

LEARNING from OUR JOURNEY

Purpose: To reinforce knowledge and skills that contribute to eating fruits and vegetables and being physically active.

Lesson Objectives - Students should be able to:

- discuss the three goals they have reached during their Pathways Journey.
- identify healthy behaviors for eating well and being physically active.
- · evaluate Pathways activities through concept mapping.

Lesson Outline			
Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette
2. Goal Check	20	My Pathways Goals Goal #1, #2, #3 Stickers	Go for the Goals Chart
3. Activity Book Assignment – My Pathways Journey		Activity Sheet 11	Chalkboard and Chalk

PATHWAYS Project 6 A - 7



Activity 1 Theme Story and Discussion



- A. Prepare students for this lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Explain that Daryl and Amanda meet a mysterious person on a bus and that the class will do an activity to recall their Pathways Journey.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Read the following story, *The Strange Box*, to the class.

efore Amanda and Daryl left the O'odham¹ people, Daryl did enter the two-mile run/walk. He struggled and huffed and

puffed to make it over the Finish line. Daryl said, "Gosh, I need to have more strength to dance." He remembered his uncle had promised to teach him how to fancy dance. Daryl knew he needed to practice walking and jogging to get into better shape.

Afterwards, Daryl and Amanda got on the bus to go home. They knew that their parents would be happy to see them. They could share with them all the things they had learned in Pathways.

Also, how much fun it is to be healthy.

While they were busy talking, the bus stopped to pick up more passengers.

One of them was a woman wearing a large orange hat. She carried a large, heavy looking box. She seemed wise, yet mysterious. The bus driver offered to help her with the box. But, she said, "No, thank you", and carried it herself. Other passengers offered to help her. Again, she would not let anyone touch the box.

The strange woman took a seat across from Amanda and Daryl.

"What a weird lady," thought Amanda.

"What a weird hat," thought Daryl. He covered his mouth to keep from laughing out loud.

Daryl turned and whispered to Amanda, "I wonder what is in that box?"

The bus driver started up the engine. Suddenly he turned it off. He turned to the passengers and said, "There is a big problem with the bus engine. I will have to fix it before we can leave." He added, "If you like, you can get off the bus to stretch your legs."

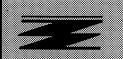
Everyone stood up and began leaving their seats. Amanda and Daryl waited for the others to pass down the aisle. The lady in the orange hat stared hard at Amanda and Daryl. Then, she got up and left. They watched as she walked out of the bus.

Daryl just couldn't control himself any more. He moved closer towards the box.

Amanda said, "Daryl, forget that box. Let's get off the bus and walk around."

- C. Discuss the possible ideas about what could be inside the box.
 - 1. Ask students what they think is in the box.
 - 2. Announce to students that they will find out more in the next Pathways class.





- A. Explain to students that this is the last week they will have a Pathways class until after the Holidays.
- B. Ask if there are any more students who have now reached their Goals #1, #2, and/or #3, but have not yet received goal sticker/s.
 - 1. Tell those students to find their My Pathways Goals chart.
 - 2. Distribute two stickers for each goal they have now reached, and instruct them to paste one over the goal/s on their chart.
 - 3. Call on students to paste their other sticker/s on the **Go for the Goals** chart.
- C. Congratulate the class for completing all (or "almost all," whichever is applicable to your class) three goals and filling in the whole circle on the Go for the Goals chart.
 - 1. Tell students to applaud or give a loud cheer for the success of the class reaching their Pathways goals. Encourage them to remember to keep doing physical activities and eating vegetables and fruits.
 - 2. Announce to the class the date and time they will celebrate reaching their goals. They will do the special activity that they choose to do in Week 3. This was to

