students to put a check mark next to every statement that is their own reason for being physically active.
 - 2. Point out the blank lines at the end of the sheet where they can add more reasons as to why they like to exercise or do active games.
 - 3. Give students time to work on this activity and discuss some of the reasons checked, **as time permits**.
- D. Review with students the overall preparations for the Great Race Event.
 - 1. Inform students to do a Walk/Run practice for at least fifteen minutes five times per week.
 - 2. Explain to students that the distance of two miles has been marked in increments so that they will know exactly how far they walk/run in their practice.
 - 3. Point out the Great Race Chart that is displayed on the wall in the classroom and show students the slots on which they will record their practice each week.
 - 4. Encourage students to write down the date and the minutes that they practiced on the Great Race Chart.
- E. Emphasize that students remember to do a Walk/Run practice daily and remind them of the date for the Pathways Great Race Event.



Activity 3 Goal Check for Goal #5



- A. Instruct students to find **Pathways Page 13:** Fourth Grade Goal #5 in their *Pathways Folder* and explain that they are now going to check the fifth Pathways goal that they set last week.
 - 1. Hold up your goal sheet and point to the Goal Check on the back, and ask students to find it on their sheet.
 - 2. Explain that if they did eat the fruits and vegetables that they wrote down in their Goal, they should now put a check mark in the **YES! I DID IT!** box on their sheet.
 - 3. Instruct them to fill in the rest of the Goal Check and then sign their name that they did it.
 - 4. Tell the Pathways Goal Partners to get together and tell each other the fruits and/or vegetables that they ate for their goal. They should also discuss some of their favorite fruits and vegetables which they like to eat for snacks or for meals.
 - 5. Instruct Pathways Partners to sign on the Pathways Goal Partner line of each other's sheet, showing that they supported their partner to reach their goal.
- B. Announce to students that you reached your goal and have your Pathways Goal Partner sign his/her name.

- C. Ask for a show of hands of how many students achieved their Goal #5, and congratulate those students.
 - 1. Call on a few students to name some of the fruits and vegetables that they ate, **as time permits**.
 - 2. Distribute **a Goal #5 sticker** to each student who has reached their goal, and instruct them to paste it on their own Story Stick.
- D. Encourage students who did not reach their goal to keep trying until they do complete their goal.
 - 1. Tell them that when they do 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 eating the fruits and/or vegetables they chose, they should ask their Pathways Goal Partner to help them decide on other fruits and vegetables to try to eat for a snack.

Reminder:

- Take notes regarding these activities on the Interview Form at the end of this lesson.
- Encourage students to do their Walk/Run practice daily for the Great Race Event.



PRACTICING: Our Great Race

Purpose: Provide an opportunity for students to prepare for the Pathways Great Race - Walk/Run.

Lesson Objectives - Students should be able to:

- explain what self-talk is and how it can be used to motivate oneself to stay active.
- contrast positive and negative self-talk messages.

Lesson Outline					
Part B Activities	Time (approx.)	Student Materials	Teacher Materials		
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette		
2. Practice Walk/Run	15	Self-Talk Cards	Overhead Projector Visual Aid F Visual Aid G		
3. Family Pack	10	Week Eight Sticker Individual Story Stick Family Pack: Week Nine	Return Box		
4. Summary of the Week	5	Stop! Think and Discover	Great Race Chart		

Week 9 — Part B



- A. Prepare students for this lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Inform students that they will listen to how Coyote is a trickster and competes in a race.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Read aloud the following story, "Coyote and Yellow Horse." 3

Teacher Note: This is a story about a trickster and how he behaved badly during a race with Yellow Horse. Trickster stories often reflect negative behavior and have lessons to be learned even with such behavior.



n the middle of the night, Daryl had a dream. On a nearby hill, he could hear people talking and laughing.

As he came closer, they were talking about a race between a man called Yellow Horse and a trickster, Coyote. Some bet on Yellow Horse who was the best runner in the tribe. Others bet on the trickster who could always do tricks to win. Just then, Coyote arrived at the starting line with bandages on his leg. He limped around and said that he did not wish to race.

Nobody believed him. Everyone insisted that he keep his word to run with Yellow Horse.

Finally, Coyote asked Yellow Horse if he would wait for him at the half-way point. He said that he wasn't sure that he would be able to get there.

³ Flesh-Kincaid Grade Level 4.37

Yellow Horse agreed to this change in the race.

