



FINALE: Our Pathways Great Race

Purpose: Provide an opportunity for students to apply the knowledge, attitudes, and behaviors learned in Pathways, and to establish social support for healthful eating and exercise.

Lesson Objectives - Students should be able to:

- discuss at least five things they have learned from their Pathways lessons.
- describe two new behaviors they now do because of Pathways.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	10		Cassette Player Theme Music Cassette Their Traditional Names Cassette
2. Great Race Board Game	25	Game Board Question Cards "Take a Chance" Cards Die and Player Tokens	
3. Goal Check for Goal #6	10	Goal #6 Sticker Individual Story Stick	

Activity 1 Storytelling and Discussion

A. Prepare students for this last week of the Pathways Journey.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will find out what traditional names were given to Amanda and Daryl by their Grandparents
3. Turn off the Pathways Theme Music cassette.

B. Play the cassette tape, “*Their Traditional Names*,” ¹ to the class.

Teacher Note: A script of “Their Traditional Names” is located in the manual at the end of this week.

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

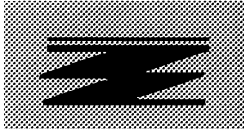
- Review what Daryl did to earn his traditional name.

Answer: Daryl was out of shape so he started doing practice walking and then finally started running. Grandpa said that he was the best in their family. This meant that he might not be the best runner in the community but in that family, Daryl was a good runner.

¹ *Flesh-Kincaid Grade Level 5.67*

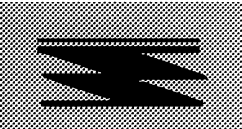
- Review how Amanda earned her traditional name.

Answer: She was caring and always helped Daryl and others. She supported her friend Stephanie and liked to give a helping hand to others.



Activity 2

The Great Race Board Game



- A. Announce to students that they will now play a special game called the **Pathways Great Race Board Game** which will help them to remember their fourth grade Pathways classes.
1. Instruct students to listen very carefully as you explain the directions to this game.
 - Each *Pathways Team* will be given a game board, “?” (Question) cards, “Take a Chance” cards, a die, and each team member will have their own marker.
 - Place the “?” cards face down in the “?” rectangle on the game board.
 - Place the “Take a Chance” cards face down in the “Take a Chance” rectangle on the game board.
 - The object of this game is to successfully complete a “Pathways Great Race” around the track on the game board.
 - In order to run this race around the track, each member in the team takes a turn to throw the die and then move the marker that number of squares.

Week 12 — Part A

- Then, if the marker lands on a “?” square, the team member to the left of the player draws the “?” card and asks the player to answer the question written on the card.
 - If the player answers the question correctly, the player can move their marker the number of spaces that are directed by the card.
 - If the player cannot answer the question, it is time for the person that just asked the question to take their turn with the die and then move their own marker the number of spaces indicated by the die.
 - Then, if the marker lands on a “Take a Chance” square, the player can decide whether or not to draw the “Take a Chance” card.
 - If the player decides to draw the “Take a Chance” card, the player must move the number of spaces forward or backward as indicated on the card.
 - If the player decides not to draw a “Take a Chance” card, the player must remain on the same square until their next turn.
2. Stress that all players need to finish the Pathways Great Race so each team will play until each team member has crossed the finish line.
- B. Demonstrate the game by throwing the die, moving a marker the number of spaces indicated, and then — depending upon which space your marker has landed — either have a student draw one of the “?” cards and ask you a question. Or if the marker landed on the “Take a Chance” space, draw a card, read it aloud, and then show students how you are moving your marker as indicated by the card.

C. Divide the class into their *Pathways Teams*.

1. Distribute the game materials to each team: the Pathways Great Race game board, “?” cards, “Take A Chance” cards, a die, and a different colored marker for each team member.
2. **Optional:** Have students select their own object to use as a marker.
3. Explain to team members that each one must throw the die to determine the order for taking turns and then start the game with the person who receives the highest number.
4. Instruct teams to begin playing the **Pathways Great Race Board Game**.
5. Emphasize that when all team members have crossed the finish line, they can shuffle the cards and start a new game, **as time permits**.
6. Monitor the teams as they play this game.