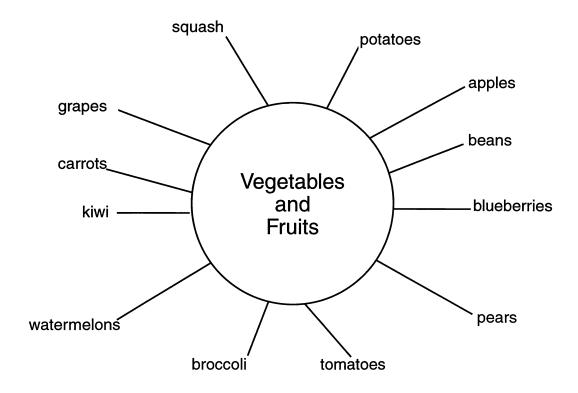


Activity 3 Activity Book Assignment My Pathways Journey



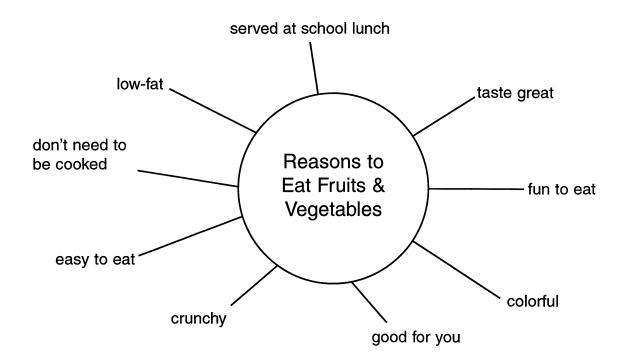
- A. Tell students to turn to Activity Sheet 11 My Pathways Journey in their activity book.
 - 1. Explain to students that they are now going to think about what they liked during the past six weeks in the Pathways Journey.
 - 2. Instruct them to read and think carefully about the questions listed on this activity sheet, and then write down their own answer to each question.
 - 3. Explain that the class will discuss some of their answers after everyone has answered the questions.
 - 4. Allow students time to complete this activity sheet.

- B. Draw a circle on the chalkboard, label it "Veggies and Fruits," and call on students to name some of the vegetables and fruits they have eaten in school meals and at home.
 - 1. Map around the circle those vegetables and fruits that students have identified. (See example below.)



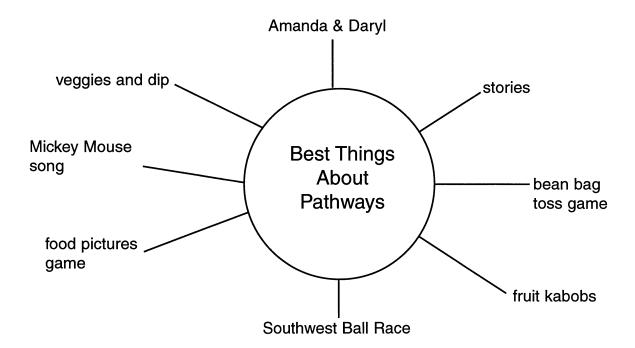
2. Encourage students to eat the vegetables and fruits served in school breakfast and lunch, and at home.

- C. Draw another circle on the chalkboard, label it "Reasons to Eat Fruits and Vegetables" and call on students to name some of the reasons to eat fruits and vegetables in school lunch and at home.
 - 1. Map around the circle the reasons that students identified. (See example below.)



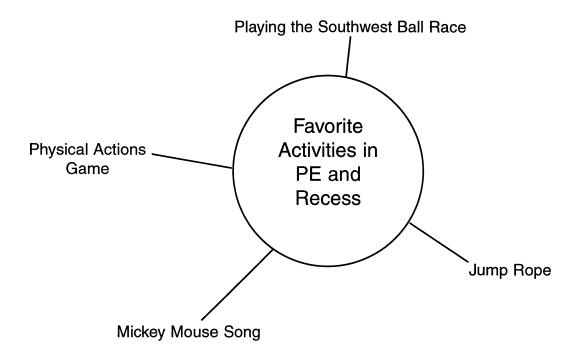
2. Congratulate students on naming so many reasons to eat fruits and vegetables.

- D. Draw another circle on the chalkboard, label it "Best Things About Pathways" and call on students to name what they liked the most about Pathways.
 - 1. Map around the circle whatever the students identify as having liked about Pathways. (See example below.)



2. Discuss some of the things students identified.

- E. Draw another circle on the chalkboard, label it "Favorite Activities in PE and Recess" and call on students to name some of the games and physical activities they liked the most about Pathways.
 - 1. Map around the circle the games or physical activities that students identify as their favorite activities in PE and Recess.



- 2. Discuss with students their favorite activities.
- F. Emphasize to students that they will be doing many more fun and interesting things in Pathways class during the second part of their journey after the holidays.

Reminder:

✓ Complete the Evaluation Form for this lesson.



LEARNING from OUR JOURNEY

Purpose: To encourage students to continue their goals to eat healthful foods and to be physically active.

Lesson Objectives – Students should be able to:

- demonstrate the Pathways Turnaround Exercise Break.
- discuss the behaviors they have learned for eating and being active on the Pathways Journey.

Lesson Outline			
Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10	Box of Jump Ropes Activity Sheet 12	Cassette Player Theme Music Cassette
2. Turnaround Game	10		Overhead Projector Visual Aid D
3. Family Pack	5	Family Pack Stickers Star Chart Special Reward #1 Family Pack Handout	
4. Summary of the Week and First Half of Pathways	10		



Activity 1 Theme Story & Discussion



- A. Prepare students for today's lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Explain to students that they will need to be good listeners while you read about the lady with the orange hat.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Have students recall the Theme Story from last week.
 - 1. Ask if anyone has guessed what was in the box on the bus.
 - 2. Show students that your class has received the "box" and announce that they will find out the answer when you open the mysterious "box" next to you.
- C. Before you open the "box," read aloud the following story, *In the Box*, to the class.

aryl did not realize that as he moved towards the box, it was moving away from him. Before he knew it, the box dropped off the seat and fell on the floor of the bus. Daryl jumped back.