When the race began, Yellow Horse ran swiftly and easily. He soon got to the half-way point. Looking over his shoulder, he couldn't see Coyote. Suddenly, he saw Coyote acting strange. As Coyote got closer, he seemed to be hurting and limped.

Yellow Horse felt sorry and wanted to help Coyote. Suddenly, Coyote took off his bandages and wasn't even limping. With a burst of speed, he passed right by Yellow Horse.

Coyote ran without looking back at Yellow Horse. He went faster and faster without looking ahead. Coyote felt that he was going to win the race. He just ran without looking. All of a sudden, Coyote realized that he was miles away from the finish line. Coyote knew that he was lost. He tricked Yellow Horse and got himself lost. He could not show his face among the people now.

Meanwhile, Yellow Horse finished the race without Coyote. All the people wanted to know what had happened to Coyote.

An Elder spoke loudly, "Coyote made everyone think that he was hurt and could not run."

Daryl woke up thinking about running. Later that morning, he told Grandpa about his dream.

Grandpa said, "Daryl, your dream is telling you to keep strong about what you decide to do. There will be many problems that come up. You need to solve these problems and keep your mind strong about your plans."

- C. Have students discuss the story using the following questions:
 - This story is about the role of a trickster and how he plays a trick on Yellow Horse. Do you have any idea of how Yellow Horse could have prevented the trickery?

Answer: He could have stopped the race and not run against Coyote.

• The message in this story is that it is important to concentrate when you are doing an exercise like running. Why would this be important?

Answer: You need to concentrate because it is easy to let other things interfere with what you are doing.



Activity 2 Practice Walk/Run for the Great Race

- A. Ask students how they are progressing on their practice **at least five times a week** for the Pathways Great Race Event.
 - 1. Stress that they set time aside on the days that they selected for a practice.
 - 2. Encourage students to increase their practice time a little more each time so that they are doing at least fifteen minutes of Walk/Run in each practice.
 - 3. Stress to students that each week they should gradually increase the amount of time spent in each practice as well as the amount of time for walking and running.
- B. Inform students that they can use *self-talk* as a way to help keep themselves interested in practicing for the Great Race Event or in doing physical activities every day.
 - 1. Describe *self-talk* as simply "talking to yourself" to help you be active during practice when you may be getting bored or tired.
 - 2. State that this is not talking out loud, but is whenever you send yourself a message about how you are doing or how you are feeling.
- C. Explain that it is important to use *positive self-talk* so that you are not sending yourself a negative message.

1. Give students these examples of *self-talk*.

Example of Negative Self-Talk:	Example of Positive Self-Talk:	
I am tired of practicing my running	I like to practice running!	
I don't think I am any good at this.	I can do this!	

- 2. Stress that *positive self-talk* is more helpful than *negative self-talk*, and it can be a great way to feel good while practicing running or doing other physical activities.
- D. Inform students that they will turn *negative self-talk* into *positive self-talk*.
 - 1. Display **Visual Aid F**: **Example #1** and read aloud the *negative self-talk* on the card.



2. Read aloud the *positive self-talk* on the visual aid.



3. Display Visual Aid G: Example #2 and real aloud the negative self-talk side of the card:



- 4. Ask for a volunteer to provide some *positive self-talk* messages that would be helpful to have positive thoughts. (Suggestions, if needed: "I like to run it's not work!" or "Work is work, running is FUN!")
- 5. Fill in the *positive self-talk* portion of the **Example #2** card with one of the messages suggested by a student.



- E. Distribute three self-talk cards to each student which are labeled *negative self-talk* and *positive self-talk*.
 - 1. Inform students that first they will fill out the negative self-talk portion of the cards and leave the *positive self-talk* side blank.
 - 2. Ask students to think about the *negative self-talk* they use when they are exercising or the negative talk they sometimes hear others say to themselves.
 - 3. State that after they think of a negative message they can write it on the negative self-talk side of the card.

- F. Divide the class into their *Pathways Teams* and have each team member place their *negative self-talk* cards onto a pile.
 - 1. Have a student shuffle the pile so that all the cards are mixed well and deal out three cards to each team member.
 - 2. Explain that team members take turns reading aloud the *negative self-talk* message and, as a group, decide on a positive message to get rid of the negative message.
 - 3. Instruct students to fill in the positive self-talk side of the card with the *positive self-talk message* to think about when exercising or practicing for the race.
 - 4. Monitor teams to be sure that they understand the directions.
- G. Stress to students that they use "positive self-talk" as a way to help themselves to want to exercise and to do physical activities.
- H. Explain to students that they will have an opportunity to practice using *self-talk* during recess when they do a practice Walk/Run on the two-mile track that was selected for the Pathways Great Race Event.
 - 1. Tell students that they will be able to practice their Walk/Run before and after school time or during recess in preparation for the Pathways Great Race Event.
 - 2. Encourage students to practice as much as possible outside of school time.
 - 3. Remind students to drink water to refresh themselves following their practice.