D. After all the teams have had time to complete at least one game, congratulate the students on remembering so many things about Pathways.

E. Suggest other times that students may have the opportunity during the remainder of the school year to play the **Pathways Great Race Board Game**.

Activity 3 Goal Check for Goal #6

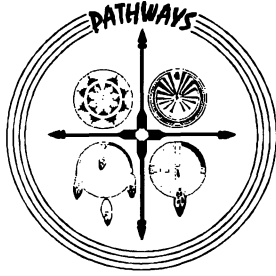
- A. Instruct students to find **Pathways Page 17: Fourth Grade Goal #6** in their *Pathways Folder*. Explain that they are now going to check the sixth Pathways goal that they set last week.
1. Use your goal sheet to point to the Goal Check and ask students to find it on their sheet.
 2. Explain that if they did choose to eat the lower-fat food item that they wrote down in their Goal Statement, 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 to show that they did it.
 4. Tell the Pathways Goal Partners to share what was the lower-fat food item that they ate to reach their goal. They should also discuss some of their favorite foods that they like to eat for snacks or for meals.
 5. Instruct Pathways Goal Partners to sign on the line of each other's sheet to show that they supported their partner and helped them to reach their goal.
- B. Announce that you reached the goal you set, fill in the Goal Check, and have your Pathways Goal Partner sign his/her name on the sheet.

- C. Ask for a show of hands of how many students reached Goal #6, and congratulate those students.
1. Call on a few students to name some of the low-fat foods that they ate, **as time permits**.
 2. Distribute a **Goal #6 sticker** to each student who has reached their goal, and instruct them to paste it on their 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 low-fat foods that they chose, they should ask their Pathways Goal Partner to help them to decide on another food item to try to eat or other times that they might have the chance to eat low-fat foods.
 3. Emphasize to students the deadline that you have selected when **all goals** must be completed.

Week 12 — Part A

Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Remind students to continue their Walk/Run practice daily for the Great Race Event.
- ✓ Encourage students to do Exercise Breaks **outside of school time.**



FINALE: Our Pathways Great Race

Purpose: Evaluate physical activity plans in preparation for a culminating event and review and reinforce lessons learned in Weeks 1-12.

Lesson Objectives - Students should be able to:

- describe three things they are doing in preparation for the Pathways Great Race event.
- participate in the Pathways Great Race.
- describe their Body Cues during the Pathways Great Race.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Summary of the Program	30	Team Pinnies Markers	Cassette Player Theme Music Cassette Great Race Chart
2. Family Pack	15	Week Eleven Sticker Individual Story Stick	Return Card Box
3. Great Race Event	30		Supplies for Race Lively Music Cassette Flour, Cones, Tables Optional: Balloons



Activity 1

Summary of the Program



A. Prepare students for this last class in Pathways.

1. Turn on the Pathways Theme Music cassette.
2. Congratulate students on continuing their preparations for the Pathways Great Race Event.
3. Turn off the Pathways Theme Music cassette.

B. State that there are several important messages in Pathways that they have learned in the Fourth Grade.

1. Remind students that they will continue to have fun exercising and playing active games in **Pathways PE** and **Recess**.
2. Encourage students to continue choosing **Everyday Foods** whenever they are able to make this choice.
3. Remind students that their **school breakfasts and lunches** include many great **Everyday Foods**.
4. State that students should remember the ways of their Great-Great-Grandparents and their messages for living a healthy life.