Amanda grew concerned. She said, "What if there was something that could break inside the box."

"What shall we do?" asked a worried Daryl.

Just then, the weird lady returned to her seat on the bus. Daryl and Amanda did not notice that she was standing behind them. "Are you surprised?" she asked. Daryl was surprised!! His heart jumped ten feet into the air. It started pounding and he felt his face turning red.

"I'm sorry," said Daryl.

The lady smiled and said, "That's okay. Nothing broke. I bet that you would like one of the gifts in this box." She opened it. "You can take one for yourself and one for your sister."

Daryl couldn't believe it. A gift from the lady.

The lady continued talking, "I am a PE teacher and I am taking this box to my Pathways school."

- D. Pick up "the box" and ask students to sit very, very quietly as you **slowly open the box** in the classroom.
 - 1. Build suspense as you look inside with surprise.
 - 2. Ask students one last time if they wish to guess what is in the box.
 - 3. Show the jump ropes that are in the box and decide when to distribute a jump rope to each student.
 - 4. Tell students that this is their own jump rope to take home. Explain to students that they can use the jump rope now, and during the following months when it is too cold to be outside.

- E. Instruct students to turn to **Activity Sheet 12 Jump Rope Raps** in their activity book. It contains raps for jumping rope.
 - 1. Encourage students to learn these raps and to use the jump rope at home.
 - 2. Read aloud the raps on this sheet.
 - 3. Tell students that they will practice using the jump rope during **Pathways PE** class or during recess.



Activity 2 Turnaround Game



- A. Explain to students that they will now do a fun exercise break called the "Turnaround Game."
 - 1. Ask students to stand by their desks with sufficient room between students or have students make a circle. Caution students not to bump other students or desks.
 - 2. Using **Visual Aid D**, introduce the Turnaround Game with a slow pace in Part I and increasing the pace in Part II.
 - 3. Tell students to look at you or choose a student who will help you demonstrate the action movements.
- B. Lead students in the Turnaround Game using the following instructions.

Follow along as we go through the first actions:

Clap your hands twice (demonstrate, cue: Clap-Clap) Slap your thighs twice (demonstrate, cue: Slap-Slap)

Put your fists together and tap them twice on top, and twice on bottom (demonstrate, cue: Fist–Fist)

Open up your left hand and tap that with your right fist twice (demonstrate, cue: Open–Open)

Open up your right hand and tap that with your left fist twice (demonstrate, cue: Open–Open)

Tap your left elbow twice with your right fist (demonstrate, cue: Elbow-Elbow)

Tap your right elbow twice with your left fist (demonstrate, cue: Elbow–Elbow)

Now, let's put all the actions together:

CLAP-CLAP SLAP-SLAP FIST-FIST FIST-FIST OPEN-OPEN OPEN-OPEN ELBOW-ELBOW

Okay, now follow along as we go through the second actions:

With your right arm, pretend you are twirling a lasso (rope) over your head (demonstration, cue: lasso, 2,3,4)

Now with your left arm, pretend you are twirling a lasso (rope) over your head (demonstration, cue: lasso, 2,3,4)

Pretend you are hitchhiking (seeking a ride) with your right thumb, move to the right (demonstration: cue: hitchhike, 2,3,4)
Pretend you are hitchhiking (seeking a ride) with your left thumb, move to the left (demonstration, cue: hitchhike, 2,3,4)

You got your ride, so you give the car a "cool wave," move to the right while waving in a cool fashion four counts (demonstration, cue: cool wave, 2,3,4)
Repeat in the other direction, with the left hand for four counts (demonstration, cue: cool wave, 2,3,4)

Grab your hands together over your head in a victory grasp and shout Victory, Victory! (demonstration, cue: victory, victory)

Catch a leaf in the air (grab at an imaginary leaf in the air), put it in your hand (place it in your hand), throw it to the floor and jump over the imaginary leaf).

Now, let's put all these actions together:

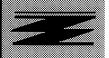
LASSO-2,3,4 LASSO-2,3,4 HITCHHIKE-2,3,4 HITCHHIKE-2,3,4 COOL WAVE-2,3,4 COOL WAVE-2,3,4 VICTORY-VICTORY CATCH A LEAF O.K. Now we'll put the two parts together. Do you think you can do them both? Let's see how we do! On the count of three, I want everyone to start by clapping their hands twice.