- A. Remind students to continue to bring back their return card and place it in the Return Box.
 - Give a sticker to those students who brought back a signed Return Card Week
 8 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, a sticker will be pasted on their Story Stick to show that their family has completed the activity for that week.
- B. Review with students how their family responded to last week's Family Pack.
 - 1. Ask for a volunteer to express what their family did for their Family Team Goal to try to eat more fruits and vegetables.
 - 2. Have students share how their family used the **Fun with Fruits and Vegetables Kid's Cookbook.**
- C. Distribute the **PATHWAYS FAMILY PACK: Week Nine** to each student and tell them to write their name on the front of the envelope.

Week 9 — Part B

- D. Emphasize that the items in the envelope to be taken home include:
 - "The Great Race," a Lakota story
 - Survey to do with Family Team on why they like to exercise
 - Training Tip Sheet for the Family Team
 - Return Card for signature by a family member and the student
- E. Remind students that they will receive a **Special Reward** if they complete and bring back three or more **Return Cards**.



- A. Review with students their Pathways activities this week.
 - 1. Congratulate students on the completion of the goal to eat more fruits and vegetables.
 - 2. Remind students to use positive statements whenever they are facing a challenge and need to encourage themselves.

- B. Tell students to Stop! Think and Discover what they did 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 to draw a picture that represents what they discovered within **Week 9**.
 - 3. Allow students time to complete this part of the activity.
- C. Ask students who completed **Goal #5**: Choosing Fruits and Vegetables to hold up their hand.
 - 1. Locate the Goal #5 icon above **Reaching Our Goals!** on the Pathways Story Stick.
 - 2. Place a sticker for Goal #5 inside the Goal #5 icon.
 - 3. Congratulate students for the successful completion of this number of goals.
 - 4. Stress to all of the students that it is important to continue doing these goal activities even after they have reached their goal.
- D. Encourage students to fill in the Pathways Great Race Chart to record their practice for the Great Race Event.

- 1. Ask students if there is anyone having difficulty in filling out this chart.
- 2. Emphasize to students that they should be careful about being outdoors when the weather is extreme. State that they can skip a practice if they remember to do it the next day or when the weather is better.
- 3. Remind students to use *positive self-talk* when they are doing their practice walk/run as a way to encourage themselves.

Reminder:

- 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 the Family Packs in Week 10, Part B.
- ✓ You may wish to arrange for a "room parent" or teachers' aide to assist you with the snack preparation and Family Pack activities in Week 10, Part B.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.
- ✓ Encourage students to do their Walk/Run practice daily for the Great Race.

The Great Race

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he mythologies of the Cheyenne and Sioux, and other people who lived on the Great Plains, speak of ancient times when buffaloes had awesome powers, and even ate people. It was by winning the Great Race, in which all the birds and animals ran, that mankind thereafter had power over the buffaloes.

It is told that the race was run around the Black Hills, in what is now western South Dakota. From a distance the pine-covered hills seem to rise straight out of the plains, but circling the hills there is a beautiful valley which Indian people call the Race Track. The valley was made by the runners circling the hills, and the earth was stained red with the blood of many runners who died of exhaustion.

By winning the Great Race, mankind won power over the buffaloes and all the other animals, and with this power we were also made the guardians of Creation. Do you know why buffaloes have long hair on their chins?

Long ago, when the world was still quite new, buffaloes used to eat people. It is true! The hair on their chins is hair of the people they used to eat. Ya-a-a-a... It is terrible to think about those times

The Creator saw how people suffered. He heard their prayers for help. There came a day when he told Crow to call all living things together to the hills which rise like an island from the center of the great plains. The people, and buffaloes, and every bird and animal heard Crow calling, and they came to the hills from all directions across the plains.