- C. 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 all of Pathways.
 2. Ask students to write a word or phrase or to draw a picture that represents what they remember as being the best about Pathways within **Week 12**.
 3. Allow time for students to complete this activity.
- D. Ask students who completed **Goal #6: Choosing Low-Fat Foods at a Store** to hold up their hand.
1. Locate the Goal #6 icon above **Reaching Our Goals!** on the Pathways Story Stick.
 2. Place the sticker for Goal #6 inside the Goal #6 icon.
 3. Congratulate the students on their successful completion of this goal.
 4. Point out the six Goals on the Pathways Story Stick that were set during the fourth grade Pathways.
- E. Congratulate all students for their work in reaching these goals.

Week 12 — Part B

F. Review with students these last six weeks of Pathways.

1. Ask students to name the Pathways Nations on the **Pathways Nations Map**.
2. Have the class read aloud the names of the posters that they used in this class to learn about healthy eating and physical activities:

Everyday Foods

Everyday Physical Activities

Sometimes Foods.

3. **Optional:** Since this is the last week for Pathways class, have students take a class picture with their individual Story Sticks.

G. Congratulate students on the successful completion of their Story Sticks.


1. Tell students that their Story Stick will be displayed in the hallways at the school to show all students that they have completed their Pathways classes.
2. After this display is concluded, students may take their story sticks and their *Pathways Folders* home to their families as a reminder that they reached their goals and completed the Pathways classes.



Activity 2 Family Pack




- A. Remind students to continue to bring back their return card and place it in the Return Box even after this class.
 - 1. Ask those students who brought back three or more return cards to raise their hands.
 - 2. Instruct these students to show you their stickers on their Story Stick while you distribute the **Special Reward**.
 - 3. Congratulate all students who received the **Special Reward**.
- B. Encourage students who still need to bring back a return card/s to do so as soon as possible for their **Special Reward**.
- C. Arrange a time to privately talk with any students who is having problems returning at least three cards so you can help them figure out a way to complete them.



Activity 3

The Great Race Event



Teacher Note: It is optional whether or not your classroom seeks donations for the Pathways Great Race Event. Such donations may purchase T-shirts or other supplementary items. This decision is based upon how you decide to organize the Pathways Great Race Event.

- A. Explain to students that they will complete their preparations for the Pathways Great Race Event.
 1. Have students complete the dates and minutes for their practices and determine how many times they have practiced for the Pathways Great Race Event.
 2. Ask for a show of hands as to how many students have filled all of the slots to date showing that they have completed all their practices.
 3. Congratulate students and tell them that they will get the opportunity to demonstrate their skills during the Pathways Great Race Event.
- B. Explain to students they will make a pinnie which will identify them as a member of their team during the Pathways Great Race Event.
 1. Divide students into their *Pathways Teams* and distribute a sheet of paper with the team animal to each team member for their pinnie.

2. Have students write their name and an assigned race number within each sheet.
 3. **Optional:** Allow students to place additional designs around their pinnie.
- C. Have students complete preparation for the Great Race Event through setting up their course.

<p>Teacher Note: If possible, request the Physical Education teacher assist with the Great Race Event.</p>

1. Explain to 4-5 student volunteers that they need to place activity cones at the 1/2 mile points of the two mile distance on this course.
2. Give 2-3 student volunteers white flour to mark the start/finish line which is to be located between two cones.
3. **Optional:** To give a festive look to this activity, tie or tape balloons on strings to the cones at the start/finish line.
4. Have another 2-3 student volunteers place a cooler filled with a beverage, such as water or a fruit juice, paper cups, and a garbage container in an area near the start/finish line.

Week 12 — Part B

D. Set up a table at the start/finish line to hold the following items:

- Sign-In sheet
- First aid kit
- Boombox (battery operated)
- Cassette tapes of lively, fun music
- Student Pinnies

E. Ask the Principal, PE teacher, other school staff members, or members of the community to lead students in warm up exercises.

1. Allow time for students to sign-in, and find their team members.
2. Instruct students to attach their pinnies with two safety pins on their chest.
3. Encourage everyone to warm up with a simple stretching routine to music that will set the spirit for the event.