CLAP-CLAP SLAP-SLAP FIST-FIST FIST-FIST OPEN-OPEN **OPEN-OPEN ELBOW-ELBOW ELBOW-ELBOW** LASSO-2,3,4 LASSO-2,3,4 HITCHHIKE-2,3,4 HITCHHIKE-2,3,4 COOL WAVE-2,3,4 COOL WAVE-2,3,4 VICTORY-VICTORY **CATCH A LEAF**

- C. Encourage students to remember this activity and to do it whenever they have time, during television commercials or after they have been sitting for awhile.
- D. Explain that they will receive a directions sheet in their Family Pack to help them remember the actions.



Activity 3 Family Pack



- A. Explain that this is the last Family Pack activity before the Holidays.
 - 1. Ask students to recall if their family members liked the snack in the Family Pack last week.
 - 2. Emphasize again to the students that it is important for them and their family members to eat healthful foods and to exercise regularly.
- B. Explain to students that they will take home the following handout.
 - The Holiday Greeting from Amanda and Daryl to share with your family.
 - On the back of the greeting are the directions to the Turnaround Game to do during the Holiday break.
- C. Ask those students who have brought back at least three Return Cards to raise their hands.
 - 1. Instruct these students to <u>show you</u> their **Star Chart** while you distribute the Special Reward.
 - 2. Congratulate all students who received the Special Reward.
- D. 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.



Activity 4 Summary of the Week and First Half of Pathways Journey



- A. Emphasize to students what the Pathways Journey has stressed in the past six weeks.
 - 1. Point to the **Everyday Foods** poster in the classroom.
 - 2. Ask students to choose Everyday Foods whenever they eat and remind them to use this list as a guide to their choice of foods to eat.
 - 3. Encourage students to eat Everyday Foods at school breakfast and lunch, and at home.
 - 4. Remind students that during **Pathways PE** and recess, they will continue to have fun doing many physical activities and games.
 - 5. Remind students of the three goals they reached during this part of Pathways and encourage them to keep doing physical activities and to eat vegetables and fruits.
- B. Ask students to review what they have learned in this Pathways Journey.
 - What have you learned about the traditional life of your Great-Great-Grandparents?

Answer: Responses will vary. Great-Great-Grandparents ate well and were active in everything that they did. They ate many low fat foods. Since they hunted, farmed, and gathered their food, they spent a lot of time outdoors being physically active.

• What are some healthful ways you can eat well and be active today?

Answer: Responses will vary. Use the Everyday Foods as a guide for great foods to eat almost anytime; choose foods, such as fruits and vegetables; keep active through dancing, running, walking, jumping rope; and any other physical activities.

- C. Remind students that after the Holidays they will join Amanda and Daryl for the rest of their Pathways Journey.
 - 1. Ask students if they can guess what Pathways Nation will be visited next by Amanda and Daryl.
 - 2. Tell students that they will discover more during their Pathways Journey to other Pathways Nations following the Holidays.
- D. Collect students' *My Pathways Journey Activity Books* and place them in safe keeping until Week 7.

Reminder:

✔ Be sure to complete the Evaluation Form for this lesson.

Week 6

My Pathways Journey

Directions

Answer the following questions about what you think of your Pathways Journey so far.

Two of the physical activities	es I like to do after school are
and	
I now try to eat more fruits	in school breakfast or lunch and the two I like
the most are	and
My favorite fruit to eat at ho	ome is
•	ables in school lunch and the two I like the
most are	and
My favorita vagatable to ag	t at home in
My favorite vegetable to ea	tt at nome is
I liked the snacks I took ho	me in the Snack Packs to share with my
family: Yes	No
idininy.	
Write down the things you	like the best about Pathways.

Jump Rope Raps

My three cousins climbed a tree. How many leaves did they see? 1-2-3-4-5-6-7-8...

I have a little basketball hoop by the lake. How many baskets can I make? 1-2-3-4-5-6-7-8...

I like to play soccer with my sister and friend. We run and we jump and we twist and we bend. I run so fast that I almost soar How many goals can I score? 1-2-3-4-5-6-7-8...

My grandmother had lots of bread to make. How many loaves did she bake?

$$1-2-3-4-5-6-7-8...$$



Visual Aid

Part 1

Clap - Clap

Slap - Slap

Fist - Fist

Fist - Fist

Open - Open

Open - Open

Elbow - Elbow

Elbow - Elbow

Part 2

Lasso - 2, 3, 4

Lasso - 2, 3, 4

Hitchhike - 2, 3, 4

Hitchhike - 2, 3, 4

Cool Wave - 2, 3, 4

Cool Wave- 2, 3, 4

Victory - Victory

Catch a Leaf