The Creator stood on the highest hilltop, and spoke to them all: "Toké.⁴ Is it right that buffaloes eat people? Or should people eat buffaloes instead? All you tribes of four-leggeds and wingeds will decide. There will be a race around these hills. If the buffaloes win the race, they will still eat people. But if the people win the race, they will eat the buffaloes and all four-leggeds instead. Get ready. Choose

⁴Toké (Toké), an interjection, Listen!

⁵Hó po, v. imp. Expression used by men in addressing many. All right, very well; indicates a willingness in obeying an order or wish.

your fastest runners. Join the side you want to win."

The people chose a young man. He had never lost a race. Even the buffaloes knew he would be hard to beat, but they had a young cow to run for them. She was everyone's favorite, and they were sure she would win.

The animals joined with the buffaloes, because they have four legs. The birds sided with the people, because they have two legs, as we do. Each tribe chose its fastest runner.

Suddenly Wolf and Coyote raised their heads and h-o-w-l-e-d. Ho po!⁵ The runners sped away with a thunder of feet and a great wind of flying birds.

The birds flew ahead like arrows. Magpie beat her wings fast, and even the tiniest birds left her behind. But she had made up her mind she was going to win. She had been thinking things out, and had made a plan. She flew down and sat on Buffalo's back.

The day was hot. The birds were panting, and when they came to a stream they stopped to drink. But they drank too much, and then fell asleep in the trees. The animals swam past them, except for Beaver, whose legs were too short for such a long race, and he slipped into a lovely pool in the shade of the trees. Otter followed, and Muskrat too. Buffalo and the young man took the lead, and the larger animals were staying close behind. Magpie had not made a sound. Nobody had even noticed her sitting on Buffalo's back.

Jack-rabbit was hopping along well until he saw Coyote trotting up behind him. He was so frightened that he fled out onto the plains. He is still there, always wondering who is behind him.

Nobody remembers how long they raced around the hills. It was several days.

Tired runners dropped out all along the way. Prairie Dog wasted his energy chattering at Hawk. Rattlesnake ate Toad and then curled up to sleep. Mouse vanished down a hole when Bear almost stepped on her. Mole and Gopher tunneled along underground, and they still think the race is on.

The young man fell farther and farther behind Buffalo. He had run his best. Nobody could say he would have run better.

Even Buffalo was almost exhausted, and her head hung low. Magpie was still clinging to the thick woolly fur of Buffalo's back. But when Buffalo saw the finishing line, she ran faster in a final effort. All the four-legged animals watching from the hillsides cheered her. They were quite sure she was the winner. Suddenly Magpie flew up from Buffalo's back. Everyone had forgotten about her! She was feeling good and was not tired at all! Magpie flew up toward the sun. And then she swooped down, squawking and squawking, and crossed the finishing line just in front of Buffalo. A great shout of people and birds filled the air.

Magpie, the slowest of all the birds, had won the race of the two-leggeds! Ho hecetu⁶ welo⁷.

The chiefs of the Buffalo Nation told the people, "That was a fair race. Now we are under your power. You will eat us."

And then the Creator spoke to the people: "Use your power wisely. Look after all things that I have made, even the smallest of them. They are all your relatives. Make yourselves worthy of them, and give thanks always." After that the people were shown how to make bows and arrows, and they were given horses. They hunted the buffaloes when they needed meat.

Nobody ever harms Magpie. The people have always been grateful to the birds for taking their side in The Great Race. They honor them when they wear their beautiful feathers.

We can all be a little like the birds. They leave the earth with wings, and we can also leave the world by letting our thoughts rise as high as the birds fly.

It is also told that Magpie flew so near the sun, that the sun's iridescent colors are in her tail—and, in the night sky, what we know as the Milky Way, are the clouds of dust raised by the runners. The Great Race was the start of many things.

⁶Hécetu, adv. That is the way!

⁷Welo, a particle, used to "stress a fact" and is yelo when a man speaks or yele when a woman speaks.





Why I Like to Exercise!

Directions: Here is a list of reasons why people like to exercise. Put a check mark by every reason why YOU like to exercise. If some of your reasons are not on this list, write them on the blank lines.



Reasons to Exercise

- Makes me feel good!
- It's fun to do!
- It keeps me healthy!
- It makes me sweat!
- It's fun to do with my friends!
- It gives me something to do!
- It makes my heart stronger!
- It makes me better at sports!
- It makes me stronger!
- It's something I can do with my family!
 - It gives me energy!

- \Box It's a good way to make new friends!
- \Box It helps me learn new things!















Week 9-B Activity 2



Example #1







Example #2