F. Instruct all *Pathways Teams* to move to the start/finish line and get ready for the Great Race.

1. Announce that the two mile Walk/Run will begin with the sound of a whistle, bell, horn, etc.
2. Emphasize that a Walk/Run is to complete a two-mile distance and that everyone is encouraged to continue until all participants have crossed the finish line.
3. Inform everyone that there is a beverage, water or fruit juice, available at the finish line.

- G. Start the Walk/Run with the sound of a whistle, bell, horn, etc.

- H. Ask the Principal or a member of the community to hand out ribbons to each student as they cross the finish line.
 - 1. Play a lively music cassette and encourage everyone to cool down and as they mingle around the finish line and the refreshment table.
 - 2. Congratulate or have someone officially thank the students (and their families, if invited) for their participation in the Walk/Run of the Great Race Event.

- I. Remind the students of the **Fourth Grade Celebration** event to take place and **give the date**.
 - 1. Encourage students to remind their families about this end of Pathways celebration.
 - 2. Instruct students to continue to practice their agenda items for their presentation at the celebration.
 - 3. Congratulate everyone on their participation in the Walk/Run activity.

- J. Assign or ask for volunteers to assist with the clean up at the conclusion of this event.

Week 12 — Part B

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Prior to the Pathways Celebration, be sure to complete the Student Certificate and sign your name.
- ✓ After the Pathways Celebration, be sure to have students write notes to Food Service Staff, Custodians, Community Elders, and any parents that assisted, thanking them for taking part in Pathways this year.
- ✓ Encourage students to continue to do their Exercise Breaks anytime.
- ✓ Have students take home their Pathways Folders and Story Sticks after the Pathways Celebration.

Their Traditional Names

Both Daryl and Amanda were excited as they arrived at school. It was Native American Week. The students were celebrating the history and culture of their tribal group.

Yesterday they had traditional deer stew for lunch. The cooks were so happy to make these foods. Visitors came from the community and many speeches were given in the gymnasium.

Today they were going to have another assembly. This time Grandpa and Grandma were going to be the guest speakers. They were going to announce the traditional names they had decided to give Amanda and Daryl.

All that morning, Daryl was teased by his friends. They knew that this was his special day. Even Amanda had butterflies in her stomach when she talked with Stephanie. She had put on her best clothes to show her pride in getting her new name.

It was finally time for the culture assembly. As the students walked into the gymnasium, they noticed that most of the community had come to spend the afternoon. In front of their families, all of the students were on their best behavior.

The teachers and the Principal spoke about the importance of culture. Then, the community people talked about culture.

At last, Grandpa and Grandma came to the front of the room. Behind them were Daryl and Amanda's parents. All of them were smiling and wearing clothes that were made just for this special occasion.

Daryl could hardly wait. He sat as still as he could but his feet just would not stop shifting here and there.

Soon Grandpa was talking. He was explaining how important it is to respect your tribal heritage. He said, "Our people are losing their culture because it is too easy to turn on the TV. Being a Native American has never been an easy life. Your heart and mind need to be strong. Without knowledge of your people, your future is cloudy."

He paused and then said, "I want to thank the parents for keeping our cultural teachings alive. Also, I want to thank our Principal and all the teachers for helping our grandchildren to learn about their culture. This is a very special day for Daryl and Amanda. Today, Grandma and I have decided to honor our grandchildren with traditional names." →

Daryl and Amanda walked to the front of the students and stood by Grandpa, Grandma, and their parents. There was a hush as the whole room watched.

“Listen, everyone! These young grandchildren are Daryl and Amanda White Horse. From this time, Daryl will be known as *Iyanka*¹ (Runner), and Amanda will be known as *Cante Ohitika Win*² (Brave-Hearted Woman).”

At that moment, the whole place was filled with shouting and cheering as the students and community stood and clapped in appreciation.

After a few moments, Grandpa spoke. He said, “*Iyanka* is a name that describes how Daryl has worked so hard to practice to become a runner. He is doing good at

this. And, he is much faster and better than anyone else in his family.”

Grandma stepped forward. She said, “*Cante Ohitika Win* is a name with great honor. Amanda has shown that she treasures her tribal culture and she has worked hard to learn many of our old ways. She thinks kindly of other people and tries to help others with a lending hand. She is fitting to be called *Cante Ohitika Win*.”

Daryl and Amanda smiled proudly at hearing their new names. They would take these names throughout their whole life. They knew that they would always treasure being *Iyanka* and *Cante Ohitika Win*.

¹ *Iyanka* (E-yan-ka) Lakota word for a powerful runner

² *Canté Ohitika Win* (Can-te O-hi-ti-ka) Lakota word for a brave-hearted woman.

PATHWAYS

Great Race

**Illustrations by Justin LeBeau, 16 years old
a member of the Oglala Lakota Nation**



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**You played active games
after school this week!**

Move **ahead** 3 spaces.

**You played Action Bingo
at home with your family!**

Move **ahead** 1 space.

**You helped a friend
reach a Pathways goal.**

Move **ahead** 2 spaces.

**You chose pretzels to eat
for a snack instead of
sunflower seeds.**

Move **ahead** 2 spaces.

**You chose 1% milk to drink
for lunch.**

Move **ahead** 3 spaces.

**At lunch you chose a new
vegetable and enjoyed
eating it.**

Move **ahead** 2 spaces.

**You chose water to
drink when you were
thirsty.**

Move **ahead** 3 spaces.

**You and your family team
set a goal to eat more
fruits and vegetables.**

Move **ahead** 3 spaces.

**You made some Cracker
Creations for your family.**

Move **ahead** 2 spaces.

You used positive “Self-Talk” to help you practice for the Pathways Great Race.

Move **ahead** 3 spaces.

You bought only Sometimes Foods at the store this week.

Move **back** 2 spaces.

You forgot all about jumping rope with the jump rope you received in Pathways during third grade.

Move **back** 1 space.

Oops! You forgot to practice this week for the Pathways Great Race.

Move **back** 2 spaces.

Last weekend you forgot all about doing physical activities and watched television instead.

Move **back** 2 spaces.

You chose 2% milk instead of 1% milk in the lunch line this week.

Move **back** 2 spaces.

You chose pop to drink when you were thirsty instead of water.

Move **back** 2 spaces.

You forgot all about sharing the Family Packs with your family.

Move **back** 2 spaces.

You let negative “Self-Talk” keep you from practicing for the Pathways Great Race.

Move **back** 1 space.

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Name 2 vegetables that can be eaten cooked or uncooked.

Player may move ahead 1 space for each correct answer.

Name 2 active games you like to play after school.

Player may move ahead 1 space for each active game named.

Name 2 active games you play in Pathways PE.

Player may move ahead 1 space for each correct answer.

Name 2 vegetables you have eaten at school lunch.

Player may move ahead 1 space for each vegetable named.

Name 2 green vegetables.

Player may move ahead 1 space for each correct answer.

Name 1 fruit that begins with the letter "p"?

Player may move ahead 1 space for each correct answer.

Name the Pathways Nations.

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

Player may move ahead 1 space for each correct answer.

Name 2 active games you like to do during the weekend.

Player may move ahead 1 space for each activity named.

Name 1 fruit that is served at school breakfast.

Player may move ahead 1 space for a correct answer.

Name 2 Everyday Beverages.

- (• water*
- diet pop*
- sugar-free Koolaid*
- skim or 1% milk*
- 100% fruit juice*
- sparkling water)*

Player may move ahead 1 space for each correct answer.

Why is regular pop NOT on the Everyday Foods list?

(Regular pop has a lot of sugar in it)

Player may move ahead 2 spaces for the correct answer.

Why is 1% milk on the Everyday Foods list, but whole milk isn't?

(1% milk has less fat in it than whole milk)

Player may move ahead 3 spaces for the correct answer.

Name 2 active games you play during recess.

Player may move ahead 1 space for each correct answer.

Name 2 vegetables you have eaten at school lunch.

Player may move ahead 1 space for each vegetable named.

Name 2 vegetables you like to eat at home.

Player may move ahead 1 space for each vegetable named.

What name did your family choose as your team name for the Family Packs?

Player may move ahead 1 space for saying the team name.

Name 2 American Indian or Native American games you liked to play during Pathways this year.

Player may move ahead 1 space for each game named.

Name 1 fruit you eat for breakfast at home.

Player may move ahead 1 space for naming a fruit.

**Can you show 1 jump
you did in the Jumping
for Fitness game?
Stand up and show us.**

Player may move ahead 2 spaces
for showing a jump.

**Name 2 Everyday
Beverages you like to
drink.**

Player may move ahead 1 space
for each Everyday Beverage
named.

**What is the very best
beverage to choose to
drink when you are
thirsty?**

(water)

Player may move ahead 3 spaces
for the correct answer.

**Name 2 of your favorite
diet pops.**

Player may move ahead 1 space
for each diet pop named.

**Name 2 people who have
helped you live a healthy
life.**

Player may move ahead 1 space
for each person named.

**Name 2 Everyday Foods
that would taste good
added to low-fat vanilla
pudding.**

Player may move ahead 1 space
for each Everyday Food named.

**Name 2 ways in which you
are helping your family or
friends.**

Player may move ahead 1 space
for each way named.

**Name as many of the five
body cues as you can.**

- 1. breathing hard*
- 2. warm face*
- 3. sweating*
- 4. faster heartbeat*
- 5. working muscles*

Player may move ahead 1 space
for each body cue named.

**What is the name we
learned in Pathways for
foods that are low
in fat?**

(Everyday Foods)

Player may move ahead 2
spaces for the correct answer.

Name 2 reasons why you like to do exercise breaks.

Player may move ahead 1 space for each reason given.

Name 2 Everyday Foods you could wrap string cheese around for a great Everyday Snack.

Player may move ahead 1 space for each Everyday Food named.

Name 1 physical activity you did for a goal.

Player may move ahead 2 spaces for naming the activity.

4 grams of fat is equal to about how many teaspoons?

(4 grams of fat = 1 teaspoon)

Player may move ahead 2 spaces for giving the correct answer.

What are Sometimes Foods?

- (• Foods that have a lot of fat.*
- Foods that are fried.*
- Foods that have fat added when cooked or served.*
- Pop and other beverages that have a lot of sugar in them.)*

Player may move ahead 1 space for each that is named.

How often should you eat Sometimes Foods?

(once-in-awhile, not every day)

Player may move ahead 1 space for correct answer.

Name 2 Everyday Beverages that you like to drink instead of pop.

Player may move ahead 1 space for each Everyday Beverage named.

Can you show 2 of the actions in the Turn-Around Game? Stand up and show us.

Player may move ahead 1 space for each action shown.

Which snack did your family like the most in the Family Snack Packs you took home?

Player may move ahead 1 space for naming the snack.

Can you show 1 of the actions you did in the Action Bingo game? Stand up and show us.

Player may move ahead 2 spaces for showing the action.

Name 2 Everyday Foods that would be good to eat on top of saltine crackers.

Player may move ahead 1 space for each Everyday Food named.

Name 2 physical activities that the great-great grandparents did.

Player may move ahead 1 space for each activity named.

Name 3 Everyday Foods you can buy at the store.

Player may move ahead 1 space for each Everyday Food named.

What are Everyday Foods?

- (• Foods 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, or other beverages that have little or no sugar.)*

Player may move ahead 1 space for every one named.)

Name 1 fruit you chose this year in the lunch line at school.

Player may move ahead 1 space for naming the fruit.

Name 1 vegetable you chose this year in the lunch line at school.

Player may move ahead 1 space for naming the vegetable.

Do you remember the Water Rap? If you remember it, say it aloud.

*(When you're thirsty,
Here's what to do -
Choose water to drink.
It's best for you!)*

Player may move ahead 3 spaces for each saying the rap aloud.

Name as many of the five food groups as you can.

- 1. Fruits*
- 2. Vegetables*
- 3. Bread, Rice, Pasta, Cereals*
- 4. Milk, Cheese, Yogurt*
- 5. Meat, Poultry, Fish, Dried Beans)*

Player may move ahead 1 space for each food group named.

**The Navajo story “A
Tiny, Little Snail” told
about the importance of
drinking what beverage?**

(water)

Player may move ahead 2 spaces
for the correct answer.

**Name 2 reasons why you
should try to do physical
activities every day.**

Player may move ahead 1 space
for each each reason named.

**Name 2 physical
activities your family
likes to do.**

Player may move ahead 1 space
for each activity named.

**Name 3 of your favorite
vegetables.**

Player may move ahead 1 space
for each vegetable named.

**Name 3 of your favorite
fruits.**

Player may move ahead 1 space
for each fruit named.

**Name 1 way you can help
friends reach goals
they have set.**

Player may move ahead 2
spaces for naming a way that
would be helpful

**What do we call those
feelings – like faster
heartbeat or breathing
hard – that we have
when we exercise?**

(Body Cues)

Player may move ahead 2 spaces
for the correct answer,

**Why are most foods
eaten by the great-great
grandparents healthy for
you to eat?**

(They are low in fat.)

Player may move ahead 1 space
for the correct answer.

**Name 2 Everyday Foods
you could buy for a snack
at the store.**

Player may move ahead 1 space
for each Everyday Food named.

Name 2 of the Exercise Breaks that we have done in class this year.

Player may move ahead 1 space for each one named.

Is there fat in fresh or canned fruits?

(No)

Player may move ahead 2 spaces for giving the correct answer.

Is there fat in fresh vegetables?

(No)

Player may move ahead 1 space for giving the correct answer.

Name 3 fruits that are made into juice.

Player may move ahead 1 space for each fruit named.

Name 2 red vegetables.

(beets, tomatoes, radishes, or red potatoes)

Player may move ahead 1 space for each vegetable named.

Which has the lowest amount of fat – 2% milk or 1% milk?

(1 % milk)

Player may move ahead 2 spaces for giving the correct answer.

If your physical activity goal was to go for a walk or ride your bike, and it is pouring down rain, what could you do for exercise in your house?

Player may move ahead 2 spaces for naming a physical activity they could do in their house,

The story The Great Race tells about a race that took place on the land of which Pathways Nation?

(Oglala Lakota)

Player may move ahead 2 spaces for the correct answer.

Name 1 positive “Self-Talk” message you could give yourself that would help keep you practicing physical activities.

*(Possible answers: I like to practice.
I feel better after I practice.
I can do this.
I can keep going – I’m almost done.)*

Player may move ahead 2 spaces for naming a self-talk message.

Which has the lowest amount of fat – potato chips or pretzels?
(pretzels)

Player may move ahead 2 spaces for giving the correct answer.

In the O’odham story “The Cooperative Village,” we learned about the importance of cooperation. What does “cooperation” mean?

(It means being helpful or working with others.)

Player may move ahead 2 spaces for giving the correct answer.

Name 1 Sometimes Food you often eat and then name 1 Everyday Food you could eat instead.

Player may move ahead 2 spaces for naming the Everyday Food.

Name 2 active games you learned to play in Pathways this year.

Player may move ahead 1 space for each game named.

Name 2 vegetables that would be good to add to soup.

Player may move ahead 1 space for each vegetable named.

If you usually buy candy bars or sunflower seeds at the store, name 2 Everyday Foods you could buy instead.

Player may move ahead 1 space for each Everyday Food named.

If the label on a package of doughnuts shows that there are 12 grams of fat in 1 doughnut – about how many teaspoons of fat are in that doughnut?

(12 grams ÷ 4 = 3 teaspoons of fat)

Player may move ahead 3 spaces for giving the correct answer.

Name 2 of the foods that Ishkiin ate to keep alive in the story “Apache Traditional Foods” that we heard in class.

(Acorns, deer meat, wild bananas, cabbage, tomatoes, and berries)

Player may move ahead 1 space for the correct answer.

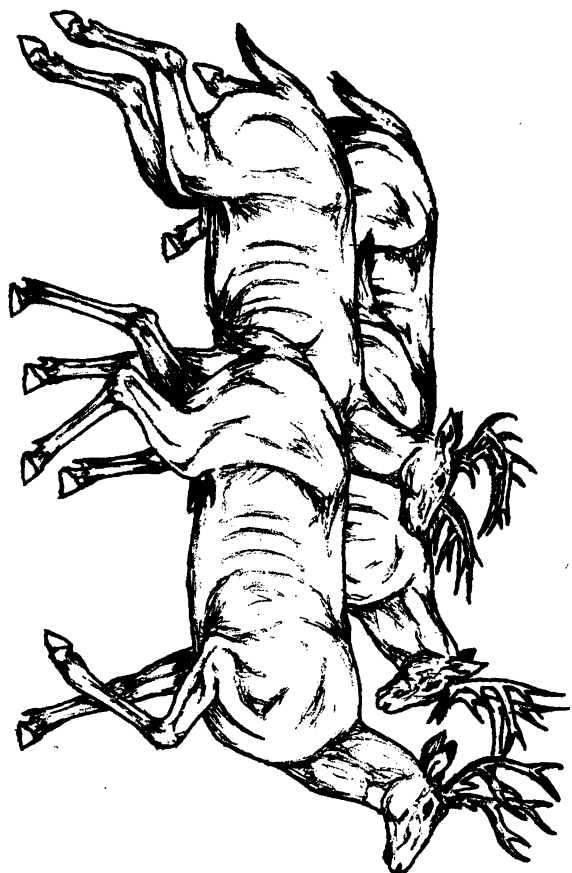
In Goal #6, we had to name an Everyday Food to buy at the local store. What Everyday Food did you choose to buy?

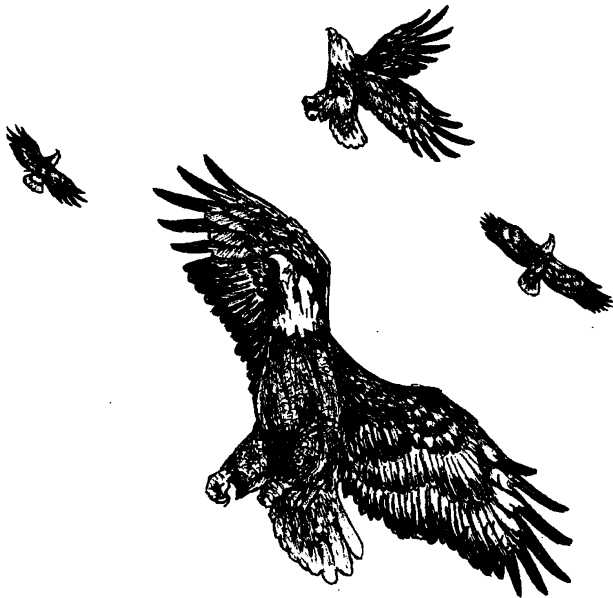
Player may move ahead 1 space for the Everyday Food they chose to buy.

















Certificate of Completion

Awarded to

for participating
in the
Fourth Grade
PATHWAYS Program



Date

Teacher

PATHWAYS Staff